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Self-Study Report: 02 General Information

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GENERAL INFORMATION

NEBRASKA AGRICULTURE

Agriculture and agribusiness are Nebraska's dominant industries. Ninety-six percent (47.1 million acres) of the state's land area is occupied by 55,000 farms and ranches. Over one-half of the states workers depend upon agriculture and business for their livelihood. The average growing season ranges from 170 days in southeast Nebraska to 120 days in the northwest. Underneath Nebraska is stored nearly 2 billion acre-feet of water, and in Nebraska we receive an average of 90 million acre-feed of precipitation yearly.

Approximately 17 million acres are utilized as cropland, of which approximately 8 million are irrigated. Corn, soybeans, winter wheat, and sorghum are the state's primary crops, but edible beans, sugar beets, popcorn, and oats are also prominently grown. Nebraska ranks first among the states in great northern bean and popcorn production, and third in corn, sorghum, and pinto bean production. Corn and winter wheat are grown statewide, while soybeans are produced in the eastern one-half of Nebraska. Sorghum is produced in the southeastern one-half of the state, and sugar beets and edible beans are produced in irrigated cropland in the western portion of the state.

Three-quarters of the state's farms and ranches have livestock or poultry operations, and cash receipts from those operations account for over 60% of the total farm income. Five and one-half percent of the nation's cattle herd is located in Nebraska, while nearly 17.5% of the herd is fed in the state's 9,400 feedlots. The state ranks second in the number of fed cattle both marketed and on feed, and third in the number of cattle and calves. The eastern one-third of the state accounts for 50% of state's fed cattle herd, while cow-calf operations predominate in the western two-thirds of Nebraska.

While Nebraska's dependence on a few agronomic crops and livestock is likely to continue far into the future, increasing attention is being paid to "alternative" crops and livestock. In Nebraska, anything other than corn, soybeans, wheat, sorghum, beef, and pork could be considered an alternative agricultural product. Some of these alternatives such as dry edible beans and sugar beets have been produced in Nebraska for many years. Of these alternative products, the ones with the greatest potential for increased importance appear to be poultry (both chickens and turkeys), popcorn, and oats. Other products such as fruits and vegetables, aquaculture (especially trout and salmon), amaranth, white corn, honey, and specialty legumes are receiving increased attention and statewide support. A few truly experimental crops such as crambe are also being pursued. These various pursuits may slowly change the focus of Nebraska's agricultural scene providing greater diversification.

Agribusiness continues to expand rapidly in Nebraska, employing thousands of people. Most of these firms process raw agricultural commodities into value added products. Consequently the raw product, when processed, adds not only additional jobs, but additional dollars for the Nebraska economy. National industries headquartered in Nebraska include ConAgra, Valmont, Iowa Beef, Lindsay Manufacturing, Farmers National, Behlen Manufacturing and many others. Many large firms also have operations here, including: Ford New Holland, Pioneer-Hybrids, Farmland Industries, Cargill, Kellogg, and Campbell Soups. Most recently, Iowa Beef Processors has opened a new beef processing plant at Lexington, ConAgra has opened a new oat plant at Sioux City, and Campbell Soup is expanding a poultry processing base at Tecumseh.

All of these opportunities, both production and non-production, require a skilled labor and management force. Many will need to be educated in the area of agriculture and agribusiness at the secondary, postsecondary and adult levels. The Department of Agricultural Education, at the University of Nebraska-Lincoln, remains committed to preparing quality teachers and instructors to teach agriculture and agribusiness, to preparing individuals of all disciplines with leadership and human resource development skills and to preparing individuals for immediate employment in the rapidly expanding opportunities in agriculture and agribusiness.

**HISTORY OF THE UNIVERSITY OF NEBRASKA, THE INSTITUTE OF AGRICULTURE
AND NATURAL RESOURCES AND THE DEPARTMENT OF AGRICULTURAL EDUCATION**

University History:

The University of Nebraska was founded on February 15, 1869, and the College of Agriculture was established in June, 1872. A formal opening was held during the 1872-73 academic year. The Agricultural Experiment Station was founded under the Federal Hatch Act of 1887, but the first report reviewing experimental work from the University of Nebraska was published in 1880.

At present, the University of Nebraska is governed by an elected Board of Regents representing eight geographic districts in the state. Their term of office is for six years.

The University of Nebraska includes three separate campuses: University of Nebraska-Lincoln, University of Nebraska-Omaha, and University of Nebraska Medical Center (also located in Omaha). The University of Nebraska-Lincoln also has five Research and Extension Centers: Panhandle - Scottsbluff, West Central - North Platte, South Central - Clay Center, Northeast - Concord, and Southeast - Lincoln.

Institute of Agriculture and Natural Resources:

The Institute of Agriculture and Natural Resources (IANR) was authorized by the State Legislature effective July 1, 1973. Dr. Duane Acker became the first Vice Chancellor of IANR in April 1974, and left in July 1975 to become President of Kansas State University. He was succeeded by Dr. Martin Massengale, who served in this position from 1976-81, when he became Chancellor of the University of Nebraska-Lincoln. At present, Dr. Massengale continues to serve as Chancellor and also serves as Interim President of The University of Nebraska System. Dr. Roy Arnold was named to the post and remained as Vice Chancellor from 1982-87. Dr. Arnold left to assume the position of Dean of the College of Agricultural Sciences at Oregon State University. The present Vice Chancellor, Dr. Irvin Omtvedt, was named to that position in 1988.

Departmental History¹

Names of Department

Department of Agricultural Education	1918-1920
Department of Agricultural and Home Economics Education	1920-1922
Department of Vocational Education	1922-1962
Department of Agricultural Education	1963-Present

Administrators

Name	Title	Period Served
Harry E. Bradford	Head	1918-1919
Harry E. Bradford	Chairman	1919-1949
Claud E. Rhoad	Chairman	1949-1951
Howard W. Deems	Chairman	1951-1965
James T. Horner	Chairman	1965
John H. Coster	Acting Chairman	1965-1966
James T. Horner	Chairman	1966-1975
Roy D. Dillon	Interim Chairman	1975-1976
Osmund S. Gilbertson	Chairman	1976-1977
Osmund S. Gilbertson	Head	1977-1987
Allen G. Blezek	Acting Head	1987-1988
Allen G. Blezek	Interim Head	1988-1989
Allen G. Blezek	Head	1989-Present

Location of Headquarters

Headquarters for the Department of Agricultural Education has always been in Agricultural Hall.

The Formative Years

First Course - Agricultural Pedagogy: A. E. Davisson was the first professor of agricultural education. In 1907 he taught a course in agricultural pedagogy. Davisson was followed by Fred Hunter, and in 1912, Harry E. Bradford, principal of the School of Agriculture, was assigned to teach the college courses in agricultural education.

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

¹ James T. Horner provided assistance in the preparation of the departmental history which was included in the book entitled "College of Agriculture of The University of Nebraska-Lincoln. The First Century" by Elvin F. Frolik and Ralston J. Graham. Published by The Board of Regents of The University of Nebraska. 1987.

The College of Agriculture already had the teacher training machinery in operation. Upon designation by the State Board² as Nebraska's "official training center," it was ready to assume the responsibilities. Bradford was selected as Head of the Department of Agricultural Education to organize and conduct the new program.

Practice Teaching Centers

Through the years 1907-1919 the courses in agricultural education were general and historical in nature with no attempt to attack the problem of teaching methods. When the Department was enlarged in 1919, methods and organization courses were introduced and practice teaching centers were established in neighboring town high schools having agriculture. The first practice centers were at Waverly, Eagle, Seward and Crete.

According to Clements, "Among the earlier 'critic' teachers in local schools who helped with the practice teaching program should be mentioned the names of George A. Spidel, Bryon McMahon, Richard M. Kildee, and Ralph W. Canada."

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

In 1920 the program was known as Agricultural and Home Economics Education. Instruction in teaching home economics had been added with special women professors under Bradford's overall direction. By 1922 the offerings in this department had grown to 11 courses. It was then that the name of the Department was changed from Agricultural Education to the Department of Vocational Education.

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

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

Cooperation with the Teachers College

"The University of Nebraska Teachers College on the downtown campus was (the) Department of Agricultural Education at the College of Agriculture. This cooperative arrangement was continued when the new Smith Hughes plan was put

² State Board for Vocational Education. The Smith-Hughes Act was accepted by the Nebraska Legislature and approved by the Governor on April 25, 1917. To be eligible for Smith-Hughes benefits a state was required to set up a State Board for Vocational Education and make formal application (1,P.15).

into operation. The teacher education curriculum for agriculture was primarily at the College of Agriculture. Departmental staff members were also members of the ... Teachers College staff. However, they spent most of their time at the College of Agriculture.

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

Present Administrative Organization

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

However, the study conceded that the benefits outweigh the costs in terms of close association with other departments in the College of Agriculture. These are the departments that provide research, instruction and support materials in the subject matter that agriculture teachers are preparing to teach.

At the University of Nebraska, some staff members in agricultural education have joint appointments in Teachers College and selected courses are cross listed. Within IANR, the agricultural education staff hold joint teaching-extension and/or research appointments.

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

Teaching: A Unique Role

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

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

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

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

Research and Development

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

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

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

Since that time, numerous grants have been obtained by many faculty members. These grants include federal dollars through the Carl Perkins Vocational Education Act and from private foundations, business and industry.

Service

Over the years the Department has been involved in a number of service activities, including inservice sessions for Nebraska's secondary and post-secondary agriculture teachers, as well as for professional staff within the College of Agriculture, the Institute of Agriculture and Natural Resources, and others.

Additionally, the Department coordinates the annual Vocational Agriculture judging contests on campus, assists with FFA exhibits and activities at the Nebraska State Fair, provides programming and assistance with the summer conference of the Nebraska Vocational Agriculture Teachers Association and the Annual Nebraska Vocational Conference.

The Department has been instrumental in establishing and providing assistance to The Nebraska FFA Association, The Nebraska Young Farmer and Rancher Education Association, the Nebraska FFA Alumni Association, The Nebraska LEAD Program, Nebraska Agriculture In The Classroom Program, Alpha Tau Alpha, NU FFA Club, the Departmental Agricultural Education Club, and The Nebraska Vocational Agriculture Foundation.

The Graduate Program

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

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

Through 1984, a total of 233 master's degrees in vocational or agricultural education had been granted.

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

Staff Recognition

Recipients of UNL Distinguished Teaching Award

1971 - Urban E. Wendorff (also listed in Agricultural Engineering)

1981 - Allen G. Blezek

1986 - Leverne A. Barrett

1987 - Richard M. Foster

National Professional Society President

1975 - James T. Horner - President of the American Association of Teacher Educators in Agriculture

ROLE AND MISSION STATEMENTS
DEPARTMENT OF AGRICULTURAL EDUCATION
UNIVERSITY OF NEBRASKA-LINCOLN

The Department of Agricultural Education is an administrative unit within the Institute of Agriculture and Natural Resources of the University of Nebraska-Lincoln. As part of the Land Grant University system for the State of Nebraska, the mission of the Department is deeply rooted in the Land Grant functions of teaching, research and service. The clientele to which the department is primarily responsible are the citizens of the State of Nebraska as the unit seeks to provide state and national leadership in the agricultural education profession.

TEACHING

It is the mission of the Department of Agricultural Education to serve Nebraska through a comprehensive program of instruction and advisement. The teaching and advising program administered through the College of Agriculture is intended to maximize the student's potential in preparation for an agricultural career while minimizing his/her personal and academic problems.

Specific objectives of the Department of Agricultural Education leading to the fulfillment of the teaching mission include:

1. Pre-service Agricultural Education - B.S. graduates are qualified to enter and progress in a wide variety of agricultural and educational occupations and may be certified by the Nebraska State Department of Education to teach Agricultural Education in secondary and post-secondary public schools and conduct adult education programs.
2. Graduate Agricultural Education - The graduate program leads to the Master of Science (M.S.) Degree in Agricultural Education. Doctoral and/or Specialist programs are available through Teachers College. The Department also provides graduate coursework for other graduate programs. Classes are provided in the traditional campus setting and in field-based attendance centers.
3. Inservice Education - The inservice education program is designed to keep field-based clientele current in technical agriculture and education methodology. Both formal and informal inservice activities are used to fulfill this mission.
4. Service Courses - The Department facilitates the development of professional leadership in and helps to serve the educational needs of individuals and programs both within and beyond the Institute of Agriculture and Natural Resources through participation in staff development and instructional activities. Service coursework is provided in areas uniquely characteristic of the capabilities and interests of the department staff at both the undergraduate and graduate levels.

RESEARCH AND DEVELOPMENT

It is the mission of the Department of Agricultural Education to plan and conduct research activities that identify issues and concerns, discover new knowledge, investigate appropriate problems and determine methods of applying the findings at local, state, national and international levels.

Appropriate areas of research includes:

1. The role of agricultural education regarding the clientele to be served, the changing needs of the agricultural work force, the manpower needs and the image of agriculture held by society.
2. Teaching and learning with particular emphasis on learning theory, teaching methods, attitudes towards pedagogical preparation and administrative and/or supervision procedures.
3. Change factors and policies effecting agricultural education, the impact of computer and advanced technology, financial policies, cost effectiveness of programs and program elements, back-to-the-basics and student follow-up.
4. Agricultural Education delivery systems, curricular delivery, occupational experiences and leadership training.

SERVICE

It is the mission of the Department of Agricultural Education to provide service to clientele groups in accordance with the capabilities and special qualifications of the departmental faculty. Service activities and degree of involvement depend on the clientele group requesting assistance and the individual interests of faculty members. The following are appropriate educational and professional service activities for Agricultural Education:

1. Service to Public School Clientele - Persons requesting such service or consultation might include secondary or postsecondary vocational agricultural education teachers, and/or school administrators. Such service may include teaching methodology, curriculum enhancement, instructional materials, or inservice offerings designed to increase the effectiveness of the vocational agriculture programs.
2. Service to Cooperative Extension Service Personnel - The Department helps facilitate the development of professional leadership of Cooperative Extension Service personnel through staff development and instructional activities.
3. Service to Agricultural and Education Organizations - The Department provides service to organizations and agencies who promote and support Agricultural Education on the state and national level. Service may be evidenced through consultation activities, or through individual departmental members serving on official boards and/or committees.

4. Service to International Agricultural Development - The Department provides assistance to international agricultural programs through on-campus work with international students or through short or long-term assignments in developing countries.

ADMINISTRATION AND ORGANIZATION

Overall, the University of Nebraska System is presently governed by an elected Board of Regents representing eight geographical districts within the state. Their term of office is for six years. The Vice President for Governmental Affairs also serves as the Corporate Secretary for the Board. Table 1.1 focuses on the University of Nebraska-Lincoln and how it fits into the University of Nebraska System.

Tables 1.2 and 1.3 display the organization and administration of the University of Nebraska and the Institute of Agriculture and Natural Resources.

Table 1.2 is more specific to the organization of the Institute of Agriculture and Natural Resources within the University of Nebraska-Lincoln, while Table 1.3 shows a more detailed breakout of units within the Institute of Agriculture and Natural Resources.

DEPARTMENTAL OPERATIONS

The organizational structure of the Agricultural Education Department is shown below. Under this relatively new structure for the Department, committee assignments will be rotated, although most committee coordinators will serve for several years because of the ongoing need for continuity in contact with the various other units, for example.

Promotion and tenure recommendations are handled by a Promotion and Tenure Committee, consisting of all Full Professors of Agricultural Education.

Agricultural Education Department Committee Assignments 1989-90 Allen G. Blezek, Department Head

Preservice Committee: Foster, Bell, Horner

Graduate, Research and Development Committee: Dillon, Barrett, Blezek, Florell, Foster, Gerhard, Gilbertson, Horner

Leadership Committee: Blezek, Miller, Horner, Dillon, Foster, Dodge, Bergman

Recruitment and Retention and Placement Committee: Bell, Husmann, Blezek

Scholarship Committee: Foster, Husmann

Promotion and Tenure Committee: Horner, Barrett, Dillon, Foster, Florell, Gilbertson

Classroom Renovation Committee: Blezek, Foster, Horner

Table 1.1
 ADMINISTRATIVE CHART FOR UNIVERSITY OF NEBRASKA

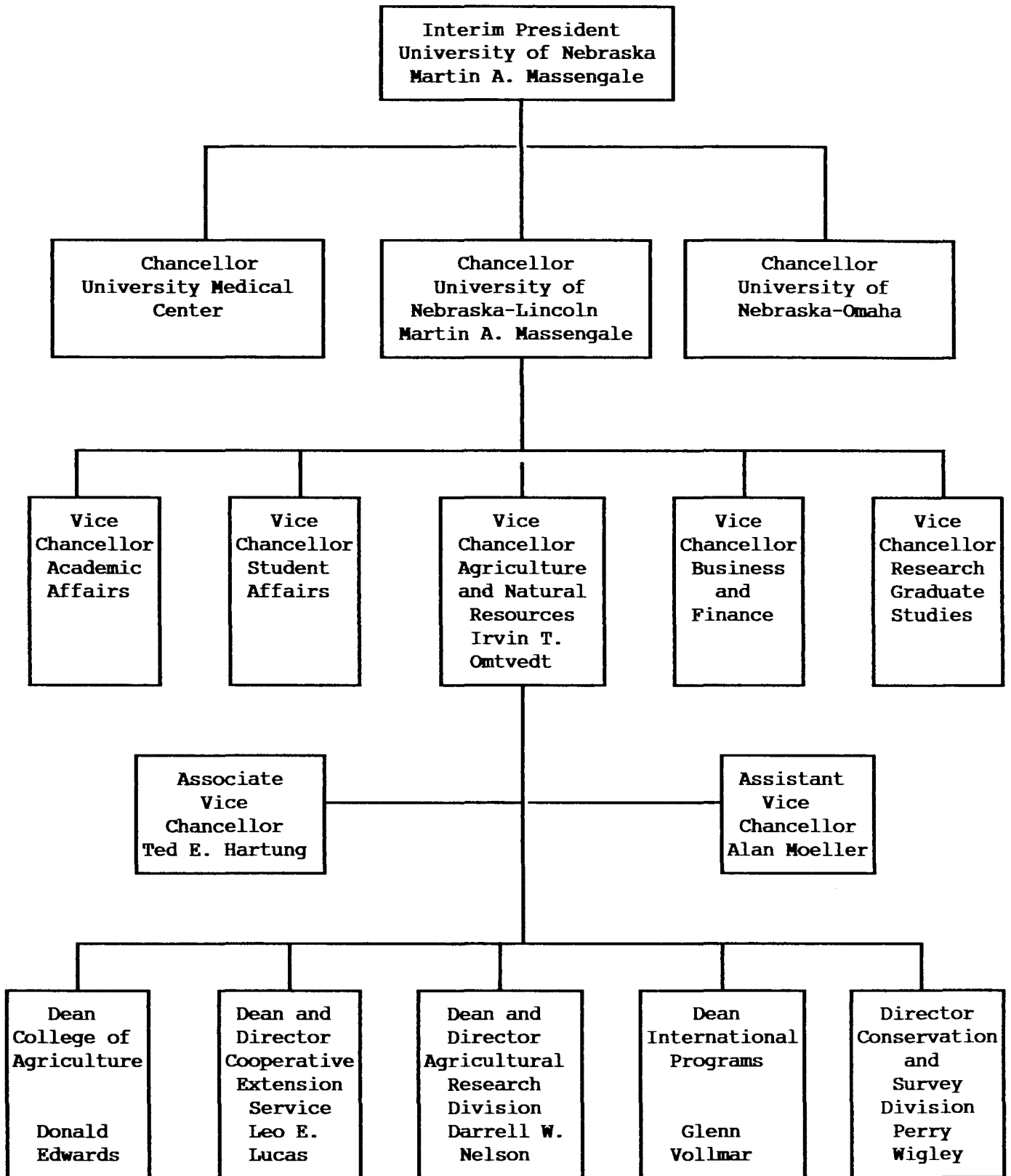


TABLE 1.2

ORGANIZATIONAL CHART
INSTITUTE OF AGRICULTURE AND NATURAL RESOURCES
THE UNIVERSITY OF NEBRASKA-LINCOLN

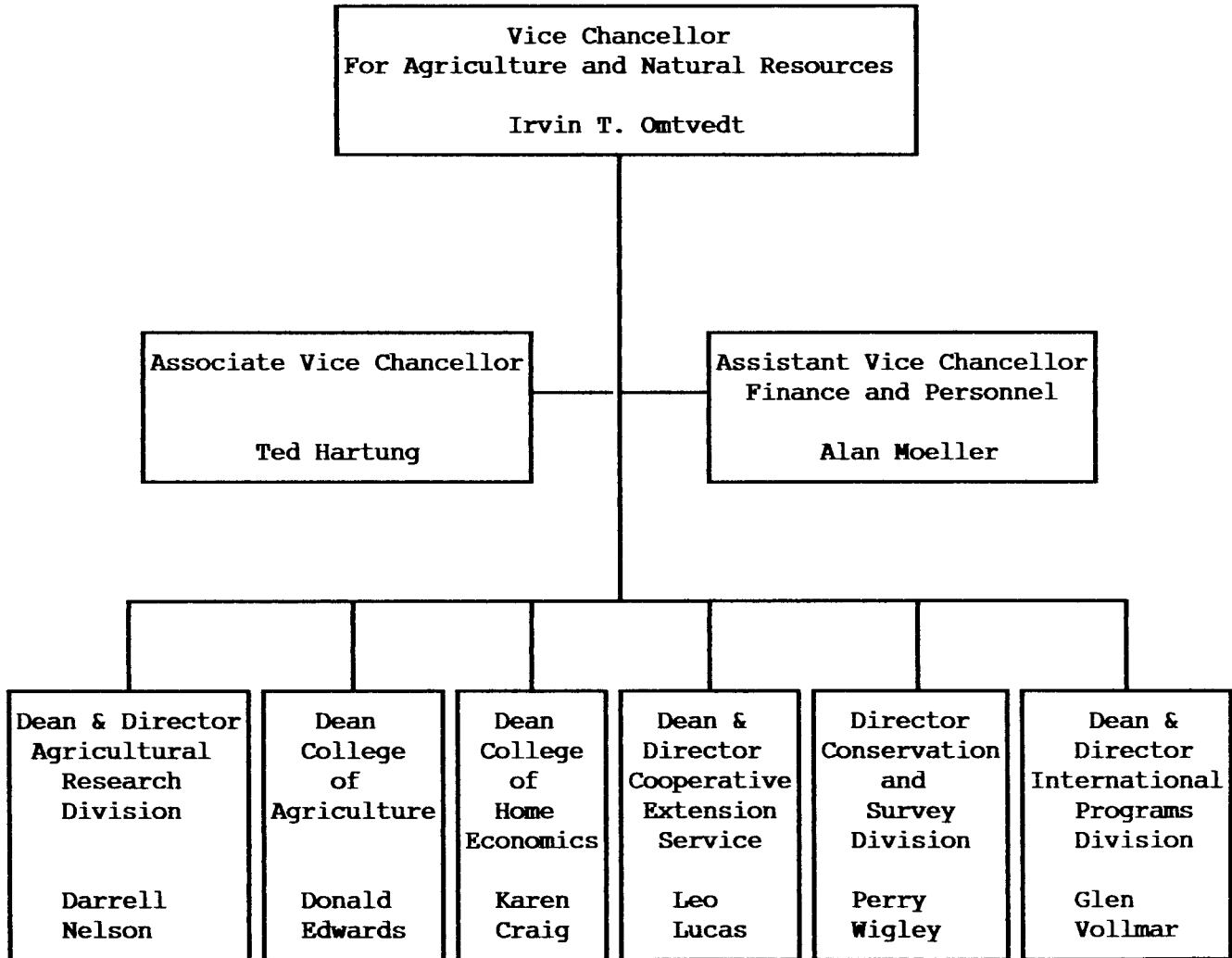


TABLE 1.3
ADMINISTRATIVE UNITS REPORTING TO THE VICE CHANCELLOR
Institute of Agriculture and Natural Resources
The University of Nebraska-Lincoln

AGRICULTURAL ACADEMIC PROGRAM UNITS (Extension, Research, and Teaching)	HOME ECONOMICS DEPARTMENTS (Extension and Research)	OFF CAMPUS CENTERS (Extension and Research)
AGRICULTURAL COMMUNICATIONS Gary L. Vacin	CONSUMER SCIENCE AND EDUCATION Gwendolyn Newkirk	AGRICULTURAL RESEARCH AND DEVELOPMENT CENTER Mead
AGRICULTURAL ECONOMICS Sam Cordes	HUMAN DEVELOPMENT AND THE FAMILY William E. Meredith	NORTHEAST RESEARCH AND EXTENSION CENTER Concord
AGRICULTURAL EDUCATION Allen Blezek	HUMAN NUTRITION AND FOOD SERVICE MANAGEMENT Judy Driskell	PANHANDLE RESEARCH AND EXTENSION CENTER Scottsbluff
AGRICULTURAL ENGINEERING Glenn Hoffman	TEXTILES, CLOTHING AND DESIGN Joan M. Laughlin	SOUTH CENTRAL RESEARCH AND EXTENSION CENTER Clay Center
AGRICULTURAL METEOROLOGY AND CLIMATOLOGY Blaine Blad		SOUTHEAST RESEARCH AND EXTENSION CENTER Loyd L. Young
AGRONOMY Robert Shearman		WEST CENTRAL RESEARCH AND EXTENSION CENTER North Platte
ANIMAL SCIENCE Elton Eberle		Lavon J. Sumption
BIOCHEMISTRY Marion O'Leary		
BIOMETRY David Marx		
ENTOMOLOGY John E. Foster		
ENVIRONMENTAL PROGRAMS Roger E. Gold		
FOOD PROCESSING CENTER Stephen Taylor		
FOOD SCIENCE AND TECHNOLOGY Stephen Taylor		
FORESTRY, FISHERIES AND WILDLIFE Gary L. Hergenrader		
HORTICULTURE Paul E. Read		
PLANT PATHOLOGY Anne K. Vidaver		
VETERINARY SCIENCE John A. Schmitz		

PRESENT FACULTY AND STAFF

Table 1.4 lists the present faculty and staff and gives selected variables including rank, years in present rank, degree, date of degree, granting institution, tenured and percentages of current assignment. The present staff is well balanced with four Professors, four Associate Professors, and one Assistant Professor, and four staff at less than the Assistant Professor level. Of these individuals, five have tenure with years in present rank ranging from two to twenty-five years. While overall departmental allocated time in extension is limited to .36 of a full-time equivalent, and research and development is limited to a total of one full-time equivalent, the majority of the assignments fall within the teaching area, with 6.15 full-time equivalents. The vast array of credentials and assignments of time has allowed the department to keep up to date and provide service to virtually every division of the Institute of Agriculture and Natural Resources. From a different perspective, budgeted FTE staff are included in Table 1.5.

Faculty from other units holding Courtesy appointments within the Department of Agricultural Education are identified in Table 1.6. Over recent years, Courtesy appointees have played an active role in the departmental Graduate Committee, in providing related instruction from the Department of Agricultural Engineering and valuable contacts to Extension and International Programs.

TABLE 1.4
Present Faculty and Staff - March 1990
Department of Agricultural Education

NAME/RANK	YEARS IN RANK	HIGHEST DEGREE HELD/ GRANTED	INSTITUTE GRANTING DEGREE	TENURED	% RES	% TCH	% EXT	% SPECIAL PROJECTS
Barrett, L.A. Associate Prof.	9.5	D.Ed. 1978	Penn. St. Un.	YES	25	50		25
Bell, L.C. Assistant Prof.	6	Ph.D. 1984	UNL	NO		100		
Bergman, G.C. Associate Dir.	2.5	M.S. 1978	UNL	NO				100% LEAD
Blezek, A.G. Professor/Head	5	Ph.D. 1973	UNL	YES	15	74	11	
Dillon, R.D. Professor	20	Ed.D. 1965	Univ. of Illinois	YES	25	75		
Dodge, G.D. Associate Prof.	7.5	Ph.D. 1962	UNL	NO	80			20
Gilbertson, O.S. Professor	13	Ph.D. 1969	Univ. of Minnesota	YES		20		
Foster, R.M. Professor	2	Ph.D. 1978	Iowa State	YES	40	60		
Fritz, S.M. Project Coord.	8 mo.	M.Ed. 1989	UNL	NO				78
Horner, J.T. Professor	25	Ed.D. 1959	Univ. of Missouri	YES		75	25	
Husmann, D.E. Assistant Instr.	3	M.S. 1986	Kansas St. University	NO			50	50
Lunde, J.P. Associate Prof.	6 mo.	Ph.D. 1970	Univ. of Minnesota	NO		10		90
McCaslin, M.L. Assistant Instr.	1	M.S. 1989	Univ. of Wyoming	NO		20		80
Miller, E.H. Associate Prof.	1	Ph.D. 1972	UNL	NO				100 CLD *

*Center for Leadership Development

TABLE 1.5
 Budgeted FTE Staff 1985-86 to 1989-90
 Department of Agricultural Education

Personnel Category	1985-86	1986-87	1987-88	1988-89	1989-90	% Change from 1985-86 to 1989-90	% Change from 1988-89 to 1989-90
Faculty	5.66	5.11	5.01	5.21	4.62	(18.37)	(11.32)
Other A-Line	0.39	0.39	0.39	0.39	0.39	0.00	0.00
Managerial/Professional	--	--	--	--	--	--	--
Office Service	1.45	1.45	1.45	1.45	1.45	0.00	0.00
Graduate Assistant	0.19	0.19	0.19	0.19	0.19	0.00	0.00
Other hourly	0.08	0.08	0.08	0.08	0.08	0.00	0.00
TOTAL FTE STAFF	7.77	7.22	7.12	7.32	6.73	(13.38)	(8.06)

Source: UNL General Operating Budget for above years as of July 1. It includes unfilled lines and thus not all FTE budgeted are available for instruction. This table includes only account LGE-61-120-01.

TABLE 1.6
Courtesy Appointments
Department of Agricultural Education

Name	Rank	Degree	Date of Degree	Institution Granting Degree
Everett, D.	Professor, Mid America International Agricultural Consortium	Ph.D.	1966	University of Nebraska
Florell, R.	Professor, Cooperative Extension Service	Ph.D.	1966	University of Nebraska
Gerhard, G.	Associate Professor Cooperative Extension Service (4-H)	Ph.D.	1985	Ohio State University
Schinstock, J.	Associate Professor Agricultural Engineering	Ed.D.	1977	Virginia Tech
Silletto, T.	Associate Professor Agricultural Engineering	Ph.D.	1976	Iowa State University

SUPPORT STAFF

Table 1.7 contains information relative to the support staff within the Department. The majority of the support staff is funded through the generation of outside grant dollars on an annual basis. Only two full-time secretaries and one .49 percent time graduate assistant are funded from appropriated dollars. The present staff is highly qualified and fully utilized throughout the year.

TABLE 1.7
Support Staff
Department of Agricultural Education

Name	Type of Position	Title	Education	Support Source
<u>Managerial/ Professional</u>				
Schlake, M	B	Administrative Assistant - LEAD	B.S.	Grants
<u>Secretarial</u>				
Arthur, H	C	Secretary II	H.S.	Grants
Burkholder, A	C	Secretary II	M.S.	Grants
Jorgensen, S.	C	Secretary II	H.S.	LGE/63-120-01 27 FTE LGE/61-120-01 45 FTE LGE/61-120-02 28 FTE
Kimmen, J	C	Secretary III	H.S.	LGE/61-120-01
<u>Graduate Assistants</u>				
Keppler, S	D		M.S.	LGE/61-120-01 49 FTE
Moody, L	D		B.S.	Grants
Mutfwang, S	D		B.S.	Grants
Pikkert, J	D		M.S.	Grants
<u>Work Study</u>				
Ferguson, R	W	Student Worker	H.S.	LGE/61-120-02
Warday, D	W	Student Worker	H.S.	LGE/61-120-02

FACULTY SALARY COMPARISONS

National faculty salary comparisons for twelve month appointments are included in Table 1.8. It is important to note that these figures are from the 1988-89 year, since more current information has not been released. Salaries paid Instructors and Assistant Professors in Agricultural Education at the University of Nebraska-Lincoln are near the minimum paid in the Central Region. Salaries paid Associate Professors in Agricultural Education at the University of Nebraska-Lincoln are more near the average, while salaries of Full Professors are well below average, of salaries paid by other institutions in the Central Region.

Current comparisons of average faculty salaries and average years in current rank by rank with the University of Nebraska-Lincoln as compared to the Department of Agricultural Education are included in Table 1.9.

Consideration of these figures are significant in not only retaining high quality faculty, but in attracting new faculty.

TABLE 1.8
Faculty Salary Comparisons
For 12-Month Appointments in Agricultural Education
Summary Data for 1988-89 Faculty Salaries by Region
(Amounts in Table are Annual Rates)

AATEA Region	Instructor	Assistant Professor	Associate Professor	Professor
Eastern				
Mean	\$26,740	\$40,654	\$48,197	\$59,932
Minimum	\$24,912	\$27,260	\$35,796	\$45,228
Maximum	\$29,136	\$71,000	\$74,261	\$77,000
Central				
Mean	\$25,529	\$40,547	\$50,034	\$58,870
Minimum	\$14,911	\$34,000	\$32,330	\$40,455
Maximum	\$33,098	\$52,560	\$76,292	\$79,320
Southern				
Mean	\$36,280	\$36,772	\$45,695	\$55,735
Minimum	\$31,600	\$25,397	\$27,615	\$40,500
Maximum	\$40,960	\$49,240	\$62,000	\$77,560
Western				
Mean	\$32,012	\$36,380	\$42,508	\$56,667
Minimum	\$21,000	\$31,000	\$35,000	\$43,158
Maximum	\$36,509	\$46,571	\$52,720	\$71,003
<hr/>				
University of Nebraska- Lincoln	\$14,911	\$36,629	\$50,592	\$53,908

SOURCE: American Association of Teacher Education in Agriculture 1988-90
 Survey of Faculty Salaries

TABLE 1.9
Average Faculty Salaries and
Average Years in Rank by Rank
Department of Agricultural Education
1985-86 and 1989-90

Rank	1985-86						1989-90					
	Agricultural Education			Overall UNL			Agricultural Education			Overall UNL		
	No. of Faculty	Ave. Yrs. In Rank	Ave. Salary	No. of Faculty	Ave. Yrs. In Rank	Ave. Salary	No. of Faculty	Ave. Yrs. In Rank	Ave. Salary	No. of Faculty	Ave. Yrs. In Rank	Ave. Salary
Professor	2	12.0	\$37,641	533	10.3	\$38,562	6	13.8	\$49,119	NA	NA	NA
Associate	4	2.5	29,983	320	6.7	29,091	3	5.7	38,906	NA	NA	NA
Assistant	-	-	-	264	4.2	24,243	1	5.0	29,807	NA	NA	NA

Source: UNL Faculty Salary Study Committee file for above years. Twelve-month salaries have been converted to academic year using .75 as a conversion factor.

The 1985-86 and 1989-90 Faculty Salary Study files exclude Deans and other administrative salaries and include chairpersons. Comparisons between 1985-86 and 1989-90 must be drawn with caution. The following changes were initiated in 1988-89 as a result of the University's conversion to the new MSA accounting system. In addition, some inconsistencies with UNL's AAU comparator group were rectified. Moving to an October 1 reporting date provides a more complete data base than has been used in the past.

1985-86

Includes faculty having .50 or greater FTE, ranked as instructor and above.

Museum faculty are excluded

Library faculty are included

Regents Professorship stipends are excluded.

Salaries are based on July 1 budget (Shows regular faculty, including those on leave, but does not show their replacement who may be hired at a lower salary.)

1988-89 to Present

Includes faculty having 1.00 or greater FTE, ranked as instructor and above.

Museum included

Library excluded

Regents Professorship stipends are included.

Salaries based on faculty who are teaching as of October 1

APPROPRIATED BUDGET

The appropriated budgets, excluding benefits (21%), are shown in Table 1.10 for the years 1985-86 through 1989-90. The University of Nebraska made increasing faculty salaries a priority for the last two years included in this time period. Attempts have been made to bring faculty salaries to the mean level of peer institutions in a three year plan approved by the Board of Regents. The University is presently in the second year of the more significant salary increases. Total operating funds, on the other hand, have suffered throughout the five year period. Although inflation and need has continued to increase, actual operating dollars have decreased substantially, especially when viewed as a percentage of total budget. This decrease means that in dollars, the Department now receives only 86 percent of the operating budget that it received five years earlier in 1985-86.

TABLE 1.10
Appropriated Budget
Department of Agricultural Education

Appropriated Budget (x1000) (Excluding Benefits)									
Program	Year	Faculty Salaries	Grad Asst	Support Personnel	Total	%	Operating	%	Total
Teaching	85-86	227	3	17	247	95.0	13	5.0	260
	86-87	225	2	17	244	95.7	11	4.3	255
	87-88	239	3	21	263	96.0	11	4.0	274
	88-89	267	6	25	298	95.2	15	4.8	313
	89-90	301	7	30	338	95.2	17	4.8	355
Research	85-86	57	4	8	69	90.8	7	9.2	76
	86-87	58	4	8	70	90.9	7	9.1	77
	87-88	61	0	0	61	100.0	0	0.0	61
	88-89	67	0	0	67	100.0	0	0.0	67
	89-90	76	0	0	76	100.0	0	0.0	76
Extension	85-86	8	0	0	8	88.9	1	11.1	9
	86-87	8	0	0	8	88.9	1	11.1	9
	87-88	8	0	0	8	88.9	1	11.1	9
	88-89	9	0	3	12	92.3	1	7.7	13
	89-90	11	0	4	15	93.8	1	6.3	16
Total	85-86	292	7	25	324	274.7	21	25.3	345
	86-87	291	6	25	322	275.5	19	24.5	341
	87-88	308	3	21	332	284.9	12	15.1	344
	88-89	343	6	28	377	287.5	16	12.5	393
	89-90	388	7	34	429	289.0	18	11.0	447

SOURCE: IANR Office of Finance

APPROPRIATED SUPPORT PER BUDGETED FTE

Appropriated support per budgeted FTE, (Table 1.11) is difficult to analyze because of the merger of the research dollars into the College of Agriculture's teaching allocation to the Department. It is interesting to note, however, that while total dollars per FTE have declined annually until the current year, total operating dollars per FTE have remained constant when comparing only the first and last years of the time frame covered.

Support dollars for research were reassigned to the teaching area in 1987-88. It was felt that the Department's activities were more research and development oriented, rather than pure research. The extension budget has been constant over the five year period.

TABLE 1.11
Appropriated Support per Budgeted FTE
Department of Agricultural Education

Appropriated Support per Budgeted FTE

Program	Year	FTE	Support \$/FTE	Operating \$/FTE	Total \$/FTE
Teaching	85-86	6.05	2866	2929	6296
	86-87	5.5	3124	1945	5523
	87-88	5.4	3274	1981	5731
	88-89	5.6	3542	1910	5954
	89-90	5.4	5020	3064	9299
Research	85-86	1.2	6623	5467	15567
	86-87	1.2	6348	5467	14796
	87-88	1.3	0	0	0
	88-89	1.3	0	0	0
	89-90	1.3	0	0	0
Extension	85-86	0.15	0	8333	8333
	86-87	0.15	0	8333	8333
	87-88	0.15	0	8333	8333
	88-89	0.15	0	8333	8333
	89-90	0.15	0	8333	8333

SOURCE: IANR Office of Finance

TOTAL APPROPRIATED BUDGET (Excluding Benefits)

Table 1.12 shows the total appropriated budget (excluding benefits) for the five year period. Increases are primarily reflective of salary and benefit increases over the period with operating dollars remaining stable over a majority of the time frame depicted.

TABLE 1.12
Total Appropriated Budget (Excluding Benefits)
Department of Agricultural Education

Total Appropriated Budget (Excluding Benefits)

Program	Year	State	Revolving	Total
Teaching	85-86	260135	4876	265011
	86-87	255639	4873	260512
	87-88	315180	4873	320053
	88-89	313735	4914	318649
	89-90	350984	4915	355899
Research	85-86	75181		75181
	86-87	75308		75308
	87-88	60715		60715
	88-89	66912		66912
	89-90	75554		75554
Extension	85-86	9125		9125
	86-87	9305		9305
	87-88	9500		9500
	88-89	13157		13157
	89-90	15570		15570

SOURCE: IANR Office of Finance

GRANT DOLLARS GENERATED

Very significant activity in the area of total grant dollars generated is shown in Table 1.13. Many of the projects and activities of the Department are financed either totally or in part through project dollars. Major dollars have been secured from the Carl Perkins Federal Vocational Education Act, The W. K. Kellogg Foundation, and The Nebraska Department of Agriculture. Large amounts have also been generated from business, industry, private foundations, other segments of the public sector and from individuals.

Faculty are strongly encouraged to secure outside funding for a variety of projects related to the departmental priorities or areas of "thrust."

TABLE 1.13
Total Grant Dollars Generated 1986-90
Department of Agricultural Education

YEAR	TOTAL DOLLARS¹
1985-86	248,749
1986-87	474,022
1987-88	430,349
1988-89	464,525
1989-90 ²	454,586

Source: UNL Office of Sponsored Programs
Nebraska State Department of Vocational Education
University of Nebraska Foundation

¹ Figures include external grants for Nebraska LEAD Program

² Does not include \$62,996 for FIPSE "Rewarding Effective Teaching" Program

DEPARTMENTAL ADVISORY COUNCIL

Over the past several years the Department of Agricultural Education has utilized input from various advisory committees. Prior to 1987 the Departmental Advisory Council was composed of vocational agriculture instructors from the various districts of the Nebraska Vocational Agriculture Association. Over a period of time, the Departmental Advisory Council had received less attention from the department and met on a rather infrequent basis.

In the fall of 1987, the Departmental Advisory Council was reorganized to include representatives of not only agricultural education at the secondary and postsecondary levels, but also school administrators, county extension staff, organizational leaders, and representatives of business and industry. This new group has met on a semi-annual basis, generally once in the fall and once in the spring. To date, all meetings have been based on a formal agenda and have been held in the East Campus Union on the University of Nebraska-Lincoln campus.

Current members of the Departmental Advisory Council and their respective professions and addresses include:

Mr. Lloyd Bevans	Farmer and Turkey Producer	Waverly, NE
Mr. Roland Carter	Secondary Principal	Aurora, NE
Ms. Kris Chapman	Senior, Agricultural Education President, Alpha Tau Alpha	North Bend, NE
Mr. Gary Hall	County Extension Agent	Weeping Water, NE
Mr. Paul Hay	County Extension Agent	Beatrice, NE
Mrs. Ellen Hellerich	Coordinator, Nebraska Ag In The Classroom	Lincoln, NE
Mr. Lyle Hermance	Adult Education (Post Secondary) Southeast Community College	Lincoln, NE
Mr. Duane Hoelsing	Agricultural Education Instructor Secondary	Hartington, NE
Mr. Doyle Hulme	Ford/New Holland Manufacturing	Grand Island, NE
Mr. Don Hutchens	Director, Nebraska Corn Board	Lincoln, NE
Mr. Mike Jacobsen	Financial Officer National Bank of Commerce	Lincoln, NE
Mr. Francis Jorgensen	President, Nebraska Vocational Agriculture Association Secondary Agricultural Education Instructor	Cambridge, NE
Mr. Ken Malone	Secondary Agricultural Education Instructor	Palmyra, NE

Mr. Bill Siminoe	Superintendent, University of Nebraska College of Agriculture	Curtis, NE
Mr. Joe Toczek	Superintendent, Grand Island Northwest Schools	Grand Island, NE
Dr. Ted D. Ward	Head State Supervisor of Agricultural Education, Nebraska Department of Education	Lincoln, NE
Senator Jerome Warner	State Senator/Farmer	Waverly, NE
Mr. Gene Wissenburg	Secondary Agricultural Education Instructor	Newman Grove, NE

PROGRAM FACILITIES

The Agricultural Education Department has long been located on the third floor of Agricultural Hall on the University of Nebraska-Lincoln East Campus. Although minor modifications have been made in the office area during the past few years, nothing (other than painting) has been done to upgrade the main classroom or other laboratory facilities of the Department, also located on third floor of Agricultural Hall, since 1966. (See Figure 1.1)

During the past year a departmental committee has been working with both the Institute of Agriculture and Natural Resources administration and the University of Nebraska-Lincoln physical plant to develop plans for relocating the departmental computer/micro teaching laboratory and to completely remodel the existing main classroom into a "model" classroom for the preparation of professional teachers of agricultural education. (See Figures 1.2 and 1.3)

As of the time of this writing, the computer/micro teaching laboratory has been relocated to the south of the main classroom and has been prepared for the final phase of construction. A federal grant has been written and submitted and local match dollars have been approved to purchase computers and other related equipment for this portion of the instructional facility.

Additionally, final plans are being made for the complete remodeling of the main classroom. (Figure 1.4) The dollars appropriated are expected to provide for new carpet, ceiling, light fixture, drapes, blinds, liquid chalk boards, overhead screens, cabinets, sinks, and visual monitor stands, as well as the addition of electrical outlets. New tables and chairs may also be included in this project.

Also included in this remodeling will be the addition of a graduate student office and an audio visual storage room between the existing large classroom and the computer/microteaching laboratory.

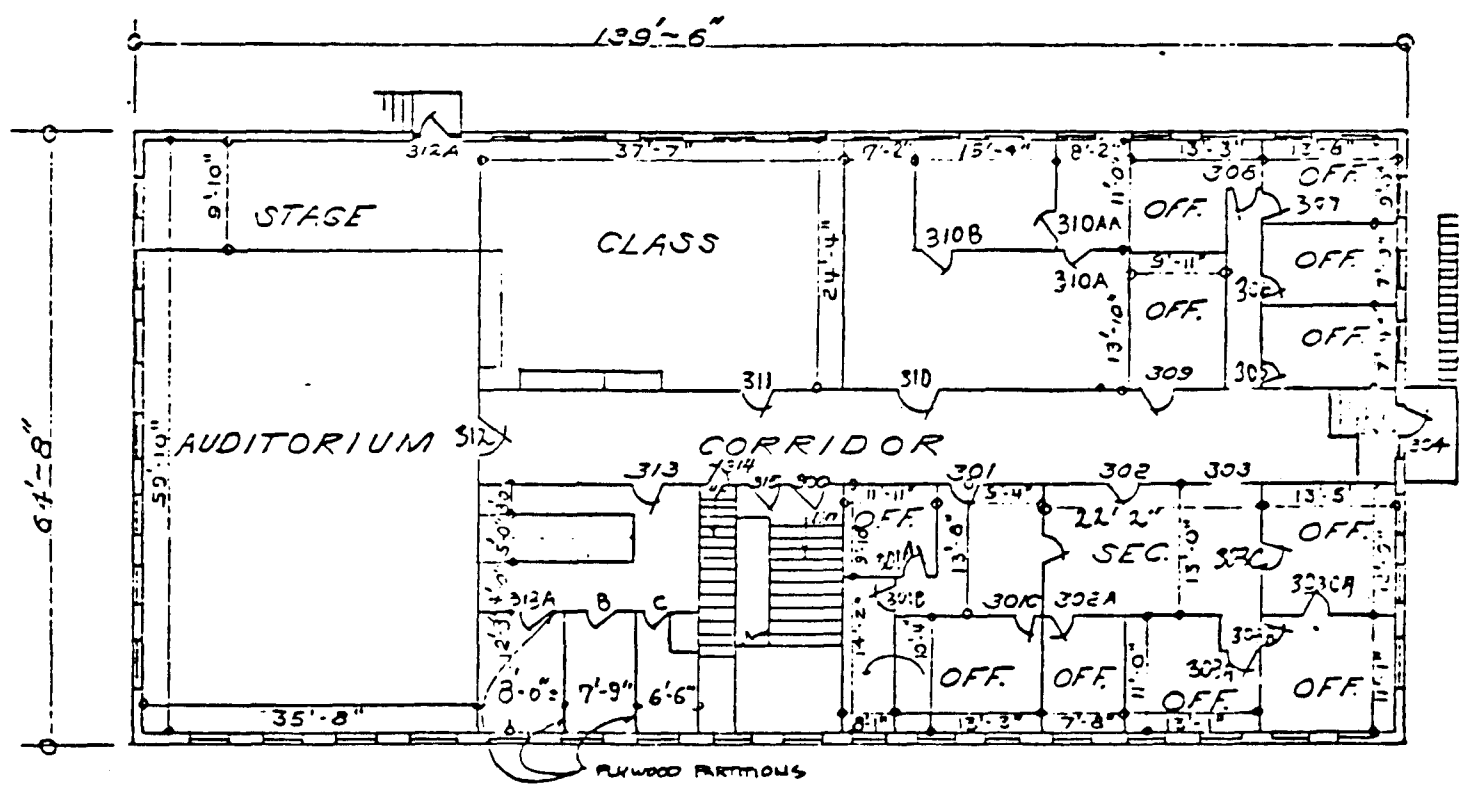


FIGURE 1.1
Floor Plan for Third Floor Agricultural Hall Prior to 1989

35



THIRD FLOOR

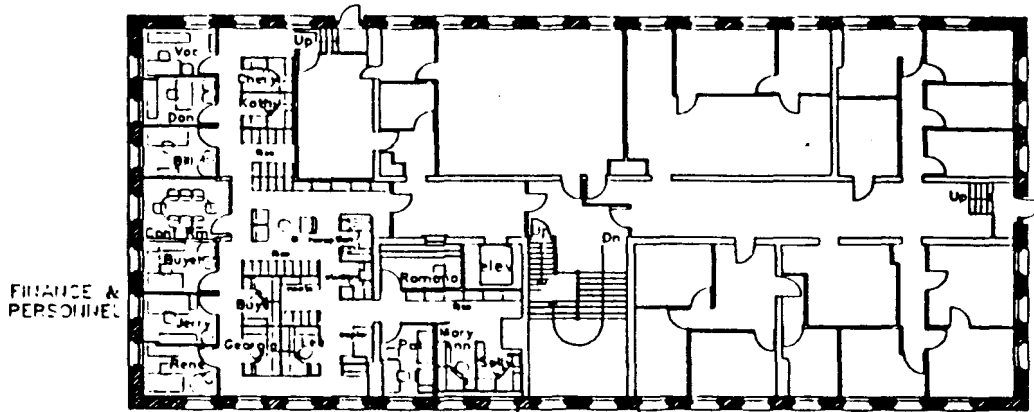
SCALE: 1" = 20'-0"

AGRICULTURAL HALL

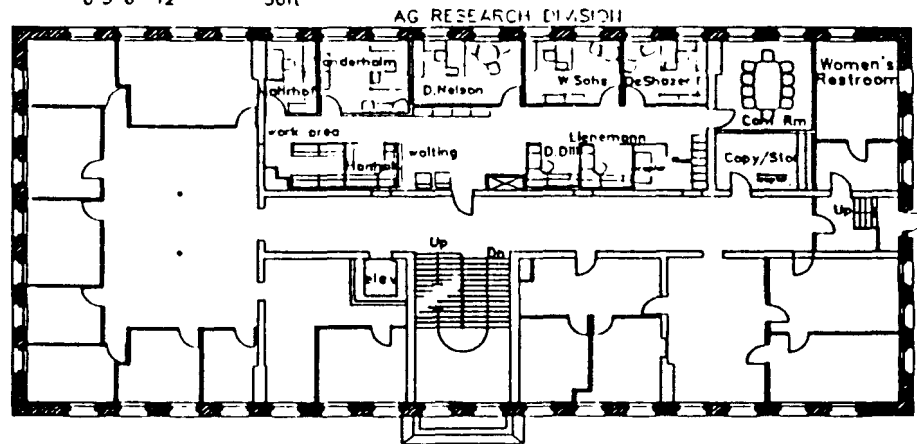
CEILING HEIGHT ROOM = 10'-2"
CORRIDOR = 10'-11"

D.L. 8/19/66
D.L. 1/25/67
J.M. 10 DEC 69
D.WONG 4/20/76
A.S. 8-1-74
VERIFIED 10/15/77 LN

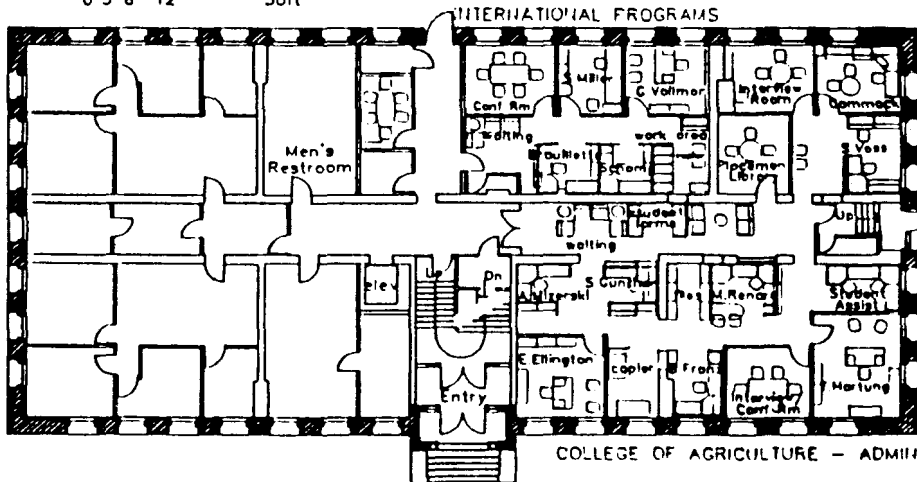
FIGURE 1.2 Fall 1989
Master Plan
University of Nebraska - Agricultural Hall



⊖ Schematic Diagram - Level 3
 0 3 6 12 30ft



⊖ Schematic Diagram - Level 2
 0 3 6 12 30ft

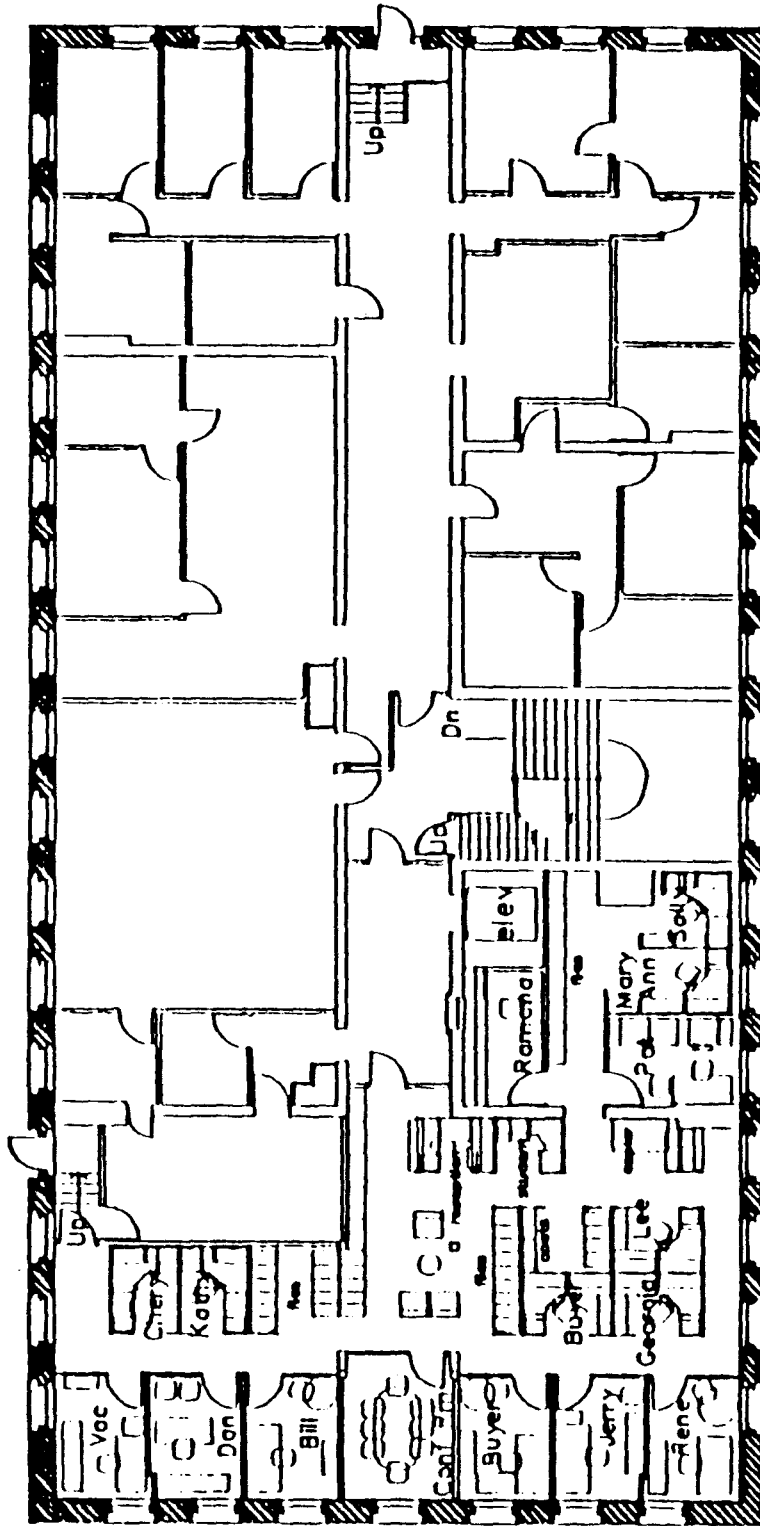


⊖ Schematic Diagram - Level 1
 0 3 6 12 30ft

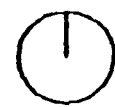
i n n e r s p a c e s t u d i o s . l t d
 interior architecture & space planning
 1030 Q street
 lincoln, nebraska 68508

FIGURE 1.3
 Present Floor Plan
 Third Floor, Agricultural Hall

Third Floor
 Agricultural Hall
 Fall 1989

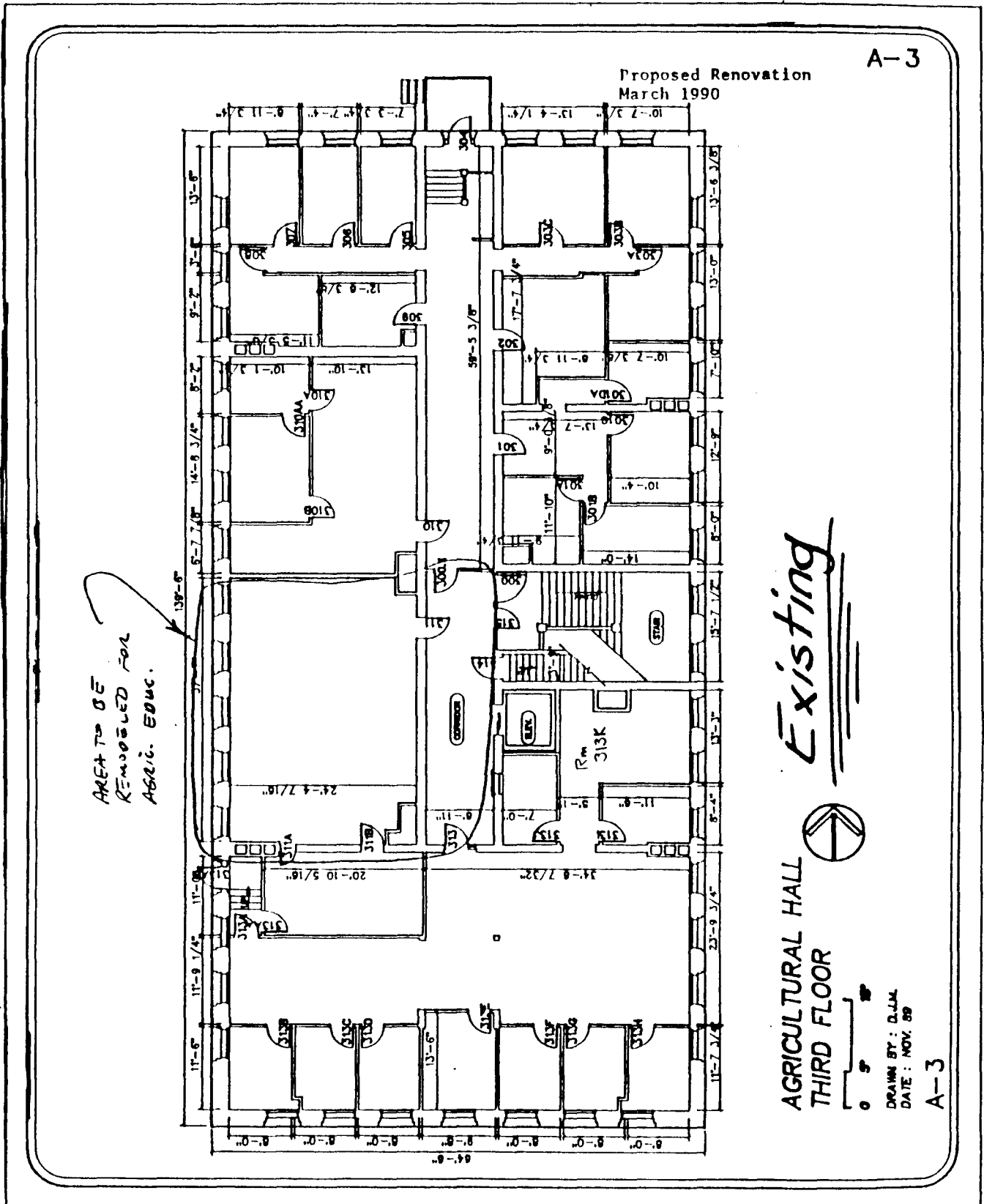


Schematic Diagram - Level 3



0 3 6 12 304

FIGURE 1.4
 Proposed Floor Plan for Agricultural Education Teaching
 Third Floor, Agricultural Hall
 March 1990



Final
REVIEW TEAM REPORT
Department of Agricultural Education
University of Nebraska-Lincoln
March, 1984

The purpose of this paper is to provide a written review team report on the Department of Agricultural Education at the University of Nebraska-Lincoln. The dates of the on-campus review were February 28-March 2, 1984. The members of the review team were as follows:

Bob R. Stewart, External Institutional Representative
University of Missouri
Ron Geis, Student Representative
University of Nebraska
Duane Hoelsing, Vocational Agriculture Teacher and
Graduate Student Representative
Hartington (Nebraska) High School
Ray Hagg, Academic Program Committee Representative
University of Nebraska
Bill Miller, College of Agriculture Faculty Representative
University of Nebraska
Jasper S. Lee, Team Leader
Mississippi State University

The findings of this document represent an analysis of Volumes I, II and III of the Self-Study Report and review of other University of Nebraska reports; interviews and discussions with faculty, students, alumni, administrators, and other individuals; and observation of the facilities and other Departmental and University resources by the review team.

The Overall Program: An Abstract

The quality of the overall program in the Department of Agricultural Education would be above average. Of highest quality would be the undergraduate phase of the program. The graduate phase of the program would be average, but no better than average. The faculty appear well qualified for their positions. Ways need to be found to maximize their professional contributions. Some of the faculty have actively published; others have not published to much extent. The quantity and quality of inservice activities provided for vocational agriculture teachers in the state of Nebraska is exceptionally good.

In review of the program, it appears that in the near future attention needs to be given to curriculum updating, student recruitment, and improvement of the physical facilities. The biggest area of curricula need is to provide opportunities for students to study agribusiness and horticulture along with developing competencies in how to deliver continuing education programs in vocational agriculture. Goals in student recruitment and strategies for achieving them have been developed. The physical facilities are hardly adequate, and attention must be turned to solving this problem for a variety of reasons, including the fact of inaccessibility by handicapped students.

The Department appears to be at a crossroads in terms of future mission. Involvement in programs in the College of Agriculture and elsewhere in the Institute of Agriculture and Natural Resources has increased. It is obvious that clarification of Departmental mission will be essential in the immediate future.

Assessment of the Self-Study Document

The Self-Study document was printed in three volumes. Volume I was the Self-Study Report descriptive of the Departmental program and contained 127 pages. Volume II was the Faculty Activities Report in which personal data on the faculty were given. Volume III contained 136 pages and was a report of A Survey of Educational Assistance and Service Provided by the Agricultural Education Department at the University of Nebraska-Lincoln.

The three volumes provided an abundance of information. In fact, more detail was given in some areas than could be assimilated by the review team. (This was especially true of Volume III.) The only area where additional information would have been useful was on the characteristics of students. Also, there were a few editorial errors, inconsistencies, and organizational weaknesses in the report; however, these were viewed as inconsequential by the review team. There was some feeling among the faculty interviewed that the document glossed over some areas. It is possible that faculty involvement could have been increased in the preparation of the document, especially the setting of Departmental goals.

Overall, the Self-Study document was found very useful to the review team. In areas where additional information was needed, other documents and information provided by the Department Head and faculty filled the needs of the review team.

Program Goals and Rationale

The program purposes for the Department, as presented on page 4 of Volume I of the Self-Study Report, appear appropriate. A simple statement of the mission as a preamble to the purposes would have been helpful. The purposes listed are congruent with those of agricultural education departments in other land-grant universities.

The goals and rationale, as presented in Volume I, appeared to be realistic. If achieved, the status of the Department will be enhanced. Some of the ways and means listed under the goals may not result in achievement of the goal. For example, the goal of increasing enrollment by 35 students by 1989 is commendable; however, the ways and means listed may not provide the desired results. The ways and means are easily documented in behavioral terms but may lack student appeal. Personal contacts, scholarships, and enhancement of program image are more likely to result in increased student numbers.

The administrative location of the Department in the College of Agriculture appears most appropriate.

Program Activities

This section of the report of the review team addresses the activities carried out in the Department of Agricultural Education. As appropriate, strengths, concerns and recommendations are included.

Teaching and Curriculum

The curriculum in the Department is designed to provide the preservice and inservice education needed by vocational agriculture teachers. Two degrees are offered: the Bachelor of Science Degree in Agricultural Education and the Master of Science Degree in Agricultural Education. The curriculum focuses on meeting the needs of vocational agriculture educators in the State of Nebraska. The course requirements satisfy the criteria established by the Nebraska Council on Teacher Education and the Teachers College at the University of Nebraska. In addition, the Department is increasingly offering courses available for students outside of the Department.

Undergraduate Curriculum. The undergraduate curriculum requires a minimum of 128 semester hour credits for graduation. Of these, a minimum of 40 hours must be in agriculture; 11-12 in the biological sciences; 16 in the physical sciences and mathematics; 25 in the humanities and social sciences; 25 in agricultural education; and 10-11 in free electives. The professional semester (known as the "block") is an intensive experience in which students earn 19 hours, eight of which are for student teaching.

The major strengths of the undergraduate program are summarized as follows:

1. The undergraduate curriculum provides strong preservice preparation to teach vocational agriculture in production agriculture areas.
2. The student organizations function effectively to complement the formal instructional program.
3. The quality of the instruction appears acceptable and, in some cases, outstanding.
4. The senior students feel confident of their preparation for student teaching.

The major concerns about the undergraduate program are summarized as follows:

1. The curriculum appears limited in that emphasis is on preparing teachers of production agriculture.
2. There appears to be little formal review of cooperating centers for student teachers to insure that quality is maintained. Some students perceive that the quality of the centers may be less than desirable.

3. The current schedule of the undergraduate classes may result in inefficient use of faculty and other resources. Low enrollment in some courses may be inefficiently using limited departmental resources.
4. The curriculum appears to lack sufficient emphasis on continuing education for adults/young adults in vocational agriculture.

The major recommendations about the undergraduate program are summarized as follows:

1. Study should be made to determine the feasibility of expanding the teacher preparation to include areas in agriculture other than production agriculture. This includes agribusiness and horticulture. (Input received by the review team indicated that some local high schools wanted to hire teachers with preparation in agribusiness so that classes in this area could be offered.)
2. Written criteria should be established for the selection and retention of cooperating teaching centers. (No written criteria were available to the review team.) These criteria should be substantive and applied annually in assessing the centers. Schools not meeting the criteria should be removed as cooperating centers. It may be that the Department could benefit from research into the matter of criteria and cooperating centers. Efforts to upgrade centers may be beneficial.
3. Strong consideration should be given to offering low enrollment classes only once a year. This includes offering student teaching only one semester each year. (Implementing this recommendation would free up limited faculty FTE to assist with other Departmental functions.) If this isn't practical, a better balance of fall and spring enrollments should be pursued.
4. Study should be made to determine the feasibility of providing both simulated and actual experiences in adult/young adult agricultural education.

Graduate Curriculum. The major effort in the graduate curriculum is the offering of the Master of Science Degree in Agricultural Education. Depending on whether a thesis or non-thesis option is selected, the minimum number of hours required for completion varies from 30 to 36. The requirements of the degree include a core of 8 hours in Agricultural Education and 14-18 hours of electives in Agricultural Education and supporting fields. Enrollment of graduate students appears too low to offer a full cadre of courses as is typically found in agricultural education graduate programs.

The major strengths of the graduate curriculum are summarized as follows:

1. The curriculum appears to be built around the needs of "practicing" vocational agriculture teachers.
2. The degree requirements are flexible, yet a core of courses is specified. (Note: It will be stated later that the flexibility may also be an area of concern.)

The major concerns about the graduate curriculum are summarized as follows:

1. Enrollment may not be adequate to offer a full listing of courses typically thought as needed for a Master of Science Degree in Agricultural Education.
2. There may be more flexibility than desirable in quality graduate education. (This is likely a product of low enrollment and inability to populate specific classes when offered.)
3. Some students who complete a thesis may do so without benefit of adequate statistics preparation. Further, it is possible that some students have been expected to use statistical analysis procedures which may be beyond the scope of a Master of Science thesis.
4. Advisement of graduate students is difficult when field-based courses are used in developing programs of study.

The major recommendations about the graduate curriculum are summarized as follows:

1. Effort should be made to seek ways of increasing graduate student enrollment. This may include broadening the appeal of the existing curriculum so that other clientele might find the graduate curriculum attractive.
2. Study should be made to determine if enhanced collaboration with other academic units and areas is feasible. This includes interdisciplinary approaches with other curricula at the University of Nebraska as well as agricultural education programs at universities in adjacent states. It is felt that some way of strengthening the masters curriculum needs to be found.
3. Students completing degrees requiring the application of statistical methods should receive appropriate instruction in statistics.
4. Each advisor should carefully review the progress of their advisees and cooperatively plan programs of study prior to the completion of more than 12 hours of credits.

Extension Education Curriculum Proposal. The review team was requested to explore the feasibility of broadening the mission of the Department of Agricultural Education to include Extension education. While several agricultural education departments at other universities in the United States have added Extension education in recent years, the review team perceives such a move at the University of Nebraska to be one meriting careful study. A decision should be made only after an extensive needs assessment has been carried out. The review team offers the following observations:

1. Expanding the mission of the Department to include Extension education will likely impact both the undergraduate and graduate curricula. In most universities familiar to the review team, Extension education is largely a function of graduate study.

2. In certain cases, increased enrollment at the masters level might provide a greater mass of students for courses now taken by vocational agriculture teachers. This could strengthen the ability to deliver quality masters-level education. On the other hand, Extension education would require certain courses unique to the discipline and these classes would not be appropriate for vocational agriculture teachers.
3. There is some concern that sufficient clientele would not be available to populate an Extension education offering. There likely would be more international students interested in the program than in the current masters offering.
4. If the decision is made to add Extension education, the curriculum must be fully embraced. Budgetary needs must be met. At least 1.0 FTE for a highly qualified faculty member should be budgeted to the Department initially. The name of the Department would likely need to be changed to appeal to the clientele served by the broader mission. For example, a bonafide Extension education curriculum could be appealing to home economics graduates. The current Departmental name would not likely be attractive to those from home economics or other backgrounds.

Scholarly Activity: Research

The development of a strong research program involves the coordination of faculty expertise, a faculty research agenda, graduate student supervision, and graduate student training. Ideally, the research portion of a faculty member's activity compliments the teaching or Extension responsibilities so research information can be directly transferred to student and adult clients. Furthermore, the validation, recognition and acceptance of a quality research program occurs through the regular review of this work by peers and its subsequent publication in professional journals.

Program Strengths. The Agricultural Education research program has resulted in several examples of effective research activities. Curriculum development and time activity research, for example, have been conducted and were of benefit to student and adult clients as well as being the subjects of scholarly publications. Faculty in the Department have clearly demonstrated the capability to conduct creative scholarly work.

The Department has made a concentrated effort to examine research topics of interest through a survey procedure. This is a positive approach which few Departments of Agricultural Education have attempted.

Concerns. The faculty accurately reflected a concern for the research program in the internal review. They indicated: "A climate for research needs to be established. Time and support for research needs to be addressed. National as well as state research needs to be considered to provide a positive, progressive image to sister institutions across the country." (Volume I, p. 88) The review team concurs with this concern.

Philosophically a successful research program requires a commitment to research and graduate education. It means protecting time for the creative research process to occur. A critical mass of research effort must be generated by several faculty in order for a strong research program and the closely linked graduate education program to succeed. Currently it does not appear that a critical mass of research effort has been generated by the Agricultural Education Department.

The research priorities identified by the internal review are of concern to the review team. The areas of training, experience, and expertise of the faculty which are reflected in the current research projects have been given the lowest priority. However, those areas are exactly where the faculty are in the best position to be on the "cutting edge" of professional research.

In contrast, the areas of research identified as high priority appear to be those where the faculty have little experience or expertise. Furthermore, high priority research could be described as more helpful in justification of programs than helpful to vocational agriculture students and vocational agriculture teachers in conducting their programs. For example contrast the high priority topic of "determining the cost/benefit of vocational agriculture instruction" with the current research entitled "preservice evaluation of student teachers and student training centers."

Recommendations. The following recommendations are offered by the review team:

1. Consideration should be given to a revision of the priority research areas to focus on those topics where the faculty are best qualified and which will expand knowledge for clients and/or the profession.
2. Examine the graduate program in relation to research and consider strengthening the academic course program in statistics and theory for research oriented students.
3. Encourage increased faculty leadership in student research through faculty identification of research topics related to their research program, sharing these topics with graduate students, and encouraging the students to work on these topics.
4. Reinforce a review process for research proposals and work to encourage Vocational Education faculty to interact and strengthen the Department research effort.
5. Insist that research results be widely disseminated in professional journals and to clients.
6. Provide opportunities for faculty development leave so new skills and new areas of thrust can be developed for teaching, research, and Extension opportunities.

Service

The service component of the Department is basically divided into the two areas: internal service (service to on-campus clientele) and external service (service to teachers in the field).

Strengths. The major strengths in the area of service are as follows:

1. The quality and variety of the 2- to 3-day technical inservice workshops provided each summer to vocational agriculture instructors and the 2- to 8-hour technical workshops provided during the state education meetings (NSEA) in October and during the vocational agriculture teachers summer conference are viewed by the review team as important and quality services needed by vocational agriculture teachers.
2. The course provided each year for the beginning vocational agriculture teachers is definitely beneficial to the new teachers.
3. The responsiveness and efforts to meet the needs of vocational agriculture instructors in the state makes substantive contributions to improve high school programs.
4. The professional services provided by the faculty in many internal and external activities are to be commended. One example is the effort to raise funds for youth camp facilities.
5. The conduct of leadership activities in the Institute of Agriculture and Natural Resources for the citizens of Nebraska is definitely commendable.
6. The conduct of faculty development activities for other faculty in the College appears to be serving an institutional need. Primary among these is the use of the Myers-Briggs Type Inventory.

Concerns. One major concern in the area of service was identified by the review team, as follows: faculty involvement in internal and external services may be taking them away from their involvement in fulfilling the existing mission of the Department of Agricultural Education.

Recommendation. The review team recommends that clarification be made of the involvement of the Departmental faculty in all service activities.

The Leadership Center Proposal. The review team studied the possible relationships which might be developed involving the Department in the proposed Leadership Center. The major concern was how to best utilize the expertise of the faculty in the Department for the leadership development of the IANR without draining the resources of the Department.

The review team recognizes the need for a leadership center and the valuable role it might serve. It appears appropriate for the IANR to involve the Department of Agricultural Education because it has talents that can make valuable contributions. A leadership center can be established from a variety of approaches. Costs and benefits should be considered in the decision so that existing programs in the Department would not be adversely impacted.

Program Administration

The program in Agricultural Education is administered as a department in the College of Agriculture of the Institute for Agriculture and Natural Resources with cooperative efforts with the Center for Business and Vocational Education and the Teachers College. The program appears to have a good working relationship with all groups involved.

Specific strengths were noted as follows:

1. The Department Head has established, with the support of the faculty, positive rapport and working relationships with the Vice Chancellor, Deans, and others within the Institute.
2. The department chairman has established, with the support of the faculty, positive rapport and responsiveness to the needs of vocational agriculture in the State.
3. Faculty assignments have been adjusted to utilize the strengths of the individuals involved to maximize the productivity of the unit.
4. Decisions concerning tenure and program responsibilities have been made in relationship to productivity and goals related to the Department.
5. The Department has provided a distinct service to the Institute and to the State in providing administrative coordination for the LEAD program.
6. The Department seeks input from an advisory committee and meets jointly with the Agricultural Education supervisory staff of the State Department of Education.

Concerns. The major concerns about program administration are summarized as follows:

1. There appears to be no mission statement which reflects the present scope of activities of the Department.
2. There appears to be concern among the faculty about individual responsibilities as related to the mission of the Department.
3. The tendency for the Department to try to be "all things to all people" needs to be addressed.
4. The advisory committee is not representative of the variety of groups that might provide positive input to the Department.

Recommendations. The following recommendations are made:

1. The faculty, under the leadership of the Department Head, should prepare a mission statement which reflects the priorities for Departmental activities.
2. A definite profile of responsibilities for each faculty member should be jointly developed and/or updated with the Department Head each year and shared with all faculty members in the Department. Performance evaluations should be based on these responsibilities.

3. The faculty should cooperatively work with the Department Head in setting priorities for criteria to use in accepting a balance of service responsibilities. The cost in time, support staff, and lost efficiency must be weighed against gains to the individual faculty member. This would also likely enhance a feeling of team effort among the faculty.
4. Membership on the advisory committee should be expanded to include representation from other appropriate groups such as school administrators, farmers, agribusiness persons, and State Department of Education supervisory staff in vocational agriculture.

Program Resources

This section of the report of the review team addresses program resources, including faculty, students, and other resources.

Faculty

The review team used several methods in appraising the faculty. Volume II of the Self-Study Report included faculty vita. Individual interviews by team members were held with each faculty member. Third party assessments were informally obtained from students, alumni, other faculty, and administrators in the College of Agriculture. The faculty FTE in the Department appears to be larger than in comparable universities when student enrollment is considered. Before any final comparisons are made, other responsibilities must be placed in perspective.

Strengths. Two major strengths of the faculty have been selected for listing, as follows:

1. The faculty appear well qualified for the positions they hold. They have the appropriate education and practical experience to function effectively in agricultural teacher education except with one individual. This person has considerable practical experience in the Cooperative Extension Service.
2. The faculty are committed and dedicated to their profession and to scholarship in agricultural education.

Concerns. The major concerns are as follows:

1. In general, the faculty members appear to lack specialization in the activities of the Department. All faculty members tend to get involved in doing everything included in the Department.
2. Contributions of faculty members to the achievement of the mission of the Department tend to vary considerably.
3. Some faculty members have very limited publication and research records.

Recommendations. The following recommendations are given:

1. Faculty members need to be given the opportunity for specialization in various aspects of agricultural education. These might vary on a yearly basis.
2. Attention needs to be given to an equitable distribution of work load.
3. All faculty members need to participate in scholarly activities through carrying out and publishing the results of appropriate research.

Students

The review team used several opportunities to assess the students. Other than for contact with seniors and a small number of graduate students, information about the students was limited. The review team finds it difficult to offer specific strengths, concerns, and recommendations on the students.

The senior students were interviewed by dividing the Methods class into two groups in order to encourage open and candid discussion; three committee members met with each group. The opening question of one group was to comment on their preparation for practice teaching and eventually for the profession. The general opinion of this group was that the Ed. Ag. 134 course was a good introduction although some felt that being several years removed from the course made it difficult to render a judgement. One qualification raised by several was that teachers of 134 were switched frequently and that not every student had the same background in subsequent courses. Several felt that they should have waited "later" in their programs of study to take the 294 and 313 courses. Revisions in the latter course (313) have, in the students' opinion, "made it better." More "applied knowledge" was stressed: how to put what is known together.

There was hesitation at first in offering a judgement on the teaching block itself because the students in the group did not know what to compare it with. Nevertheless, most said they felt prepared for student teaching. There appeared to be among one group knowledge of the teaching supervisors with whom they (the students) would work, they thought the supervisors would be "O.K." and would want to help the practice teachers. Others felt that teaching centers were not evaluated and should be monitored to determine their effectiveness.

The other group had concerns about the differences of approach encountered between methods in agricultural mechanics and Agricultural Education courses. Review team members present responded by suggesting that difference in approach could be an advantage. The students responded that not coming up with the answers the professors "want to hear" could lead to penalties against them.

This group of students did not know national leaders in the Agricultural Education profession and did not know the names of officers in local, state or national organizations in their field. This is probably not uncommon among those who are not yet actively practicing the profession.

The students in one group felt that they should have become part of ATA, the Agricultural Education honorary, earlier. This year membership was more actively promoted for freshmen and sophomores and this was thought to be desirable. Collegiate FFA, not a Departmental organization, was thought to be important for the development of leadership capabilities.

Student advising was deemed to be most satisfactory when students themselves make a strong effort to see their advisors. It was felt that student effort--or lack of it--was influenced by the student's personal relationship with an advisor. If there is friction between a student and his or her advisor, reassignment was stressed, but it should be done as diplomatically as possible. The advisor could especially help the student by assessment of the student's weaknesses and by encouragement of the student to remedy weak areas.

Data concerning academic achievement was not available and there is some ambiguity about what is meant by "appraisal of students" in the self-study guidelines. The placement of students as shown on p. 74 of Volume I of the Self-Study Report is favorable. In general, faculty appraisal of the student body appears to be favorable. The concern for declining enrollment and the need for recruiting expressed in department goals is essential. Personal contact with high school vocational agriculture teachers and counselors is thought to be effective. Even the telephone is a useful recruiting device when travel is not feasible.

There is one instructor in the Department who is a doctoral candidate and one budgeted graduate assistant (.18 in teaching and .30 in research) and two others on funds saved from other parts of the budget. The work assignment is twenty hours per week. The committee was concerned that graduate assistants should be used in as productive a role as possible and one that would allow them the opportunity for significant professional growth.

Effective advising of graduate students is of paramount importance. Advising of all graduate students should be done by the most qualified faculty member. The memorandum of courses should be drawn up and declared earlier in their course of studies. The need for a statistics course and for courses on the downtown campus should be considered. Graduate assistants should be housed in better office surroundings and accorded as professional a status as is possible in the Department.

The members of the Advisory Committee--graduates of the Department--have a high opinion of it, and rely upon it as a resource for solutions of problems they encounter.

Other Program Resources

The review team observed several program resources, not earlier reported. These included facilities, reference materials, and secretarial services. The financial resources, including faculty salaries, were summarized in Volume I of the Self-Study Report.

Strengths. The review team has listed strengths, as follows:

1. The general classroom available to the Department is adequate.
2. The faculty members have adequate office space. They appear to maintain a neat, well organized work atmosphere.
3. The Nebraska Core Curriculum materials available to undergraduate students provides needed help in production agriculture for micro-teaching.
4. Books and audiovisual aids are available in the Department but may be somewhat limited in scope. The C. Y. Thompson Library also provides a mass of relevant books.
5. The new word processing equipment appears to have had a positive effect on secretarial productivity and should enhance faculty accomplishments.
6. The secretarial staff for LEAD appears to be performing in an excellent manner.

Concerns. The following concerns are listed:

1. The physical facilities are deficient. The micro-teaching room is small and inconveniently arranged. Graduate assistants are either forced to leave their offices or be disturbed by noise in micro-teaching sessions.
2. The physical facilities are not accessible by students with certain handicaps.
3. Some furnishings and fixtures need updating.
4. The storage area for audiovisual aids and equipment is inadequate.

Recommendations. The following recommendations are made:

1. Facilities for the Department need to be improved. This particularly includes providing (1) access by certain handicapped students, (2) improved office space for graduate assistants, and (3) improved audiovisual storage areas.
2. Reference materials and teaching aids need to be expanded in the areas of continuing education and agribusiness.
3. Adequate financial resources should be available to the Department on a continuing basis for supplies, equipment, and office furnishings.

Program Development

The assessment of the strengths and weaknesses of the Department as stated in Volume I of the Self-Study Report appears reasonably accurate. In some cases, individual discussions with faculty were not in full agreement. Greater scholarship by faculty and the Department Head could enhance the image of the Department both within the University and among peer departments in other universities. Of course, vocational agriculture teacher clientele may not be fully appreciative of such scholarly endeavors. Nevertheless they are needed in the University community.

The program development strategies, as presented in Volume I of the Self-Study Report, appear suitable. The area of student recruitment was not included though it is among the goals for the Department. Further, many undergraduate students apparently go into agricultural education as a second choice. The program needs to be enhanced so that it is the first choice to more students.'

Long range planning is essential. The involvement of others (see page 94 of Volume I) is most appropriate. Such planning should be substantive and supported with financial resources.

A follow-up letter of response to Dean Nelson regarding recommendations of the March 1984 Department of Agricultural Education Review Team Report.

October 15, 1985

Dr. John Yost
Interim Dean
411 Adm
City Campus 0433

Ref: Dean Nelson's letter of Sept. 20
(Program Review Recommendations)

Dear Dean Yost:

The following is in response to the Committee II request regarding what has been done in the past year to address the four recommendations of the review team.

RECOMMENDATION 1. Effort should be made to seek ways of increasing graduate student enrollment:

The Graduate Committee has become quite active. It initiated, and in cooperation with the Center for Business and Vocational Teacher Education (CBVTE), conducted a needs assessment of some 200 vocational education personnel across the state.

An Agricultural Education staff member chaired the CBVTE Graduate Committee, and another chaired the new "Outreach Task Force" which outlined a long range plan for developing off-campus centers and providing off-campus courses.

Ag Ed staff members assumed leadership and have offered, jointly and/or alone, the following courses enrolling about 50 graduate students (an additional hundred credit hours) in the spring semester and 30 students (ninety credit hours) this fall:

Spring

- AgEd 890 (also BAVE 890 & EdER 893) 3 cr. hr.-Workshop Seminar "Using Computers in the Classroom" - Fremont.
- AgEd 890 (also BAVE 890) 1 cr. hr. Workshop, "Using Mini-Computers in Ag Education" - Grand Island & Norfolk.
- AgEd 904 (also VocEd 904) 1-3 cr. hr.-Seminar in VocEd - Grand Island
- AgEd 896 (VocEd 840 or 890) 1-2 cr. hr.-Workshop, "Laboratory Organization & Management" - Columbus

Dr. John Yost
Page 2
October 7, 1985

Fall

AgEd 890 (also B&VE 890 & EdFR 893) 3 cr. hr.-Workshop Seminar, "Using Computers in the Classroom" - Gretna
AgEd 806, "Continuing Education in Agriculture," 2-3 cr. hr. - Grand Island & Fremont.
AgEd 890 Workshop Seminar, "Farm Financial Management & Technology", 3 cr. hr. - Columbus.

A new section of AgEd 805 "Advanced Teaching Methods", 3 cr. hr. was added as a service course this fall and attracted 20 instructors and teaching assistants in the College of Agriculture for 60 schools.

Additionally, on-campus courses, AgEd 433-833, "Program Planning in Agricultural Extension" and 890, Workshop-"Administration of Agricultural Agencies", 3 cr. hr. were added in the spring and summer for 50 student credit hours.

Graduate courses have been updated and modified to appeal to wider audiences, such as other vocational areas, extension and international students and college staff members.

A promotional brochure was developed and distributed through local schools and ESU's to attract students. Departmental offices were rearranged and the secretarial/reception area remodeled to be more appealing to prospective students.

The Graduate Committee was recently strengthened by seating an additional young Graduate Faculty Fellow.

The committee did a survey of 45 current and recent graduate students, both non-completers and those who had completed MS degrees (thesis and non-thesis options). Their assessments of the graduate program stature and requirements are being utilized in committee deliberations, decisions and promotional activities. The findings have relevance for all four recommendations.

A "Student Handbook -- Master of Science in Agricultural Education", is being developed. It too relates to all four recommendations toward enhancing the quality of the Master's program.

It must be considered that the state of the agricultural economy adversely affects, we hope temporarily, the graduate student enrollment in Agricultural Education.

Dr. John Yost
Page 3
October 7, 1985

RECOMMENDATION 2. Some way of strengthening the Master's curriculum should be explored with other academic units at UNL or with other universities:

As suggested in response to Number One above, the departmental staff is exerting leadership toward coordination, ag college-wide, and collaboration with the Center for Business and Vocational Teacher Education, particularly with regard to cross-listing and offering off-campus courses. Twelve courses are currently cross-listed. All Ag Ed Graduate Faculty members serve on the CBVTE Graduate Committee as well. In addition, one staff member has been specifically assigned the liaison function with Vocational Education, Business Education, and Home Economics Education, toward strengthening the Master's curriculum.

The departmental Graduate Committee has compiled information and is examining requirements of other states. During departmental retreats, explorations with other states were conducted and definite plans are provided for continued explorations.

The Departmental Graduate Committee worked with the Ag College Curriculum and the Improvement of Instruction Committees in planning and implementing the new offering, "Teaching Methods for College Teachers and Teaching Assistants".

RECOMMENDATION 3. Students should receive appropriate instruction in statistics.

After surveying current and/or former MS students, and analyzing their responses, and considerable deliberation, the Graduate Committee decided that, "Option I (MS Thesis) students will be encouraged to take statistics." This statement will be included in the Graduate College Bulletin and in the Student Handbook. Advisors are urged to adhere to the recommendation. The Graduate Committee will monitor and continue to consider the requirement of statistics.

A related consideration is more ready access to computers, both CMS and SAS. In-house and in-service equipment and activities for staff and graduate students are focusing on use of computers and statistical programs in agricultural education.

RECOMMENDATION 4. Each advisor should review the progress of his or her advisees prior to the completion of more than 12 hours:

Dr. John Yost
Page 4
October, 7, 1985

The Graduate Committee removed from its "guidelines" the reference to "9-12 hours". It now, "Assigns advisors ASAP (early) in order to facilitate long range planning."

Immediately upon acceptance of a student into the MS program, an advisor is assigned and a letter is sent to the student, along with a policy list of "procedures" and a "checklist". The advisee and advisor then establish a plan and sequence. Letters of encouragement (phone calls and/or personal contacts) are sent to "inactive" advisers.

A "Student Handbook" is being developed and will be provided each advisee. This should enhance early advising.

Sincerely,

O.S. Gilbertson, Head
Agricultural Education

OSG:wk

FACULTY AWARDS 1984-89
Department of Agricultural Education

(The Agricultural Education Faculty was
limited to five responses in each category.)

International Recognition

Association for Psychological Type
1987 James Horner - Secretary

International Association of Personnel in Employment Security (IAPES)
1984 Elmer Miller - Citation Award

National Association of College Teachers of Agriculture (NACTA)
1986 Leverne Barrett - E.B. Knight Outstanding Journal Award
1988 Leverne Barrett - E.B. Knight First Runner-Up Outstanding
Journal Award

Rotary International Exchange Scholarship
1984 Lloyd Bell

National Recognition

American Association of Adult and Continuing Education (AAACE)
1989 Elmer Miller - Contributions to Adult Education Award

Honorary American FFA Degree
1984 Allen Blezek
1984 James Horner
1987 Lloyd Bell
1987 Richard Foster
1988 Roy Dillon

Kellogg Foundation
1987 Richard Foster - Kellogg National Fellowship Award

Most Productive Scholars in Agricultural Education from 1975-85
1987 Roy Dillon

National Emergency Training Center
1989 Galen Dodge - National Board of Visitors member

National FFA Board of Directors
1987 Richard Foster - Distinguished Service Award

National Vocational Agriculture Teachers Association (NVATA)
1984-89 Leverne Barrett - 30 Minute Club

National Young Farmers/Ranchers Association (NYFRA)
1988 Richard Foster - Honorary Member

Regional Recognition

Central Region Conference of AATEA
1986 Lloyd Bell - Outstanding Exchange of Ideas Presentation

Missouri Valley Adult Education Association
1984 Elmer Miller - Leadership Award

State of Nebraska Recognition

Adult and Continuing Education Association of Nebraska
1989 Elmer Miller - Distinguished Service Award

Farmers National Fellowship
1988 Dann Husmann

Lincoln Jay Cees
1989 Richard Foster - Outstanding Young Professor

Nebraska Department of Labor
1989 Elmer Miller - Distinguished Service Award

Nebraska Vocational Agriculture Foundation
1985 Allen Blezek - Distinguished Service Award

Nebraska Vocational Agriculture Teacher Association
1985 Allen Blezek - Twenty Year Service Award
1986 Allen Blezek - Outstanding Service Award

Nebraska FFA Alumni, Outstanding Service Award
1989 Dann Husmann

University of Nebraska Recognition

Alpha Tau Alpha
1985 Richard Foster - Honorary Member

Alpha Zeta
1987 Richard Foster - Honorary Member

College of Agriculture and Natural Resources
1986 Laverne Barrett - Outstanding Teacher Award

College of Business Administration: Third Nebraska Conference on
Productivity and Entrepreneurship
1988 Elmer Miller - Outstanding Contributions

Delta Delta Delta
1988 Galen Dodge - Notable Professor

Delta Sigma Pi
1989 Galen Dodge - Professional Program Award

Distinguished Teaching Award

1987 Richard Foster

Five Year Service Citation

1988 Richard Foster

Gamma Sigma Delta Honorary

1987 Dann Husmann

1988 Galen Dodge - Honorary Member

Division of Continuing Studies

1987 Roy Dillon - Outstanding Service Award

1989 Elmer Miller - Distinguished Service Award

Kappa Kappa Kappa

1988 Galen Dodge - Outstanding Professor

Sigma Phi Epsilon

1989 Galen Dodge - Honorary Professor

Sue Tidball Award for Creative Leadership

1988 Galen Dodge

Thirty Year Service Award

1989 James Horner

Twenty Year Service Award

1987 Roy Dillon

University Faculty Senate

1986 Elmer Miller - Recognition of Distinctive Service

1987 Allen Blezek - Meritorious