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Self-Study Report: 07 Research and Scholarly Activity

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Section 7: Research and Scholarly Activity

INTRODUCTION

The Department of AgLEC is committed to a strong program of research and scholarly activity, which is complementary to its programs of teaching and outreach. In recognition of this programmatic initiative, as a part of the 1995-1999 strategic planning process, the department created and empowered a separate faculty committee to be exclusively concerned with research and scholarly activity. The Research & Scholarly Activity (R&SA) Committee (which consists of both departmental faculty and members external to the department) assumed duties previously included in the mandates of the departmental Graduate Committee. This action reflected special faculty concern regarding the status of research and scholarly activity in the unit and a commitment to increased attention and productivity.

The purpose of the R&SA Committee is to assist the AgLEC faculty in producing a quality and quantity of research and scholarly activity consistent with its role in a major research university. In the future, the faculty may find it useful to provide some sort of qualitative assessment of individual research and scholarship efforts similar to assessment done in the department teaching improvement process. Given that the formal R&SA peer review process is relatively new, the faculty has chosen to limit the committee's commentary to content feedback to proposals submitted by individual faculty members. The committee will make an annual report to the department head as to the extent to which individual faculty members have proposed and produced research and scholarly activity as defined in the committee procedures. The department head will utilize this report when considering the matter of merit pay or other allocations of rewards or assignments.

RESEARCH AND SCHOLARLY ACTIVITY PROGRAM GOALS AND RATIONALE

The AgLEC faculty seeks to match its reputation and tradition of excellence in teaching with a complementary level of achievement and recognition in research and scholarly activity. Faculty members seek to be outstanding creators, as well as disseminators of knowledge. To facilitate that process, the faculty has established the following goals in regard to research and scholarly activity.

Goal 1. Empower the Research and Scholarly Activity Committee to:

- a. Identify and establish research priorities for the department, encourage and assist faculty in establishing programs of research and scholarly activity, and assist faculty in

- identifying and executing research projects associated with other action plans and/or classroom research;
- b. promote active grantsmanship by AgLEC faculty, by identifying and facilitating additional funding sources for research support;
 - c. provide peer review for individual research proposals and projects.

Rationale. A consistent frustration for the faculty has been the oft-repeated criticism that the research and scholarly activity productivity of the department is perceived as inadequate or lacking by administrators and others. As a first step in reversing this undesirable situation, the faculty has created and seeks to empower a R&SA committee to assist in research and scholarly activity. The primary thrust of the committee is to provide resources, support, and encouragement for faculty efforts and to create a contingency between accomplishments and organizational reward structures.

Goal 2. *Sustain and strengthen the departmental peer review and scholarly activity process, which requires each tenured or tenure-track faculty member, without regard to Agricultural Research Division (ARD) appointment, to propose at least one scholarly activity during each academic year, and to produce at least one item of scholarly output each year (peer reviewed publication, peer reviewed presentation, peer reviewed proceedings, or other item approved by the Research and Scholarly Activity Committee).*

Rationale. As noted above, the first and most important step in vitalizing faculty efforts in research and scholarly activity is a process of positive encouragement and support in the form of peer review and the establishment of clear goals and objectives.

Goal 3. *Facilitate team research and propose AgLEC team projects to the ARD. In addition, collaborate with other IANR social science units, such as the Department of Agricultural Economics, on shared research interests and initiatives.*

Rationale. Improvements in AgLEC levels of productivity in research and scholarly activity will have to be accomplished in a resource-constrained environment. Team research projects could have the effect of simultaneously dealing with the challenge of scarce resources, leveraging faculty capabilities, and creating a greater awareness of departmental activity.

Goal 4. *Develop and sustain active research programs resulting in scholarly contributions in the following areas: leadership development in agriculture and natural resources, distance education, teaching and learning, agricultural education/literacy, and communications.*

Rationale. A traditional and inherent strength of the department is its multi-disciplinary faculty and content areas. A strong departmental research program should take advantage of this opportunity and ensure that the various disciplinary areas are represented in research and scholarly activity output.

FACULTY RESPONSIBILITIES AND INTERRELATIONSHIPS WITH OTHER UNITS

ARD Appointed Faculty

Table 7.1 ARD Faculty in AgLEC

Faculty Member	FTE	Title	Dates
Professor Ossie Gilbertson	.25 FTE	Impacting Agricultural Literacy of Elementary Students and Teachers Through Teacher Workshops NEB-24-031	1 May 1994 thru 30 Apr 1999
Associate Professor Bill Brown	.25 FTE	The Determinants and Uses of Leadership Influence in Agriculture and Natural Resources NEB-24-032	9 June 1995 thru 31 May 2000
Associate Professor Jim King	.25 FTE as of 7/96	In preparation	
Associate Professor Kay Rockwell	.25 FTE as of 7/96	In preparation	
Professor & Head Earl Russell	.30 FTE as of 7/96	In preparation	

Other Faculty

As stated in the 1995-99 action plan and affirmed in the departmental guidelines, tenured and tenure-track faculty budgeted in AgLEC are expected to *"propose or update at least one research or scholarly activity during each academic year and to produce at least one item of research or scholarly output each year (as defined)."*

Faculty on temporary or full-time special appointments in AgLEC are encouraged to engage in research and scholarly activity, as are faculty with tenure homes in AgLEC, but budgeted elsewhere. The Research and Scholarly Activity Committee seeks to assist all AgLEC faculty members without regard to the nature of their appointment.

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

- In 1996 AgLEC Professors Banset, Brown (ARD), and Lunde were joined by Forestry Fisheries and Wildlife Professor Ronald Case (ARD) in submitting to the ARD an Interdisciplinary Team Research Proposal, "The Timing of Task Performance: Implications For Productivity in Ag/NR Academic and Work Groups." Although the project was not selected for ARD support, the team

has reformulated it, added Educational Psychology Professor Ken Kierwa to the team, and submitted a major grant proposal to the McDonnell Foundation.

- Associate Professor Bill Brown and Engineering Professor Fred Choobineh have been awarded a \$152,500 "Manufacturing Excellence" research grant from Lucent Technologies to study social and technologic manufacturing systems.

PROGRAM DEVELOPMENT

Record of Research and Scholarly Activities in AgLEC

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

Table 7.2 Research and Scholarly Activities of AgLEC Faculty, 1992-1996

Type of Activity	1992	1993	1994	1995	1996	Total
Refereed Articles	9	6	5	3	5	28
Non-Refereed Articles	16	14	8	8	4	50
Books	1	2	1	2	1	7
Book Chapters	0	0	1	4	11	16
Papers Presented	7	7	13	20	9	56
Proceedings/ Abstracts	8	6	6	5	0	25

Areas in Which the Program Needs Improvement

Although able to point with pride to previous accomplishments in the area of research and scholarly activity, the AgLEC faculty has concluded that research efforts in the department lag behind productivity in other areas, and that special effort is needed to strengthen this area. In addition to a general desire to increase research and scholarly activity productivity, the faculty resolves to increase the opportunity for communications faculty to be engaged in graduate education and research, and to increase the overall percentage of faculty members with appointments in the Agricultural Research Division.

We recognize these six areas in which our research and scholarly activity efforts could be improved:

- The department has a relatively low percentage of ARD appointments (less than 10% of tenure/tenure-line faculty FTEs).

Table 7.3 ARD Appointments in AgLEC, 1990-1997

Budgeted Faculty	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97
Total Faculty	10.18	10.86	11.87	10.27	10.22	13.92	13.85
ARD Faculty Appointments	1.03	.98	.73	.53	.56	1.30	1.30
Percent Research Appointment	10.10%	9.02%	6.10%	5.20%	5.40%	9.33%	9.38%

- The department has a relatively low level of support for research (currently one .49 FTE graduate student who is assigned to work exclusively with ARD faculty) as compared to other IANR units.
- As detailed in Section 6, the department is in the process of strengthening its graduate program. A expanded graduate program is seen as an essential complement to a strong program of research and scholarly activity.
- Some AgLEC faculty do not come from traditions which emphasize research.
- AgLEC faculty with high teaching loads have difficulty finding time for research. AgLEC research productivity expectations for non-ARD faculty (1 peer-reviewed proposal and output per year) exceed ARD standards for .25 ARD faculty (1 referred journal article every 18 months).
- The sort of social science research done by AgLEC faculty is not always well understood and supported in an environment dominated by research in the biological and physical sciences.

Strategies for Improvement

- *Increase percent of faculty with ARD appointments.* As of July 1, 1996 two additional faculty members have been reassigned to the Department of AgLEC. Both of these faculty members have .25 FTE assignments in the Agricultural Research Division and the department head has declared a .30 appointment in the ARD as well. This addition of .80 FTE in the department more than doubles the previous amount of formal assignment to research. However, this new total of 1.30 FTE appointments in the ARD is still viewed as less than the critical mass needed to sustain an active and vital research program. Other faculty members with interest in research appointments are encouraged to participate in collaborative projects to demonstrate their capabilities and to seek research assignments as they become available. The departmental objective is to have approximately 25 percent of all AgLEC tenure/tenure-line faculty FTEs (approximately 3.5 FTE) assigned to research appointments, with those fractional appointments spread over several faculty in no less than .25 FTE increments.
- *Strengthen the graduate program and its interconnection with research and scholarly activity.* Efforts to enlarge and enhance the graduate programs offered through AgLEC are described

elsewhere in this self-study document. These efforts are seen as a particularly excellent way to involve faculty members who have traditionally been focused on undergraduate teaching in a program characterized by interaction with graduate students and involvement in research.

- *Actively engage the faculty committee devoted exclusively to the promotion and support of Research and Scholarly Activity in the department of AgLEC.* The departmental Research and Scholarly Activity Committee was established in the fall of 1995, consisting of the two AgLEC faculty members with ARD appointments, one other AgLEC faculty member, the department head serving in an ex-officio capacity, and two external members (Professor David Marx from the Department of Biometry and Associate Professor John Allen from the Department of Agricultural Economics).

In November of 1995 the faculty approved a preliminary set of operating procedures for the Research and Scholarly Activity Committee, and further affirmed the role of the committee in May 1996 with approval of the departmental operating procedures.

- *Clearly define what constitutes future research and scholarly activity in AgLEC.* In November 1995, the Research and Scholarly Activity Committee proposed a definition of research and scholarly activity to the faculty. After due consideration and the integration of several suggested modifications, in January of 1996, the faculty approved a definition and statement of commitment in regard to research and scholarly activity in AgLEC. See page 7-8 for the full text of the statement.
- *Tie research and scholarly activity productivity to formal and informal reward structures.* The Research and Scholarly Activity Committee will report annually to the department head as to the extent to which individual faculty have proposed and produced research and scholarly activity. The department head will utilize this report when considering the matter of merit pay or other allocations of rewards or assignments.

In 1994, a departmental award of merit recognizing outstanding performance in research was established. An annual call for nominations (self-nominations are encouraged) is announced in the spring and the award is made at the fall departmental retreat.

- *Provide strong internal support and a tradition of peer review of research and scholarly activity.* Key elements of the effort to encourage and support research and scholarly activity have been formalization and strengthening of the internal peer review process for faculty proposals, manuscripts, and other outputs. Although an informal system of peer review was in place, it was variously utilized by faculty and occasionally superficial in content. In January 1996, guidelines for a more comprehensive and formalized peer review system were established, and in May the faculty voted to specifically tie the participation in this process to the formal merit pay award system. Since January 1996, eight proposals or outputs from six AgLEC faculty members have been reviewed.

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

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

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

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

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

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

RECORD OF RESEARCH AND SCHOLARLY ACTIVITY OF THE AGLEC FACULTY, 1992-1996

ELIZABETH A. BANSET

Refereed Journal Articles:

- Barrett, L.A., Banset, E.A., Gilbertson, O.S. (1995). A model for the evaluation and reward of teaching in agricultural education. *Journal of Agricultural Education*, 36(2), 63-70. (CASNR Journal Series 94-7).
- Brink, D.M., Banset, E.A., Beck, M.M., Book, V.A., & Gilster, K. (1992, September). Partnerships to enhance communication competence of animal science graduates. *NACTA Journal*, 36,18-19.

Non-Refereed Articles

- Banset, E.A. (1996, May). Writing minutes. *Writers Update*. Lincoln, NE: IANR.
- Banset, E.A. (1995, July). What is your writing style personality? *Writers Update*. Lincoln, NE: IANR.
- Banset, E.A. (1995, March). Tips for writing on-line. *Writers Update*. Lincoln, NE: IANR.
- Banset, E.A. (1994, March). Mental length vs. actual length: Writing for the five-minute reader. *Writer's Update*. Lincoln, NE: IANR.
- Banset, E.A. (1993, November). Redundancy: Or how being superfluous and otherwise repeating yourself can make your writing sound overly reiterative: Or the reasons why you shouldn't repeat again the same identical information in your written writing. *Writer's Update*. Lincoln, NE: IANR.
- Banset, E.A., et al. (1993, August). A potpourri of pointers. *Writer's Update*. Lincoln, NE: IANR.
- Banset, E.A. (1992, December). Writing style: The writer behind the words. *Writer's Update*. Lincoln, NE: IANR.
- Banset, E.A. (1992, July). Evolution of elocution on paper (a history of punctuation). *Writer's Update*. Lincoln, NE: IANR.
- Banset, E.A. (1992, April). The writer's bookshelf: Reference books no writer should be without. *Writer's Update*. Lincoln, NE: IANR.

Books

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

Chapters in Books

- Banset, E.A. (1996). Active listening. In S.M. Fritz, F.W. Brown, J.P. Lunde, & E.A. Banset (Eds.), *Interpersonal skills for leadership* (pp.15-38). Needham Heights, MA: Simon and Schuster Custom Publishing.
- Banset, E.A. (1996). Values. In S.M. Fritz, F.W. Brown, J.P. Lunde, & E.A. Banset (Eds.), *Interpersonal skills for leadership* (pp. 77-94). Needham Heights, MA: Simon and Schuster Custom Publishing.
- Banset, E.A., Book, V.B., Brink, D.B., & Beck, M.M. (1994). Lessons learned from Project:CLASS. In J.P. Lunde, M.E. Baker, F.H. Buelow, & L.S. Hayes (Eds.). *Reshaping curricula: Revitalization programs at three land grant universities* (pp. 156-173). Bolton, MA: Anker Publishing Co.

Proceedings

- Banset, E.A. & Brink, D.M. (1993). Communication literacy across the sciences: Designing and evaluating writing assignments. *Proceedings of the 45th Annual Reciprocal Meat Conference of the American Meat Science Association*, 45, 27-35.

Invited Papers, Presentations, Workshops

The Nuts and Bolts of Business Writing, a half-day workshop presented at Mahoney State Park, Ashland, NE, June 12, 1996 (offered through College of Business Administration).

Communicating with Students in Cyberspace: Untangling the Web, a presentation to the Nebraska Teaching Improvement Council (Faculty College), Mahoney State Park, Ashland, NE, May 9, 1996 (with F. W. Brown).

Practical Business Writing: Tips, Tricks and Tactics for Sometime Writers, an all-day seminar presented at the Panhandle Education Center, Scottsbluff, NE, February 8, 1996 (offered through the Center for Leadership Development)

Confessions of a Reluctant School Teacher, after dinner presentation to the Fourth Annual National Conference on Rewarding Teaching, February 16, 1996, UNL.

Using E-mail and the Internet in the Classroom, a presentation at the IANR Open House, October 13, 1995.

Using UNLCLASSI Accounts, a presentation to ALEC 405 students, August 24, 1995.

Practical Business Writing: Tips, Tricks and Tactics for Sometime Writers, a presentation at an all-day Management Development Seminar offered through the College of Business Administration, Mahoney State Park, June 19, 1995.

Improving Your Business Writing Skills: Tips, Tricks and Tactics for Sometime Writers, an all-day seminar presented to Nebraska Association of County Treasurers, Hastings, NE, March 15, 1995. (Offered through College of Business Administration)

Departmental Plans for Rewarding Teaching, panel presentation to the Third Annual National Conference on Rewarding Teaching, February 17, 1995, University of Nebraska-Lincoln.

Confessions of a Reluctant School Teacher, after dinner presentation to the Third Annual National Conference on Rewarding Teaching, February 17, 1995, UNL.

Presentations on practical applications of UNLINFO accounts to Gerald Parsons' ALEC 200 classes, September 22 and October 20, 1994.

As the Word Turns: Dr. Diction's Guide to Clearer Writing, seminar presented to faculty and students on the Soil and Water Panel, Department of Agronomy, UNL, September 12, 1994.

Kinesthetics in the Classroom, presentation to the CASNR Teaching Community, April 8, 1994.

What Goes into a Teaching Portfolio and How to Evaluate It, a presentation to the Second Annual National Conference on Rewarding Teaching, March 5, 1994, UNL.

Poetry in (E)Motion, poet-in-the-schools presentation to 5th graders at Lakeview Elementary School and in-service for teachers, March 2, 1994.

Progress of TQM Teaching Group, a presentation to IANR Forum on Total Quality Management, December 2, 1993

Teaching Technical Writing in High Schools a seminar for high school teachers in Schuyler, NE, February 4, 1993 (with V. Book)

Project: CLASS Reunion of Animal Science faculty, industry partners and project leaders in UNL Animal Science Department October 8, 1992 (with D. Brink, V. Book, M. Beck)

Other Scholarly Activity

Leadership Education in Colleges of Agricultural Sciences and Natural Resources: Stories and Experiences from the Field. National Satellite Conference, UNL (with S. Fritz, F.W. Brown, J.P. Lunde), May 1996.

Effects of Departmental Plan for Rewarding Teaching in the AgLEC Department, comments on videotape for the FIPSE Project, "From Regard to Reward," April 20, 1995.

Membership in pilot group to explore possibilities of incorporating principles of Total Quality Management (TQM) into teaching, January 1993-January 1994.

Grants

Communities of Learning Into the 21st Century: A Plan for Revitalizing Nebraska's Vision for Food Systems Professions Education in the Years 2020. Co-authored with F.W. Brown and IANR Vice-Chancellor I.T. Omtvedt. The W.K.Kellogg Foundation, 1996. Funded \$1,500,000.

Cognitive Learning Plus Study Strategies Equals Study Groups: An Investigation of Study Groups in High School Science Classes. With F.W. Brown, K. Kiewra, J. Lunde, L. Bell, & R. Case. \$397,000, January 1, 1997-December 31, 1999. Proposal under review, The James S. McDonnell Foundation-Cognitive Studies for Educational Practice.

Project: CLASS (Communication Literacy in the Animal Sciences). With M. Beck, V. Book, D. Brink, & K. Gilster. New Partnerships in Agriculture and Education (NUPAGE); funded by the W.K. Kellogg Foundation; \$30,900 (Jan - June 1990); \$7,750 (Jan - July 1991); \$5,700 (Sept - Jan 1991); \$5,700 (Jan - May 1992).

LEVERNE A. BARRETT

Refereed Journal Articles

- Barrett, L. (1996, March). The academic department as a locus of changing the rewards for teaching. A NACTA position paper. *NACTA Journal* 40(1), 4-5.
- Barrett, L., Banset, E., & Gilbertson, O. (1995). A model for the evaluation and reward of teaching in agricultural education. *Journal of Agricultural Education*, 36(2). CASNR Journal Series 94-7.
- Barrett, L., Narveson, R., Wright, D., & Burkholder, A. (1994). Universities join in mutual encouragement to re-adjust the reward structures for teaching and research. (Invited Article). *NACTA Journal*, 38(3). CASNR Journal Series 94-6.

Chapter in Book

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

Papers Presented

- Barrett, L. (1996). *Rewarding/Defining the scholarship of teaching.* Presented at North Central Teaching Symposium, South Dakota State University, Brookings, SD.
- Barrett, L., & Narveson, R. (1996, June). *Peer review of teaching.* Presented at NACTA National Conference, Crookston, MN.
- Barrett, L., Narveson, R., Bernstein, D., & Sorensen, R. (1995, January). *Solving teaching reward problems from the department perspective.* Paper presented at Third American Association Higher Education Forum on Faculty Roles and Rewards, Tucson, Arizona.
- Andelt, L., & Barrett, L. (1995, July). *Identification of coping strategies used by personality temperaments which facilitate success in high school students.* Paper presented at 11th International Conference, Association for Psychological Type, Kansas City, Missouri.
- Barrett, L., & Edwards, D. (1995). *Rewarding the academic department.* Presented at ACOP National Meeting, Lincoln, Nebraska.
- Barrett, L., & Narveson, R. (1995). *Evaluating/Rewarding teaching - A departmental perspective.* Paper presented at First American Association Higher Education Regional Conference, Madison, Wisconsin.
- Barrett, L. (1995). *Changing the university system to reward teaching.* Paper presented at W.K. Kellogg Forum, Orlando, Florida.
- Lunde, J., Barrett, L. (1994, April). *Impact of an intervention to improve the rewards for teaching at a research-oriented university.* Paper presented at American Educational Research Association, New Orleans, Louisiana.
- Barrett, L., & Narveson, R. (1994, January). *Mutual encouragement between universities to solve reward structures for teaching.* Invited paper presented at Second AAHE Conference on Faculty Roles/Rewards, New Orleans, Louisiana.

- Barrett, L. (1994, June). *Strategies to reward teaching in colleges of agriculture*. Invited paper presented at NACTA National Conference, College Station, Texas.
- Barrett, L. (1994, June). *From regard to reward*. Invited paper presented at North Central Teaching Symposium on Teaching, Lincoln, Nebraska.
- Barrett, L., and Narveson, R. (1994, October). *Solutions to rewarding teaching--A departmental perspective*. Invited paper presented at AAHE Conference on Faculty, Roles/ Rewards, Madison, Wisconsin.
- Barrett, L. (1993). *Implementing an institutional change model for rewarding teaching at research-oriented universities*. Invited presentation at American Education Research Association, San Francisco.
- Barrett, L. (1993). *From regard to reward--A case study, issues, changes, processes, outcomes*. Presentation to Kellogg Forum on Land-Grant Universities for the Future, Lincoln, Nebraska.
- Barrett, L. (1993). *Developing a program to change teaching reward structure*. Invited presentation, University of Cincinnati, Ohio.

Proceedings and Abstracts

- Lunde, J., & Barrett, L. (1995). An intervention to improve the rewards for teaching at a research-oriented university. *Higher Education Abstracts*, 28(4).
- Lunde, J., & Barrett, L. (1994, December). Impact of an intervention to improve the rewards for teaching at a research-oriented university. *Resources in Education*, ERIC Clearing House for Higher Education, ED 372-667 RIEDEC94.
- Andelt, L., & Barrett, L. (1994, March). Identification of coping strategies used by personality temperament groups which facilitate success in high school students. In *Proceedings, Orchestrating Educational Change in the 90's--The Role of Psychological Type* (pp. 61-71). Gainesville, FL: Center for Applications of Psychological Types.
- Barrett, L. (1992, March). *Implementing an institutional change model for rewarding teaching at research-oriented universities*. (ERIC Document Reproduction Service)

Other Scholarly Activity

- Barrett, L., Narveson, R., & Wright, D. (1994, March). Second National Conference on Rewarding/Evaluating Teaching. University of Nebraska, Lincoln, Nebraska.
- Barrett, L. (1994, April). *Developing teamwork in teaching and extension*. Workshop presented North Dakota State University.
- Barrett, L. (1994, April). *Developing departmental evaluation plans*. Invited workshop, University of Minnesota.
- Barrett, L. (1994, April). *Adjusting the norms of university and culture to reward teaching*. Invited workshop for Bush Fellows, University of Minnesota.
- Barrett, L., Narveson, R., & Lunde, J. (1994, May). *Strategies to evaluate/reward teaching*. Invited workshop, North Carolina A&T University, Greensboro.
- Barrett, L., & Burkholder, A. (1994, July). *Alternative methods to evaluate teaching -- the teaching portfolio*. Invited workshop, Wayne State University, Wayne, Nebraska.
- Barrett, L., Narveson, R., & Moser, L. (1994, October). *Developing/Evaluating teaching portfolios*. Invited workshop, University of Wisconsin-Madison.
- Barrett, L. (1994, November). *Developing departmental plans to reward teaching*. Invited workshop, Cal Poly Tech University, San Luis Obispo, California.
- Barrett, L., & Narveson, R. (1992). *From regard to reward--Rewarding teaching at a research oriented university*. Final Report, U.S. Dept. Education (FIPSE).
- Wright, D., Barrett, L., & Narveson, R. (1992). *Process for changing an institutional reward system*. Manual. Lincoln: University of Nebraska-Lincoln.
- Barrett, L., Narveson, R., & Burkholder, A. (1992). *A compendium of departmental plans to reward teaching*. Manual. Lincoln:University of Nebraska-Lincoln.

Grants

- A Collaborative Effort to Change the Reward System for Teaching - Phase II.* Leverne A. Barrett, Project Director. USDA, 1996-1997. \$144,580
- Rewarding Teaching at Research Oriented Universities: A Dissemination.* Leverne A. Barrett, Project Director. Fund for the Improvement of Postsecondary Education (FIPSE), 1995-1996, Renewal: \$21,000; New: \$15,000
- A Collaborative Effort to Change the Reward System for Teaching.* Leverne A. Barrett, Project Director. USDA, 1995-1996, \$128,000; W.K.Kellogg Foundation, 1995-1996, \$50,000
- Rewarding Teaching at Research Institutions--A Dissemination.* Leverne A. Barrett, Project Director. Fund for the Improvement of Postsecondary Education, 1994-1995. \$61,500
- Project on Rewarding Teaching--PORT.* Leverne A. Barrett, Project Director. UNL Administration. \$5,000
- Rewarding Teaching at Research Institutions--A Dissemination.* Leverne A. Barrett, Project Director. Fund for the Improvement of Postsecondary Education, 1993-1994. \$75,200
- From Regard to Reward: Improving Teaching at a Research-Oriented University.* Leverne A. Barrett, Project Director. Fund for the Improvement of Postsecondary Education, 1989-1992. \$207,000
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LLOYD C. BELL

Refereed Journal Articles

- Foster, R.M., Bell, L.C., & Erskine, N. (1995). Current and future job responsibilities of the secondary agricultural education instructor as perceived by teachers, superintendents, and principals in Nebraska. *Journal of Agricultural Education*, 36(3), 1-7.
- Bell, L.C., & Fritz, S. (1994). A comparison of deterrents to college-bound male and female enrollment in secondary agricultural education programs in Nebraska. *Journal of Agricultural Education*, 35(4), 20-24.
- Bell, L. C. and Fritz, S. (1992, Winter). Deterrents to female enrollment in secondary agricultural education programs in Nebraska. *AATEA Journal*, 33(4), 39-47.

Non-refereed Articles

- Bell, L.C. (1994). Cooperative business in Nebraska. In Agricultural Cooperative Service, USDA (Ed.), *Understanding Cooperatives*. (Unit 11). Washington, DC.
- Bell, L. C., & Fritz, S. (1993, May). Comparison of deterrents to nontraditional male and female enrollment in secondary agricultural education programs in Nebraska. *Summaries of Research & Development Activities in Agricultural Education*. Ag Ed Division of AVA. Kansas State University.
- Fritz, S., & Bell, L.C. (1993, May). Methodological triangulation: Agricultural education enrollment and the non-traditional student. *Summaries of Research & Development Activities in Agricultural Education*. Ag Ed Division of AVA. Kansas State University.

Book

- Bell, L.C., & Fritz, S. (Eds). (1995). *Proceedings of the central regional 49th annual research conference in agricultural education--A look into the future*. Lincoln: University of Nebraska-Lincoln.
- Fritz, S., & Bell, L. (1993). *Relating to the living world: An exploratory study of the food and fiber system from a nontraditional approach*. Lincoln, University of Nebraska-Lincoln.

Chapter in Book

- Bell, L.C., & Husmann, D. (1996). Self confidence and self esteem. In S. Fritz, F.W. Brown, J. Lunde, and E. Banset (Eds.), *Interpersonal Skills for Leadership* (pp. 63-75). Needham Heights, MA: Simon and Schuster Custom Publishing.

Proceedings and Abstracts

- Bell, L.C., & Fritz, S. (1994, Summer). *Relating to the living world*. Eisenhower National Clearinghouse for Mathematics & Science Education. Doc. No. 000697.
- Bell, L.C. (1994, February). Measuring the perceptual impact of a multicultural teaching practicum on the interpersonal competency of student teachers. *Proceedings of the Central States AAAE Research Conference*. St. Louis, MO.
- Fritz, S., & Bell, L.C. (1993, February). Methodological triangulation: Agricultural education enrollment and the non-traditional student. *Proceedings of the Central States AAAE Research Conference*. St. Louis, MO.
- Bell, L.C., & Fritz, S. (1992, December). Comparison of deterrents to non-traditional male and female enrollment in secondary agricultural education programs in Nebraska. *Proceedings of the National Agricultural Education Research Meeting*. St. Louis, MO.
- Bell, L.C., & Fritz, S. (1992, June). Deterrents to female enrollment in secondary agricultural education programs in Nebraska. *Proceedings of the Central Region 46th Annual Research Conference in Agricultural Education*. Austin, MN.
- Foster, R. M., Bell, L.C., & Erskine, N. (1992, June). Current and future job responsibilities of the secondary agricultural education instructor as perceived by teachers, superintendents, and principals in Nebraska. *Proceedings of the Central Region 46th Annual Research Conference in Agricultural Education*. Austin, MN.

Other Scholarly Activity

Special Curriculum Modification Project

- Bell, L.C., Moody, L., Gilbertson, O.S., & Russell, E.R. (1995, Fall). *Modification of the AgLEC Teacher Preparation Program—Teleconference and Satellite Solicitation of Practitioner Input*. AgLEC Teacher Certification Committee. University of Nebraska-Lincoln.

Invited Presentations/Seminars

- Bell, L.C. (1995, November). *Problem solving*. Seminar presentation for the Leading The Way Series, UNL Center for Leadership Development.
- Bell, L.C. (1995, June). *UNL Agricultural Education/Science dual endorsement*. Invited presentation at Schools That Work Conference. Kearney, NE.
- Bell, L.C., & Woepple, E. (1995, March). *Biology endorsement for Agricultural Education instructors*. Invited presentation at Nebraska Rural Community Schools Association meeting on Quality Rural Schools, Kearney, NE.
- Bell, L.C. (1995, April). *Effective listening skills*. Seminar presentation, Rush Chairmen Workshop, UNL Interfraternity Council.
- Bell, L.C. (1994, December). *Trust*. Seminar presentation for The Leadership Agenda Series, UNL Center for Leadership Development.

Inservice Education Facilitator

- Bell, L.C. (1995, June). Secondary Agricultural Education Instructors: An. Sci 240: Anatomy and Physiology of Domestic Animals, Lincoln, NE.
- Bell, L.C. (1995, February). Biology/Agriculture Education Curriculum Integration Workshop. Nebraska Vocational Agricultural Association, Columbus, NE.
- Bell, L.C. (1994, November). Biology/Agriculture Education Curriculum Integration Workshop. Nebraska Vocational Agricultural Association. Grand Island, NE.

Instructional materials developed (Statewide)

- Bell, L.C. (1995). *Guidelines for biology endorsement of UNL undergraduates and experienced instructors of secondary agricultural education*. Department of Agricultural Leadership, Education and Communication, University of Nebraska-Lincoln.

Grants

Cognitive Learning Plus Study Study Strategies Equals Study Groups: An Investigation of Study Groups in High School Science Classes. With F.W. Brown, K. Kiewra, J. Lunde, E. Banset, & R. Case. \$397,000, January 1, 1997-December 31, 1999. Proposal under review, The James S. McDonnell Foundation-Cognitive Studies for Educational Practice.

Agribusiness/Natural Resources as an Applied Science & Math Subject Area. April 1994-June 1995. Eisenhower Math & Science Impt. Act P.L. 100-297. \$39,685

ALLEN G. BLEZEK

Refereed Journal Articles

Johnson, J., Holcomb, M., Simms, G., & Blezek, A.G. (1992-93, Fall-Winter). Use of writing in home economics and agriculture in secondary schools. *The Journal of Vocational Home Economics Education*, 10(2).

Non-Refereed Articles

Blezek, A.G. (1993, Fall). The unprecedented need for ethical leadership. *The Leadguide*, 1(2). Lincoln, NE: Center for Leadership Development.

Invited Papers and Presentations

Frederick, C, Fitzgerald, J.B., Blezek, A.G., & Dillon, R.D. (1993, July). *Importance of horticulture programs in secondary education programs in Nebraska.* Refereed paper presented at 90th meeting of the American Society for Horticultural Science, Nashville, Tennessee.

Blezek, A.G. (1994, June). *The Nebraska Center for Leadership Development--A real model of agricultural leadership.* Presentation at the University of Hawaii-Manoa.

Other Scholarly Activity

Participant, Annual Conference of International Association of Programs of Agricultural Leadership (IAPAL/LEAD Program Directors), Branson, Missouri, October 1995.

Participant and presenter, Nebraska Ag Ed Symposium, sponsored by the Nebraska Department of Education, Columbus, Nebraska, February 3-5, 1995.

Co-Leader, LEAD International Study/Travel Seminar to Singapore, Malaysia and Thailand, January 1995.

Assistant Director and Presenter, Annual Conference of the International Association of Programs of Agricultural Leadership (IAPAL) (LEAD Program Directors), Nebraska City, Nebraska, August 1994.

Grants

Bergman, G.C., & Blezek, A.G. Grants for Nebraska Agricultural Leadership Council, Inc. Grants package, 1995 \$176,000.

Bergman, G.C., & Blezek, A.G. Grants for Nebraska Agricultural Leadership Council, Inc. Grants package 1994 \$174,000.

Blezek, A.G. Capital construction campaign for a new meeting/assembly hall at the Nebraska Youth Leadership Development Center at Aurora, Nebraska, 1993. Amount raised: \$268,000.

Bergman, G.C., & Blezek, A.G. Grants for the Nebraska Agricultural Leadership Council, Inc. Grants package 1993 \$185,000.

Blezek, A.G., & Bergman, G.C. Grants for the Nebraska Agricultural Leadership Council, Inc. Grants package 1992 \$175,000.

Blezek, A.G. *Agricultural Education Frameworks*. Nebraska Department of Education, November 20, 1992-December 31, 1994. \$18,154.

Blezek, A.G. *Leadership Training for Women of Nebraska*. Institute of Agriculture and Natural Resources, University of Nebraska-Lincoln, January 1, 1990-December 31, 1992. \$10,000.

VIRGINIA A. BOOK

Refereed Journal Articles

Brink, D., Banset, E., Beck, M., Book, V., & Gilster, K. (1992, September). Partnerships to enhance communication competence of animal science graduates. *NACTA Journal*, 36, 18-19.

Non-Refereed Articles

Book, V.A. (1992, May). Who's in charge here, anyway?: Collaborative teams. *Plain Talk*. Omaha-Lincoln Chapter of Society for Technical Communication.

Grants

Project: CLASS (Communication Literacy in the Animal Sciences). With E. Banset, M. Beck, D. Brink, & K. Gilster. New Partnerships in Agriculture and Education (NUPAGE); funded by the W.K. Kellogg Foundation; \$30,900 (Jan-June 1990); \$7,750 (Jan-July 1991); \$5,700 (Sept-Jan 1991); \$5,700 (Jan-May 1992).

F. WILLIAM BROWN

Refereed Journal Articles

Brown, F.W., Birnstihl, B., & Wheeler, D.W. (forthcoming). Leading without authority: An examination of the impact of transformational leadership on Cooperative Extension work groups and teams. *The Journal of Extension*.

Brown, F. W. & Fritz, S. M. (1996). The use of an incomplete sentences test for employment screening and selection of Cooperative Extension Agents and Educators. *The Journal of Extension*, 34(2).

Schaubroeck, J., May, D., & Brown, F.W. (1994). Procedural justice explanations and employee reactions to economic hardship: A field experiment. *Journal of Applied Psychology*, 29(3), 455-460.

Brown, F.W., & Fritz, S.M. (1994). Determining the breadth of leadership and human resource management/development offerings in post-secondary departments of agricultural education. *The Journal Of Agricultural Education*, 35 (3).

Brown, F.W. (1994). Paddling in permanent white water, Managing paradigm shifts. *Military Medicine*, 159(9), 622-626.

Brown, F. W., & Finstuen, K. (1993). The use of participation in decision making: A consideration of the Vroom-Yetton and Vroom-Jago normative models. *Journal Of Behavioral Decision Making*, 6, 207-219.

Rogers, H., & Brown, F. W. (1993). A field study of the effect of writing style on compliance with instructions. *The Journal of Technical Writing and Communication*, 23(1), 53-71.

Books

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

Book Chapters

- Brown, F.W. (1996). The nature of power, influence, and leadership. In S.M. Fritz, F.W. Brown, J.P. Lunde, & E.A. Banset (Eds.). *Interpersonal skills for leadership*. Needham Heights, MA: Simon and Schuster Custom Publishing.
- Lunde, J.P., Brown, F.W., & Fritz, S.M. (1996) Introduction. In S. Fritz, F.W. Brown, J.P. Lunde, & E. Banset (Eds.), *Interpersonal skills for leadership*. Needham Heights, MA: Simon & Schuster Custom Publishing.

Presentations

- Brown, F.W., & Banset, E. (1996). *Communicating With Students in Cyberspace: Untangling the Web*. A presentation to the Nebraska Teaching Improvement Council (Faculty College), Mahoney State Park, Ashland, NE, May 9.
- Brown, F.W. (1995, April). *The effect of academic advising on selected student outcomes*. Presented at the Region 6 Conference of the National Academic Advising Association, Nebraska City, NE.
- Brown, F.W. (1995, May). *The effect of academic advising on selected student outcomes*. Presented at Nebraska Faculty College, Aurora, NE.
- Brown, F.W. (1994, June). *The effective use of participation in decision making. What have Vroom, Yetton and Jago told us and are they right?* Presented at 1994 International Conference on Advances in Management, Calgary, Canada.
- Brown, F.W., Schaubroeck, J., & May, D. (1993, August). *Procedural justice explanations and employee reactions to economic hardship: A field experiment*. Presented at Annual Meeting of The American Academy of Management, Atlanta, GA.
- Brown, F.W., & Fritz, S. (1993, June). *The Breadth of Leadership and Human Resource Management/Development Offerings in Post-Secondary Departments of Agricultural Education*. Presented at the Annual Meeting of the National Association of College Teachers of Agriculture, Twin Falls, ID.

Proceedings

- Brown, F.W., & Finstuen, K. (1994). The use of participation in decision making: A consideration of the Vroom-Yetton and Vroom-Jago normative models. *Proceedings of the Second Biennial International Conference on Advances in Management*, 2, 69.
- Schaubroeck, J., May, D., & Brown, F.W. (1993). Procedural justice explanations and employee reactions to economic hardship: A field experiment. *Academy of Management Best Papers Proceedings*, 258-261.

Other Scholarly Activity

- Brown, F.W. (1994, December). *A Report on the Results of an Employee Attitude Survey*. Submitted to the Management of the AT&T Omaha Works. The UNL Center for Leadership Development.
- Brown, F.W. (1994, August). *Manufacturing Support Organization--AT&T Omaha Works, Competing Values Assessment*. The UNL Center for Leadership Development.
- Brown, F.W. (1994, August). *Leadership Style Profile Analysis--AT&T Omaha Works; Fall 1993-Summer 1994*. The UNL Center for Leadership Development.
- Brown, F.W. (1993, February). *Coping With Loss and Change, A Report to Senior Management of Ransomes America Corporation*. The UNL Center for Leadership Development.

Grants

- Cognitive Learning Plus Study Strategies Equals Study Groups: An Investigation of Study Groups in High School Science Classes*. With K. Kiewra, J. Lunde, L. Bell, E. Banset, & R. Case. \$397,000, January 1, 1997-December 31, 1999. Proposal under review, The James S. McDonnell Foundation - Cognitive Studies for Educational Practice.

- Communities of Learning Into The 21st Century: A Plan for Revitalizing Nebraska's Vision for Food Systems Professional Education in the Year 2020.* Co-authored with E.A. Banset, & Vice Chancellor I. T. Omtvedt. The W.K. Kellogg Foundation, 1996. Funded \$1,500,000
- Creating a World Class Manufacturing System.* With F. Choobinet. A Research and Consulting Contract with Lucent Technologies, Inc. Funded \$152,500.
- Interpersonal Communication Skills for Leadership in Food and Agricultural Science.* With S. Fritz & J. Lunde. USDA Higher Education Challenge Grant, 1994. Funded \$61,633.
- Building a Coalition to Develop and Implement a Program of Leadership Capacity Building for Secondary School Students.* W.K. Kellogg Foundation, 1993. Funded \$15,000.
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LAURA E. CASARI

Non-refereed Articles

- Casari, L.E. (1993, October). Good writing could be poor judgment: What we talk about when we talk about writing. *Writers Update*. Lincoln, NE: IANR.
- Casari, L.E. (1993, January). What do They do to start writing? Part I. *Writers Update*. Lincoln, NE: IANR.
- Casari, L.E. (1993, February). What do They do to Keep writing? Part I. *Writers Update*. Lincoln, NE: IANR.
- Casari, L.E. (1992, August). Ethics in scientific and technical writing. *Writers Update*. Lincoln, NE: IANR.

Chapter in Book

- Casari, L.E. (1996). Journaling. In S.M. Fritz, F.W. Brown, J.P. Lunde, & E.A. Banset (Eds.), *Interpersonal skills for leadership* (pp. 279-286). Needham Heights, MA: Simon and Schuster Custom Publishing.
- Casari, L.E., & Johnson, B. (1995). In J.P. Lunde, M. Baker, F.H. Buelow, & L.S. Hayes (Eds.), *Reshaping curricula: Revitalization programs at three land grant universities*. Bolton, MA: Anker Publishing Company.

Other Scholarly Activity

- Philbin, A.I. (Ed.), with Casari, L.E., Corso, G., Flammia, M., Fowler, J., Geonetta, S., Harris, R., Heba, G., Hirst, R., Oswal, S.K., Rothschild, J., Rutter, R., & Smith, E.O. (1994). 1994 ATTW Bibliography. *Technical Communication Quarterly* 4(4), 279-294.
- Philbin, A.I. (Ed.), with Casari, L.E., Corso, G., Flammia, M., Fowler, J., Geonetta, S., Harris, R., Heba, G., Hirst, R., Oswal, S., Rothschild, J., Rutter, R., & Smith, E.O. (1994). 1993 ATTW Bibliography. *Technical Communication Quarterly* 3(4), 435-463.
- Philbin, A.I. (Ed.), with Casari, L.E., Flammia, M., Fowler, J., Geonetta, S., Heba, G., Oswal, S., Rothschild, J., & Rutter, R. (1993). 1992 ATTW Bibliography. *Technical Communication Quarterly* 2(4), 447-474.
- Rothschild, J. (Ed.), with Barker, T., Casari, L.E., Fowler, J., Geonetta, S., Jones, D., & Rutter, R. (1992). 1991 ATTW Bibliography. *Technical Communication Quarterly* 1(4), 84-114.
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ROY D. DILLON

Journal Articles

Dillon, R. D. (1992, October). A comparison of the number, type, and level of leadership involvement by two groups of students in the College of Agricultural Science and Natural Resources. *Agricultural Education*.

Papers Presented

Blezek, A.G., & Dillon, R.D. (1992, June). *Perceptions of agribusiness leaders toward agricultural education in Nebraska*. Presented at Central Regional Research Conference in Agricultural Education, Austin, MN.

SUSAN M. FRITZ

Refereed Journal Articles

- Brown, F. W., & Fritz, S. M. (1996). The use of an incomplete sentences test for employment screening and selection of cooperative extension agents and educators. *Journal of Extension*, 34(2).
- Bell, L., & Fritz, S. (1994). Comparison of deterrents to nontraditional male and female enrollment in secondary agricultural education programs in Nebraska. *Journal of Agricultural Education*, 35(4).
- Brown, F. W., & Fritz, S. (1994). Determining the breadth of leadership and human resource management/development course offerings in post-secondary departments of agricultural education. *Journal of Agricultural Education*, 35(3).
- Fritz, S., & Foster, R. (1992). Impact of interpersonal skills instruction on the likelihood of increased student participation in community and university. *NACTA Journal*, 36(4), 18-20.
- Bell, L., & Fritz, S. (1992). Deterrents to female enrollment in secondary agricultural education in Nebraska. *Journal of Agricultural Education*, 33(4).

Non-Refereed Articles

- Fritz, S. (Theme Ed.). (February, 1996). Teacher leadership development. *The Agricultural Education Magazine*.
- Fritz, S. (February, 1996). Developing the talent within us--developing the talent around us. *The Agricultural Education Magazine*, 3-4.
- Fritz, S. (December, 1994). The results of the CRC service assessment. *CRC Newsletter*, p. 1.
- Moody, L., & Fritz, S. (September, 1992). Tools for measuring effective teaching. *The Agricultural Education Magazine*, 17-18, 23.

Books

- Fritz, S.M., Brown, F.W., Lunde, J.P., & Banset, E.A. (Eds.). (1996). *Interpersonal skills for leadership*. Needham Heights, MA: Simon & Schuster Custom Publishing.
- Bell, L.C., & Fritz, S.M. (Eds.). (1995). *Proceedings of the central regional 49th annual research conference in agricultural education--A look into the future*. Lincoln: University of Nebraska-Lincoln.
- Fritz, S., & Bell, L. (1993). *Relating to the living world: an exploratory study of the food and fiber system from a nontraditional approach*. Lincoln: University of Nebraska-Lincoln.

Chapters in Books

- Fritz, S. (1996). Servant leadership. In S. Fritz, F.W. Brown, J.P. Lunde, & E. Banset (Eds.), *Interpersonal skills for leadership*. Needham Heights, MA: Simon & Schuster Custom Publishing.

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

Presentations

- Fritz, S. M., & Gale, D. (1996, October) (Accepted). *A quality assessment of computing services in a major university*. 1996 EDUCOM Conference
- Fritz, S. M. (1996, June) *Agricultural sciences in the 21st century*. Invited presentation: International METU-ATUS Conference on Education, Science and Technology, Ankara, Turkey..
- Fritz, S. M. (1996, June). *Evaluating teaching effectiveness: One department's experience*. NACTA '96, Crookston, Minnesota.
- Fritz, S. M. (1996, March). *A longitudinal study of the impact of interpersonal skills/leadership Instruction on the likelihood of increased student participation in community and university activities*. National Dissemination Conference on Education for Leadership and Social Responsibility. Monmouth University & W. K. Kellogg Foundation. West Long Branch, New Jersey.
- Fritz, S. M. (1996, February). *Procedures for evaluating the teaching effectiveness of faculty*. Invited presentation: Third Annual FIPSE Conference on Rewarding Teaching, Lincoln, Nebraska.
- Fritz, S. (1995, March). *Trends, issues and new directions in distance learning during the next decades with implications for higher education and graduate studies*. Graduate Studies in Agricultural Education: Visioning for the Future. Sponsored by W. K. Kellogg Foundation and the Department of Agricultural Education and Studies, Iowa State University.
- Barrett, L., & Fritz, S. (1995, February). *Evaluation of the teaching portfolio*. Third FIPSE National Conference on Evaluating and Rewarding Teaching, Lincoln, Nebraska.
- Fritz, S., & Sandall, D. (1995, March). *Effective recruiting strategies for agricultural education majors*. 1995 Central States Research Conference, St. Louis, Missouri.
- Fritz, S. M. (1995, December). *The history of the center for leadership development*. Leadership Study Group, AAAE Meeting, Denver, Colorado.
- Gale, D., Liss, D., Jones, R., & Fritz, S. (1995, December). *Measuring opportunities for enhancing service*. The 1995 CAUSE Annual Conference, November 28-December 1, 1995. New Orleans, Louisiana.
- Fritz, S. M., & Bell, L. C. (1992, February). *Impact of interpersonal skills development on the undergraduate student*. Retention Showcase: Focus on the Undecided Student, Costa Mesa, California.
- Fritz, S., & Foster, R. (1992, June). *Impact of interpersonal skills development on the undergraduate student*. Central States Research Conference, Austin, Minnesota.
- Fritz, S., for Dillon, R., & Blezek, A. (1992, June). *Perceptions of agribusiness leaders toward selected aspects of agricultural education in Nebraska*. Central States Research Conference, Austin, Minnesota.
- Bell, L.C., & Fritz, S.M. (1992, June). *Deterrents to female enrollment in secondary agricultural education programs in Nebraska*. Central States Research Conference, Austin, Minnesota.

Proceedings

- Gale, D., Liss, D., Jones, R., & Fritz, S. (1995). *Measuring opportunities for enhancing service*. In *Proceedings of the 1995 CAUSE Annual Conference*, New Orleans, Louisiana.
- Fritz, S. M., & Sandall, D. (1995). *Effective recruiting strategies for agricultural education majors*. In *Proceedings of the 1995 Central States Agricultural Education Research Conference*, St. Louis, Missouri.
- Fritz, S. (1993). *A quality assessment using the Baldrige Criteria: non-academic service units in a large university*. In *Proceedings of the 1993 Fourth Annual Continuous Quality Improvement Symposium*.
- Fritz, S., & Bell, L. (1993). *Methodological triangulation: agricultural education enrollment and the nontraditional student*. In *Proceedings of the 1993 Central States Agricultural Education Research Conference*, St. Louis, Missouri.

- Bell, L., & Fritz, S. (1992). Comparison of deterrents to nontraditional male and female enrollment in secondary agricultural education programs in Nebraska. In *Proceedings of the 1992 American Vocational Association Conference*, St. Louis, Missouri.
- Fritz, S., & Foster, R. (1992). Impact of interpersonal skill development on the undergraduate student. In *Proceedings of the 1992 Central States Research Conference*, Austin, Minnesota.
- Fritz S., & Foster, R. (1992). Impact of interpersonal skill development on the undergraduate student. In *Omicron Tau Theta 1992 Spring Research Forum Proceedings*, Lincoln, Nebraska
- Bell, L., & Fritz, S. (1992). Deterrents to female enrollment in secondary agricultural education programs in Nebraska. In *Omicron Tau Theta 1992 Spring Research Forum Proceedings*, Lincoln, Nebraska.
- Bell, L., and Fritz, S. (1992). Comparison of deterrents to nontraditional male and female enrollment in secondary agricultural education programs in Nebraska. In *Omicron Tau Theta 1992 Spring Research Forum Proceedings*, Lincoln, Nebraska.

Abstracts

- Fritz, S.M. Evaluating teaching effectiveness: One department's experience. *NACTA Journal*, 40(3).
- Fritz, S.M. & Sandall, D. Effective recruiting strategies for agricultural education majors. *1993-94 Summaries of Research and Development Activities in Agricultural Education*.
- Brown, F.W., & Fritz, S. Determining the breadth of leadership and human resource management/development course offerings in post-secondary departments of agricultural education. *NACTA Journal*, 37(3).
- Bell, L.C., & Fritz, S. (1993). Comparison of deterrents to nontraditional to male and female enrollment in secondary agricultural education programs in Nebraska. *1991-92 Summaries of Research and Development Activities in Agricultural Education*.
- Brown, F.W., & Fritz, S. (1993). Determining the breadth of leadership and human resource management/development offerings in post-secondary departments of agricultural education. *1991-92 Summaries of Research and Development Activities in Agricultural Education*.
- Fritz, S., & Foster, R.M. (1992). Impact of interpersonal skills instruction on the likelihood of increased student participation in community and university activities. *1991-92 Summaries of Research and Development Activities in Agricultural Education*.
- Fritz, S., & Bell, L.C. Methodological triangulation: agricultural education enrollment and the nontraditional student. *1991-92 Summaries of Research and Development Activities in Agricultural Education*.

Other Scholarly Activity

- Fritz, S. (1996). Alarms, demands, warning signs and CNN. Case study in time management. In S. Fritz, F.W. Brown, J.P. Lunde, & E. Banset (Eds.), *Interpersonal skills for leadership*. Needham Heights, MA: Simon & Schuster Custom Publishing.
- Lunde, J. P., with Brown, F. W. & Fritz, S. M. (1996, March). *Teaching Actively*. National Satellite Workshop originating from UNL.
- Fritz, S., with Brown, F. W., Lunde, J.P., & Banset, E.A. (1996, May). *Leadership Education in Colleges of Agricultural Sciences and Natural Resources: Stories and Experiences from the Field*. National Satellite Conference originating from UNL.
- Fritz, S. M. (1995, December). *Collaborative Opportunities in Leadership Development in Agricultural Education*. Leadership Study Group, AAAE Meeting, Denver, Colorado.
- Fritz, S.M. (1995). *Team Building in Organizations*. Workshop for National American Agrisurance Convention, November 30 and December 1, 1995, Omaha, Nebraska.
- Fritz, S.M. (1995). *Determining Services and the Customers Who Use Them*. Workshop for Information Services and Systems, George Washington University, September 18, 22, 25, 1995, Washington, D.C.
- Hergenrader, M., Conley, D., & Fritz, S. (1995, July). *Panel Reaction to the CASNR Teaching Load Plan*. 1994 ESCOP-ACOP Annual Meeting, Lincoln, Nebraska.
- Malcolm Baldrige Evaluator--1995 and 1996
- Judge for the Livestock Publications Councils 19th Annual Writing and Critique Contest coordinated by the Brock Center for Ag Communications, Cal Polytechnic State University, San Luis Obispo, CA April-May, 1996. Prepared all of my critiques for publication in the 1996 proceedings.

Reviewed 11 proposals for NAERM, 1995; Reviewed 2 manuscripts for the *Agricultural Education Journal*.

Grants

- Interpersonal Communication Skills for Leadership in Food and Agricultural Sciences.* With F.W. Brown & J.P. Lunde. September 1, 1994-May 31, 1996. U.S.D.A. Higher Education Challenge Grant Program. \$61,633.
- Female Role Modeling in Agricultural Education.* January 1- June 31, 1994. Carl D. Perkins Federal Vocational Funds. \$9,999.
- Improving Access for Women in Agriculture.* With L. Bell. July 1, 1991-June 30, 1992. Carl D. Perkins Federal Vocational Funds. \$20,000.
- Experiential Leadership Education for Women in the Agricultural Sciences.* With A. Vidaver. September 15, 1991-September 14, 1992. U.S.D.A. Higher Education Challenge Grant Program. \$37,000.
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OSMUND S. GILBERTSON

Refereed Journal Articles

- Barrett, L.A., Banset, E., & Gilbertson, O.S. (1995). A model for the evaluation and reward of teaching in agricultural education. *Journal of Agricultural Education*, 36(2) 63-70. (CASNR Journal Series 94-7).

Invited Presentations

- Gilbertson, O.S. (1995, March). *Agricultural literacy via the back door.* Poster session presented at the Central States Research Conference, St. Louis, Missouri.
- Gilbertson, O.S. *What did we accomplish? From Regard to Reward: How Has This Project Affected UNL?*, October 13, 1994.
- Gilbertson, O.S. *Implementation in AgLEC.* Panel presentation at National Conference on Evaluating and Rewarding Teaching, February 17, 1995, Lincoln, Nebraska..

Grants and Developmental Projects

- Ag In The Classroom.* O.S. Gilbertson, Project Director. Funded by Nebraska Agricultural Awareness Foundation, 1996. \$35,390
- Impacting Agricultural Literacy of Elementary Students and Teachers Through Teacher Workshops.* O.S. Gilbertson, Project Director, ARD Project No. NEB-24-031, 1995-1999.
- Ag. In The Classroom.* O.S. Gilbertson, Project Director. Nebraska Agricultural Awareness Foundation, 1995. \$33,705
- Integrating Agriculture Into Two Metropolitan Elementary Schools.* O.S. Gilbertson, Project Director. The W.K. Kellogg Foundation, 1994-1996. \$30,000
- Ag. In The Classroom.* O.S. Gilbertson, Project Director. Nebraska Agricultural Awareness Foundation, 1994. \$31,500
- Integrating Agriculture Into the Public School Curriculum via a Nebraska Capstone Experience.* O.S. Gilbertson, Project Director. The W.K. Kellogg Foundation, 1993-1994. \$14,995
- Building a Coalition to Develop and Implement a Program of Leadership Capacity Building for Secondary School Students.* With F.W. Brown, 1993. The W.K. Kellogg Foundation. \$15,000.
- Agriculture In The Classroom.* O.S. Gilbertson, Project Director. Nebraska Farm Bureau Association, 1992-1993. \$27,220
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SHEILA KEPLER

Chapter in Book

Kepler, S. (1996). Goal-setting. In S.M. Fritz, F.W. Brown, J.P. Lunde, & E. A. Banset (Eds.), *Interpersonal skills for leadership* (pp. 95-119). Needham Heights, MA: Simon and Schuster Custom Publishing.

Abstract

Kepler, S. (1995). *Impact of a sustained three-year program of in-service on teacher effectiveness using knowledge of teaching and learning styles, classroom environments and observational feedback*. A research report for *The Journal of Vocational Education Research*.

ANITA LEININGER

Book

Leininger, A., & Underwood, T. (Eds.). (1994). *Consulting and independent contracting anthology*. Arlington, VA: Society for Technical Communication.

JOYCE POVLA CS LUNDE

Refereed Journal Articles

- Lunde, J.P., & Wilhite, M. (accepted: 1996, October). Innovative teaching and teaching improvement. *To Improve the Academy: Journal of the Professional and Organizational [POD] Network in Higher Education*, 15.
- Sorensen, R.C., & Lunde, J. (Povlacs). (1993, December). Self ratings of students engaged in collaborative learning. *NACTA Journal*, 37(4), 23-24.
- Sorensen, R.C., Lunde, J. P., Dierberger, B.K., & McCallister, D. L. (1992, March). Cooperative learning in an introductory course. *NACTA Journal*, 36 (1), 30-34.
- Lunde, J.P., Wheeler, D.W., Hartung, T.E., & Wheeler, B.J. (Winter 1991 [1992]). Second-order change: the impact of a college renewal program over time. *Innovative Higher Education*, 16(2), 125-138.

Books

- Fritz, S., Brown, F. W., Lunde, J.P., & Banset, E. (Eds.). (1996). *Interpersonal skills for leadership*. Needham Heights, MA: Simon and Schuster Custom Publishing.
- Lunde, J. P. (Ed.), with Baker, M. Buelow, F.H., & Hayes, L.S. (Assoc. Eds.). (1995). *Reshaping curricula: Revitalization programs at three land grant universities*. Bolton, MA: Anker Publishing.
- Wright, D. and Lunde, J. Povlacs (Eds.). (1993). *To improve the academy: Journal of the professional and organizational development [POD] network in higher education*, 12.

Chapters in Books

- Lunde, J. P., & Barrett, L. (1996, Spring). Decentralized/departmental reward systems. In M. Svinicki & R. Menges (Eds.), *Honoring exemplary teaching: New directions for teaching and learning*, Vol. 65 (pp. 93-98). San Francisco: Jossey-Bass.
- Lunde, J.P. (1996). Responding with empathy. In S. Fritz, F.W. Brown, J.P. Lunde, & E. Banset (Eds.), *Interpersonal skills for leadership* (pp. 211-231). Needham Heights, MA: Simon & Schuster Custom Publishing.

- Lunde, J.P., Fritz, S., & Brown, F.W. (1996). Introduction. In S. Fritz, F.W. Brown, J.P. Lunde, & E. Banset (Eds.), *Interpersonal skills for leadership*. Needham Heights, MA: Simon & Schuster Custom Publishing.
- Lunde, J. P. (1995). Challenging faculty to improve teaching and learning. In J. P. Lunde, M. Baker, F. H. Buelow, & L.S. Hayes (Eds.), *Reshaping curricula: Revitalization programs at three land grant universities* (pp. 13-27). Bolton, MA: Anker Publishing. (CASNR publication 95-1).
- Lunde, J. P. (1995). Conclusion: outcomes and lessons learned. In J.P. Lunde, M. Baker, F.H. Buelow, & L.S. Hayes (Eds.), *Reshaping curricula: Revitalization programs at three land grant universities* (pp. 237-246). Bolton, MA:Anker Publishing.
- Povlacs (Lunde), J.T. (1988, 4th reprinting 1995). The teaching analysis process and the role of the consultant. In K. Lewis (Ed.) & J.T. Povlacs (Assoc. Ed.), *Face to face: A sourcebook of individual consultation techniques for faculty/instructional developers* (pp. 81-101). Stillwater, OK: New Forums Press.
- Povlacs (Lunde), J.T. (1988, 4th reprinting 1995). So you you've got them in your office--now what? (some conclusions). In K. Lewis (Ed.) & J.T. Povlacs (Assoc. Ed.), *Face to face: A sourcebook of individual consultation techniques for faculty/instructional developers* (pp. 237-241). Stillwater, OK: New Forums Press.

Abstracts

- Lunde, J.P., & Barrett, L. (1995). An intervention to improve the rewards for teaching at a research-oriented university. *Higher Education Abstracts* 28(4).
- Lunde, J.P., & Barrett, L. (1994, December). An intervention to improve the rewards for teaching at a research-oriented university. *Resources in Education*, ERIC Clearinghouse of Higher Education. ED372 667 RIEDEC94.

Proceedings

- Wright, D.L., Goodburn, A., Lunde, J., & Walstad, W. (accepted). The professional apprenticeship: TAs in the 21st Century. In L.B. Border (Ed), *Proceedings, 5th National Conference On the Education and Employment of Graduate Teaching Assistants (Denver, CO, November 8-11, 1995)*.

Other Scholarly Activity

The following are national distributions and adaptations of "101 Things You Can Do the First Three Weeks of Class," appearing in *Teaching at UNL*, a publication of the Teaching and Learning Center, the University of Nebraska-Lincoln, August 1986:

- distribution to graduate teaching assistants and faculty, University of Georgia (fall 1995)
- permissions to adapt and reprint, Appalachian State University (fall 1995)
- Center for Faculty Development, University of Nebraska at Omaha (Fall 1994)
- University of Alabama at Birmingham (Fall 1994)
- adapted in *On Getting Started*, publication of the EQUAL Commission for Enhancing the Quality of Undergraduate Academic Life at NYU, New York University (Fall 1994)
- Augsburg College, Minneapolis, MN (Fall 1994)
- California Mathematics Teachers Association (Fall 1994)

World Wide Web Citations/Postings

- Povlacs (Lunde) J. T. 101 Things you can do during the first three weeks of class. In *Teaching Matters*, <http://www.clt.uts.edu.au/TMhandbook/TMpart1/Ma5.html>.
- Povlacs (Lunde), J.T. 101 Things you can do during the first three weeks of class. In *Teaching Tips*. Ball State University Center for Teaching and Learning, <http://www.cs.unca.edu/~moseley/facdevtchtip.html>.
- Povlacs (Lunde), J. T. 101 Things you can do the first three weeks of class. In Hawaii Community College, <http://hcc.hawaii.edu/education/hcc.facdev/1010Things.html>
- Povlacs (Lunde), J.T. 36 Things you can do the first three weeks of class [adaptation]. In Wright State University Center for Teaching and Learning, <http://www.ies.uci.edu/~ids/36things.html>.

Lunde, J.P. et al., (Eds.) Reshaping Curricula. In *Community College Journal of Research and Practice: Book Review Listing*, <http://hannibal.wncc.cc.ne.us/ccj/booktabl.html>.

Grants

- Cognitive Learning Plus Study Strategies Equals Study Groups: An Investigation of Study Groups in High School Science Classes.* With F.W. Brown, K. Kiewra, L. Bell, E. Banset, and R. Case. \$397,000, January 1, 1997-December 31, 1999. Proposal under review, The James S. McDonnell Foundation - Cognitive Studies for Educational Practice.
- Interpersonal/Communication Skills for Leadership in Food and Agricultural Sciences.* With F.W. Brown & S. Fritz. USDA Challenge Grant in Higher Education, September 1994-May 1996. \$61,633
- Nebraska Food Systems Learning Network for the 21st Century (Phase I).* With I. Omtvedt, D. Edwards, K. Bolen, & S. Waller. Funded by the W. K. Kellogg Foundation, Food Systems Professions Education initiative, April 1994-September 1995. \$134,415
- Shaping Curricula in Agriculture and Natural Resources: Programs at Three Land Grant Universities.* With M. Baker, F. Buelow, & L. Hayes. Dissemination project funded by the W. K. Kellogg Foundation, Battle Creek, Michigan, June 1993-December 1994; extended to August 1995. \$33,760.
- Sources of Innovations in Teaching for Faculty at a Research-Oriented University.* With M. Wilhite. Funded by the Professional and Organizational Development (POD) Network in Higher Education, 1993. \$1,285.
- An Exercise to Enhance Cross-Cultural Empathy.* With G. Dodge, L. Bell, & S. Kepler. UNL Teaching Council grant, 1991-1992. \$1,309
- From Regard to Reward; Improving Teaching in the Research-Oriented University.* With L. Barrett & R. Narveson. Fund for the Improvement of Postsecondary Education (FIPSE), 1989-1992. \$200,716.
- University of Nebraska New Partnerships in Agriculture and Education (NUPAGE).* With D. Edwards, M. Baker, T. Hartung, & D. Wheeler. W. K. Kellogg Foundation, 1988-1992. \$619,750.
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TERRY MEISENBACH

Non-Refereed Articles

- Meisenbach, T. (1994, December). Resolutions for the New Year: Writing-wise that is! *Writer's Update*. Lincoln, NE: IANR.
- Meisenbach, T. (1994, July). You and your audience: How do you compare? *Writer's Update*. Lincoln, NE: IANR.
- Meisenbach, T. (1993, December). Caution: Descriptions here are graphic. *Writer's Update*. Lincoln, NE: IANR.
- Meisenbach, T. (1993, July). Are you creative? *Writer's Update*. Lincoln, NE: IANR.
- Meisenbach, T. (1993, March). More writing about people. *Writer's Update*. Lincoln, NE: IANR.
- Meisenbach, T. (1992, August-September). Typecasting (or why in a world of over 5000 typefaces, 4,998 are not my type...). *Information*. Lincoln, NE: IANR Computing Services.
- Meisenbach, T. (1992, May). Take the writing challenge! *Writer's Update*. Lincoln, NE: IANR.
- Meisenbach, T. (1992, April). Writing about people (Writing about people with disabilities). *Writer's Update*. Lincoln, NE: IANR.
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LINDA MOODY

Non-Refereed Articles

- Moody, L.D. (1992, December). Entrepreneurship — Still the mainstay of SAE. *The Agricultural Education Magazine*, 65(6), 16-17.
- Moody, L.D. (1992, September). Tools for measuring effective teaching. *The Agricultural Education Magazine*, 65(3), 16-17.

Handbook

Barrick, R.K., Arrington, L., Heffernan, T., Hughes, M., Moody, L., Oglie, P., & Whaley, D. (1992). *Experiencing agriculture: A handbook on supervising agricultural experience*. Alexandria, VA: National Council for Agricultural Education.

Proceedings

Moody, L.D. (1995, March). The current and future utilization of laboratories in Nebraska secondary agricultural education programs. *Proceedings of The Central States Agricultural Education Research Conference*.

Other Scholarly Activity

Special Curriculum Project

Moody, L.D. (1995). Revision of the Nebraska Agricultural Education Record Book.

Development of New Course

Bell, L., & Moody, L.D. (1994). Integrated Laboratory Management for Practitioners in Secondary Agricultural Education. 3 cr. hrs. University of Nebraska-Lincoln.

Bell, L., & Moody, L.D. (1994). ALEC 309: Integrating Biological Sciences in Agriculture and Natural Resources. 4 cr. hrs. University of Nebraska-Lincoln.

Grants

Moody, L.D. (1995). Inservicing Nebraska's Secondary Agricultural Education Teachers in the Areas of Agriscience, Record Keeping, and Contests. Proposal submitted to the Nebraska Vocational Agriculture Association. Funded: \$1500+.

GERALD M. PARSONS

Refereed Journal Articles

Parsons, G.M., & Herr, L. (1995, June). Case study: Using Internet to teach communication skills to the novice. *NACTA Journal*, 39(2), 9-12.

Parsons, G.M. (1992). A cautionary legal tale: The Bose v. Consumer's Union case. *Journal of Technical Writing and Communication*, 22(4), 377-386.

Non-Refereed Articles

Parsons, G.M. (1995, August). Writing effectively in the sciences. *Writers Update*. Lincoln, NE: IANR.

Parsons, G.M. (1995). Review of J. Lannon, *Technical writing*, 6th ed. In *J. of Technical Writing and Communication* 25(3), 303-305.

Parsons, G.M. (1994, January). Language traps and word tyranny. *Writers Update*. Lincoln, NE: IANR.

Parsons, G.M. (1994, June). It's only 'Rhetoric'! *Writers Update*. Lincoln, NE: IANR. Reprinted in *Technically Speaking*, the newsletter of the Arkansas Society for Technical Communication, August 1994.

Parsons, G.M. (1994, October). Ambiguity: Intentional and unintentional. *Writers Update*. Lincoln, NE: IANR.

Parsons, G.M. (1993, Summer). Review of M. Secor & Davida Charney (Eds.), *Constructing rhetorical education*. In *Technical Communication Quarterly*, 2(3), 339-341.

Parsons, G.M. (1993, September). Lincoln and the new American prose style. *Writers Update*. Lincoln, NE: IANR.

Parsons, G.M. (1992, November). What makes American English 'American'? *Writers Update*. Lincoln, NE: IANR.

Parsons, G.M. (1992, September). Language has its consequences. *Writers Update*. Lincoln, NE: IANR.

Parsons, G.M. (1992, March). Prescriptive or descriptive dictionaries. *Writers Update*. Lincoln, NE: IANR.

Parsons, G.M. (1992, Spring). Review of S. Dragga & G. Gong, *Editing: The design of rhetoric*, and Review of C. Rude, *Technical editing*. In *Technical Communication Quarterly* 1(2), 339-341.

Chapter in Book

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

Invited Presentations

Parsons, G.M. (1995, May). *How 'Groups' Become 'Teams': Transforming Topics Into Operational Problem-Solving Strategies*. A presentation to Faculty College 1995, Aurora, Nebraska.

Parsons, G.M. (1995, April). *Educational Issues in Technical Communication*. Presented at the Lincoln-Omaha chapter meeting of the Society for Technical Communication, Lincoln, Nebraska.

Parsons, G.M. (1993, April). *Regulation, Disclosure and Empowerment in the Development of the Annual Report*. Paper presented at ABC Midwest Regional Conference, Cedar Rapids, Iowa.

Parsons, G.M. (1992, March). *Technical Description: Its Purpose and Significance in the Journals of the Lewis and Clark Expedition: 1804-1806*. Paper presented at Conference on College Composition & Communication, Cincinnati, Ohio.

Parsons, G.M. (1992, October). *New Corporate Responsibility for Truthful Disclosure in Annual Reports*. Paper presented at Sixth Annual Technical Communication Conference, St. Louis, Missouri.

Proceedings/ Abstracts

Parsons, G.M. (1992). *Theory building in technical communications: Instrumental effectiveness versus speculative questing*. ERIC: Clearinghouse on Reading and Communication Skills No. ED 333-448.

Other Scholarly Activity

Parsons, G.M., & Allen, L.D. (1992, October). *Technical writing: Course syllabus AgLEC 200X 001 (066 200X 001)*. University of Nebraska-Lincoln, Division of Continuing Studies College Independent Study Program. 243 p.

THOMAS A. SILLETTO

Refereed Journal Articles

Silletto, T.A. Performance based assessment: A frameworks model for Nebraska agricultural mechanics. CASNR Journal Series No. 94-10. Manuscript in review for *NACTA Journal*, Spring 1996.

Silletto, T.A. (1993, June). Factors related to laboratory safety instruction in Nebraska secondary agricultural education programs. *The Journal of Agricultural Mechanization*, 7.

Silletto, T.A., Von Barga, K., & Schinstock, J. (1993, September). Revitalizing a curriculum. *Agricultural Engineering*.

Schlautman, N.J., & Silletto, T.A. (1992, Winter). Analysis of laboratory management competencies in Nebraska agricultural programs. *Journal of Agricultural Education*.

Non-Refereed Articles

Silletto, T.A. (1995, July). How is the workplace changing for teachers of agricultural education? *The Agricultural Education Magazine* (theme article). CASNR Journal Series No. 94-11.

Silletto, T.A., Fritz, N., & Kenning, D. (1995). *Authentic task assessment of agricultural mechanics instruction in Nebraska agricultural education*. Nebraska Agricultural Education Frameworks report, Nebraska State Department of Education.

Silletto, T.A. (1993, March). Modifying Laboratory Equipment. *The Agricultural Education Magazine* (theme article).

Sillette, T.A. (1992, April). Management of instructional laboratories in agricultural education. *The Agricultural Education Magazine* (theme article).

Papers Presented

- Sillette, T.A., & Von Bargen, K. (1994, December). *A definitive approach to clarification of mechanization education levels*. Paper No. 94-5513 presented at International Winter Meeting ASAE, Atlanta, Georgia.
- Schinstock, J.L., Sillette, T.A., & Von Bargen, K.L. (1994, December). *Integrating student outcomes in a mechanized systems management curriculum*. Paper No. 94-5514 presented at International Winter Meeting, ASAE, Atlanta, Georgia.
- Sillette, T.A. (1994, December). *Performance based assessment: A frameworks model for twenty-first century education?* Paper No. 94-5517. International Winter Meeting ASAE, Atlanta, Georgia.
- Sillette, T.A., & Von Bargen, K. (1994, November). *Defining 'mechanization' terms for the future*. Paper presented at National Agricultural Mechanics Professional Development Seminar, Kansas City, Missouri. Awarded 'Outstanding Presentation Award'.
- Sillette, T.A. (1994, November). *Performance based assessment model for agricultural mechanics education*. Paper presented at National Agricultural Mechanics Professional Development Seminar, Kansas City, Missouri.

Other Scholarly Activity

- Sillette, T.A. (1995). *Survey of local teachers of agriculture in Nebraska, to identify laboratory changes made during teachers' tenure at their present schools*. Unit Review Board project No. 95-03-290 EX. Data were used in developing the article in July 1995 *Agricultural Education Magazine*, 'How is the Workplace Changing For Teachers of Agricultural Education?'

GARY L. VACIN

Refereed Articles

- Vacin, G.L. (1993, December). Who controls your message? *Journal of Applied Communications*.
- Vacin, G.L. (1992). Will we manage...or be managed by...our technologies? *Quarterly Bulletin of the International Association of Agricultural Information Specialists*, 37(1-2).

Non-Refereed Articles

- Vacin, G.L. (1996). Use of computers in rural America. Invited article in G.A. Goreham (Ed.), *Encyclopedia of Rural America*. New York: Garland Publishing, Inc.
- Vacin, G.L. (1995, March). Where do families get their information? *Nebraska Farmer*.
- Vacin, G.L. (1993, April). Blame the messenger. *CASE Currents*. The Council for Advancement and Support of Education.
- Vacin, G.L. (1993, January 11). Tips for surviving the information explosion. *PC Week*, p. 89.

Invited Presentations

- Vacin, G.L. (1993, May). *National Update on Departmental Status: Mergers, De-Mergers, and Other Administrative Combinations*. Paper presented at Agricultural Communications in Education/ National Extension Technology Conference, Miami, Florida.

Other Scholarly Activity

- Vacin, G.L. (1994). *Information-seeking habits of farmers/ranchers and urban dwellers in Nebraska*. Agricultural Research Division, University of Nebraska-Lincoln.
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