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September 1996

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

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Prepared for

**Comprehensive Review  
September 10-13, 1996**

Department of Agricultural Leadership, Education and Communication  
Institute of Agriculture and Natural Resources  
University of Nebraska-Lincoln



# Acknowledgments

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This self-study report is the result of extensive collaborative effort of faculty and staff in the Department of Agricultural Leadership, Education and Communication (AgLEC). Special appreciation is extended to those faculty who had primary responsibility for writing sections that address the department's five Action Plan areas. Leadership for the writing team was provided by Professor Ozzie Gilbertson, Chair of Undergraduate Programs, and also included Professor Leverne Barrett, Chair of Graduate Programs; Professor Bill Brown, Chair of Research and Scholarly Activity; Professors Kay Rockwell and Jim Randall, Co-Chairs of Distance Education; and Professor Dick Fleming, Chair of Outreach.

Other faculty who were heavily involved in writing include Professor Liz Banset, whose technical writing expertise added clarity and consistency to the final document, and Professors Lloyd Bell, Susan Fritz, Joyce Lunde, Terry Meisenbach, and Jerry Parsons.

Much gratitude is due to an able secretarial staff: June Crockett, Betty James, Sandy Jorgensen, and Jacque Keller. Appreciation is also expressed to other AgLEC faculty for their thoughtful comments on earlier drafts of this report. Finally, thanks are due to Dean Don Edwards of the College of Agricultural Sciences and Natural Resources, and Dean Darrell Nelson of the Agricultural Research Division, Institute of Agriculture and Natural Resources, for constructive comments and suggestions in preparation of this report.

Earl B. Russell  
Professor and Head

# Section 1: Review Information

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## GLOSSARY OF ACRONYMS

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

ALEC	The four-letter code used to designate courses offered by the Department of Agricultural Leadership, Education, and Communication. Used in this document in conjunction with course numbers.
AgLEC	The informal abbreviation for the Department of Agricultural Leadership, Education, and Communication. Used in this document to refer to the department name.
A*DEC	A Distance Education Consortium
ARD	Agricultural Research Division
CASNR	College of Agricultural Sciences and Natural Resources
CED	Cooperative Extension Division
CIT	Communications and Information Technology
CLD	Center for Leadership Development
ETV	Educational Television
FTE	Full Time Equivalent
IANR	Institute of Agriculture and Natural Resources
NETCHE	Nebraska Educational Telecommunications Consortium for Higher Education
NHRI	Nebraska Human Resources Institute
OPOD	Office of Professional and Organizational Development
UNL	University of Nebraska at Lincoln
VAED	Department of Vocational and Adult Education

## REVIEW TEAM

Members of the AgLEC Comprehensive Review Team	
Outside Reviewers	UNL Reviewers
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<p>Dr. Barbara White            Acting Deputy Administrator            Communications, Technology and Distance            Education            Cooperative State Research, Education and            Extension Service            U.S. Department of Agriculture            3328 South Building            14th &amp; Independence, S.W.            Washington, DC 20250</p>	<p>Dr. Shirley L. Baugher, Professor and Chair            Department of Family and Consumer            Sciences            123 Home Economics            University of Nebraska-Lincoln            Lincoln, NE 68583-0801</p>
<p>Dr. Laurie Hayes, Associate Dean            Curriculum and Student Affairs            College of Agricultural, Food and            Environmental Sciences            University of Minnesota            1420 Eckles Avenue            St. Paul, MN 55108-1030</p>	<p>Jolene Schauer, Leader            Graduate Student Association            Department of Agricultural Leadership,            Education and Communication            300 Agricultural Hall            University of Nebraska-Lincoln            Lincoln, NE 68583-0709</p>
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\*Team Leader

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\*Team Leader

# AgLEC Comprehensive Review Schedule September 10-13, 1996

## Tuesday, September 10, 1996

		<b>Location</b>	<b>Leader</b>
7:30 p.m.	Review Team Meeting	Nebraska Center for Continuing Education	N. L. McCaslin

## Wednesday, September 11, 1996

7:30 a.m.	Breakfast with UN-L Administration	East Campus Union	Interim Associate Vice Chancellor Darrell Nelson
9:30 a.m.	Departmental Overview and Review Goals and Objectives	East Campus Union	Earl Russell
10:45 a.m.	Break	East Campus Union	
11:00 a.m.	Tour of AgLEC Facilities	Ag Hall	Earl Russell
Noon	Lunch with Faculty	East Campus Union	Earl Russell

### Distance Education

1:00 p.m.	Overview of Distance Education	East Campus Union	Kay Rockwell
1:30 p.m.	Future Directions in Distance Education	East Campus Union	All faculty discussion with Review Team
2:30 p.m.	Break	East Campus Union	

### Undergraduate Programs

2:45 p.m.	Overview of Undergraduate Programs	East Campus Union	Ozzie Gilbertson
3:15 p.m.	Future Directions in Undergraduate Programs	East Campus Union	All faculty discussion with Review Team
4:15 p.m.	Meeting with Undergraduate Students	East Campus Union	No faculty present
5:15 p.m.	Adjourn		



**Wednesday, September 11, 1996**

	<b>Location</b>	<b>Leader</b>
6:30-8:30 p.m.	Dinner with faculty and IANR administration	To be announced

**Thursday, September 12, 1996****Graduate Programs**

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

**Research Programs**

10:15 a.m.	Overview of Research Programs	East Campus Union	Bill Brown
10:45 a.m.	Future Directions in Research Programs	East Campus Union	All faculty discussion with Review Team
Noon	Lunch with IANR Department Heads	East Campus Union	Glenn Hoffman

**Outreach Programs**

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

**Other Input**

3:15 p.m.	Meeting with AgLEC Support Staff	Ag Hall Room 311	Betty James
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<b>Thursday, September 12, 1996</b>		<b>Location</b>	<b>Leader</b>
4:00 p.m.	Opportunity for Small Group/Individual Meetings with Review Team	Ag Hall Room 311	
5:00 p.m.	Adjourn		
Evening	Review Team Writes Preliminary Report	Nebraska Center for Continuing Education	N. L. McCaslin

<b>Friday, September 13, 1996</b>			
7:30 a.m.	Breakfast with Department Head	East Campus Union	Earl Russell
8:30 a.m.	Exit Report to UNL Administration	East Campus Union	N. L. McCaslin
9:30 a.m.	Exit Report Work Session	East Campus Union	N. L. McCaslin
11:00 a.m.	Exit Report to Faculty, Staff and Students	East Campus Union	N. L. McCaslin
Noon	End of Review		

## 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 History<sup>1</sup>**

**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.

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<sup>1</sup> 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 Board<sup>2</sup> 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

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<sup>2</sup> 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

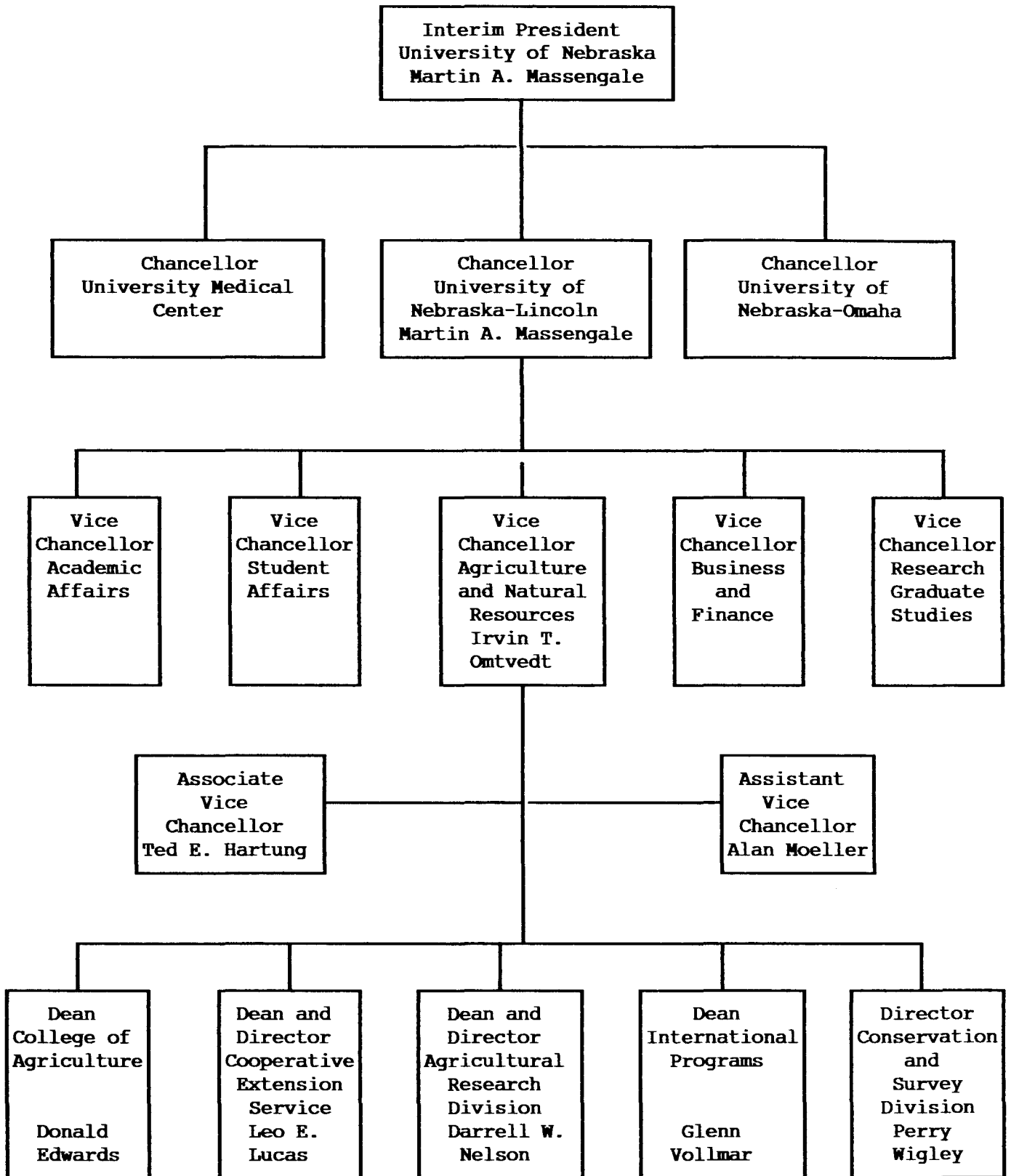
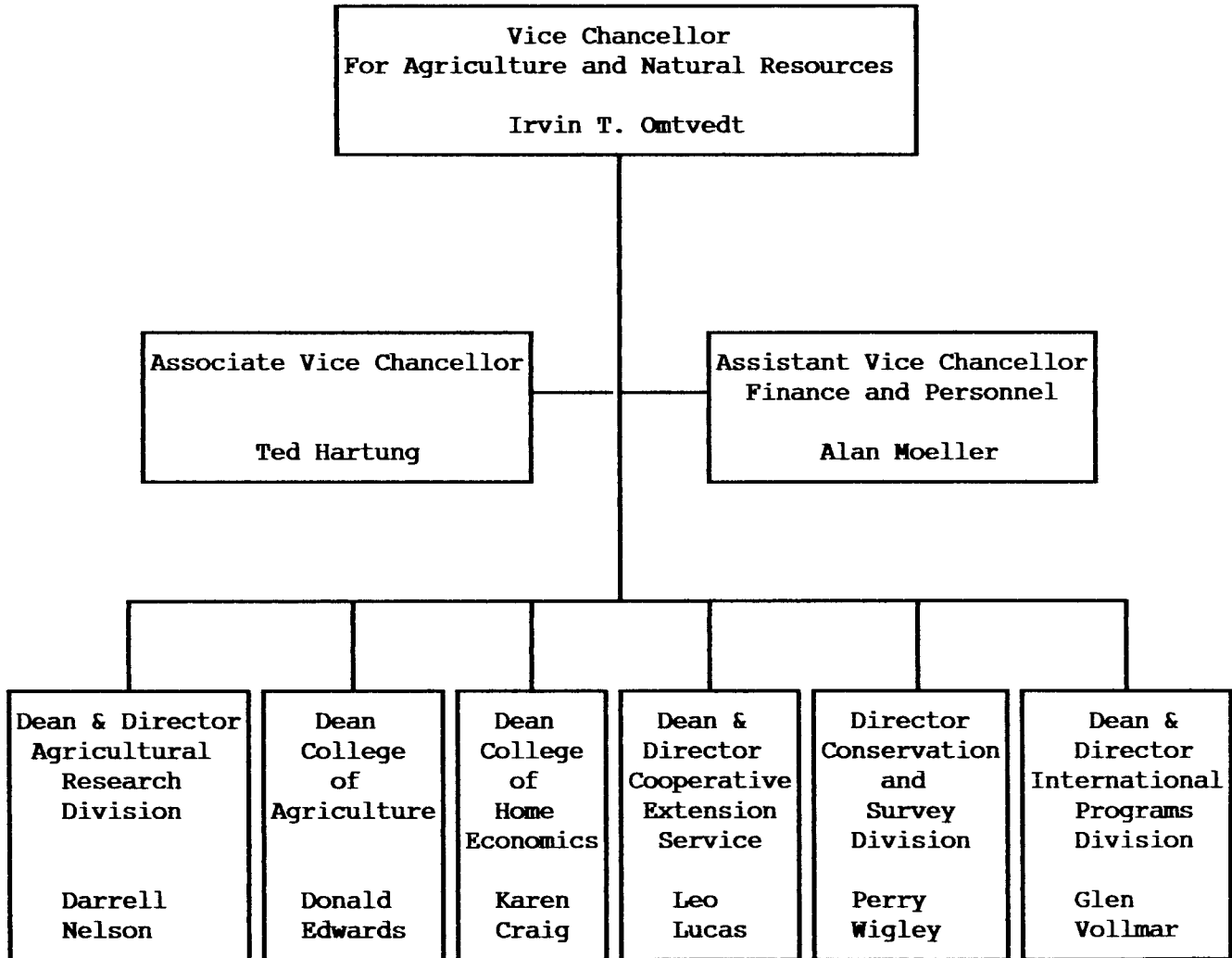


TABLE 1.2

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**

<b>AGRICULTURAL ACADEMIC PROGRAM UNITS (Extension, Research, and Teaching)</b>	<b>HOME ECONOMICS DEPARTMENTS (Extension and Research)</b>	<b>OFF CAMPUS CENTERS (Extension and Research)</b>
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**

<b>NAME/RANK</b>	<b>YEARS IN RANK</b>	<b>HIGHEST DEGREE HELD/ GRANTED</b>	<b>INSTITUTE GRANTING DEGREE</b>	<b>TENURED</b>	<b>% RES</b>	<b>% TCH</b>	<b>% EXT</b>	<b>% SPECIAL PROJECTS</b>
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
<b>TOTAL FTE STAFF</b>	<b>7.77</b>	<b>7.22</b>	<b>7.12</b>	<b>7.32</b>	<b>6.73</b>	<b>(13.38)</b>	<b>(8.06)</b>

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**

<b>Name</b>	<b>Rank</b>	<b>Degree</b>	<b>Date of Degree</b>	<b>Institution Granting Degree</b>
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**

<b>Name</b>	<b>Type of Position</b>	<b>Title</b>	<b>Education</b>	<b>Support Source</b>
<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)**

<b>AATEA Region</b>	<b>Instructor</b>	<b>Assistant Professor</b>	<b>Associate Professor</b>	<b>Professor</b>
<b>Eastern</b>				
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
<b>Central</b>				
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
<b>Southern</b>				
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
<b>Western</b>				
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**

<b>Appropriated Budget (x1000) (Excluding Benefits)</b>									
<b>Program</b>	<b>Year</b>	<b>Faculty Salaries</b>	<b>Grad Asst</b>	<b>Support Personnel</b>	<b>Total</b>	<b>%</b>	<b>Operating</b>	<b>%</b>	<b>Total</b>
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**

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**Appropriated Support per Budgeted FTE**

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<b>Program</b>	<b>Year</b>	<b>FTE</b>	<b>Support \$/FTE</b>	<b>Operating \$/FTE</b>	<b>Total \$/FTE</b>
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**

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**Total Appropriated Budget (Excluding Benefits)**

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<b>Program</b>	<b>Year</b>	<b>State</b>	<b>Revolving</b>	<b>Total</b>
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**

<b>YEAR</b>	<b>TOTAL DOLLARS<sup>1</sup></b>
1985-86	248,749
1986-87	474,022
1987-88	430,349
1988-89	464,525
1989-90 <sup>2</sup>	454,586

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

<sup>1</sup> Figures include external grants for Nebraska LEAD Program

<sup>2</sup> 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**

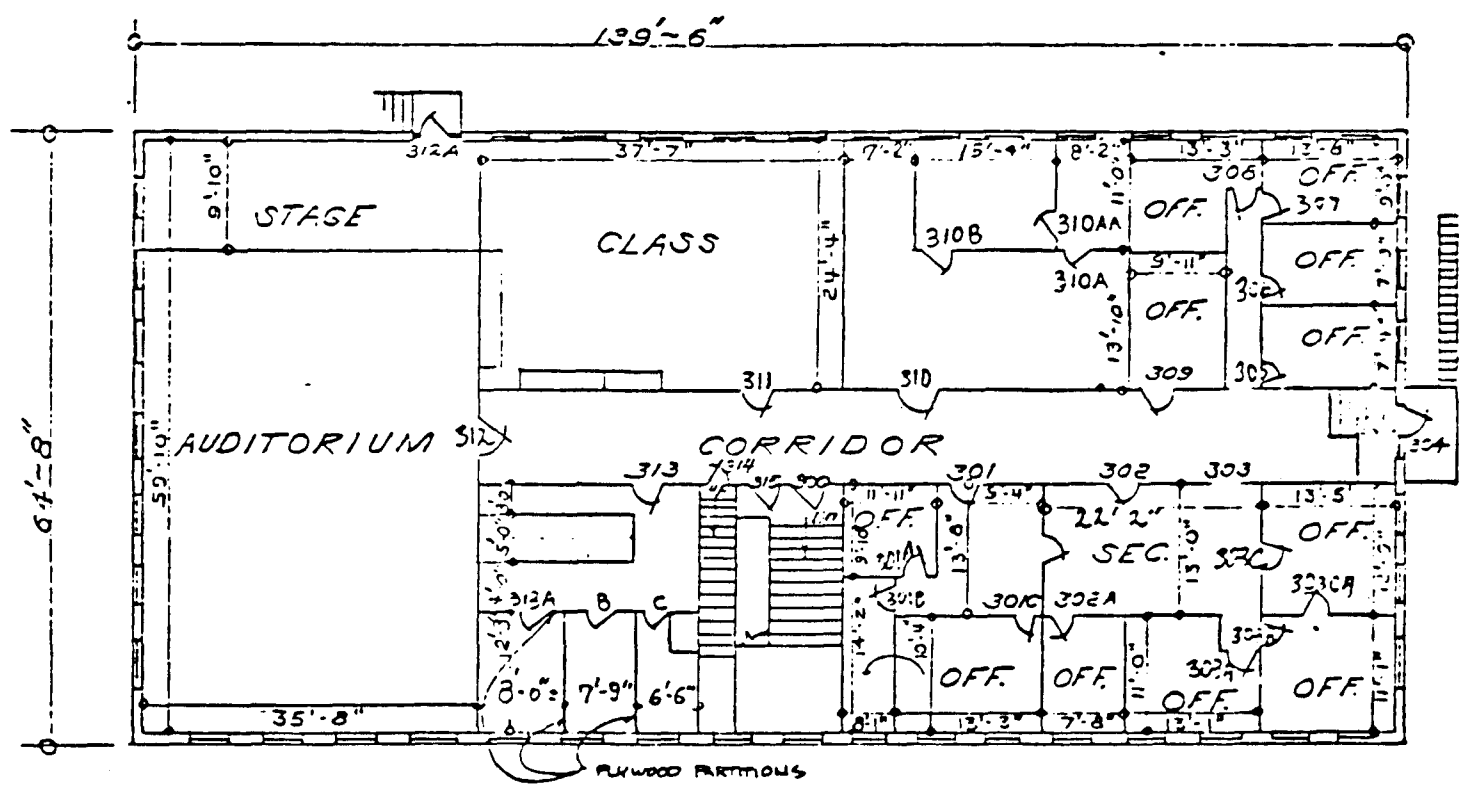
The Agricultural Education Department has long been located on the third floor of Agricultural Hall on the University of Nebraska-Lincoln East Campus. Although minor modifications have been made in the office area during the past few years, nothing (other than painting) has been done to upgrade the main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

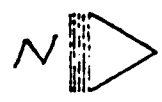
Additionally, final plans are being made for the complete remodeling of the main classroom. (Figure 1.4) The dollars appropriated are expected to provide for new carpet, ceiling, light fixture, drapes, blinds, liquid chalk boards, overhead screens, cabinets, sinks, and visual monitor stands, as well 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.



35

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



THIRD FLOOR

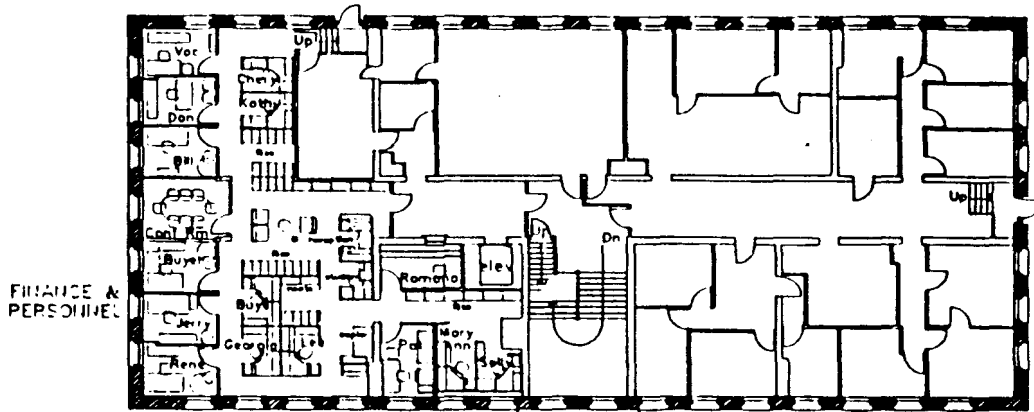
SCALE: 1" = 20'-0"

AGRICULTURAL HALL

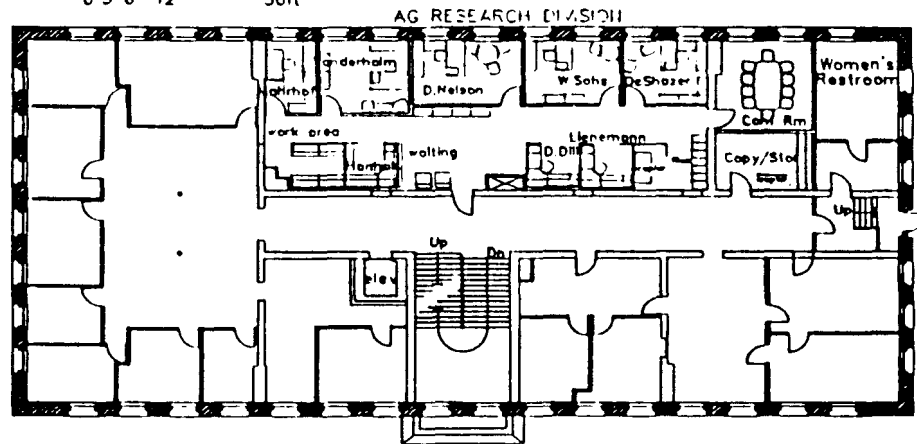
CEILING HEIGHT ROOM = 10'-2"  
CORRIDOR = 10'-11"

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

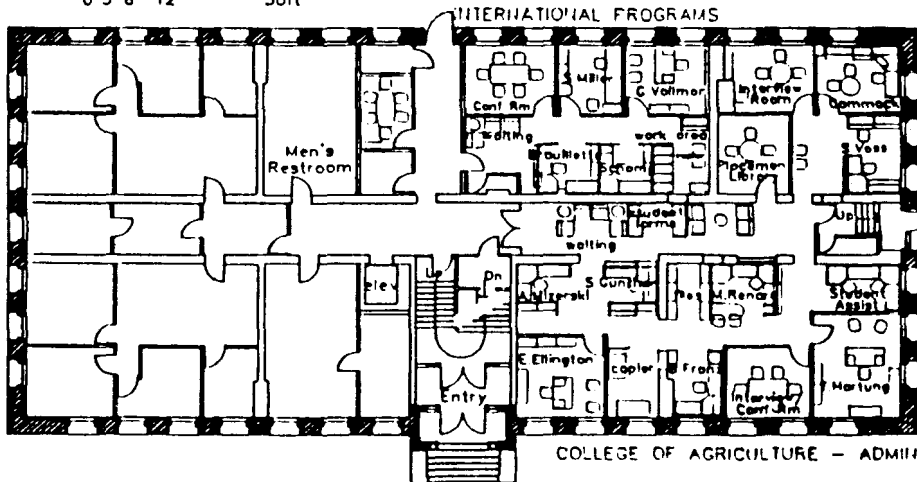
FIGURE 1.2 Fall 1989  
**Master Plan**  
**University of Nebraska - Agricultural Hall**



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



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



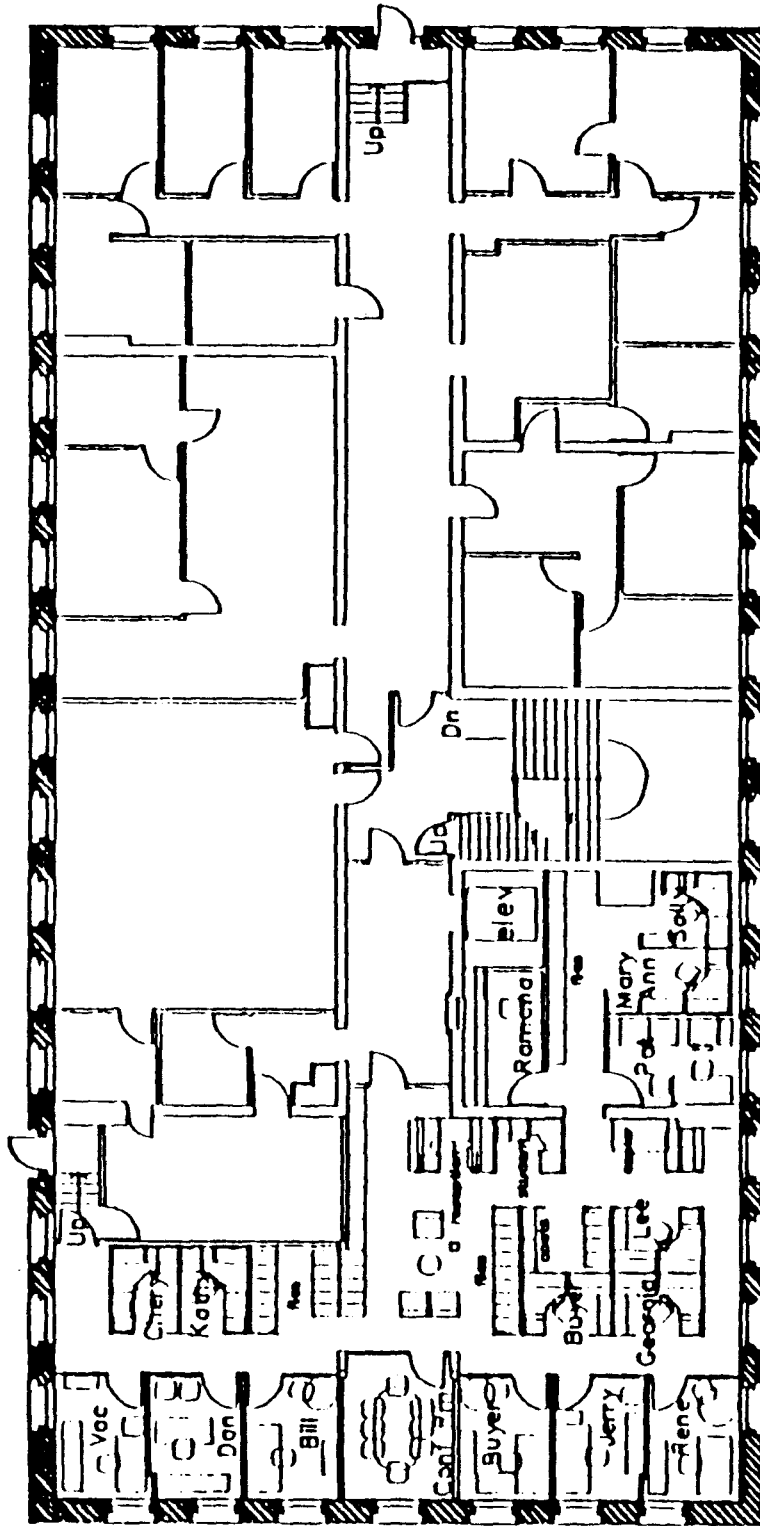
⊖ Schematic Diagram - Level 1  
 0 3 6 12 30ft

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

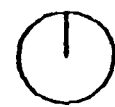


FIGURE 1.3  
 Present Floor Plan  
 Third Floor, Agricultural Hall

Third Floor  
 Agricultural Hall  
 Fall 1989

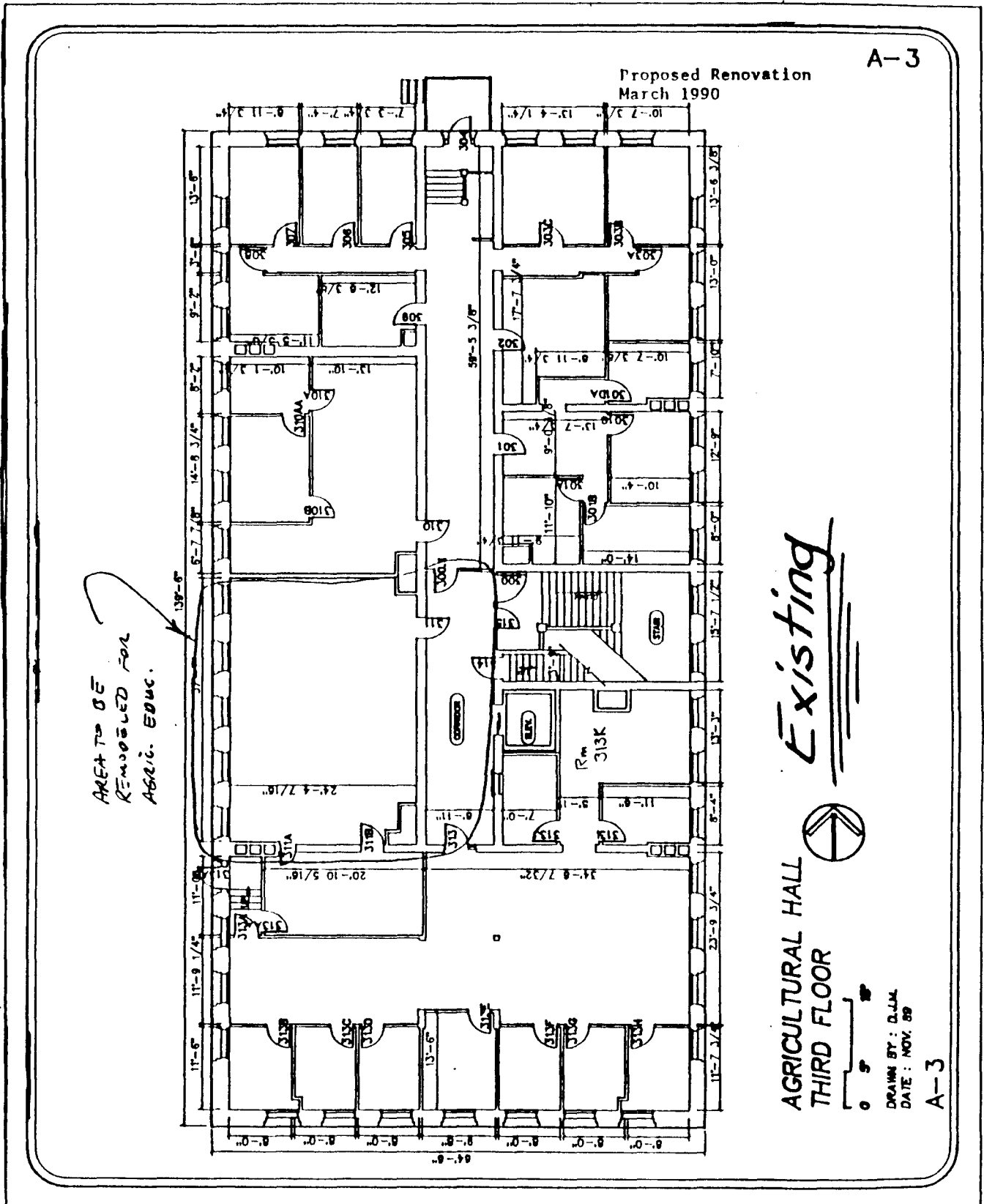


Schematic Diagram - Level 3



0 3 6 12 30A

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



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

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

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

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

The Overall Program: An Abstract

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

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

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

#### Assessment of the Self-Study Document

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

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

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

#### Program Goals and Rationale

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

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

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

### Program Activities

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

#### Teaching and Curriculum

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

#### Scholarly Activity: Research

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

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

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

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



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

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

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

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

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

## Service

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

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

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

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

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

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

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

### Program Administration

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

Specific strengths were noted as follows:

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

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

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

Recommendations. The following recommendations are made:

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

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

### Program Resources

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

### Faculty

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

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

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

Concerns. The major concerns are as follows:

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

Recommendations. The following recommendations are given:

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

### Students

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

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

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

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

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

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

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

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

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

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

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

#### Other Program Resources

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

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

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

Concerns. The following concerns are listed:

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

Recommendations. The following recommendations are made:

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

### Program Development

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

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

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



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

October 15, 1985

Dr. John Yost  
Interim Dean  
411 Adm  
City Campus 0433

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

Dear Dean Yost:

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

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

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

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

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

Spring

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

Dr. John Yost  
Page 2  
October 7, 1985

Fall

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

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

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

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

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

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

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

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

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

Dr. John Yost  
Page 3  
October 7, 1985

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

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

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

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

**RECOMMENDATION 3.** Students should receive appropriate instruction in statistics.

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

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

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

Dr. John Yost  
Page 4  
October, 7, 1985

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

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

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

Sincerely,

O.S. Gilbertson, Head  
Agricultural Education

OSG:wk

**FACULTY AWARDS 1984-89**  
**Department of Agricultural Education**

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

International Recognition

Association for Psychological Type  
1987 James Horner - Secretary

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

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

Rotary International Exchange Scholarship  
1984 Lloyd Bell

National Recognition

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

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

Kellogg Foundation  
1987 Richard Foster - Kellogg National Fellowship Award

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

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

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

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

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

### Regional Recognition

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

Missouri Valley Adult Education Association  
1984 Elmer Miller - Leadership Award

### State of Nebraska Recognition

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

Farmers National Fellowship  
1988 Dann Husmann

Lincoln Jay Cees  
1989 Richard Foster - Outstanding Young Professor

Nebraska Department of Labor  
1989 Elmer Miller - Distinguished Service Award

Nebraska Vocational Agriculture Foundation  
1985 Allen Blezek - Distinguished Service Award

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

Nebraska FFA Alumni, Outstanding Service Award  
1989 Dann Husmann

### University of Nebraska Recognition

Alpha Tau Alpha  
1985 Richard Foster - Honorary Member

Alpha Zeta  
1987 Richard Foster - Honorary Member

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

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

Delta Delta Delta  
1988 Galen Dodge - Notable Professor

Delta Sigma Pi  
1989 Galen Dodge - Professional Program Award

Distinguished Teaching Award

1987 Richard Foster

Five Year Service Citation

1988 Richard Foster

Gamma Sigma Delta Honorary

1987 Dann Husmann

1988 Galen Dodge - Honorary Member

Division of Continuing Studies

1987 Roy Dillon - Outstanding Service Award

1989 Elmer Miller - Distinguished Service Award

Kappa Kappa Kappa

1988 Galen Dodge - Outstanding Professor

Sigma Phi Epsilon

1989 Galen Dodge - Honorary Professor

Sue Tidball Award for Creative Leadership

1988 Galen Dodge

Thirty Year Service Award

1989 James Horner

Twenty Year Service Award

1987 Roy Dillon

University Faculty Senate

1986 Elmer Miller - Recognition of Distinctive Service

1987 Allen Blezek - Meritorious

**STRATEGIC PLANS**

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## 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*

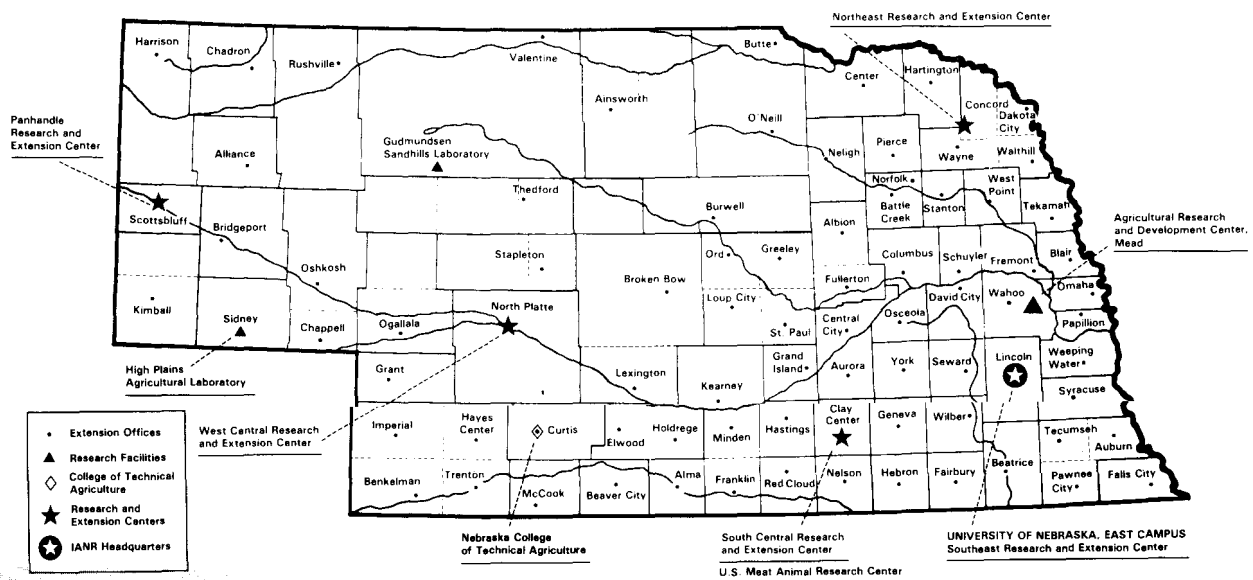
*Reprinted November 1989*

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## 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

# IANR Administrator Contacts

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---

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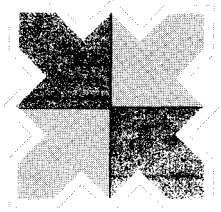
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402-472-3674

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



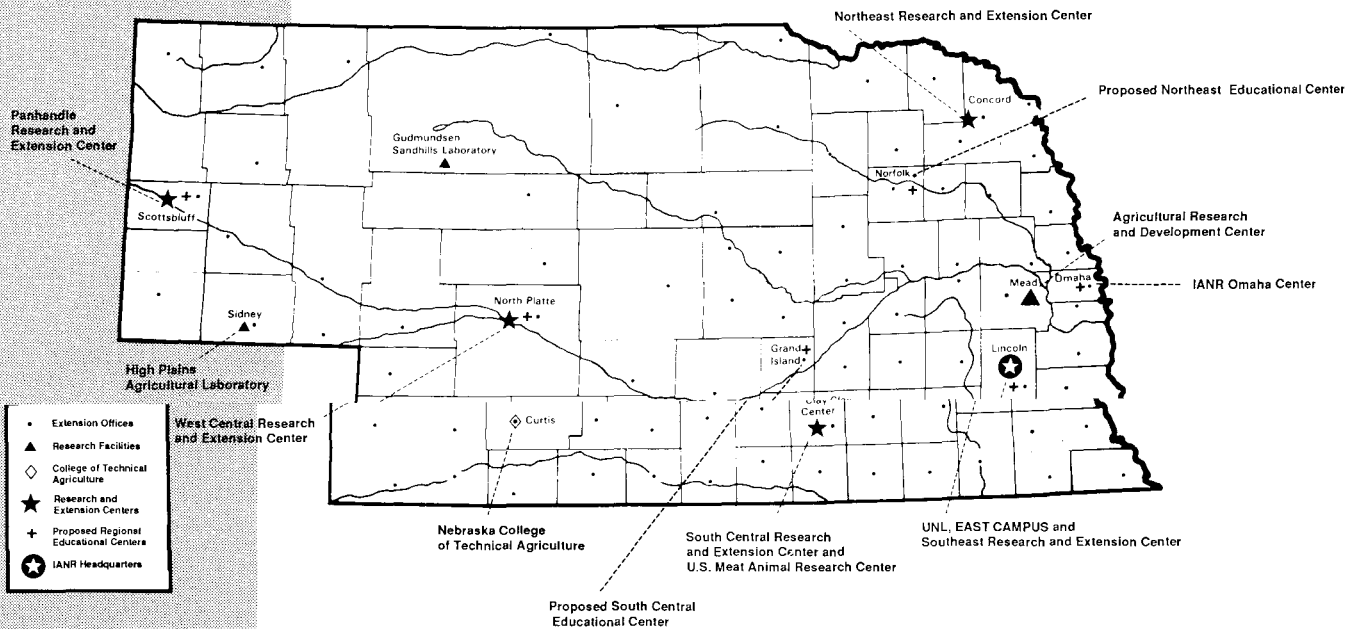
October 1989

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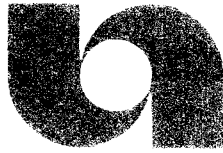
## IANR Statewide Network

### 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.

  
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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402/472-3716

### **INDUSTRIAL AGR. PRODUCTS CENTER**

Davis Clements  
402/472-2750

### **LEADERSHIP DEVELOPMENT CENTER**

Allen G. Blezek  
402/472-2809

### **NEBRASKA COLLEGE OF TECH. AGR.**

Bill J. Siminow  
Curtis  
308/367-4124

### **NEBRASKA STATEWIDE ARBORETUM**

Arthur Ode  
402/472-2971

### **NORTHEAST RES. & EXT. CENTER**

Donald B. Hudman  
Concord  
402/584-2261

### **PANHANDLE RES. & EXT. CENTER**

Robert D. Fritschen  
Scottsbluff  
308/632-1254

### **PLANT PATHOLOGY DEPT.**

Anne K. Vidaver  
402/472-2858

### **TEXTILES, CLOTHING & DESIGN DEPT.**

Joan M. Laughlin  
402/472-2911

### **VETERINARY SCIENCE DEPT.**

John A. Schmitz  
402/472-2952

### **WATER CENTER**

Roger E. Gold  
402/472-3305

### **WEST CENTRAL RES. & EXT. CENTER**

Lavon J. Sumption  
North Platte  
308/532-3611

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**

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**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>
<b>Internship Experience in Agribusiness for Vocational Teachers.</b>	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.

<b>Development of a Program to Meet Adult Education Needs in Agriculture</b>	Nebraska Department of Education	Horner
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**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.

<b>Technical Inservice Education for Vocational Educators in Agriculture</b>	Nebraska Department of Education	Bell
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**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.

<b>A Meaningful FFA program of Activities in the Secondary Education System.</b>	Nebraska Department of Education	Bell
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**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.

<b>Supplemental Funding of University of Nebraska-Lincoln-Young Farmers/Ranchers Educational Association.</b>	Nebraska Department of Education	Foster
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**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>
<b>Improvement of Vocational Education Programs in Nebraska Through Improved Preservice Teacher Education in Agriculture.</b>	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.

<b>Development of Competency-Based Curriculum Materials and Instructional Software for Vocational Agriculture in Nebraska.</b>	Nebraska Department of Education	Foster
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**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.

<b>Development of a Program to Meet Technological and Financial Management Needs for Adult Education in Agriculture.</b>	Nebraska Department of Education	Foster
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**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.

<b>Implementation of Agribusiness Employment.</b>	Nebraska Department of Education	Bell
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**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.

<b>Continuing Education Curriculum Development Handbook for Vocational Agriculture</b>	Nebraska Department of Education	Gilbertson
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**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
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**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>
<b>Technical Education on Curriculum Topics and Laboratory Skills in Vocational Horticulture Instruction.</b>	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.

<b>Implementation of Agribusiness Curriculum and Internship Experience.</b>	Nebraska Department of Education	Dillon & Bell
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**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.

<b>Development of a Program to Meet Adult Education Needs in Agriculture.</b>	Nebraska Department of Education	Horner
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**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.

<b>Development of Competency Based Curriculum Materials and Micro-computer Software for Vocational Instruction in Animal Science and Agricultural Mechanics.</b>	Nebraska Department of Education	Foster
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**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>
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<b>Equipment Requisition for Ag Ed Computer Laboratory.</b>	Nebraska Department of Education	Foster
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**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.

<b>Adult Financial Management Education in Agriculture.</b>	Nebraska Department of Education	Foster
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**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.

<b>Telecommunications In-Service Workshops.</b>	Nebraska Department of Education	Foster
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**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.

<b>A Program of Agricultural Leader- ship Development for Adults in Nebraska.</b>	Nebraska Department of Education	Blezek
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**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>
<b>Exploring Career Opportunities in Agriculture.</b>	Nebraska Department of Education	Gilbertson
<p><b>Project Outcomes:</b> 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.</p>		
<b>Task Force for Agricultural Education.</b>	Nebraska Department of Education	Gilbertson
<p><b>Project Outcomes:</b> 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.</p>		
<b>Establishment of an Instructional Materials Packet for Nebraska Vo Ag Teachers.</b>	Nebraska Department of Education	Foster
<p><b>Project Outcomes:</b> 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.</p>		
<b>Preservice Evaluation of Student Teaching Centers.</b>	Research Division	Dillon
<b>Perceptions of Secondary Administrators and Vo Ag Teachers Regarding Administration of Adult Programs Through Secondary Schools in Nebraska.</b>	College of Agriculture	Adelaine & Foster
<b>Perceptions of Secondary School Administrators Regarding Employment Criteria for Hiring Vo Ag Teachers in Nebraska.</b>	College of Agriculture	Foster
<b>Teacher Effectiveness Program</b>	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
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**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
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**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>
<b>Establishment of Statewide Telecommunications Network for Vocational Agriculture Instructors.</b>	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.

<b>Development of a Suggested Scope and Sequence for Vocational Agriculture Curriculum in Animal Science and Farm Business Management.</b>	Nebraska Department of Education	Foster
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**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.

<b>VoAg Recordbook Revision and Computerization</b>	Nebraska Department of Education	Foster
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**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.

<b>Continuation of Program and Development of Guidelines in Adult Education in Agriculture.</b>	Nebraska Department of Education	Horner
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**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>
<b>Promoting Employment Opportunities In Agricultural Education for Women.</b>	Nebraska Department of Education	— Agnew
<p><b>Project Outcomes:</b> 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>		
<b>Building A Teaching Community: Recognizing and Rewarding Effective Teaching.</b>	Fund For Improving Post-Secondary Education, U.S. Office of Education	Barrett
<p><b>Project Outcomes:</b> 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>		
<b>National Study of Hiring Criteria used for Employment of Extension Personnel.</b>	College of Agriculture	Agnew & Foster
<b>National Study of Research Issues in Need of Investigation by State Extension Directors and Extension Educators.</b>	College of Agriculture	Agnew & Foster
<b>Teacher Effectiveness Program.</b>	Nebraska Department of Education	Barrett
<b>Preservice Evaluation of Student Teaching Centers.</b>	Research Division	Dillon
<b>Women in Agricultural Education - perceptions of women VoAg teachers in the midwest.</b>	College of Agriculture	Foster
<b>Agriculture in the Classroom Program.</b>	State Department of Agriculture	Blezek
<b>The Nebraska LEAD Program.</b>	Nebraska Agriculture Leadership Council	Blezek & Bergman

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

<b>Development of a Model Master Teacher Corps.</b>	Nebraska Department of Education	Barrett
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**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.

<b>Teacher Effectiveness Program.</b>	Research Division and College of Agriculture	Barrett
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**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>
<b>Developing a Teaching Community - Rewarding Teaching.</b>	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.

<b>Integration of Science Education into Vocational Agriculture.</b>	Nebraska Department of Education	Bell
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**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.

<b>A Program of Agricultural Leadership for Changing Needs of Adults in Nebraska.</b>	Nebraska Department of Education	Bergman
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**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>
<b>Development of the Teacher Education Component of the Nebraska Institute (Center) For Leadership Development.</b>	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.

<b>A Feasibility &amp; Planning Project for the Establishment of the Nebraska Institute for Leadership Development.</b>	Nebraska Department of Education	Blezek
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**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.

<b>Improvement of Curriculum in the Secondary School Vocational Agriculture Student Teaching Center.</b>	Nebraska Department of Agriculture	Dillon
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**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
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**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
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**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>
<b>Scope and Sequencing of Agricultural Education Curriculum.</b>	Nebraska Department of Education	Foster
<p><b>Project Outcomes:</b> 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>		
<b>Continuation of Model Development and a Program to Meet Adult Education Needs in Agriculture.</b>	Nebraska Department of Education	Horner
<p><b>Project Outcomes:</b> 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>		
<b>Improving Teacher Effectiveness in Conducting Instruction on Sustainable Agriculture.</b>	Nebraska Department of Education	Horner
<p><b>Project Outcomes:</b> 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>		
<b>Agriculture in the Classroom.</b>	State Department of Agriculture	Blezek Gilbertson
<b>The Nebraska LEAD Program.</b>	Nebraska Leadership Council	Blezek & Bergman
<b>Increasing the Critical Thinking Skills and Instruction in the College of Agriculture.</b>	College of Agriculture	Foster & Gilbertson
<b>Integrating International Perspectives into Courses in the Department of Agricultural Education.</b>	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 Roy D. Dillon	TITLE Professor Project Leader Head, Agr. Education Dept.	DATE 6/21/83	SIGNATURE [Signature]
24. AWARD DATE (Day, Mo., Yr.) 01/07/83		25. START DATE (Day, Mo., Yr.) 30/06/88	26. DURATION (Months) 60
27. FOR USDA USE <input type="checkbox"/> Project referred and cleared by all interested agencies for entry into CRIS.		SIGNATURE Edson G. Weeks	



## UNDERGRADUATE TEACHING PROGRAM (DEPARTMENTAL THRUST)

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**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 courses .....22 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 courses .....15 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 Electives .....10-12 hours

Strongly suggested:

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

Biological Sciences .....11-12 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
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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
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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
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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
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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
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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
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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
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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
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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
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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
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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
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FALL:

313 Leadership & FFA	2	5	100
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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):	
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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&AE). 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><b>Technical Ag Courses</b></p> <p><b>ANIMAL SCIENCE (6)</b>          AN SCI 210.....3          AN SCI 250.....3          or          AN SCI 454.....2          or          AN SCI 455.....2</p> <p><b>SUGGESTED-AN SCI 100,          200, 330, 452, 453</b></p>	<p><b>BIO SCIENCE (12)</b>          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><b>AG EDUCATION (20)</b>          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><b>PLANT SCIENCE (6)</b>          AGRON 101.....4          AGRON 153.....4          AGRON 366.....3</p> <p><b>SUGGESTED-HORT 130, 221          AGRON 204 or 240          PL PAT 269</b></p>	<p><b>PHY SCIENCE (8)</b>          CHEM.....4          MECH AG 109.....4</p>	<p><b>FREE ELECTIVES          (10)</b></p> <p><b>SUGGESTED-ACCT 201</b></p>		
<p><b>AG ECONOMICS (6)</b>          AG ECON 201....4          or AG ECON 203.4          AG ECON 211....3</p> <p><b>SUGGESTED-AG ECON          256, 305, 311</b></p>	<p style="text-align: center;"><b>HUMANITIES &amp; SOCIAL SCIENCE (27)</b></p> <table style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><b>COMMUNICATIONS (12)</b>            ENG 150.....3            AG COMM 200.....3            SP COMM 311.....3            COMM ELECTIVE....3</p> </td> <td style="width: 50%; vertical-align: top;"> <p><b>ECONOMICS (6)</b>            ECON 211.....3            AG ECON 141.....3            or ECON 212.....3</p> </td> </tr> </table>		<p><b>COMMUNICATIONS (12)</b>            ENG 150.....3            AG COMM 200.....3            SP COMM 311.....3            COMM ELECTIVE....3</p>	<p><b>ECONOMICS (6)</b>            ECON 211.....3            AG ECON 141.....3            or ECON 212.....3</p>
<p><b>COMMUNICATIONS (12)</b>            ENG 150.....3            AG COMM 200.....3            SP COMM 311.....3            COMM ELECTIVE....3</p>	<p><b>ECONOMICS (6)</b>            ECON 211.....3            AG ECON 141.....3            or ECON 212.....3</p>			
<p><b>BUSINESS &amp; ECONOMICS (15)          (Option Requirements)</b>          VAE 483.....3          or          MGT 360.....3          AG ECON 316....3          MKT 341.....3          MKT 347.....3          AG ECON 452....3</p>	<p><b>HUMANITIES AND SOCIAL SCIENCE ELECTIVES.....9          (at least one course from each of the following)</b></p> <table style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>1. Art (Theory &amp; History)            English (Literature)            Theater Arts &amp; Dance            Music (Theory &amp; History)</p> <p>2. Anthropology            Ed Psych 362            Human Development            &amp; the Family</p> <p>3. Geography (Excluding physical)            Modern Languages &amp; Literature            Journalism (Excluding photo &amp; 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 &amp; History)            English (Literature)            Theater Arts &amp; Dance            Music (Theory &amp; History)</p> <p>2. Anthropology            Ed Psych 362            Human Development            &amp; the Family</p> <p>3. Geography (Excluding physical)            Modern Languages &amp; Literature            Journalism (Excluding photo &amp; skill courses)            Political Science</p>	<p>Classics            Philosophy            Linguistics            Religion</p> <p>Criminal Justice            Psychology            Sociology</p> <p>History</p>
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<p><b>AG ELECTIVES (11)</b></p> <p><b>SUGGESTED-AG 271, 292</b></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:

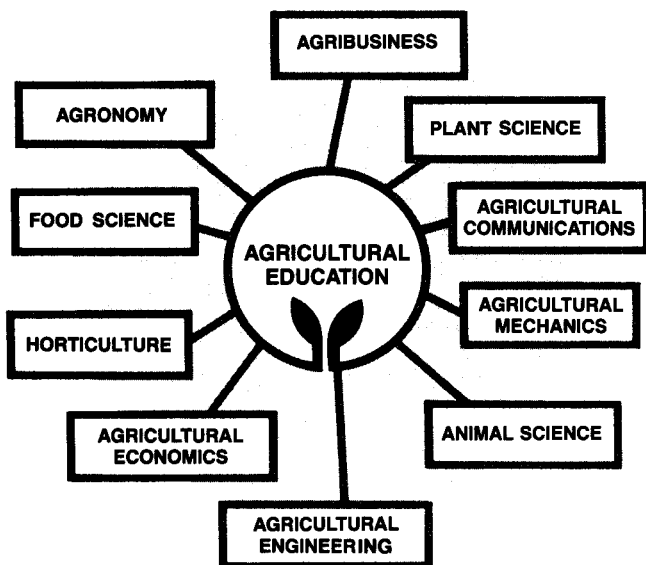
● <i>Agriculture</i>	<i>30 hours</i>
● <i>Agricultural Education</i>	<i>32</i>
● <i>Biological Sciences</i>	<i>11-12</i>
● <i>Physical Sciences</i>	<i>8-9</i>
● <i>Math</i>	<i>7</i>
● <i>Humanities and social sciences</i>	<i>27-30</i>
● <i>Electives</i>	<i>12</i>

**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
<b>TOTAL</b>	<b>306</b>	<b>315</b>	<b>297</b>	<b>302</b>	<b>375</b>

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	--	--	--	--
<b>Total</b>	<b>20</b>	<b>306</b>	<b>15</b>	<b>867</b>	<b>22</b>	<b>375</b>	<b>17</b>	<b>1,067</b>

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

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### **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.

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## 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.

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\*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**

Year	AEd 804	AEd 805	AEd 806	AEd 807	AEd 812	AEd 833	AEd 845	AEd 890	AEd 893	AEd 896	AEd 899	AEd 901	AEd 903	AEd 904	AEd 905	AEd 996
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**

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**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**

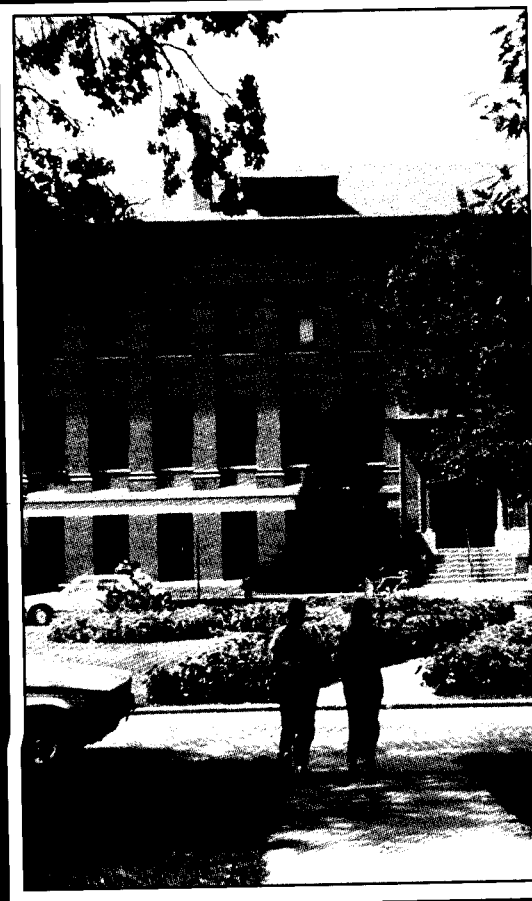
- '84 Wittstruck, Marc S.                              Identification of Factors Influencing Nebraska Vocational Agriculture Teacher Burnout from 1980 to 1983.
- '85 Adelaine, Michael                              A Comprehensive Characterization of Nebraska's Registered Purebred Beef Industry.
- '85 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**

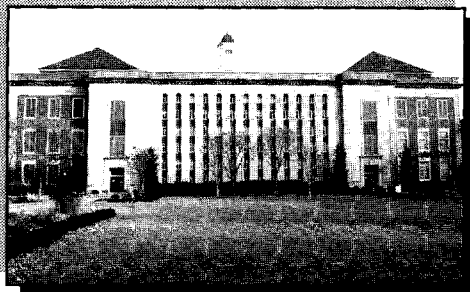
**Graduate Informational Brochures**

**GRADUATE PROGRAMS IN  
AGRICULTURAL  
EDUCATION**



**AT THE  
UNIVERSITY OF NEBRASKA-  
LINCOLN**

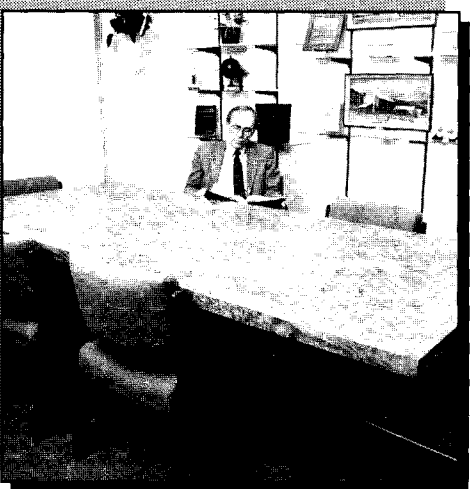




The university libraries include international collections.



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

**T**he 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.

**T**he 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)

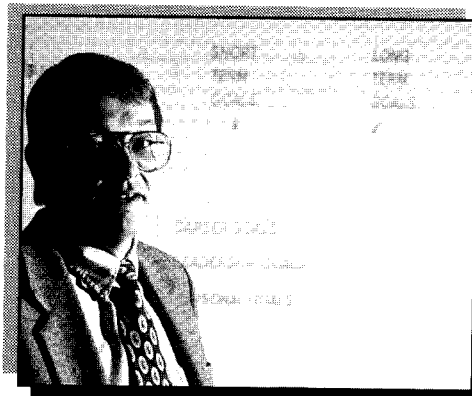
Additional Ag Ed Courses (3-6 cr)  
Elective Courses (9-12 cr)  
Ed Psych 859 - Statistics (3 cr)\*  
Written Comprehensive Examination  
Oral Examination

### 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

**T**he 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

**A**gricultural 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

**S**tudents 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

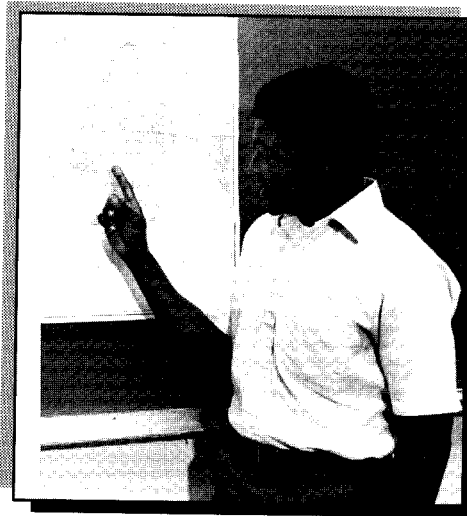
**A**dmission to the Graduate College may be granted to students earning their Bachelor Degree from any accredited institution of higher education in the U.S. which is accepted and recognized by the University of Nebraska-Lincoln.

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  
University of Nebraska  
Lincoln, Nebraska 68583-0709  
(402) 472-2807**

## **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

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**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.

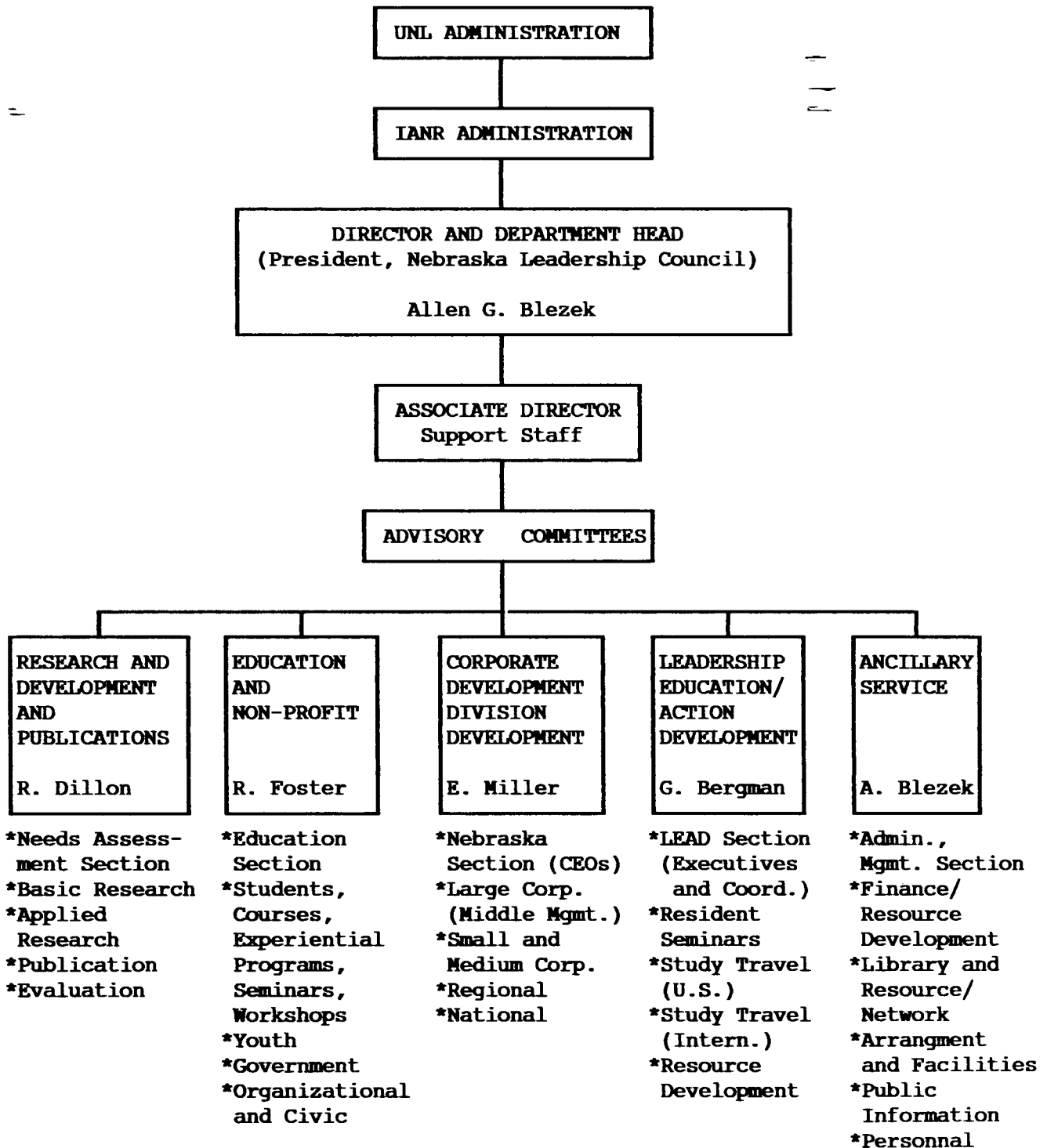
The need for a Center for leadership and human resource development was the topic of much interest and discussion within the State of Nebraska and the University of Nebraska community in the mid 1980's. As a result of this growing interest, in November 1989 fifty persons representing various leadership 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

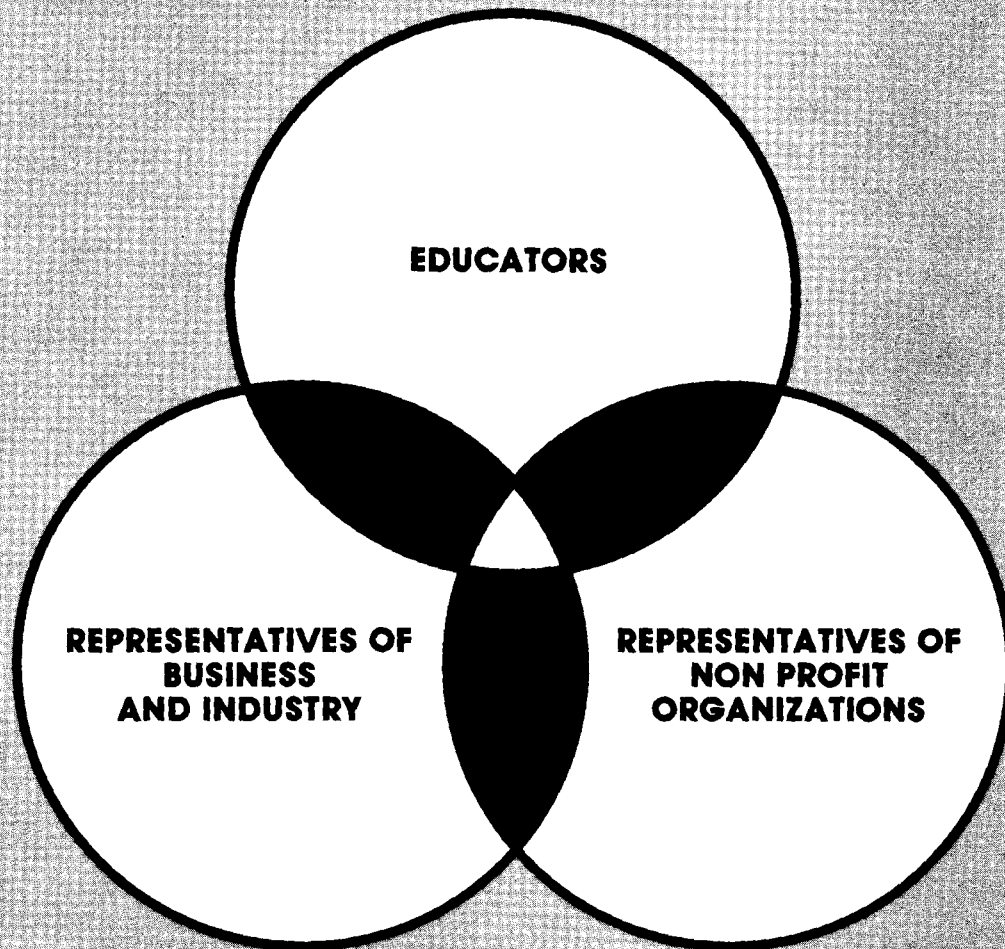


# OBJECTIVES FOR THE CENTER FOR LEADERSHIP DEVELOPMENT

- 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.

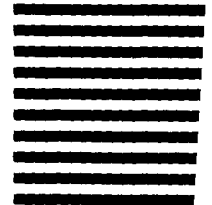
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Center for Leadership Development



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UNITED STATES



**BUSINESS REPLY MAIL**

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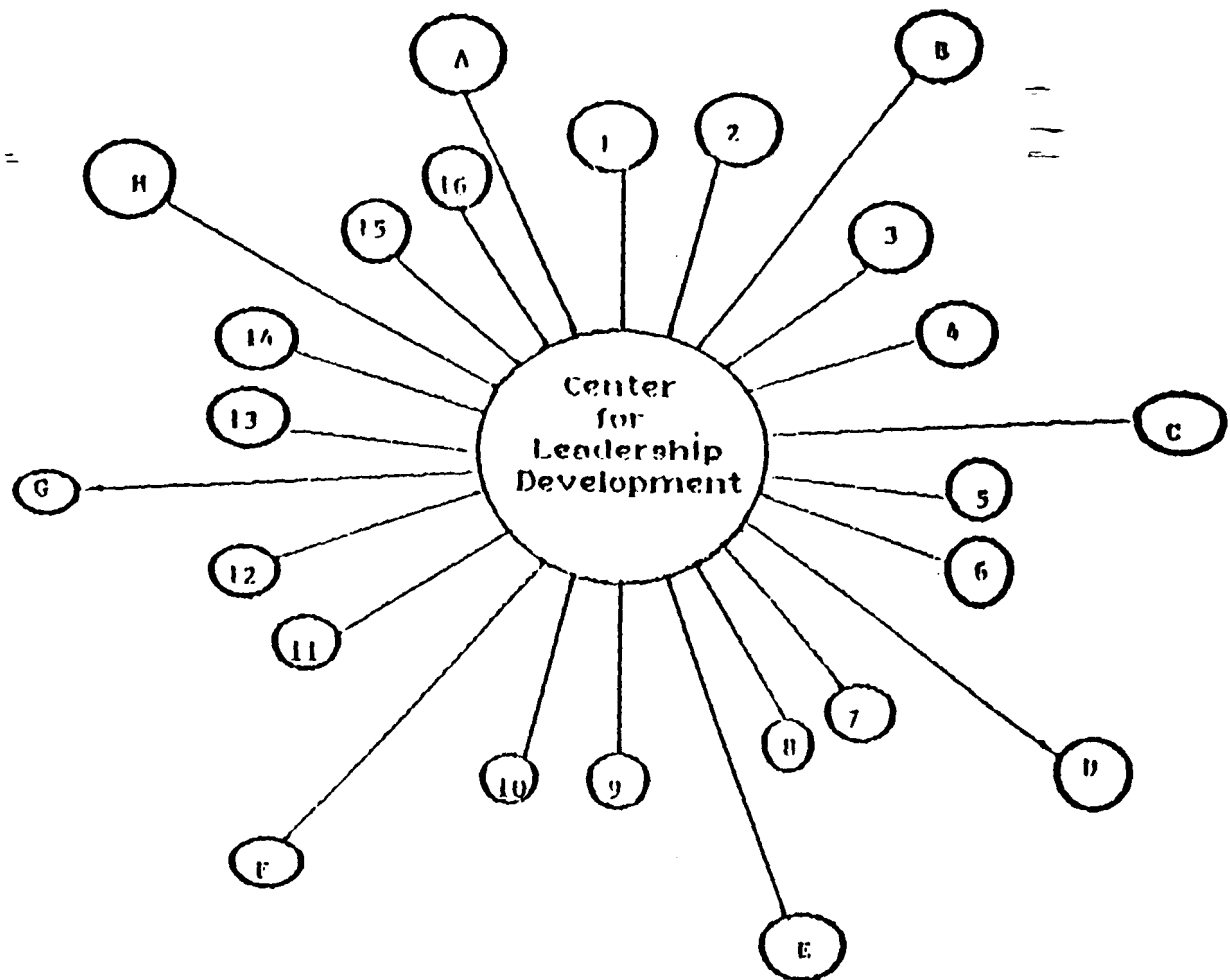
**CENTER FOR LEADERSHIP DEVELOPMENT  
300 AH - EAST CAMPUS      0709  
UNIVERSITY OF NEBRASKA-LINCOLN  
LINCOLN, NEBRASKA 68501-9988**



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**

<b>NAME</b>	<b>REPRESENTING</b>	<b>ADDRESS</b>
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	<b>Lincoln</b> , University of Nebraska-Lincoln East Campus Union	Dr. Luthans
Jan. 31, 1990	<b>Chadron</b> , Chadron State College, Kline Campus Center	Mr. Bauer
Feb. 1, 1990	<b>Scottsbluff</b> , University of Nebraska Research & Extension Center	Mr. Bauer
Feb. 2, 1990	<b>North Platte</b> , Mid-Plains Community College, McDonald-Belton Campus	Dr. Glaess
Feb. 9, 1990	<b>Norfolk</b> , Northeast Community College , 801 East Benjamin	Dr. Glaess
Feb. 16, 1990	<b>Omaha</b> , University of Nebraska at Omaha , Peter Kiewit Conference Center, 1313 Farnam-on-the-Mall	Dr. Luthans
Feb. 23, 1990	<b>Grand Island</b> , 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	<b>Chadron</b> , Chadron State College, Kline Campus Center	Dr. Horner
March 15, 1990	<b>Scottsbluff</b> , University of Nebraska Panhandle Research & Extension Center	Dr. Horner
March 16, 1990	<b>North Platte</b> , Mid-Plains Community College, McDonald-Belton Campus	Dr. Horner
March 22, 1990	<b>Lincoln</b> , University of Nebraska-Lincoln, Nebraska Center For Continuing Education, 33rd & Holdrege	Dr. Barrett & Dr. Wheeler
March 23, 1990	<b>Omaha</b> , University of Nebraska at Omaha, Peter Kiewit Conference Center, 1313 Farnam-on-the-Mall	Dr. Barrett & Dr. Wheeler
March 29, 1990	<b>Grand Island</b> , Central Community College Campus, Hwy 34 and 281	Dr. Barrett & Dr. Wheeler
March 30, 1990	<b>Norfolk</b> , 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	<b>Chadron</b> , Chadron State College, Kline Campus Center	Dr. Harding
April 11, 1990	<b>Scottsbluff</b> , University of Nebraska Panhandle Research & Extension Center	Dr. Harding
April 12, 1990	<b>North Platte</b> , Mid-Plains Community College, McDonald-Belton Campus	Dr. Harding
April 19, 1990	<b>Grand Island</b> , Central Community College Campus, Hwy 34 and 281	Dr. Harding
April 20, 1990	<b>Norfolk</b> , Northeast Community College, 801 East Benjamin	Dr. Harding
April 27, 1990	<b>Omaha</b> , University of Nebraska at Omaha, Peter Kiewit Conference Center, 1313 Farnam-on-the-Mall	Dr. Harding
May 4, 1990	<b>Lincoln</b> , 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	<b>Chadron</b> , Chadron State College, Kline Campus Center	Dr. Bell & Dr. Foster
May 23, 1990	<b>Scottsbluff</b> , University of Nebraska Panhandle Research & Extension Center	Dr. Bell & Dr. Foster
May 24, 1990	<b>North Platte</b> , Mid-Plains Community College, McDonald-Belton Campus	Dr. Bell & Dr. Foster
June 1, 1990	<b>Norfolk</b> , Northeast Community College, 801 East Benjamin	Dr. Bell & Dr. Foster
June 7, 1990	<b>Lincoln</b> , University of Nebraska-Lincoln, Nebraska Center For Continuing Education, 33rd and Holdrege	Dr. Bell & Dr. Foster
June 8, 1990	<b>Omaha</b> , University of Nebraska at Omaha, Peter Kiewit Conference Center, 1313 Farnam-on-the-Mall	Dr. Bell & Dr. Foster
June 15, 1990	<b>Grand Island</b> , 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

## 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

Complete the following information:

Payment of fees:

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 \_\_\_\_\_.

Name: \_\_\_\_\_

Address: \_\_\_\_\_  
 State: \_\_\_\_\_ Zip: \_\_\_\_\_

Phone: ( ) \_\_\_\_\_

Phone: ( ) \_\_\_\_\_

Payment enclosed (make check payable to institution at the site you are registering).

Payment will be made the day of the seminar.

Return 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

**Center for Leadership Development  
 Rm 300 Ag Hall  
 University of Nebraska-Lincoln  
 Lincoln, NE 68583-0709**

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 Lincoln, NE  
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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**

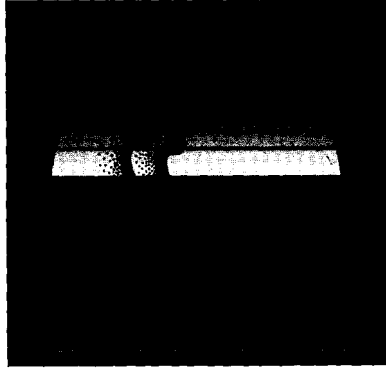
- Conflict resolution
- Negotiating effectively
- Building trust relationships
- Managing stress for yourself & others

\_\_\_\_\_ # 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**

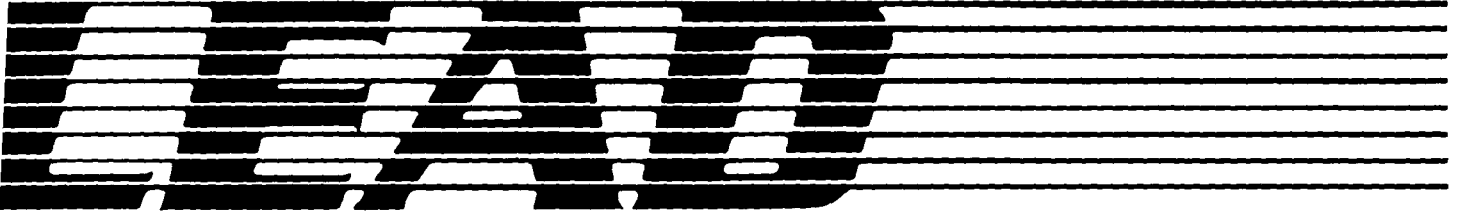
Conflict resolution  
Negotiating effectively  
Building trust relationships  
Managing stress for yourself & others

## **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*

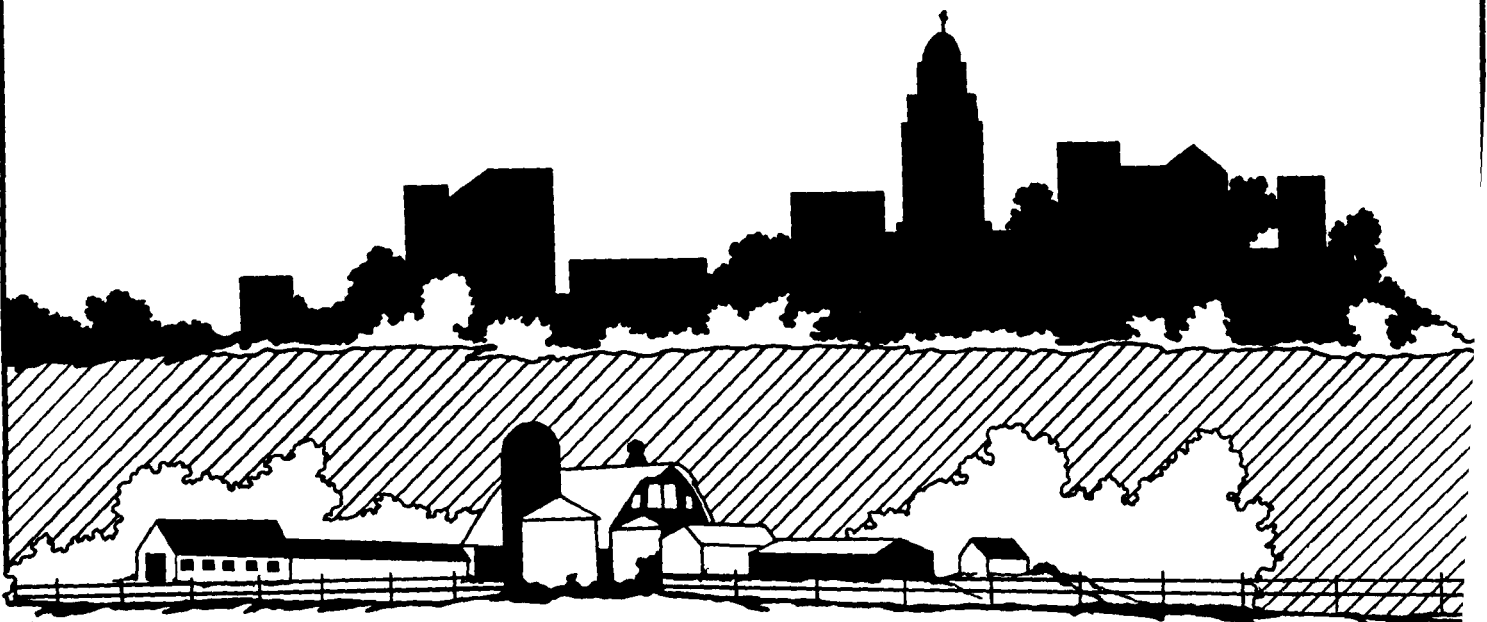


*LEADERSHIP EDUCATION/ACTION DEVELOPMENT PROGRAM*

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.

A handwritten signature in cursive script that reads "Rich Hawkins".

Rich Hawkins  
Chairman of the Board  
The Nebraska Agricultural  
Leadership Council, Inc.

Committees  
Associate Director  
President of the Board  
Chairman of the Board

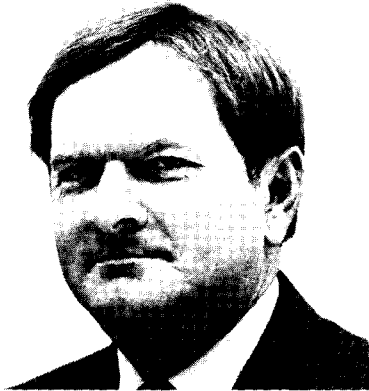
## NEBRASKA AGRICULTURAL LEADERSHIP COUNCIL, INC.

### BOARD OF DIRECTORS

**Rich Hawkins — Chairman**  
**Don Hutchens — Vice Chairman**  
**Alan Dillman — Secretary**

Sherman Berg, Omaha  
Richard Fleming, Lincoln  
Roy Frederick, Lincoln  
Robert Gingery, Lincoln  
Neal Harlan, Omaha  
Ted Hartung, Lincoln  
Dick Helms, Arapahoe  
Travis Hiner, Scottsbluff  
Gary Klein, Grand Island  
John Kreuzscher, Madrid  
Richard LeBlanc, Lincoln  
Bob LeDioyt, Omaha  
Roy Lilley, Alliance  
Bryce Neidig, Madison  
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 written in a cursive style.

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 written in a cursive style with a large, sweeping initial "G".

Gary C. Bergman  
Associate Director

Committees  
Financial  
Associate Director

# 1987-1988 Financial Report



## NEBRASKA LEAD PROGRAM ANNUAL FINANCIAL REPORT FISCAL YEAR 1987-1988

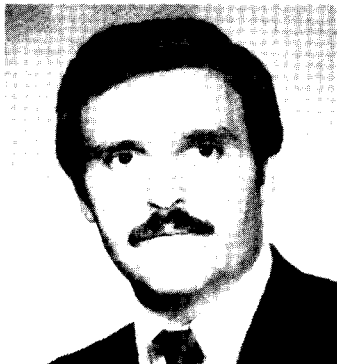
Revenues	Income	FY 1987-88 Budget Amount	(Under)/Over Budget	% of Total Budget Category Collected	% of Total Income Collected
Fellows	\$ 47,792.81	\$ 48,000.00	\$ (207.19)	100%	18%
Individuals & Businesses	105,900.89	104,500.00	1,400.89	101%	40%
Department of Agriculture	20,000.00	20,000.00	0.00	100%	7%
Subtotal	** \$173,693.70	\$172,500.00	\$1,193.70	101%	65%
<b>In-Kind Contributions</b>					
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%
<b>Total Revenue</b>	<b>\$267,919.41</b>	<b>\$263,000.00</b>	<b>\$ 4,919.41</b>	<b>102%</b>	
<b>Expenditures</b>					
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%
<b>In-Kind Expenses</b>					
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%
<b>Total Expenditures</b>	<b>\$262,279.21</b>	<b>\$263,000.00</b>	<b>\$ 720.79</b>	<b>100%</b>	
<b>Year-End Carry-Over</b>	<b>\$ 5,640.20</b>				

\*\*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, Bloomfield  
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 Kirchhoff, 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
Dennis 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**

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## 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**

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**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**

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## 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