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SELF-STUDY REPORT

Introduction to Agricultural Education . Advanced Teaching Methods
Challenge: Sharing the Vision . Leadership Characteristics: You
Issues of the 80's . Alpha Tau Alpha . *Early Experience* . Beginning Agriculture
Teacher class . Leading with Style . Communications for Today's Leaders .
Enterprise System . UN-L FFA Alumni . Interpersonal Communication
Materials . Team Building: Leading with Commitment . Educational Cultural
Processes . *Nebraska Vocational Agriculture Teachers Association* . International
ning and Implementation of Cooperative Extension P
ship and Problem Solving Strategies . Leadership and Cross-Cultural
Urban-Agricultural Interrelationships . Nebraska Vocational Agriculture Fo
tions Skills . Researching in Occupational Education . Leadership Behavior
Study Travel . Laboratory Management . *Technical Agriculture Workshops* . I
Interaction . *Civic Responsibility* . International Study Travel . American As
culture Teacher Educators . SAE/FFA . Master's Thesis . Organization
Community Service: Opportunities and Responsibilities . Agricultural Financing, I
ing . Nebraska Vocational Association . Student Teaching Experienc
tional Education . Leadership and Group Performance . Role Models and
American Vocational Association . *Program Planning* . International Agricult

DEPARTMENT OF
AGRICULTURAL EDUCATION
and
CENTER FOR LEADERSHIP DEVELOPMENT
Institute of Agriculture and Natural Resources
University of Nebraska-Lincoln

APRIL, 1990

**DEPARTMENT OF AGRICULTURAL EDUCATION
AND
CENTER FOR LEADERSHIP DEVELOPMENT
ACADEMIC DEPARTMENTAL REVIEW
1989-90**

TABLE OF CONTENTS

| <u>INTRODUCTION</u> | Page |
|--|------|
| The Department of Agricultural Education Today | 1 |
| Review Team Schedule | 3 |
| <u>GENERAL INFORMATION</u> | |
| Nebraska Agriculture | 7 |
| History of the University of Nebraska, Institute of Agriculture and Natural Resources and The Department of Agricultural Education | 9 |
| Departmental Role and Mission | 15 |
| Administration and Organization | 17 |
| Departmental Operations | 17 |
| Table 1.1 Administrative Chart for The University of Nebraska | 18 |
| Table 1.2 Organizational Chart for the Institute of Agriculture and Natural Resources (IANR) | 19 |
| Table 1.3 Administrative Units Reporting to the IANR Vice Chancellor | 20 |
| Present Faculty | 21 |
| Table 1.4 Present Faculty and Staff | 22 |
| Table 1.5 Budgeted FTE Staff | 23 |
| Table 1.6 Courtesy Appointments | 24 |
| Support Staff | 25 |
| Table 1.7 Support Staff | 25 |

| | |
|--|----|
| Budget Information | 26 |
| Table 1.8 National Faculty Comparisons | 26 |
| Table 1.9 Average Faculty Salaries and Average Years in Rank | 27 |
| Table 1.10 Appropriated Budget | 28 |
| Table 1.11 Appropriated Budget per Budgeted FTE | 29 |
| Table 1.12 Total Appropriated Budget (Excluding Benefits) | 30 |
| Table 1.13 Total Grant Dollars Generated 1986-1990 | 31 |
| Departmental Advisory Council | 32 |
| Program Facilities | 34 |
| Figure 1.1 Floor Plan, Third Floor, Agricultural Hall Prior to 1989 | 35 |
| Figure 1.2 Master Plan, Agricultural Hall from 1989 | 36 |
| Figure 1.3 Present Floor Plan, Third Floor, Agricultural Hall | 37 |
| Figure 1.4 Proposed Floor Plan for Agricultural Education Teaching, Third Floor, Agricultural Hall, March 1990 | 38 |
| Review Team Final Report, Department of Agricultural Education, March 1984 | 39 |
| A Follow-up Letter to March 1984 Review | 53 |
| Department of Agricultural Education Faculty Awards, 1985-1990 | 57 |

STRATEGIC PLANS

| | |
|--|----|
| The Strategic Planning Process | 58 |
| Appendices | |
| I A Strategic Plan for The Institute of Agriculture and Natural Resources | 59 |
| II Action Plan for The Institute of Agriculture and Natural Resources | 60 |

| | | |
|-----|--|----|
| III | Strategic Action Plans for The Department of Agricultural Education | 61 |
| | Research and Development | 62 |
| | Undergraduate Curriculum | 63 |
| | Recruitment, Retention, Placement | 65 |
| | Center for Leadership Development | 67 |

RESEARCH AND DEVELOPMENT PROGRAM (DEPARTMENTAL THRUST)

| | | |
|--|---|----|
| | Departmental Strategic Plan for Agricultural Education Research and Development Plan | 69 |
| | Table 3.1 Research and Development Projects for 1989-90 | 70 |
| | Table 3.2 Faculty Research and Development Project Reports for 1983-85 | 72 |
| | Abstracts of Research Projects, 1985-89 | 74 |
| | Figure 3.1 Hatch Funded Project # NEB-24-019 | 89 |

UNDERGRADUATE TEACHING PROGRAM (DEPARTMENTAL THRUST)

| | | |
|--|---|-----|
| | Departmental Strategic Plan for the Undergraduate Curriculum | 90 |
| | Departmental Strategic Plan for Recruitment, Retention, and Placement | 92 |
| | Summary of Accomplishments 1984-1989 | 94 |
| | Undergraduate Program Goals and Objectives | 97 |
| | Table 4.1 Teaching Faculty and Appointments | 100 |
| | 1989 Teaching Assignments | 102 |
| | Undergraduate Curriculum and Options | 108 |
| | List of Courses of Instruction | 110 |
| | Figure 4.1 Requirements and Recommendations - Agricultural Training and Development Option | 115 |
| | Student Advising | 116 |
| | Recruitment, Retention, and Placement Figure 4.2 Undergraduate Promotional Brochure | 118 |

| | |
|--|-----|
| Employment Trends | 119 |
| Enrollment Trends | 120 |
| Table 4.2 Departmental Majors 1985-86 to 1989-90 | 121 |
| Table 4.3 Number of Degrees Awarded By Level | 122 |
| Table 4.4 Student Registrations In The Department by College | 123 |
| Table 4.5 Average Class Size and Student Credit Hours | 124 |
| Table 4.6 Number of Class Registrations, Student Credit Hours, and Student Contact Hours By Level | 125 |

GRADUATE PROGRAMS

| | |
|--|-----|
| Mission of Graduate Programs | 126 |
| Description of Graduate Programs | 127 |
| Terminal Degrees | 128 |
| Administration of Graduate Programs | |
| Graduate Committee Structure | 130 |
| Admission Procedures | 130 |
| Appointment of Graduate Advisors and Graduate Committee | 131 |
| Orientation and Retention | 131 |
| Program Evaluation | 131 |
| Status of Graduate Programs | |
| Graduate Faculty | 133 |
| Table 5.1 Graduate Faculty Status and Advising | 134 |
| A List of Course Offerings | 135 |
| Student Enrollment | 138 |
| Table 5.2 Graduate Only Enrollments, 1984-1989 | 138 |
| Recommendations | 139 |

Appendices

| | | |
|-----|---|-----|
| I | Graduate-Student-in-Residence Growth Plan Guidelines | 140 |
| II | Sequence of Agricultural Education Courses | 142 |
| III | Thesis and Non-thesis Research Titles of Graduates | 144 |
| IV | Graduate Information Brochure | 148 |

THE CENTER FOR LEADERSHIP DEVELOPMENT

| | |
|---|-----|
| Strategic Plan for The Center for Leadership Development | 150 |
| Background | 151 |
| Table 6.1 A Proposed Organizational Chart | 153 |
| Mission Statement of The Center for Leadership Development | 154 |
| Relationship of The Department of Agricultural Education and The Center for Leadership Development | 154 |
| Table 6.2 1989-90 Academic Year Staff Assignments | 155 |
| Advisory Groups | 156 |
| Courses of Instruction in Leadership | 156 |
| Graduate Program Emphasis in Leadership and Human Development | 157 |
| The Nebraska LEAD Program | 158 |
| Experiential Leadership Development (ExLD) | 158 |
| Off-Campus Seminars and Conferences | 159 |
| Other Activities | 160 |
| Summary of Grants | 160 |

Appendices

| | | |
|-----|--|-----|
| I | General Brochure for The Center for Leadership Development | 162 |
| II | Relationship of The Center for Leadership Development to Colleges, Divisions, Centers, and Entities | 163 |
| III | Center for Leadership Development Campus Steering Committee, 1989-90 | 165 |

| | | |
|------|--|-----|
| IV | Nebraska Leadership Council, Inc. Board of Directors, 1989-90 | 167 |
| V | Department of Agricultural Education Advisory Council, 1989-90 | 171 |
| VI | A Brochure Describing the Nebraska LEAD Program | 171 |
| VII | Guidelines for Involvement in the ExLD Program | 172 |
| VIII | Objectives for The Statewide Conference of Directors of Leadership Programs | 173 |
| IX | The Leadership Agenda Seminar Series | 174 |
| X | Other Outreach Activities of The Center for Leadership Development | 175 |
| XI | The Statewide Leadership Needs Assessment Survey | 177 |
| XII | Annual Report to Donors of The Nebraska LEAD Program, 1988-89 | 178 |

COOPERATIVE EXTENSION SERVICE

| | |
|---|-----|
| Past History | 179 |
| Present Priorities | 179 |
| Program Results | 180 |
| Existing/Future Cooperative Efforts | 181 |

INTERNATIONAL PROGRAMS

| | |
|--|-----|
| Departmental Involvement | 183 |
| Goals for Future Involvement | 186 |
| Summary List | 186 |

| | |
|--------------------------------|-----|
| <u>FACULTY VITAE</u> | 189 |
|--------------------------------|-----|

INTRODUCTION

The five year Comprehensive Department Review provides the Department with a special opportunity to do two things -- to look back on accomplishments of the past five years since our last review, and to look ahead toward the goals, the challenges and the opportunities in the years ahead.

The Department of Agricultural Education took bold steps at a staff retreat in Aurora, Nebraska in the summer of 1987, to establish departmental priorities or program "thrusts." Little did we realize at the time that we were taking steps that would soon be followed by all units within the Institute of Agriculture and Natural Resources (IANR), which would be known as "strategic planning." Fortunately for the Department, goals established at that early retreat would well serve in meeting the goals of the strategic planning process. Departmentally, four areas were identified as "thrust areas" and included: (1) additional emphasis on the area of recruitment and retention, (2) modification of our undergraduate program to provide for both a teaching and non-teaching option to better meet the needs of our clientele, (3) a more focused effort in the area of research and development, and (4) the development of a Center for Leadership Development.

As our interests have become more focused, our faculty and staff have risen to the occasion, developing new skills and solutions and mustering new energies for implementation. By blending client-oriented classes and programs with demanding departmental "thrusts," we have been able to carefully address each of the four areas listed above. Although at various stages of implementation, significant progress has been made in each of these areas as they remain our clearly focused "thrusts" yet today.

The present five year comprehensive departmental review provides us with the opportunity not only to meet the requirements of the University with respect to program review, but also to take yet another look at ourselves since the last official program review of 1984. The schedule of activities for the review is provided within this document.

The review team for the 1990 review was selected by the Vice Chancellor and Associate Vice Chancellor of the Institute of Agriculture and Natural Resources at the University of Nebraska-Lincoln in consultation with the faculty within the Department of Agricultural Education and the Center for Leadership Development. Team members for the current review include:

- Dr. David Williams, Chair of the team, Professor and Head, Department of Agricultural Education, Iowa State University;
- Dr. Daryl Heasley, Rural Leadership, Inc., Pennsylvania State University;
- Dr. Larry Miller, Professor, Department of Agricultural Education, The Ohio State University;
- Dean Glen Vollmar, Division of International Programs, Institute of Agriculture and Natural Resources, University of Nebraska-Lincoln;
- Dr. Desmond Wheeler, Department of Chemistry and Representative of The Academic Planning Committee, University of Nebraska-Lincoln;
- Mr. Duane Hoesing, Instructor, Agricultural Education, Hartington High School, Hartington, Nebraska; and
- Mr. Dann Husmann, Graduate Student, Department of Agricultural Education, University of Nebraska-Lincoln.

Many hours of dedicated preparation have gone into this self study report by faculty and staff of the **Department of Agricultural Education and the Center for Leadership Development**. The report provides not only background data regarding Nebraska agriculture, but also historical information related to the background of the University of Nebraska, the Institute of Agriculture and Natural Resources, the Department of Agricultural Education, and the Center for Leadership Development. Every attempt has been made to accurately reflect the current status of the Department and the Center throughout the document.

As previously mentioned, the Center and the Department have both undergone extensive review and planning as a result of the strategic planning process. Additionally, however, the Department and the Center have sought and utilized counsel from both an advisory council and steering committee, respectively, throughout the planning process. While there is a relationship between the Department and the Center, each is technically operated independently of one another.

This self-study report should provide the review team and the administration with the information needed to assist the Department and the Center in formulating specific recommendations and direction for the future.

All staff have expressed a strong desire to provide assistance as requested, to answer questions of the review team members, and look forward to the Comprehensive Departmental Review and the helpful suggestions of the team.

It may be important for all us to remember that "The motivation that all of us are capable of generating will not only sustain us in today's activities, but will challenge us to surpass tomorrow's expectations."

**DEPARTMENT OF AGRICULTURAL EDUCATION AND
CENTER FOR LEADERSHIP DEVELOPMENT
ACADEMIC PROGRAM REVIEW
SCHEDULE**

Monday, April 16, 1990

- P.M. Team arrives, checks in at Villager Motor Inn, 5200 "O" Street
- 6:00 P.M. Dinner and Meeting of Review Team with Department Head

Tuesday, April 17, 1990

- 7:00 A.M. Breakfast
- 8:00 A.M. Meeting with IANR Vice Chancellor, Deans and Directors
- 9:30 A.M. Coffee and Rolls - Tour of Agricultural Education facilities and Faculty/Staff Reception, 311 Agricultural Hall
- 10:00 A.M. Meet at East Campus Union (room will be posted) with staff to discuss:
- Undergraduate Program
 - Graduate Program
 - Research and Development Program
 - Extension Education
- 11:45 A.M. Lunch with IANR Department Heads
- 1:30 P.M. Continued sessions with staff (East Campus Union)
- Service Activities
 - International Activities
- 2:15 P.M. Center for Leadership Development (APC Proposal Available)
- 3:00 P.M. Break
- 3:15 P.M. Meet with undergraduate students (311 Agricultural Hall)
- 3:45 P.M. Meet with Graduate Teaching/Research Assistants
- 4:15 P.M. Individual Staff Visitation
- 5:30 P.M. Social and Dinner with Staff, Vice Chancellor, Deans and Directors

Wednesday, April 18, 1990

7:00 A.M. Breakfast at Nebraska Center

8:30 A.M. Nebraska Department of Education Agricultural Education Staff. Nebraska State Office Building

9:15 A.M. Dean James O'Hanlon, Teachers College Dean's Office

9:45 A.M. Dr. Birdie Holder, Chair, Department of Vocational and Adult Education, 513E Nebraska Hall

10:30 A.M. Agricultural Mechanics Courtesy Appointees. Chase Hall.

11:00 A.M. Individual Staff Visitation

12:00 Noon Lunch, Nebraska Center

1:15 P.M. Departmental Advisory Council

2:30 P.M. Review Team deliberations and report drafting

Evening No activities planned. Review team deliberations and report drafting.

Thursday, April 19, 1990

8:00 A.M. Exit Review: Vice Chancellor, Deans and Directors

9:00 A.M. Exit Review with Agricultural Education Staff

9:30 A.M. Completion of Review and Departure

GENERAL INFORMATION

TABLE OF CONTENTS

| | Page |
|--|------|
| NEBRASKA AGRICULTURE | 7 |
| HISTORY OF THE UNIVERSITY OF NEBRASKA, THE INSTITUTE OF AGRICULTURE AND NATURAL RESOURCES, AND THE DEPARTMENT OF AGRICULTURAL EDUCATION | 9 |
| DEPARTMENTAL ROLE AND MISSION | 15 |
| ADMINISTRATION AND ORGANIZATION | 17 |
| DEPARTMENTAL OPERATIONS | 17 |
| Table 1.1 Administrative Chart for the University of Nebraska | 18 |
| Table 1.2 Organizational Chart for the Institute of Agriculture and Natural Resources (IANR) | 19 |
| Table 1.3 Administrative Units Reporting to the IANR Vice Chancellor . | 20 |
| PRESENT FACULTY | 21 |
| Table 1.4 Present Faculty and Staff | 22 |
| Table 1.5 Budgeted FTE Staff | 23 |
| Table 1.6 Courtesy Appointments | 24 |
| SUPPORT STAFF | 25 |
| Table 1.7 Support Staff | 25 |
| BUDGET INFORMATION | 26 |
| Table 1.8 National Faculty Comparisons | 26 |
| Table 1.9 Average Faculty Salaries and Average Years In Rank | 27 |
| Table 1.10 Appropriated Budget | 28 |
| Table 1.11 Appropriated Budget Per Budgeted FTE | 29 |
| Table 1.12 Total Appropriated Budget (Excluding Benefits) | 30 |
| Table 1.13 Total Grant Dollars Generated 1986-1990 | 31 |
| DEPARTMENTAL ADVISORY COUNCIL | 32 |

PROGRAM FACILITIES 34

 Figure 1.1 Floor Plan, Third Floor, Agricultural Hall
 Prior to 1989 35

 Figure 1.2 Master Plan, Agricultural Hall, from 1989 36

 Figure 1.3 Present Floor Plan, Third Floor, Agricultural Hall 37

 Figure 1.4 Proposed Floor Plan for Agricultural Education
 Teaching, Third Floor, Agricultural Hall, March 1990 . . . 38

REVIEW TEAM FINAL REPORT, DEPARTMENT OF AGRICULTURAL EDUCATION, MARCH 1984 . 39

A FOLLOW-UP LETTER TO MARCH 1984 REVIEW 53

DEPARTMENT OF AGRICULTURAL EDUCATION FACULTY AWARDS, 1985-90 57

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

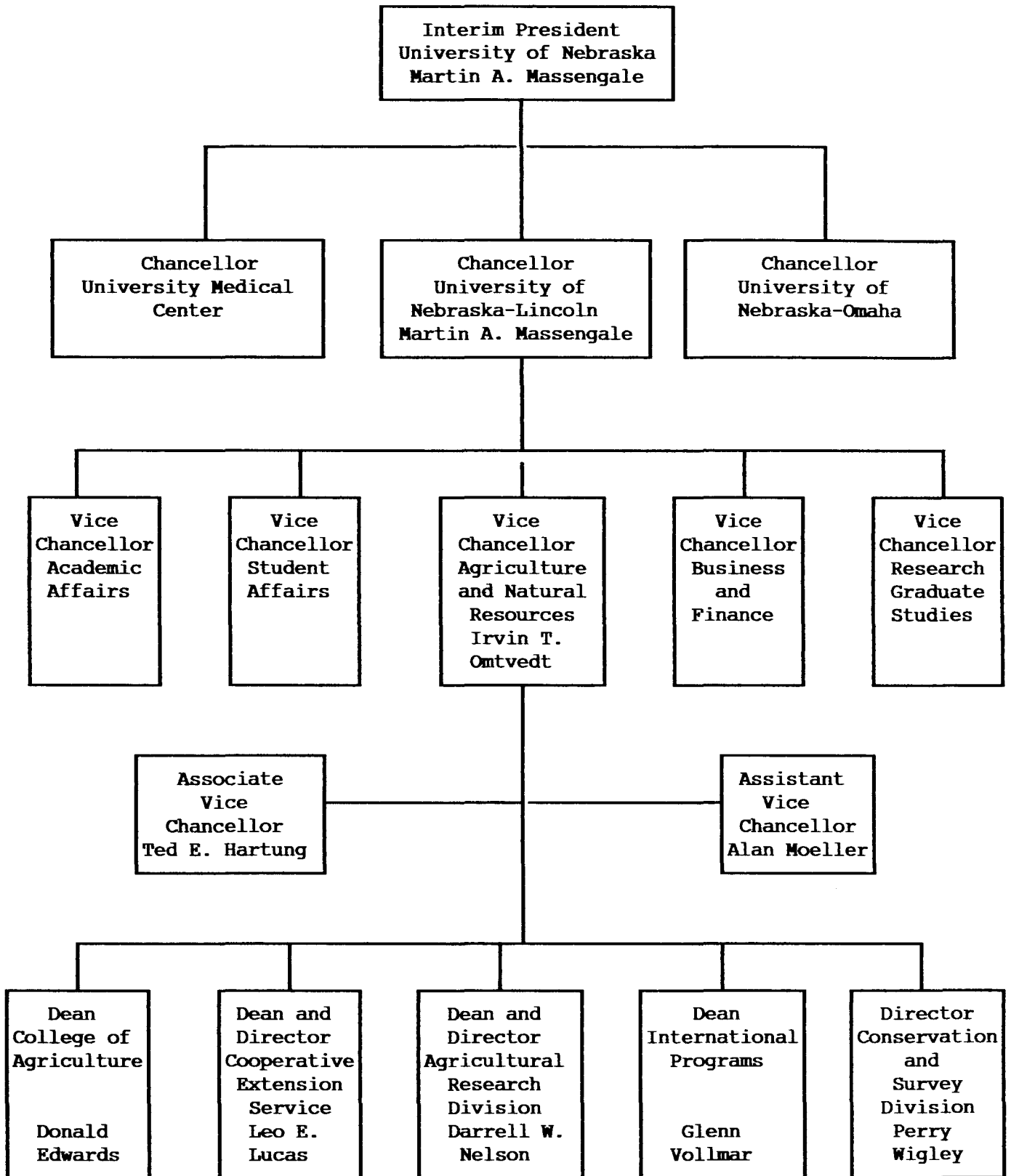


TABLE 1.2

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

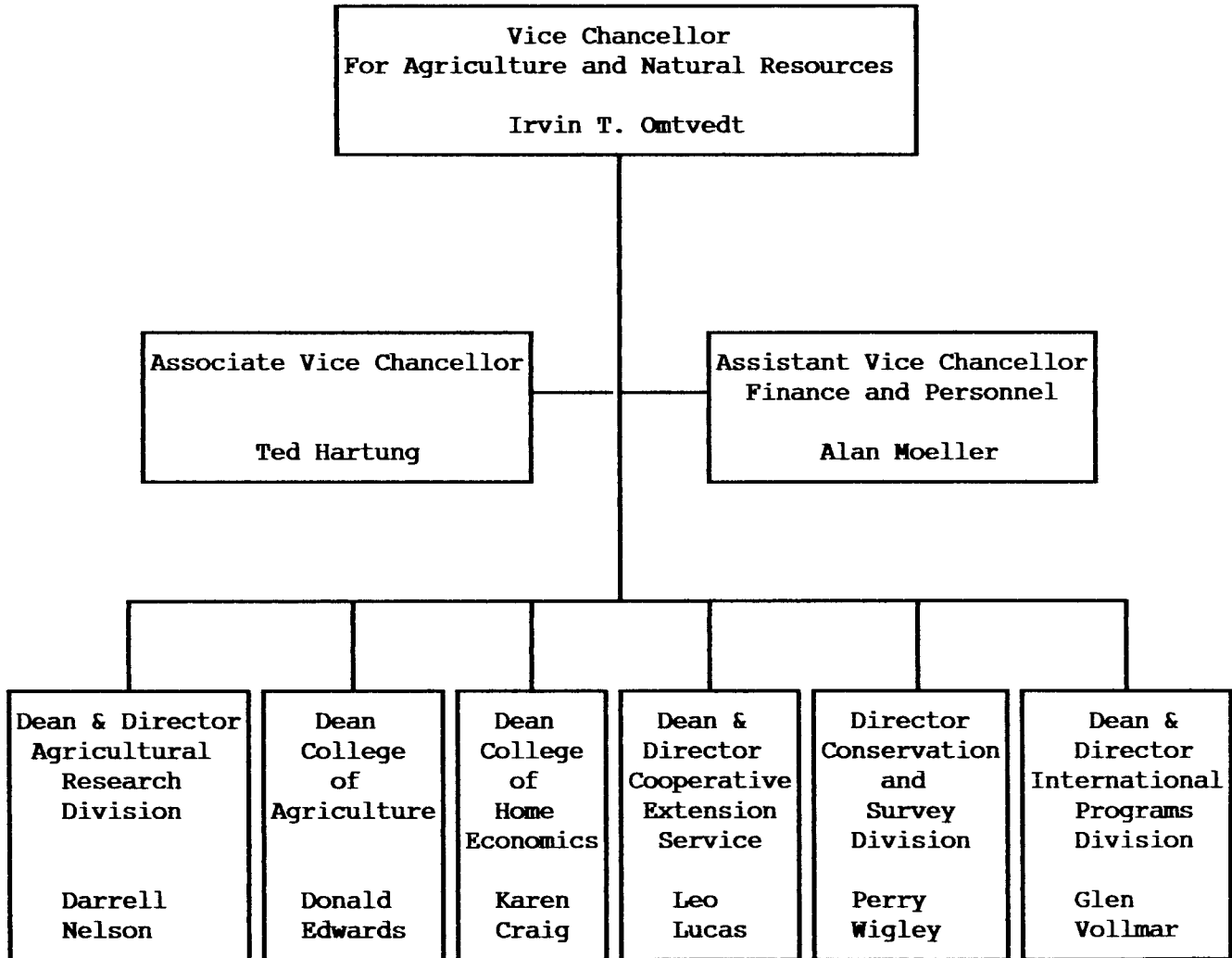


TABLE 1.3
ADMINISTRATIVE UNITS REPORTING TO THE VICE CHANCELLOR
Institute of Agriculture and Natural Resources
The University of Nebraska-Lincoln

| 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.

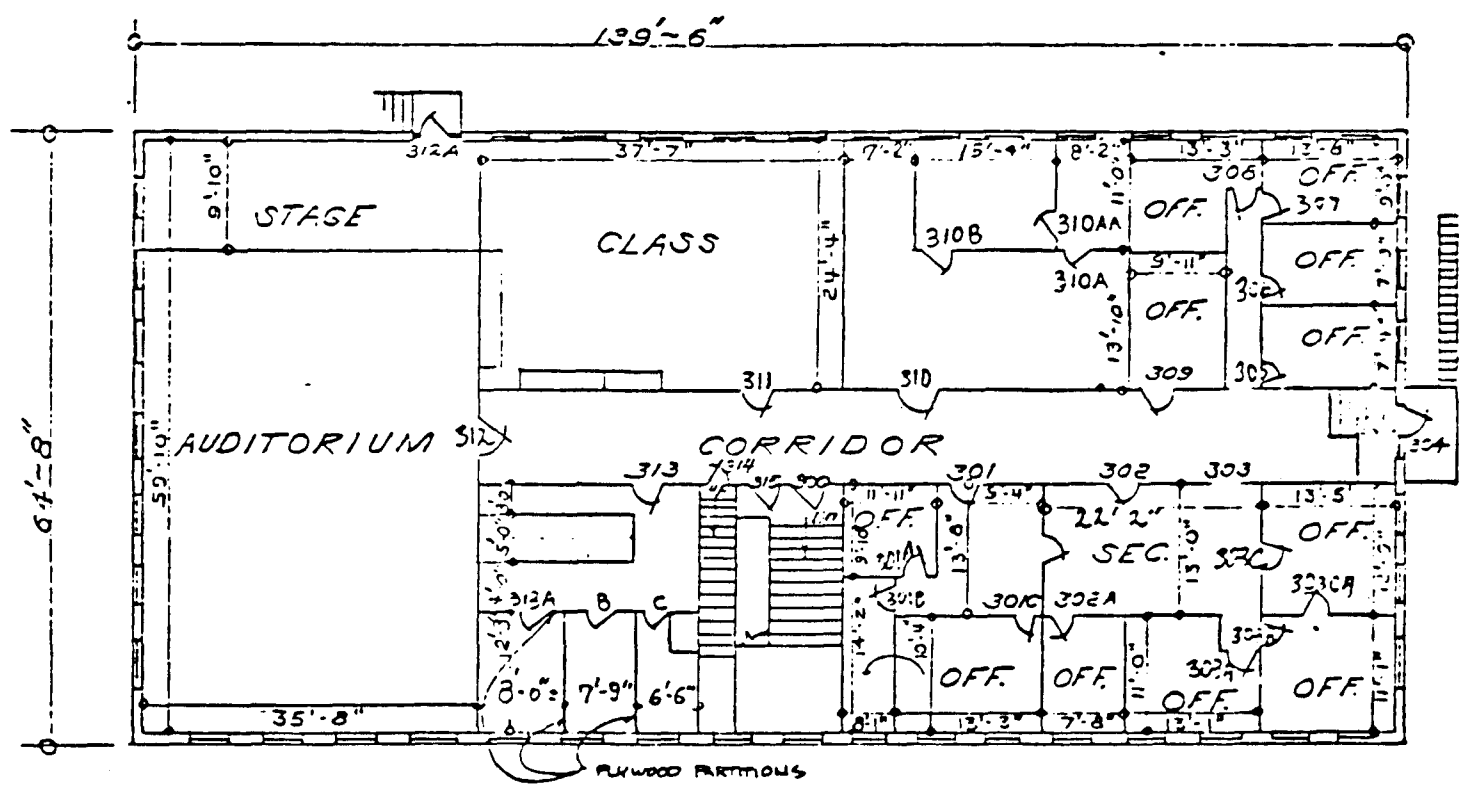
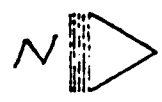


FIGURE 1.1
Floor Plan for Third Floor Agricultural Hall Prior to 1989

35



THIRD FLOOR

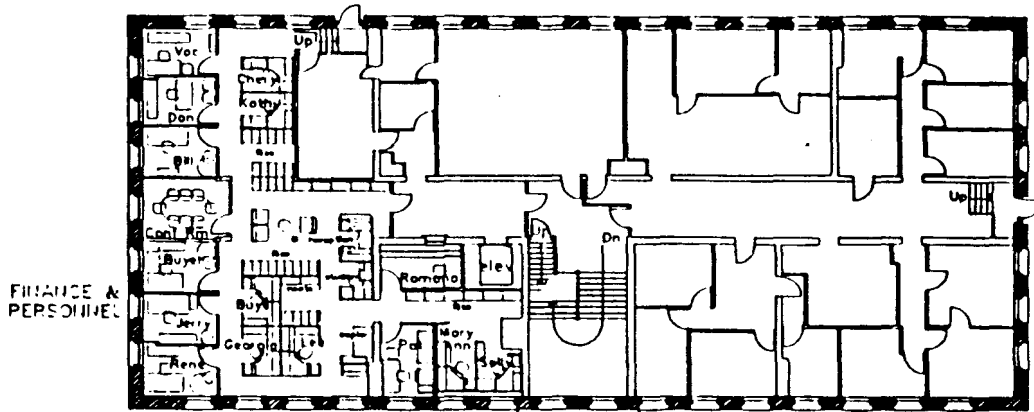
SCALE: 1" = 20'-0"

AGRICULTURAL HALL

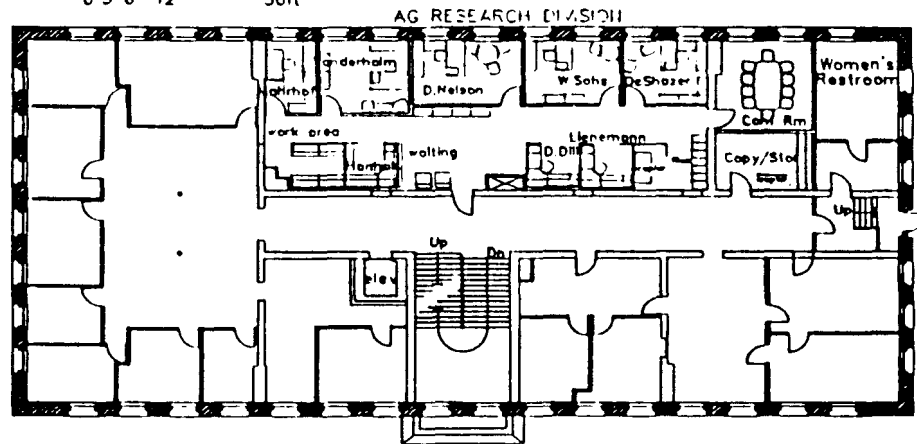
CEILING HEIGHT ROOM = 10'-2"
CORRIDOR = 10'-11"

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

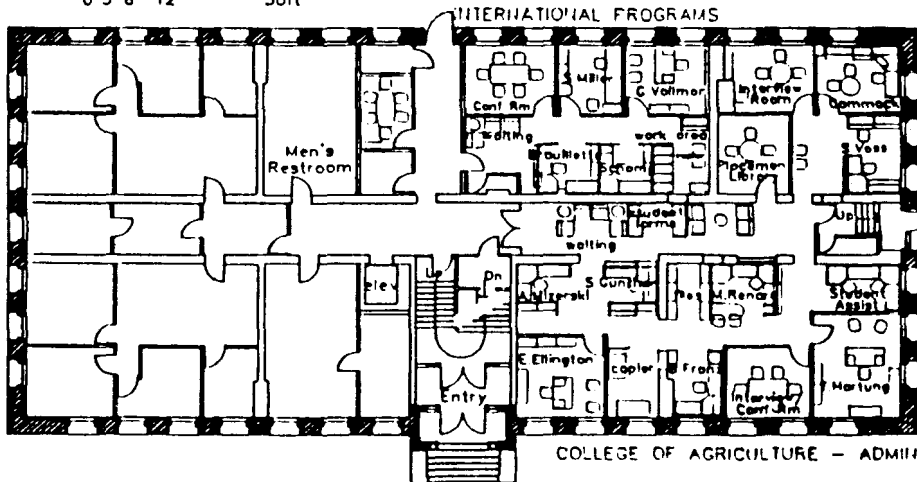
FIGURE 1.2 Fall 1989
Master Plan
University of Nebraska - Agricultural Hall



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



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

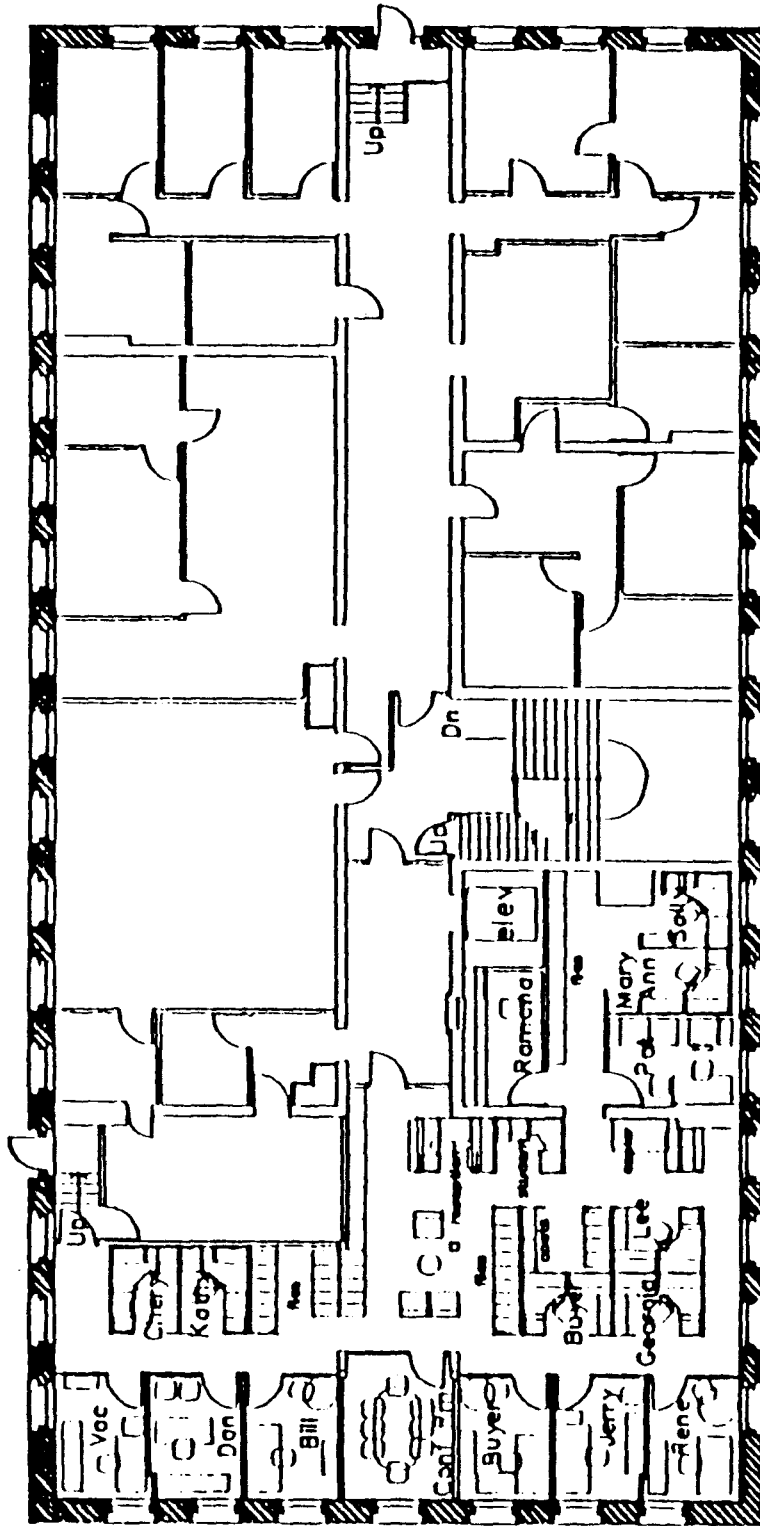


⊖ Schematic Diagram - Level 1
 0 3 6 12 30ft

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

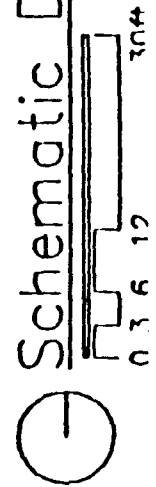
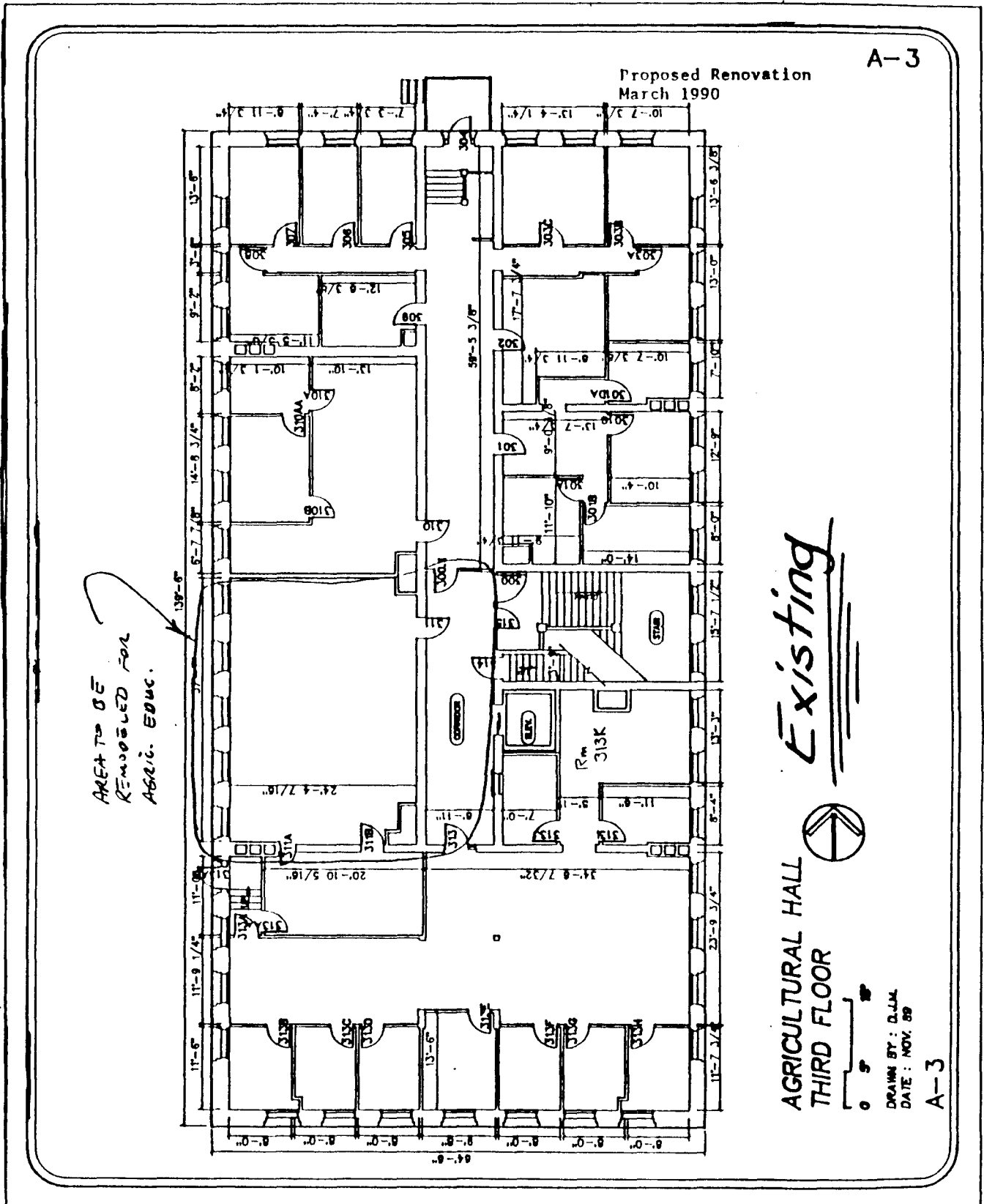


FIGURE 1.4
 Proposed Floor Plan for Agricultural Education Teaching
 Third Floor, Agricultural Hall
 March 1990



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 900 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

STRATEGIC PLANS

TABLE OF CONTENTS

| | Page |
|---|------|
| THE STRATEGIC PLANNING PROCESS | 58 |
| APPENDICES | |
| I A Strategic Plan for the Institute of Agriculture and Natural Resources | 59 |
| II Action Plans for the Institute of Agriculture and Natural Resources | 60 |
| III Strategic Action Plans for the Department of Agricultural Education | 61 |
| 3.1 Research and Development | 62 |
| 3.2 Undergraduate Curriculum | 63 |
| 3.3 Center for Leadership Development | 65 |
| 3.4 Recruitment, Retention, Placement | 67 |

THE STRATEGIC PLANNING PROCESS

Much time and effort have gone into the Institute of Agriculture and Natural Resources (IANR) and the Department of Agricultural Education's strategic planning effort. Coincidentally, the Department had started its own process of strategic planning in the summer of 1987 where it identified the four departmental "thrust" areas.

The IANR process was started in the fall of 1987 by the Vice Chancellor Omtvedt of the Institute and was to be followed by a series of meetings, not only within the Institute, but with town hall meetings around Nebraska, to ensure a broad representation of input regarding future directions of IANR. Ultimately, this step led to the development of the December 1988 document contained herein and labeled Appendix I.

The next step was for each unit, within the Institute, to develop its own unit action plan. This step involved much discussion and planning within and between units as well as a series of general meetings for faculty, staff and others. Each unit submitted an action plan which was included in the October 1989 document labeled Appendix II.

The departmental strategic plans submitted, following the summer 1987 established priorities, are contained herein and labeled Appendix III. Careful attention continues in the monitoring of these documents to insure that they are in fact current and representative of future needs and directions. While the documents serve as a road map, they must remain flexible enough to coincide with the ongoing review and scrutiny of staff, administration and clientele. Modification will continue to keep the department and the Institute on the cutting edge of the state, national and international scene.

APPENDIX I
A Strategic Plan For The
Institute Of Agriculture And Natural Resources
December 1988

DIRECTIONS FOR THE FUTURE

*A STRATEGIC PLAN
for the*

*Institute of Agriculture
and Natural Resources*



UNIVERSITY OF NEBRASKA - LINCOLN

December 1988

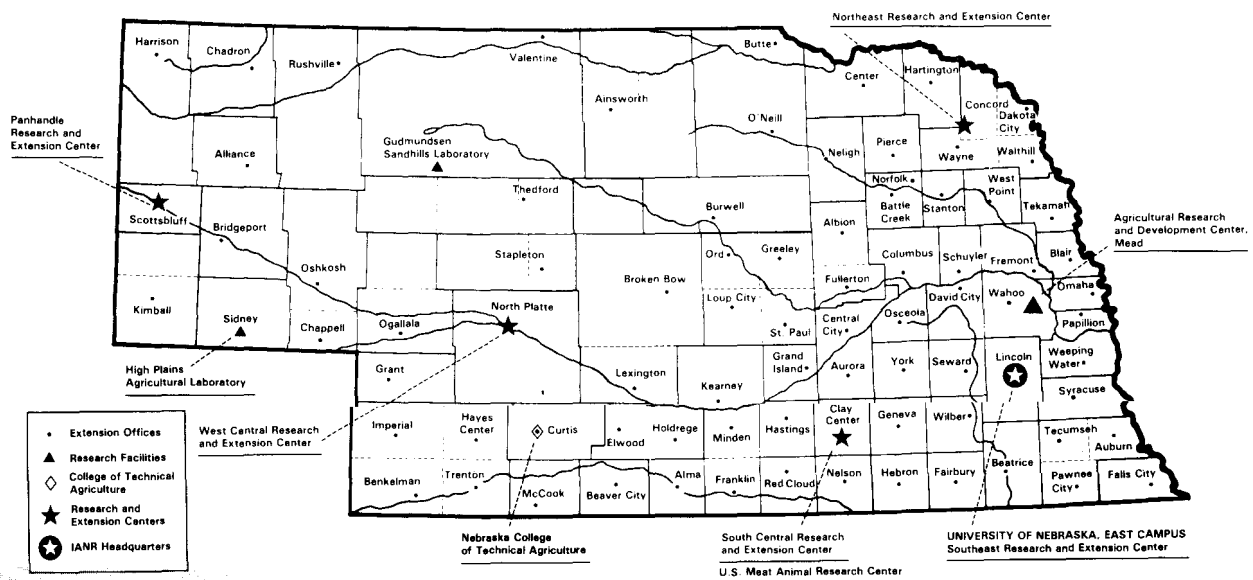
Reprinted November 1989

Contents

| | |
|---|----|
| Introduction | 3 |
| Trends And Assumptions | 4 |
| Role and Mission and Long Term Objectives | 6 |
| IANR Programs | 8 |
| Improving IANR's Effectiveness | 9 |
| IANR Administrator Contacts | 11 |

IANR Statewide System

Statewide System Institute of Agriculture and Natural Resources University of Nebraska-Lincoln



The intent of this Strategic Plan is to provide direction for the Institute of Agriculture and Natural Resources (IANR). The planning process has included faculty, administration, and clientele review of resource materials and interactive discussion. The Agriculture 2001 Task Force Reports were reviewed and updated recommendations were made during the spring of 1988. The Stanford Research Institute report, "New Seeds for Nebraska" also provided input. Important questions addressed during the strategic planning process included:

- 1) Where have we been?
- 2) Who are our clientele?
- 3) What are our challenges and opportunities?
- 4) Where are we going?

As IANR moves toward the 21st Century, this Strategic Plan will provide guidance for making decisions in regard to resource allocation, program emphasis, and enhancing effectiveness. We are living and working in a dynamic world. It will be important to review the Strategic Plan periodically and make appropriate changes.

Our goal is to be recognized as one of the best Agriculture and Natural Resources institutions in the nation. This plan provides for that direction. It is not intended to outline the "how to" details regarding budget requirements, who will be involved, or the effort needed to achieve these objectives. These details will follow in action plans.

IANR must commit increased resources to planning and continually analyze objectives and programs as they relate to a rapidly changing world. This should include studies concerning current and projected trends in demographics, economics, regulatory environments, resource availability and markets. Each has the potential to require shifts in IANR's program emphasis. The administration, faculty and staff must be flexible and implement change when the need is apparent.

This plan can only be effective if it is viewed as being meaningful by the faculty, staff and administration. It encourages change. By working together as a team, we can make the commitments needed to move the research, educational, service and outreach programs of IANR to a high level of effectiveness and recognition in Nebraska, the nation, and the world.



Irvin T. Omtvedt
Vice Chancellor for
Agriculture and Natural Resources

Trends And Assumptions

Trends

There are many significant agricultural, natural resources, and societal trends which affect the IANR's programs and resources.

Among the trends impacting agricultural and natural resources are: continued narrow profit margins, production and resource use concerns including anticipated changes in the use of chemicals, globalization of the market for agricultural products, depopulation of farms and ranches, decreases in the number of medium size farms and ranches and a concurrent increase in large and small farms and ranches, a projected decreased reliance on price supports and changes in nonproduction agricultural business activity.

Significant changes in society include: changing technology, changing demographic patterns such as rural/urban, racial mix, young/old; changing family structures, changing values, changing employment patterns with a concurrent increase in the number of relatively low-paying jobs. The increasing need for life-long learning, and the continuing information explosion have important implications for Nebraskans and IANR.

Other trends which impact agriculture, natural resources, and society which must receive attention include: a changing and unstable economy, greater concern for the environment, more emphasis on diet, nutrition and health, and the changing structure of rural communities.

Declining student enrollments in agriculture and natural resources pose a major concern. Growing shortages of professionals in the business, science and service sectors as well as production are anticipated.

All of these trends are significant as they relate to the commitment of resources and resource needs associated with IANR program priorities.

Assumptions

Assumptions associated with focus and changes in IANR programs include:

- Agriculture will continue to be a major component of Nebraska's economy.
- IANR must be proactive in further developing productive linkages with other components of the University of Nebraska, other universities, state colleges, community colleges, state and federal agencies, natural resources organizations, and with business and industry.
- Clientele, students, faculty, staff and administrators must be willing to identify, analyze and solve contemporary problems that are critical to Nebraska's economic well being and quality of life.
- IANR must assume responsibility for the development and updating of faculty and staff skills in order to respond to a rapidly changing society and to provide an expanded knowledge base in IANR's targeted areas.
- The curriculum must prepare students to function effectively with creative problem solving and analytical and communication skills.
- IANR must be active in providing input for public policy, community development, and economic development if it is to meet its obligations as a component of a Land Grant University.
- Emphasis on the effective management of Nebraska's natural resources will increase.
- IANR must establish priorities and support academic depth in selected program areas.
- IANR must commit resources to establish formal continuing education programs to meet the increased demands of traditional and non-traditional students including those making career changes.
- A significant influx of new resources from state and federal government sources is unlikely.

Role and Mission

Role and Mission

IANR's Role and Mission is to implement focused research, teaching, extension and service programs in agriculture as broadly defined; natural resources, home economics and targeted programs that affect Nebraska's communities.

IANR's responsibility as a component of a Land Grant Institution is to be responsive to the educational needs of the people of Nebraska, the United States and the international community. Major activities include seeking new knowledge and the dissemination of information to students and other clientele. To do so, IANR must be on the cutting edge of the biological, physical and social sciences included in its program areas and with the information dissemination processes.

Long Term Objectives

IANR's Long Term Objectives

- **To Support Academic and Program Excellence**
 - To be ranked by peers and clientele as one of the top five agriculture and natural resources institutions in the United States by the year 2000.
 - To support the search for new knowledge.
 - By 1995 to excel with programs in agricultural profitability, water quantity and quality, food processing, agribusiness, and animal and human nutrition.
 - To realign departmental programming responsibilities and implement interdisciplinary program efforts in teaching, research, and extension so that by 1995 a significantly higher percentage of IANR's programs are interdisciplinary problem solving approaches.
- **To Focus on Priority Needs for Nebraskans**
 - To make the appropriate commitments and reallocations of IANR teaching, research, and the extension resources committed to programs such as value added product

development, policy analysis, agricultural business management systems, human resources development, and natural resource management so that they will be increased significantly by 1995.

- To incorporate the cultural, policy, economic, environmental and other aspects of a global community in program development, program implementation and faculty and staff development.
- To emphasize profitability and sustainable system programs for farms, ranches and communities as they contribute to the development of Nebraska's economy and quality of life.

● **To Maintain Program Balance**

- To place high priority on a balance of high quality undergraduate and graduate teaching, continuing education, and basic and applied research programs on campus and off-campus.
- To give increased emphasis to human resource development programs especially student and other clientele leadership, families, youth and faculty and staff development.

● **To Develop Linkages**

- To further collaborate with other University of Nebraska components and others in areas of mutual program interest and responsibility such as nutrition, environmental concerns, consumer economics, human resources development, nonfood product development, and agribusiness.

● **To Provide Proactive Leadership**

- To take a proactive leadership role with a wide range of business, industry, consumer, and natural resources clientele groups in addition to agricultural commodity groups and state agencies.

IANR Programs

IANR's effectiveness and image is dependent upon the quantity and quality of program output. Some program activities are "ongoing" and vital to IANR programs. These important programs may not be identified as "emphasis programs" in this Strategic Plan, but are assumed to be essential for maintaining proper program balance.

The Institute of Agriculture and Natural Resources gives special consideration to the following areas as they relate to targeted programs:

- *Strengthening the University/Private Sector Partnerships.*
- *Enhancing Profitability and Competitiveness.*
- *Improving Quality of Life.*
- *Stewardship of Nebraska's Natural Resources.*
- *Emphasizing Sustainable Production Systems.*

IANR's targeted programs include:

- *Agricultural and Agribusiness Profitability.*
- *Biotechnology and other Basic Research.*
- *Value Added Processing (food and nonfood).*
- *Human Resources Development (leadership, families and youth).*
- *Nutrition and Health (human and animal).*
- *Rural Revitalization*
- *Water and Environment*

Improving IANR'S Effectiveness

Analyzing current IANR efforts and identifying areas to be improved is continuous. IANR's Strategic Plan discussions suggest that detailed Action Plans should be developed to improve IANR's program effectiveness by considering the following factors:

Clientele

- Shorten the research and extension response time to clientele needs.
- Give added effort to identifying clientele groups and their research and/or educational needs.
- Broaden IANR's base of contact with producer and other clientele groups.
- Take advantage of advances in communications technology for state-wide program delivery.

Students

- Implement an aggressive student recruitment placement program that gives emphasis to student quality and involves all IANR faculty and staff.
- Develop and implement a futuristic curriculum including increased emphasis on natural resources and global dimensions.
- Implement a program of off-campus course offerings.
- Provide the leadership for a quality program at the College of Technical Agriculture at Curtis.

Programs

- Develop a broader based leadership program.
- Emphasize an interdisciplinary team approach.
- Encourage innovation and risk taking in program development.
- Support appropriate proprietary research.

**Improving
IANR'S
Effectiveness
(continued)**

Faculty and staff

- Recruit and retain quality personnel.
- Insure that the evaluation process, rewards and recognition are consistent with IANR's priorities including the emphasis on team and interdisciplinary approaches.
- Improve salaries and program support since they are vital to excellence in faculty and staff performance.
- Improve staff career and personal development and make *innovative utilization of office/service and managerial/professional staff.*

Structure

- Improve coordination among IANR natural resource teaching, research, extension and service programs. Evaluate the operational structure of IANR natural resources components in terms of effective collaboration, program efficiency and visibility.
- Implement and support program organization models such as "Centers."
- Continue to make appropriate changes in county, district and state extension organization and update delivery systems.
- Pursue expanded program delivery sites at Grand Island, Norfolk, North Platte, Scottsbluff and Omaha and others as appropriate in order to better serve Nebraskans.

Linkages

- Give high priority to strengthening IANR's linkages with other components of the University of Nebraska, other universities, colleges, community colleges; with federal, state and local government agencies and organizations and with businesses.

Image

- Take appropriate steps to improve IANR's image.
- Recognize quality output and provide positive, futuristic approaches for student recruitment and placement; for faculty and staff recruitment and retention, and for obtaining funding support for IANR programs.

Vice Chancellor, Deans and Directors

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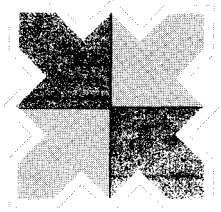
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APPENDIX II
Action Plans For The
Institute Of Agriculture And Natural Resources
October 1989



DIRECTIONS FOR THE FUTURE

ACTION PLANS

*for the
Institute of Agriculture
and Natural Resources*



Institute of Agriculture and Natural Resources
UNIVERSITY OF NEBRASKA - LINCOLN



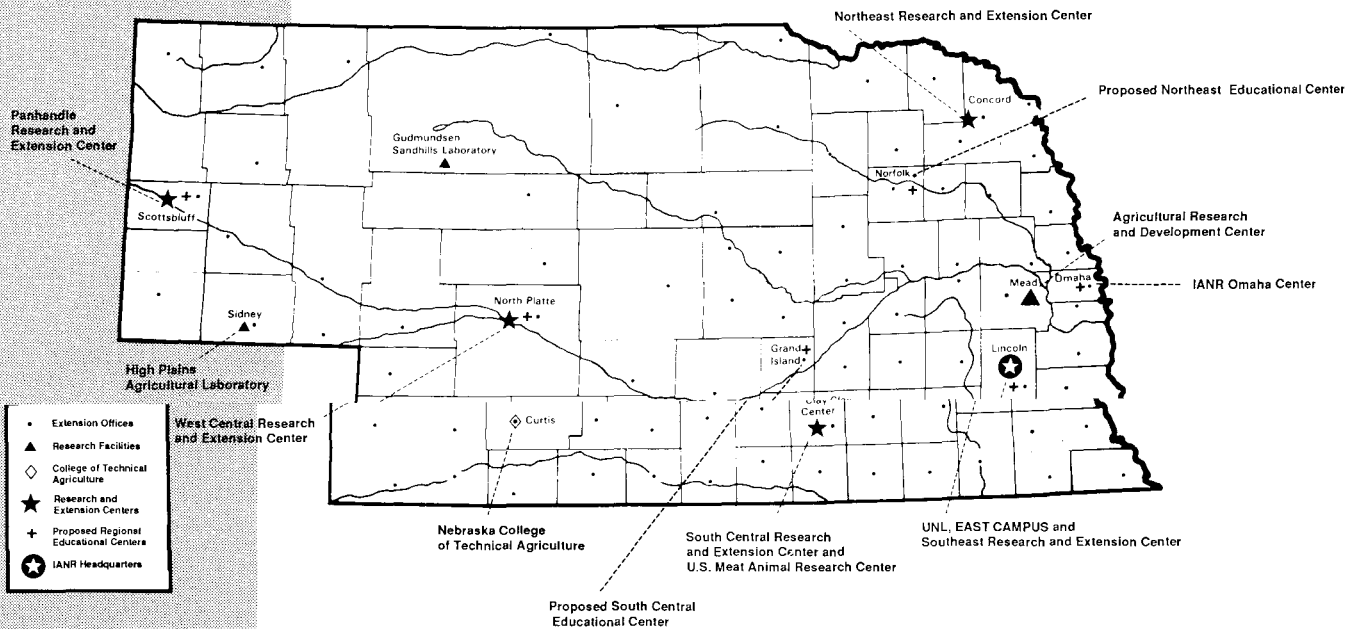
October 1989

Contents

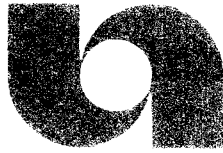
| | |
|--|----|
| Letter from the Vice Chancellor | 3 |
| Targeted Program Areas | 4 |
| Introduction | 5 |
| Targeted Action Plans | 6 |
| Agriculture and Agribusiness Profitability | |
| Biotechnology and Other Basic Research | |
| Human Resources Development | |
| Nutrition and Health | |
| Rural Revitalization | |
| Value Added Processing of Agricultural Commodities | |
| Water and Environment | |
| Operational Priorities | 20 |
| Primary Decision Approaches | 24 |
| Progress Toward Objectives | 25 |
| IANR Program Contacts | 27 |

IANR Statewide Network

Statewide Network Institute of Agriculture and Natural Resources University of Nebraska-Lincoln



The Institute of Agriculture and Natural Resources offers programs without regard to age, sex, race, handicap, national origin, marital status, or religion.



University of
Nebraska
Lincoln

Institute of Agriculture and Natural Resources

Office of the Vice Chancellor
202 Agriculture Hall
Lincoln, NE 68583-0708
Phone (402) 472-2871



October 27, 1989

Dear Reader:

These are exciting and challenging times for the University of Nebraska and the clientele we serve. The recent budget increase provided by the Governor and the Legislature has unleashed renewed optimism. Although we cannot afford to be complacent, IANR is fortunate to have initiated a strategic planning process in the spring of 1988 which established clear cut priorities and for us to be in the enviable position to build from existing strengths. We are proud of our levels of accomplishments, and we are encouraged by the impressive number of outstanding faculty, students, staff and administrators who have joined our ranks in recent months.

The Institute of Agriculture and Natural Resources is committed to futuristic leadership in agriculture, home economics and natural resources. To best serve students, producers, agribusiness, families and other clientele, IANR must chart an aggressive course of action for the future. Our primary goal is to provide research and educational programs to enhance Nebraska's global competitiveness and quality of life. We assume that both IANR and the clientele we serve are willing to aggressively pursue and adopt changes that will ensure our keeping abreast of emerging priorities stemming from our rapidly changing economic and social environment.

These Action Plans are not all inclusive, but will serve as our blueprint for strengthening programs in targeted areas. These plans are backed up by detailed plans for each IANR administrative unit and they represent inputs from throughout IANR. They will serve as the base for IANR budget and program decisions during the next three years. We plan to supplement resources made available through redirection with funds from the Research Initiative program; from increases in grants and contracts; and from modest increases in State and Federal appropriated funds. Our goal is to redirect 10 percent of our current budget over the next three years to these priorities.

It is our hope that such words as *focus, aggressive, creative, excellence, competitive, responsive, and partnerships* will clearly characterize the expected impact of these Action Plans for addressing the priorities outlined in the IANR Strategic Plan. Nebraska can enjoy an extremely bright future if all members of the team exhibit enthusiastic support and dedication. We hope you will be an active partner in this investment in Nebraska's future.

A handwritten signature in black ink, reading 'Irvin T. Omtvedt'.

Irvin T. Omtvedt
Vice Chancellor



Targeted Program Areas

IANR Units have inventoried ongoing program activities and have proposed ACTION PLANS for seven targeted program areas:

- Agriculture and Agribusiness Profitability (including sustainable systems).
- Biotechnology and other Basic Research.
- Human Resources Development (leadership, families, and youth).
- Nutrition and Health.
- Rural Revitalization.
- Value Added Processing of Agricultural Commodities.
- Water and Environment.



Introduction

The Strategic Plan for the University of Nebraska Institute of Agriculture and Natural Resources published in December 1988 established future directions for strengthening IANR's programs. The Action Plans presented here describe our overall approach and "what" will be done to accomplish the goals identified in the Strategic Plan. Changes for strengthening the effectiveness of Institute-wide programs and operations are also included. These plans address the needs of students, producers, agribusinesses, communities and families. They provide a blueprint for progress.

Resources for personnel and program support are critical if the Action Plans are to succeed. IANR units have developed Unit Action Plans, assessed on-going programs and identified redirection possibilities. A significant amount of the proposed program focusing and strengthening will occur through redirection of existing personnel positions and other resources. Grants, contracts and new state and federal funds will also support these changes.

The action planning process began in 1988 and covers the period through 1992. Although changes will be made as needed throughout this period, an in-depth reassessment will occur in 1992 and appropriate changes will be made at that point to address future priorities.

Biotechnology And Other Basic Research

In today's rapidly developing scientific world, new technologies advance quickly. The potential application of biotechnology and other basic research to agriculture is immense as well as important to agricultural profitability and competitiveness in Nebraska. New biotechnology tools allow researchers to study and enhance disease resistance in animals and plants, identify and regulate the expression of genetic traits, and develop new technologies for scaling-up and using genetically engineered microorganisms and products commercially.

Basic research, which led to modern biotechnology, must continue to be stressed in all IANR disciplines. It is essential that interdisciplinary approaches and linkages with other University units be a prominent part of IANR's mission.

Major research thrusts are needed in:

- a. gene identification and regulation such as hormone control in animals, quality traits in plants, and enhanced production of useful compounds by microbes,
- b. mechanisms of resistance for pest control, and
- c. applied technologies in food processing and plant propagation.

Several IANR researchers will actively participate in the Biotechnology Center programs as part of the Research Initiative program.

Action Objectives

- To improve biotechnology programs in IANR departments through addition of key faculty positions and wise investment of the Biotechnology Research Initiative funds.
- To strengthen selected areas of basic research in plant and animal health, plant and animal genetics and physiology, food chemistry, food microbiology, and plant biochemistry.
- To increase awareness of the value and impact of IANR basic research programs among Nebraska decision makers, youth, and citizens.

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Implementation

- Successfully compete nationally for faculty and for research support through the Biotechnology Research Initiative.
- Focus the biotechnology research in IANR on disease diagnosis, vaccine development, virology, plant and animal gene regulation and expression, plant transformation, and cell regeneration.
- Redirect resources into targeted areas of basic research to achieve an appropriate balance between problem-solving and disciplinary research. Areas to be strengthened include plant biochemistry, fermentation microbiology, rumen microbiology, cytogenetics, and biosensor and control technologies.
- Increase grant support by 75 percent within the next three years through improved faculty grantsmanship.
- Develop closer linkages with industry (particularly Nebraska companies) to build collaborative research programs and to provide increased funding for ongoing research programs. Devote a limited proportion of IANR programs to proprietary research.
- Establish additional distinguished professorships in selected areas of biotechnology and basic research.
- Establish innovative biotechnology awareness programs that involve Cooperative Extension, agricultural science curricula in secondary schools, undergraduate and graduate courses in the College of Agriculture and 4-H and FFA programs.
- Develop and distribute a research publication that communicates significant program accomplishments to decision makers and citizens.



Targeted Action Plans

Agriculture and agribusiness are the mainstays of Nebraska's economy. IANR emphasizes research, educational, and service programs to ensure that Nebraska's agriculture and agribusiness remain competitive, profitable, and sustainable.

Future programs must continue to look at the needs of current crop and livestock producers and agribusiness firms and at the same time examine the potential for alternative agricultural enterprises. Consideration must be given to alternatives which would produce new types of plants or animals, diversify the sources of income, and develop new products and services for both rural and urban citizens. Integration of production and marketing is also needed. Developing alternative agricultural enterprises will improve Nebraska's economy, provide employment in rural areas, and reduce risk for producers through income diversification.

Ongoing programs address the production, economics, marketing and agribusiness of field crops, specialty crops, livestock, and poultry. IANR proposes modest strengthening of production efficiency, pest management, and animal health programs, but greater expansion in production economics, marketing, post harvest technology, and agribusiness. Although innovative educational programs are planned or available, selecting the most effective ways to disseminate information will be a challenge.

Action Objectives

- To strengthen programs making existing Nebraska agriculture and agribusiness industries more efficient, profitable, competitive, and sustainable.
- To increase programs which identify, research, and implement alternative agricultural enterprises for producers and agribusinesses.

Implementation

- Maintain strong disciplinary programs in agricultural economics, animal health, animal science, food science, pest control, plant science, and systems engineering. These programs provide the basic information to improve production efficiency and profitability in agriculture and agribusiness.
- Develop resource-efficient, sustainable production systems for unique regions in Nebraska. Initially, emphasis will be placed on beef-range systems in the western region; limited irrigation cropping systems in the southwest; and dryland cropping systems in the southeast and the Panhandle.
- Establish a Center for Sustainable Agriculture.
- Expand extension programs in integrated resource management and enterprise record systems for swine and beef cattle.
- Increase programs on effective domestic and international marketing of agricultural products and the analyses of agricultural policy alternatives.
- Expand research and extension programs on commercial vegetable and potato production.
- Increase research and extension programs on alternative crops and their feasibility for Nebraska, including crops with industrial uses. Initial efforts will be directed at crops such as crambe and milkweed.
- Begin aquaculture research and extension programs directed at cold-water species.
- Expand development of computer-based aids to improve producer decision-making. Emphasis will be placed on sensors and control systems, expert decision-making systems and marketing models.
- Improve services through more responsive diagnostic laboratory support, more effective environmental protection training, more timely agricultural weather information, and increased availability of information from educational centers and telecommunications systems.
- Better address needs of Nebraska agribusiness through cooperative efforts and partnerships with the Centers for Agricultural Marketing, Food Processing, Industrial Agricultural Products, Agricultural Equipment, Biotechnology and International Trade Policy.

Human Resources Development

People are Nebraska's most vital resource. It is essential that IANR give major attention to the most effective ways in which human resources can best contribute to the state and to society.

One of IANR's primary missions is to provide the human resource expertise to serve the State's food industry and production system. Continued emphasis needs to be given to developing the full potential of Nebraska citizens and their well-being.

IANR has ongoing programs in human resources development, including leadership development through LEAD, Family Community Leadership, 4-H, FFA, youth and adult education programs; the recruitment and retention of students; and faculty and staff development.

Action Objectives

- To enhance the educational base for both traditional and non-traditional students in Nebraska.
- To attract and retain a high quality human resource base in Nebraska.
- To develop coordinated opportunities for high quality leadership development.
- To enhance the well-being of individuals and families through improved interaction within families and communities.

Implementation

- Establish new programs and coordinate leadership development activities within IANR through the Center for Leadership Development including seminars and materials for both non-profit organizations and agribusiness corporations.
- Develop a coordinated program of credit and non-credit courses, seminars, conferences, and workshops.
- Develop a comprehensive IANR recruitment and retention plan involving the Colleges of Agriculture and Home Economics, district centers, departments, alumni, faculty, staff and industry personnel.
- Develop an instructional materials resource collection for statewide use.
- Expand professional and organizational development opportunities for IANR faculty and staff to help them keep abreast of changing priorities.
- Establish family resources and counseling services in marriage and family therapy, financial management and nutrition.
- Establish a Youth Development Center to assess needs and implement training programs.
- Expand research and outreach programs on child/elder care, youth at risk and single parenting.
- Establish outreach programs in Norfolk, Grand Island and Omaha and expand program offerings at North Platte and Scottsbluff.

Nutrition And Health

Nebraskans share national concerns about health, food safety and diet. Questions raised about the health, nutrition and safety of plant and animal products are important to Nebraska because of their contribution to the economy. Animal diseases contribute to microbial contamination and are detrimental to animal well-being and productivity. Consumers and producers need more education on nutrition and food safety.

The Departments of Animal Science; Food Science and Technology and Human Nutrition and Food Service Management; have ongoing teaching, research and extension programs in these areas. These will be complemented by a strengthened biochemistry program.

The nutrition and health components are becoming more important factors in the decision-making processes of the food processing industry through their association with the Food Processing Center. Although it has declined some in popularity, the Interdepartmental Graduate Nutrition Program offers unique opportunities for interdisciplinary nutritional programs. The animal health research program in the Veterinary Science Department has been expanded and cooperative programs with Kansas State University and the University of Nebraska Medical Center offer new opportunities for veterinary medicine training, graduate programs and continuing education.

Action Objectives

- To strengthen research and graduate education in human and animal nutrition.
- To expand and further develop outreach programs in nutrition, health, food safety, and food handling.
- To strengthen research and education programs in animal health.
- To develop research and extension dietetics programs.

Implementation

- Conduct an in-depth review of the Interdepartmental Graduate Nutrition Program and implement changes to improve the graduate course offerings and research programs in human and animal nutrition.
- Establish research in the biochemistry and metabolism of nutrients and their affects on human health, animal productivity and well-being.
- Implement interdisciplinary programs in food animal health management.
- Provide programs on the production of safe, uncontaminated foods.
- Develop state and regional nutritional health conferences and coordinate with schools and organizations to develop programs targeted for youth, adults and the elderly.
- Establish food safety, nutrition and health education programs for child care providers, food service establishments and institutions.
- Establish a dietetics research program focused on food consumption habits related to human health.

Rural Revitalization

Many rural Nebraska communities, businesses, local governments and social institutions are finding it difficult to respond to rapid economic and social change. Viable rural communities are essential to the existence of a strong agricultural industry and a strong state economy. IANR must join with other components of the University, other state agencies, and other organizations to help Nebraskans in rural revitalization.

IANR can help rural communities by:

- a. strengthening decision-making skills associated with the infrastructure and services available in rural communities; and,
- b. encouraging the development of a more diverse and stronger socio-economic base to support individuals and the larger society.

IANR programs are currently addressing rural revitalization objectives. The Family Community Leadership (FCL) program teaches volunteers how to develop effective leadership skills. Managing Main Street Business is a comprehensive management program for locally-owned businesses. Community needs assessment has taken place in 20 communities. The technical assistance provided by the Agricultural Marketing, Food Processing and Industrial Agricultural Products Centers offer opportunities for rural communities.

Action Objectives

- To establish a Rural Community Revitalization and Development Center to coordinate outreach activities and to facilitate linkage building.
- To increase research and outreach programs that concentrate on developing small-scale, rural businesses.
- To help communities in self-assessment, planning and implementation related to rural infrastructure.

Implementation

- Develop models for housing and service needs and for economic infrastructure.
- Initiate research and outreach activities to increase the marketing potential of Nebraska-made products distributed in tourist and other places.
- Strengthen the Managing Main Street Business program as a comprehensive management tool for locally-owned rural businesses.
- Strengthen the goal setting techniques and principles of business management for rural businesses.
- Provide risk management and decision-making education for locally elected officials.
- Evaluate the impacts of existing and proposed rural revitalization activities.
- Provide rural Nebraskans who want to start or expand self-owned small-scale businesses with impartial data for sound economic development decisions.
- Provide education for communities seeking to comply with laws and regulations governing the management and disposal of solid and hazardous wastes.
- Strengthen research on the environment for child care and the elderly in rural communities.
- Establish a clearinghouse for rural revitalization information and services.

Value-Added Processing Of Agricultural Commodities

Even though processing is Nebraska's primary manufacturing industry, the potential for adding value to agricultural commodities remains largely untapped. Nebraska ranks fourth nationally in agricultural production but 20th in processing. The challenges are to identify new uses for current products, to nurture new commodities and enterprises, and to develop and expand the processing industry.

With the core group of faculty and staff now in place and the outstanding facility and equipment capabilities provided by the new Food Industry Complex, the new and expanded Animal Sciences Facility, and the new Panhandle Pilot Vegetable Processing Plant, IANR offers programs to develop the potential of adding value to Nebraska's bio-renewable production.

Present efforts, primarily in food science and technology, agricultural economics, animal science, agricultural engineering, horticulture, and human nutrition, are coordinated through the Food Processing Center, the Industrial Agricultural Products Center, and the Agricultural Marketing Center. Strengthening current research on processing major commodities and food products will continue to be high priority. Programs addressing the processing of alternative commodities and industrial products are inadequate. There is an urgent need to expand efforts to transfer value-added technology and marketing assistance to businesses and consumers.

Action Objectives

- To develop new and improved food and industrial products from animal and crop commodities and by-products.
- To facilitate the expansion of commercial processing of agricultural commodities in Nebraska.
- To increase the value of Nebraska-produced commodities through processing and engineering technology.

Implementation

- Further develop the use of starch from corn and other crops for production of biodegradable plastics.
- Improve the use of fermentation processes especially to convert carbohydrates from bio-renewable products to ethanol, butanol, and other industrial products.
- Develop new and improved human and pet food products from Nebraska commodities.
- Adapt value-adding processing technologies such as enzyme conversion, extrusion processing and super critical extraction.
- Develop marketable products from animal and crop by-products.
- Research the alternatives and economic feasibility for adding value to new products such as amaranth, crambe, milkweed, vegetables, and fish.
- Strengthen assistance to entrepreneurs, identify new markets, and improve business skills and technical capabilities.
- Implement a consumer acceptance educational program.

Water And Environment

Nebraskans are concerned about their environment. The contamination of ground water by nitrates, pesticides, petroleum products, household and hazardous wastes have made water quality a critical issue in Nebraska. Suitable water for domestic use is a major concern. Much of Nebraska's agriculture depends on irrigation. Declining ground water levels, as well as periods of drought, are problems for producers as well as urban and rural communities. Soil erosion is still critical.

The importance of Nebraska's soil, air, minerals, trees, and other plant resources supports the need for environmentally sound approaches to development. Only through environmental enhancement will Nebraskans enjoy an acceptable quality of life. Achieving a quality environment requires well conceived and executed programs of research, education and service.

Current water, soil, mineral and atmospheric programs contribute to improving the environment, but the needs extend well beyond the scope of present programs. Redirection of personnel and other resources coupled with more effective program coordination are essential to attain the objectives. Increased funding from the Research Initiative program can provide support to expand the water science research program. Linkages with other components of the University, other universities, governmental agencies, businesses and industry will help achieve success.

A "New Trees for Nebraska" program offers another excellent opportunity to place increased emphasis in this priority area. The range management program at the Gudmundsen Sandhills Laboratory has been expanded.

Action Objectives

- To strengthen water science research and educational programs emphasizing areas important to Nebraska's future.
- To enhance research and educational programs in soil management, atmospheric science, plant ecology and range management, and environmental quality protection.
- To increase joint efforts with state and federal natural resource and environmental agencies.

Implementation

- Implement a water science or hydrology program for undergraduate and graduate students.
- Evaluate environmental policy alternatives and alternatives in other policy areas which affect water and environment, and the timely communication of results to provide better information for policy.
- Initiate priority research projects under the Water Science Research Initiative focused on ground water contaminant transport, ground water contamination remediation, and measurements of existing contamination.
- Increase research on water harvesting, efficient water use by plants, and irrigation scheduling.
- Establish a Water Sciences Laboratory and an associated field laboratory to improve analytical capabilities of IANR water scientists.
- Implement an aggressive grantsmanship program to successfully access new water quality funds and increase funding from other local, state and federal sources.
- Develop improved technology for agricultural chemical use, urban chemical use, and production practices to protect environmental quality, particularly water quality.
- Establish a cooperative research unit with the U.S. Fish and Wildlife Service for additional studies of wildlife and fish ecology.
- Develop and promote creative approaches to soil, minerals, and trees and other plant resource management, consistent with the economic, environmental, and social needs of Nebraskans.
- Increase the funding base for ongoing programs in soil management, range management, and environmental protection.
- Initiate a program in solid and hazardous waste management.
- Increase linkages and joint activities with federal and state natural resources and environmental protection agencies.
- Develop an active research and educational program on global warming and other climatic changes.



Operational Priorities

IANR has identified eight overall priorities that bridge IANR units. These complement IANR targeted program areas to best serve our clientele. The eight are:

Students

- **Increase emphasis on preparing students for a changing society:**
 - Attract, recruit, and retain capable students.
 - Implement new strategies for attracting students, including minority and non-traditional students.
 - Expand scholarship and financial aid programs to recognize achievement and help minority and needy students.
 - Continue to make needed curricular changes in food, agriculture, and natural resources programs.
 - Establish a more supportive climate for students in their classes, in advising, and in extra-curricular events.
 - Improve the reward system for effective teaching and advising.
 - Enhance the availability of instructional improvement resources for faculty.
 - Establish joint teaching, research, and extension programs, including the use of facilities and equipment, to enhance learning.
 - Integrate such topics as international perspectives, critical thinking, problem solving, ethics, communication and interpersonal skills, care of the environment, and current issues into educational programs.
 - Support and provide leadership for quality associate degree and pretransfer programs at the Nebraska College for Technical Agriculture at Curtis.
 - Facilitate the transfer of programs and credits from other postsecondary institutions.
 - Increase assistance to students in career development and placement.
 - Initiate programs to enhance students' ability to integrate technical knowledge, subject matter, interpersonal skills and values.

- **Strengthen responsiveness to clientele needs:**
 - Develop an issue identification process to address high priority problems and issues.
 - Work with the University of Nebraska Foundation for funds to enhance and complement IANR's ability to respond quickly to emerging clientele needs.
 - Adopt a more effective process to critically review programs; to revise priorities when necessary; and to reallocate resources to higher-priority targeted programs.
 - Obtain appropriate citizen input for guiding IANR programs.

- **Expand outreach capabilities in targeted areas:**
 - Expand telecommunications program offerings and capabilities for extension and resident instruction.
 - Use the Educational Center concept in strategically located sites to make IANR and University resources more readily available to Nebraskans.
 - Develop Educational Centers at Grand Island and Norfolk and increase IANR program offerings in Omaha.
 - Expand credit and non-credit course offerings at off-campus locations.

- **Broaden IANR's global perspective:**
 - Institute changes that increase the global dimension of undergraduate and graduate courses and curricula.
 - Enhance faculty, staff and student linkages between contract international development projects with nations such as Morocco, Niger and Costa Rica.
 - Implement an extension program thrust focusing on the international issues affecting Nebraska.
 - Sponsor workshops on selected nations to expand the international awareness of IANR faculty and staff.
 - Give increased emphasis to programs that will increase knowledge about other nations, changes occurring in competitiveness and trade possibilities.

Clientele

Outreach

Global Perspectives

Public Understanding

- **Improve the understanding of IANR's mission and programs:**
 - Develop a marketing plan that will be consistently used by all divisions of IANR.
 - Enhance cooperative, joint ventures involving IANR teaching, research, extension and other divisions.
 - Implement innovative outreach programs to create greater public awareness for IANR's ability to address high priority program needs.
 - Initiate and sponsor public awareness activities that portray a modern agriculture with a promising future.

Natural Resources

- **Expand Natural Resources programs:**
 - Establish and offer an interdepartmental Bachelor of Science Degree in Natural Resources.
 - Emphasize focused program offerings and direct more program support to water and environmental sciences programs.
 - Obtain administrative and Board of Regents approval to change three IANR division designations to: "College of Agriculture and Natural Resources"; "Research Division"; and "Extension Division".
 - Implement an administrative organizational structure that will enhance program development and effectiveness for programs in natural resources and environmental sciences within IANR.

Personnel Development

- **Expand development opportunities for IANR personnel:**
 - Expand activities and experiences to facilitate program redirection and career needs.
 - Develop a professional development program for managerial/professional and office/service staff.
 - Implement a plan for developing administrative skills.

- **Strengthen IANR's linkages:**
 - Continue to rely on and expand collaboration with federal, state and local agencies, with other institutions and with industry. Special emphasis will be given to joint ventures with the USDA Agricultural Research Service, the U.S. Forest Service, the Agency for International Development, the Environmental Protection Agency, the Nebraska Department of Agriculture, the Nebraska Department of Economic Development, other components of the University, other public and private Nebraska educational institutions; and educational institutions in other states.
 - Expand interdisciplinary programs associated with centers such as: Agricultural Equipment, Agricultural Marketing, Biotechnology, Food Processing, Industrial Agricultural Products, International Trade Policy and Rural Community Revitalization and Development.
 - Identify and address critical issues with organizations such as the Environmental Protection Agency, Soil Conservation Service, Fish and Wildlife Service, Small Business Administration, Department of Environmental Control, Department of Economic Development, Nebraska League of Municipalities, and Nebraska Association of County Officials.
 - Involve representatives from producer commodity groups, farm organizations, agricultural businesses, the banking community, rural community leaders, and youth organizations in providing input for IANR programs.
 - Expand intercollege programs in agribusiness, biochemistry, water science and natural resources.



Primary Decision Approaches

IANR will adopt the following approaches to address financial program and personnel management priorities for the future:

- Emphasize futuristic, flexible and efficient management.
- Strongly support academic and program excellence.
- Sharpen the focus of IANR programs.
- Expand interdisciplinary team efforts.
- Use the redirection of existing resources as a major method for initiating priority changes.
- Establish new faculty positions in carefully selected, targeted program areas.
- Enhance the support base for priority programs with grants, contracts and other resources and by eliminating positions.
- Establish new programs to recognize faculty and staff for outstanding accomplishments.
- Enhance IANR's relative competitiveness in the marketplace with improved salaries and program support.
- Develop a creative strategy for acquiring IANR capital construction, equipment, and maintenance needs at on campus and off-campus locations.



Progress Toward Objectives

Since the faculty, staff and administration began developing these plans, significant progress has been made toward addressing IANR priorities. Some examples are:

- Increased emphasis has been given to the recruitment and retention of capable students. This is a prominent part of the Dean's office.
- Interdisciplinary Centers have been established to address program needs in food processing, industrial agricultural products, agricultural marketing, leadership development, agricultural equipment, international trade policy, biotechnology and biological chemistry.
- A joint veterinary medicine training program has been established with Kansas State University.
- Several facility enhancement projects have been completed or are underway. These include the new animal sciences facilities, the food industry complex, the new veterinary educational center facilities at the U.S. Meat Animal Research Center, and the food processing pilot plant at the Panhandle Research and Extension Center. Other improvements include the turfgrass facility at Agricultural Research and Development Center; the remodeling of Filley Hall; the renovation of the East Campus greenhouses; the remodeling of the College of Agriculture office complex and other general improvements in Agricultural Hall.
- Due to retirements and other changes, 57 faculty, eight department heads, eight directors and two Deans have joined IANR during the past 18 months.
- The state-wide outreach network has been enhanced. Regional Educational Centers are being proposed for Grand Island and Norfolk; IANR program offerings have been increased in the Omaha area; and expansion of educational programming linkages with state and community colleges is currently being pursued at North Platte and Scottsbluff.



Progress Toward Objectives, Continued :

- Nebraska Cooperative Extension has identified initiatives and refocused its programs to address these priorities.
- Twenty-three Extension Program Units (EPU's) have been established throughout the state so extension agents can be more specialized as they respond to clientele needs.
- The Water Center program has been reorganized and expanded. A water chemistry laboratory is being established on the East Campus to support several academic units.
- A task force recommended changes to improve the effectiveness and visibility of natural resources programs in IANR. These recommendations include changing the name of the College of Agriculture to the College of Agriculture and Natural Resources and establishing a bachelor's degree in natural resources.
- The Board of Regents has given departmental status to biometry and agricultural meteorology.
- The faculty evaluation process has been revised to include recognition for team effort accomplishments.
- Increased emphasis has been placed on professional development programs for faculty and staff. Two major grants have been received in this area.



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APPENDIX III
Strategic Action Plans
For The
Department Of Agricultural Education
April 1989
December 1988

DEPARTMENT OF AGRICULTURAL EDUCATION/CENTER FOR LEADERSHIP DEVELOPMENT
STRATEGIC PLAN FOR 1989-91
PROGRAM AREA: RESEARCH AND DEVELOPMENT

Background Statement: The Department recognizes the significant changes in society, and will develop pro-active leadership to provide new knowledge as input for public policy, community development, and human resource development.

Program Goal: To develop a quality pro-active departmental effort in the area of research and development which will be responsive to current needs and be respected and recognized at the local, state, national and international levels.

Statement of Action: Recognizing the broadened role of the department, the following target areas in research and development are provided:

1. **Teaching Methodology:** including efforts to determine the impact of present teaching practices on learning, and how new information transfer systems and strategies impact teaching and learning.
2. **Emerging Public Policy in the Teaching of Agricultural Sciences in the Public Schools (Grades K-12):** including the development of new educational content packages, based on emerging curriculum needs.
3. **Leadership Development:** including efforts to learn more about characteristics of leaders and effective leadership, and influencing factors.
4. **Outreach Program:** studying methods of delivery of interdisciplinary leadership and education programs.

Primary Contact Person: All faculty and staff will coordinate, especially those with research and development appointments (Barrett, Dillon, Horner, Foster). The chair of the Departmental research and development committee (Dillon) will provide leadership and will report directly to the Department Head (Blezek).

Linkages: Other units within IANR and UNL Teachers College may be involved in research and developmental projects: i.e. Teaching and Learning Center, Department of Vocational and Adult Education.

Time Frame: Proposals may be submitted by staff members at any time to be reviewed in accordance with recently adopted departmental policies and procedures. Only proposals within the four target areas identified will be considered. For 1989-90, thirteen projects for \$360,656 have been approved for eight staff members, and three additional projects for nearly \$500,000 are pending. The goal will be two projects per person for 1990 and 1991 and continued same level of funding. Continuous July 1, 1989 through June 30, 1991.

Resources Needed: Presently 1.25 FTE is available for research and development. Additional staff released time is presently being provided through the generation of outside grants. The goal of the Department is to increase the FTE generated by 2.0 FTE through outside grants as well as through increasing the IANR operating monies by a minimum of ten percent in each of the years 1990 and 1991.

DEPARTMENT OF AGRICULTURAL EDUCATION/CENTER FOR LEADERSHIP DEVELOPMENT
STRATEGIC PLAN FOR 1989-91
PROGRAM AREA: UNDERGRADUATE CURRICULUM

Background Statement: The Department of Agricultural Education strives to offer a balanced undergraduate curriculum which integrates technical agricultural expertise with general education, human development, and leadership courses for all majors. The Department also provides leadership education opportunities for UNL students of a formal and informal nature. This mission relates directly to the Strategic Plan for IANR, especially as it relates to the development of current and future human resources for the State of Nebraska.

Program Goal: To further develop a quality undergraduate program which not only currently meets the needs of the students and the employment market, but is respected and recognized at the local, state, national and international levels.

Statement of Action: Recognizing the role, mission, and priorities of the Department, the following objectives are provided:

1. (3 FTE): Establish a quality undergraduate program to meet the needs of an expanded agricultural education student clientele group by
 - a. Acquiring selected technical agriculture course work aimed at acquiring new technologies and understanding of the changing roles in agriculture.
 - b. Require educational strategies for delivery of both formal and informal education programs.
 - c. Expand employment activities for agricultural education majors into agribusiness and industry education as well as the traditional public school.

2. (0.5 FTE): Revise the present curriculum to integrate the following general education concepts in the comprehensive curriculum:
 - Critical and creative thinking abilities
 - Problem solving and decision-making abilities
 - International perspectives about agriculture and education
 - Written and oral communication
 - Ethical and value related decision-making abilities
 - Human relations and leadership characteristics

3. (2 FTE): Establish a leadership education program in liaison with the Center For Leadership Development with the following components:

Courses in leadership and human development

- a. Interpersonal Skills Development
- b. Leadership Development
- c. Organizational Leadership Development
- d. Specific Leadership Skill Development Modules

Experiential Leadership Development Program

- a. Four year leadership involvement program starting with freshmen and ending with seniors (graduation)
- b. Incorporation of leadership workshops, luncheons, mentoring, shadowing, and community service experience

- c. Coordination with Campus Activities Programs
- d. Funding and establishment through NUPAGE project
- e. Development of a Leadership Transcript document

Primary Contact Person: The Departmental Preservice Committee Chair (Foster) will provide leadership in coordinating these activities and report to the Department Head (Blezek). All faculty with academic teaching appointments will contribute to the efforts.

Linkages: The undergraduate curriculum in the department of Agricultural Education maintains strong linkages with all academic departments in the College of Agriculture, Department of Agriculture, and the Nebraska Department of Education (NDE). Leadership activities and components are in affiliation with the Center For Leadership Development (CLD). Funding is maintained from a variety of internal and external sources (i.e., NDE, NUPAGE, and CLD).

Time Frame: July 1, 1989 and continuous through June 30, 1991.

Resources Needed: The equivalent of 5.5 current FTE with current support dollars increasing by a minimum of 10 percent in each year of this plan. This assumes no new positions in this program area, but reallocates assignments and maintains all present positions, including Bell and Husmann.

DEPARTMENT OF AGRICULTURAL EDUCATION/CENTER FOR LEADERSHIP DEVELOPMENT
STRATEGIC PLAN FOR 1989-91
PROGRAM AREA: CENTER FOR LEADERSHIP DEVELOPMENT

Background Statement and Rationale: According to Naisbett and Aburdens (Reinventing the Corporation, 1985) it will be the management of human resources rather than management of economic resources that will determine the *margin of success for organizations in the future*. In addition, the recently (1988) published report from Stanford Research Institute (SRI) International, called "New Seeds for Nebraska," indicated that skilled and adaptable human resources are a major area where action is needed to give Nebraska the competitive advantage in tomorrow's economy. The report encouraged the University of Nebraska to be more proactive in developing the human resource capital available in the state. The Center For Leadership Development is a multi-disciplinary effort and is designed to meet these futuristic goals.

Primary Goal: To enhance leadership and human resource development across Nebraska in accordance with priority needs identified in "Directions for the Future, A Strategic Plan for IANR."

Statement of Action: The primary purpose of the Center is to provide and encourage educational programs in leadership/human resource development for all Nebraskans. This will be accomplished through workshops and seminars for business, industry and other organizations, in cooperation with other colleges and leadership programs (i.e., LEAD, Leadership Omaha, etc.). Specifically, program objectives will include:

1. Continue delivery of a quality Nebraska LEAD program for a total of 60 participants. The 1989-90 program will include 13 three-day In-state Seminars, on ten-day U.S. Study/Travel Seminar and one three-week International Study/Travel Seminar.
2. Target the non-profit, education and youth clientele for priority program development effort in 1989-90. It is anticipated that two major programs will be conducted monthly, each serving an average of 30 clients (720 persons).
3. While developing a Corporate program thrust, CLD staff will conduct leadership and human resource management workshops and seminars for business and industry in 1989-90. Approximately six corporate programs averaging 20 persons per program will be planned. Total Corporate clientele being served should double in 1990-91.
4. Establish an instructional materials resource center by developing and acquiring leadership/human resource development instructional materials for use with credit and non-credit college courses and programs for individuals, organizations and businesses/agencies which could benefit from such materials.

Primary Contact Person: Department Head/Center Director (Blezek) with an Associate Director (TBA) who possesses considerable expertise in corporate human resource/leadership development to cultivate that market and coordinate the operations of the Center For Leadership Development.

Linkages: The Center For Leadership Development has the potential of developing strong linkages with many other departments and colleges. A number have been identified in previous proposals.

Time Frame: July 1, 1989 and continuous through June 30, 1991. _____

Resources Needed: To meet the first year needs, funding for 3.0 FTE will be by reallocation and/or will be generated from external grants. The greatest immediate need from IANR will be one FTE in the form of an Associate Director who will assist and be a key individual for the future success at the Center. Part of the Associate Director's salary may be realized from current salary savings from within the department. Additional dollars will be allocated by IANR, according to the Center proposal, in the amounts of \$20,000 in the third year and \$35,000 in the fourth year of operation. An estimated \$250,000 from grant dollars and user fees will be needed to provide for expansion to 5 FTE, plus operating cost by 1991.

DEPARTMENT OF AGRICULTURAL EDUCATION/CENTER FOR LEADERSHIP DEVELOPMENT
STRATEGIC PLAN FOR 1989-91
PROGRAM AREA: RECRUITMENT, RETENTION AND PLACEMENT

Background Statement: Historically the employment pattern for Agricultural Education graduates has been 40-50% teaching and 50-60% into agribusiness, farming/ranching, graduate school, etc. Recently (last 5 years), as in all agricultural industry, employment opportunities in secondary agriculture has been limited. However, it appears that a surge of employment opportunities exists this year in secondary agricultural education. This same recovery of employment interest in agribusiness has been underway for the past two years.

Agricultural Education graduates are attractive candidates for agribusiness as well as secondary education. The intern experience and concentration on leadership and communication skills prepare them to perform well in the human relations functions associated with agribusiness. The graduate's breadth of technical agriculture courses prepares them to relate well to a variety of agribusiness audiences.

Program Goal: To allow the Department of Agricultural Education to recruit and retain student enrollment sufficient to meet the demand for secondary and post secondary education teachers of agriculture/agribusiness, and expand enrollment of students pursuing skills in leadership, interpersonal relations and communications necessary for entry into businesses and industry occupations.

Statement of Action: To establish a quality recruitment, retention and placement program to expand student enrollment and specifically to:

1. Create an annual strategy plan for making recruitment contacts.
2. Develop a budget necessary to support recruitment activities.
3. Identify activities which will promote the retention of undergraduates in the program.
4. Develop a tracking system of recruitment contacts.
5. Coordinate the development of promotional strategy for undergraduate courses.
6. Assist graduates in occupational placement.

Specific Results Anticipated:

1. Based upon present enrollment, goals for the expansion of undergraduate enrollment will be 10% by Fall 1989, 25% by Fall 1990, and 100% increase over the 1989 enrollment, or 100 undergraduates by 1994.
2. Compile a data base of 200 prospective students which will be established through which recruitment activities will be conducted and records maintained.
3. After students have enrolled into the Department, the following retention activities will be conducted:
 - a) Create an undergraduate newsletter to promote communication with three issues in 1989-90.
 - b) Inservice sessions on advising for staff to increase quality of departmental advising.

Particular topics will be:

1. Teachers College endorsements
 2. Overall advising strategy
- c) Promotional "brochures" on new undergraduate courses in Agricultural Education will be developed. Special emphasis will be placed on student understanding of the new certification option.
 - d) Ten noon luncheons (dutch treat) annually for selected undergraduates with the department chair.
4. The following placement activities will be conducted to assist graduating seniors:
- a) Encourage all department majors to enroll in the Employment Seminar (Ag 489).
 - b) Create a professional bibliography booklet on graduating seniors.
 - c) Seminars on resume development and interviewing.
 - d) Post employment information on secondary agriculture teaching positions in the Agricultural Education department.
 - e) Seminar on the procedure to follow for creating a placement file in the Teachers College.

Primary Contact Person: One staff member (Bell) will be given a 25% assignment as departmental recruitment coordinator, will serve as chair of the departmental recruitment committee, and will report directly to the Department Head. A minimum of two other staff members will serve as members of the departmental recruitment committee. All members of the staff will be involved in contacts of recruits. An active line of communication will be maintained with the Enrollment Manager for the college of Agriculture for mutual benefit.

Time Frame: Enrollment projections by year as well as a time table for annual recruitment activities have been addressed the section of anticipated results.

Resources Needed: Equivalent of .25 percent FTE will be allocated to student recruitment and retention. Additional operating dollars in the amount of \$5000 will be required in each of the years of this plan for implementation. Additional justification for budget request is available for inspection.

RESEARCH AND DEVELOPMENT PROGRAM

TABLE OF CONTENTS

| | Page |
|--|------|
| DEPARTMENTAL STRATEGIC PLAN FOR AGRICULTURAL EDUCATION RESEARCH AND DEVELOPMENT PROGRAM | 69 |
| TABLE 3.1 Research And Development Projects For 1989-90 | 70 |
| TABLE 3.2 Faculty Research And Development Project Reports For 1983-1985 | 72 |
| ABSTRACTS OF RESEARCH PROJECTS, 1985-1989 | 74 |
| FIGURE 3.1 Hatch Funded Project #NEB-24-019 | 89 |

DEPARTMENT OF AGRICULTURAL EDUCATION/CENTER FOR LEADERSHIP DEVELOPMENT
STRATEGIC PLAN FOR 1989-91
PROGRAM AREA: RESEARCH AND DEVELOPMENT PROGRAM

Background Statement: The Department recognizes the significant changes in society, and will develop proactive leadership to provide new knowledge as input for public policy, community development, and human resource development.

Program Goal: To develop a quality pro-active departmental effort in the area of research and development which will be responsive to current needs and be respected and recognized at the local, state, national, and international levels.

Statement of Action: Recognizing the broadened role of the Department, the following target areas in research and development are provided:

1. **Teaching Methodology:** including efforts to determine the impact of present teaching practices on learning, and how new information transfer systems and strategies impact teaching and learning.
2. **Emerging Public Policy in the Teaching of Agricultural Sciences in the Public Schools (Grades K-12):** including the development of new educational content packages, based on emerging curriculum needs.
3. **Leadership Development:** including efforts to learn more about characteristics of leaders and effective leadership, and influencing factors.
4. **Outreach Program:** studying methods of delivery of interdisciplinary leadership and education programs.

Primary Contact person: All faculty and staff will coordinate, especially those with research and development appointments (Barrett, Dillon, Horner, Foster). The Chair of the Departmental Research and Development Committee (Dillon) will provide leadership and will report directly to the Department Head (Blezek).

Linkages: Other units within IANR and UNL Teachers College may be involved in research and developmental projects: i.e. Teaching and Learning Center, Department of Vocational and Adult Education.

Time Frame: Proposals may be submitted by staff members at any time to be reviewed in accordance with recently adopted departmental policies and procedures. Only proposals within the four target areas identified will be considered. For 1989-90, thirteen projects for \$360,656 have been approved for eight staff members, and three additional projects for nearly \$500,000 are pending. The goal will be two projects per person for 1990 and 1991 and continued same level of funding. Continuous July 1, 1989 through June 30, 1991.

Resources Needed: Presently 1.25 FTE is available for research and development. Additional staff release time is presently being provided through the generation of outside grants. The goal of the Department is to increase the FTE generated by 2.0 FTE through outside grants as well as through increasing the IANR operating monies by a minimum of ten percent in each of the years 1990 and 1991.

TABLE 3.1

RESEARCH AND DEVELOPMENT PROJECTS FOR 1989-90
DEPARTMENT OF AGRICULTURAL EDUCATION

| <u>TITLE</u> | <u>SOURCE</u> | <u>LEADER</u> |
|--|----------------------------------|---------------|
| Establishing a Resource Center for Leadership/Human Resource Development Materials With a Computerized Retrieval System. | Nebraska Department of Education | Miller |
| Leadership Development for Directors of Leadership Education Programs in Nebraska. | Nebraska Department of Education | Miller |
| From Regard to Reward: Improving Teaching in the Research Oriented University. | USOE | Barrett |
| Implementation of a Model Master Teacher Corps. | Nebraska Department of Education | Barrett |
| Strengthening Human Resources for Nebraska. | Nebraska Department of Education | Bergman |
| Project for Implementation of the Center For Leadership Development. | Nebraska Department of Education | Blezek |
| Barriers Which May Impede Change in Secondary Agricultural Education Programs. | College of Agriculture | Dillon |
| Improvement of Curriculum in the Secondary School Agricultural Education Student Teaching Center. | Nebraska Department of Education | Dillon |
| Adult Financial Management Project. | Nebraska Department of Education | Foster |
| Inservice for Adult Financial Management Participants. | Nebraska Department of Education | Foster |
| Inservice of New Agricultural Education Program Guidelines. | Nebraska Department of Education | Foster |
| Literacy in Agriculture for Nebraska Schools. | College of Agriculture | Gilberts |
| Continuation of Model Development to Meet Adult Education Needs in Agriculture. | Nebraska Department of Education | Horner |
| Continuation of a Program to Enhance Adult Education in Agriculture. | Nebraska Department of Education | Horner |

| | | |
|---|--|--------------------------------------|
| Agriculture in the Classroom (NDAg). | Nebraska Department of Agriculture | Blezek |
| The Nebraska LEAD Program | Nebraska Leadership Council — | Blezek & Bergman |
| Increasing The Critical Thinking Skills and Instruction in the College of Agriculture. | College of Agriculture & Kellogg Foundation — | Foster & Gilbertson |
| Integrating International Perspective into Courses in the Department of Agriculture Education. | College of Agriculture | Foster & Bell |
| Project to Develop and Purchase Instruc- tional Materials for International Education for a Course Entitled, "Introduction to International Issues in Agriculture". | College of Agriculture | Foster |
| A Model Experiential Leadership Develop- ment Program in the College of Agriculture. | College of Agriculture | Horner, Bell, Dodge, Foster |

TABLE 3.2

FACULTY RESEARCH AND DEVELOPMENT PROJECTS

1983-1984

DEPARTMENT OF AGRICULTURAL EDUCATION

1983-84

| <u>PROJECT NAME</u> | <u>SOURCE</u> | <u>LEADER(s)</u> |
|--|--|---------------------------------|
| An Assessment of Professionalism and Leadership of Nebraska Vocational Agricultural Educators. | Research Division | Blezek |
| Preservice Evaluation of Student Teachers and of Student Teaching Centers. | Research Division | Dillon |
| Vocational Agricultural and Home Economics Education Programs in Rural and Multi-District Schools. | Research Division | Gilbertson & Newkirk |
| An Assessment of the Nebraska Vocational Core Curriculum. | Research Division | Horner |
| An appraisal of Innovative Approaches to Leadership Education/Action for Rural Community Resource Development. | Research Division | Horner |
| Instructional Improvement in College Instruction. | University of Nebraska-Lincoln, Teaching Council | Barrett |
| Evaluation of Differences in Student's Learning Types in Mechanized Agriculture and Agricultural Engineering. | University of Nebraska-Lincoln, Teaching Council | Barrett, DeShazer, & Schinstock |
| Food...Agriculture in the Liberal Arts, A National Dissemination Workshop. | Nebraska Agencies | Blezek |
| Grantsmanship for the Nebraska Vocational Agriculture Foundation. | Nebraska Agencies | Blezek |
| Agricultural Education Workshops. | Nebraska Department of Education | Gilbertson |
| Agricultural Leadership Development Program. | Kellogg Foundation | Horner |

1984-85

| <u>PROJECT NAME</u> | <u>SOURCE</u> | <u>LEADER(s)</u> |
|--|---|------------------|
| An Assessment of Professionalism and Leadership of Nebraska Vocational Agricultural Educators. | Research Division | Blezek |
| Preservice Evaluation of Student Teachers and of Student Teaching Centers. | Research Division | Dillon |
| An Assessment of the Nebraska Vocational Core Curriculum. | Research Division | Horner |
| An appraisal of Innovative Approaches to Leadership Education/Action for Rural Community Resource Development. | Research Division | Horner |
| MBTI Profile of Faculty and Students | College of Agriculture | Barrett |
| A Preference Profile of Agricultural Leaders in Nebraska. | College of Agriculture | Barrett, Horner |
| A National MBTI Profile of Preference Type for Teacher Educators and State Supervisors in Agricultural Education. | College of Agriculture | Foster, Horner |
| Apprehensions of Ag Ed Majors Before and After Student Teaching. | College of Agriculture | Foster |
| Factors Which May Adversely Affect Student Participation in Supervised Occupational Experience Programs in Nebraska. | College of Agriculture | Foster |
| Agricultural Leadership Development Program. | Kellogg Foundation | Blezek |
| Grantsmanship for the Nebraska Vocational Agriculture Foundation. | Nebraska Agencies | Blezek |
| Agriculture in the Classroom. | State Department of Agriculture | Gilbertson |
| Agricultural Education Workshops. | Nebraska Department of Education | Gilbertson |
| Professional Development Leave. | College of Agriculture | Dillon |
| Instructional Improvement, College of Agriculture | College of Agriculture & UNL Teaching Council | Barrett |
| Professional Development Leave and Conferences. | University of Nebraska-Lincoln Teaching Council | Horner |

**ABSTRACTS OF RESEARCH PROJECTS
1985-1989**

DEPARTMENT OF AGRICULTURAL EDUCATION

1985-86

| <u>PROJECT NAME</u> | <u>SOURCE</u> | <u>LEADER(s)</u> |
|---|----------------------------------|------------------|
| Internship Experience in Agribusiness for Vocational Teachers. | Nebraska Department of Education | Dillon |

Project Outcomes: Seven secondary vocational agriculture teachers participated in the project; and worked in seven different types of agribusiness (80 total days). The June 1986 workshop produced new supporting instructional materials. An average of 15 new units per teacher are planned to be taught in 1986-87, for a total of 292 instructional days.

| | | |
|--|----------------------------------|--------|
| Development of a Program to Meet Adult Education Needs in Agriculture | Nebraska Department of Education | Horner |
|--|----------------------------------|--------|

Project Outcomes: Some 60 local vocational agriculture instructors, student teachers and state-level agricultural educators were involved in tours, workshops, and/or classes to up grade technical and professional competencies for adult education in agriculture.

| | | |
|--|----------------------------------|------|
| Technical Inservice Education for Vocational Educators in Agriculture | Nebraska Department of Education | Bell |
|--|----------------------------------|------|

Project Outcomes: Six inservice workshops were planned for secondary instructors. Thirty-nine percent of current vocational agriculture instructors attended at least one workshop. Instructional materials for classroom use were provided participants at each workshop. Seventy percent of first time teachers participated in at least one workshop. One workshop was specifically designed for efficient utilization of mechanical agriculture curriculum and facilities. One postsecondary workshop was conducted.

| | | |
|--|----------------------------------|------|
| A Meaningful FFA program of Activities in the Secondary Education System. | Nebraska Department of Education | Bell |
|--|----------------------------------|------|

Project Outcomes: Administrators are better informed about VoAg/FFA activity participation. A list of 15 recommendations have been created and approved to manage future VoAg/FFA activity participation. District management teams have been created in each vo ag district. District calendars were established in all of 12 districts in 1986.

| | | |
|---|----------------------------------|--------|
| Supplemental Funding of University of Nebraska-Lincoln-Young Farmers/Ranchers Educational Association. | Nebraska Department of Education | Foster |
|---|----------------------------------|--------|

Project outcomes: Member participation remained steady. Quality and quantity of programs improved because of increased support. Issues in agriculture were addressed in greater depth because of the availability of supplemental funding.

1985-86 (Cont'd)

| <u>PROJECT NAME</u> | <u>SOURCE</u> | <u>LEADER(s)</u> |
|---|----------------------------------|------------------|
| Improvement of Vocational Education Programs in Nebraska Through Improved Preservice Teacher Education in Agriculture. | Nebraska Department of Education | — McClain — |

Project Outcomes: The present preservice Ag Ed curriculum was evaluated by recent program graduates. A competency-based curriculum was rated by a panel of outstanding vo ag teachers/administrators and teacher educators. Four Ag Ed departments at major universities and six local outstanding vocational agriculture programs were visited by UNL Agricultural Education staff.

| | | |
|--|----------------------------------|--------|
| Development of Competency-Based Curriculum Materials and Instructional Software for Vocational Agriculture in Nebraska. | Nebraska Department of Education | Foster |
|--|----------------------------------|--------|

Project Outcomes: A 30-unit curriculum resource in Crop and Soil Science was developed. A 25 unit curriculum resource in Agricultural Mechanics was revised and adopted to Nebraska. Computer assisted instructional programs for Crop and Soil Science and Agricultural Mechanics were developed and integrated into the curriculum units.

| | | |
|--|----------------------------------|--------|
| Development of a Program to Meet Technological and Financial Management Needs for Adult Education in Agriculture. | Nebraska Department of Education | Foster |
|--|----------------------------------|--------|

Project Outcomes: Twelve vocational agriculture instructors attended workshops and classes to learn to integrate computer technology and financial management concepts into adult education in agriculture. Instructors planned expanded adult offering around financial management and access to computer technology to farmers and ranchers in their local areas.

| | | |
|---|----------------------------------|------|
| Implementation of Agribusiness Employment. | Nebraska Department of Education | Bell |
|---|----------------------------------|------|

Project Outcomes: Thirty-two hours of classroom instruction provided each participant on the MAVCC Employment in Agribusiness curriculum. Twenty hours occupational experience was obtained by each participant in an agribusiness. All participants created a curriculum integration plan. Six of seven participants enrolled in an extended internship experience in agribusiness.

| | | |
|--|----------------------------------|------------|
| Continuing Education Curriculum Development Handbook for Vocational Agriculture | Nebraska Department of Education | Gilbertson |
|--|----------------------------------|------------|

Project Outcomes: "Adult Education in Agriculture: A Handbook for Nebraska Vocational Agriculture Teachers" was developed. The 311 page publication will be disseminated to vocational agriculture teachers at the 1986 Vocational Education Conference at Kearney.

1985-86 (Cont'd)

| <u>PROJECT NAME</u> | <u>SOURCE</u> | <u>LEADER(s)</u> |
|--|---------------------------------|---------------------|
| Preservice Evaluation of Student Teaching Centers. | Research Division | — Dillon |
| Perceptions of Secondary Administrators and Vo Ag Teachers Regarding Administration of Adult Programs Through Secondary Schools in Nebraska. | College of Agriculture | — Adelaine & Foster |
| Perceptions of Secondary School Administrators Regarding Employment Criteria for Hiring Vo Ag Teachers in Nebraska. | College of Agriculture | Foster |
| Teacher Effectiveness Program | College of Agriculture | Barrett |
| Agriculture in The Classroom Program | State Department of Agriculture | Gilbertson |

1986-87

| <u>PROJECT NAME</u> | <u>SOURCE</u> | <u>LEADER(s)</u> |
|---|----------------------------------|------------------|
| Scientific Concepts in Agriculture Curriculums. | Nebraska Department of Education | Bell |

Project Outcomes: Forty five vocational agriculture programs in Nebraska high schools and their corresponding science departments were surveyed to determine the degree of science concepts being taught in vocational agriculture. The results of this survey served as a basis of discussion between fifteen secondary school administrators, science educators and vocational agriculture instructors. A list of eight recommendations were formulated by conference participants regarding the question of awarding science credit for vocational agriculture instruction.

| | | |
|---|----------------------------------|------|
| Onsight Visitation of Horticulture Programs Within Traditional Vocational Agriculture Programs. | Nebraska Department of Education | Bell |
|---|----------------------------------|------|

Project Outcomes: Six representatives of Nebraska vocational agriculture visited eight different high school programs in South Dakota, Minnesota, and Iowa. Resource guides for instruction, course outlines, plant growing facilities, etc. were surveyed at each site visited. Philosophies of horticulture instruction were also exchanged with instructors of vocational agriculture, administrators, parents and students.

1986-87 (Cont'd)

| <u>PROJECT NAME</u> | <u>SOURCE</u> | <u>LEADER(s)</u> |
|---|----------------------------------|------------------|
| Technical Education on Curriculum Topics and Laboratory Skills in Vocational Horticulture Instruction. | Nebraska Department of Education | — Bell |

Project Outcomes: Fourteen instructors of vocational agriculture participated in a five day workshop on instructional techniques in horticulture. The workshop included discussion on the horticulture industry, propagation, facility construction and maintenance, gardening, pest control strategies, turf grass management, state contest participation, and curriculum design. The workshop was instructed by Dr. Jay Fitzgerald, UNL Horticulture Department.

| | | |
|---|----------------------------------|---------------|
| Implementation of Agribusiness Curriculum and Internship Experience. | Nebraska Department of Education | Dillon & Bell |
|---|----------------------------------|---------------|

Project Outcomes: Seven vocational agriculture teachers participated in a thirty-two hour workshop to learn how to integrate the MAVCC Employment in Agribusiness curriculum into their curriculum program. Participants also received twenty hours of occupational experience. Five of the seven teachers subsequently participated in a total of 24 days of internship experience in agribusiness in the local area. The five teachers spent thirty two hours in writing curriculum materials to support the MAVCC, based on their internship experience in agribusiness.

| | | |
|---|----------------------------------|--------|
| Development of a Program to Meet Adult Education Needs in Agriculture. | Nebraska Department of Education | Horner |
|---|----------------------------------|--------|

Project Outcomes: Some 30 local vo ag instructors were involved in out state tours and 60 were in seminars and workshops to up-grade technical and professional competencies for adult education in agriculture. A state Adult Ed task force was convened to provide direction on continuing education in agriculture. Also, the Nebraska Association for Adult Agriculture Educators was formed.

| | | |
|--|----------------------------------|--------|
| Development of Competency Based Curriculum Materials and Micro-computer Software for Vocational Instruction in Animal Science and Agricultural Mechanics. | Nebraska Department of Education | Foster |
|--|----------------------------------|--------|

Project Outcomes: During the 1986-87 school year, the curriculum project has made 175 copies of the Crop & Soil Science I, II, III and Agricultural Mechanics I and II curriculum guides. The guides were inserviced and distributed at 10 district meetings across Nebraska, at 2 on campus meetings and 1 meeting at the State Vocational Conference in Kearney. Two Advisory Committee meetings were held during the last year. Currently the final revisions are being prepared for the Farm Business Management and the Animal Science curriculum guides. The guides are funded for duplication during the coming fiscal year and will be inserviced and distributed as they become available.

1986-87 (Cont'd)

| <u>PROJECT NAME</u> | <u>SOURCE</u> | <u>LEADER(s)</u> |
|---------------------|---------------|------------------|
|---------------------|---------------|------------------|

| | | |
|---|-------------------------------------|--------|
| Equipment Requisition for Ag Ed Computer Laboratory. | Nebraska Department of Education | Foster |
|---|-------------------------------------|--------|

Project Outcomes: A small computer lab was set up in the learning resource center to provide undergraduate agriculture education students access and training on the microcomputer. This is used to provide block students some experiences with using the microcomputer in an educational setting as well as help them in developing user skills in regards to management tasks related to running a vocational agriculture program. These computers are available to and were used by many graduate agricultural education students during regular as well as summer sessions.

| | | |
|---|-------------------------------------|--------|
| Adult Financial Management Education in Agriculture. | Nebraska Department of Education | Foster |
|---|-------------------------------------|--------|

Project Outcomes: Ten vocational agriculture instructors and their adult farm/ranch partners attended workshops and classes to learn to integrate computer technology and financial management concepts into their adult agriculture programs. This was the second year for the project. The first years groups of instructors were given the opportunity to further their skills learned by providing an advanced workshop in agricultural accounting. Various instructors had plans to expand or enhance their offerings in adult agricultural financial management.

| | | |
|---|-------------------------------------|--------|
| Telecommunications In-Service Workshops. | Nebraska Department of Education | Foster |
|---|-------------------------------------|--------|

Project Outcomes: Telecommunications workshops were conducted at four different sites across the state. These workshops were intended to provide basic information and knowledge on the use of telecommunications with the microcomputer. Equipment setup and acquisition, as well as logging on and using Agnet and Agri Data was discussed. Participants were given information packets regarding various aspects of telecommunications and a simulation program for them to practice logging on to the Ed Neb system.

| | | |
|---|-------------------------------------|--------|
| A Program of Agricultural Leader- ship Development for Adults in Nebraska. | Nebraska Department of Education | Blezek |
|---|-------------------------------------|--------|

Project Outcomes: Sixty young agriculturalists, with demonstrated leadership potential, participated in the project which was composed of 13 three-day seminars, a ten day U.S. study travel seminar and a three week international study travel seminar. These persons are being trained to become the problem solvers, decision makers and spokespersons for Nebraska and Nebraska Agriculture. Also involved in the project was a five year follow-up study of the first five years of the Nebraska LEAD Program.

1986-87 (Cont'd)

| <u>PROJECT NAME</u> | <u>SOURCE</u> | <u>LEADER(s)</u> |
|---|----------------------------------|-------------------|
| Exploring Career Opportunities in Agriculture. | Nebraska Department of Education | Gilbertson |
| Project Outcomes: The Exploring Careers in Agriculture project has resulted in the development of a list of objectives, activities, and resources which are available to help plan and conduct career exploration type courses. The list consists of over 90 objectives and 150 activities. Many of the activities and resources have been used in Nebraska or are specific to Nebraska. The 90 day activities and objectives which will result in a 9, 18, or 36 week course of study. | | |
| Task Force for Agricultural Education. | Nebraska Department of Education | Gilbertson |
| Project Outcomes: A task force of agricultural, business, educational and other leaders was formed to formulate a role, mission, and purpose statement for Agricultural Education, for the years 1987-2001. The task force, with the input from interested people from across the state of Nebraska, gave direction in the areas of curriculum, role of student organizations, and roles of relationship of local schools, teacher education, and state department personnel were studied. | | |
| Establishment of an Instructional Materials Packet for Nebraska Vo Ag Teachers. | Nebraska Department of Education | Foster |
| Project Outcomes: A curriculum packet was developed from project seed money for the vocational agriculture instructors across the state. The packet contains a video tape from ABS breeder service as well as a notebook of shop project blueprints. Many other items are also included in the packet. These packets will be given to each of the district representatives at state vocational conference in Omaha for them to distribute in their local districts. | | |
| Preservice Evaluation of Student Teaching Centers. | Research Division | Dillon |
| Perceptions of Secondary Administrators and Vo Ag Teachers Regarding Administration of Adult Programs Through Secondary Schools in Nebraska. | College of Agriculture | Adelaine & Foster |
| Perceptions of Secondary School Administrators Regarding Employment Criteria for Hiring Vo Ag Teachers in Nebraska. | College of Agriculture | Foster |
| Teacher Effectiveness Program | College of Agriculture | Barrett |

1986-87 (Cont'd)

| <u>PROJECT NAME</u> | <u>SOURCE</u> | <u>LEADER(s)</u> |
|---------------------------------------|------------------------------------|------------------|
| Agriculture in the Classroom Program. | Nebraska Department of Agriculture | — Gilbertson |

1987-88

| <u>PROJECT NAME</u> | <u>SOURCE</u> | <u>LEADER(s)</u> |
|--|----------------------------------|------------------|
| Development, Implementation and Delivery of Program of Agriculture Leadership. | Nebraska Department of Education | Blezek |

Project Outcomes: Sixty adult men and women agriculturalists, with demonstrated leadership potential, participated in the project which was composed of 13 three-day seminars, a ten day U.S. study travel seminar and a three week international study travel seminar. Through the curriculum, participants balance technical advances and economic considerations with stewardship of natural resources and human concerns. Exposure to a variety of opinions and information enhances the effectiveness of emerging agricultural and rural leaders.

| | | |
|--|----------------------------------|--------|
| Implementation of Agriculture Curriculum and Internship Experiences. | Nebraska Department of Education | Dillon |
|--|----------------------------------|--------|

Project Outcomes: Seven vocational agriculture teachers participated in a thirty hour workshop and 20 hours of internship in occupational experience in addition to 20 days of internship in agribusiness in their communities to learn how to integrate the MAVCC "Employment in Agribusiness curriculum" into their program.

| | | |
|--|----------------------------------|--------|
| Adult Financial Management Education Program Planning and Development. | Nebraska Department of Education | Foster |
|--|----------------------------------|--------|

Project Outcomes: Ten vocational agriculture instructors were invited to be "Class 3" of the Adult Financial Management project. Participants and one adult farmer from each of their communities attended twelve weeks of classes to learn to use the Agri-Ledger computerized accounting package, the AgNet information network, and the AgriData information network. Teachers also participated in workshops to integrate marketing strategies into their adult education programs.

1987-88 (Cont'd)

| <u>PROJECT NAME</u> | <u>SOURCE</u> | <u>LEADER(s)</u> |
|--|----------------------------------|------------------|
| Establishment of Statewide Telecommunications Network for Vocational Agriculture Instructors. | Nebraska Department of Education | Foster |

Project Outcomes: An advisory committee of Vocational Agriculture teachers evaluated several telecommunications systems in attempting to select one on which to build a Nebraska Network. After several meetings and much discussion, the AgriData information system was selected over AgNet, EDNEB, and MIX to carry the Nebraska Vocational Agriculture network. The decision was based primarily on the ability of AgriData to develop unique curriculum and instructional materials for vocational agriculture and adult education programs. Several schools field-tested the system during spring semester, 1988.

| | | |
|--|----------------------------------|--------|
| Development of a Suggested Scope and Sequence for Vocational Agriculture Curriculum in Animal Science and Farm Business Management. | Nebraska Department of Education | Foster |
|--|----------------------------------|--------|

Project Outcomes: During 1987-88, 150 copies of the Animal Science and Farm Business Management Curriculum Guides were printed and are ready for distribution pending the arrival of 3-ring notebooks and tabs. A suggested scope and sequence of agricultural content have been developed with the help of a vocational agriculture teacher advisory committee. All material will be distributed prior to the start of the fall semester.

| | | |
|---|----------------------------------|--------|
| VoAg Recordbook Revision and Computerization | Nebraska Department of Education | Foster |
|---|----------------------------------|--------|

Project Outcomes: The vocational agriculture recordbook adopted in 1985-86 was reviewed by Nebraska VoAg Teachers and several suggestions were made for improvement. Suggestions will be considered by the NVAA SOE and Instructional Materials Committee at the 1988 NVAA Conference. Computerization of the book is progressing and is scheduled for completion by January, 1989. A resource book will be developed to assist Vocational Agriculture Teachers with using the new computerized version. The project was extended to June 1989 to allow the programming to be completed.

| | | |
|---|----------------------------------|--------|
| Continuation of Program and Development of Guidelines in Adult Education in Agriculture. | Nebraska Department of Education | Horner |
|---|----------------------------------|--------|

Project Outcomes: Developed some "model" guidelines for coordinated efforts by Vocational Agriculture, Extension, community colleges, and/or agribusinesses, etc., for the enhancement of adult agricultural education. Some 25 teachers involved in out-of-state "mentoring" to motivate and improve teacher competency in conducting continuing education. That is, they study for several days with one or more adult educators.

1987-88 (Cont'd)

| <u>PROJECT NAME</u> | <u>SOURCE</u> | <u>LEADER(s)</u> |
|--|---|------------------|
| Promoting Employment Opportunities In Agricultural Education for Women. | Nebraska Department of Education | — Agnew |
| <p>Project Outcomes: As a result of this project, 1800 copies of a (19 x 21") poster with tearoff information cards was produced and mailed to over 550 persons or agencies which have contact with young women and men who may be seeking information about career opportunities in Agricultural Education. Also, 100 copies of a brochure booklet and 200 copies of an insert was developed. The focus of these career information items was to encourage women into agricultural education.</p> | | |
| Building A Teaching Community: Recognizing and Rewarding Effective Teaching. | Fund For Improving Post-Secondary Education, U.S. Office of Education | Barrett |
| <p>Project Outcomes: A leadership team of Vice Chancellor, Deans, Department Heads, senior faculty of the College of Arts and Sciences and Agriculture formulated to design strategies to overcome the UNL institutional problem of inadequate reward for teaching in these two colleges. A second team of teaching faculty from both colleges tested various teaching evaluation processes and began to bridge the gap of differences between a professional college of agriculture and a liberal arts college. Results from both teams became the basis for a full 3 year proposal to the U.S. Office of Education.</p> | | |
| National Study of Hiring Criteria used for Employment of Extension Personnel. | College of Agriculture | Agnew & Foster |
| National Study of Research Issues in Need of Investigation by State Extension Directors and Extension Educators. | College of Agriculture | Agnew & Foster |
| Teacher Effectiveness Program. | Nebraska Department of Education | Barrett |
| Preservice Evaluation of Student Teaching Centers. | Research Division | Dillon |
| Women in Agricultural Education - perceptions of women VoAg teachers in the midwest. | College of Agriculture | Foster |
| Agriculture in the Classroom Program. | State Department of Agriculture | Blezek |
| The Nebraska LEAD Program. | Nebraska Agriculture Leadership Council | Blezek & Bergman |

| <u>PROJECT NAME</u> | <u>SOURCE</u> | <u>LEADER(s)</u> |
|---|----------------------------------|------------------|
| Developing Career Strategies For Women Currently Employed or Preparing for Employment in the Field of Agriculture Education. | Nebraska Department of Education | Agnew/Blezek |

Project Outcomes: Women in Agriculture Education were brought together to share their insights and experiences. At the equity conference the project participants met with the advisory committee members to discuss activities for the year. Jim Knight talked with the participants and advisory committee members about strategies for helping them get the experiences needed. Other activities to help the women integrate into the profession includes: 1) Interact with and observe successful women in the profession, 2) Attend professional meetings, 3) Attended personal development seminars and workshops, and 4) Regularly met to discuss problems and concerns. Five participants attended the Women in Vocational Education Conference in Ohio. Subscriptions to professional magazines, books and listings of resource materials available were provided to participants. Three issues of a newsletter were sent to participants.

| | | |
|---|----------------------------------|---------|
| Development of a Model Master Teacher Corps. | Nebraska Department of Education | Barrett |
|---|----------------------------------|---------|

Project Outcomes: Each high school principal in Nebraska who had an agricultural teacher was invited to nominate their teacher(s) to become a candidate for the master teacher program. Following nomination, 15 teachers applied and 10 were accepted as candidates. Each candidate was assigned an Agriculture Education Department staff mentor. Together, the candidate and mentor developed a growth plan to become a master teacher. The growth plans included 3 major areas, a. teaching effectiveness, b. curriculum improvement, and c. personal growth. Each candidate received a review of their effectiveness by department staff and candidate's students. Candidates are now pursuing their plans. Several traveled to outstanding programs in Pennsylvania, Ohio and California to examine curricular innovations. The candidates were: Tom Hermance, David Creger, Duane Hoelsing, Mike Davis, and Russ Lechtenburg. Each candidate has participated in a 3 day workshop on teaching effectiveness at UNL.

| | | |
|---------------------------------------|--|---------|
| Teacher Effectiveness Program. | Research Division and College of Agriculture | Barrett |
|---------------------------------------|--|---------|

Project Outcomes: Seven high schools that offered agricultural education and other vocational subjects were involved. All teachers were given in-service programs on how to improve their teaching effectiveness. Each teacher's effectiveness was measured by observation and by student evaluation of classroom climates. Teachers who were involved for the 3 years, state that they perceive themselves to be more effective, and find teaching more enjoyable. More empirical data will be forthcoming.

1988-89 (Cont'd)

| <u>PROJECT NAME</u> | <u>SOURCE</u> | <u>LEADER(s)</u> |
|--|--|-----------------------|
| Developing a Teaching Community - Rewarding Teaching. | UNL Teaching Council and College of Agriculture | Barrett & Narveson |

Project Outcomes: Two faculty study groups were organized from the College of Agriculture and Arts and Sciences. Each group is made up of faculty from both colleges. Their purpose is to develop a community of faculty who are concerned about improving teaching and the rewarding of teaching. One study group is examining and experimenting with various methods of teaching, then measuring outcomes. The second group did study methods of evaluating teaching that could be used in a reward system.

| | | |
|--|-------------------------------------|------|
| Integration of Science Education into Vocational Agriculture. | Nebraska Department of Education | Bell |
|--|-------------------------------------|------|

Project Outcomes: Two documents were researched and developed dealing with science education in agricultural education. One document is a four lesson exploratory curriculum on food science and technology. The other is a guide for planning integration of science emphasis into agricultural education instruction. Both documents were introduced and explained to 21 agricultural education instructors at a two day workshop in June 1989.

| | | |
|---|-------------------------------------|---------|
| A Program of Agricultural Leadership for Changing Needs of Adults in Nebraska. | Nebraska Department of Education | Bergman |
|---|-------------------------------------|---------|

Project Outcomes: Developed leadership potential in sixty adult men and women who demonstrated commitment, interest and motivation to increase their knowledge and understanding of:

- Nebraska business and industry
- Economic and social change
- Organizational decision making and problem solving
- The role of local, state, national and international political systems
- Needs and aspirations of other cultures and societies
- The world as a global economy
- Interpersonal skills essential for leadership

Implemented teaching methods that were meaningful to the adult learner and considerate of individual learning styles. Incorporated activities not all limited to the classroom for optimal results.

1988-89 (Cont'd)

| <u>PROJECT NAME</u> | <u>SOURCE</u> | <u>LEADER(s)</u> |
|--|----------------------------------|------------------|
| Development of the Teacher Education Component of the Nebraska Institute (Center) For Leadership Development. | Nebraska Department of Education | Blezek |

Project Outcomes: This project focused on the changes that we need to make in teacher education to help ensure that leadership will be there in the future. Specifically, this project focused on the review and evaluation of materials used to provide leadership education, and the review of leadership educational programs across the U. S. This information was used in the development of a new course in leadership development and the refinement of existing courses was undertaken. The leadership education programs being conducted in Nebraska were also surveyed to determine the needs and opportunities in the state. Through the development and establishment of the Center For Leadership Development, a means of implementing the leadership education for vocational educators is now in place.

| | | |
|---|----------------------------------|--------|
| A Feasibility & Planning Project for the Establishment of the Nebraska Institute for Leadership Development. | Nebraska Department of Education | Blezek |
|---|----------------------------------|--------|

Project Outcomes: The primary outcome has been the establishment of a center for leadership development. The Center will provide and encourage educational programs in leadership/human resource development for all Nebraskans.

This will be accomplished through programs and workshops in leadership education, forums for discussion of leadership issues, and by assisting groups, individuals, and organizations seeking or providing leadership education. A state wide needs assessment was conducted to help establish the extent of need and the areas of need.

| | | |
|--|------------------------------------|--------|
| Improvement of Curriculum in the Secondary School Vocational Agriculture Student Teaching Center. | Nebraska Department of Agriculture | Dillon |
|--|------------------------------------|--------|

Project Outcomes: Four agricultural education instructors visited agricultural education programs at Wauseon, Columbus, and Montgomery County Ohio. Following the experience, teachers reviewed their local program, and made recommendations concerning program changes.

1988-89 (Cont'd)

| <u>PROJECT NAME</u> | <u>SOURCE</u> | <u>LEADER(s)</u> |
|---|-------------------|------------------|
| Preservice Evaluation of Student Teaching Center. | Research Division | Dillon |

Project Outcomes: Research to develop measurable criteria for selecting secondary schools as student teaching centers in agricultural education revealed that: 1) experience in agricultural occupations was not a predictor of success in basic college courses in agriculture, 2) there was a wide range of differences among superintendents, principals, agriculture teachers, and secondary senior agriculture students concerning the emphasis placed on 32 agriculture/agribusiness subject matter areas taught in the Nebraska secondary school. Superintendents rated the emphasis significantly higher in 13 of the 32 subject areas. There were only 2 subject areas where congruent perceptions existed; agricultural mechanics and supervised agricultural experience programs, 3) joint Nebraska Department of Education and UNL Agricultural Education staff evaluations of schools being used as student teaching centers agree with the perceptions of student teachers' experience in these student teaching centers.

| | | |
|--|------------------------|--------|
| Barriers Which May Impede Change in Secondary Agricultural Education Programs. | College of Agriculture | Dillon |
|--|------------------------|--------|

Project Outcomes: Fifty Nebraska agricultural education instructors, 49 superintendents, 48 principals, and 38 school board presidents responded to a 57 item instrument which listed possible barriers to change in local agricultural education programs. Eleven barrier categories were identified. Significant differences were found among the four groups for seven of the eleven barrier categories. Agriculture teachers believed forty-one of the items were barriers to change in local agricultural education programs, while superintendents, principals, and school board presidents believed only sixteen, twenty-one, and twenty-six items, respectively, were barriers to change.

| | | |
|--|----------------------------------|--------|
| Adult Financial Management Education Program Planning and Development. | Nebraska Department of Education | Foster |
|--|----------------------------------|--------|

Project Outcomes: Ten secondary agricultural education instructors were invited to be in class 4 of the Adult Financial Management project. Mr. Irv Wedeking conducted financial management accounting classes for the teachers and a representative adult from their community. Schools participating were provided subscriptions to AgriData, and provided workshops in how to use AgriData, Data Transmission Network, and AgriLedger Accounting Packages.

1988-89 (Cont'd)

| <u>PROJECT NAME</u> | <u>SOURCE</u> | <u>LEADER(s)</u> |
|---|----------------------------------|------------------------|
| Scope and Sequencing of Agricultural Education Curriculum. | Nebraska Department of Education | Foster |
| <p>Project Outcomes: Comprehensive public school agricultural education program guidelines were developed for K-12 plus adult programs. Accompanying the program guidelines are new FFA and SAE materials to be integrated into Nebraska programs. Specific guidelines for elementary agricultural education, junior high programs, secondary agricultural education programs and adult education are now provided. In addition, the Employment in Agribusiness MAVCC materials were distributed to all teachers in the state.</p> | | |
| Continuation of Model Development and a Program to Meet Adult Education Needs in Agriculture. | Nebraska Department of Education | Horner |
| <p>Project Outcomes: Refined "model" guidelines for coordinated efforts by Agricultural Education, Extension, community colleges and/or agribusinesses, etc., for the enhancement of adult agricultural education. Provided programs of attendance and professional conferences on adult agricultural education for numerous local agricultural education instructors. Some 25 teachers involved in out-of-state "mentoring;" that is, they study for several days with one or more adult educators to motivate and improve teacher competency in conducting continuing education.</p> | | |
| Improving Teacher Effectiveness in Conducting Instruction on Sustainable Agriculture. | Nebraska Department of Education | Horner |
| <p>Project Outcomes: Surveyed needs and competency levels of Nebraska Agricultural Education instructors in the areas of sustainable agriculture and utilization of Interactive Video discs. Acquired staff expertise, equipment and materials in these areas. Provided study tours, workshops, along with support materials for agriculture education instructors in utilizing interactive videodisc in teaching sustainable agriculture.</p> | | |
| Agriculture in the Classroom. | State Department of Agriculture | Blezek Gilbertson |
| The Nebraska LEAD Program. | Nebraska Leadership Council | Blezek & Bergman |
| Increasing the Critical Thinking Skills and Instruction in the College of Agriculture. | College of Agriculture | Foster & Gilbertson |
| Integrating International Perspectives into Courses in the Department of Agricultural Education. | College of Agriculture | Foster & Bell |

1988-89 (Cont'd)

| <u>PROJECT NAME</u> | <u>SOURCE</u> | <u>LEADER(s)</u> |
|--|------------------------|--|
| Project to Develop and Purchase Instructional Materials for International Education for a Course Entitled "Introduction to International Issues in Agriculture." | College of Agriculture | — Foster |
| A Model Experiential Leadership Development Program in the College of Agriculture. | College of Agriculture | — Horner, Bell, Dodge & Foster |

Figure 3.1

PRESERVICE EVALUATION OF STUDENT TEACHERS AND STUDENT TEACHING CENTERS

HATCH FEDERAL PROJECT
#NEB-24-019
1983-1989

| | | | |
|--|--|--|---|
| RESEARCH WORK UNIT/PROJECT DESCRIPTION - RESEARCH RESUME U.S. DEPT. OF AGRICULTURE, STATE AND LOCAL AGRICULTURAL EXPERIMENT STATIONS AND OTHER INSTITUTIONS | | DATE: June 1983 | NUMBER: 11 |
| 1. ACCESSION NO. 0090656 | 2. AGENCY IDENTIFICATION NO. CSRS NEB | 3. WORK UNIT/PROJECT NO. NEB-24-019 | 4. STATUS New <input checked="" type="checkbox"/> A Extended <input type="checkbox"/> B Revised <input type="checkbox"/> C |
| 5. TITLE Preservice Evaluation of Student Teachers and of Student Teaching Centers. | | | |
| 6. PERFORMING ORGANIZATION Department of Agricultural Education 302 Agricultural Hall Institute of Agriculture & Natural Resources University of Nebraska-Lincoln | | 7. RESPONSIBLE ORGANIZATION Agricultural Experiment station Agricultural Hall, East Campus Institute of Agr. and Natural Resources University of Nebraska-Lincoln | |
| 8. CITY Lincoln | 9. STATE/COUNTRY Nebraska | 10. ZIP CODE 68583 | 11. STATE Nebraska |
| 12. INVESTIGATOR NAME(S) (Last name & initials) 1. Dillon, R. D. | | 13. RESPONSIBLE INDIVIDUAL (Last name & initials) Orvedt, J. T. | |
| 14. PROJECT TYPE 17.1. FOR USDA USE A <input type="checkbox"/> Contract B <input type="checkbox"/> Grant C <input type="checkbox"/> Coop. Agmt. D <input type="checkbox"/> In-house | | 15. CONTRACTS, GRANTS AND COOPERATIVE AGREEMENTS 18.1. CONTR./GR./AGMT. NO. 18.2. TOTAL \$YS. 18.3. \$ P.Y. | |
| 19. FACILITIES a <input type="checkbox"/> Federally-owned b <input type="checkbox"/> Federally-leased c <input type="checkbox"/> Combined d <input type="checkbox"/> State e <input type="checkbox"/> Other | | 20. OBJECTIVES AND APPROACH (Use space needed for "20. OBJECTIVES", then indicate "20. APPROACH") Objectives: (1) To develop measurable criteria for selecting secondary school teaching centers for undergraduate vocational agriculture student teachers, (2) To determine the relationships between previous occupational experience of prospective students in agricultural occupations, and performance in selected basic agriculture college courses, (3) To determine the relationships of occupational experiences of vocational agriculture teachers to the emphasis of local vocational agriculture programs being conducted, (4) To develop and test a model for placement of student teachers. Approach: (1) Prepare and field test a list of criteria for selecting student teaching centers for undergraduate agricultural teacher education, (2) Study the relationships between agricultural occupational experiences and academic performance in selected undergraduate courses in agriculture, (3) Compare the emphasis of occupational experience of teachers to the emphasis of the local program being conducted, and (4) To design and implement a model for placing student teachers in agricultural education. | |
| 21. KEYWORDS Preservice Evaluation Student Teachers Student Teaching Centers | | | |
| RECOMMENDED | | APPROVED - Check applicable one - CONCURRED | |
| SIGNATURE | TITLE | DATE | SIGNATURE |
| <i>Roy D. Dillon</i> | Professor | 6/21/83 | <i>Alvin J. ...</i> |
| <i>Robert ...</i> | Project Leader | 6/22/83 | |
| | Head, Agr. Education Dept. | | |
| 24. AWARD DATE (Day, Mo., Yr.) | 25. START DATE (Day, Mo., Yr.) | 26. TERMINATION (Day, Mo., Yr.) | DURATION (Months) |
| | 01/07/83 | 30/06/88 | 60 |
| FOR USDA USE <input type="checkbox"/> Project referred and cleared by all interested agencies for entry into CRIS. | | SIGNATURE <i>Edwin G. Weeks</i> DATE 8/5/83 | |

UNDERGRADUATE TEACHING PROGRAM (DEPARTMENTAL THRUST)

TABLE OF CONTENTS

| | Page |
|---|------|
| DEPARTMENTAL STRATEGIC PLAN FOR THE UNDERGRADUATE CURRICULUM | 90 |
| DEPARTMENTAL STRATEGIC PLAN FOR RECRUITMENT, RETENTION, AND PLACEMENT | 92 |
| SUMMARY OF ACCOMPLISHMENTS 1984-1989. | 94 |
| UNDERGRADUATE PROGRAM GOALS AND OBJECTIVES | 97 |
| TABLE 4.1 Teaching Faculty and Appointments | 100 |
| 1989 TEACHING ASSIGNMENTS. | 102 |
| UNDERGRADUATE CURRICULUM AND OPTIONS | 108 |
| LIST OF COURSES OF INSTRUCTION | 110 |
| Figure 4.1 Agricultural Training and Development Options | 115 |
| STUDENT ADVISING | 116 |
| RECRUITMENT, RETENTION, AND PLACEMENT | |
| Figure 4.2 Current Undergraduate Promotional Brochure | 118 |
| EMPLOYMENT TRENDS. | 119 |
| ENROLLMENT TRENDS. | 120 |
| TABLE 4.2 Departmental Majors, 1985-86 to 1989-90 | 121 |
| TABLE 4.3 Number of Degrees Awarded by Level. | 122 |
| TABLE 4.4 Student Registrations in the Department by College. | 123 |
| Table 4.5 Average Class Size, and Student Credit Hours. | 124 |
| Table 4.6 Number of Class Registrations, Student Credit Hours, and Student Contact Hours by Level. | 125 |

DEPARTMENT OF AGRICULTURAL EDUCATION/CENTER FOR LEADERSHIP DEVELOPMENT
STRATEGIC PLAN FOR 1989-91
PROGRAM AREA: UNDERGRADUATE CURRICULUM

Background Statement: The Department of Agricultural Education strives to offer a balanced undergraduate curriculum which integrates technical agricultural expertise with general education, human development, and leadership courses for all majors. The Department also provides leadership education opportunities for UN-L students of a formal and informal nature. This mission relates directly to the Strategic Plan for IANR, especially as it relates to the development of current and future human resources for the State of Nebraska.

Program Goal: To further develop a quality undergraduate program which not only currently meets the needs of the students and the employment market, but is respected and recognized at the local, state, national and international levels.

Statement of Action: Recognizing the role, mission, and priorities of the Department, the following objectives are provided:

1. (3 FTE): Establish a quality undergraduate program to meet the needs of an expanded agricultural education student clientele group by
 - a. Acquiring selected technical agriculture course work aimed at acquiring new technologies and understanding of the changing roles in agriculture.
 - b. Require educational strategies for delivery of both formal and informal education programs.
 - c. Expand employment activities for agricultural education majors into agribusiness and industry education as well as the traditional public school.

2. (0.5 FTE): Revise the present curriculum to integrate the following general education concepts in the comprehensive curriculum:

Critical and creative thinking abilities
Problem solving and decision-making abilities
International perspectives about agriculture and education
Written and oral communication
Ethical and value related decision-making abilities
Human relations and leadership characteristics

3. (2 FTE): Establish a leadership education program in liaison with the Center For Leadership Development with the following components:

Courses in leadership and human development

- a. Interpersonal Skills Development
- b. Leadership Development
- c. Organizational Leadership Development
- d. Specific Leadership Skill Development Modules

Experiential Leadership Development Program

- a. Four year leadership involvement program starting with freshmen and ending with seniors (graduation)
- b. Incorporation of leadership workshops, luncheons, mentoring, shadowing, and community service experience

3. After students have enrolled in the Department, the following retention activities will be conducted:
 - a) Create an undergraduate newsletter to promote communication with three (3) issues in 1989-90.
 - b) Inservice sessions on advising for staff to increase quality of departmental advising. Particular topics will be:
 - 1) Teachers College endorsements;
 - 2) Overall advising strategy.
 - c) Promotional "brochures" on new undergraduate courses in Agricultural Education will be developed. Special emphasis will be placed on student understanding of the new non-certification option.
 - d) Ten noon luncheons (dutch treat) will be held annually for selected undergraduates with the department chair.

4. The following placement activities will be conducted to assist graduating seniors:
 - a) Encourage all department majors to enroll in the Employment Seminar (Ag 489).
 - b) Create a professional bibliography booklet on graduating seniors.
 - c) Seminars on resume development and interviewing.
 - d) Post employment information on secondary agriculture teaching positions in the Ag Ed department.
 - e) Seminars on procedures to follow for creating a placement file in the Teachers College.

Primary Contact Person:

1. One staff member (Bell) will be given a 25% assignment as departmental recruitment coordinator, will serve as chair of the departmental recruitment committee, and will report directly to the Department Head.
2. A minimum of two other staff members will serve as members of the departmental recruitment committee.
3. All members of the staff will be involved in contacts of recruits.
4. An active line of communication will be maintained with the Enrollment Manager for the College of Agriculture for mutual benefit.

Time Frame: Enrollment projections by year as well as a time table for annual recruitment activities have been addressed in the section of anticipated results.

Resources Needed: Equivalent of .25 present FTE will be allocated to student recruitment and retention. Additional dollars in the amount of \$5,000 will be required in each of the years of this plan for implementation. Additional justification for budget request is available for inspection.

SUMMARY OF ACCOMPLISHMENTS 1984-1989

The changes (accomplishments) which have transpired during the time period 1984-89 have been dramatic as related to the undergraduate program. The "mission" of single focus preparation of secondary agricultural education instructors has enlarged to encompass a more direct emphasis to the preparation of undergraduates for development and training positions in agribusiness, more emphasis on international and extension applications of agricultural education, expansion of leadership and interpersonal communication course work, while at the same time, modifying the teacher preparation program so it is more relevant to student and departmental needs.

The transition to a larger audience can be supported by a number of developments during the 1984-85 time period. First, the economic crisis in agriculture created a tremendous enrollment drop throughout agricultural education at all levels. This "shrinkage of demand" dictated an adjustment in program delivery. Secondly, the series of national and state reports dealing with delivery of education including the USDA/National Research Council report Understanding Agriculture New Directions for Education, recommended significant changes in the emphasis and delivery of agricultural education at all levels. Thirdly, national leadership in agriculture is pointing toward a market oriented agriculture that is part of a global strategy in supplying food and fiber. And fourth, the message from business continues to stress that entry level employees must be proficient in communication and interpersonal skills.

These four developments gave impetus to the departmental changes of the five year period which have been transformed into accomplishments, and a position of strength for the undergraduate mission of the department.

In response to the four previously mentioned developments, the undergraduate focus was broadened and upgraded. A second option was added to the departmental major which broadened the focus beyond teacher preparation. This option directly prepares undergraduates for training and development opportunities in agribusiness by emphasizing leadership, communication and interpersonal skill development. An illustration of course requirements for this option is as follows:

Recommended addition in catalog copy of the Agricultural Education non-certification.

Number of credits in agricultural courses will read:

| | |
|------------------------------|----------|
| Agricultural courses | 26 hours |
| Animal Science | 6 |
| Plant Science | 6 |
| Agricultural Economics | 6 |
| Agricultural electives | 8 |

Section on Agricultural Education courses will read:

Agricultural Education courses22 hours

| | | |
|-----------------------------|---------|--------------------------|
| Agricultural Education 102 | 3 | (Interpersonal Skills) |
| Agricultural Education 134 | 2 | (Intro to Ag Education) |
| Agricultural Education 134L | 1 | (Early Experience) |
| Agricultural Education 202 | 3 | (Leadership Development) |
| Agricultural Education 305 | 3 | (Presentation Skills) |
| Agricultural Education 406 | 3 | (Adult Education in Ag) |
| Agricultural Education 431 | 8 | (Career Exp in Ag Ed) |

Business and Economics courses15 hours

| | |
|-------------------------------------|---------|
| VAE 483 (Training & Development) or | |
| Mgt 360 (Human Resources Mgt) | 3 |
| Ag Econ 316 (Agribusiness Mgt) | 3 |
| Mkt 341 (Marketing) | 3 |
| Mkt 347 (Promotional Strategy) | 3 |
| Ag Econ 452 (Finance) | 3 |

Free Electives10-12 hours

Strongly suggested:

| | |
|--------------------------------------|---|
| Ag 271 (Computer Appl. in Ag)..... | 3 |
| Accounting 308 (Survey of Acct)..... | 3 |

Biological Sciences11-12 hours

Physical Sciences 8-9 hours

Math and Statistics 7 hours

Humanities and Social Sciences 27 hours

Additionally, a course dealing with extension and international education, Ag Ed 233 has been added to the department listing of courses.

The undergraduate teaching program was upgraded by integrating an early experience component (Ag Ed 134L), combining the FFA Advisor and SAE courses into one more efficient course (Ag Ed 294), requiring all majors to complete the interpersonal skills course (102) and the leadership development course (202), and increasing student exposure to methods of instruction by adding the presentation skills course (305). In recognition of less enrollment and to allow for instructor assignment to new courses, the student teaching professional block of courses has been assigned to only the fall semester. Besides forcing a larger enrollment, and efficient use of staff, this change takes advantage of a time period in the secondary school schedule when there are less outside interruptions (banquets, music contests, track meets, etc.) to the teaching schedule. Additional changes have been the inclusion of Ag Ed 406, Teaching Adults, into the semester, and the fall semester 1990 will include a ten week student period. To emphasize the expanded importance of experiential learning in secondary agricultural education, the agricultural mechanics methods course, 408, has been removed from the eight weeks of the professional semester and increased to a semester long course. With this increased emphasis, the content of the course has enlarged from just agricultural mechanics to include all laboratory oriented activities such as land laboratories, greenhouses, food processing labs., etc.

Undergraduate Program Goals and Objectives

A major in Agricultural Education prepares students to enter careers in a great many occupations and professions. Traditionally, graduates have entered into public school teaching as a certified secondary agricultural education instructor. Today, approximately half of those majors in Agricultural Education seek employment as a Cooperative Extension agent, as an agricultural training and development specialist in a business and/or industry, or they enter into any of the hundreds of occupations and professions associated with the industries and agencies in agriculture and education. With opportunities always changing, the undergraduate curriculum must remain dynamic and responsive to the needs of the student as well as to the requirements of the agricultural and educational workplace.

The specific goals and supporting objectives for the undergraduate program in Agricultural Education are as follows:

Goal #1: To develop a quality undergraduate program which meets the needs of the students and the employment market while being respected and recognized at the local, state, national, and international levels of the profession.

Supporting Objectives:

- 1.1 Establish a quality undergraduate program to meet the needs of an expanded agricultural education student clientele group by:
 - a. Requiring selected technical agriculture course work aimed at acquiring new technologies and understanding of the changing roles in agriculture.
 - b. Requiring educational technologies and strategies needed for delivery of both formal and non-formal educational programs.
 - c. Expanding employment opportunities for agricultural education majors into agribusiness and industry education as well as the traditional public school.
 - d. Establishing a curriculum option as an alternative to the traditional teacher certification program that allows students to pursue nontraditional agricultural education employment opportunities.
- 1.2 Revise the present course offerings to integrate the following general education concepts in the comprehensive curriculum.
 - a. Critical and creative thinking abilities
 - b. Problem solving and decision-making abilities
 - c. International perspectives about agriculture and education
 - d. Written and oral communications
 - e. Ethical and value related decision-making abilities
 - f. Human relations and leadership characteristics
- 1.3 Establish a comprehensive leadership education program in liaison with the Center for Leadership Development with the following components:
 - a. Courses in leadership and human development:
 1. Interpersonal skills development
 2. Leadership development
 3. Organizational leadership development
 4. Specific leadership skill development modules

- d. Investigating "college-based" courses that may appropriately be taught by Agricultural Education faculty members.

Goal #3: Maintain an active and effective system of advising students with primary and secondary (double majors) in Agricultural Education.

- 3.1 Provide active advising by:
 - a. Scheduling two or more advising sessions with advisees per semester.
 - b. Maintaining appropriate records on student progress and performance.
 - c. Assisting students with class scheduling and course selection.
 - d. Providing students with appropriate positive and constructive feedback as the need arises.
- 3.2 Coordinate faculty participation in the Departmental Clubs and Organizations including:
 - a. Agricultural Education Club
 - b. Alpha Tau Alpha (Agricultural Honorary)
 - c. Sponsorships of student organizations in Agricultural Education as well as University and College-wide clubs and organizations.
- 3.3 Contact 100% of graduating seniors for an exit interview.

Table 4.1
TEACHING FACULTY AND APPOINTMENTS
DEPARTMENT OF AGRICULTURAL EDUCATION

| NAME | RANK | SPECIALIZATION | DEGREE | GRADUATE FACULTY MEMBER | APPOINTMENT % | | | |
|------------------------|------------------------|--|--------|----------------------------|---------------|------|-----|-----|
| | | | | | TCH | RSCH | EXT | OTH |
| A. FULL-TIME FACULTY: | | | | | | | | |
| Blezek, Allen G. | Head & Professor | Leadership Administration Teaching Methodology Grantsmanship | Ph.D. | Fellow | 50 | 15 | 12 | 23 |
| Barrett, Leverne A. | Associate Professor | Leadership Supervision Administration Teaching Effectiveness Individual Differences | D.Ed. | Fellow | 50 | 25 | | 25 |
| Bell, Lloyd, C. | Assistant Professor | Curriculum Program Planning In-Service Coordinator Introductory Courses Methods Presentation Skills Recruitment | Ph.D | | 100 | | | |
| Dodge, Galen W. | Associate Professor | Counseling Interpersonal Education Leadership Human Resource Development Educational Psychology Group Facilitation | Ed.D | | 80 | | | 20 |
| Dillon, Roy D. | Professor | Research Design Time Management Instructional Materials Curriculum Program Planning | Ed.D. | Fellow | 75 | 25 | | |
| Foster, Richard M. | Professor | Grantsmanship Instructional Improvement Leadership Development International Education/Development Adult Education Program Planning & Development Curriculum Development | Ph.D. | Fellow | 60 | 40 | | |
| Horner, James T. | Professor | Leadership Adult Education Leadership Human Resource Development | Ed.D. | Fellow | 75 | | | 25 |

| NAME | RANK | SPECIALIZATION | DEGREE | GRADUATE FACULTY MEMBER | | APPOINTMENT % | | | |
|---------------------------|-----------------------------------|--|--------|-------------------------|------|---------------|-----|--|-----|
| | | | | TCH | RSCH | EXT | OTH | | |
| Lunde, Joyce P. | Associate Professor | Faculty/Instruc- tional Development Curriculum Adult Education Grant Writing and Administration | Ph.D. | 10 | | | | | 90 |
| B. PART-TIME FACULTY: | | | | | | | | | |
| Gilbertson, Osmund, S. | Professor | Ag Literacy Ag in the Classroom Administration Program Planning | Ph.D. | 20 | | | | | 80 |
| Husmann, Dann E. | Assistant Instructor | Leadership Contest Coordinator Community and Human Resources Human Resource Development Training and Development | M.S. | 50 | | | | | 50 |
| McCaslin, Mark | Assistant Instructor | FFA/SAE Programs AgriScience Education Computer Assisted Instruction Grantsmanship | M.S. | | | | | | 100 |
| Muftwang, Samuel D. | Graduate Resident Assistant | International Education | M.S. | | | | 50 | | |

**1989 TEACHING ASSIGNMENTS
DEPARTMENT OF AGRICULTURAL EDUCATION**

The following teaching loads were recorded for faculty members in the Department of Agricultural Education during the Spring, Summer and Fall Semesters of 1989.

Name: Leverne A. Barrett, Associate Professor

| Course Number and Name | Credits Per Course | Students Enrolled | Percent Responsibility |
|------------------------|-----------------------|----------------------|---------------------------|
|------------------------|-----------------------|----------------------|---------------------------|

SPRING:

| | | | |
|----------------------------|---|----|-----|
| 202 Leadership Development | 2 | 27 | 100 |
| 202L Leadership Lab | 1 | 15 | 100 |
| 413 Program Planning | 3 | 5 | 100 |
| 431 Student Teaching | 8 | 2 | 100 |
| 896 Independent Study | 3 | 3 | 100 |
| 890 Effective Teaching | 3 | 7 | 100 |

SUMMER:

| | | | |
|-----------------------------|---|---|-----|
| 903 Master Teacher Workshop | 3 | 6 | 100 |
|-----------------------------|---|---|-----|

FALL:

| | | | |
|----------------------|---|----|-----|
| 431 Student Teaching | 8 | 1 | 100 |
| 805 College Teaching | 3 | 20 | 100 |

ADVISING:

Undergraduate Students: 8
MS Graduate Students: 17 chair
Campus Organizations: NE Ag Youth Council (Exec. Committee)

Name: Lloyd C. Bell, Assistant Professor

| Course Number and Name | Credits Per Course | Students Enrolled | Percent Responsibility |
|------------------------|-----------------------|----------------------|---------------------------|
|------------------------|-----------------------|----------------------|---------------------------|

SPRING:

| | | | |
|------------------------------------|---|---|-----|
| 405 Methods of Instruction | 5 | 4 | 100 |
| 804F Problems of Beginning Teacher | 3 | 7 | 16 |

SUMMER:

None

FALL:

| | | | | |
|-----|------------------------------|---|----|-----|
| 431 | Student Teaching | 8 | 3 | 100 |
| 845 | Research Methods | 3 | 10 | 100 |
| 431 | Student Teaching Coordinator | 8 | 11 | 60 |

ADVISING:

Undergraduate Students: 6
 Agricultural Honors: 2
 MS Graduate Students: 16 chair
 Ph.D. Graduate Students: 2 chair

Name: Galen W. Dodge, Associate Professor

Dr. Dodge is assigned 80% with the Agricultural Education Department and 20% as the Director of the Human Resource Institute.

| Course Number and Name | Credits Per Course | Students Enrolled | Percent Responsibility |
|------------------------|-----------------------|----------------------|---------------------------|
|------------------------|-----------------------|----------------------|---------------------------|

SPRING:

| | | | | |
|-----|---|---|-----|-----|
| 102 | Interpersonal Skills (Five sections of about 28 per section) | 3 | 140 | 100 |
| 331 | Field Experience | 3 | 1 | 100 |
| 496 | Independent Study | 3 | 21 | 100 |

FALL:

| | | | | |
|-----|---|---|-----|-----|
| 102 | Interpersonal Skills (Five Sections of about 28 per section) | 3 | 140 | 100 |
| 331 | Field Experience | 3 | 40 | 100 |
| 496 | Independent Study | 3 | 21 | 100 |

ADVISING: Although Dr. Dodge does no assigned student advising, he is the "adviser of choice" by dozens of students affiliated with his Ag Ed 102 course and with the Human Resource Institute.

Name: Richard M. Foster, Professor

| Course Number and Name | Credits Per Course | Students Enrolled | Percent Responsibility |
|------------------------|-----------------------|----------------------|---------------------------|
|------------------------|-----------------------|----------------------|---------------------------|

SPRING:

| | | | | |
|------|-----------------------|---|----|-----|
| 431 | Student Teaching | 8 | 2 | 100 |
| 494 | Ag Ed Seminar | 3 | 1 | 100 |
| 805 | Advanced Methods | 3 | 12 | 100 |
| 899 | MS Thesis | 3 | 1 | 100 |
| 999 | Dissertation Research | 3 | 4 | 100 |
| 890F | Financial Management | 3 | 7 | 100 |

FALL:

| | | | | |
|-----|------------------------------|---|----|-----|
| 431 | Student Teaching | 8 | 3 | 100 |
| 845 | Research Methods | 3 | 10 | 100 |
| 431 | Student Teaching Coordinator | 8 | 11 | 60 |

ADVISING:

| | |
|--------------------------|----------|
| Undergraduate Students: | 6 |
| Agricultural Honors: | 2 |
| MS Graduate Students: | 16 chair |
| Ph.D. Graduate Students: | 2 chair |

Name: Galen W. Dodge, Associate Professor

Dr. Dodge is assigned 80% with the Agricultural Education Department and 20% as the Director of the Human Resource Institute.

| Course Number and Name | Credits Per Course | Students Enrolled | Percent Responsibility |
|------------------------|-----------------------|----------------------|---------------------------|
|------------------------|-----------------------|----------------------|---------------------------|

SPRING:

| | | | | |
|-----|---|---|-----|-----|
| 102 | Interpersonal Skills (Five sections of about 28 per section) | 3 | 140 | 100 |
| 331 | Field Experience | 3 | 1 | 100 |
| 496 | Independent Study | 3 | 21 | 100 |

FALL:

| | | | | |
|-----|---|---|-----|-----|
| 102 | Interpersonal Skills (Five Sections of about 28 per section) | 3 | 140 | 100 |
| 331 | Field Experience | 3 | 40 | 100 |
| 496 | Independent Study | 3 | 21 | 100 |

ADVISING: Although Dr. Dodge does no assigned student advising, he is the "adviser of choice" by dozens of students affiliated with his Ag Ed 102 course and with the Human Resource Institute.

Name: Richard M. Foster, Professor

| Course Number and Name | Credits Per Course | Students Enrolled | Percent Responsibility |
|------------------------|-----------------------|----------------------|---------------------------|
|------------------------|-----------------------|----------------------|---------------------------|

SPRING:

| | | | | |
|------|-----------------------|---|----|-----|
| 431 | Student Teaching | 8 | 2 | 100 |
| 494 | Ag Ed Seminar | 3 | 1 | 100 |
| 805 | Advanced Methods | 3 | 12 | 100 |
| 899 | MS Thesis | 3 | 1 | 100 |
| 999 | Dissertation Research | 3 | 4 | 100 |
| 890F | Financial Management | 3 | 7 | 100 |

SUMMER:

| | | | | |
|-----|--------------------------------|---|---|-----|
| 496 | Independent Study - Internship | 6 | 1 | 100 |
| 899 | MS Thesis | 3 | 1 | 100 |
| 999 | Dissertation Research | 3 | 3 | 100 |

FALL:

| | | | | |
|-----|-------------------------|---|----|-----|
| 406 | Adult Education in Agri | 3 | 11 | 100 |
| 413 | Program Planning | 1 | 11 | 100 |
| 431 | Student Teaching | 8 | 3 | 100 |
| 899 | MS Thesis | 3 | 2 | 100 |
| 896 | Independent Study | 3 | 2 | 100 |
| 999 | Dissertation Research | 3 | 4 | 100 |

ADVISING:

Undergraduate Students: 23
 Agricultural Honors: 3
 MS Graduate Students: 14 chair
 Ph.D. Graduate Students: 6 chair
 Campus Organizations: Alpha Zeta Agricultural Honorary
 Agricultural Honors Council

Name: Osmond S. Gilbertson, Professor

| Course Number and Name | Credits Per Course | Students Enrolled | Percent Responsibility |
|------------------------|-----------------------|----------------------|---------------------------|
|------------------------|-----------------------|----------------------|---------------------------|

SPRING:

Dr. Gilbertson was on special assignment as coordinator of the curriculum and program revision taskforce of the Nebraska College of Technical Agriculture at Curtis during 1988-89.

SUMMER:

| | | | | |
|------|---|---|----|-----|
| 890F | Ag In The Classroom Workshop - Wayne, NE | 3 | 16 | 100 |
| 890F | Ag In The Classroom Workshop - Lincoln, NE | 3 | 13 | 100 |
| 890F | Ag In The Classroom Workshop - Scottsbluff, NE | 3 | 13 | 100 |

FALL:

Dr. Gilbertson assumed official duties as the UNL Ombudsman on July 1, 1989. His appointment is 80% Ombudsman and 20% Ag Ed during 1989-90. His Ag Ed responsibilities do not include a teaching assignment.

ADVISING:

MS Graduate Students: 5 chair

Name: James T. Horner, Professor

| Course Number and Name | Credits Per Course | Students Enrolled | Percent Responsibility |
|------------------------|-----------------------|----------------------|---------------------------|
|------------------------|-----------------------|----------------------|---------------------------|

SPRING:

| | | | | |
|------|------------------------|----|----|-----|
| 202 | Leadership Development | 2 | 30 | 100 |
| 202L | Leadership Laboratory | 1 | 12 | 100 |
| 431 | Student Teaching | 8 | 1 | 100 |
| 833 | Extension Education | 3 | 7 | 100 |
| 896 | Independent Study | 3 | 5 | 100 |
| 899 | MS Thesis Research | 3 | 2 | 100 |
| 999 | Dissertation Research | 20 | 1 | 100 |

SUMMER:

| | | | | |
|-----|-----------------------|----|---|-----|
| 496 | Independent Study | 4 | 1 | 100 |
| 890 | Admin Ag Agencies | 3 | 7 | 100 |
| 896 | Independent Study | 3 | 2 | 100 |
| 999 | Dissertation Research | 20 | 1 | 100 |

FALL:

| | | | | |
|------|------------------------|----|----|-----|
| 202 | Leadership Development | 2 | 20 | 100 |
| 202L | Leadership Laboratory | 1 | 13 | 100 |
| 431 | Student Teaching | 8 | 2 | 100 |
| 896 | Independent Study | 3 | 5 | 100 |
| 904 | Voc Seminar | 3 | 6 | 100 |
| 999 | Dissertation Research | 10 | 2 | 100 |

ADVISING:

Undergraduate Students: 1 (Honor)
MS Graduate Students: 10 chair
Ph.D. Graduate Students: 8

Name: Dann Husmann, Assistant Instructor

Mr. Husmann is a Ph.D. candidate with only a small portion of his assignment in teaching.

| Course Number and Name | Credits Per Course | Students Enrolled | Percent Responsibility |
|------------------------|-----------------------|----------------------|---------------------------|
|------------------------|-----------------------|----------------------|---------------------------|

SPRING:

| | | | |
|--------------------------------|---|---|-----|
| 313 Leadership & FFA | 2 | 6 | 100 |
| 804F Problems of Begin Teacher | 3 | 7 | 84 |

SUMMER: none

FALL:

| | | | |
|--------------------------------|---|----|-----|
| 202 Leadership Development | 2 | 13 | 100 |
| 202L Leadership Laboratory | 1 | 8 | 100 |
| 804F Problems of Begin Teacher | 3 | 12 | 84 |

ADVISING:

Campus Organizations: UNL, FFA Alumni
Coordinator for State Agricultural Education Contests

Name: Mark McCaslin, Assistant Instructor

Mr. McCaslin is a Ph.D. candidate with only a small portion of his assignment in teaching. He started his degree program during Summer, 1989.

| Course Number and Name | Credits Per Course | Students Enrolled | Percent Responsibility |
|------------------------|-----------------------|----------------------|---------------------------|
|------------------------|-----------------------|----------------------|---------------------------|

FALL:

| | | | |
|----------------------|---|---|-----|
| 313 Leadership & FFA | 2 | 5 | 100 |
|----------------------|---|---|-----|

ADVISING:

Campus Organizations: UNL Agricultural Education Club,
Alpha Tau Alpha Chapter

**UNDERGRADUATE CURRICULUM AND OPTIONS
DEPARTMENT OF AGRICULTURAL EDUCATION**

The primary purpose of the comprehensive curriculum in Agricultural Education is Human Resource Development, either for agricultural educators seeking professional placement in formalized educational settings (K-12 and post secondary public school agricultural education), or for agricultural educators seeking professional employment in nonformal (extension, international, and industry) educational settings. To accomplish the preservice mission, the following options are available for Agricultural Education majors at the University of Nebraska-Lincoln.

Teacher Certification Options: This option is designed to prepare students for professional placement in public educational settings, especially for secondary agricultural education instruction for which a Professional Teaching Certificate is required. However, placement in postsecondary educational institutions will have similar needs for instructional methodologies, program planning, andragogy, etc.

The primary components of the Certification Option are:

| | |
|---|-----|
| Technical Agriculture (33 credits): | |
| Animal Sciences..... | 6 |
| Agronomy & Plant Sciences..... | 6 |
| Agricultural Economics..... | 9 |
| Agricultural Mechanics..... | 6 |
| Agricultural Electives..... | 6 |
| Biological Sciences (12 credits): | |
| Life Science-Biology..... | 4 |
| Life Science-Botany or Zoology..... | 4 |
| Genetics..... | 4 |
| Physical Sciences (8 credits): | |
| Chemistry..... | 4 |
| Physics..... | 4 |
| Mathematics and Statistics (7 credits): | |
| Mathematics (Algebra/Trig)..... | 4 |
| Statistics..... | 3 |
| Humanities and Social Sciences (27 credits): | |
| English Composition..... | 3 |
| Technical Writing..... | 3 |
| Speech Communication..... | 6 |
| Economics..... | 6 |
| Social Science/Humanities Electives..... | 9 |
| Leadership and Agricultural Education (31): | |
| Introduction to Ag Education (Ag Ed 134)..... | 3 |
| Leadership and Interpersonal Skills (Ag Ed 102,202) | 6 |
| Experiential Education Programs (Ag Ed 294)..... | 2 |
| Instructional Methods and Management (Ag Ed 305, 308, 405)..... | 8 |
| Adult Education and Program Planning (Ag Ed 406, 413)..... | 4 |
| Career Experiences in Ag Ed (Student Teaching)(Ag Ed 431)... | 8 |
| Free Electives (10 credits): | |
| <hr/> | |
| TOTAL Credits Required..... | 128 |

Non-Certification Option: This option is designed to prepare students for professional placement in settings in which skills in Human Resource Development, business and industry training and development strategies, extension education and international development is the primary focus. The primary components of the Non-Certification Option are:

| | |
|---|-----|
| Technical Agriculture (29) credits: | |
| Animal Sciences..... | 6 |
| Agronomy & Plant Sciences..... | 6 |
| Agricultural Economics..... | 6 |
| Agricultural Electives..... | 11 |
| Business and Economics Requirements (15 credits): | |
| (Specific to the Non-Certification Option) | |
| Ag Economics..... | 6 |
| Training/Development or Management..... | 3 |
| Marketing (Business Administration)..... | 6 |
| Biological Sciences (12 credits): | |
| Life Science-Biology..... | 4 |
| Life Science-Botany or Zoology..... | 4 |
| Genetics..... | 4 |
| Physical Sciences (8 credits): | |
| Chemistry..... | 4 |
| Physics..... | 4 |
| Mathematics and Statistics (7 credits): | |
| Mathematics (Algebra/Trig)..... | 4 |
| Statistics..... | 3 |
| Humanities and Social Sciences (27 credits): | |
| English Composition..... | 3 |
| Technical Writing..... | 3 |
| Speech Communication..... | 6 |
| Economics..... | 6 |
| Social Science/Humanities Electives..... | 9 |
| Leadership and Agricultural Education (20): | |
| Introduction to Ag Education (Ag Ed 134)..... | 3 |
| Leadership and Interpersonal Skills (Ag Ed 102, 202)..... | 6 |
| Instructional Methods (Ag Ed 305)..... | 2 |
| Adult Education (Ag Ed 406)..... | 3 |
| Career Experiences in Ag Ed (Internship)(Ag Ed 431)..... | 8 |
| Free Electives (10 credits): | |
| <hr/> | |
| Total Credits Required..... | 128 |

**LIST OF COURSES OF INSTRUCTION
DEPARTMENT OF AGRICULTURAL EDUCATION**

102 Interpersonal Skills for Agricultural Leaders (3 cr I, II) Lect/Act.

Introduction to the principles and practices of positive interpersonal relationships for agriculture students. Emphasis is placed on self-awareness, awareness of others, and the building of trust relationships as a basis for understanding and developing leadership. An experiential approach, including field projects, will be utilized in testing and applying principles. Instructional methods will include guest speakers, discussions, role playing, films, reference materials, supervised projects, and examinations.

134 Introduction to Agricultural Education (2 cr I,II) Lect/Act.

An orientation course exploring the career opportunities available in the delivery system of Agricultural Education. Specific attention will focus on agribusiness, industry training, positions, secondary agriscience instruction, extension education, and international applications for agricultural education. Agricultural Education majors should register for an additional hour of early field experience.

134L Early Field Experience in Agricultural Education (1 cr I, II) Lab

This laboratory is designed to provide the student with an early field experience in observing and/or performance of professional skills which are utilized in agricultural education, extension education and/or agribusiness. Required of all Agricultural Education majors.

202 Leadership Development for Agriculture (2 cr I,II) Lect/Act.

An introduction to leadership processes. Emphasis is placed on developing leadership skills for agricultural groups. Classes are discussion and action oriented to simulate real leadership situations.

202L Leadership Laboratory (1 cr I, II) Lab.

Leadership laboratory to accompany enrollment in Ag Ed 202. Students will participate in community-based leadership activities which include shadowing a recognized leader in the UNL or Lincoln community.

233 Extension Education (2 cr II) Lect/Act.

An overview of extension education within the community, state, national and international settings. Emphasis will be placed on principles and procedures of developing and conducting use-driven, research-based extension programs, along with the study of extension's relationship to other public and private agencies.

294 Planning Leadership and Experience Programs (2 cr I, II) Lect/Lab.

An overview of the role of agricultural educators in conducting leadership and experiential learning activities. This course focuses on the development of Supervised Agricultural Experiences (SAE), Young Adult/Farmer, FFA and Alumni activities, appropriate to the community, school, and student needs.

305 Presentation Strategies for Agricultural Audiences (2 cr I,II) Lect/Act.

Prereq: Speech Comm 311 and Ag Comm 200

A course focused on the presentation strategies utilized in agribusiness, education, government and public service occupations which deal with agricultural audiences. Specific attention is directed to audience need, presentation organization, delivery, methodology, and management of presentation resource

496 Independent Study in Agricultural Education (1-6 cr I, II)

Prereq: 12 hrs Ag Education or closely related areas and permission.

Individual or group projects in research, literature review, or extension of course work under the supervision and evaluation of a department faculty member.

***804. Problems of Beginning Vocational Agriculture Teachers, 2-5 cr I, II, III.**

Problems in instructional planning and methodology and in organizing secondary and continuing education, FFA, and agricultural experience programs. Lect/act.

***805. Advanced Teaching Methods in Occupational Education, 1-3 cr (also 805 Cur & Ins, V & AEd).** Innovative approaches to teaching, motivating students, developing interests, attitudes, and abilities; lesson planning, new and advanced classroom techniques and procedures. Lect/act.

***806. Continuing Education in Agriculture, 2-3 cr.** Philosophy, objectives, and methods of conducting young and adult farmer and adult off-farm agricultural instruction, determining needs, organizing advisory councils, conducting class and on-site instruction and evaluation. Lect.

***807. Occupational Experience Programs, 1-6 cr (also 807 CSc&Ed, Cur&Ins, V&AEd).** The philosophy and objective of the project method. Providing adequate educational experience, organizing, administering, evaluating experience programs, and may include supervised occupational experience. Lect/lab.

812. Instructional Materials in Occupational Education, 2-3 cr. Philosophy, objectives, and methods of developing a sound program of teaching aids. Materials available, practice in constructing and assembling such teaching aids as pictures, charts, graphs, drawings, and models. Determining educational adaption of resource material found in local schools, communities, farms and businesses. Lect.

***815. Development and Organization of Vocational Education, 1-3 cr (also 815 Cur&Ins, V&AEd).** Overview of vocational and practical education, their place in the community school; planning comprehensive programs in agriculture, business, homemaking, and industrial education. For teachers, administrators, and guidance personnel. Lect.

820. Improvement of Instructional Programs for Post-High School Occupational Education, 1-3 cr (also 820 V&AEd). Determining new instructional programs, expanding the impact of student behavioral objectives, and evaluating the total instructional program. Lect. Prereq: Baccalaureate degree; 12 hrs Agricultural Education or equivalent; and/or permission of instructor.

825. Coordination in Occupational Training Programs, 1-3 cr (also 825 Cur&Ins, V&AEd). Analysis of the foundation and scope of current and projected vocational cooperative educational programs and general educational work experience. Emphasizes coordination techniques, selection and placement, instructional procedures, youth leadership activities, organization and administration, and evaluation of cooperative occupational education. Lect.

832. Administration of Agricultural Agencies and Organizations, 3 cr.

The purpose of this course is to have participants acquire knowledge of rational processes which can contribute to the effective administration of agricultural agencies and organizations and to acquire or increase participant's skill in

applying that knowledge in a practical manner. Students will be exposed to administrative-management theory and research, and see how this applies to real life situations. This course applies to agencies in both the domestic and international settings.

833. Planning and Implementation of Cooperative Extension Programs for Domestic and Foreign Audiences, 3 cr I. The unique features of the cooperative extension service as an educational institution and its involvement of local people in the program development and identification of problems and design of long-range plans, annual plans, community development, and plans for single events; applicable to domestic and foreign extension programs. Lect 3. Prereq: Permission of instructor.

***845. Research in Occupational Education**, 3 cr (also 845 CSc&Ed, V&AEd). Research methods used in the study of problems in occupational education. Lect.

***890. Workshop Seminars in Education**, 1-12 cr I, II, III (also 890 V&AEd). Work, singly or in groups, on practical educational problems, done under the supervision of staff with assistance of selected educational consultants. Prereq: Permission.

***893. Technical Agricultural Workshops**, 1-12 cr I, II, III. Group study of technology in agricultural occupations. Workshops, special meetings, and assignments. Prereq: Permission.

896. Independent Study in Agricultural Education, 1-9 cr. Individual or group projects in research, literature review, or extension of course work under supervision and evaluation of a departmental faculty member. Prereq: 12 hrs Agricultural Education or closely related areas and permission.

***899. Masters Thesis**, 6-10 cr.

901. Supervision and Administration in Vocational Education, 3 cr (also 901 EdAdmin, CSc&Ed&Ed, Cur&Ins, V&AEd). Philosophy, objectives, and procedures in supervision and administration of vocational education programs. Supervision relationships with teachers, agents, school administrators, boards, federal and state officials. Evaluation of local programs of vocational education.

903. Teacher Education in Agriculture, 1-3 cr. Philosophy, objectives, and procedures in the preparation of teachers of vocational agriculture both pre-service and in-service. Campus courses, student teaching, selection and guidance of trainees, evaluating performances, and in-service courses, conferences, and teacher helps. Lect.

904. Seminar in Vocational Education, 1-6 cr. (also 904 V&AEd).

905. In-Service Preparation for Occupational and Adult Educators, 3 cr (also 905 Cur&Ins, V&AEd). Identifying and solving problems in program planning, methodology, department operation, and school and community relationships. Primarily to aid beginning occupational and adult teachers in planning and establishing effective programs. Workshop on campus, followed by four small group meetings during the year and two days of individual instruction in the local department, in addition to student assignments. Lect/lab.

908. Organization of the Agricultural Mechanics Program, 2-3 cr. Philosophy, objectives, procedures, and techniques used in organizing the program of agricultural mechanics instruction for secondary and post-high school students and adults. Determining units of instruction, evaluating student effort, procedures in shop instruction, selection of equipment, and integration into the vocational agriculture program. Lect/lab.

913. Program Development in Occupational Education, 3 cr (also 913 Cur&Ins, V&AEd). Philosophy and objectives of occupational education. Techniques of program development, choosing instructional areas, determining sequences, planning time distributions, integrated course of study and meeting individual needs, youth activities. Lect.

996. Research Other Than Thesis, 2-6 cr I, II, III. Research in selected problems in Agricultural Education. Prereq: Permission.

*Courses open to graduate students only and do not have a counterpart undergraduate number.

Graduate courses are offered on a sequenced basis on a schedule planned by the Graduate Committee. A copy of the present "Sequence" is included as Appendix II.

Several graduate courses are cross-listed with other departments, and students from those departments will enroll in the courses. The number of enrollments shown in Table 2 reflects all enrollments from Agricultural Education and cross-listed departments from 1984-89.

FIGURE 4.1
 REQUIREMENTS AND RECOMMENDATIONS
 AGRICULTURAL TRAINING & DEVELOPMENT OPTION
 DEPARTMENT OF AGRICULTURAL EDUCATION

| | | | | |
|---|---|---|---|--|
| <p>Technical Ag Courses</p> <p>ANIMAL SCIENCE (6) AN SCI 210.....3 AN SCI 250.....3 or AN SCI 454.....2 or AN SCI 455.....2</p> <p>SUGGESTED-AN SCI 100, 200, 330, 452, 453</p> | <p>BIO SCIENCE (12) LIFE SCI 101.....4 LIFE SCI 109.....4 or LIFE SCI 112.....4 AGRON 315.....4 or LIFE SCI 241.....4 or LIFE SCI 300.....3</p> | <p>AG EDUCATION (20) AG ED 102.....3 AG ED 134.....2 AG ED 134L.....1 AG ED 202.....3 AG ED 305.....2 AG ED 406.....3 AG ED 431.....8</p> | | |
| <p>PLANT SCIENCE (6) AGRON 101.....4 AGRON 153.....4 AGRON 366.....3</p> <p>SUGGESTED-HORT 130, 221 AGRON 204 or 240 PL PAT 269</p> | <p>PHY SCIENCE (8) CHEM.....4 MECH AG 109.....4</p> | <p>FREE ELECTIVES (10)</p> <p>SUGGESTED-ACCT 201</p> | | |
| <p>AG ECONOMICS (6) AG ECON 201.....4 or AG ECON 203.4 AG ECON 211.....3</p> <p>SUGGESTED-AG ECON 256, 305, 311</p> | <p style="text-align: center;">HUMANITIES & SOCIAL SCIENCE (27)</p> <table style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>COMMUNICATIONS (12) ENG 150.....3 AG COMM 200.....3 SP COMM 311.....3 COMM ELECTIVE.....3</p> </td> <td style="width: 50%; vertical-align: top;"> <p>ECONOMICS (6) ECON 211.....3 AG ECON 141.....3 or ECON 212.....3</p> </td> </tr> </table> | | <p>COMMUNICATIONS (12) ENG 150.....3 AG COMM 200.....3 SP COMM 311.....3 COMM ELECTIVE.....3</p> | <p>ECONOMICS (6) ECON 211.....3 AG ECON 141.....3 or ECON 212.....3</p> |
| <p>COMMUNICATIONS (12) ENG 150.....3 AG COMM 200.....3 SP COMM 311.....3 COMM ELECTIVE.....3</p> | <p>ECONOMICS (6) ECON 211.....3 AG ECON 141.....3 or ECON 212.....3</p> | | | |
| <p>BUSINESS & ECONOMICS (15) (Option Requirements) VAE 483.....3 or MGT 360.....3 AG ECON 316.....3 MKT 341.....3 MKT 347.....3 AG ECON 452.....3</p> | <p>HUMANITIES AND SOCIAL SCIENCE ELECTIVES.....9 (at least one course from each of the following)</p> <table style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>1. Art (Theory & History) English (Literature) Theater Arts & Dance Music (Theory & History)</p> <p>2. Anthropology Ed Psych 362 Human Development & the Family</p> <p>3. Geography (Excluding physical) Modern Languages & Literature Journalism (Excluding photo & skill courses) Political Science</p> </td> <td style="width: 50%; vertical-align: top;"> <p>Classics Philosophy Linguistics Religion</p> <p>Criminal Justice Psychology Sociology</p> <p>History</p> </td> </tr> </table> | | <p>1. Art (Theory & History) English (Literature) Theater Arts & Dance Music (Theory & History)</p> <p>2. Anthropology Ed Psych 362 Human Development & the Family</p> <p>3. Geography (Excluding physical) Modern Languages & Literature Journalism (Excluding photo & skill courses) Political Science</p> | <p>Classics Philosophy Linguistics Religion</p> <p>Criminal Justice Psychology Sociology</p> <p>History</p> |
| <p>1. Art (Theory & History) English (Literature) Theater Arts & Dance Music (Theory & History)</p> <p>2. Anthropology Ed Psych 362 Human Development & the Family</p> <p>3. Geography (Excluding physical) Modern Languages & Literature Journalism (Excluding photo & skill courses) Political Science</p> | <p>Classics Philosophy Linguistics Religion</p> <p>Criminal Justice Psychology Sociology</p> <p>History</p> | | | |
| <p>AG ELECTIVES (11)</p> <p>SUGGESTED-AG 271, 292</p> | | | | |

STUDENT ADVISING

Role of the Advisor

Undergraduate students who designate Agricultural Education as their major are assigned an academic advisor in the department. The advisor is assigned for the full duration of the students' undergraduate program from the time of admission to the University or transfer into the department until graduation. A relationship of respect and confidentiality may, therefore, be nurtured. The academic advisor acts as a consultant by assisting the student to plan an academic program and register for classes.

Sometimes, advisors may not agree with actions proposed by the students. In such cases, advisors are responsible for informing students of the appropriate course of action and the consequences of not following it. Nevertheless, final decisions relative to course scheduling and program planning are the students' and, therefore, the students have final responsibility for the decisions.

The Responsibilities of the Advisor include:

- a. To be knowledgeable about program(s) in which he/she advises.
- b. To inform the advisee of degree requirements.
- c. To communicate and emphasize the advisee's responsibility for satisfying degree requirements.
- d. To assist the student in career planning.
- e. To be familiar with published academic rules and regulations of the University and to maintain an up-to-date academic advising reference file containing current program area, college, and University materials pertinent to advising.
- f. To assist the advisee in planning a suitable schedule of classes, at least once semester in advance.
- g. To establish and maintain adequate office hours throughout the semester with particular emphasis given to orientation, preregistration, registration, and the drop/add period.
- h. To inform the advisee of adviser's and advisee's responsibilities in the academic advising process.
- i. To keep records of the advisee's progress, including academic transcript or grade reports, current student schedule, student progress record, and student competency inventory.
- j. To discuss with the advisee his/her academic performance and the implications of that performance.
- k. To refer the advisee to appropriate sources of information and services.

1. To be available to discuss personal and social concerns and provide appropriate referrals to University counseling services.

Responsibilities of the Advisee

- a. To obtain a list of the academic and program requirements from the advisor and use it to monitor progress toward fulfilling degree requirements.
- b. To be aware that primary responsibility for selecting courses and meeting degree requirements is the advisee's. The advisor can suggest, recommend, and remind the student of rules and requirements, but the advisee has the primary responsibility for meeting program and degree requirements.
- c. To seek input from the advisor.
- d. To inform the advisor of changes in plans which directly affect academic performance and educational goals (e.g., finances, job, health, academic performance, changes in academic and career goals, etc.).
- e. To plan a suitable schedule of classes at least one semester in advance with the help of the advisor.
- f. To be familiar with the published rules and regulations of the University.
- g. To discuss academic performance and its implications with the advisor.
- h. To follow through on referrals made by the advisor.

RETENTION, RECRUITMENT AND PLACEMENT

A strategic plan for retention, recruitment and placement has been developed for the time period 1989 to 1991. This plan was assembled by the recruitment and retention departmental committee.

Some goals of this plan have already been accomplished. The 10% increase in 1989 fall undergraduate enrollment was achieved. A data bank is in existence and updated periodically based upon time availability. A high of over 200 was achieved in 1989, but at present through updating procedures the inventory is approximately 125 students. The coordinator of departmental internships arranged for 1989-90 graduating seniors to attend an all day seminar on resume development, interviewing and creation of a placement file in October 1989.

Other goals of the committee yet to be achieved are:

1. Based upon present enrollment increase undergraduate
 - 10% by Fall of 1989
 - 25% by Fall of 1990
 - 100% over 1989 enrollment or 100 undergraduates by 1994
2. Compile a data base of approximately 200 potential undergraduates
3. Create an aggressive retention program
 - develop an undergraduate newsletter
 - inservice departmental staff on advising
 - develop promotional brochures on new undergraduate classes
 - coordinate noon luncheons between the department chair and undergraduates
4. Develop placement activities in support of graduating seniors from the department
 - create a professional biographical booklet on graduating seniors
 - encourage all departmental majors to enroll in the College Employment Seminar
 - conduct seminars on resume development interviewing
 - seminar on creation of a placement file in the Teacher College
 - continue to post information on aged teaching opportunities in the department

FIGURE 4.2
Current Undergraduate Promotional Brochure
Department of Agricultural Education

Be Part of a Winning Team in
AGRICULTURAL
EDUCATION



**Shaping the Future
of a State and Nation**

**The University of Nebraska-Lincoln
Institute of Agriculture and Natural Resources
College of Agriculture**

FIGURE 4.2
Current Undergraduate Promotional Brochure
Department of Agricultural Education

WHAT IS AGRICULTURAL EDUCATION?



Agricultural Education is an exciting major that combines a broad based technical preparation in agriculture with preparation in leadership, communications, and interpersonal skills. Whether you are interested in teaching, working in the cooperative extension service, or one of the many agribusiness fields, Agricultural Education represents the choice that provides you with the greatest flexibility to pursue your interest in agriculture. As a result, many promising career opportunities are available upon graduation. In order to acquire and keep a career position in agriculture or agribusiness in the information age, you **MUST** be able to effectively lead, communicate and relate to people.

Agricultural Education is unlike any other major in the College of Agriculture. That uniqueness is due to the diversity of the subject matter and the practical experience students gain in the early experience program, the student teaching experience and internships program in agribusiness. Through these experiences you will have the opportunity to practice in the "real world" the leadership, communication and interpersonal skills developed in the Agricultural Education curriculum.

***Preparing the Total Person
in Technical Agriculture
and Interpersonal and
Communications Skills***



TECHNICAL SKILLS:
***The Foundation of a Successful
Career***

Technical skills in agriculture are important in today's high tech production and agribusiness operations. The UNL College of Agriculture will provide you with the technical knowledge and skills you need for success in agriculture/agribusiness.

Agricultural Education then combines this technical education with interpersonal skills to help you find a fulfilling career in agriculture/agribusiness.

**INTERPERSONAL AND
COMMUNICATION SKILLS:**

***The Skills That Help You
Effectively Work With Others***

Research indicates that 80-90% of all employees dismissed from employment are dismissed because they can not get along with other people.

All jobs require the ability to COMMUNICATE and INTERACT with people. Agricultural Education offers you the opportunity to develop interpersonal and communication skills so that you can effectively market and use your technical skills.

**WHAT IS
INCLUDED IN THE
AGRICULTURAL
EDUCATION
CURRICULUM?**

The Agricultural Education curriculum blends a broad range of technical courses in animal science, crop and soil science, horticulture, agricultural engineering, and agricultural economics with courses in professional education, interpersonal and group leadership skills, to help you stand out in the job market.

The four-year program prepares you for numerous careers in agriculture requiring both knowledge and skills in applied sciences and human relations. You can enroll in the teaching or non-teaching option. In the teaching option you become involved in the early experience program related to teaching vocational agriculture and finish with the student teaching experience. In the non-teaching option you will also be involved in an early experience program and serve an internship in industry or agribusiness, instead of student teaching.

WHAT DO AGRICULTURE TEACHERS DO?

Vocational Agriculture teachers teach applied science and business management to youth and adults pursuing a career or an interest in agriculture/agribusiness. Personal development through the FFA and the Young Farmer/Rancher Education Program is also an important part of teaching youth and adults. Adult education programs in agriculture provide programs and activities to help agriculturalists solve problems and become better managers.



**"UNL's
Agricultural
Education
Department
is very
student
oriented . . ."**



MORE THAN TEACHING?

Teaching is not your only option after graduating in Agricultural Education. Many industry, agribusiness and government positions require communication and human relation skills as well as background in technical agriculture.

A degree in Agricultural Education provides you with many options for success in a wide variety of careers. The extent to which you achieve in life will be determined by your willingness to develop the whole you. Let us help you prepare for success!

OPPORTUNITIES FOR YOU IN AGRICULTURAL EDUCATION AT UNL!

PROFESSIONAL DEVELOPMENT comes through involvement in Alpha Tau Alpha, the Agricultural Education Club, FFA Alumni, Young Farmer/Rancher Organization and over 200 other clubs and fraternities/sororities that are available at UNL. Participate to enhance the leadership abilities that you now possess.

SCHOLARSHIPS and grants are given each year to Agricultural Education majors through programs sponsored by the Agricultural Education Department and the university. In addition, a work study program provides many students with an opportunity to work part-time on campus while enrolled in courses. All scholarships and financial aid programs at UNL are administered by the Office of Scholarships and Financial Aid, 22 Administration Building, University of Nebraska-Lincoln, Lincoln, NE 68588-0411

FACULTY CONTACT—The Agricultural Education department is staffed with faculty who care and want to see you succeed in a career. Departmental advising is one-on-one and has the personal touch that is needed for a successful college experience.

PRACTICAL EXPERIENCE with state-of-the-art equipment and technology is important for the development of technical skills that apply to the agricultural industry today. You'll gain practical hands-on experiences with new technology and equipment as well as practice interpersonal and leadership skills. Agricultural Education is a leader in Nebraska in developing and promoting the use of telecommunication among teachers, farmers, ranchers and agribusinesses.

EXPOSURE TO INTERNATIONAL students provides an opportunity to develop a broader and deeper understanding of the world. You may also take courses in International Agricultural Education from faculty who have been involved in agricultural development in many foreign countries.

NETWORKING with professionals from across the state and nation is another plus. The Agricultural Education faculty have a variety of contacts in the United States and many foreign countries. You will have a chance to develop and expand your network of associates that will help you progress in your career.

FIGURE 4.2
Current Undergraduate Promotional Brochure
Department of Agricultural Education

INDIVIDUALIZING YOUR COLLEGE CURRICULUM

A total of 128 semester hours are needed to graduate in any degree program. Most courses carry from 1 to 4 credit hours.

Categories from which you will select courses are:

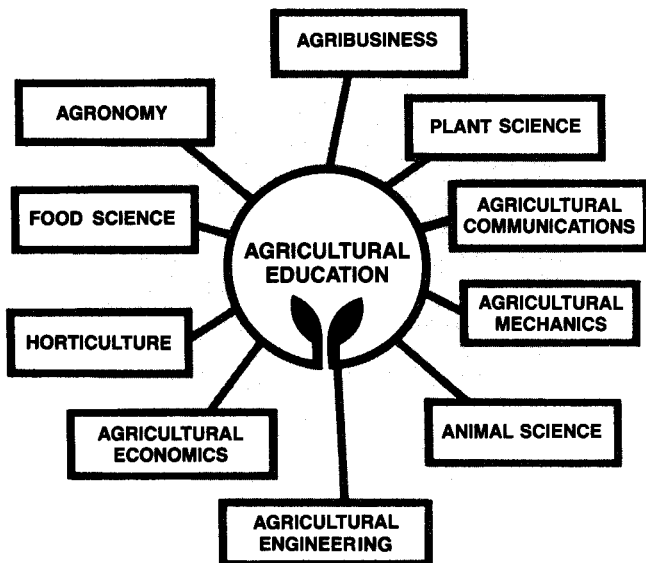
| | |
|---|----------|
| ● <i>Agriculture</i> | 30 hours |
| ● <i>Agricultural Education</i> | 32 |
| ● <i>Biological Sciences</i> | 11-12 |
| ● <i>Physical Sciences</i> | 8-9 |
| ● <i>Math</i> | 7 |
| ● <i>Humanities and social sciences</i> | 27-30 |
| ● <i>Electives</i> | 12 |

TOTAL 128

Many courses have a supervised laboratory or a practical experience component, some of which are conducted off campus.

If you choose the teaching option you may be certified to teach vocational agriculture in Nebraska and other approved states.

DUAL MAJOR: A dual major allows you to specialize in a technical area while at the same time allowing you the flexibility to complete the requirements for a degree in Agricultural Education.



CAREER OPPORTUNITIES

Shaping the Future for the STATE and Nation

If you have a heart for the agricultural concerns of this state and nation, you can make a difference with a degree in Agricultural Education. With the education that you receive in the Agricultural Education program you can affect future generations of agriculturists by teaching vocational agriculture in high school, teaching adults, or working with public interest groups, industry-based programs, governmental groups and others.

A degree in Agricultural Education leads to careers as a:

- *Vocational Agriculture Teacher*
- *Training Programs Administrator*
- *School Administrator*
- *Cooperative Extension Service agent (4-H Youth agent, Extension agent)*
- *Administrator of Industry Based Information Programs*
- *Public Relations Program Administrator*
- *Community College Teacher*
- *Farmer/Rancher*
- *Sales and Service Representative*
- *International Agriculture Worker*
- *Agricultural Finance Representative*
- *Adult Instructor*
- *Peace Corps Worker*
- *Government Agency Employee, (Ex. SCS, ASCS, FmHA, etc.)*
- *Public Service Organization Representative (Farm Bureau, various livestock and crop boards)*
- *Farm Business Management Instructor*
- *and MANY OTHERS*

You can see that a wide range of careers are open to you with a degree in Agricultural Education. Approximately 50% of our graduates teach high school vocational agriculture. The other 50% choose from the other opportunities listed above or select a career that requires the special skills learned in Agricultural Education.

FIGURE 4.2
Current Undergraduate Promotional Brochure
Department of Agricultural Education



FIRST STEP IN MAJORING IN AGRICULTURAL EDUCATION AT UNL

For application forms or information about admission procedures, housing, tuition, fees, and financial aid, contact the Office of:

Pre-Admissions Activities
106 Administration Building
University of Nebraska-Lincoln
Lincoln, NE 68588-0417.

Within Nebraska, you may call toll-free 1-800-742-8800 or telephone (402) 472-2023 if calling from Lincoln or out-of-state.

For direct contact with the Department of Agricultural Education call (402) 472-2807 or write:

**Department of Agricultural
Education**
300 Agricultural Hall
University of Nebraska
Lincoln NE 68583-0709

Funded as a special project of the Vocational Equity Section, Nebraska Department of Education the Carl D. Perkins Vocational Education Act.

RETURN POSTCARD

Please send me information about a major in Agricultural Education at the University of Nebraska-Lincoln

Name

Address

Home phone

Date of graduation

Name of high school

Social Security #

Parents name

(address if different)

Check all that apply:

- Please send me information about housing, and an application for admission to UNL
- Please send me information about Agricultural Education
- Please send me information about financial assistance
- I am interested in Agricultural Education. Please call me at _____

If you are interested in visiting the UNL Campus, please call 402-472-2807.

For general information about UNL, please call our toll free number 1-800-742-8800.

**EMPLOYMENT TRENDS
1984-89
DEPARTMENT OF AGRICULTURAL EDUCATION**

Of the 1989 graduates from the University of Nebraska Department of Agricultural Education, 90% secured positions within the teaching profession of Agricultural Education. Of the ten graduates in teaching in 1989, six were dual majors from within the College of Agriculture. From the years of 1984 to 1989, over 70% of the graduates from the Department of Agricultural Education were placed in either teaching or business positions.

1989 Graduates

Majors: Single (4) Dual (6)

| | |
|----------------------|---|
| A. Graduate Study | - |
| B. Business/Industry | - |
| C. Teaching | 9 |
| D. Farming/Ranching | - |
| E. Government | 1 |
| F. Miscellaneous | - |
| G. Not Seeking | - |
| H. Unknown | - |

1988 Graduates

Majors: Single (15) Dual (3)

| | |
|----------------------|---|
| A. Graduate Study | 2 |
| B. Business/Industry | 5 |
| C. Teaching | 7 |
| D. Farming/Ranching | 3 |
| E. Government | 1 |
| F. Miscellaneous | - |
| G. Not Seeking | - |
| H. Unknown | - |

1987 Graduates

Majors: Single (19) Dual (2)

| | |
|----------------------|---|
| A. Graduate Study | 2 |
| B. Business/Industry | 7 |
| C. Teaching | 5 |
| D. Farming/Ranching | 2 |
| E. Government | 1 |
| F. Miscellaneous | 1 |
| G. Not Seeking | - |
| H. Unknown | 3 |

1986 Graduates

Majors: Single (16) Dual (3)

| | |
|----------------------|---|
| A. Graduate Study | 1 |
| B. Business/Industry | 4 |
| C. Teaching | 8 |
| D. Farming/Ranching | 3 |
| E. Government | 3 |
| F. Miscellaneous | - |
| G. Not Seeking | - |
| H. Unknown | - |

1985 Graduates

Majors: Single (9) Dual (4)

| | |
|----------------------|---|
| A. Graduate Study | - |
| B. Business/Industry | 5 |
| C. Teaching | 5 |
| D. Farming/Ranching | 3 |
| E. Government | - |
| F. Miscellaneous | - |
| G. Not Seeking | - |
| H. Unknown | - |

1984 Graduates

Majors: Single (16) Dual (6)

| | |
|----------------------|----|
| A. Graduate Study | 1 |
| B. Business/Industry | 6 |
| C. Teaching | 10 |
| D. Farming/Ranching | 3 |
| E. Government | 2 |
| F. Miscellaneous | - |
| G. Not Seeking | - |
| H. Unknown | - |

ENROLLMENT TRENDS
DEPARTMENT OF AGRICULTURAL EDUCATION

The information contained in Table 4.2 shows that enrollment in the Department of Agricultural Education has been on a steady decline over the past five years, following enrollment trends in the College, but has bottomed out at the undergraduate level. Overall, total enrollment at the undergraduate level is down some 37.5 percent over the past five years while this year, total enrollment is up 2.27 percent over a year ago. Graduate enrollment, while down, is more difficult to analyze as far as a trend might be concerned.

Table 4.3 reflects the total number of degrees granted over the past five years. This data is consistent with that found in Table 4.2.

Table 4.4 shows the total student registration in the department by College. It is interesting to note that about fifty percent of the students enrolled in Agricultural Education courses come from other colleges. This figure has remained fairly constant over the five year reporting period.

Information regarding number of sections, registrations, average class size and student credit hours is shown in Table 4.5. A nineteen percent increase in student credit hours has been shown in the department over the past five years. Table 4.6 further refines the data by showing student contact hours.

In total, student contact hours have risen by 46.3 percent over the five year period at the undergraduate level and have risen 13.4 percent at the graduate and professional level.

TABLE 4.2
NUMBER OF DEPARTMENTAL MAJORS
1985-86 TO 1989-90
DEPARTMENT OF AGRICULTURAL EDUCATION

| Year | Undergraduate | | | | | | Graduate |
|--|---------------|-----------|---------|---------|--------------|---------|----------|
| | Freshman | Sophomore | Junior | Senior | Unclassified | Total | Total |
| 1985-86 | 11 | 13 | 23 | 25 | 0 | 72 | 6 |
| 1986-87 | 6 | 11 | 12 | 35 | 0 | 64 | 7 |
| 1987-88 | 9 | 4 | 12 | 27 | 0 | 52 | 8 |
| 1988-89 | 10 | 10 | 10 | 14 | 0 | 44 | 7 |
| 1989-90 | 14 | 9 | 8 | 14 | 0 | 45 | 5 |
| % Change from 1985-86 to 1989-90 | 27.27 | (30.77) | (65.22) | (44.00) | -- | (37.50) | (16.67) |
| % Change from 1988-89 to 1989-90 | 40.00 | (10.00) | (20.00) | 0.00 | -- | 2.27 | (28.57) |

NOTE: Majors included are: Agricultural Education

Source: Enrollment by Major, Undergraduate and Graduate, Office of Institutional Research, Planning & Fiscal Analysis

IRP&FA, 2/21/90

TABLE 4.3
NUMBER OF DEGREES AWARDED BY LEVEL
1984-85 THROUGH 1988-89
DEPARTMENT OF AGRICULTURAL EDUCATION

| <u>Year</u> | <u>Bachelor's Degree</u> | <u>Master's Degree</u> | <u>Doctor's Degree</u> | <u>Total</u> |
|-----------------------|--------------------------|------------------------|------------------------|--------------|
| 1984-85 | 12 | 7 | -- | 19 |
| 1985-86 | 15 | 4 | -- | 19 |
| 1986-87 | 14 | 5 | -- | 19 |
| 1987-88 | 17 | 5 | -- | 22 |
| 1988-89 | 11 | 5 | -- | 16 |
| Percent Change | | | | |
| from 1984-85 | | | | |
| to 1988-89 | (8.3) | (28.6) | -- | (15.8) |
| Percent Change | | | | |
| from 1987-88 | | | | |
| to 1988-89 | (35.3) | 0.0 | -- | (27.3) |

Source: UNL Academic Budget Planning Data--Trend Analysis, 1984-1988,
and UNL HEGIS and IPEDS Reports for above years; Office of
Institutional Research, Planning and Fiscal Analysis

Note: Degrees are for each year starting July 1 and ending June 30.

IRP&FA, 2/22/90
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TABLE 4.4
STUDENT REGISTRATIONS IN THE DEPARTMENT BY COLLEGE
FALL SEMESTERS 1985-86 TO 1989-90
DEPARTMENT OF AGRICULTURAL EDUCATION

| College | 1985-86 | 1986-87 | 1987-88 | 1988-89 | 1989-90 |
|--------------------|------------|------------|------------|------------|------------|
| Agriculture | 179 | 172 | 170 | 133 | 180 |
| Architecture | -- | 2 | 1 | 3 | 3 |
| Arts & Sciences | 22 | 27 | 19 | 25 | 35 |
| Business Admin. | 31 | 33 | 27 | 38 | 46 |
| Engineering | 1 | -- | 6 | 1 | 2 |
| Graduate | 26 | 36 | 18 | 31 | 31 |
| Home Economics | 14 | 17 | 17 | 19 | 23 |
| Law | -- | -- | -- | -- | -- |
| Teachers | 14 | 12 | 17 | 18 | 24 |
| Other & Undeclared | 19 | 16 | 22 | 34 | 31 |
| TOTAL | 306 | 315 | 297 | 302 | 375 |

Source: Course registration by College of Origin, 1985 to 1989.

IRP&FA, 2/26/90

TABLE 4.5
NUMBER OF COURSE SECTIONS, REGISTRATIONS,
AVERAGE CLASS SIZE, AND STUDENT CREDIT HOURS
FALL SEMESTERS 1985-86 AND 1989-90
DEPARTMENT OF AGRICULTURAL EDUCATION

| Course Number | 1985-86 | | | | 1989-90 | | | |
|---------------|-----------------|---------------|--------------------|----------------------|-----------------|---------------|--------------------|----------------------|
| | No. of Sections | Registrations | Average Class Size | Student Credit Hours | No. of Sections | Registrations | Average Class Size | Student Credit Hours |
| 102 | 5 | 126 | 25 | 378 | 5 | 144 | 29 | 432 |
| 134 | 1 | 38 | 38 | 76 | 1 | 33 | 33 | 66 |
| 202 | 1 | 15 | 15 | 30 | 2 | 32 | 16 | 64 |
| 202L | -- | -- | -- | -- | 2 | 22 | 11 | 22 |
| 294 | 1 | 26 | 26 | 52 | -- | -- | -- | -- |
| 313 | 1 | 11 | 11 | 22 | 1 | 5 | 5 | 10 |
| 331 | 1 | 21 | 21 | 62 | 1 | 40 | 40 | 118 |
| 405 | 1 | 6 | 6 | 30 | 1 | 12 | 12 | 60 |
| 408 | 1 | 6 | 6 | 18 | -- | -- | -- | -- |
| 413 | 1 | 6 | 6 | 18 | 1 | 12 | 12 | 36 |
| 431 | 1 | 6 | 6 | 48 | 1 | 12 | 12 | 92 |
| 496 | 1 | 18 | 18 | 52 | 2 | 32 | 16 | 73 |
| 805 | 1 | 17 | 17 | 51 | 1 | 17 | 17 | 51 |
| 824 | 1 | 2 | 2 | 6 | 1 | 10 | 10 | 30 |
| 890F | 1 | 4 | 4 | 12 | -- | -- | -- | -- |
| 896 | -- | -- | -- | -- | 2 | 3 | 2 | 7 |
| 899 | -- | -- | -- | -- | 1 | 1 | 1 | 6 |
| 904 | 1 | 3 | 3 | 9 | -- | -- | -- | -- |
| 996 | 1 | 1 | 1 | 3 | -- | -- | -- | -- |
| Total | 20 | 306 | 15 | 867 | 22 | 375 | 17 | 1,067 |

IRP&FA, 2/21/90

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TABLE 4.6
NUMBER OF CLASS REGISTRATIONS, STUDENT CREDIT HOURS,
AND STUDENT CONTACT HOURS BY LEVEL
FALL SEMESTERS 1985-86 TO 1989-90
DEPARTMENT OF AGRICULTURAL EDUCATION

| Year | Total | | | Lower Level | | | Upper Level | | | Graduate & Professional | | |
|----------------------------------|---------------|--------------|---------------|---------------|--------------|---------------|---------------|--------------|---------------|-------------------------|--------------|---------------|
| | No. of Regls. | Credit Hours | Contact Hours | No. of Regls. | Credit Hours | Contact Hours | No. of Regls. | Credit Hours | Contact Hours | No. of Regls. | Credit Hours | Contact Hours |
| 1985-86 | 302 | 855 | 648 | 205 | 536 | 472 | 74 | 250 | 107 | 23 | 69 | 67 |
| 1986-87 | 315 | 972 | 632 | 178 | 490 | 422 | 114 | 414 | 153 | 23 | 68 | 57 |
| 1987-88 | 297 | 922 | 827 | 171 | 467 | 397 | 109 | 402 | 389 | 17 | 53 | 41 |
| 1988-89 | 302 | 858 | 790 | 198 | 534 | 505 | 72 | 226 | 202 | 32 | 98 | 83 |
| 1989-90 | 375 | 1,067 | 945 | 231 | 584 | 511 | 113 | 389 | 358 | 31 | 94 | 76 |
| % Change from 1985-86 to 1989-90 | 24.2 | 24.8 | 46.3 | 12.7 | 9.0 | 8.3 | 52.7 | 55.6 | 234.6 | 34.8 | 36.2 | 13.4 |
| % Change from 1988-89 to 1989-90 | 24.2 | 24.4 | 19.6 | 18.7 | 9.4 | 1.2 | 56.9 | 72.1 | 77.2 | (3.1) | (4.1) | (8.4) |

Source: Analysis of Course Offerings, Class Size, Teaching Load, and Credit Hour Costs, Fall Semesters, 1985-86 through 1989-90 (Tables 7, 103, 203), Office of Institutional Research, Planning and Fiscal Analysis.

IRP&FA, 2/21/90
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GRADUATE PROGRAMS

TABLE OF CONTENTS

| | Page |
|--|------|
| MISSION OF GRADUATE PROGRAMS | 126 |
| DESCRIPTION OF THE GRADUATE PROGRAM. | 127 |
| Terminal Degrees | 128 |
| Education Specialist | 128 |
| Doctor of Education | 128 |
| Doctor of Philosophy | 129 |
| ADMINISTRATION OF GRADUATE PROGRAMS | |
| Graduate Committee Structure | 130 |
| Admission Procedures | 130 |
| Appointment of Graduate Advisor and Graduate Committee | 131 |
| Orientation and Retention | 131 |
| Program Evaluation. | 131 |
| STATUS OF GRADUATE PROGRAMS | |
| Graduate Faculty | 133 |
| Table 5.1 Graduate Faculty Status and Advising, 1989-90 | 134 |
| Course Offerings in Agricultural Education. | 135 |
| Student Enrollment. | 138 |
| Table 5.2 Graduate Only Enrollments in Agricultural Education Courses, 1984-1989. | 138 |
| RECOMMENDATIONS | 139 |
| APPENDICES | |
| I Graduate Student In-Residence Growth Plan Guidelines. | 140 |
| II Sequence of Agricultural Education Courses. | 142 |
| III Thesis and Non-Thesis Research Titles of Graduates | 144 |
| IV Graduate Informational Brochures | 148 |

MISSION OF GRADUATE PROGRAMS

The mission of the graduate program in Agricultural Education is to assist students in developing and applying the advanced knowledge and skills needed to provide both formal and informal education in agriculture and leadership to domestic as well as international students. Students elect to pursue professional employment in public secondary and postsecondary institutions, adult and extension education, private business and industry, as well as government service.

DESCRIPTION OF THE GRADUATE PROGRAM

The Department of Agricultural Education provides opportunities for pursuing the Master of Science in Agricultural Education, a Specialist Degree in Vocational and Adult Education, and either an Ed.D. or Ph.D. in Education.

Entrance requirements specify that candidates for the Master of Science Degree with major in Agricultural Education must possess a bachelors degree in an appropriate field from an accredited institution.

Three options for the Master of Science Degree are available as follows:

Option I

Under this option, a student must earn a minimum of 30 semester hours of credit, consisting of 20-24 semester hours of regular courses, and a thesis equivalent of 6-10 semester hours. At least one-half of the required work, and the thesis, must be taken in one major. The remaining work may be in supporting courses or in a minor consisting of at least 9 hours.

Option II

This option encourages a wider range of courses than is permissible under Option I. Under this option, a student must earn a minimum of 36 semester hours of credit in courses representing a major, and at least one minor. A thesis is not required. If one major is selected, the student must earn 18 hours in the major; if two minors are selected, 15 hours must be earned in the major.

Option III

Under this option, the student must earn a minimum of 36 semester hours of credit, at least 18 of which must be earned in courses open exclusively to graduate students (900 level or 800 level without 400 counterparts). The program must include not fewer than 18 hours in the major, and is designed for students interested in advanced degree work.

Written Comprehensive Examinations and an Oral Examination are required to cover the student's program of study in all three options above.

Required courses for the M.S. degree are:

| Option I | Option II | Option III |
|---------------------------|---------------------------|---------------------------|
| Ag Ed 805 | Ag Ed 805 | Ag Ed 805 |
| Ag Ed 845 | Ag Ed 845 | Ag Ed 845 |
| *Ag Ed 899 Thesis | *Ag Ed 996 (2-6 hours) | *Ag Ed 996 (2-6 hours) |
| **Ed Psych 859-Statistics | One Minor | **Ed Psych 859-Statistics |
| | **Ed Psych 859-Statistics | |

*Pre-requisite Ag Ed 845

**Strongly recommended

The Master of Science Degree in Agricultural Education may be earned in any one of four areas of emphasis:

1. **Teaching and Instruction**
2. **Extension Education**
3. **Leadership and Human Resource Development**
4. **International Agricultural Education**

Courses required for each emphasis area will include the required courses for the option selected as well as specific courses taken in the emphasis area. In all emphasis areas, students are encouraged to develop and maintain a highly personalized and individualized program of study that will meet their personal and professional career objectives. Courses may be selected within the Department of Agricultural Education, or through study in departments throughout the University. A minimum of 18 credit hours must be earned in agricultural education course work.

Students who desire the Extension Emphasis are required to include in their program Ag Ed 832 and 833, in addition to the above.

Students who desire the Leadership and Human Development Emphasis are required to include in their program Ag Ed 802 (under development), in addition to the above.

Students who desire the International Emphasis are required to include in their program Ag Ed 833 and 890B, in addition to the above.

Applicants must file a Memorandum of Courses, which outlines the M.S. program of study, through their graduate advisor, before completing 50 percent of the total M.S. program.

Terminal Degrees

The Department of Agricultural Education does not offer a graduate degree beyond the Master's Degree. Agricultural Education staff members hold joint appointments within the UNL Teachers College, and advise students pursuing Doctoral degrees or Educational Specialist degrees offered through the graduate program in Teachers College. They are described as follows:

Educational Specialist

The Educational Specialist degree program provides for practitioners in the field to upgrade their professional skills, and is offered through the Department of Vocational and Adult Education, UNL Teachers College.

Doctor of Education

The emphasis here is upon the application of theory to the improvement of educational practice. The person holding the Doctor of Education degree is a practitioner of education, but one whose practice is drawn from a highly developed, scholarly study of educational theory coupled with skills of analysis which permit direct application of that theory.

Doctor of Philosophy

The emphasis here is upon the generation of new knowledge or the reformulation of existing knowledge as a basis for the development of educational theory. The person working toward this degree will plan a highly developed set of research competencies.

ADMINISTRATION OF GRADUATE PROGRAMS

Graduate Committee Structure

The Departmental Graduate Committee is composed of the six Graduate Fellows as permanent members, and two Graduate Faculty members, who are elected by the Graduate Fellows to serve two-year terms. It is intended that all Graduate Faculty members be rotated as Graduate Committee members.

The Graduate Committee meets monthly to review admission applications and discuss other policy and procedural matters as may be placed on its agenda.

The Graduate Committee is responsible directly to the UNL Graduate College for administering the graduate program within the department.

Admission Procedures

For the Master of Science Degree in Agricultural Education, the student submits an application, transcript, and three letters of recommendation. A TOEFL score of 500 is required of international applicants. The graduate student's application is voted on by the Departmental Graduate Committee as to acceptance or rejection.

Graduate students will be recommended for admission according to the following categories:

1. **Full Graduate Standing in Agricultural Education**--Students who have and undergraduate GPA of 3.0 or higher, who have met the minimum requirements for admission, and who have been accepted by the Agricultural Education Department for work leading to a graduate degree.
2. **Provisional Status in Agricultural Education**--Students who have an and undergraduate GPA of 2.5 or higher, and who show potential for successful graduate work, but have deficiencies in prerequisite course work or other admission stipulations. Students with Provisional Status cannot become candidates for a degree unless they are recommended for Full Graduate Standing by the department graduate committee.
3. **Unclassified Status in the Graduate College**--Students who have less than a 2.5 undergraduate GPA, who satisfy minimum requirements, and desire to complete a minimum of course work without reference to a degree. Students with Unclassified Status will not qualify for advanced degrees until accepted for study by the department graduate committee.

Appointment of Graduate Advisor and Graduate Committee

It is the responsibility of the graduate advisor and graduate committee to provide advice and guidance to a graduate student in Agricultural Education. Program areas in which committee input will be sought include memorandum of courses, research design, statistical analysis, thesis and/or report writing, etc. The student should select committee members with the expertise and/or subject interest to assist them in planning and conducting their program, and to evaluate the finished program through the final oral examination.

The graduate advisor will be appointed by the graduate committee at the time of admission to the program.

A mutually acceptable graduate committee will be selected by the student and graduate advisor and approved by the Departmental Graduate Committee. The student's committee will normally consist of the graduate advisor from the department as chair, and two additional eligible staff from the department. A representative from the minor department will also be a member of the committee if the student has an Option II program.

Orientation and Retention

The orientation for graduate students is provided by the Department Head at the beginning of the fall semester, and periodic meetings are held throughout the year.

Each advisor has the responsibility to work closely with the student in the planning and completion of the M.S. program.

A significant part of the graduate student's total experience is the Graduate Student-in-Residence Growth Plan. This professional growth plan, following established departmental guidelines, enables the graduate student to plan and be involved in other activities in addition to courses and work responsibilities, that will help them gain professional expertise and experience. A copy of these guidelines is included in Appendix I.

A "Handbook for Planning and Implementing Graduate Programs for Students in Agricultural Education" was developed in 1988 for use by graduate students and advisors. General procedures for admission, program of study requirements, and thesis guidelines are included. Certain of the policies outlined have recently been changed, and a revised handbook will be prepared when all the changes currently under development are completed. A copy of the present Handbook will be made available to the Review Team.

Program Evaluation

There has been an ongoing program evaluation within the Graduate Committee for the past two years, as the departmental Research and Development thrust was being planned, and as the new Center for Leadership Development was being established.

Because of expanding clientele groups, namely international students, college teachers seeking upgrading in teaching methodology, and potential for graduate leadership education, several major policy steps have been taken within the past years:

1. Revision of the entrance requirements into the Master of Science Degree Program in Agricultural Education
2. Implementation of Research and Development Guidelines by the Department, with leadership in implementation by the Graduate Committee.
3. Four graduate emphasis areas identified, so that clientele can develop specialized programs to better meet their professional goals. These are: a) Teaching and Instruction; b) Extension Education; 3) Leadership and Human Resource Development; and d) International Agricultural Education.
4. Development of a marketing plan to inform advisors and graduate students on the UNL campus about opportunities in the four emphasis areas, and to inform potential graduate students interested in UNL. Two brochures recently developed are enclosed as Appendix IV.

STATUS OF GRADUATE PROGRAMS

Graduate Faculty

The Graduate Faculty in Agricultural Education are listed in Table 5.1 by Graduate Faculty membership either as a Fellow, Member, or Non-member. Certain individuals are designated as having courtesy appointments (c).

Graduate Faculty members may teach graduate courses, supervise students enrolled in graduate degree programs, serve on final examining committees for those students, and vote on matters presented to the Graduate Faculty including the election of the Executive Graduate Council and the UNL Graduate Council. Graduate Faculty Fellows may teach graduate courses, supervise and serve on supervisory committees for students working towards all post-baccalaureate degrees, vote on matters presented to the Graduate Faculty, and vote on nominations for Graduate Faculty Fellows.

The Graduate Faculty Members must:

1. Hold the rank of Assistant Professor or above;
2. Hold the terminal degree normally accepted for academic employment in the discipline or its clear equivalent;
3. As part of his or her regular duties be actively involved in graduate student research and/or graduate teaching; and
4. Have demonstrated clear evidence of scholarly activity and potential beyond teaching.

The Graduate Faculty Fellow must meet the qualifications of a Graduate Faculty Member plus have published research and scholarly work of quality. Currently, of the eight (8) budgeted departmental graduate faculty members, 62.5% are Graduate Faculty Fellows.

The current level of graduate student advising by individual faculty members is indicated in Table 5.1, by type of degree and whether a committee member or supervisor in case of doctoral degree programs.

TABLE 5.1

GRADUATE FACULTY STATUS AND ADVISING
DEPARTMENT OF AGRICULTURAL EDUCATION 1989-1990

| Graduate Faculty Fellows (full time) | Number of M.S. Committees (Chair) | Number of M.S. Committees (Other Depts) | Number of Doctoral Committees (Chair) | Number of Doctoral Committees (Member) |
|---|--|--|--|---|
| Barrett, Leverne | 14 | 2 | | 1 |
| Blezek, Allen | 10 | | | |
| *Dillon, Roy | 15 | 1 | 1 | 16 |
| Florell, Robert (c) | | 3 | 8 | 10 |
| Foster, Richard | 15 | 4 | 5 | 4 |
| Horner, James | 7 | 2 | 8 | 2 |

*Chair, Graduate Committee

Graduate Faculty
Members (less than full time)

| | |
|-----------------------|---|
| Gerhard, Gary (C) | 1 |
| Gilbertson, Osmund | 5 |
| Rockwell, Kay (C) | |
| Silletto, Thomas (C) | |
| Schinstock, J. L. (C) | |

Faculty Members
(not members of Graduate
Faculty)

| |
|--------------------|
| Bell, Lloyd |
| Bergman, Gary |
| Dodge, Galen |
| Everett, Duane (C) |
| Lunde, Joyce |
| Miller, Elmer |

(C) Denotes Courtesy Appointment

Course Offerings in Agricultural Education

***804. Problems of Beginning Vocational Agriculture Teachers, 2-5 cr I, II, III.** Problems in instructional planning and methodology and in organizing secondary and continuing education, FFA, and agricultural experience programs. Lect/act.

***805. Advanced Teaching Methods in Occupational Education, 1-3 cr (also 805 Cur & Ins, V & AEd).** Innovative approaches to teaching, motivating students, developing interests, attitudes, and abilities; lesson planning, new and advanced classroom techniques and procedures. Lect/act.

***806. Continuing Education in Agriculture, 2-3 cr.** Philosophy, objectives, and methods of conducting young and adult farmer and adult off-farm agricultural instruction, determining needs, organizing advisory councils, conducting class and on-site instruction and evaluation. Lect.

***807. Occupational Experience Programs, 1-6 cr (also 807 CSc&Ed, Cur&Ins, V&AEd).** The philosophy and objective of the project method. Providing adequate educational experience, organizing, administering, evaluating experience programs, and may include supervised occupational experience. Lect/lab.

812. Instructional Materials in Occupational Education, 2-3 cr. Philosophy, objectives, and methods of developing a sound program of teaching aids. Materials available, practice in constructing and assembling such teaching aids as pictures, charts, graphs, drawings, and models. Determining educational adaption of resource material found in local schools, communities, farms and businesses. Lect.

***815. Development and Organization of Vocational Education, 1-3 cr (also 815 Cur&Ins, V&AEd).** Overview of vocational and practical education, their place in the community school; planning comprehensive programs in agriculture, business, homemaking, and industrial education. For teachers, administrators, and guidance personnel. Lect.

820. Improvement of Instructional Programs for Post-High School Occupational Education, 1-3 cr (also 820 V&AEd). Determining new instructional programs, expanding the impact of student behavioral objectives, and evaluating the total instructional program. Lect. Prereq: Baccalaureate degree; 12 hrs Agricultural Education or equivalent; and/or permission of instructor.

825. Coordination in Occupational Training Programs, 1-3 cr (also 825 Cur&Ins, V&AEd). Analysis of the foundation and scope of current and projected vocational cooperative educational programs and general educational work experience. Emphasizes coordination techniques, selection and placement, instructional procedures, youth leadership activities, organization and administration, and evaluation of cooperative occupational education. Lect.

832. Administration of Agricultural Agencies and Organizations, 3 cr. The purpose of this course is to have participants acquire knowledge of rational processes which can contribute to the effective administration of agricultural agencies and organizations and to acquire or increase participant's skill in applying that knowledge in a practical manner. Students will be exposed to administrative-management theory and research, and see how this applies to real life situations. This course applies to agencies in both the domestic and international settings.

833. Planning and Implementation of Cooperative Extension Programs for Domestic and Foreign Audiences, 3 cr I. The unique features of the cooperative extension service as an educational institution and its involvement of local people in the program development and identification of problems and design of long-range plans, annual plans, community development, and plans for single events; applicable to domestic and foreign extension programs. Lect 3. Prereq: Permission of instructor.

***845. Research in Occupational Education**, 3 cr (also 845 CSc&Ed, V&AEd). Research methods used in the study of problems in occupational education. Lect.

***890. Workshop Seminars in Education**, 1-12 cr I, II, III (also 890-V&AEd). Work, singly or in groups, on practical educational problems, done under the supervision of staff with assistance of selected educational consultants. Prereq: Permission.

***893. Technical Agricultural Workshops**, 1-12 cr I, II, III. Group study of technology in agricultural occupations. Workshops, special meetings, and assignments. Prereq: Permission.

896. Independent Study in Agricultural Education, 1-9 cr. Individual or group projects in research, literature review, or extension of course work under supervision and evaluation of a departmental faculty member. Prereq: 12 hrs Agricultural Education or closely related areas and permission.

***899. Masters Thesis**, 6-10 cr.

901. Supervision and Administration in Vocational Education, 3 cr (also 901 EdAdmin, CSc&Ed&Ed, Cur&Ins, V&AEd). Philosophy, objectives, and procedures in supervision and administration of vocational education programs. Supervision relationships with teachers, agents, school administrators, boards, federal and state officials. Evaluation of local programs of vocational education.

903. Teacher Education in Agriculture, 1-3 cr. Philosophy, objectives, and procedures in the preparation of teachers of vocational agriculture both pre-service and in-service. Campus courses, student teaching, selection and guidance of trainees, evaluating performances, and in-service courses, conferences, and teacher helps. Lect.

904. Seminar in Vocational Education, 1-6 cr. (also 904 V&AEd).

905. In-Service Preparation for Occupational and Adult Educators, 3 cr (also 905 Cur&Ins, V&AEd). Identifying and solving problems in program planning, methodology, department operation, and school and community relationships. Primarily to aid beginning occupational and adult teachers in planning and establishing effective programs. Workshop on campus, followed by four small group meetings during the year and two days of individual instruction in the local department, in addition to student assignments. Lect/lab.

908. Organization of the Agricultural Mechanics Program, 2-3 cr. Philosophy, objectives, procedures, and techniques used in organizing the program of agricultural mechanics instruction for secondary and post-high school students and adults. Determining units of instruction, evaluating student effort, procedures in shop instruction, selection of equipment, and integration into the vocational agriculture program. Lect/lab.

913. Program Development in Occupational Education, 3 cr (also 913 Cur&Ins, V&AEd). Philosophy and objectives of occupational education. Techniques of program development, choosing instructional areas, determining sequences, planning time distributions, integrated course of study and meeting individual needs, youth activities. Lect.

996. Research Other Than Thesis, 2-6 cr I, II, III. Research in selected problems in Agricultural Education. Prereq: Permission.

*Courses open to graduate students only and do not have a counterpart undergraduate number.

Graduate courses are offered on a sequenced basis on a schedule planned by the Graduate Committee. A copy of the present "Sequence" is included as Appendix II.

Several graduate courses are cross-listed with other departments, and students from those departments will enroll in the courses. The number of enrollments shown in Table 5.2 reflects all enrollments from Agricultural Education and cross-listed departments, from 1984-89.

Student Enrollment

Below is a summary of the number of M.S. Degrees awarded in Agricultural Education from 1983-84 through 1988-89.

| <u>Year</u> | <u>Masters Degree</u> |
|-------------|-----------------------|
| 1983-84 | 8 |
| 1984-85 | 7 |
| 1985-86 | 4 |
| 1986-87 | 5 |
| 1987-88 | 5 |
| 1988-89 | 5 |

Currently, 72 graduate students are considered as "active", due to their having been accepted to pursue an M.S. program. Most are teachers of agricultural education at secondary or postsecondary level in Nebraska. Each three years a letter of inquiry is sent to all graduate students who have not registered for graduate coursework asking if they wish to remain active.

Currently, there are two (2) M.S. graduate students and four (4) doctoral students in residence.

TABLE 5.2
GRADUATE-ONLY ENROLLMENTS IN
AGRICULTURAL EDUCATION COURSES, 1984-89

| <u>Year</u> | <u>AEd</u> <u>804</u> | <u>AEd</u> <u>805</u> | <u>AEd</u> <u>806</u> | <u>AEd</u> <u>807</u> | <u>AEd</u> <u>812</u> | <u>AEd</u> <u>833</u> | <u>AEd</u> <u>845</u> | <u>AEd</u> <u>890</u> | <u>AEd</u> <u>893</u> | <u>AEd</u> <u>896</u> | <u>AEd</u> <u>899</u> | <u>AEd</u> <u>901</u> | <u>AEd</u> <u>903</u> | <u>AEd</u> <u>904</u> | <u>AEd</u> <u>905</u> | <u>AEd</u> <u>996</u> |
|-------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 83-84 | 9 | 25 | 13 | 2 | 9 | 8 | 11 | 7 | 45 | 16 | 8 | 5 | 11 | 9 | | 1 |
| 84-85 | 4 | 12 | | | 6 | 3 | 25 | 16 | 67 | 19 | 1 | 4 | 14 | 14 | 3 | 3 |
| 85-86 | 9 | 42 | 9 | | 8 | | | 21 | 18 | 22 | 3 | | | 25 | | 3 |
| 86-87 | 8 | 38 | | 1 | 7 | | 11 | 27 | 19 | 33 | 6 | 8 | 9 | 13 | | 2 |
| 87-88 | 4 | 24 | | | | 12 | 5 | 26 | | 9 | 4 | 8 | | 7 | | 3 |
| 88-89 | 6 | 30 | | 6 | 11 | 5 | 10 | 18 | | 16 | 4 | 1 | 6 | 7 | | |

RECOMMENDATIONS

The faculty of the Agricultural Education Department has developed the following recommendations to improve the visibility and quality of the graduate program. The recommendations are listed in the order of priority:

1. Initiate the marketing plan designed to inform advisor and graduate students on the UNL campus about opportunities in the four emphasis areas, and to inform potential graduate students interested in UNL.
2. Involve courtesy staff members more extensively in the teaching (and/or assisting) of graduate courses.
3. Establish a review schedule for all graduate courses, in light of new program emphases.
 - a) At the present time two courses, Ag Ed 825 (Planning Cooperative Education) and Ag Ed 942 (Post Secondary Programs) not being offered, are ready for revision.
 - b) Ag Ed 905, an in-service course, is being revised.
 - c) Ag Ed 802, a leadership course, is being developed.
4. Give consideration to utilizing the UNL Extension-Education Center Facilities in Nebraska, the Nebraska Technical Agricultural School at Curtis, and courtesy staff, in the teaching of graduate courses.
5. Plan for the involvement of resident graduate students in manuscript development as part of their growth plan.
6. Urge graduate faculty members, including courtesy staff, to conduct research and development activities in pursuit of Graduate Faculty Fellow status.
7. Utilize the staff of The Center for Leadership Development in course development and encourage them to pursue Graduate Faculty membership in the department.
8. Develop a plan to increase funding from both UNL and outside sources to support graduate assistantships in the Center for Leadership Development.
9. Study ways and means of assisting those graduate students who are fully employed away from UNL (part-time students), to keep on schedule in completion of M.S. programs.

APPENDIX I

**Graduate Student-in-Residence
Growth Plan Guidelines**

GRADUATE STUDENT-IN-RESIDENCE GROWTH PLAN GUIDELINES
AGRICULTURAL EDUCATION DEPARTMENT

RATIONALE: A comprehensive graduate program in Agricultural Education at UNL allows students three distinct opportunities to gain professional experience and expertise within their graduate program. First, a planned program of study provides the basic coursework necessary to lay a solid educational foundation. Second, departmental assignments for which they receive a salary enable students to participate in the actual day-to-day activities of a staff member. Third, an individual growth-plan allows students the opportunity to identify specific activities in which to participate that both supplements and individualizes their graduate programs. Therefore, growth plan activities will generally be above and beyond the memorandum of study and departmental work assignments, and will be complete during the first semester in residence.

PROCEDURES

1. First week: Establish occupational goals (immediate and long range) with assigned graduate advisor. A temporary advisor will be assigned upon assignment as a Graduate Research Assistant, Graduate Teaching Assistant, or upon successful application in a graduate program in Agricultural Education.
2. Second week: Complete growth plan with assistance of advisor. Secure approval of Department Head.
3. End of 8th week: Submit a written report to advisor on progress of growth plan.
4. End of 1st semester: Complete mid-year report.
5. Beginning of 2nd semester: re-evaluate plan and make adjustments - repeat process.
6. Enroll for 1 cr. of 904/Sem. - organize, present one (1) noon seminar per semester; attend all noon seminars.
7. Possible growth plan activities.
 - a. Library research
 - b. Assist with departmental research
 - c. Assist with teaching
 - d. Attend staff meetings
 - e. Analyze strengths/weaknesses, both professional and psychological (self assessment with advisor)
 - f. Write for publication
 - g. Attend professional meetings (state, regional, national)
 - h. Accompany staff on field visits
 - i. Co-advise Agricultural Education student organization
 - j. Activate membership in Agricultural Education organization
 - k. Attend Fall Teacher Assistant workshop
 - l. Attend Chowder Society meetings
 - m. Attend college wide committees with staff
 - n. Participate in State Department internship activities
 - o. Participate in NCA Evaluations of Secondary Programs
 - p. Participate in shadowing experience(s)
 - q. LEAD Program

APPENDIX II

**Sequence of Agricultural
Education Graduate Courses**

Adopted 9-8-87

SEQUENCE OF AGRICULTURAL EDUCATION GRADUATE COURSES

| COURSE | 1988 | | | | 1989 | | | | 1990 | | | | 1991 | | | |
|---------|------|-----|------|------|------|-----|------|------|------|-----|------|------|------|-----|------|------|
| | SPR | SSI | SSII | FALL | SPR | SSI | SSII | FALL | SPR | SSI | SSII | FALL | SPR | SSI | SSII | FALL |
| 412/812 | X | | | | X | | | | X | | | | X | | | |
| 422/833 | X | | | | X | | | | X | | | | X | | | |
| 804F | XF | | | | XF | | | | XF | | | | XF | | | |
| 805 | X | | X | XA | X | X | | XA | X | | X | XA | X | X | | XA |
| 806 | | | | XF | | | | XF | | | | | | | | XF |
| 807 | X | | | | | | | | X | | | | | | | |
| 815 | X | | | | | | | | | | | | | | | |
| 845 | | X | | | | X | | X | X | | | | | X | | X |
| 903 | | | X | | | X | | | | | | | | | | |
| 904 | | X | | X | | | | X | X | | | X | | | | X |
| 905 | | | | | | | | | | | X | | | | X | |
| 908 | | X | | | | XF | | | X | | | | | XF | | |
| 424/824 | | | | | | | | | | | | | | | | |
| 494 | | | | | | | | | | | | | | | | |
| 496/896 | X | | | | | | | | | | | | | | | |
| 850 | | | | X | | | X | | | | | X | | | X | |
| 890 | X | | X | | | | X | | | | X | | | | X | |
| 890D | | | X | | | | X | | | | X | X | | | X | |
| 893 | X | | | | | | | | | | | | | | | |
| 890D | X | | X | | | | | | | | | | | | | |
| 890ALL | | | | | | | | | | | | | | | | |
| 901 | | | | X | | | | X | | | | X | | | | |

APPENDIX III

**Thesis and Non-Thesis
Research Titles, of Graduates**

**THESIS AND NON-THESIS
RESEARCH TITLES OF GRADUATES
DEPARTMENT OF AGRICULTURAL EDUCATION**

Thesis Titles

| | |
|-------------------------|--|
| '84 Registrar, Susan L. | A Profile of Nebraska Extension Agents Related to Their Awareness, Self-Perceived Confidence Levels, Attitudes and Present Practices in Selected Areas of Mass Media Communications. |
| '84 Alouri, Ali | Sources of Information Helpful to Nebraska Dairy Producers at the Awareness and Adoption Stages for Making Changes in Technology and Practices. |
| '84 Broderick, Jack | A Survey of Microcomputer Usage, Competencies, and Needs of Nebraska's Secondary Vocational Agriculture Instructors. |
| '84 DeBoer, Randy | A Comparison of High and Low Income Farms in the Nebraskaland Farm and Ranch Business Management Education. |
| '84 Howard, Larry F. | Needs Assessment for the Snyder Young-Adult Farmer Educational Program. |
| '84 Tyrrell, Mike | Factors Which Influence Secondary School Students to Participate in Vocational Agriculture Contests. |
| '85 Connot, Randall A. | Personality Type and Its Implication for Students in Northeast High School in Lincoln, Nebraska. |
| '85 Post, Daniel | Competencies in Farm Credit Needed/Possessed by Members of the Nebraska Young Farmers/Ranchers Educational Association. |
| '85 Wesley, James | A Study of Factors Which Influence Females to Enroll in High School Vocational Agriculture Classes in Nebraska. |
| '86 Boettcher, Robert | Factors Influencing the Degree of Cooperation Between County Extension Agents and Vocational Agriculture Teachers in Nebraska. |
| '86 Davis, Timothy P. | An Evaluation of the Effectiveness of the Instructional Unit Cooperatives Serving Our Community as Perceived by Nebraska Vocational Agriculture Instructors. |
| '87 Spotanski, David R. | Agribusiness Skills by Secondary Vocational Agriculture Students as Perceived by Nebraska Vocational Agriculture Teachers and Agribusiness. |
| '87 Walla, Lori | Relationships of Teaching Styles and Learning Styles to Classroom Environment. |

- '88 Burger, Bruce Perceptions of Iowa and Nebraska Legislators Regarding Secondary and Adult Agricultural Education Programs.
- '88 Ceville, Xenia L. Relationship Between Adoption Patterns of Technology and MBTI Psychological Type of Farm Operators in Sanders County, Nebraska.
- '88 Sabata, Thomas L. Science Concepts Taught in Secondary Vocational Agricultural Programs as Perceived by Nebraska Secondary Vocational Agriculture and Science Instructors.
- '88 Hanson, Mark Relationship Between Extent of Student Participation in Extra-Curricular Activities, and Their Attitudes Toward School, in the West Point High School.
- '88 Oberg, Steven Public Perception of the St. Edward Vocational Agriculture Program.
- '88 Lechner, Michael Parental Perceptions of and Involvement in Nebraska Secondary Agriculture Education Programs.
- '89 Schlautman, Neal Agricultural Mechanics Instruction in Nebraska Secondary Vocational Agriculture Programs for the 1990's.

Non-Thesis Research Papers

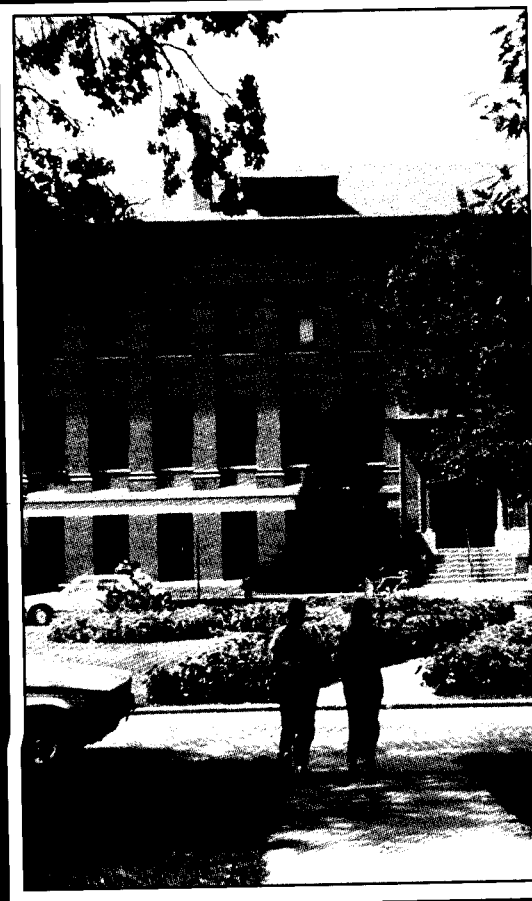
- '84 Wittstruck, Marc S. Identification of Factors Influencing Nebraska Vocational Agriculture Teacher Burnout from 1980 to 1983.
- '85 Adelaine, Michael A Comprehensive Characterization of Nebraska's Registered Purebred Beef Industry.
- '85 Crosier, Rich Employment Opportunities in Agribusiness Occupations Within a 25 Mile Radius of Norfolk, NE.
- '85 Kenning, Dennis Causes of Low Enrollment in Vocational Programs in Fairbury High School.
- '85 Malone, Douglas Public Perception of the St. Paul Vocational Agriculture Program.
- '86 McIntyre, Paul E. Community Curriculum Survey for the Marquette Vocational Agriculture Program.
- '86 Wiechman, Calvin J. The Influence of Factors on Student Enrollment in Vocational Agriculture Programs in Nebraska Secondary Schools.

- '87 Umberger, Patrick M. Comparison of Time Spent on the Various Summer Activities by Vocational Agriculture Instructors on 12/9 Contracts and Those on Less Than 12/9 Contracts.
- '88 Gelle, Yusef Development of a Model for Evaluation of Local Extension Programs.
- '89 Rumsey, Douglas Feasibility of Nontraditional Enterprises in Platte County, Nebraska.

APPENDIX IV

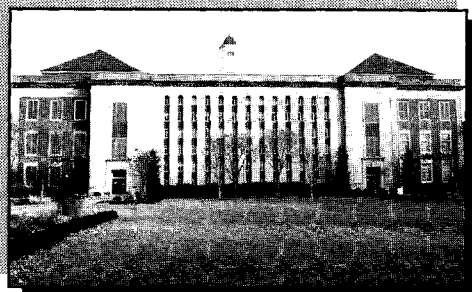
Graduate Informational Brochures

**GRADUATE PROGRAMS IN
AGRICULTURAL
EDUCATION**



**AT THE
UNIVERSITY OF NEBRASKA-
LINCOLN**

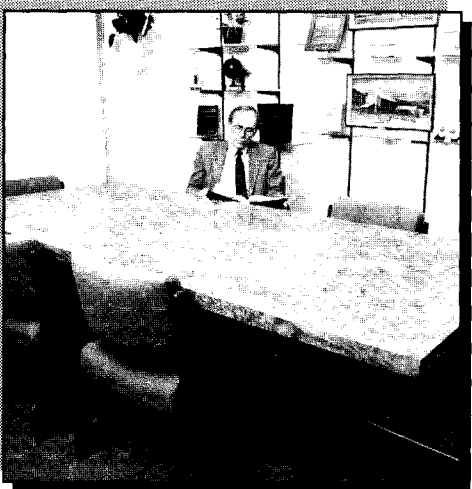




The university libraries include international collections.



Dr. Allen Blezek, Department Head, provides leadership in the Leadership and Human Resource Development Emphasis area.



The professional library and conference area enhances departmental activities.

Graduate Programs in Agricultural Education at the University of Nebraska-Lincoln

The University of Nebraska was chartered in 1869 by the Nebraska Legislature as the state's public university and land-grant institution. The University of Nebraska-Lincoln (UNL) is the flagship campus for the University of Nebraska system. In addition to bachelor degrees, UNL offers a selection of masters, professional specialist, and doctoral programs, which are offered by a systemwide Graduate College. The University of Nebraska Graduate College was the first established west of the Mississippi River.

The goal of the graduate program in Agricultural Education is to assist students in developing and applying the knowledge and skills needed to provide both formal and non-formal education in agriculture to domestic as well as international students. Students elect to pursue professional employment in public secondary and postsecondary institutions, adult and extension education, private business and industry, as well as government services.

Lincoln, Nebraska (located 50 miles southwest of Omaha) has been described as an All-American city. Lincoln provides the benefits of living in a metropolitan area without the pollution and congestion of a large city. Described as the Midwest's most livable city, it currently enjoys the fastest growth rate of any major metropolitan area in the Midwest.

Agricultural Education: An Individual Learning Program.

The Department of Agricultural Education provides opportunities for pursuing a Master of Science (MS) in Agricultural Education, a Specialist Degree in Vocational and Adult Education and either an Ed.D or Ph.D. in Education.

The MS degree in Agricultural Education may be earned in any of four areas of emphasis.

- Teaching and Instruction
- Extension Education
- Leadership and Human Resource Development
- International Agricultural Education

Courses required for each emphasis area will include general program requirements as well as specific courses taken in the emphasis area.

In all areas, students are encouraged to develop and maintain a highly personalized and individualized program of study that will meet their personal and professional career objectives. Coursework leading to graduate degrees are offered through the Department of Agricultural Education as well as through study in other Colleges and Departments throughout UNL.

Both thesis and non-thesis options are available to students pursuing an MS degree in the Department. Students are asked to select a graduate advisor and committee to assist them in course selection, professional development and thesis research and writing. Faculty members in the Department of Agricultural Education make graduate student advising a high priority, knowing the significance of the study and experience to the student's future.

Graduate Degree Requirements in Agricultural Education

MS - Thesis Option (30 cr)

Ag Ed 805 Instructional Methods (3 cr)
Ag Ed 845 Research Methods (3 cr)
Ag Ed 899 Thesis Research (6 cr)

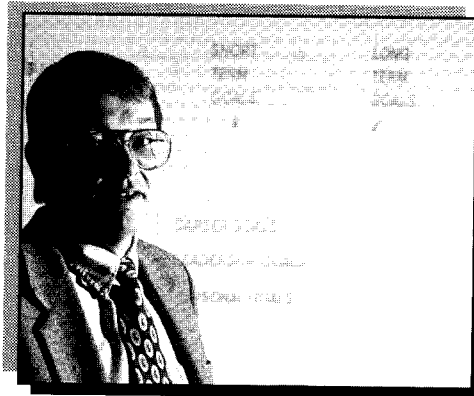
Additional Ag Ed Courses (3-6 cr)
Elective Courses (9-12 cr)
Ed Psych 859 - Statistics (3 cr)*
Written Comprehensive Examination
Oral Examination

MS Non-thesis Option (36 cr)

Ag Ed 805 Instructional Methods (3 cr)
Ag Ed 845 Research Methods (3 cr)
Ag Ed 996 Research Other Than Thesis
(3 cr)

Additional Ag Ed Courses (9-12 cr)
Elective Courses (12-15 cr)
(May include a minor)
Ed Psych 859 - Statistics (3 cr)*
Written Comprehensive Examination
Oral Examination

* Strongly recommended



Graduate students receive professional development through the Teaching and Instruction Emphasis area.

Agricultural Education Courses

802 - Leadership Development for Agricultural Professionals (3 cr). Dynamics of leadership and human resource development in professional agricultural and educational activities.

804f - Problems of Beginning Professionals in Agriculture (3 cr). Instructional and organizational problems affecting new professionals in agricultural education positions.

805 - Advanced Instructional Methods (3 cr). Innovative approach to teaching and learning.

806 - Continuing Education in Agriculture (2-3 cr). Methods of organizing and conducting formal and non-formal adult education programs in agriculture.

807 - Occupational Experience Programs (1-6 cr). Organizing and administering occupational experience programs through formal and non-formal agricultural education programs.

812 - Instructional Materials Development (3 cr). Development and utilization of instructional materials for quality presentations.

832 - Administration of Agricultural Agencies and Organizations (3 cr). Management principles of planning, organizing, directing, staffing, and evaluating activities of agricultural organizations.

833 - Planning and Implementation of Extension Programs (3 cr). Organizing, administering and conducting Extension Programs for domestic and international students.

845 - Research Methods (3 cr). Methods used in the study of problems in professional agricultural and educational areas.

850 - International Agricultural Education and Development (3 cr). Issues of agricultural development and technology transfer in agricultural education.

890 - Workshops and Seminars in Education (1-12 cr).

893 - Workshops and Seminars in Agriculture (1-12 cr).

896 - Independent Study in Agricultural Education (1-9 cr).

899 - MS Thesis Research (6 cr).

901 - Supervision and Administration in Vocational Education (3 cr). Supervision and administration of vocational education programs in the public school system, with emphasis on effective relationships with teachers, boards, administration, etc.

903 - Teacher Education in Agriculture (1-3 cr). Philosophy, objectives and procedures for the pre-service and in-service preparation of teachers.

904 - Seminar in Vocational Education (3 cr). Issues and concerns of the vocational and adult education profession.

908 - Organization of the Agricultural Mechanics Laboratory (2-3 cr). Organizing and maintaining innovative and effective programs of agricultural mechanics at the secondary and postsecondary levels.

913 - Program Development in Agricultural Education (3 cr). Techniques of program development and implementation in agricultural education.

996 - Research Other Than Thesis (2-6 cr). Research selected problems in the agricultural education profession.

Faculty

The Department of Agricultural Education has an experienced, professional faculty with expertise in a wide range of agricultural, educational, and leadership areas. All have had extensive teaching experience at the secondary and/or university levels. Each faculty member maintains an active research and service function, which may be aligned to the interests of graduate students for research assignments.

Financial Aid/Assistantships

Some assistantships and graduate stipends are available for both Master of Science and Ph.D. candidates. Assistantships allow students to work closely with established faculty members in teaching, completing research, or gaining other professional competencies. Because assistantship opportunities are in high demand, applications should be made through the Department Head at the earliest possible date.



The micro-computer is an important tool available to staff and graduate students.

Support Services and Facilities

Agricultural Education graduate students in residence at UNL will usually have their own office area, access to departmental computer technology, and secretarial assistance as it may pertain to assigned departmental duties and responsibilities.

UNL maintains two libraries, each with excellent book and reference holdings, as well as services especially useful to graduate students. Computerized literature searches are available at little or no costs.

The NEAR Center offers research design and analysis assistance to faculty and graduate students in the Teachers College as well as the Department of Agricultural Education.

Buros Institute of Mental Measurement is a nationally known repository of standardized testing information and materials. Graduate students and staff may use the Institute at no cost.

The Center For Leadership Development is located in the Department of Agricultural Education. Leadership education programs are conducted for undergraduate and graduate students at UNL, and for many types of organizations across Nebraska. Students seeking experience in leadership development have opportunities for valuable experiences as part of their graduate program.

Doctoral Programs

Students with Agricultural Education interests wishing to pursue a Ed.D. or Ph.D. program at UNL will likely enroll in either the Administration, Curriculum and Instruction (ACI) or the Community and Human Resource (CHR) program. Both are doctoral programs in education.

ACI is primarily for those wishing a professional education leading to employment and service to the public education system. CHR is primarily for those wishing to pursue professional preparation for continued employment or service to education in non-formal programs. This may include adult education, extension, human resource development, and training and development. Agricultural Education faculty have Graduate Faculty "Fellow" rank, allowing them to effectively guide doctoral programs in either ACI or CHR.

A minimum credit requirement of 90 credits above the Bachelor's degree is required for a Ed.D. or Ph.D. degree. This includes 20 credits allowed for research and writing of the doctoral dissertation, but not courses in statistics and research methods.



The advisor and student develop a strong working relationship.

Admission Requirements

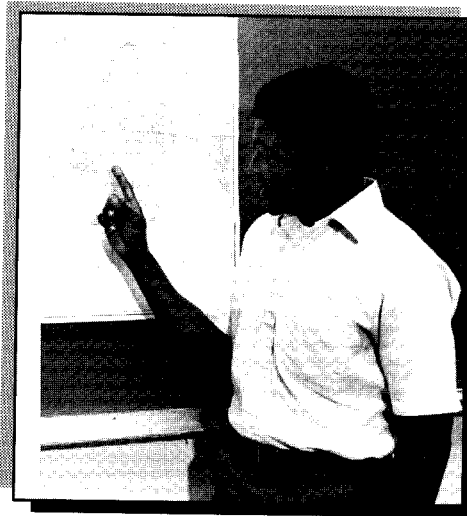
Admission to the Graduate College may be granted to students earning their Bachelor Degree from any accredited institution of higher education in the U.S. which is accepted and recognized by the University of Nebraska-Lincoln.

Procedures for admission may be obtained by writing to:

Graduate Committee Chair
Department of Agricultural Education
300 Agricultural Hall
University of Nebraska-Lincoln
Lincoln, NE 68583-0709
(402) 472-2807

or

Graduate Admissions Office
301 Administration Building
University of Nebraska-Lincoln
Lincoln, NE 68588-0434
(402) 472-2878



Students may prepare through the International Agricultural Education Emphasis Area for education in their home country.

EXCELLENCE FOR TOMORROW -

This publication is designed to acquaint faculty advisors and graduate students with a number of elective courses offered by the Center for Leadership Development/Agricultural Education Department. In the spirit of the Land-Grant mission, these courses can strengthen the young professional in their future teaching, service, or international scholarly or business endeavors. In addition, students can improve their leadership and administrative skills giving them an advantage over their peers in the employment market.

Please feel free to contact the Center where faculty would be glad to answer your specific questions about classes.

CENTER FOR LEADERSHIP DEVELOPMENT * AGRICULTURAL EDUCATION DEPARTMENT

**Allen G. Blezek, Chair
300 Agricultural Hall
University of Nebraska
Lincoln, Nebraska 68583-0709
(402) 472-2807**

**Roy D. Dillon, Chair
Graduate Committee
300 Agricultural Hall
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Graduate Electives in

- * Teaching**
- * Leadership**
- * Extension and
International
Agriculture
Programming**

**Center for Leadership Development/
Agricultural Education Department**

**Institute of Agriculture
& Natural Resources**

University of Nebraska-Lincoln

GRADUATE ELECTIVE OFFERINGS

Agricultural Education 805 - (1-3 cr)

ADVANCED TEACHING METHODS IN OCCUPATIONAL EDUCATION

Students will learn the criteria for effective teaching and methods to assess teaching excellence. Designed for educators to refine their skills as effective teachers, this course is particularly useful for those who may pursue college teaching in education as well as other disciplines. Participants will become familiar with teaching/learning styles, the basic principles of learning, and student motivation. Students will learn how to develop lessons and implement various teaching methods for improved effectiveness.

Agricultural Education 812 - (2-3 cr)

INSTRUCTIONAL MATERIALS IN OCCUPATIONAL EDUCATION

Objectives and methods of developing a sound program of teaching aids. Students obtain practice in using video in teaching, developing and using computer graphics, production of transparencies, dry mounting, lamination, lettering techniques, producing 35mm slide-tape presentations, using the 35mm camera, developing teaching games, and constructing aids such as charts, graphs drawings, and models. Determining educational adaptation of resource materials found in local schools, communities, and businesses.

Agricultural Education 833 - (3 cr)

PLANNING AND IMPLEMENTATION OF COOPERATIVE EXTENSION PROGRAMS FOR DOMESTIC AND FOREIGN AUDIENCES

This class focuses on the planning process as it is used in the Cooperative Extension System of the United States. Students will understand the unique features of Cooperative Extension, as well as the steps in program planning, community assessment, and evaluation. Participants will learn to write a plan of work and develop problem solving techniques relevant to a long-range plan. This course applies not only to Extension education but to non-formal educational programs in many agricultural settings.

Agricultural Education 890B - (3 cr)

INTERNATIONAL EDUCATION AND AGRICULTURAL DEVELOPMENT SEMINAR

The primary purpose of this course is to develop and/or enhance an appreciation for the international interdependence of agriculture in the world and resulting role of agricultural education institutions. Students will develop an appreciation for differences in cultures and the transfer of appropriate levels of technologies to developing countries. The course will be exploratory in that it will expose students to aspects of agriculture which can be covered in more depth in internationally oriented courses in other departments.

Agricultural Education 890D/832 - (3 cr)

ADMINISTRATION OF AGRICULTURAL AGENCIES AND ORGANIZATIONS

The purpose of this course is to have participants acquire knowledge of rational processes which can contribute to the effective administration of agricultural agencies and organizations and to acquire or increase participants' skill in applying that knowledge in a practical manner. Students will be exposed to administrative-management theory and research, and see how this applies to real life situations. This course applies to agencies in both the domestic and international settings.

1989/90 COURSE SCHEDULE

| 1989 | | | |
|--------|------|-------|------|
| Course | SS I | SS II | Fall |
| 805 | X | | X |
| 890B | | | X |
| 890D | | X | |

| 1990 | | | |
|--------|-----|-------|------|
| Course | Spr | SS II | Fall |
| 805 | X | X | X |
| 812 | X | | |
| 833 | X | | |
| 890B | | | X |
| 832 | | X | |

CENTER FOR LEADERSHIP DEVELOPMENT

TABLE OF CONTENTS

| | Page |
|---|------|
| STRATEGIC PLAN FOR THE CENTER FOR LEADERSHIP DEVELOPMENT | 150 |
| BACKGROUND | 151 |
| Table 6.1 A Proposed Organizational Chart | 153 |
| MISSION STATEMENT OF THE CENTER FOR LEADERSHIP DEVELOPMENT | 154 |
| RELATIONSHIP OF THE DEPARTMENT OF AGRICULTURAL EDUCATION AND THE CENTER FOR LEADERSHIP DEVELOPMENT | 154 |
| Table 6.2 1989-90 Academic Year Staff Assignments | 155 |
| ADVISORY GROUPS | 156 |
| COURSES OF INSTRUCTION IN LEADERSHIP | 156 |
| GRADUATE PROGRAM REQUIREMENTS WITH EMPHASIS IN LEADERSHIP AND HUMAN RESOURCE DEVELOPMENT | 157 |
| THE NEBRASKA LEAD PROGRAM | 158 |
| EXPERIENTIAL LEADERSHIP DEVELOPMENT (ExLD) | 158 |
| OFF-CAMPUS SEMINARS AND CONFERENCES | 159 |
| OTHER ACTIVITIES | 160 |
| SUMMARY OF GRANTS | 160 |
| APPENDICES | |
| I General Brochure for the Center for Leadership Development | 162 |
| II Relationship of The Center for Leadership Development to Colleges, Divisions, Centers, and Entities | 163 |
| III The Center for Leadership Development Campus Steering Committee | 165 |
| IV Nebraska Leadership Council, Inc. Board of Directors, 1989-90 | 167 |
| V Department of Agricultural Education Advisory Council, 1989-90 | 169 |
| VI A Brochure Describing the Nebraska LEAD Program | 171 |

| | | |
|------|--|------|
| VII | Guidelines for Involvement in the ExLD Program | .172 |
| VIII | Objectives for the Statewide Conference of Directors of Leadership Programs | .173 |
| IX | The Leadership Agenda Seminar Series | .174 |
| X | Other Outreach Activities of The Center for Leadership Development | .175 |
| XI | The Statewide Leadership Needs Assessment Survey | .177 |
| XII | Annual Report to Donors of the Nebraska LEAD Program, 1988-1989 | .178 |

| | | |
|------|--|------|
| VII | Guidelines for Involvement in the ExLD Program | .172 |
| VIII | Objectives for the Statewide Conference of Directors of Leadership Programs | .173 |
| IX | The Leadership Agenda Seminar Series | .174 |
| X | Other Outreach Activities of The Center for Leadership Development | .175 |
| XI | The Statewide Leadership Needs Assessment Survey | .177 |
| XII | Annual Report to Donors of the Nebraska LEAD Program, 1988-1989 | .178 |

DEPARTMENT OF AGRICULTURAL EDUCATION/CENTER FOR LEADERSHIP DEVELOPMENT
STRATEGIC PLAN FOR 1989-91
PROGRAM AREA: CENTER FOR LEADERSHIP DEVELOPMENT

Background Statement and Rationale: According to Naisbett and Aburdene (Reinventing the Corporation, 1985) it will be the management of human resources rather than management of economic resources that will determine the margin of success for organizations in the future. In addition, the recently (1988) published report from Stanford Research Institute (SRI) International, called "New Seeds for Nebraska," indicated that skilled and adaptable human resources are a major area where action is needed to give Nebraska the competitive advantage in tomorrow's economy. The report encouraged the University of Nebraska to be more proactive in developing the human resource capital available in the state. The Center for Leadership Development is a multidisciplinary effort and is designed to meet these futuristic goals.

Program Goal: To enhance leadership and human resource development across Nebraska in accordance with priority needs identified in "Directions for the Future, A Strategic Plan for IANR."

Statement of Action: The primary purpose of the Center is to provide and encourage educational programs in leadership/human resource development for all Nebraskans. This will be accomplished through workshops and seminars for business, industry and other organizations, in cooperation with other colleges and leadership programs (i.e., LEAD, Leadership Omaha, etc.). Specifically, program objectives will include:

1. Continue delivery of a quality Nebraska LEAD program for a total of sixty participants. The 1989-90 program will include 13 three-day In-State Seminars, one ten-day U. S. Study/Travel Seminar, and one three-week International Study/Travel Seminar.
2. Target the non-profit, education and youth clientele for priority program development effort in 1989-90. It is anticipated that two major programs will be conducted monthly, each serving an average of thirty clients (720 persons).
3. While developing a Corporate program thrust, CLD staff will conduct leadership and human resource management workshops and seminars for business and industry in 1989-90. Approximately six corporate programs, averaging twenty persons per program will be planned. Total corporate clientele being served should double in 1990-91.
4. Establish an instructional materials resource center by developing and acquiring leadership/human resource development instructional materials for use with credit and non-credit college courses and programs for individuals, organizations and businesses/agencies which could benefit from such materials.

Primary Contact Person: Department Head/Center Director (Blezek) with an Associate Director (Miller) who possesses considerable expertise in corporate human resource/leadership development to cultivate that market and coordinate the operations of the Center for Leadership Development.

Linkages: The Center for Leadership Development has the potential of developing strong linkages with many other department and colleges. A number have been identified in previous proposals.

Time Frame: July 1, 1989 and continuous through June 30, 1991.

Resources Needed: To meet the first year needs, funding for 3.0 FTE will be by reallocation and/or will be generated from external grants. The greatest immediate need from IANR will be the one FTE in the form of an Associate Director who will assist and be a key individual for the future success at the Center. Part of the Associate Director's salary may be realized from current salary savings from within the Department. Additional dollars will be allocated by IANR, according to the Center proposal, in the amounts of \$20,000 in the third year, and \$35,000 in the fourth year of operation. An estimated \$250,000 from grant dollars and user fees will be needed to provide for expansion to 5 FTE plus operating cost by 1991.

BACKGROUND

Considerable planning on the part of a broad based representation of both campus and statewide leaders led to the establishment of the "Center for Leadership Development" at the University of Nebraska which was formally recognized and approved by the University of Nebraska Board of Regents at their February 1989 meeting. The purpose of the Center is to provide leadership and human resource development programs, resources and other activities for citizens of Nebraska and beyond.

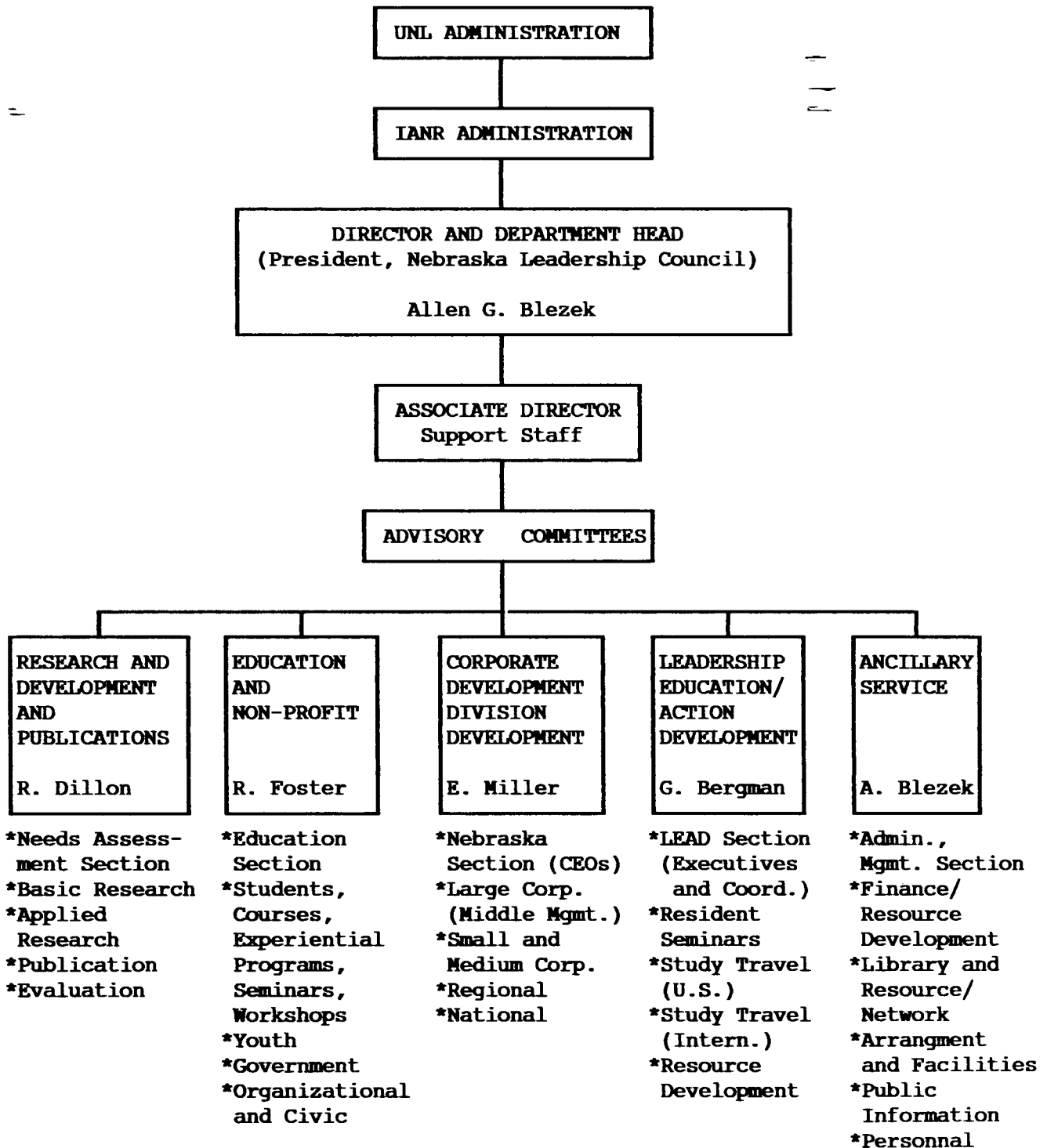
The need for a Center for leadership and human resource development was the topic of much interest and discussion within the State of Nebraska and the University of Nebraska community in the mid 1980's. As a result of this growing interest, in November 1989 fifty persons representing various leadership organizations from across Nebraska gathered at a meeting sponsored by the Nebraska Leadership Council and hosted by the President of the University of Nebraska. The purpose of this meeting was to discuss individual program initiatives and examine the need for a leadership center, with the possibility of ultimately establishing such a Center within the University of Nebraska. Numerous other meetings were then held to explore in greater depth the possibility of a leadership and human resource development center in Nebraska. A steering committee comprised of both campus and non-campus representatives of a wide-range of leadership organizations unanimously endorsed and urged the development of the "Center for Leadership Development." Additionally, the W. K. Kellogg Foundation and others expressed significant interest in the development of such a Center and suggested that it could become a national model for other states to follow.

In past years, much attention had been given to economic development and increased production using Nebraska's natural resources, while much less attention had been given to the development of Nebraska's leadership and human resource capital. Yet chances were, and continue to be, very high that nearly everyone in Nebraska will be called upon at one time or another to lead, to set a course of action for others to follow. Of course, leadership may take many forms: as a parent, a member of a student organization, a school board member, a farm commodity board member, a government agency official, a businessman, a volunteer, or a leader in a community.

Many programs had been established to organize and conduct activities in the area of leadership and human resource development, with little attention given to cooperation or coordination. The Department of Agricultural Education of the University of Nebraska-Lincoln had been involved in such efforts since 1917 with the passage of the Smith-Hughes Act by the Congress of the United States. A more recent pioneer in the area, and perhaps one of the most outstanding, had been the Nebraska Leadership Education/Action Development (LEAD) Program initiated in 1980. The Nebraska Leadership Council operated the Nebraska LEAD Program in cooperation with the Institute of Agriculture and Natural Resources and the Department of Agricultural Education.

The efforts and activities of the Center for Leadership Development are described on the following pages. An organizational chart (Table 6.1) clarifies the programs of the Center and persons who have the primary responsibility for each programming area.

TABLE 6.1
Organizational Chart for
The Center for Leadership Development, 1989



MISSION STATEMENT OF THE CENTER FOR LEADERSHIP DEVELOPMENT

The mission of the Center for Leadership Development is to work in unison with educational institutions, governmental agencies, business organizations, and private citizens for the attainment of personal development and leadership skills.

Just as the land grant mission of the University of Nebraska is to serve the people of Nebraska through a comprehensive program of teaching, service and research and development activities, the Center for Leadership Development conducts, assists, or promotes programs that lead to excellence in these areas.

The research and development function within the Center strives to discover new information about the nature and application of leadership principles, as well as applying previously discovered information to new situations.

The teaching function within the Center strives to enhance effective leadership education to all clientele groups who may need and benefit from enhanced leadership and interpersonal instruction. This function may be offered either on campus or off campus and may be offered with or without university credit at the undergraduate or graduate levels.

The service function within the Center strives to facilitate the leadership development of Nebraska clientele groups through the networking of various leadership organizations throughout the state and beyond. The Center maintains an accurate and up-to-date registry of resource persons recognized for their expertise in leadership and interpersonal development education, develops a variety of seminars and conferences unique to clientele groups served and delivers these programs throughout the State of Nebraska on a regular basis, conducts leadership activities for directors of leadership programs within Nebraska, assists them with their challenges, and assesses the needs of Nebraskans on a continual basis to identify specific needs. Appendix I is a general promotional brochure for the Center, outlining its mission and objectives.

RELATIONSHIP OF THE DEPARTMENT OF AGRICULTURAL EDUCATION AND THE CENTER FOR LEADERSHIP DEVELOPMENT

The Center for Leadership Development is administered and operated as a separate administrative unit with its own director. At present, the Department Head serves as the Director of the Center. The Center staff is comprised of a full-time Associate Director, primarily funded by grant dollars, and faculty within the Department of Agricultural Education. Staff from the Department are assigned a portion of their duties to the Center. Additional University of Nebraska staff and outside consultants assist with the many activities of the Center. Table 6.2 contains the current redirected staff assignments from within the Department of Agricultural Education.

TABLE 6.2

1989-90 Center for Leadership Development
Staff Assignments

| STAFF | FALL | | SPRING | |
|--|--|---|--|--|
| | CLASSES | PROJECTS | CLASSES | PROJECTS |
| BARREIT T. .75 R. .25 Ldshp Ctr.10 | 805A (3) | Master Tchrs .20 FIFSE .25 | 302(new 3) 202 (3) | Master Tchrs .20 FIFSE .25 |
| BELL T. 1.00 Ldshp Ctr .10 | 134/1346 (3) 405 (5) | Recruitment .25 NUPAGE .10 | 305(new 2) 102 (3) | Recruitment .25 NUPAGE .10 |
| BERGHAN Ldshp Ctr.10 | LEAD | LEAD Project .25 | LEAD | LEAD Project .25 |
| BIEZEK Leadership Center .20 | Professional Seminar (1) | Sole Source .03 Fin Mgt .03 Center Ldshp Develop. .15 Resource Ctr. .20 Literacy .03 U.S. West --- Kellogg --- | | Sole Source .03 Fin Mgt .03 Center Ldshp Develop. .15 Resource Ctr .20 Literacy .03 U.S. West --- Kellogg --- |
| DILLON Ldshp Ctr.20 T. .70 R. .30 | 431 (2) 845 (3) 901 (1) | Sec Schools Curriculum .21 | 431 (2) 812 (3) | Sec Schools Curriculum .21 |
| DOIXE T. .80 Ldshp Ctr.10 | 102 (3) 102 (3) 102 (3) 102 (3) 102 (3) 496/331-(102) | NUPAGE .02 | 102 (3) 102 (3) 102 (3) 102 (3) 102 (3) 496/331 | NUPAGE .02 |
| FOSTER Ldshp Ctr.20 T. .60 R. .40 | 406 (new)(3) 413 (new)(1) | Sole Source .10 Inserv Fin Mgt.10 Fin Mgt. .10 Kellogg .25 NUPAGE .02 | 292(new 2) 805 (3) | Sole Source .10 Inserv Fin Mgt.10 Fin Mgt. .10 Kellogg .25 NUPAGE .02 |
| GILBERTSON | | Literacy .08 | | Literacy .08 |
| HORNER E. .25 T. .60 R. .15 Ldshp Ctr.20 | 202 (3) 904 (3) | Model Dev Adult Ed .22 Enhance Adult Education .22 NUPAGE .20 | 233(new 2) 833 (3) | Model Dev Adult Ed .22 Enhance Adult Education .22 NUPAGE .20 |
| HUSHMANN | 202 (3) 804f (1 1/2) | Sole Source Coordinator .50 | 202 (3) 804f(1 1/2) | Contests Sole Source Cd.50 |
| McCASLIN | 313 (3) | ATA Advisor Fin Mgt Projects | 294(new 2) | ATA Advisor Fin Mgt Projects |
| MILLER | | Ldshp Project Ldshp Project | | Ldshp Project Ldshp Project |
| SILLETTO | | | 308 (3) | |

ADVISORY GROUPS

The Center is advised by a University Campus Steering Committee composed of persons from interested units from throughout the University System, the Nebraska Leadership Council, Inc. composed of persons in business and organizational leadership roles throughout Nebraska, and the Department of Agricultural Education Advisory Committee composed of a broad cross section of representatives with interests more closely associated with the interests of the Department. Appendix II shows how the Center relates to other units both within and beyond the University. Appendices III, IV, and V contain a listing of the broad-based interdisciplinary membership of the various advising/steering committee utilized by the Center.

COURSES OF INSTRUCTION IN LEADERSHIP

Undergraduate Program courses include Agricultural Education 102, 202, and 302 (proposed).

Agricultural Education 102, Interpersonal Skills for Agricultural Leadership (3 cr), is an introduction to the principles and practices of positive interpersonal relationships for agricultural students. Emphasis is placed on self-awareness, awareness of others, and the building of trust relationships as a basis for understanding and developing leadership. An experiential approach, including field projects, is utilized in testing and applying principles. Instructional methods include guest speakers, discussions, role playing, films, reference materials, supervised projects, and examinations.

Agricultural Education 202, Leadership Development for Agriculture (2 or 3 cr), is an introduction to leadership processes. Emphasis is placed on developing leadership skills for agriculture groups. Classes are discussion and action oriented to simulate real leadership situations.

Agricultural Education 302, Dynamics of Effective Leadership in Organizations (3 cr) (Proposed) is a course designed to provide an understanding of the dynamic interactions of technical skills, human resource management and effective leadership skills necessary in guiding organizations. Emphasis will be on experiential learning through both classroom and field activities that demonstrate effective organizational leadership traits.

A Graduate Program with emphasis in leadership and human resource development is available. Completion of this degree emphasis will provide opportunities for students to gain the basic academic background and experiences to provide interpersonal and leadership skill development to persons involved in formal and informal educational settings and in business and industry. This graduate program is multi-disciplinary in nature and contains experiential leadership and human resource development activities in a wide variety of settings.

Recommended graduate program requirements are stated in the following section.

**GRADUATE PROGRAM REQUIREMENTS WITH EMPHASIS
IN LEADERSHIP AND HUMAN RESOURCE DEVELOPMENT**

Description: Completion of this degree emphasis should allow the opportunities for students to gain the basic academic background and experiences to provide interpersonal and leadership skill development to persons involved in formal and non-formal educational settings and in business and industry. Students' graduate programs are multi-disciplinary and contain experiential Leadership/Human Resource Development activities in a variety of settings.

Required Coursework and Experiences:

- Ag Ed 802 - Leadership Education and Development (3 cr)
- Ag Ed 805 - Advanced Teaching Strategies (3 cr)
(May be substituted by SpComm 886 - 3 cr)
- Ag Ed 845 - Research Methodology in Agricultural Education (3 cr)
- Ag Ed 899 - MS Thesis Research (6 cr) or
- Ag Ed 996 - Non-Thesis MS Research (3 cr)

Total credits in required courses =====> 12-15 credits

Additional coursework needed to complete the program of study (30 credits for the Thesis Option and 36 credits for the Non-Thesis Option) may be taken from the following academic disciplines:

Additional Agricultural Education Courses:

- Ag Ed 806 - Adult and Continuing Education in Agriculture
- Ag Ed 812 - Instructional Materials Development
- Ag Ed 832 - Administration of Agricultural Agencies and Organizations
- Ag Ed 833 - Planning and Implementing Cooperative Extension Programs
- Ag Ed 890B- International Education and Agricultural Development
- Ag Ed 896 - Independent Study in Leadership/Human Resource Development
- Ag Ed 901 - Supervision and Administration of Vocational Education

Vocational and Adult Education (VAE):

- VAE 821 - Program Development and Evaluation in Adult Education
- VAE 822 - Instruction of the Adult Learner
- VAE 824 - Contemporary Programs in Adult Education
- VAE 860 - Human Resource Development in the Office
- VAE 864 - Administration of Adult Agencies
- VAE 883 - Issues in Training and Development
- VAE 981 - Seminar in Training and Development

Speech Communications (SpComm):

- SpComm 885 - Small Group Communications
- SpComm 886 - Organizational Communications

College of Business Administration - Management (MAN):

- MAN 861 - Advanced Personnel Administration
- MAN 914 - Management Theory
- MAN 916 - Organizational Behavior

Psychology (Psych):

- Psych 883 - Psychology of Social Behavior

Other appropriate coursework may be included in the Program Study with approval of the Chairperson of the student's supervisory committee.

Approved: 1-15-90

THE NEBRASKA LEAD PROGRAM

The nationally acclaimed Nebraska Leadership Education/Action Development (LEAD) Program has directly influenced the leadership ability of many persons in addition to their spouses, their communities, the state and the nation.

The Nebraska LEAD Program is an intensive two-year statewide agricultural leadership program that was established in 1980 to develop the leadership abilities of Nebraska's men and women agriculturists, age 25 to 40, so that they might better serve and benefit the industry of agriculture, Nebraska and its communities, both now and in the future.

The program is under the direct supervision of the Nebraska Leadership Council, Inc. Originally sponsored by Agriculture Builders of Nebraska, the program is supported today by Nebraska's leading individuals, businesses and industries, the University of Nebraska-Lincoln, and virtually all other public and private four year institutions of higher education in Nebraska.

The Nebraska LEAD Program is designed to speed up the leadership development process of individuals with proven leadership potential through increased knowledge and practical understanding of factors, affecting and influencing both urban and rural communities. It strives to strengthen and further develop problem solving, decision-making and communicating skills and abilities through adult leadership education that benefits communities, the public, agriculture, land and the environment. It also encourages practical applications of leadership skills and abilities necessary to promote productivity and growth of people.

Nebraska LEAD participants are men and women who have invested themselves in agriculture and build their lives in communities throughout Nebraska. While generally well educated and extremely productive within their chosen fields, these agriculturists have had limited opportunity to study and become knowledgeable and articulate in public affairs issues. Also, because of the nature of their work and geographical isolation, they have few opportunities to interact with other leaders beyond agriculture. With these circumstances, it is often difficult for such persons to develop essential leadership and communication abilities necessary to address today's complex problems. The LEAD Program was designed to meet these needs. Content essential to leadership development is delivered through resident seminars and study/travel experiences that include such topics as economics, government, human relations, communications, international trade, sociology, religion, education, labor, the arts, fiscal and monetary policy, business, industry and social-cultural understanding.

Appendix VI includes a brochure describing the Nebraska LEAD Program.

EXPERIENTIAL LEADERSHIP DEVELOPMENT (ExLD)

The Experiential Leadership Development (ExLD) is a leadership and interpersonal skill enhancement program offered primarily to undergraduate students in the College of Agriculture. It was developed in response to a concern by employers that college graduates were coming to them with technical ability but lacking in leadership and interpersonal skill development. The New Partnerships in Agriculture and Education (NUPAGE), a Kellogg-supported

curricular program in the College of Agriculture, provided funding for piloting ExLD from July 1, 1989 through June 30, 1990.

The involvement of students begins with a self-assessment of their leadership and interpersonal skills. Students and their academic adviser plan short and long term goals with assistance from the ExLD staff. The ExLD plan utilizes program components to work toward goal achievement. Program components include: academic coursework having leadership and interpersonal skills development; leadership seminars offered on campus that utilize expert presenters from both the University of Nebraska and the community; and practical application that includes organizational involvement, mentoring, shadowing, or interning work experience and volunteerism. Leadership and human resource development is validated and recorded on the student's narrative ExLD transcript.

Appendix VII contains more detailed information about ExLD Programs.

OFF-CAMPUS SEMINARS AND CONFERENCES

Based on an assessment of the leadership and human resource needs of both profit and non-profit organizations in the State of Nebraska, a series of four seminars have been developed and offered in seven locations throughout the State. The current series, entitled "The Leadership Agenda: Empowering for the Future," is available to those persons in leadership roles in any such organization, but with emphasis on those involved with cities, the state, county and federal governments, or schools, as well as leaders of clubs, churches, libraries, community groups, cultural organizations, and members of boards of directors.

Seminar one, "**The Leadership Challenge: Sharing the Vision**," focuses on the challenge in leadership roles today, the vision that is necessary to be an effective leader, different styles of leadership, communication and human relation skills, and managing individual differences.

Seminar two, "**Leading with Style**," focuses on a better understanding of an individual's leadership style, learning to appreciate the styles of others in one's organization, gaining a better understanding of strengths as a leader, discovering ways to reinforce and reward others, and learning the importance of modeling desired behavior.

Seminar three, "**Team Building: Leading With Commitment**," focuses on feedback as a team-building tool, exploring the importance of relationships and team performance, discovering ways to instill commitment to vision within the group, and increasing the organization's effectiveness through team building.

Seminar four, "**Leadership and Problem Solving Strategies**," focuses on assessing the controllable and uncontrollable factors in the organization, creating a strategy to solve a current problem, learning principles to introduce change and gain support for adopting changes in the organization, and designing implementation plans to arrive at solutions to problems.

Attached as Appendix VIII is a brochure describing the Leadership Agenda Seminar Series.

OTHER ACTIVITIES

The Center for Leadership Development has been involved in many in-house programs designed to meet specific needs in organizational settings, such as goal setting, time management, motivation and team building. A listing of these programs and the organizations is attached as Appendix X. The Center continues to work with many different organizations, businesses, industries, state agencies, communities, and associations to assist in meeting the educational leadership and human resource development needs of individuals and groups.

The Center for Leadership Development has developed and conducted surveys designed to determine needs for both profit and non-profit organizations in the State of Nebraska. This information is available as additional activities are planned to best meet the unique needs of the clientele served. Attached as Appendix XI is a copy of the needs assessment survey instrument.

A Dedication of the Center for Leadership Development is planned for the Spring 1990 for the purpose of identifying our Center purposes with the many clientele we serve, as well as to share the valuable programming activities.

SUMMARY OF GRANTS 1984-89

Grants are a major support for the operation of the Center for Leadership Development. The following outlines grants received from 1984-89:

1984-85

"An assessment of Professionalism and Leadership of Nebraska Vocational Agricultural Educators," Blezek (amount not available).

"An Appraisal of Innovative Approaches to Leadership Education/Action for Rural Community Resource Development," Horner (amount not available).

"A Preference Profile of Agricultural Leaders in Nebraska," Barrett and Horner (amount not available).

"Agricultural Leadership Development Program," Blezek (\$65,000).

1985-86

"The Nebraska LEAD Program," Blezek (\$147,500).

1986-87

"A Program of Agricultural Leadership Development for Adults in Nebraska," Blezek (\$180,000).

1987-88

"Development, Implementation and Delivery of Program of Agriculture Leadership," Blezek (\$30,474).

"A Program of Agricultural Leadership Development for Adults in Nebraska," Blezek (\$32,819).

"The Nebraska LEAD Program," Blezek and Bergman (\$35,000).

1988-89

"A Program of Agricultural Leadership for Changing Needs of Adults in Nebraska," Bergman (\$30,571).

"The Nebraska LEAD Program," Blezek and Bergman (\$82,500).

"Development of the Teacher Education Component of the Nebraska Institute (Center) for Leadership Development," Blezek (\$28,632).

"A Feasibility and Planning Project for the Establishment of the Nebraska Institute for Leadership Development," Blezek (\$29,250).

1989-90

"Establishing a Resource Center for Leadership and Human Resource Development Materials With a Computerized Retrieval System," Blezek and Miller (\$17,934).

"Leadership Development for Directors of Leadership Education Programs in Nebraska," Blezek (\$18,633).

"Strengthening Human Resources for Nebraska," Bergman (\$18,734).

"Project for Implementation of the Center for Leadership Development," Blezek (\$31,250).

"The Nebraska LEAD Program," Bergman (\$50,000).

"A Model Experiential Leadership Development Program, College of Agriculture," Horner, Bell, Dodge, and Foster (\$15,670).

The Nebraska Leadership Council Annual Report to Donors is attached as Appendix XII to share additional funding for the Nebraska LEAD Program.

APPENDIX I

**General Brochure for
The Center for Leadership Development**

CENTER FOR LEADERSHIP DEVELOPMENT



University of Nebraska-Lincoln
Institute of Agriculture and Natural Resources



UN University of
Nebraska
Lincoln

Institute of Agriculture and Natural Resources
Center for Leadership Development

Office of the Director
300 Agricultural Hall
Lincoln, NE 68583-0709
Phone (402) 472-2809



Dear Friends:

Let me take this special opportunity to welcome you to one of the newest Centers on the University of Nebraska campus, that of the Center For Leadership Development.

As you might well imagine, this Center isn't an ordinary Center in that it deals with people and the development of their potential in the area of leadership and human resource development. The Center is open to all who might benefit from it's services whether they be individuals or a group of individuals, organizations, businesses, industry, boards of directors, or others, both profit and non-profit in nature.

Operated through the University, the Center actively seeks advice and council from both a board of directors and through an internal advisory/steering committee as well as through it's own staff. Services including workshops, seminars, and institutes are provided not only directly through the Center, but in cooperation with leadership/human resource development. When fully operational, the Center will also be able to provide assistance to other leadership organizations and efforts throughout the state through inservice for staff personnel, through assistance in programming, through instructional materials and research efforts and through sharing of personnel and expertise.

I invite you to let us know of your needs. Our services are made available not only here on campus but on site at your location.

We look forward to not only hearing from you but serving you in the near future. On behalf of the Center, I remain

Respectfully

Allen G. Blezek
Director

University of Nebraska—Lincoln

University of Nebraska at Omaha

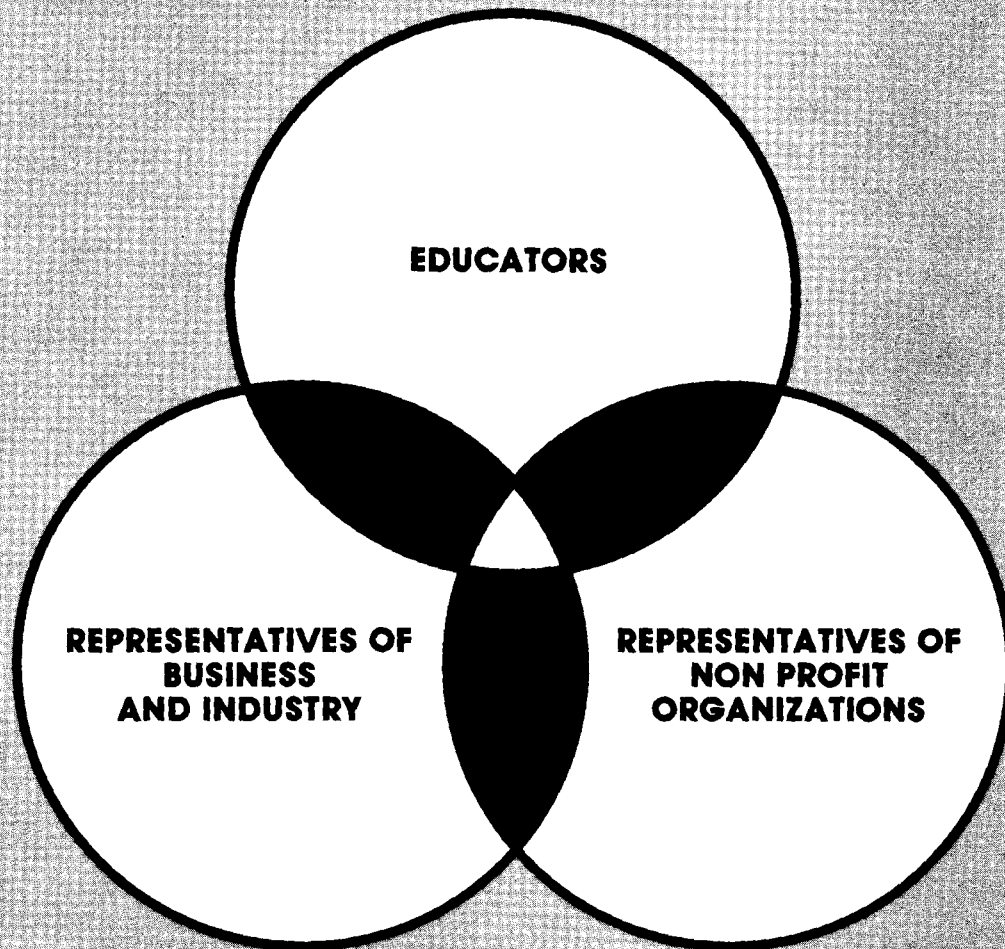
University of Nebraska Medical Center

OBJECTIVES FOR THE CENTER FOR LEADERSHIP DEVELOPMENT

- Coordinate and provide resource persons and other services to assist with the leadership education and human resource development needs of individuals, businesses, and industries directly, as well as through existing and proposed programs.
- Develop and conduct workshops and seminars for business and industry in cooperation with existing organizations.
- Provide short and long term, general and specialized workshops/seminars and programs on Leadership/human resource development for individuals, organizations, and businesses desiring and able to benefit from such education.
- Explore the possibilities of establishing a program parallel to the "Nebraska Leadership Education/Action Development" (LEAD) Program.
- Explore the need for the possibility of inflating additional credit courses on-campus and at field sites, as well as experiential leadership programs in the area of leadership/human resource development.
- Expand research efforts in leadership and human resource development, learning styles, instructional delivery systems and techniques.
- Establish a resource center to contain leadership and human resource instructional materials for individuals, organizations, businesses/industries, and other agencies.
- Develop instructional materials on leadership and human resource development for use with college credit courses and noncredit educational programs.

CLIENTELE AND PROGRAMS

CLIENTELE SERVED BY THE CENTER



LEADERSHIP PROGRAMS

- Workshops and Seminars
- Research and Development
- Grants and Contracts
- Publications
- Symposiums and Conferences
- Inservice Education Programs
- Leadership Course Work
- Promotion and Public Relations
- Visiting Scholar Program
- Youth Leadership Development
- LEAD Program
- Leadership Information Library
- Leadership Consultant Registry
- Curriculum and Instructional Materials Development

CENTER FOR LEADERSHIP DEVELOPMENT MISSION STATEMENT

The mission of the Center for Leadership Development is to work in unison with educational institutions, governmental agencies, business organizations, and private citizens for the attainment of personal development and leadership skills needed by the people of Nebraska.

Just as the Land Grant mission of the University of Nebraska is to serve the people of Nebraska through a comprehensive program of teaching, service and research and development activities, the Center for Leadership Development conducts programs that lead to excellence in these areas.

The research and development function within the Center strives to discover new information about the nature and application of leadership principles, as well as apply previously discovered information to new situations.

The teaching function within the Center strives to provide effective leadership education to all clientele groups who may need and/or benefit from enhanced leadership and interpersonal instruction.

The service function within the Center strives to facilitate the leadership enhancement of Nebraska clientele groups through the networking of various leadership organizations throughout the state and nation. The Center serves as a repository of leadership development education materials and maintains an accurate and up-to-date registry of resource persons recognized for their expertise in leadership and interpersonal development education.

EDUCATIONAL PROGRAM AREAS

LEADERSHIP BEHAVIOR

Using leadership/management styles in supervision
Using personality types in supervision
Motivating others
Modeling desired behavior
Developing assertiveness
Developing or internalizing responsibility

LEADER-FOLLOWER INTERACTION

Understanding the social interaction process
Building teamwork
Giving/receiving constructive feedback/criticism
Using effective supervision techniques

ORGANIZATIONAL LEADERSHIP

Project planning and management
Strategic planning
Setting goals
Taking risks
Promoting and using creativity
Promoting and using critical thinking
Managing time
Evaluating employee tasks
Conducting effective meetings

LEADERSHIP AND GROUP PERFORMANCE

Understanding group dynamics
Reinforcing and rewarding others
Leading a problem solving team

LEADERSHIP ROLES

Decision making
Building self confidence and self esteem
Applying ethics in leadership and business
Managing change
Working with volunteers

HUMAN RELATIONS SKILLS

Conflict resolution
Negotiating effectively
Building trust relationships
Managing stress for yourself & others

COMMUNICATION SKILLS TRAINING

Writing creatively
Writing reports
Instructing employees
Evaluating learners
Designing training modules
Promoting programs and activities
Using media in presentations
Using effective telephone techniques
Effective listening

Please put a check (✓) in the boxes for those topics which people in your business or organization could most benefit. Also, indicate the number of persons in your organization who could benefit from instruction in one or more of the topics listed in each group.

LEADERSHIP BEHAVIOR

Using leadership/management styles in supervision

- Using personality types in supervision
- Motivating others
- Modeling desired behavior
- Developing assertiveness
- Developing or internalizing responsibility

_____ # of persons benefiting

LEADER-FOLLOWER INTERACTION

- Understanding the social interaction process
- Building teamwork
- Giving/receiving constructive feedback/criticism
- Using effective supervision techniques

_____ # of persons benefiting

ORGANIZATIONAL LEADERSHIP

- Project planning and management
- Strategic planning
- Setting goals
- Taking risks
- Promoting and using creativity
- Promoting and using critical thinking
- Managing time
- Evaluating employee tasks
- Conducting effective meetings

_____ # of persons benefiting

OTHER TOPICS:

1. Name of Business or Organization _____
2. _____
Name & Title of Person Responding
3. Does your organization have an employee training and development program?
(Check one: _____)
Yes No
4. How many employees in your organization are stationed in Nebraska? _____

LEADERSHIP AND GROUP PERFORMANCE

- Understanding group dynamics
- Reinforcing and rewarding others
- Leading a problem solving team

_____ # of persons benefiting

LEADERSHIP ROLES

- Decision making
- Building self confidence and self esteem
- Applying ethics in leadership and business
- Managing change
- Working with volunteers

_____ # of persons benefiting

HUMAN RELATIONS SKILLS

- Conflict resolution
- Negotiating effectively
- Building trust relationships
- Managing stress for yourself & others

_____ # of persons benefiting

COMMUNICATION SKILLS TRAINING

- Writing creatively
- Writing reports
- Instructing employees
- Evaluating learners
- Designing training modules
- Promoting programs and activities
- Using media in presentations
- Using effective telephone techniques
- Effective listening

_____ # of persons benefiting

The University of Nebraska Institute of Agriculture and Natural Resources is an equal opportunity employer authorized to provide research, educational information and other services only to individuals and institutions that function without regard to race, color, sex, national origin or handicap.

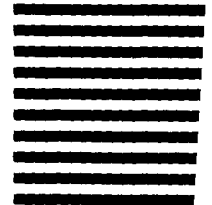
PLEASE FOLD HERE



Center for Leadership Development



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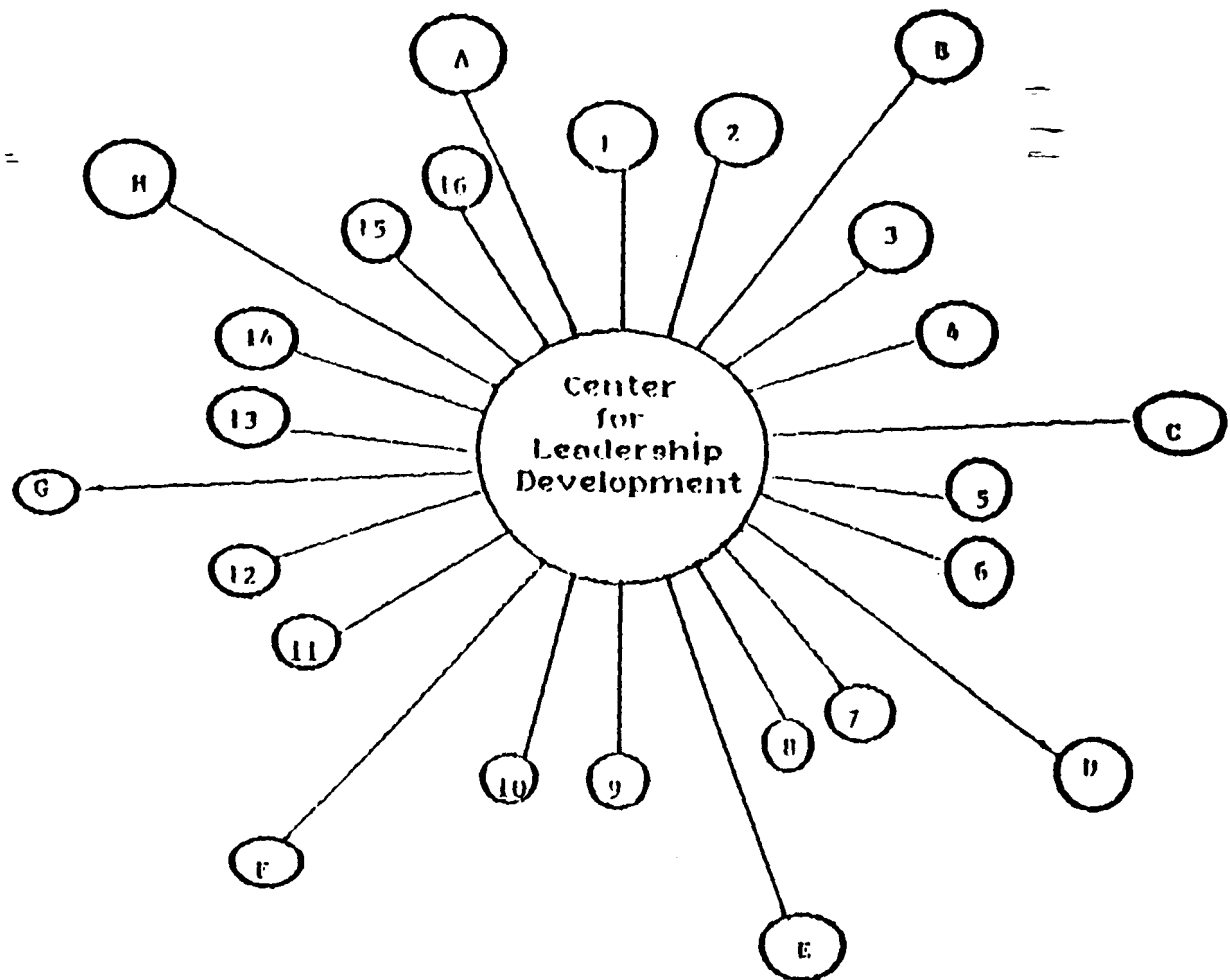
**CENTER FOR LEADERSHIP DEVELOPMENT
300 AH - EAST CAMPUS 0709
UNIVERSITY OF NEBRASKA-LINCOLN
LINCOLN, NEBRASKA 68501-9988**



APPENDIX II

Relationship of The Center for Leadership Development
to Colleges, Divisions, Centers and Entities

Relationship of the Center for Leadership Development to Colleges, Divisions, Centers and Entities



University Related

1. Campus Activities and Programs Office
2. College of Agriculture
3. College of Business Administration
4. Center for Continuing Education
5. Teachers College
6. Cooperative Extension Service
7. University of Nebraska-Omaha
8. Human Resources Foundation
9. College of Arts and Sciences
10. Student Organizations
11. Faculty Development
12. Various Centers or Institutes
13. Campus Steering Committee

Beyond the University

1. Department of Economic Development
2. Department of Agriculture
3. Business and Industry
4. Other colleges and universities
5. Community and civic organizations
6. Educational Agencies
7. Boards and committees
8. Youth and student organizations
9. Leadership Omaha, etc.

APPENDIX III

Center for Leadership Development

Campus Steering Committee

1989-90

APPENDIX III

CENTER FOR LEADERSHIP DEVELOPMENT

CAMPUS STEERING COMMITTEE

Galen Dodge
Human Resources Foundation
7F Basement, 501 Building
City Campus 0205

Dean Robert Simerly
Division of Continuing Studies
340 Nebraska Center for Continuing
Education
East Campus 0900

Birdie Holder
Vocational and Adult Education
513B Nebraska Hall
City Campus 0515

Gordon Scholz
Architecture, Community and
Regional Planning
302 Architecture Hall
City Campus 0105

B. J. Reed
Public Administration
Annex 27
University of Nebraska-Omaha

Sandy Stockall
Cooperative Extension Service
South Central Research and
Extension Center
PO Box 66
Clay Center, NE 68933

Dan Wheeler
IANR
313C Agricultural Hall
East Campus 0701

John Creswell
Educational Administration
1208 Seton Hall
City Campus 0638

Sara Boatman
Campus Activities and Programs
200 Nebraska Union
City Campus 0453

Larry Swain
Cooperative Extension
208 Filley Hall
East Campus 0922

Sam Cordes
Agricultural Economics
217 Filley Hall
East Campus 0922

Ted Hartung
Associate Vice Chancellor
202 Agricultural Hall
East Campus 0708

APPENDIX IV

The Nebraska Leadership Council, Inc.

Board of Directors 1989-90

APPENDIX IV
THE NEBRASKA LEADERSHIP COUNCIL, INC.
BOARD OF DIRECTORS 1989-90

Ken Anderson
Communications Director
NC+ Hybrids
3820 North 56th Street
PO Box 4408
Lincoln, NE 68504
Phone: 402/467-2517

Dr. Ted Hartung
Associate Vice Chancellor
Institute of Agriculture
and Natural Resources
202 Agricultural Hall
Lincoln, NE 68583-0708
Phone: 402/472-2871

John Neuberger, Director
NE State ASCS Office
PO Box 82708
Lincoln, NE 68501
Phone: 402/437-5581

Tom Baker
Route 2
Trenton, NE 69044
Phone: 308/334-5403

Travis Hiner
Hiner Foundation
1214 Meadow Lark
Scottsbluff, NE 69361
Phone: 308/632-3401

Dennis Nunn, President
Heartland Conklin
PO Box 6664
Lincoln, NE 68506
Phone: 402/423-1261

Sherman Berg, (Chairman)
Director of Agricultural
Activities
AK-SAR-BEN
63rd & Shirley Streets
Omaha, NE 68106
Phone: 402/556-2305

John Kreuzer, E.V.Pres.
First State Bank
914 Lake Street, Box 79
Gothenburg, NE 69138
Phone: 308/537-3328

Kent Popken, Director
Public Affairs
U.S. West Communications
635 S. 14th, Suite 110
Lincoln, NE 68508
Phone: 402/474-4481

Dr. Allen Blezek (Pres.)
Head, Ag Education
300 Agricultural Hall
Lincoln, NE 68583-0709
Phone: 402/472-2807

Dick LeBlanc (Vice-Chair)
Executive Director
Educational Lands & Funds
555 N. Cotner Blvd.
Lincoln, NE 68505
Phone: 402/471-2014

Charles Schroeder
Vice President
University Foundation
1111 Lincoln Mall, Ste. 200
Lincoln, NE 68508
Phone: 402/472-2151

Kathy Boellstorff
RR1, Box 32
Johnson, NE 68378
Phone: 402/868-6075

Bob LeDioyt (Secretary)
Executive Vice President
LeDioyt Land Company
1001 Farnam On The Mall
Omaha, NE 68102
Phone: 402/345-3800

Elaine Stuhr
RR 1, Box 224
Bradshaw, NE 68913
Phone: 402/736-4427

Duane Fischer
President
Scoular Grain Company
9110 W. Dodge Road
Omaha, NE 68114
Phone: 402/390-3030

Ken Madden
Area Sales Manager
Pioneer Hi-Bred Intern.
210 Gateway North
Lincoln, NE 68505
Phone: 402/467-5458

Senator Roger Wehrbein
District #2
RR2, Box 90
Plattsmouth, NE 68048
Phone: 402/298-8209

Dr. Roy Frederick
Agricultural Economics
217 Filley Hall
University of NE-Lincoln
Lincoln, NE 68583-0922
Phone: 402/472-3401

Bryce Neidig, President
Nebraska Farm Bureau
RR 2, Box 88
Madison, NE 68748
Phone: 402/454-3468

APPENDIX V

Department of Agricultural Education

Advisory Council 1989-90

**APPENDIX V
DEPARTMENT OF AGRICULTURAL EDUCATION
ADVISORY COUNCIL
1989-90**

| NAME | REPRESENTING | ADDRESS |
|-----------------------|--|-------------------|
| Mr. Lloyd Bevans | Farmer and Turkey Producer | Waverly, NE |
| Mr. Roland Carter | Secondary Principal | Aurora, NE |
| Ms. Kris Chapman | Senior, Agricultural Education | North Bend, NE |
| Mr. Gary Hall | County Extension Agent | Weeping Water, NE |
| Mr. Paul Hay | County Extension Agent | Beatrice, NE |
| Mrs. Ellen Hellerich | Coordinator, NE 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, NE Corn Board | Lincoln, NE |
| Mr. Mike Jacobsen | Financial Officer National Bank of Commerce | Lincoln, NE |
| Mr. Francis Jorgensen | President, NE Vocational Agriculture Association and Agricultural Education Instructor (Secondary) | Cambridge, NE |
| Mr. Ken Malone | Agricultural Education Instructor (Secondary) | Palmyra, NE |
| Mr. Bill Siminoe | Superintendent, University of Nebraska College of Technical Agriculture | Curtis, NE |
| Mr. Joe Toczek | Superintendent, Grand Island Northwest Schools | Grand Island, NE |
| Dr. Ted D. Ward | Head, State Supervisor Nebraska Department of Education, Agricultural Education | Lincoln, NE |
| Senator Jerome Warner | State Senator/Farmer | Waverly, NE |
| Mr. Gene Wissenburg | Agricultural Education Instructor (Secondary) | Newman Grove, NE |

APPENDIX VI
A Brochure Describing
The Nebraska LEAD Program

Name _____
Address _____
City, State _____ ZIP _____

SEMINAR SCHEDULE

YEAR 1

- October Potentiality Enhancement
- November Leadership Through Communication
- December Issues of the '90s
- January The American Free Enterprise System—Energy Alternatives
- February Political Processes
- Feb/Mch U.S. Study Travel Seminar (Various Topics)
- March Urban-Agricultural Interrelations
- April Panhandle Agriculture—The Land and The People

YEAR 2

- September Natural Resources, Personality Styles
- November Comparative Economic Systems, Foreign Policy Affecting Agriculture
- December Comparative Cultural, Educational, Political, Judicial, & Religious Systems
- December International Awareness, Defending Our Nation, Health Care and Its Impact
- January Study Travel Seminar (Various Topics)
- February Agricultural Financing, Pricing & Marketing
- March Final Seminar, Looking Ahead



Leadership Education/Action Development

DEVELOPING LEADERS FOR AGRICULTURE AND AGRIBUSINESS

A two-year program offering intensive study and travel for future leaders in Agriculture.

Take the lead!

Executive Director
Nebraska Leadership Council
302 Agricultural Hall
University of Nebraska-Lincoln
Lincoln, Nebraska 68583-0709
(402) 472-6810

THE NEBRASKA LEADERSHIP COUNCIL, INC.
Phone (402) 472-6810 • 302 Agricultural Hall
University of Nebraska — Lincoln, Nebraska 68583-0709

Executive Director
Nebraska LEAD Program
302 Agricultural Hall
University of Nebraska-Lincoln
Lincoln, Nebraska 68583-0709

Nebraska's largest industry, agriculture, plays a profound and overriding role in every phase of Nebraska life. Thus, the development of agricultural leaders as effective spokespersons is one of our greatest keys to progress. Ensuring that leadership cannot be left solely to chance, it calls for a solid program to develop leadership on an on-going basis. It calls for a practical program. That program is LEAD. Leadership Education/Action Development.

HOW CAN YOU BE A PART OF THIS PROGRAM?

If you are an agriculturist between the preferred ages of 25 and 40 and committed to Nebraska agriculture in its relationship to local, national, and international issues, you can apply for a two-year fellowship beginning in the fall. The value of each fellowship is \$10,000.

WHAT ARE THE PROGRAM OBJECTIVES?

The Nebraska LEAD Program is designed to increase knowledge and understanding of economics and social changes affecting agriculture and rural areas. The program provides an opportunity to develop knowledge of organizational decision-making processes and the role of political institutions. It will help you develop a greater sensitivity to the needs of all society. It will encourage and facilitate practical application of leadership skills in order to represent agriculture at all levels.

WHO IS ELIGIBLE?

The program is for individuals with proven leadership potential who have a strong commitment to becoming spokespersons for Nebraska agriculture. Preference will be given to applicants between 25 and 40 years of age who are residents of the state of Nebraska.

WHEN WILL THE PROGRAM BEGIN?

The next session, limited to a maximum of 30 persons, will be organized in the fall. After receiving applications, a screening committee will consider each candidate and personal interviews may be required. It is anticipated that each year of the program will involve approximately 30 days of programming in residence, plus travel time to the site of seminars. The seminars will usually be in three-day segments.

In addition, two study travel seminars will be part of the two-year program. One of these will be international and the other will be held in the continental United States.

YOU WILL SHARPEN YOUR LEADERSHIP AND COMMUNICATION SKILLS

If you participate in this program, you will develop a higher level of confidence in achieving your potential for leadership. You will develop in-depth knowledge in public affairs, government, monetary and fiscal matters, environmental concerns, domestic and international trade and foreign relations. Since the program is limited to a maximum of 30 Fellows, you will find yourself in a closely knit group of highly motivated associates.

WHAT ARE THE COSTS INVOLVED?

The Nebraska Leadership Council estimates the total cost of the program in excess of \$10,000 per participant. This cost is shared by participants and private donors. The \$10,000 figure includes travel and subsistence costs for seminars and national and international study travel seminars. Each participant will be asked to contribute \$800 per year, due by September 1 of each year, from his or her own funds and/or funds collected or solicited on participants behalf from his or her respective agricultural community. Participants will be responsible for costs involved in travel to and from seminars. Participants must also consider the costs related to being away from home and business for the 90 days involved in the program.

WHO ARE THE SPONSORS?

The program is under the direction of the Nebraska Leadership Council, Inc., sponsored by Agriculture Builders of Nebraska and supported by Nebraska's leading individuals, businesses and industries, the Institute of Agriculture and Natural Resources, University of Nebraska and other institutions of higher education, both public and private.

WHAT ARE THE REQUIREMENTS FOR PARTICIPATION?

- Fellows are expected to continue for the full two-year program. (Spouses will be invited to participate in some seminars.)
- Fellows are expected to demonstrate a satisfactory level of interest and participation.
- If you are self-employed, you must offer evidence that time away from your business for study travel seminars will not be a handicap. Those who are not self-employed must have the approval of their employers.

APPLICATION DEADLINE

Date _____

-detach here-

Please send me information on the Nebraska LEAD program, including an application. I understand that this request does not obligate me in any way.

Name _____

Street or Road _____

City _____

Phone _____

State _____

ZIP _____

APPENDIX VII

Guidelines For Involvement In The ExLD Program



Experiential

Leadership

Development

Program



Center for Leadership Development

jointly with

NUPAGE

There is nothing more crucial to the renewal of a social system than the effectiveness and capacity, the quality and vitality of the human beings flowing into the system. These are chiefly the young people coming out of our schools and colleges to take their place in the adult world. They will be the creators of the future.

John W. Gardner

Winston Churchill once spoke of that "special moment" when a person is figuratively tapped on the shoulder and offered the chance to do a very special thing, unique to him (or her) and fitted to that person's talent; what a tragedy if that moment finds him (or her) unprepared or unqualified for the work which would have been that person's finest hour.

PREPARE TODAY FOR YOUR
"SPECIAL MOMENT"

College of Agriculture
Institute of Agriculture
and Natural Resources
University of Nebraska-Lincoln

Center for Leadership Development

300 Agricultural Hall

472-2809



LEADERSHIP AND INTERPERSONAL SKILLS

LEADERSHIP is an important part of the educational experience at the University of Nebraska-Lincoln. Though it has not been specifically identified in the past, leadership is a vital component of everything that a student is involved in. Involvement in student organizations and in the community, mentoring and work experience can develop leadership activities.

To be an effective leader, a student must develop interpersonal skills such as speaking, listening, organizing and persuasion.

GOALS OF THE ExLD PROGRAM

- I. To introduce students to leadership opportunities on campus and in the community.
- II. To encourage the student and assist in planning to fully develop leadership and interpersonal skills.
- III. To provide Agriculture and Nebraska with competent and confident leaders.
- IV. To establish mentor-student relationships.
- V. To provide programs that encourage student leaders to explore contemporary issues.
- VI. To provide prospective employers an indication of graduates' leadership development.

EXPERIENTIAL LEADERSHIP DEVELOPMENT PROGRAM (ExLD)

The Experiential Leadership Development Program (ExLD) is a planned, structured approach to building and enhancing leadership and interpersonal skills of undergraduate students in the College of Agriculture.

FOUR STEPS OF ExLD PROGRAM

- I. Exposure to Opportunities
Orientation to ExLD by academic advisor, student goal setting, planning and implementation of plan.
- II. Personal Development
Self assessment of student strengths and selection of activities to supplement areas of less strength.
- III. Organizational Involvement, Leadership/Shadowing/Work
Participation in campus and community leadership and service opportunities.
- IV. Contemporary Issues, Work/Mentoring
Workshops and leadership modules made available through the Center for Leadership Development concerning contemporary issues. Involvement in student organizations, shadowing, mentoring, work experience.

Students are encouraged to utilize university and community activities to enhance their wholistic education. When the student graduates the ExLD transcript along with the academic transcript will present a more complete picture of the student's total educational development experience at UN-L.

ACTIVITIES OFFERED BY THE CENTER

In addition to activities that exist on the University of Nebraska-Lincoln campus and in the community, workshops, leadership modules, and forums will be sponsored by the Center for Leadership Development. Assistance establishing mentor relationships will be provided for upperclass students.

SERVICES OFFERED BY THE CENTER

The Center staff will record and accumulate all validated activities and experiences for the ExLD student. An ExLD transcript will be provided the student on request, to supplement his/her resume at the end of the student's undergraduate experience.

ExLD PARTICIPATION

Students of the College of Agriculture may participate in activities that the Center for Leadership Development provides. To register for the program, contact your academic advisor or the Center for Leadership Development, 300 Agriculture Hall, 472-2809.

APPENDIX VIII
Objectives For The
Statewide Conference
For Directors Of Leadership Programs

A STATEWIDE CONFERENCE OF DIRECTORS
AND OTHERS ASSOCIATED WITH LEADERSHIP
EDUCATION PROGRAMS IN NEBRASKA

Objectives

1. Provide an opportunity for directors of leadership education organizations in Nebraska to come together for three specialized inservice training seminars for leadership development.
2. Develop a network of individuals and organizations that are associated with leadership organizations in Nebraska.
3. Promote the development of Nebraska's human resources capital by providing a training program for directors associated with educational/leadership organization; who have contact with thousands of Nebraskans each year.
4. Establish an inservice training program for directors of leadership education programs/organizations in Nebraska to help them function more effectively in their respective programs through the sharing of experiences as well through presentations and discussions with well known national specialist in leadership development.
5. Provide directors of leadership programs in Nebraska an opportunity to gain in-state leadership development experiences.
6. Determine the feasibility of establishing an association for directors of leadership education organizations across Nebraska.

APPENDIX IX

The Leadership Agenda Seminar Series

THE LEADERSHIP AGENDA

Empowering For The Future

Coming to:

Chadron

Grand Island

Lincoln

Norfolk

North Platte

Omaha

Scottsbluff

Starting January, 1990



University of Nebraska-Lincoln
Institute of Agriculture and Natural Resources

"Leadership and learning are indispensable to each other."

John F. Kennedy

About The Seminars:

One of the real attributes of leaders, some people say, is that they are always learning, always developing and improving the skills they need to do the best job possible. Effective leaders acknowledge and actively seek ways to compensate for their weaknesses; some even are able to use their own deficiencies to broaden their organization's leadership base.

The four seminars that follow offer you the opportunity to explore a wide range of possibilities for and responsibilities of future leaders. You'll learn more about the people you work with, and ways to motivate them. You'll also learn more about yourself.

Although you can pick and choose among these four one-day seminars to devise a program best for you, when you attend all four, key benefits include learning to:

- motivate and develop personnel for greater responsibility and productivity;
- establish a climate fostering innovation and creativity;
- make better decisions and know when to involve others in those decisions;
- give feedback that results in positive behavior changes;
- achieve your objectives in a way that enables workers to satisfy their needs;
- use positive reinforcement to acknowledge good performance;
- listen more effectively to people's concerns;
- rekindle your enthusiasm for and commitment to your goals;
- build on your personal strengths to increase your enjoyment and level of support on the job;
- become more aware of your impact on others.

A bonus for those who complete all four (4) seminars is a Certificate of Completion and awarding of 2.5 Continuing Education Units (CEUs).

An additional bonus at each site is a noon luncheon speaker. A local leader will share his/her ideas and insights into, "*What Makes a Good Leader?*"

Who Should Attend:

Are you in a leadership role in such organizations as city, state, county and federal government, or schools? Are you a leader in a club, church, library, community group or cultural organization? Are you a member of a board of directors?

Do you hope that someday you will fill any one or several of these roles?

Do you want to improve your current leadership skills, and learn more about what it takes to be a successful leader?

If you answer yes to any of these questions, the seminars in this series are for you.

SEMINAR 1 - The Leadership Challenge: Sharing the Vision

Some leaders estimate they spend 90 percent of their time in meetings, or working one-on-one with workers. Communication is important to them because if they cannot communicate their ideas and enthusiasms to those they work with, they cannot inspire others to follow where they would lead.

Good leaders are great askers; they don't just dictate information, they seek it. They show respect for the opinions of others; they develop trust; they pay attention to what's told them.

This seminar focuses on the important communications skills vital to good leaders. During the day you'll learn to:

- develop — or enhance — listening skills;
- recognize how to best handle interpersonal relationships with personnel;
- obtain better performance from groups (including teams, task forces and committees) through better understanding of group process;
- become a better group leader;
- manage individual differences.

When, Where and Staff: (held 9 a.m.-4 p.m. at the following dates and locations)

| | | |
|---------------|--|-------------|
| Jan. 26, 1990 | Lincoln , University of Nebraska-Lincoln East Campus Union | Dr. Luthans |
| Jan. 31, 1990 | Chadron , Chadron State College, Kline Campus Center | Mr. Bauer |
| Feb. 1, 1990 | Scottsbluff , University of Nebraska Research & Extension Center | Mr. Bauer |
| Feb. 2, 1990 | North Platte , Mid-Plains Community College, McDonald-Belton Campus | Dr. Glaess |
| Feb. 9, 1990 | Norfolk , Northeast Community College , 801 East Benjamin | Dr. Glaess |
| Feb. 16, 1990 | Omaha , University of Nebraska at Omaha , Peter Kiewit Conference Center, 1313 Farnam-on-the-Mall | Dr. Luthans |
| Feb. 23, 1990 | Grand Island , Central Community College Campus, Hwy 34 and 281 | Dr. Glaess |

SEMINAR 2 - Leading With Style

Everyone has their own leadership style, and each style may be more suited to some situations than others. At times a group may need a leader who is out

there running way ahead of the crowd; at other times a leader who can reach consensus, who can help others buy into the idea, is vital.

When you know your own style, and the strengths and weaknesses of it, you better appreciate the style of others. It helps you recognize the strengths they bring to you when you work together.

You also can better learn to compensate for your weaknesses, to remove blind spots that might affect your effectiveness in working with others.

Successful leaders recognize and respect the skills and strengths of their co-workers. They are able to accept those they work with, and they themselves are able to work without the constant approval or recognition of others.

During the day in this seminar you'll:

- assess your leadership style, and learn to spot — and, hopefully, appreciate — the styles of others;
- gain a better understanding of your strengths as a leader;
- discover ways to reinforce and reward others — and yourself;
- discuss various personality types likely to be found in your organization, and ways to deal effectively with them;
- learn the importance of modeling desired behavior.

You will be asked to complete the Myers-Briggs Type Indicator (MBTI), a popular questionnaire in use today to determine style, two weeks in advance of this seminar. The MBTI doesn't take long to complete, and is a survey to show your style preference. There are no right or wrong answers.

When, Where and Staff: (held 9 a.m.-4 p.m. at the following dates and locations)

| | | |
|----------------|--|---------------------------|
| March 14, 1990 | Chadron , Chadron State College, Kline Campus Center | Dr. Horner |
| March 15, 1990 | Scottsbluff , University of Nebraska Panhandle Research & Extension Center | Dr. Horner |
| March 16, 1990 | North Platte , Mid-Plains Community College, McDonald-Belton Campus | Dr. Horner |
| March 22, 1990 | Lincoln , University of Nebraska-Lincoln, Nebraska Center For Continuing Education, 33rd & Holdrege | Dr. Barrett & Dr. Wheeler |
| March 23, 1990 | Omaha , University of Nebraska at Omaha, Peter Kiewit Conference Center, 1313 Farnam-on-the-Mall | Dr. Barrett & Dr. Wheeler |
| March 29, 1990 | Grand Island , Central Community College Campus, Hwy 34 and 281 | Dr. Barrett & Dr. Wheeler |
| March 30, 1990 | Norfolk , Northeast Community College, 801 East Benjamin | Dr. Barrett |

SEMINAR 3 - Team Building: Leading With Commitment

Each member of a team, each member of an organization, carries a whole lifetime of experiences and philosophies and ideas to work, and into meetings. Sometimes those experiences and philosophies and ideas mesh easily, and sometimes they do not.

A person doesn't need to attend too many meetings to realize that some people are better team players than others. The dynamics of groups can be fascinating to watch; they also can be frustrating if you're the leader trying to move the group down the road to further your organization's vision. Then the question becomes, how do you build an effective team?

That does not mean how do you build a team that is totally in harmony, because total harmony, while pleasant to some team members, may not be the best growing condition for your organization. It does mean, how do you encourage those attributes necessary to meet your goals? How do you identify what is happening in your group, and ways to make group members more effective?

This seminar on team building and team builders offers you the opportunity to:

- learn what is necessary to form a team, and make it grow;
- focus on feedback as a team building tool;
- explore the importance of relationships and team performance (Is there trust between your team members? What are the individual and group attitudes?);
- discover ways to instill enthusiasm, commitment, and cooperation in the group;
- identify barriers to intergroup cooperation;
- increase your organization's effectiveness through team building.

When, Where and Staff: (held 9 a.m.-4 p.m. at the following dates and locations)

| | | |
|----------------|---|-------------|
| April 10, 1990 | Chadron , Chadron State College, Kline Campus Center | Dr. Harding |
| April 11, 1990 | Scottsbluff , University of Nebraska Panhandle Research & Extension Center | Dr. Harding |
| April 12, 1990 | North Platte , Mid-Plains Community College, McDonald-Belton Campus | Dr. Harding |
| April 19, 1990 | Grand Island , Central Community College Campus, Hwy 34 and 281 | Dr. Harding |
| April 20, 1990 | Norfolk , Northeast Community College, 801 East Benjamin | Dr. Harding |
| April 27, 1990 | Omaha , University of Nebraska at Omaha, Peter Kiewit Conference Center, 1313 Farnam-on-the-Mall | Dr. Harding |
| May 4, 1990 | Lincoln , University of Nebraska-Lincoln, East Campus Union | Dr. Harding |

SEMINAR 4 - Leadership and Problem Solving Strategies

What often distinguishes a successful organization from one not so successful is not that the successful organization never experiences problems, but that those problems are met head on and dealt with as they arise. As a leader, you have important decisions to make to help those in your organization move ahead, to help them deal with the changes inevitable in their jobs, and to keep everyone heading toward a common goal.

Creativity in problem solving and flexibility in decision making are musts; yet sometimes creativity and flexibility seem hardest to come by when they are most needed.

This seminar focuses on major aspects of decision making, creative problem solving, and our changing environment. It offers techniques to help you:

- determine your present situation and style of problem solving;
- assess the "controllable" and "uncontrollable" factors in your organization;
- create a strategy to solve a situation or problem you currently work with;
- review the changing environments in organizations and agencies, and how change affects your leadership role;
- learn basic principles to introduce change and gain support for adopting changes in your organization;
- recognize strategies to reward and motivate others to accept changes and overcome resistance to change;
- design your own implementation plans to arrive at tentative solutions to problems.

When, Where and Staff: (held 9 a.m.-4 p.m. at the following dates and locations)

| | | |
|---------------|--|--------------------------|
| May 22, 1990 | Chadron , Chadron State College, Kline Campus Center | Dr. Bell & Dr. Foster |
| May 23, 1990 | Scottsbluff , University of Nebraska Panhandle Research & Extension Center | Dr. Bell & Dr. Foster |
| May 24, 1990 | North Platte , Mid-Plains Community College, McDonald-Belton Campus | Dr. Bell & Dr. Foster |
| June 1, 1990 | Norfolk , Northeast Community College, 801 East Benjamin | Dr. Bell & Dr. Foster |
| June 7, 1990 | Lincoln , University of Nebraska-Lincoln, Nebraska Center For Continuing Education, 33rd and Holdrege | Dr. Bell & Dr. Foster |
| June 8, 1990 | Omaha , University of Nebraska at Omaha, Peter Kiewit Conference Center, 1313 Farnam-on-the-Mall | Dr. Bell & Dr. Foster |
| June 15, 1990 | Grand Island , Central Community College Campus, Hwy 34 and 281 | Dr. Bell & Dr. Foster |

General Information:

Fees: Each individual seminar fee is \$75 per seminar (includes instructional materials, breaks, and lunch). The fee for registering for all four (4) seminars at the same time is \$250 (a savings of \$50!).

Refunds: You are guaranteed a full refund if a seminar is canceled for any reason. If you are unable to attend after you have registered, please contact the registration site as soon as possible. A full refund will be granted if your request is received before the day of the seminar. No refunds will be made on or after the day of the seminar. You may substitute an associate to participate in your place at any time before the seminar begins.

CEU: 2.5 Continuing Education Units may be awarded for those completing all four (4) seminars.

Certificate: A certificate will be awarded to you for the completion of all four (4) seminars.

Seminar Staff:

Leverne A. Barrett is an associate professor of Agricultural Education at the University of Nebraska-Lincoln, and has been with the university since 1980. Previously with Pennsylvania State University, Dr. Barrett has considerable experience conducting programs on the strengths of various personality types. Here he'll turn that experience to exploring the strengths of leaders.

Randy M. Bauer is founder and director of Leadership Training Associates in Denver, Colo. Over 60,000 people across the United States have attended his leadership, motivation and effective supervision seminars in the past 10 years.

Lloyd C. Bell is an assistant professor of Agricultural Education at the University of Nebraska-Lincoln, and has been with the university since 1979. Dr. Bell has considerable experience teaching and conducting seminars in problem solving, decision making, and organization management.

Allen G. Blezek is director of the Center For Leadership Development at the University of Nebraska-Lincoln. Through his teaching, presentations, consulting, organizational leadership, and participation at state, national, and international levels, Dr. Blezek is known for his work in leadership and human resource development.

Richard M. Foster is a professor of Agricultural Education at the University of Nebraska-Lincoln and has been with the university since 1983. Dr. Foster's areas of concentration are leadership development, dynamics of change and problem solving. He is a Kellogg National Fellow.

Herman L. Glaess is a professor of Education at Seward Concordia College, and has worked with the University of Nebraska-Lincoln for the past 20 years. Dr. Glaess has

conducted seminars for organizations and businesses for over five decades. He is a licensed Leader Effectiveness Training associate, a distinguished presenter for the Nebraska LEAD Program, and a master teacher.

Gene T. Harding is president of Training/Learning/Communications, a consulting firm. Dr. Harding spent 15 years as a professor and administrator with the University of Nebraska-Lincoln, working in innovative outreach programs. Dr. Harding has conducted numerous seminars on communications, team building, motivation, and leadership.

James T. Horner is a professor of Agricultural Education at the University of Nebraska-Lincoln. His distinguished career at the university has expanded over 30 years. Dr. Horner's areas of concentration are adult education, extension education, and understanding leadership styles.

Fred Luthans is a George Holmes University Distinguished Professor of Management at the University of Nebraska-Lincoln. Dr. Luthans is author or co-author of more than 20 books and 100 articles relating to leadership and management. He has conducted numerous seminars on leadership development.

Elmer H. Miller is associate director of the Center For Leadership Development at the University of Nebraska-Lincoln. Dr. Miller has developed leadership programs for the past 20 years for businesses, organizations, and state agencies.

Daniel W. Wheeler is coordinator of the Office of Professional and Organizational Development at the University of Nebraska-Lincoln. Dr. Wheeler is an experienced presenter in various aspects of leadership and human research development.

LEADERSHIP AGENDA REGISTRATION FORM

For the seminar(s) for which you are registering.

Please return entire page.

| Leadership Challenge | Leading With Style | Leading with Commitment | Leadership Problem Solving Strategies |
|----------------------|--------------------|-------------------------|---------------------------------------|
| ___ Jan 31 | ___ Mar 14 | ___ Apr 10 | ___ May 22 |
| ___ Feb 23 | ___ Mar 29 | ___ Apr 19 | ___ June 15 |
| ___ Jan 26 | ___ Mar 22 | ___ May 4 | ___ June 7 |
| ___ Feb 9 | ___ Mar 30 | ___ Apr 20 | ___ June 1 |
| ___ Feb 2 | ___ Mar 16 | ___ Apr 12 | ___ May 24 |
| ___ Feb 16 | ___ Mar 23 | ___ Apr 27 | ___ June 8 |
| ___ Feb 1 | ___ Mar 15 | ___ Apr 11 | ___ May 23 |

Complete the following information:

Payment of fees:

Name: _____

State: _____ Zip: _____

Each seminar above is \$75 each; however, if you register for all four (4) seminars at once, the total cost is \$250.

___ Seminar @ \$75 or all four (4) at \$250 _____.

Phone: () _____

Phone: () _____

Payment enclosed (make check payable to institution at the site you are registering).

Payment will be made the day of the seminar.

Turn your registration form to the institution where you are registering the seminar(s):

Lincoln to: Chadron State College
Center for Regional Serv.
Chadron, NE 69337

North Platte to: Mid-Plains Community College
McDonald-Belton Campus
RR4, Box 1
North Platte, NE 69101

Grand Island to: Central Community College
Community Ed. Office
Hwy 34 and 281
Grand Island, NE 68802

The University of Nebraska Institute of Agriculture and Natural Resources is an equal opportunity employer authorized to provide research, educational information and other services only to individuals and institutions that function without regard to race, color, sex, national origin or handicap.

Lincoln to: University of Nebraska- Lincoln
Center For Leadership Development
Rm 300, Ag Hall -- East Campus
Lincoln, NE 68583-0709

Omaha to: University of Nebraska at Omaha
Peter Kiewit Conference Center
1313 Farnam-On-The-Mall
Omaha, NE 68132-0335

Norfolk to: Northeast Community College
Community Services
801 East Benjamin
Norfolk, NE 68701

Scottsbluff to: University of Nebraska Learning Center
4502 Avenue "I"
Scottsbluff, NE 69361

Cooperating Agencies

Central Community College, Grand Island
Chadron State College, Chadron
Mid-Plains Community College, North Platte
Northeast Community College, Norfolk
University of Nebraska Learning Center, Scottsbluff
University of Nebraska Northeast Central Research and Extension Center, Concord
University of Nebraska Panhandle Research and Extension Center, Scottsbluff
University of Nebraska South Central Research and Extension Center, Clay Center
University of Nebraska West Central Research and Extension Center, North Platte
University of Nebraska-Lincoln Department of Management, Lincoln
University of Nebraska-Lincoln Division of Continuing Studies, Lincoln
University of Nebraska at Omaha College of Continuing Studies, Omaha

**Center for Leadership Development
Rm 300 Ag Hall
University of Nebraska-Lincoln
Lincoln, NE 68583-0709**

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APPENDIX X

**Other Outreach Activities of the
Center For Leadership Development**

OTHER OUTREACH ACTIVITIES OF THE CENTER FOR LEADERSHIP DEVELOPMENT

| <u>1989-90 DATES</u> | <u>ACTIVITIES/ORGANIZATIONS</u> |
|----------------------------|--|
| August 15-16 | Leadership Effectiveness Training/NPPD (Columbus, NE) |
| August 29-31 | Managerial Skills for Middle Managers/NDOL (Columbus, NE) |
| October 16- November 10 | Dealing with Upset Citizens and the Public/DCS (Texas and Oklahoma Sites) |
| October 18 | Time Management/Scottsbluff Learning Center (Scottsbluff, NE) |
| November 14-15 | Effective Negotiations and Partnership Selling/ Scottsbluff Learning Center (Scottsbluff, NE) |
| November 16 | Myers-Briggs/Scottsbluff Learning Center (Scottsbluff, NE) |
| November 29 | Managerial Skills for Middle Managers/NDOL (Lincoln, NE) |
| December 7 | Recruiting, Interviewing, and Selecting Employees/ Scottsbluff Learning Center (Scottsbluff, NE) |
| December 4 - January 12 | Dealing with Upset Citizens and the Public/DCS (California sites) |
| December 4-6 | Management Workshop/NDOL (Lincoln, NE) |
| January 10 | Managerial Skills for Middle Managers/NDOL (Lincoln, NE) |
| January 10 | Development Staff Retreat/UN Foundation (Lincoln, NE) |
| January 25 | Assertiveness Training for Women in Business/ Scottsbluff Learning Center (Scottsbluff, NE) |
| January 30 | Goals and Objectives Motivational Techniques/ State Department of Agriculture (Aurora, NE) |
| February 12-16 | Dealing with Upset Citizens and the Public/DCS (Louisiana and Georgia Sites) |

Use put a check (✓) in the boxes for those topics which people in your business or organization could most benefit. Also, indicate the number of persons in your organization who could benefit from instruction in one or more of the topics listed in each group.

LEADERSHIP BEHAVIOR

- Using leadership/management styles in supervision
- Using personality types in supervision
- Motivating others
- Modeling desired behavior
- Developing assertiveness
- Developing or internalizing responsibility

_____ # of persons benefiting

LEADER-FOLLOWER INTERACTION

- Understanding the social interaction process
- Building teamwork
- Giving/receiving constructive feedback/criticism
- Using effective supervision techniques

_____ # of persons benefiting

ORGANIZATIONAL LEADERSHIP

- Project planning and management
- Strategic planning
- Setting goals
- Taking risks
- Promoting and using creativity
- Promoting and using critical thinking
- Managing time
- Evaluating employee tasks
- Conducting effective meetings

_____ # of persons benefiting

OTHER TOPICS:

1. Name of Business or Organization _____

2. _____
Name & Title of Person Responding

3. Does your organization have an employee training and development program?

(Check one: _____
Yes No)

4. How many employees in your organization are stationed in Nebraska? _____

LEADERSHIP AND GROUP PERFORMANCE

- Understanding group dynamics
- Reinforcing and rewarding others
- Leading a problem solving team

_____ # of persons benefiting

LEADERSHIP ROLES

- Decision making
- Building self confidence and self esteem
- Applying ethics in leadership and business
- Managing change
- Working with volunteers

_____ # of persons benefiting

HUMAN RELATIONS SKILLS

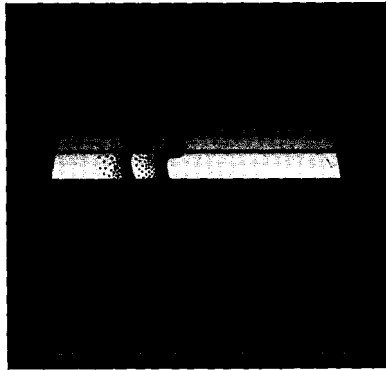
- Conflict resolution
- Negotiating effectively
- Building trust relationships
- Managing stress for yourself & others

_____ # of persons benefiting

COMMUNICATIONS SKILLS TRAINING

- Writing creatively
- Writing reports
- Instructing employees
- Evaluating learners
- Designing training modules
- Promoting programs and activities
- Using media in presentations
- Using effective telephone techniques
- Effective listening

_____ # of persons benefiting



**300 AH - East Campus
University of Nebraska-Lincoln
Lincoln, Nebraska 68583-0709**

Center for Leadership Development

Dear Friends:

Recently the "Center for Leadership Development" was established at the University of Nebraska-Lincoln. The primary objective of the Center is to provide and encourage educational programs in leadership and human resource development for individuals, profit or non-profit organizations, and businesses.

The purpose of this letter is to request your assistance in assessing the leadership and human resource development needs of our state.

Your reply will help us by:

1. Providing information related to the leadership/human resource development needs of Nebraskans.
2. Providing direction to the Center staff in program planning.

Less than 5 minutes will be needed for your response. Please provide the information on the tear-off panel with the postage paid card and return. Your assistance is greatly appreciated and will be most helpful in program planning for one of the most exciting Centers to emerge at The University of Nebraska-Lincoln.

Thank you in advance for your cooperation.
Sincerely,

Allen G. Blezek
Director

From Which Could Your Organization Benefit?

LEADERSHIP BEHAVIOR

Using leadership/management styles in supervision
Using personality types in supervision
Motivating others
Modeling desired behavior
Developing assertiveness
Developing or internalizing responsibility

LEADER-FOLLOWER INTERACTION

Understanding the social interaction process
Building teamwork
Giving/receiving constructive feedback/criticism
Using effective supervision techniques

ORGANIZATIONAL LEADERSHIP

Project planning and management
Strategic planning
Setting goals
Taking risks
Promoting and using creativity
Promoting and using critical thinking
Managing time
Evaluating employee tasks
Conducting effective meetings

LEADERSHIP AND GROUP PERFORMANCE

Understanding group dynamics
Reinforcing and rewarding others
Leading a problem solving team

LEADERSHIP ROLES

Decision making
Building self confidence and self esteem
Applying ethics in leadership and business
Managing change
Working with volunteers

HUMAN RELATIONS SKILLS

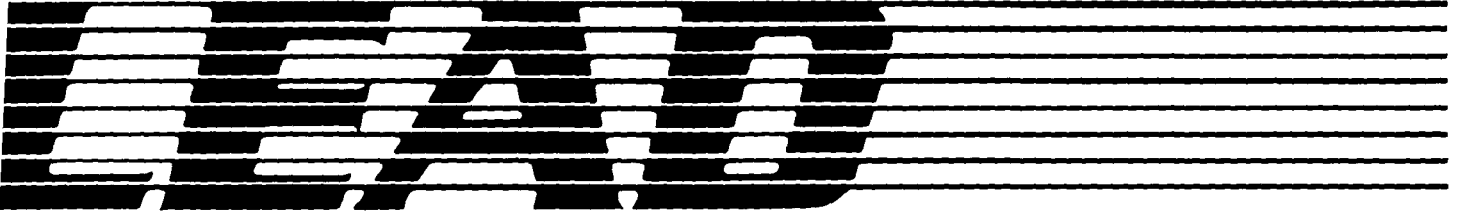
Conflict resolution
Negotiating effectively
Building trust relationships
Managing stress for yourself & others

COMMUNICATIONS SKILLS TRAINING

Writing creatively
Writing reports
Instructing employees
Evaluating learners
Designing training modules
Promoting programs and activities
Using media in presentations
Using effective telephone techniques
Effective listening

APPENDIX XII
Annual Report To Donors Of The
Nebraska LEAD Program

THE NEBRASKA

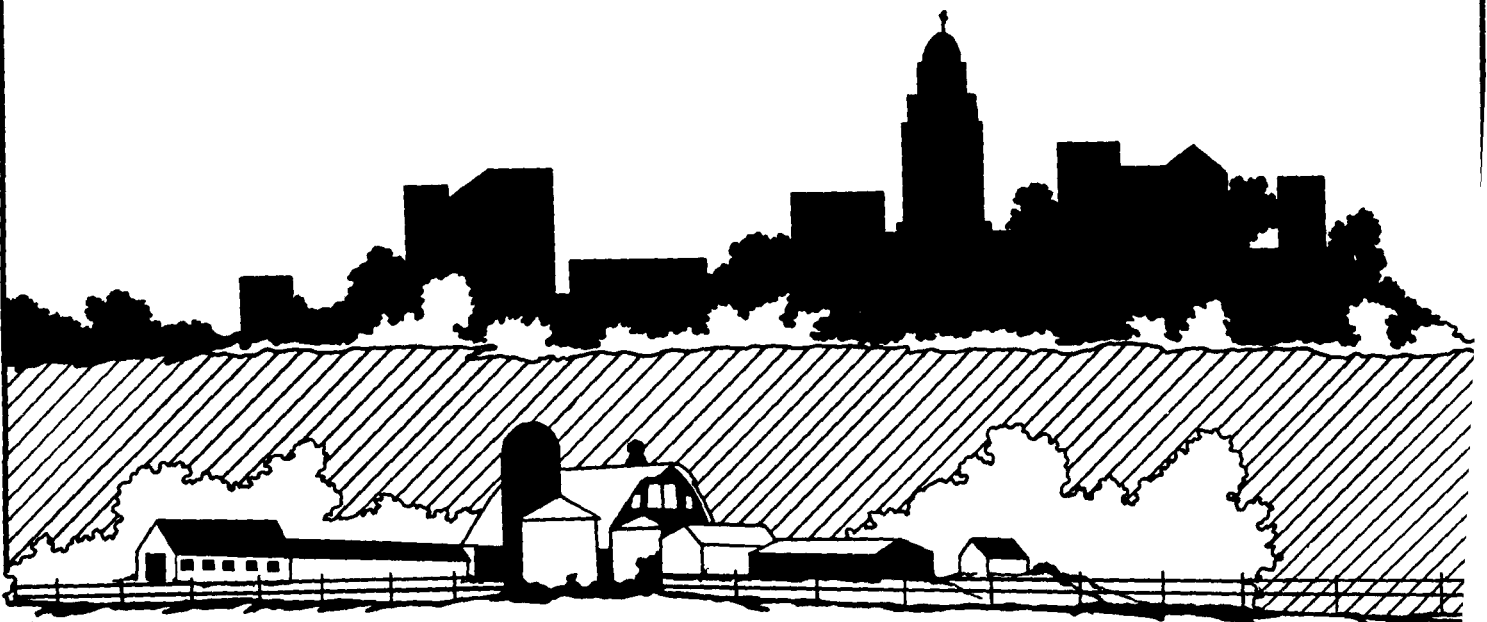


LEADERSHIP EDUCATION/ACTION DEVELOPMENT PROGRAM

THE NEBRASKA AGRICULTURAL
LEADERSHIP COUNCIL, INC.

ANNUAL REPORT
TO DONORS

1987-88



Nebraska Agricultural Leadership Council



Rich Hawkins
Chairman of the Board

Dear LEAD Friends:

Your Nebraska LEAD Program continues to be a dynamic contributor to Nebraska and Nebraska Agriculture. Following the graduation of LEAD VI and the selection of LEAD VIII Fellows, we are looking toward new challenges as other industries which have recognized the success of this program seek to join forces for wider horizons. Whatever new commitments the Nebraska Agricultural Leadership Council accepts, we will remain committed to the development of leadership for agriculture. Those of us who have worked closely with the seminars realize that it is to a large extent the development of the individual character which gives a person strength and insight to lead others. A variety of personality types and cultural backgrounds have been represented in the more than 175 persons who have completed their two years of LEAD training. They have emerged, perhaps no less individualistic, but certainly more assured, more tolerant, more deliberative, and more conversant in ideas and concepts. We're proud of the contributions they are making. Some have jumped into the spotlight of politics, while others have chosen a quieter path to their objectives. Both approaches have proven effective, and Nebraska agriculture has been enriched by the diversity of leadership at all levels.

Only a large and highly dedicated group of motivated people could keep this project alive. The devotion and sacrifice is beyond price. There are so many worthy volunteers and contributors that they defy a listing. Please be assured that every effort is appreciated, and every investment is rewarded. Your Nebraska LEAD Program is working well and looking forward to more leadership possibilities.

Rich Hawkins
Chairman of the Board
The Nebraska Agricultural
Leadership Council, Inc.

Committees
Associate Director
President of the Board
Chairman of the Board

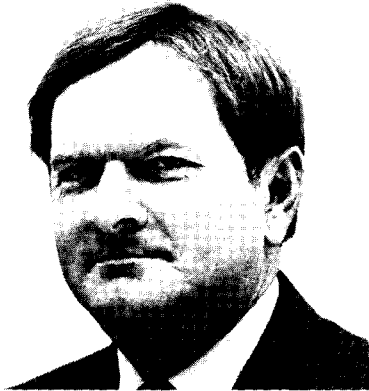
NEBRASKA AGRICULTURAL LEADERSHIP COUNCIL, INC.

BOARD OF DIRECTORS

Rich Hawkins — Chairman
Don Hutchens — Vice Chairman
Alan Dillman — Secretary

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Richard Fleming, Lincoln
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Jim Roberts, Lincoln
Wes Zart, Lincoln
Charles Schroeder, Lincoln
Kathy Votaw-Dubs, Billings, Montana

President's Message



PRESIDENT'S MESSAGE

1987-88

Dr. Allen G. Blezek

President/Chief Operating Officer

Little can anyone truly realize the full potential of any organization until it has been given the true test of time. Such is the case of the Nebraska Agricultural Leadership Council, Inc., and specifically its prime area of emphasis, the Nebraska LEAD Program.

After seven full years of operation, the Nebraska LEAD Program has developed a strong foundation of quality, respect, and integrity, not only recognized across Nebraska, but across the United States and beyond. It has truly passed the test of time and has become recognized as one of the very top programs of its kind.

Economics, politics, social issues, and the weather all continue to play important roles in molding our lives and the financial base of the Nebraska LEAD Program. Fortunately, the generosity of many individuals, companies, corporations, foundations, and others, continue. Although finances are not abundant, we have again been able to stretch our resources to meet our obligations.

The program itself continues to flourish with quality applicants and participants. Though applications showed a slight downturn this year, we remain convinced that we should continue our commitment to quality over quantity.

Program content enhancement continues to be a priority with your Nebraska LEAD office. Special grants for the current year have enabled us to continue this effort. While the overall program may appear to remain the same, it also continues to change with the addition of new topics, issues, and speakers to meet the ever-changing needs of our society. The original objectives of the program to develop those problem-solvers, decision-makers and spokespersons for Nebraska and Nebraska Agriculture has not changed.

The Council continues to explore new opportunities for the future in which the solid base of the Nebraska LEAD Program can be expanded upon for those who are not selected for the Nebraska LEAD Program. Steps are already underway to determine the needs for such program expansion with an accompanying plan of action.

These continue to be exciting times for the Nebraska Agricultural Leadership Council, Inc. and the Nebraska LEAD Program. We must never lose sight of those people whose commitment continues to make the program possible. Without the support of donors, sponsors, volunteers, members of the Board of Directors, members of committees, speakers, presenters, campus coordinators, LEAD "Fellows" themselves, and literally hundreds of others, our success would not be a reality. For your continued support, we are most grateful and pledge our continued commitment to our mutual cause of developing quality leadership in Nebraska.

A handwritten signature in black ink that reads "Allen G. Blezek". The signature is fluid and cursive.

Allen G. Blezek
President/Chief Operating Officer
The Nebraska Agricultural
Leadership Council, Inc.

Committees
Associate Director
President of the Board

Director's Message



DIRECTOR'S REPORT

Gary C. Bergman
Associate Director

Throughout the 1987-88 program year, it has been most rewarding to witness the unique partnership that makes the Nebraska LEAD Program so dynamic. Clearly a partnership that bonds Nebraska together with the strong will and spirit necessary to do a job right. For sure, Nebraska's business, industry, organizations, agencies, and government, as well as individuals have admirably pulled together to allow Nebraska's LEAD Program the resources necessary to develop the future problem-solvers, decision-makers and spokespersons for Nebraska and Nebraska's Agriculture/Agribusiness. Nearly everyday my activities convince me more and more that LEAD provides an educational experience that makes a qualitative difference in the lives of participants and the lives of others in the business and community circles that they touch.

As we embark on the 1988-89 program year we must, however, not rest on past accomplishments. This year LEAD Group VIII will begin the LEAD Program with high expectations that must be met with equal if not more energy and enthusiasm from all of us. LEAD Group VII also waits anxiously for their second year to begin. We must prepare and meet their needs, too. Campus Coordinators who are instrumental in coordination of in-state seminars with the LEAD office will be prepared to do their job well. A Campus Coordinator's Seminar/Workshop will get the program year off to a most successful beginning. Successful LEAD Seminars (be they in-state or study/travel seminars) do not naturally occur. They materialize after much planning, thought and preparation that must then be executed and delivered before a live audience. Effective behind-the-curtain work is what makes it seem so easy when a successful seminar is conducted. From my prospective, I would be remiss in not saying "thank you" to all individuals who assist in making this program work so well and accomplish so much.

Presenters, coordinators, Board and Committee Member Council Members, sponsors, and the list goes on, all make happen and are imperative for a successful program.

Of course, it is only natural to be proud of the past as the many accomplishments that can be noted with pride. However, after reflecting on the past, attention must return to the future and with focus. It is with pride and respect that I work with Allen Blezek who's dedication and commitment without question and who's vision and direction is forward and clear. It is without reservation that through his leadership, continued strength of a solid partnership as witnessed in Nebraska, coupled with hard work, that the future of the Nebraska LEAD Program will continue to be bright and deliver essential leadership and human resource development that is necessary for Nebraska.

A handwritten signature in black ink, reading "Gary C. Bergman". The signature is fluid and cursive, with a large initial "G" and "B".

Gary C. Bergman
Associate Director

Committees
Financial
Associate Director

1987-1988 Financial Report



NEBRASKA LEAD PROGRAM ANNUAL FINANCIAL REPORT FISCAL YEAR 1987-1988

| Revenues | Income | FY 1987-88 Budget Amount | (Under)/Over Budget | % of Total Budget Category Collected | % of Total Income Collected |
|------------------------------------|---------------------|-----------------------------|------------------------|--|-----------------------------------|
| Fellows | \$ 47,792.81 | \$ 48,000.00 | \$ (207.19) | 100% | 18% |
| Individuals & Businesses | 105,900.89 | 104,500.00 | 1,400.89 | 101% | 40% |
| Department of Agriculture | 20,000.00 | 20,000.00 | 0.00 | 100% | 7% |
| Subtotal | ** \$173,693.70 | \$172,500.00 | \$1,193.70 | 101% | 65% |
| In-Kind Contributions | | | | | |
| IANR | \$ 65,301.11 | \$ 56,000.00 | \$ 9,301.11 | 117% | 24% |
| Colleges, Businesses & Individuals | 23,924.60 | 29,500.00 | (5,575.40) | 81% | 9% |
| Farmland Industries | 5,000.00 | 5,000.00 | 0.00 | 100% | 2% |
| Subtotal | \$ 94,225.71 | \$ 90,500.00 | \$ 3,725.71 | 104% | 35% |
| Total Revenue | \$267,919.41 | \$263,000.00 | \$ 4,919.41 | 102% | |

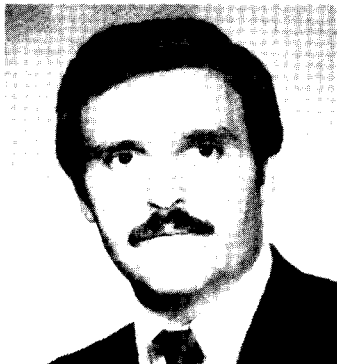
| Expenditures | Total | FY 1987-88 Budget Amount | Under/(Over) Budget | % of Total Budget Category | % of Total Expenses |
|----------------------------|---------------------|-----------------------------|------------------------|-------------------------------|------------------------|
| Personnel Services | \$ 25,489.80 | \$ 32,000.00 | \$ 6,510.20 | 80% | 10% |
| Resident Seminars | 24,351.61 | 25,000.00 | 648.39 | 97% | 9% |
| STS (US) | 21,569.86 | 20,000.00 | (1,569.86) | 108% | 8% |
| STS (Abroad) | 80,085.47 | 75,000.00 | (5,085.47) | 107% | 31% |
| Screening Expense | 587.83 | 500.00 | (87.83) | 118% | 0% |
| Staff Travel | 4,635.31 | 6,000.00 | 1,364.69 | 77% | 2% |
| Conferences & Meetings | 383.18 | 2,000.00 | 1,616.82 | 19% | 0% |
| Printing and Photography | 6,590.85 | 5,000.00 | (1,590.85) | 132% | 3% |
| Communications | 2,170.79 | 4,500.00 | 2,329.21 | 48% | 1% |
| Supplies & Materials | 886.80 | 2,000.00 | 1,113.20 | 44% | 0% |
| Equipment Maintenance | 1,302.00 | 500.00 | (802.00) | 260% | 0% |
| Subtotal | \$168,053.50 | \$172,500.00 | \$ 4,446.50 | 97% | 64% |
| In-Kind Expenses | | | | | |
| Personnel Services | \$ 50,301.11 | \$ 44,000.00 | (\$6,301.11) | 114% | 19% |
| Resident Seminars | 17,044.60 | 9,500.00 | (7,544.60) | 179% | 6% |
| STS (US) | 5,000.00 | 6,000.00 | 1,000.00 | 83% | 2% |
| Communications | 6,880.00 | 16,000.00 | 9,120.00 | 43% | 3% |
| Supplies & Materials | 3,000.00 | 3,000.00 | 0.00 | 100% | 1% |
| Facilities | 12,000.00 | 12,000.00 | 0.00 | 100% | 5% |
| Subtotal | \$ 94,225.71 | \$ 90,500.00 | (\$3,725.71) | 104% | 36% |
| Total Expenditures | \$262,279.21 | \$263,000.00 | \$ 720.79 | 100% | |
| Year-End Carry-Over | \$ 5,640.20 | | | | |

**Not included: Special Grant: Carl A. Perkins, Department of Education.

NALC Committee Reports



ACADEMIC COMMITTEE



Don Hutchens
Chairman

Clearly, the emphasis for this Leadership, Education, Action, and Development (LEAD) Program focuses on sound academics. Taking a proven, great academic program and making it better seems to be a terrific challenge for the Academic Committee. The success of LEAD depends largely upon the comprehensive educational seminars presented and how adaptable that information is to LEAD participants. The unique arrangement of using various campus sites and coordinators to deliver their own academic strengths seems to allow for an enthusiastic atmosphere for learning. This attitude toward learning is attributable to the soundness of the original academic program established in 1981 and to constant updating and polishing by Campus Coordinators under the direction of the Nebraska LEAD office. There is a growing desire by agriculturalists to be continually educated on social, political, and economic conditions and how they affect their livelihood and the general economy.

The academic program offers a local, state, national, and global perspective that pays dividends to all Nebraskans. The Academic Committee has offered some suggestions in the area of pre-seminar information made available to participants and allowing more opportunities for extemporaneous speaking. A new concept that met with broad support was to place more emphasis on last seminar's role of providing a re-entry program, such as personal growth planning, mentoring, and methods of sharing the education and experiences of LEAD with others.

Academic Committee, 1987-88

| | |
|-----------------------------|-------------------------|
| Peggy Andreasen, St. Edward | Gerald Huntwork, Curtis |
| Bob Baker, Peru | Tom Mitchell, Ashland |
| Rich Bringelson, Lincoln | Dennis Nun, Lincoln |
| Ossie Gilbertson, Lincoln | Willard Waldo, Dewitt |
| Ted Hartung, Lincoln | Richard Zwick, Seward |
| Nancy Heidemann, Plymouth | |

COMMUNICATIONS COMMITTEE



Richard Fleming
Chairman

Members of the Nebraska LEAD Communications Committee were primarily involved in revising the slide-tape during 1987-88.

Based on comments from several individuals, a decision was made to reduce the length of the slide-tape. A revised script was developed along with new graphic slides, testimonials and sound track. However, the revised slide-tape did not meet the expectations of the Committee and others involved in LEAD. The Committee undertook another revision to reduce the length and include recent slides taken by LEAD Fellows. This version will be ready for use in the fall of 1988.

Members of the Committee are making arrangements to review current materials for LEAD applicants and will continue working with the Resource Development Committee to organize a proposed donor-sponsored banquet to recognize major contributors to LEAD.

Communications Committee, 1987-88

| | |
|-------------------------|--------------------------------|
| Ken Anderson, Lexington | John Scharf, Curtis |
| Bob Fensler, Lincoln | Judy Scherer-Connealy, Decatur |
| Paul Jensen, Lincoln | Mick Sibbel, Lincoln |

RESOURCE DEVELOPMENT COMMITTEE



Robert Gingery
Chairman

The Resource Development Committee's primary objective for this past year has been to further establish the LEAD Endowment Fund. The raising of money for the fund is very slow, as corporate donors who give to operating funds for LEAD are reluctant to give to an endowment fund but are generally willing to help by giving to the program on an annual basis.

As in the case with other endowment programs, such funds usually come from gifts left through wills by those who have felt a need for the im-

tance of a program such as the Nebraska LEAD Program. The committee is now concentrating its efforts on those persons who might be interested in helping to perpetuate LEAD by giving a gift through a will, or later on in life. A long-term program such as this will take years to secure results. However, it is very important for LEAD that this committee continue to pursue the One Million Dollar Goal, even though it may take several years to attain.

In the meanwhile, the administrators of the program continue to be successful in raising funds through the corporate and private sectors of our state to continue an outstanding program. It is unfortunate that it is necessary for our program directors and their staff to have to spend the time to raise such funds, but it does give them the opportunities to tell the LEAD story. We in Nebraska are very fortunate to have individuals who feel so strongly about the necessity of the Nebraska LEAD Program.

The committee continues to ask for names of individuals who might be interested in helping to see that the LEAD program continues over the years by being a major gift donor. Please help the committee by talking to possible donors and sending their names to a committee member or the LEAD office.

Resource Development Committee, 1987-88

Dick Armstrong, Minden
Tom Baker, Trenton
Chuck Elliot, Sidney
Mark Gustafson, Mead
Frank Johannsen, Bayard
Doug Johnson, Wausa
Gary Klein, Grand Island
Bob Knepper, Hyannis

John Kreuscher, Madrid
Stan Matzke, Lincoln
Bryce Neidig, Madison
Larry Rice, Ainsworth
Chuck Schroeder, Lincoln
Les Sheffield, Lincoln
Mickey Stewart, Lincoln
Jeanette Volk, Arlington

STATE SELECTION COMMITTEE



Dick LeBlanc
Chairman

The Selection Committee began the year by reviewing the standard application form with some consolidation and refinements incorporated before use in 1988.

Upon recommendation from the committee, the Board of Directors adopted a revised procedure for District Selection Committee procedures. Each District Chair will now have a Vice Chair who will serve as Chair the following year. If none can be found, the Chair will con-

tinue for another year. In addition, the Chair will ask at least two of the selection committee members to serve again next year. The new District Chair for next year in each District will appoint the remaining committee members no later than April 1 and will inform that LEAD Office of the final committee make up and their addresses. This revision process will provide continuity in the committee, assist in knowledge of procedures and guidelines, and make the appointment process of District Chairs and their committees less burdensome and time consuming. In addition, the interview locations and specific dates in the last two weeks of June will be established prior to February 1 of each year so that committee members will know if they are available and can get to that location before committing their time.

The LEAD staff and volunteers also utilized telephone contact to visit with LEAD prospects. This helped clarify any questions as well as encouraged a larger volume of applicants.

The State Selection Committee based their difficult decisions on the District Screening Committee's recommendations from the personal interviews which were conducted earlier and from the candidate's written application.

The Committee, which met at the University of Nebraska East Campus Union, was made up of the District Chairmen plus the State Chairman and Bergman, LEAD Associate Director. The District Chairmen were responsible for selecting their five committee members and for coordinating the schedule and location of the interview with the LEAD office.

The Committee was very pleased with the high caliber of individuals chosen; all have proven leadership potential. Agriculture and Nebraska will continue to realize measurable benefits from Group VIII's participation in the Nebraska LEAD Program.

State Selection Committee, 1987-88

John Kreuscher, Madrid, District I
Gerald Clausen, Bloomfield, District II
Rick Atkins, Laurel, District III
Scott Kalkowski, Kearney, District IV
Mark Gustafson, Mead, District V
Dick LeBlanc, State Chairman

District Selection Committee, 1987-88

Ken Anderson, Lexington
Frank Andreasen, Ord
Bill Dickey, Wayne
Doug Duey, Lincoln
Maxine Garwood, Atkinson
Cecilia Grevson, Madison
Don Kearney, Kearney
Maxine Knauss, York
Sandra Koizan, Neligh
Jim Lipp, Laurel

Tom Mitchell, Ashland
John Osler, Imperial
Dotty Jo Patterson, Holdrege
Bev Pollock, Ogallala
Lowell Schroeder, Bloomington
Sharon Thomas, Laurel
Cherlyn Wahlgren, Maxwells
Jeanine Wehrbein, Plattsmouth
Senator John Wehling, Council Bluffs
Susan Williams, Mead

Nebraska Agricultural Leadership Council

FELLOWSHIP MEMBERS

Abbott Foundation, Lincoln
American Express Foundation, Lincoln
Burlington Northern Foundation, Seattle, WA
ConAgra, Inc., Omaha
Fonner Park, Grand Island
Nebraska Beef Industry Development Board, Kearney
Nebraska Corn Development, Utilization and Marketing Board, Lincoln
Nebraska Department of Agriculture, Lincoln
Nebraska Gasohol Committee, Lincoln
Nebraska Grain Sorghum Development, Utilization and Marketing Board, Lincoln
Nebraska Soybean Program, Lincoln
Pioneer Hi-Bred International, Inc., Lincoln
The Scoular Foundation, Omaha
Woods Charitable Fund, Inc., Lincoln

PARTNERSHIP MEMBERS

Anonymous
Armstrong, R. K., Minden
Bay State Foundation, Scottsbluff
Cooper Foundation, Lincoln
Enron Corporation, Omaha
KNEnergy, Hastings
LEAD III
LeDioyt Land Company, Omaha
Nebraska Council on Public Relations for Agriculture, Lincoln
Nebraska Farm Bureau Federation, Lincoln
Northwestern Bell, Omaha
Omaha World-Herald Foundation, Omaha
Rogers Foundation, Lincoln
Tom Feller Cattle Co., Wisner

CORPORATE MEMBERS

Alliance Cooperative Assn.
Andersen Farms, Kennard
Burkholder, David, Cozad
Byrkit Farms, Clay Center
Cantrell, Don and Debra, Merna
Clark Farms, Lewiston
Congressman Hal Daub, Washington, D.C.
Damme, Lora, Talmage
Deerson, David & Sharon, Mead
Dolnicek, John, Lawrence
Duncan, Dan, Scottsbluff
Edward D. Jones & Co., Nebraska City
Ford New Holland, Grand Island
Franklin State Bank
Hamilton Community Foundation Inc., Aurora
Hammons, Keith and Hylah, Weeping Water
Hassebrook, Rodney, Platte Center
Heerten, Ronald, Springview
Hill Country Enterprises, Valentine
Holzfaster, Tim, Paxton
Island Dehy. Co., Inc., Cozad
Johnson-McKenzie Partnership, Harvard
Keiser, Mr. and Mrs. Daryl, Gothenburg
Lamb, David and Donalee, Anselmo

LEAD Alumni Association

Lechtenberg, Russell and Susan, Butte
Lesoing, Dean and Teresa, Hickman
McClure, Edward and Glennis, Wymore
McGee, Dennis, Bertrand
Meyer Hay Farm, West Point
Nelson, Roger, Genoa
Nielsen, Norman, Inman
Norfolk Daily News
Othmer, Mark, Gothenburg
Paulman Farms, Sutherland
Paulson, James, Fremont
Peterson, Wayne & Jacklynn, Mead
Raun, Robert and Eileen, Minden
Rodenburg, Richard and Susan, Lincoln
Schaneman, Mark, Minetare
Schmidt and Sons, Jansen
Scott, Tom and Katherine, Ft. Calhoun
Stewart, Mickey and Betty, Lincoln
Sullivan, Kathleen, Cedar Rapids
Tinkham, Ron and Jeanne, Bloomfield
T-L Irrigation, Hastings
Vogel, Everett, Stuart
Waldo Farms, Inc., DeWitt
Wieden, Mark and Sheri, Liberty
Williams, Michael and Donna, Fremont

INDIVIDUAL MEMBERS

Ace Aero Spraying, Bertrand
Ag Moll, Inc., Gothenburg
Agri Affiliates, Inc., North Platte
AgriPro, Tekamah
Anan Grain Co., Glenvil
Animal Clinic, Hastings
Bank of Mead
Bank of Paxton
Barrett-Ross, Karen, Lincoln
Beatrice Jaycees
Bergman, Gary, Raymond
Bertrand Cooperative Exchange
Big Byron Agri Services, Grant
Big Springs Elevator Co., Inc.
Bill's Volume Sales, Inc., Central City
Blezek, Allen, Lincoln
Bloomfield Ruritan Club
Bruning, Fred and Penni, Bruning
Buescher, Craig, Deweese
Canaday, Julian, Bloomfield
Cedar River Ranch, Primrose
Central Nebraska Livestock Feeders Assn., Grand Island
Centray Soya, Humboldt
Chicoine, Vernon and Frances, Chadron
Columbus Area Chamber of Commerce
Commercial State Bank, Wausa
Cooperative Oil Company, Alma
Cornhusker Public Power District, Columbus
Crete Carrier Corporation, Lincoln
Dolnicek, Terry, Council Bluffs, IA
Dutton-Lainson Company, Hastings

LEAD Fellows

NEBRASKA LEAD "FELLOWS"

LEAD VII (1987-89)

| | |
|-------------------------------|---------------------------------|
| Paul Clark, Lewiston | John McKenzie, Harvard |
| Deerson, Sharon, Mead | Paul Meyers, West Point |
| John Dolnicek, Lawrence | Roger Nelson, Genoa |
| Dan Duncan, Mitchell | Michael O'Donnell, Ogallala |
| Mary Pat Finn, Norfolk | Mark Othmer, Gothenburg |
| Stan Garbacz, Lincoln | Roric Paulman, Sutherland |
| Rod Hassebrook, Platte Center | James Paulson, Fremont |
| Tim Holzfaster, Paxton | Wayne Petersen, Mead |
| Doug Keiser, Gothenburg | Darleen Schulte, Pleasanton |
| Donalee Lamb, Anselmo | Kathleen Sullivan, Cedar Rapids |
| Bruce Lans, Stamford | Ron Tinkham, Bloomfield |
| Russ Lechtenberg, Butte | Everett Vogel, Stuart |
| Joe McBride, Brule | Daniel Watermeier, Syracuse |
| David McCracken, Friend | Mark Wieden, Liberty |
| Dennis McGee, Smithfield | Richard Zochol, Alliance |

LEAD VI (1986-88)

| | |
|------------------------------|--------------------------------|
| Pamela Andersen, Kennard | David Knorr, Humboldt |
| Karen Barrett-Ross, Lincoln | Susan Rodenburg, Lincoln |
| Jeff Beattie, Sumner | Dean Lesoing, Hickman |
| John Bush, Valentine | Edward McClure, Wymore |
| Dale Byrkit, Clay Center | Scott Mueller, Platte Center |
| Don Cantrell, Merna | Norman Nielsen, Inman |
| Glen Capek, Milligan | Jerome Radke, Big Springs |
| DeVon Carlson, Osceola | Mark Schaneman, Minatare |
| Tom Feller, Wisner | Gerald Schmidt, Jansen |
| Jan Franklin, Creighton | Gary Schroeder, Smithfield |
| Keith Hammons, Weeping Water | Thomas Scott, Fort Calhoun |
| Ron Heerten, Springview | George Shadbolt, Jr., Gordon |
| Mark Holoubek, Greenwood | Connie Streeter, S. Jordan, UT |
| Ron Hunnicutt, Giltner | Mike Williams, Fremont |
| William Kissinger, Fairfield | Kathy Wittler, Talmage |

Will complete the LEAD Program April, 1989

LEAD V (1985-87)

| | |
|----------------------------|------------------------------|
| J. D. Alexander, Pilger | Brian Keiser, Gothenburg |
| Gary Bergman, Raymond | Sandra Koinzan, Neligh |
| Kathy Boellstorff, Johnson | Anthony Krajewski, Ogallala |
| David Bosle, Hastings | Daryl Meyer, Gothenburg |
| Craig Buescher, Deweese | Elaine Miller, Hardy |
| Jean Cook, Crawford | Ron Peters, Hay Springs |
| Lora Damme, Talmage | Steve Petersen, Minden |
| Daniel Dudden, Venango | Eldon Purdy, Phillips |
| Alan Emshoff, Avoca | Larry Rasmussen, Mead |
| James Feller, Newcastle | Ron Ross, Dunbar |
| Shari Flaming, Paxton | David Saalfeld, North Bend |
| Doug Fritz, Verdon | Lowell Schroeder, Bloomfield |
| Donn Gengenbach, Grant | Steve Siel, Franklin |
| Cecilia Grevson, Madison | LaMoine Smith, Minden |
| Denise Johnson, Grant | Dan Wichman, Pender |

LEAD IV (1984-86)

| | |
|------------------------------|------------------------------|
| Jim Brehm, Talmage | Larry Mussack, Decatur |
| Steve Bremer, Arlington | Dennis Nun, Lincoln |
| Fred Bruning, Bruning | Dotty Patterson, Holdrege |
| Bruce Eveland, Ames | Colin Petersen, Stromsburg |
| Randy Gangwish, Shelton | Dan Pierce, Hartington |
| Myron Gompert, Mitchell | Dan Roberts, Lexington |
| Tom Groeteke, Primrose | Marvin Rousey, North Platte |
| Gary Hollstein, Rushville | Janice Schenk, Franklin |
| Mark Knobel, Fairbury | Karen Schimmer, Grand Island |
| John Kreuzscher, Madrid | Calvin Schulz, Paxton |
| Steve Langemeier, Hooper | Dale Semm, Grand Island |
| Chip Littlejohn, Scottsbluff | Terrance Terrell, Hay Spring |
| John Miller, Murdock | Dale Wahlgren, Maxwell |
| Tom Mitchell, Ashland | Mike Zeis, N. Hollywood, |
| Bruce Mueller, Columbus | |

LEAD III (1983-85)

| | |
|----------------------------------|-----------------------------|
| Dale Anderson, Chadron | Larry Holscher, Ogallala |
| Peg Andreasen, St. Edward | Larry Hudkins, Malcolm |
| Kent Antes, Syracuse | Daryl Hunnicutt, Giltner |
| Steve Arneal, North Bend | Doug Johnson, Wausa |
| Tom Baker, Trenton | Rex Kirchoff, Hardy |
| Garold Batterman, Bridgeport | Kent Kuhr, Dakota City |
| Michael Bauerle, Champion | Gary Mather, Pullman, WA |
| Clifford Bergfield, Jr., Chadron | Carmen Patent, Randolph |
| Kent Boyer, North Platte | Wayne Rasmussen, Plainview |
| Dave Doeschot, Adams | Kathy Schmitz, North Platte |
| Tracy Gras, Broken Bow | Greg Senkbile, Central City |
| Mark Gustafson, Mead | Larry Sitzman, Culbertson |
| Jerry Haertel, Greenwood | Doug Soderquist, Hastings |
| Bryce Halstead, Dix | Carl Stander, Kimball |
| Ken Herz, Lawrence | Lyle Wertz, Grand Island |

LEAD II (1982-84)

| | |
|----------------------------------|--------------------------------|
| Bob Allen, Lexington | Wayne Kment, Stanton |
| Ernest Baack, Kimball | Greg Kuhnel, Shelby |
| Larry Beiermann, Columbus | Charlie Leibbrandt, Imperial |
| Cheryl Burkhardt-Kriesel, Gurley | Jim Lipp, Laurel |
| Dean Churchill, Valentine | Gale Lush, Wilcox |
| Dean DeBoer, Adams | Richard McDonald, Rockville |
| Alan Dillman, Morrill | Ted Phillips, Beaver Crossing |
| Bob Eilts, Central City | Sandy Plambeck, Holstein |
| Larry Flohr, Chappell | Dennis Rickertsen, Lexington |
| Steve Henry, Arapahoe | Ron Roberts, Maxwell |
| Kent Hobbs, Holdrege | John Romohr, Waco |
| David Hoesing, Omaha | Judy Scherer-Connealy, Decatur |
| Greg Hunter, Rushville | James Weyer, Lincoln |
| James Huttman, Bloomfield | Gerald Wirth, Nebraska City |
| Phil Johnson, Kansas City, MO | Don Wittler, Talmage |

LEAD I (1981-83)

| | |
|-----------------------------|--------------------------------|
| Ken Anderson, Lexington | Dick Helms, Arapahoe |
| David Anderson, Odell | Don Hutchens, Lincoln |
| Ron Bauer, Platte, SD | Roberta Janda, Friend |
| Randy Bruns, Cheyenne, WY | Mike Kane, Valparaiso |
| David Burkholder, Cozad | Milt Kennedy, Alliance |
| John Burkholder, Holdrege | Gary Klein, Grand Island |
| Bob Chilcoat, Jr., Stanton | Gary Kubicek, Hickman |
| Jeff Christensen, Kearney | Dick LeBlanc, Lincoln |
| John Claassen, Beatrice | Gerald Muller, Wakefield |
| Gerald Clausen, Bloomfield | Wade Nutzman, Nehawka |
| Steve Edwards, Kearney | John Scharf, Curtis |
| James Gocke, Des Moines, IA | Allen Sedivy, Valentine |
| Gary Goldberg, Kearney | Kathy Votaw-Dubs, Billings, MT |
| David Hanna, Lexington | Ted Wehrbein, Plattsmouth |
| Nancy Heidemann, Plymouth | |

COOPERATIVE EXTENSION COMPONENT

TABLE OF CONTENTS

| | Page |
|---|------|
| PAST HISTORY | 179 |
| PRESENT PRIORITIES | 179 |
| PROGRAM RESULTS | 180 |
| EXISTING/FUTURE COOPERATIVE EFFORTS | 181 |

COOPERATIVE EXTENSION SERVICE

The Department of Agricultural Education at the University of Nebraska-Lincoln has only .37% FTE Professional extension staff and .27% clerical FTE, with meager operating dollars. Dr. Blezek, Department Head is .12% and Dr. Horner, State Specialist in Staff Development is .25% extension. Additionally, Drs. Robert Florell and Kay Rockwell, Extension Program Evaluation Specialists and Gary Gerhard, 4-H and Youth Development Specialist, hold courtesy appointments in Agricultural Education. Drs. Florell and Gerhard currently serve on the Departmental Graduate Committee.

Past History

Prior to 1963, within the College of Agriculture, were separate Departments of Extension Education (Undergraduate only) and Vocational Education (BS and MS) -- each with home economics and agricultural education components. After extensive study, it was decided that agricultural extension agents and vocational agricultural instructors would be prepared in a Department of Agricultural Education, while extension home economist and vocational home economics teachers would be prepared in a Department of Home Economics Education (within the School, later named College of Home Economics). Two undergraduate extension courses "Orientation" and "Field Experience" were carried over into the AgEd program.

For two or three years the two extension education staff members remained fiscally and physically with the AgEd Department. One left the University and was not replaced. The other left and was replaced by Dr. Florell, charged with Extension Studies and Training. For greater access, coordination and control, he was moved into the extension administrative area.

In the mid-1960's, a major thrust toward requiring MS degrees for extension as well as secondary teaching personnel, caused a surge of enrollments in graduate courses, upwards of 75 different people per year. Several courses were modified to accommodate extension staff, either on separate sections or jointly with teachers.

Present Priorities

The fraction of one FTE assigned within the AgEd Department has been utilized as consultant on committees, developing extension induction training programs, leadership programs such as Leadership Education/Action Development (LEAD) and Family Community Leadership (FCL) and more recently to assist with staff development in such areas as personality, leadership, communication and team-building, including "Managing Mainstreet Businesses (MMB) and other extension clientele groups.

Based on a national study conducted to ascertain the "Professional Needs of Extension Agents," two courses were developed and have been provided annually. AgEd 890D/832, "Administration of Agricultural Agencies and Organizations," has attracted both domestic and international students. AgEd 433/833, "Planning and Implementation of Cooperative Extension Programs for Domestic and Foreign Audiences," in the current semester involves 18 students (2 Undergraduates) -- 6 are women, 6 are foreign students -- representing these majors: Adult Education, Agricultural Education, Agricultural Engineering, Agronomy, Consumer Science and Education, Horticulture and Meteorology.

Within the past year, an undergraduate course for orientation to employment in extension was developed and approved.

Ag Ed 233 - "Extension Education"

This course is an overview of extension education within the community, state, national and international settings. Emphasis will be placed on the principles and procedures of developing and conducting extension programs for agriculture, home economics, community resource development and 4-H youth development, along with the study of extension's relationship to other public and private agencies.

Also, within the past year, at the Masters Degree level an "Extension Emphasis" was developed and implemented.

Extension Emphasis

Students who desire a Master of Science in Agricultural Education with an Extension Emphasis are required to include the following courses in their program: Agricultural Education 805 or 805A, 833, 845, 890D/832, and 899 (Option I) or 996 (Option II). Other suggested courses offered in Agricultural Education or Vocational and Adult Education for students with an extension emphasis are: Agricultural Education 806, 812, 890B, 896; and Vocational and Adult Education 821, 822, 824, and 921.

Ag Ed 890D/832 - Administration of Agricultural Agencies and Organizations

The purpose of this course is to have participants acquire knowledge of effective administration of agricultural agencies and organizations and to acquire or increase participants' skill in applying that knowledge in a practical manner. Students will be exposed to administrative-management theory and research, and see how this applies to real life situations. This course applies to agencies in both the domestic and international settings.

Ag Ed 833 - Planning and Implementation of Cooperative Extension Programs for Domestic and Foreign Audiences

This class focuses on the planning process as it is used in the Cooperative Extension System of the United States. Students will understand the unique features of Cooperative Extension, as well as the steps in program planning, community assessment, and evaluation. Participants will learn to write a plan of work and develop problem solving techniques relevant to a long-range plan. This course applies not only to Extension education but to non-formal educational programs in many agricultural settings.

Program Results

Considering the meager extension staffing and austere budgets within the Department, considerable success toward delivering the message seems evident, as reflected by these brief highlights extracted from the annual report of last year:

Extension Activities Conducted During Past Year

- Participated in 60 meetings involving 900 contacts, (including direct teaching and leader training). Worked with Family Community Leadership, the Leadership Development Center, and Rural Revitalization, but primarily Staff Development and training. (e.g., Managing Main Street Business, 4-H leaders, Extension Council and CES Boards across the state).
- Developed and presented 6 radio programs and 2 T.V. programs.
- Prepared 6 news articles and 6 newsletters.
- Served on 2 "New Seeds for Nebraska" Task Forces.

Existing/Future Cooperative Efforts

Strategic plans submitted by the five Extension District Offices clearly point to the imperative need for increased emphasis in the area of leadership/human resource development through the Center for Leadership Development. Likewise necessary, are joint efforts in Leadership Education/Action Development (LEAD), Family-Community Leadership (FCL) and Managing Mainstreet Businesses (MMB) and others.

Priority Initiatives

The Cooperative Extension Service has issued new priority initiatives for the next 3 to 5 years. Success will require the collaboration of external groups as well as several divisions within the University of Nebraska in order to respond to the problems and concerns of Nebraskans.

The enclosed Cooperative Extension publication, "Priority Initiatives," lists these priority initiatives. The Ag Ed Department/Center For Leadership Development will be particularly involved in three of these initiatives: "Youth at Risk," "Revitalizing Rural Communities," and "Strengthening Individuals and Families."

A list of Center-affiliated faculty, must be developed, along with their areas of expertise related to extension (specific areas of leadership, communication, human relations, teaching improvement, personal and professional growth, etc.). This list will serve as a base from which to encourage the participation of additional faculty from Ag Ed and from other Departments, Centers and Colleges to meet the growing needs of a dynamic extension program.

It is anticipated that promotion of the aforementioned emphasis, graduate and undergraduate course offerings and non-credit inservice education will be accelerated, as will the utilization of courtesy extension appointees within the Department.

With the rapid trend toward "Issues Programming" of extension educational activities, certainly more dynamic inservice training and retraining of extension staff and clientele will be required. One growth area, so far as extension staffing is concerned is extension "Aides" at the Bachelors degree level. Their need for graduate level courses and Professional services is predicted, perhaps through the learning centers being developed across the state.

In other departments such as Agronomy, where teaching, research and extension staff members are administered and housed by area of specialization. In contrast, the various areas of expertise such as instructional improvement,

leadership, youth and staff development are scattered among Agricultural Education/Center For Leadership Development/Improvement of Instruction, 4-H and Youth, Agricultural Communications and others. It must be hoped that in the future these functions might be consolidated, with greatly increased funding to meet the ever expanding needs of a dynamic extension program.

INTERNATIONAL PROGRAMS

TABLE OF CONTENTS

| | Page |
|------------------------------------|------|
| INTRODUCTION | 183 |
| <u> </u> | |
| DEPARTMENTAL INVOLVEMENT | 186 |
| SUMMARY LIST | 186 |

**INTERNATIONAL PROGRAMS
DEPARTMENT OF AGRICULTURAL EDUCATION**

INTRODUCTION

Agricultural Education at the University of Nebraska-Lincoln, has had a long history of involvement in improving education in agriculture throughout the world. Agricultural education faculty have an important role to play in helping developing countries to develop their educational systems, especially in faculty development, Curriculum and organizational leadership.

DEPARTMENTAL INVOLVEMENT

A. Intermediate and long term assignments

James Horner was the first of current staff to hold an intermediate assignment. The agency for International Development (AID) in concert with UNESCO, assembled a three-member team to consult with the Minister of Education, Columbia, South America related to the development of twenty "Comprehensive" secondary schools across the country. The World Bank provided up to \$15,000,000 to establish the schools. The team consisted of a school administrator, a vocational education supervisor and James Horner, as an agricultural education curriculum specialist. The initial 12 week, on-site study and report with recommendations occurred January-March 1967. A three-year follow-up indicated that 17 of the schools were indeed operational, with a unified, comprehensive curriculum.

Osmund Gilbertson has held the longest (1 year) international assignment of current staff members. He took a 1 year sabbatical leave at Edgerton University, Njoro, Kenya; August 1987-August 1988. He was assigned to the Agricultural and extension department with teaching and development activities.

Teaching responsibilities involved:

1. Group Dynamics: 65 students enrolled in the Farm Management program, preparing to become "County Extension Agents."
2. Agriculture Visitation Seminar: 63 education students involved in weekly visits.
3. Introduction to Curriculum and Methods in Agriculture: 64 2nd year education students preparing to become teachers.
4. Teaching Practicum: Visitation and supervision of 31 of the 63 students participating in their Student Teaching equivalent, throughout western Kenya.
5. Adult Education: A 4-week course for the returning student teachers'; preparing them for work with adults in their school system.

Developmental Activities Included:

Contact was made with a private agricultural high school operated by the Dominican Brothers which included a 4.2 acre school farm which provided 90% of the staples for the 160 students enrolled in the program.

Word recently received indicates that not only is Egerton University now regularly utilizing the school, but the Kenya Department of Education has also identified them as a model school with frequent government dignitaries visiting the school.

He also had the responsibility for developing a 4-Year Prospectus for degree programs in Mathematics Education and Science Education, two projects requiring much coordination. Prior to his departure he turned over the initial draft and computer disks identifying 2 tracks in Mathematics Education, and 4 tracks in Science Education.

B. Short term involvement

= The majority of faculty involvement in short term assignments has been as consultants to specific projects or leaders of educational tours.

Leverne Barrett

- 1984** Studied spanish in Campéche, Compéche, Compéche, Mexico and visited universities and technical institutes for 2 weeks.
- February 1989** Consulted with institutes of Agriculture at Los Angeles and Chillian, Chile. Inspected livestock and crop management practices in a study tour from Santiago to Porta Monte, Chile.

Dr. Lloyd Bell

- April 1983** Dr. Bell was a member of an International Rotary exchange team from the Nebraska Rotary district. The purpose of this mission was a cultural exchange of young professionals from Nebraska, U.S.A. and Sao Paulo, Brazil. The Brazilian team visited Nebraska and the U.S. in the fall of 1983.

This opportunity allowed for the creation of an appreciation of cultural differences between countries. Team members lived with private citizens, toured educational facilities, health facilities, industries and spoke to civic groups within the state of Sao Paulo. Time was also allowed to visit the governmental headquarters of the country in Brazilia.

During a debriefing period of several months following the exchanges, many presentations were made explaining and clarifying the culture of the Brazilian people.

Gary Bergman

- January 1990** Organized, developed, planned and conducted a three week Study/Travel Seminar to South Korea, Malaysia, Thailand and Singapore.
- January 1989** Organized, developed, planned and conducted a three week International Study/Travel Seminar to Argentina, Brazil and Peru for a group of thirty Nebraskans.
- January 1988** Under direction and council of Allen G. Blezek, developed, planned and conducted a three week International Study/Travel Seminar to France, Switzerland, Togo, Ivory Coast and Ghana for a group of thirty Nebraskans.
- January 1987** Participated in a three week study and travel seminar to Belgium, East and West Germany, the Soviet Union and Poland under the direction of Allen G. Blezek.

Allen Blezek

- January-February 1980** "Rotary International Group Study Fellow" to India. (Six weeks)
- January 1983** "University of Nebraska Fact Finding and Developmental Visit to The Peoples Republic of China."
- June 1989** "Kent State University lecturer and consultant to Italy and Malta. (Two weeks.)"

As Director of the Nebraska LEAD (Leadership Education/Action Development Program), he has both made and assisted with the arrangements and planning for six international study/travel seminars, three weeks each, for thirty LEAD "fellows."

These study/travel seminars focus upon an intensive schedule of activities and events, including the areas of: culture, economics, fiscal and monetary policy, business, industry, religion, political systems, governments, living conditions, the environment, and agriculture. His involvement in this program includes:

- January 1985** Morocco, Egypt, Israel
- January 1986** Taiwan, Hong Kong, India
- January 1987** Soviet Union, Poland, East Germany, West Germany and Belgium
- January 1988** France, Switzerland, Togo, Ivory Coast, Ghana
- January 1989** Brazil, Argentina, Peru
- January 1990** Malaysia, Singapore, Thailand, South Korea

Roy Dillon

- May-June 1983** Professional/Personal Growth time spent in the countries of England, France, Germany, Denmark, Austria, Switzerland, Italy, Spain, Greece, Yugoslavia, Holland, Netherlands, Liechtenstein, and Belgium.
- December 1989** While on professional leave, visited Caribbean islands and observed crop and animal production practices.

C. Miscellaneous involvement of faculty

Faculty have been involved in writing project proposals, developing courses, training U.S. faculty and many leadership roles in furthering international agricultural education at the University of Nebraska-Lincoln.

D. Faculty expertise

Curriculum development
Program development
Youth organizations
Staff training
Teaching improvement
Organizational dynamics
= Leadership/administrative development

E. Departmental goals in International Education

1. Increase the number of foreign students enrolled in the undergraduate and graduate agricultural education programs.
2. Fully implement the International Education Option within the departmental graduate program.
3. Increase faculty development opportunities that would increase international agricultural education involvement, i.e. language training.
4. Develop additional undergraduate courses in selected areas of international study. (i.e.; six week modules on international issues in agriculture, workshops, seminars, etc.).
5. Encourage (or require) agricultural education majors to enroll in international agriculture classes to improve their global perspective and cultural sensitivity.
6. Work with other academic units in the college to obtain, staff, and present the World Game simulation to the adults and youth of Nebraska in an effort to increase global awareness and cultural sensitivity.

Richard Foster

- January-March 1990** Consultant, USAID Costa Rica Project for the Development of the School for Agriculture in the Humid Tropics. Curriculum development and faculty orientation and training activities. University of Nebraska-Lincoln.
- November 1-17 1989** National Kellogg Fellowship Travel: "Investigation of conflict resolution and peace negotiations in the middle east." A two week travel seminar throughout Egypt and Israel.
- July 1989** Participant, Institute on Conducting Research in Africa. University of Wisconsin, Madison. Sponsored by the Rockefeller Foundation.
- May 24-June 6 1989** National Kellogg Fellowship Travel: "Investigation of development issues in Africa." A two week travel seminar throughout Kenya, East Africa.
- March 5-21 1989** National Kellogg Fellowship Travel: "Investigation of development issues in Africa." A three week travel seminar throughout Sierra Leone and Morocco.
- October 1-17 1988** National Kellogg Fellowship Travel: Participant, two week travel seminar studying the social, cultural, and political perspectives of Brazil.

- May-June 1988** Participant, two weeks intensive Spanish training in Antigua, Guatemala. Sponsored by the University of Nebraska-Lincoln.
- March 29-31 1988** Participant, Fifth International Conference on Technology and Education. Edinbaugh, Scotland.
- Summer 1987** Delegation member to the People's Republic of China, a 21 day tour of agricultural colleges, extension services, universities, and agricultural production sites.

Osmund Gilbertson

- July 17-August 7 1987** Led a 15 member People to People Citizens Ambassador Program delegation of Agricultural Educators to the People's Republic of China.

Tour sites and delegations met include:

Beijing:

Central Agricultural Broadcasting School
China Agricultural Film Studio
Chinese Academy of Agricultural Sciences
Biotechnology Research Center
Institute of animal Sciences Laboratory

Yangzhou:

Jiangsu Agricultural College
Yangzhou Agricultural Research Institute
Yangtse River Water Conservation Project

Changsha:

Hunan Provincial Academy of Agricultural Science
Hunan Agriculture College
Chunhuashan Township

Cuangzhou:

South China Agricultural University
Zhonchun Dairy Farm
Zhongkai Agricultural College
Xinjiao Rural District

James Horner

- 1983 & 1984** Conducted a 23-day Study Travel Seminar for thirty young (age 25-40) Nebraska agriculturalists in china (PRC) Taiwan and Japan in 1983. The focus was on "Contrasts and Commonalities," (international inter-dependence) economic, political, religion, education, social and cultural. Various in-country U.S. Consulates and business organizations, along with local governmental agencies, such as Ministers of Agriculture and Defense were utilized in the study Programs. A similar Study Travel Seminar was conducted in 1984 in Argentina, Brazil and Mexico.

**July &
August 1988** During July and August 1988 he visited Lesotho working with a doctoral student on his dissertation research. Thrusts included on-site development/refinement and translation and piloting of the interview instrument along with training of interviewers and data collection.

Dr. Horner has spent shorter periods of time in personal/professional growth, at least twice in each of the following countries: Austria, Canada, England, France, Germany, Mexico, Netherlands, Italy, Liechtenstein and Switzerland.

FACULTY VITAE

TABLE OF CONTENTS

| | Page |
|----------------------|------|
| Barrett | 189 |
| Bell | 191 |
| Bergman | 192 |
| Blezek | 194 |
| Dillon | 197 |
| Dodge | 199 |
| Foster | 201 |
| Gilbertson | 203 |
| Horner | 205 |
| Husmann | 207 |
| Lunde | 208 |
| McCaslin | 210 |
| Miller | 211 |

VITA

Name: Leverne A. Barrett
Date: December 13, 1989
Department: Agricultural Education
Rank: Associate Professor, 1984; Tenured 1985
Courtesy Appointment: Vocational/Adult Education
Present Assignment: College of Agriculture 100%, (Teaching 50%,
Research 25%, Projects 25%)

BIOGRAPHICAL DATA

Education

| Degree | Year | Institution | Major | Minor |
|--------|------|-----------------------|-------|----------|
| B.S. | 1962 | Penn State University | Ag Ed | Gen. Sc. |
| M.Ed. | 1974 | Penn State University | Ag Ed | Ed. Adm. |
| D.Ed. | 1978 | Penn State University | Ag Ed | Ed. Adm. |

Previous Employment

| Title | Employer | Dates |
|-------------------------------------|-------------------------------------|--------------|
| Vo Ag Teacher Adult Farmer Inst. | Conrad Weiser School, Robesonia, PA | 1962-66 |
| Dept. Head | Conrad Weiser School, Robesonia, PA | 1966-73 |
| Inst. Ag Ed Adult Farmer Inst. | Penn State University | 1973-74 |
| Dept. Head, Coord. | Conrad Weiser School, Robesonia, PA | 1974-78 |
| Asst. Prof. Ag Ed | Penn State University | 1978-80 |
| Asst. Prof. Ag Ed | University of Nebraska | 1980-84 |
| Assoc. Prof. Ag Ed | University of Nebraska | 1984-Present |

Graduate Faculty Fellow, Appointed September 1988.

Honors and Awards

| | | |
|---|------|---|
| Honorary State FFA Degree | 1970 | PA Association |
| Outstanding State Conservation Educator | 1974 | PA Association Conservation District |
| Outstanding Publication Award | 1979 | American Assc. Teacher Education Agriculture |

| | | |
|--|---------|------------------------|
| 30 Minute Club | 1974-89 | NVATA |
| Award for Outstanding Teaching College of Agriculture | 1986 | University of Nebraska |
| NACTA Outstanding Journal Award | 1986 | NACTA |
| Honorary Member | 1986 | Farm House Fraternity |
| NACTA Journal Award | 1988 | NACTA |
| 1st Runner-up | | |

Memberships in Professional Organizations

Gamma Sigma Delta
 Phi Delta Kappa
 Alpha Tau Alpha
 American Association Teacher Educators in Agriculture (AATEA)
 Association for Psychological Type (APT)
 American Vocational Association (AVA)
 National and State Vocational Agriculture Teachers Associations (NVATA)
 National Association of College Teachers of Agriculture (NACTA)
 Farm House Fraternity
 American Education Research Association (AERA)
 American Association Higher Education (AAHE)

VITA

Name: Lloyd C. Bell

Date: December 12, 1989

Department: Agricultural Education

Academic Rank: Assistant Professor 1984

Present Assignment: 100% Teaching

BIOGRAPHICAL DATA

Education

| Degree | Year | Institution | Major | Minor |
|--------|------|-----------------------------|--------------------------|-------|
| B.S. | 1971 | University Nebraska-Lincoln | Ag Ed | Econ. |
| M.Ed. | 1980 | University Nebraska-Lincoln | Ag Ed | |
| D.Ed. | 1984 | University Nebraska-Lincoln | Adm., Curriculum & Inst. | |

Previous Employment

| Title | Employer | Dates |
|-------------------|--------------------------------|---------|
| Asst. Instructor | University of Nebraska-Lincoln | 1979-84 |
| Asst. Director | Nebraska Dept. of Agriculture | 1977-79 |
| Inst. of Voc. Ag. | Blair Schools | 1972-77 |
| Inst. of Voc. Ag. | West Point Schools | 1971-72 |

Honors and Awards Received

1987 Honorary American Farmer Degree (National FFA Assn.)
1986 Outstanding Exchange of Ideas Presentation
(Central Region of AATEA)
1983 Rotary Int'l Exchange Scholarship (Rotary Int'l)
1982 Honorary State Farmer Degree (State FFA Assn.)

Memberships in Professional Organizations

Gama Sigma Delta
Phi Delta Kappa
National Vocational Agriculture Teachers Assn.
American Vocational Assn.
Nebraska Vocational Agriculture Assn.
Nebraska Vocational Assn.
American Assn. of Teacher Educators in Agriculture
National FFA Alumni Association

VITA

Name: Gary C. Bergman

Date: December 15, 1989

Department: Agricultural Education

Academic Rank: N/A

Courtesy Appointments: N/A

Present Assignment: Associate Director, Nebraska LEAD Program 1987

BIOGRAPHICAL DATA

Education

Degrees:

| | | |
|------|---------|---|
| | 1985-87 | Nebraska LEAD Program Fellowship |
| | 1981-82 | 15 hours Post Graduate Study |
| M.S. | 1978 | University of Nebraska-Lincoln Vocational/Adult Education |
| | 1973 | Teacher Certification (Vocational Agriculture) |
| B.S. | 1973 | University of Nebraska-Lincoln Animal Science |
| | 1970 | University of San Francisco, California 12 hours - undergraduate study |

Previous Employment

Associate Director, Nebraska LEAD (Leadership, Education/Action Development) Program, 1987 - present;
Consultant Agricultural Education, Nebraska Department of Education, State of Nebraska, 1981-1987
State Executive Secretary, Nebraska Young Farmers and Ranchers Educational Association, 1981-1987
Area Supervisor, Agricultural Education, Nebraska Department of Education, State of Nebraska, 1979-1981
National Young Farmer Institute Coordinator, Nebraska Young Farmers and Ranchers Educational Association, 1979-1981
Instructor/Teacher of Vocational Agriculture, Clarkson Public School, Clarkson, Nebraska, 1974-79
Non-Commissioned Officer - U.S. Army, 1968-1971

Graduate Faculty Member or Fellow N/A

Honors and Awards Received

"Outstanding Service" Nebraska Young Farmers and Ranchers Education Association, 1989
"Finalist - Outstanding Individuals Award" Lincoln Jaycees, Lincoln, Nebraska, 1988
"Honorary State Farmer Degree" Nebraska Association, Future Farmers of America, 1981

"Recognition Plaque" Advisor to State FFA Officer, Nebraska State
FFA Association, 1981-82
"Appreciation Award" Nebraska Young Farmers and Ranchers Education
Association, 1980
"Recognition Plaque" Advisor to State FFA Officer, Nebraska State
FFA Association, 1979-80
"Outstanding NVATA Member" Nebraska Vocational Agriculture Association,
District III, 1978

Memberships in Professional Organizations

American Vocational Association
National Vocational Agriculture Teachers Association
Nebraska Vocational Association
Nebraska Council for Public Relations in Agriculture

VITA

Name: Allen G. Blezek

Date: December 1, 1989

Department: Agricultural Education

Academic Rank: Professor - July 1, 1987
Associate Professor - July 1, 1981
Tenure Received - July 1, 1981

Courtesy Appointments: Center for Vocational and Adult Education

Present Assignment: Department Head, Department of Agricultural Education
Director, Center For Leadership Development
Executive Director, Nebraska LEAD Program
College of Agriculture - 74 FTE
Agricultural Research Division - 15 FTE
Cooperative Extension Service - 11 FTE

BIOGRAPHICAL DATA

Education

| Degrees | Dates | Institutions |
|---------|-------|--|
| B.S. | 1966 | University of Nebraska-Lincoln Agricultural Education |
| M.S. | 1968 | University of Nebraska-Lincoln Agricultural Education |
| Ph.D. | 1973 | University of Nebraska-Lincoln Agricultural/Vocational Career Education |

Previous Employment

Interim Head, Department of Agricultural Education, University of Nebraska-Lincoln, 1988-89;
Acting Head, Department of Agricultural Education, University of Nebraska-Lincoln, 1987-1988;
President/Chief Officer, Nebraska Agricultural Leadership Council, Inc. 1984-present;
Executive Director, Nebraska LEAD (Leadership Education/Action Development) Program, 1984-present;
Professor, Department of Agricultural Education, University of Nebraska-Lincoln, 1987-present
Associate Professor, Department of Agricultural Education, University of Nebraska-Lincoln, 1981-1987;
Assistant Professor, Department of Agricultural Education, University of Nebraska-Lincoln, 1976-1981;
Director, Nebraska Urban Agribusiness Curriculum Project, University of Nebraska-Lincoln, 1979-1980;
Director, Nebraska Vocational Agriculture Curriculum Project, University of Nebraska-Lincoln, 1976-1978;
Coordinator, Career Education, Lincoln Public Schools, Lincoln, Nebraska, 1973-1976;

Graduate Assistant, Department of Secondary Education, University of
Nebraska-Lincoln, 1972-1973;
Instructor of Vocational Agriculture, Hamburg, Iowa Community Schools, 1966-
1972

Graduate Faculty Member or Fellow

Fellow of Graduate Faculty: Yes Date Appointed: 02/1/90
Member of Graduate Faculty: Yes Date Appointed: 01/18/78

Honors and Awards Received

Finalist, "Academic Freedom Award," Faculty Senate, University of Nebraska-
Lincoln, 1989
Recipient, "Twenty Year Service Award," The Nebraska Vocational Agriculture
Association/The National Vocational Agricultural Teachers Association,
July 1989
Finalist, "1989 Boss of the Year Award," University of Nebraska Office
Personnel Association 1988
"Meritorious Service Award to the University of Nebraska-Lincoln Faculty
Senate," May 1987
"Outstanding Service Award to the Nebraska Vocational Agricultural
Association," July 1986
"Regional Outstanding Service Award," The National Vocational Agriculture
Teachers Association, July 1986
"Distinguished Service Award," The Nebraska Vocational Agricultural
Foundation, July 1985
"NAYI Award of Merit," Nebraska Agricultural Youth Council and the Nebraska
Department of Agriculture, August 1984
"Honorary American Farmer Degree," National Future Farmers of America,
Kansas City, Missouri, November 1983
"NVA Achievement Award for Outstanding and Dedicated Service to Vocational
Education in Nebraska," Nebraska Vocational Association, Omaha,
Nebraska, August 1983
"Jefferson Award for Outstanding Community Service," American Institute for
Public Service-Finalist, February 1983
"Teaching Award of Merit," Gamma Sigma Delta, University of Nebraska-
Lincoln, Lincoln, Nebraska, November 1982
"Distinguished Service Award," Nebraska Vocational Agricultural Foundation,
1982
"Good Neighbor Award," Knights of AK-SAR-BEN, 1982
"Honorary State Farmer Degree," Nebraska Association, Future Farmers of
America, 1982
"Distinguished Teaching Award," The University of Nebraska Foundation, 1981
"Distinguished Teaching Award," College of Agriculture, University of
Nebraska-Lincoln, 1981

Memberships in Professional Organizations

Alpha Tau Alpha
American Association of Teacher Educators in Agriculture
American Vocational Association
Association for International Agricultural Education
Gamma Sigma Delta
National Association of College Teachers in Agriculture

National FFA Alumni Association
National Vocational Agriculture Teachers Association
Nebraska Council for Public Relations in Agriculture
Nebraska Council on Occupational Teacher Education
Nebraska Leadership Council, Inc.
Nebraska Vocational Agriculture Teachers Association
Nebraska Vocational Association
Phi Delta Kappa

VITA

Name: Roy D. Dillon

Date: November 15, 1989

Department: Agricultural Education

Academic Rank: Professor, Agricultural Education and
Secondary Education. Date: 7/1/70
Tenure: 7/1/68

Courtesy Appointments: Professor in Department of Vocational
and Adult Education, Teachers College

Present Assignment: College - 75
Research and Development - 25

BIOGRAPHICAL DATA

Education

| Degrees | Dates | Institutions | |
|---------|-------|------------------------|--|
| B.S. | 1952 | University of Illinois | Agricultural Education |
| M.Ed | 1958 | University of Illinois | Education & Administration |
| Ph.D. | 1965 | University of Illinois | Vocational-Technical Ed. Agricultural Education |

Previous Employment

Professor Agricultural Education, and Professor of Secondary Education
August 1, 1976-present. Coordinator of Student Teaching and Advisor.
Also, Courtesy Appointment as Professor in the Department of Vocational
and Adult Education in the Teachers College, July 1978-present.

Professor and Interim Chairman of the Agricultural Education Department, and
Professor of Secondary Education, July 1, 1975-August 1, 1976.

Professor of Agricultural Education and Professor of Secondary Education,
July 1, 1970-June 30, 1975.

Associate Professor, Agricultural Education, January 1, 1967-June 30, 1970,
and Associate Professor of Secondary Education, September 15, 1969-
June 30, 1970.

Co-Director, Nebraska Research Coordinating Unit for Vocational Education,
University of Nebraska-Lincoln, January 1, 1967-August 31, 1969.

Associate Professor and Chairman of the Agriculture Program, Morehead State
University, Kentucky, August 1, 1964-December 31, 1966.

Research Associate, College of Education, University of Illinois, 1962-64.

Research Assistant, University High School, University of Illinois,
Summer 1963.

Safety Educator, Illinois Agricultural Association, 1961-1962.

Teacher of Vocational Agriculture, Illinois High Schools, 1952-1961.

Graduate Faculty Fellow: January 5, 1968

Memberships in Professional Organizations:

American Association of Teacher Educators in Agriculture
American and Nebraska Vocational Associations
National Vocational Agriculture Teacher Association
Nebraska Vocational Agriculture Teacher Association
Gamma Sigma Delta - National Agriculture Honorary
Nebraska Association of Vocational Teacher Educators

VITA

Name: Galen W. Dodge

Date: December 1, 1989

Department: Agricultural Education

Academic Rank: Associate Professor 1984

Courtesy Appointments: Curriculum and Instruction

Present Assignment: Associate Professor, Agricultural Education,
University of Nebraska-Lincoln, September 1984-present

BIOGRAPHICAL DATA

Education

| Degrees | Dates | Institutions | |
|---------|-------|--------------------------------|--|
| B.S. | 1951 | Kearney State College | Education |
| M.Ed | 1956 | University of Nebraska-Lincoln | Education, Psychology |
| D.Ed. | 1962 | University of Nebraska-Lincoln | Education Psychology and Measurements |

Previous Employment:

Associate Professor, History and Philosophy of Education, Educational Psychology and Measurements, University of Nebraska-Lincoln, August 1969-present;

Director, Nebraska Human Resources Research Foundation, University of Nebraska-Lincoln, August 1967-August 1969;

Associate Professor of Psychology and Director, Testing, Counseling and Financial Aids, Peru State College, August 1965-August 1967;

Counseling Psychologist, Veterans Administration Regional Office, Lincoln, Nebraska, June 1963-August 1965

Director, Office of Special Education, Nebraska Department of Education, Lincoln, Nebraska, August 1961-June 1963;

Consultant for the mentally retarded, Nebraska Department of Education, Lincoln, Nebraska, January 1959-August 1961

Teacher, Guidance Counselor, Coach and Principal, Louisville High School, Louisville, Nebraska, September 1957-January 1959

Honors and Awards Received

Appointed Member of National Board of Visitors, National Emergency Training Center, Emergency Management Institute, Emmitsburg, Maryland.

Recipient, Delta Sigma Pi International Business Fraternity Professional Program Award.

Nominee, Distinguished Professor, Department of Agricultural Education, University of Nebraska-Lincoln, 1989.

Honorary Professor, Sigma Phi Epsilon, University of Nebraska-Lincoln, 1989.
Notable Professor, Delta Delta Delta, University of Nebraska-Lincoln, 1988.
Outstanding Professor, Kappa Kappa Gamma, University of Nebraska-Lincoln, 1988.
Honorary Member, Gamma Sigma Delta, University of Nebraska-Lincoln, 1988.
Recipient, Sue Tidball Award for Creative Leadership, University of Nebraska-Lincoln, 1988.
Honorary Member, Alpha Zeta, University of Nebraska-Lincoln, 1986.
Honorary Member, Mortar Board, University of Nebraska-Lincoln, 1982.
Notable Professor, Student Alumni Association, University of Nebraska-Lincoln, 1980.
Recipient, United States Employment Service Appreciation Plaque, United States Employment Service, 1980.
Honorary Member, Agronomy Club, University of Nebraska-Lincoln, 1975.
Recipient, Robert S. Trimble Outstanding Easter Seal Volunteer of the Year Award, Nebraska Easter Seal Society, 1971.
Honorary Member, Farm House Fraternity, University of Nebraska-Lincoln, 1971.
Recipient, Outstanding Service Adjunct Professor Award, Division of Business Education, University of Nebraska-Lincoln, 1971.
Honorary Member, Alpha Chapter, Mu Epsilon Nu, University of Nebraska-Lincoln, 1970.
Recipient, President's Award, Nebraska Easter Seal Society, 1969.
Recipient, Outstanding Special Education Director Award, National Association of Special Education Directors, 1963.

Memberships in Professional Organizations

Association for Creative Leadership and Community Awareness
Phi Delta kappa Education Honorary
Psi Chi Psychology Honorary
Nebraska Schoolmasters Association
National Association of Colleges and Teachers of Agriculture
American Education Research Association
Nebraska Psychological Association
Liscensed Psychologist

VITA

Name: Richard Michael Foster

Date: December 15, 1989

Department: Agricultural Education
Center For Leadership Development

Academic Rank: Professor (UNL - 1988, Tenure - 1986)

Courtesy Appointments: Department of Vocational and Adult Education
Teachers College, UNL

Present Assignment: 40% Teaching
15% Research and Development
25% Kellogg Fellowship
20% Leadership Development Center

BIOGRAPHICAL DATA

Education

| Degrees | Dates | Institutions | |
|---------|-------|-----------------------|--|
| B.S. | 1972 | Iowa State University | Agricultural Education |
| M.Ed | 1974 | Iowa State University | Agricultural Education |
| D.Ed. | 1978 | Iowa State University | Agricultural Education and Measurements |

Previous Employment:

| | | |
|--------------------------------|--------------|-----------------------------|
| University of Nebraska-Lincoln | 1988-present | Professor, (Tenure) |
| University of Nebraska-Lincoln | 1983-88 | Assc. Prof. (Tenure, 1986) |
| University of Idaho | 1982-83 | Assc. Prof. (Tenure) |
| University of Idaho | 1978-82 | Assistant Professor |
| Iowa State University | 1977-78 | Instructor |
| Iowa State University | 1976-77 | Pre-Doctoral Research Assc. |

Graduate Faculty Status: Fellow, University of Nebraska-Lincoln (1985-present)

Honors and Awards (1983-present):

Outstanding Young Professor, Lincoln Jaycees, April, 1989
Distinguished Service Award, National FFA Board of Directors, 1987
Honorary Membership, Alpha Zeta Honorary, University of Nebraska-Lincoln,
1987
Distinguished Teaching Award, University of Nebraska-Lincoln, 1987
Honorary American Farmer Degree, National FFA Organization, 1987
Fellowship Recipient, National Kellogg Fellowship Program, W. K. Kellogg
Foundation, 1987-1990
Honorary Life Member, National Young Farmer/Ranchers Education Association,
1987

Honorary Member, Alpha Tau Alpha, University of Nebraska-Lincoln, 1985
Finalist-AAATEA Outstanding Young Member Award (2nd place) 1984

Memberships in Professional Organizations:

Life Member, ISU Alumni Association
Life Member, National FFA Alumni Association
Life Member, Nebraska FFA Alumni Association
Life Member, National Young Farmer/Rancher Association
National Association of Colleges and Teachers of Agriculture
Association for International Agricultural and Extension Education
American Association of Teacher Educators in Agriculture
American Vocational Education Research Association
National Vocational Agriculture Teachers Association
American Vocational Association
Nebraska Vocational Association
Nebraska Vocational Agriculture Association
Gamma Sigma Delta Honorary
Phi Delta Kappa Honorary

VITA

Name: Osmund S. Gilbertson

Date: December 15, 1989

Department: Agricultural Education

Academic Rank: Professor, effective August 1, 1976; Tenured
effective July 1, 1978

Courtesy Appointments: Vocational and Adult Education

Present Assignment: 20% Agricultural Education Department
80% Ombudsman

BIOGRAPHICAL DATA

Education

| Degrees | Dates | Institutions | |
|---------|-------|-------------------------|--|
| B.S. | 1958 | University of Minnesota | Agricultural Education Technical Education |
| M.Ed | 1966 | University of Minnesota | Agricultural Education Educational Psychology |
| D.Ed. | 1969 | University of Minnesota | Education |

Previous Employment:

Administrative Assistant, IANR, & Agriculture "Ag in the Classroom Program"
Project Director
Faculty Development Fellow, Egerton University, Njoro, Kenya, Africa.
1987-88
Professor and Head, Agricultural Education Department, University of
Nebraska-Lincoln. August 1, 1976-September 23, 1988
Professor and Chairman, Agricultural Education Department, California Poly-
technic State University, San Luis Obispo. July 1, 1973-August 1, 1976
Associate Professor and Chairman, Agricultural Education Department, Cali-
fornia Polytechnic State University, San Luis Obispo. September 1, 1972-
July 1, 1973
Associate Professor and Coordinator of Student Teaching, Agricultural Educa-
tion Department, California Polytechnic State University, San Luis Obispo.
September 1969 - September 1972
Associate Professor and Thailand Agricultural Education Project Backstopper,
Agricultural Education Department, California Polytechnic State
University, San Luis Obispo. September 1968-September 1969
Agricultural Programs Manager, Office of International Programs, University
of Minnesota (Instructor Rank), July 1966-July 1968
Instructor, Agricultural Education Department, University of Minnesota.
September 1965-July 1966

Research Assistant, Agricultural Education Department, University of Minnesota. July 1965-September 1965
Vocational Agriculture Teacher and Department Chairman, St. Charles High School (Minnesota). December 1961-July 1965.
Vocational Agriculture Teacher (Secondary and Adult), St. Charles High School, (Minnesota). September 1959-December 1961.
Vocational Agriculture Teacher (Secondary and Adult) and Senior Science Teacher, St. Charles High School (Minnesota). April 1958-September 1959.

Graduate Faculty Member: Effective March 1977

Honors and Awards Received:

30 Year Service Award - National Vocational Agriculture Teacher Association, 1989
National Achievement Award, National FFA Alumni Organization, 1983
Distinguished Service Award, National FFA Alumni Organization, 1982
Distinguished Service Award, Nebraska FFA Alumni Association, 1981
Plaque of Appreciation, Nebraska Young Farmers and Ranchers Education Association, 1981
Honorary State Farmer Degree, Nebraska FFA Association, 1980
Honorary Alpha Tau Alpha Degree, Beta Chapter, University of Nebraska-Lincoln, 1980
Honorary American Farmer Degree, National FFA Association, 1976
Honorary State Farmer Degree, California FFA Association, 1974
Outstanding Young Man Award, St. Charles Jaycees (Minnesota), 1964

Memberships in Professional Organizations

National Association of College Teachers in Agriculture
American Association of Teacher Educators in Agriculture: Past Secretary;
Past Western Regional Consultant to the National FFA Board of Directors;
Past National Representative to the National FFA Alumni Organization Board of Directors
American Vocational Association: (Life Member)
International Education Committee
National Vocational Agriculture Teachers' Association (Life Member)
Phi Delta Kappa Education Honorary
Gamma Sigma Delta - Agricultural Honorary

VITA

Name: James T. Horner

Date: December 1989

Department: Agricultural Education

Academic Rank: Professor, July 1, 1966, Tenure: 1963

Courtesy Appointments: Vocational and Adult Education
and Secondary Education

Present Assignment: 25% Extension
50% NUPAGE, & Federal projects
25% Center For Leadership Development

BIOGRAPHICAL DATA

Education

| Degrees | Dates | Institutions | |
|---------|-------|------------------------|------------------------|
| B.S. | 1950 | University of Missouri | Agricultural Education |
| M.Ed | 1954 | University of Missouri | Education |
| D.Ed. | 1959 | University of Missouri | Education |

Previous Employment

Professor Agricultural Education, University of Nebraska-Lincoln 1966-
(Chairman 1965-75) (Professor of ACE & Sec. Ed., 1969, Voc. Ed., 1978)
Visiting Professor, Adm. & Higher Education and Fellow in Academic Admin-
istration, American council on Education (ACE Intern) Michigan State
University 1965-66
Associate Professor Vocational Education, University of Nebraska-Lincoln,
1963-66
Assistant Professor Vocational Education, University of Nebraska-Lincoln,
1959-63
Instructor Vocational Education, North Carolina State University, Raleigh
1958-59
Instructor (Secondary), Fairfield, Iowa, 1954-58
Graduate Assistant, Agricultural Education, University of Missouri-Columbia,
1953-54
U.S. Army, 1951-52
Instructor (Secondary), Hardin, Missouri, 1950-51

Graduate Faculty Fellow, Appointed January 1966

Honors and Awards

Thirty Year Service Award-University of Nebraska-Lincoln, 1989
Honorary American Farmer Degree-National Future Farmers of America, 1984
Outstanding Service Award-Nebraska Vocational Association, 1979

Selected as "Mystery Speaker" (Keynoter) for the annual meeting, American Association of Teacher Educators in Agriculture, 1978
Outstanding Alumni Award - Hornersville (Missouri) High School, 1977
American Men of Science
Who's Who in the Midwest

Memberships in Professional Organizations

Association for Psychological type, International Treasure, Regional Secretary-Treasurer
American Association of Teacher Educators in Agriculture, Past President
American Vocational Association, Past Chairman, Staff Development & Professional Standards Committee & Past Chairman, Teacher Education and Legislative Committees
Nebraska Vocational Association
National (and Nebraska) Vocational Agricultural Teachers Association
National (and Nebraska) Adult Education Association
Association for International Agricultural Education
Nebraska Cooperative Education Association
American Association for Advancement of Science
Gamma Sigma Delta-Agriculture Honorary, Past Vice President & Secretary
Phi Delta Kappa-Education Honorary, Past President, Campus Charter

VITA

Name: Dann Eugene Husmann

Date: December 15, 1989

Department: Agricultural Education

Academic Rank: Assistant Instructor 8/87

Present Assignment: Teacher Undergraduate Courses
Associate Director of the 1989-90 Nebraska Department
of Education Sole Source Project
Coordinator of the Beginning Teachers of Agricultural
Education Graduate Courses

BIOGRAPHICAL DATA

Education

| Degrees | Dates | Institutions | |
|---------|-------------|--------------------------------|------------------------|
| B.S. | 1982 | University of Nebraska-Lincoln | Agricultural Education |
| M.Ed | 1986 | University of Nebraska-Lincoln | Agricultural Education |
| D.Ed. | In progress | University of Nebraska-Lincoln | Education |

Previous Employment

Unified School District 470-Arkansas City, Kansas, July 1982-July 1987
Instructor of Agricultural Education and Introduction to Science

Honors and Awards Received

Farmers National Fellowships
Gamma Sigma Delta Agricultural Honorary

Memberships in Professional Organizations

American Association of Teacher Educators of Agriculture
National Vocational Agriculture Teachers Association
American Vocational Association
Nebraska Vocational Association
Nebraska Vocational Agriculture Association
International Agricultural Education Association
American Society of Training and Development - Lincoln
Life Member, University of Nebraska Alumni Association
Life Member, University of Nebraska FFA Alumni Association
Life Member, National FFA Alumni Association
Gamma Sigma Delta

VITA

Name: Joyce Povlacs Lunde

Date: December 15, 1989

Department: Agricultural Education

Academic Rank: Associate Professor

Present Assignment: Teaching

For 1989 - 1990 The FTE percentages are divided as follows:

- .90% University of Nebraska New Partnerships in Agriculture and Education (NUPAGE)
- .10% Department of Agricultural Education

BIOGRAPHICAL DATA

Education

| Degrees | Dates | Institutions | |
|---------|-------|-------------------------|----------------|
| B.A. | 1959 | Kent State University | English, Latin |
| M.A. | 1960 | University of Minnesota | English |
| Ph.D. | 1970 | University of Minnesota | English |

Previous Employment

Instructional Consultant, Teaching and Learning Center, University of Nebraska-Lincoln 1978-89

Project Co-director, Cooperative Project for the Professional Renewal of Faculty (COPROF), Colleges of Agriculture, University of Nebraska-Lincoln and the University of Minnesota 1984-87

Coordinator for Title III and Faculty Development, Huron College, Huron, South Dakota 1976-78

Interim Director, Honors Program, Huron college, Huron, South Dakota, 1971-72

Honors and Awards Received

Bush Summer Leadership Fellowship, Bush Foundation, St. Paul, Minnesota, 1978

National Endowment for the Humanities Summer Seminar Stipend, University of California-Santa Cruz, 1973

Outstanding Advisory Service to Student Senate, Huron College, Huron, South Dakota, 1972

Woodrow Wilson Fellowship 1959-60

Presidential Scholarship, Kent State University 1956-59

Memberships in Professional Organizations

American Association for Higher Education
Conference on College Composition and Communication
Gamma Sigma Delta
National Association of colleges and Teachers of Agriculture
National Council of Teachers of English
Professional and Organizational (POD) Network in High Education - Core
(executive) Committee 1981-85

VITA

Name: Mark L. McCaslin

Date: December 14, 1989

Department: Agricultural Education

Academic Rank: Assistant Instructor, Agricultural Education

Present Assignment: Instructor for Undergraduate Courses
Associate Director and Coordinator for the Adult
For Inservice Education to Adult Education
Instructors in Secondary Ag Ed Programs in Nebraska

BIOGRAPHICAL DATA

Education

| Degrees | Dates | Institutions | |
|---------|-------------|--------------------------------|------------------------------|
| B.S. | 1982 | University of Wyoming | Wildlife Conservation & Mgt. |
| B.S. | 1983 | University of Wyoming | Animal Science |
| M.S. | 1989 | University of Wyoming | Vocational Education |
| Ph.D. | In progress | University of Nebraska-Lincoln | Adm., Curriculum |

Previous Employment

Instructor, University of Wyoming, 1988-89
Research, University of Wyoming, 1988-89
Agricultural Instructor, Star Valley High School, 1985-88
Science Instructor, Star Valley High School, 1985-87

Honors and Awards Received

Honorary Chapter Farmer, The Star Valley Chapter of the FFA, Afton,
Wyoming, 1987
Outstanding Contributor, The Buffalo Bill Chapter of the FFA, Cody, Wyoming,
1985
Dean's List, University of Wyoming, 1984-78

VITA

Name: Elmer H. Miller
Date: December 15, 1989
Department: Agricultural Education
Academic Rank: Associate Professor - August 15, 1989
Courtesy Appointment: Center for Vocational and Adult Education
College of Dentistry
Present Assignment: Associate Director, Center For Leadership
Development - 1.0 FTE

BIOGRAPHICAL DATA

Education

| Degrees | Dates | Institutions | |
|---------|-------|--------------------------------|--------------------------|
| B.S. | 1959 | University of Nebraska-Lincoln | Agricultural Education |
| M.Ed. | 1966 | University of Nebraska-Lincoln | Education Administration |
| Ph.D. | 1972 | University of Nebraska-Lincoln | Adult Education |

Previous Employment

Associate Director, Center For Leadership Development, Department of Agricultural Education, University of Nebraska - Lincoln, August 1989-present
Assistant Director, Department of Academic Telecommunications and Office of Continuing Studies, University of Nebraska - Lincoln, July 1986-1989
Assistant Director, Department of Statewide Programs, Division of Continuing Studies, University of Nebraska - Lincoln, June 1983-1986
Director, Department of Program Development, Division of Continuing Studies, University of Nebraska - Lincoln, June 1975-1983
Head, Department of Informal Education, Extension Division, University of Nebraska - Lincoln, October 1972-1975
Supervisor, Department of Informal Education, Extension Division, University of Nebraska - Lincoln, July 1969-1972
Supervisor, Department of Correspondence Study, Extension Division, University of Nebraska - Lincoln, July 1968-1969
Supervisor, Department of Service Occupations, Central Community College, Hastings Campus, July 1966-1968
Instructor, Agri-Business Occupations, Manpower Development Training Act, (MDTA), Lincoln Public Schools, July 1964-1966
Instructor, Vocational Agriculture, Fullerton City Schools, July 1962-1964
Instructor, Vocational Agriculture, Rising City Public Schools, July 1959-1962

Honors and Awards Received

- "Contributions to Adult Education," American Association of Adult and Continuing Education, October 1989
- "Distinguished Service Award," University of Nebraska-Lincoln, Division of Continuing Studies, August 1989
- "Distinguished Service Award," Nebraska Department of Labor, July 1989
- "Distinguished Service Award," Adult and Continuing Education Association of Nebraska, March 1989
- "Outstanding Contributions," Third Nebraska Conference on Productivity and Entrepreneurship, University of Nebraska-Lincoln, College of Business Administration, April 1988
- "Recognition of Distinctive Service," University of Nebraska-Lincoln, Faculty Senate, May 1986
- "Leadership Award," Missouri Valley Adult Education Association, April 1983
- "Citation Award," International Association of Personnel in Employment Security, March 1983
- "Distinguished Club President," Kiwanis International Recognition for Kiwanis Service, June 1982
- "Outstanding Adult Educator Award," Missouri Valley Adult Education Association, April 1977

Memberships in Professional Organizations

Adult and Continuing Education Association of Nebraska
American Association of Adult and Continuing Education
Missouri Valley Adult Education Association
National Continuing Education Association