

University of Nebraska - Lincoln

DigitalCommons@University of Nebraska - Lincoln

---

ALEC Department Materials and History

Agricultural Leadership, Education &  
Communication Department

---

4-20-2010

## Self Study Review 2010

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



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

---

"Self Study Review 2010" (2010). *ALEC Department Materials and History*. 36.  
<https://digitalcommons.unl.edu/aglecdeptmatls/36>

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

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

Prepared for

**Comprehensive Review  
April 20-23, 2010**



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

# Acknowledgements

---

## Acknowledgements

The following document represents the efforts of faculty and staff in the Department of Agricultural Leadership, Education and Communication (ALEC) over the span of eight months. I'd like to recognize the efforts of Dr. Dick Fleming who served as the chair for the ALEC internal work committee responsible for planning and preparing the document. In addition, Dr. Fleming provided oversight in assembling the external review team and setting the calendar of work. Thank you for your commitment to our department Dick.

I want to thank the internal work committee for their part in the 'heavy lifting' for this document. Drs. Jason Ellis, Dann Husmann, Jim King, along with Heather Borck representing the graduate students and Paige Bek representing the undergraduate students. Thank you for all your work in leading your respective areas, collecting data, writing narrative, providing feedback, and meeting deadlines. The contents of this document exist because of you.

I also want to recognize Jennifer Greenlee for her efforts in formatting large portions of the document. And lastly, the scheduling and logistical planning for the entire review process was possible because of Kathy Bennetch. Thank you for your tireless efforts Kathy in paying attention to all the details.

Mark Balschweid  
Professor and Head

# Section 1: Review Information

---

## Table of Contents

	Page
Acknowledgments .....	i
<b>1. Review Information</b>	
Table of Contents .....	1
List of Figures and Tables .....	3
Glossary of Acronyms.....	5
Review Team .....	6
Schedule.....	7
<b>2. Executive Summary</b>	
Present Status .....	11
Recent Milestones.....	12
Creation of the Self-Study .....	13
<b>3. Introduction, Program Goals and Rationale</b>	
Introduction .....	14
Department Vision, Mission and Values .....	14
Program Goals .....	15
Rationale .....	16
Relationships with Other Units and Organizations .....	16
Current and Future Issues .....	17
<b>4. Background</b>	
Administrative Structure .....	19
Department Structure and Committees.....	22
ALEC Personnel.....	22
Facilities and Equipment .....	27
Advisory Council.....	27
Financial and Material Resources.....	28
<b>5. Undergraduate Academic Programs</b>	
Program Description and Current State .....	30
College of Agricultural Sciences and Natural Resources.....	30
Agricultural Education.....	32
Agricultural Education - Agricultural Leadership Option.....	56
Agricultural Education - Industrial Technology Education Option .....	61
Agricultural Journalism .....	64
Hospitality, Restaurant and Tourism Management in CASNR .....	73
Undergraduate Student Recruitment.....	79

	<b>Page</b>
<b>6. Graduate Academic Programs</b>	
Program Options and Requirement.....	83
ALEC Graduate Course Offerings.....	85
Admission Procedures .....	88
Master of Science Degree in Leadership Education.....	89
Doctor of Philosophy Degree Program.....	90
ALEC Graduate Committee .....	91
Recruitment.....	91
Funding and Assistantships .....	91
Current Initiatives .....	92
Graduates .....	93
ALEC Graduate Course Rotation .....	97
<b>7. Research and Scholarly Activity</b>	
Introduction .....	100
ARD Appointed Faculty .....	100
Collaborative Efforts Within IANR.....	101
Scholarly Outputs .....	102
Record of Research and Scholarly Activity of the ALEC Faculty .....	104
<b>8. Cooperative Extension Division</b>	
Introduction .....	133
Community Resource Development .....	133
Agricultural Journalism Extension .....	134
Tourism and Recreation Extension.....	135
<b>9. International Engagement</b>	
Introduction .....	139
<b>10. Current and Retired Faculty</b>	
Biosketches – Current Faculty .....	141
Biosketches – Retired Faculty.....	148
<b>11. Appendix</b>	
Perception Survey .....	152

## List of Figures and Tables

	<b>Page</b>
<b>Figures</b>	
4.1 IANR Structure .....	20
4.2 ALEC Unit Within UNL.....	21
4.3 IANR Organization Chart .....	23
4.4 ALEC Committees .....	24

<b>Tables</b>	
3.1 ALEC's Relationships with Other Organizations.....	17
4.1 Current Faculty Members .....	25
4.2 ALEC Staff .....	25
4.3 Faculty Tenured in ALEC, but Budgeted Elsewhere.....	26
4.4 Part-time/Contract Teachers, Fall 2009 & Spring 2010 .....	26
4.5 Graduate Assistants, Spring 2010 .....	26
4.6 ALEC Permanent Budget (2003-2010).....	29
5.1 UNL Admission Requirements .....	43
5.2 Major Transition Points .....	45
5.3 Table of Key Assessments .....	45
5.4 Summary Table of Practicum Experiences in Agricultural Education .....	47
5.5 Mean Cumulative Grade Point Averages at Program Check Points.....	48
5.6 Student Teacher Average Grade Point Average in Agricultural & Natural Resource Science Course Work by Content Category.....	48
5.7 Student Teaching Field Experience Summative Evaluation; General Competency One .....	48
5.8 Student Teaching Field Experience Summative Evaluation; General Competency Two .....	49
5.9 Student Teaching Field Experience Summative Evaluation; General Competency Three .....	49
5.10 Student Teaching Field Experience Summative Evaluation; General Competency Four .....	49
5.11 Student Teaching Field Experience Summative Evaluation; General Competency Five.....	50
5.12 Student Teaching Field Experience Summative Evaluation; General Competency Six .....	50
5.13 Student Teaching Field Experience Summative Evaluation; General Competency Seven .....	50
5.14 Student Teaching Field Experience Summative Evaluation; General Competency Eight .....	51
5.15 Student Teaching Field Experience Summative Evaluation; General Competency Nine .....	51
5.16 Student Teaching Field Experience Summative Evaluation; General Competency Ten.....	52

**Tables**

6.1	ALEC Master of Science Degree Graduates Since 2003.....	93
6.2	ALEC Doctor of Philosophy Degree Graduates Since 2003 .....	96
6.3	ALEC Graduate Course Rotation Cycle 2010-2012.....	97
7.1	Current ALEC Faculty With ARD Appointments .....	100
7.2	ALEC Faculty Areas of Research Expertise.....	101
7.3	Research and Scholarly Activities of ALEC Faculty 2004-2009 .....	102
8.1	Cooperative Extension Services Provided Through Agricultural Journalism Programs.....	135
8.2	Cooperative Extension Services Provided Through Tourism Programs .....	137
9.1	ALEC Faculty Engagement on Location Since 2007 .....	139

## **Glossary of Acronyms**

Acronyms are used frequently throughout this document. Although the entire name or title in conjunction with the acronym is indicated 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.

ACE	Association for Communication Excellence
ACT	Agricultural Communicators of Tomorrow
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. Also, used as the informal abbreviation for the department.
AFNR	Agriculture, Food and Natural Resources
ARD	Agricultural Research Division
CARI	Center for Applied and Rural Innovation
CASNR	College of Agricultural Sciences and Natural Resources
CED	Cooperative Extension Division
CEHS	College of Education and Human Services
CIT	Communication and Information Technology
CoJMC	College of Journalism and Mass Communication
EDAD	Department of Educational Administration
HRTM	Hospitality, Restaurant and Tourism Management
IANR	Institute of Agriculture and Natural Resources
IICA	Inter-American Institute for Cooperation on Agriculture
ITE	Industrial Technology Education
NET	Nebraska Educational Telecommunications
NHRI	Nebraska Human Resources Institute
NHS	Department of Nutrition and Health Sciences
OPD	Office of Proposal Development

SNR School of Natural Resources

TLTE Department of Teaching, Learning and Teacher Education

UNK University of Nebraska—Kearney

UNL University of Nebraska—Lincoln

UNMC University of Nebraska Medical Center

UNO University of Nebraska—Omaha

### Review Team

Members of the ALEC Comprehensive Review Team	
External Reviewers	UNL Reviewers
Dr. Jim Dobrowolski – Team Leader United States Department of Agriculture National Institute of Food and Agriculture 1400 Independence Avenue SW, Stop 2201 Washington, DC 20250-2201	Dr. A. Dwayne Ball Associate Professor of Marketing College of Business Administration Academic Planning Committee CBA 324 Lincoln, NE 68588-0492
Dr. Tracy Hoover Penn State University Professor and Department Head Department of Agricultural and Extension Education 114A Ferguson Building University Park, PA 16802	Dr. Julie Johnson Professor and Chair Department of Child, Youth and Family Studies 135B Mabel Lee Hall Lincoln, NE 68588-0236
Dr. M. Susie Whittington Ohio State University Associate Professor, Teacher Education 208 Agricultural Administration Building 2120 Fyffe Road Columbus, OH 43210	
Mr. Dave King Oregon State University Associate Provost 422 Kerr Admin Bldg. Corvallis, OR 97331-2119	Heather Borck ALEC Graduate Student Leadership Education 300 Ag Hall Lincoln, NE 68583-0709
Dr. Florita Montgomery West Virginia University Extension Professor 505 Knapp Hall, P.O. Box 6031 Morgantown, WV 26506-6031	Paige Bek Undergraduate Student Agricultural Communications 300 Ag Hall Lincoln, NE 68583-0709

**ALEC Comprehensive Review Schedule  
April 20 – 23, 2010**

Date/Time	Title	Location	Host(s)
<b>Tuesday, April 20</b>			
By 4:00 p.m.	Review Team arrives in Lincoln	Embassy Suites (474-1111)	
5:00 p.m.	Charge to the Review Team by IANR Administration	Embassy Suites	John Owens, Vice Chancellor for Ag. & Natural Resources Susan Fritz, Associate Vice Chancellor IANR Elbert Dickey, Dean, UNL Cooperative Extension
5:30 p.m.	Dinner	Embassy Suites	Steve Waller, Dean, College of Ag. Sci. & Natural Resources Marjorie Kostelnik, Dean, College of Educ. & Human Sci.  Executive Conference Room, Embassy Suites
7:00 p.m.	Departmental Overview and Review Of Departmental Goals and Objectives	Embassy Suites	Mark Balschweid, Professor and Dept. Head, ALEC

<b>Wednesday, April 21</b>			
7:00 a.m.	Breakfast	Embassy Suites	Prem Paul, Vice Chancellor – Res. & Economic Development Ellen Weissinger, Interim Sr. Vice Chancellor Academic Affairs Rita Kean, Dean, Undergraduate Studies Kim Espy, Assoc. Vice Chancellor for Research
8:30 – 9:30 a.m.	Overview & Future Directions of <b>Undergraduate</b> Programs	Nebraska East Union	Team Leader – Dann Husmann  All Faculty
9:30 – 10:30 a.m.	Team Debriefing Room A – Mtg Rm	Nebraska East Union	
10:30 – 11:00 a.m.	Meet Undergraduate Students	300 AgHall	Undergraduate Students

11:00 – 11:30 a.m.	Tour of ALEC Facilities	300 AgHall	
11:30 – 1:00 p.m.	Lunch w/Dept. Heads	Nebraska East Union	IANR Departments Heads Dennis Conley, Interim, Agricultural Economics Mark Lagrimini, Agronomy and Horticulture Larry Berger, Animal Science Paul Black, Biochemistry Ron Yoder, Biological Systems Engineering Gary Brewer, Entomology Rolando Flores, Food Science and Technology James Steadman, Plant Pathology Donald Wilhite, School of Natural Resources Walter Stroup, Statistics David Hardin, School of Vet. Medicine/Biomedical Sciences
1:00 – 2:00 p.m.	Overview & Future Directions of <b>Graduate</b> Programs	Nebraska East Union	Team Leader – Jim King  All faculty
2:00 – 2:30 p.m.	Meet with Graduate Students	Nebraska East Union	Graduate Students
2:30 – 3:30 p.m.	Team Debriefing Room A – Mtg Rm	Nebraska East Union	
3:30 – 4:30 p.m.	ALEC Advisory Council Meeting	Nebraska East Union	ALEC Advisory Council
4:30 – 5:30 p.m.	Team Debriefing Room A – Mtg Rm	Nebraska East Union	
6:30 – 9:00 p.m.	Dinner with Team	Misty's Downtown	ALEC Faculty

<b>Thursday, April 22</b>			
Breakfast – on their own			
8:00 – 9:00 a.m.	Overview & Future Directions of <b>Research</b> Programs	103J AgHall	Team Leader – Jay Barbuto  All Faculty
9:00 – 10:00 a.m.	Team Debriefing Room A – Mtg Rm	103J AgHall	
10:00 – 11:00 a.m.	Overview & Future Directions of <b>Outreach</b> Programs	103J AgHall	Team Leaders – Lisa Pennisi & Jason Ellis  All Faculty

11:00 – 11:30 a.m.	Team Debriefing Room A – Mtg Rm	103J AgHall	
11:30 – 1:00 p.m.	Lunch with ALEC Partners	Nebraska East Union	Alan Baquet, Director, Professional Golf Management Program Rod Bates, Director, University Television Charlyne Berens, Interim Dean, College of Journalism & Mass Communications Larry Berger, Dept. Head, Animal Science Department Rolando Flores, Dept. Head, Food Science & Technology Tony Glenn, NE Dept. Educ, Ind, Manufacturing & Eng Systems Lindsay Hastings, Interim Director, NE Human Resources Institute Fayrene Homouz, Associate Prof., Nutrition & Health Sciences Rich Katt, Nebr. Dept. Educ., State Director; Nebraska Career Education Donnell Johnson, NE Dept. Educ., NE FFA and State Dir., Student Leadership & Extended Learning, Linda Major, Assistant to Vice Chancellor, Student Affairs Tammy Meyer, Executive Director, FFA Foundation Jack Oliva, Dean, Hixon-Lied Fine & Performing Arts Donald Wilhite, Director, School of Natural Resources
1:00 – 2:00 p.m.	Overview of <b>International</b> Program and Future Directions	103J AgHall	Team Leader – Jason Ellis  All Faculty
2:00 – 3:00 p.m.	Team Debriefing Room A – Mtg Rm	103J AgHall	
Other Input			
3:00 – 3:30 p.m.	Meeting with ALEC <b>Support Staff</b>	103J AgHall	Support Staff
3:30 – 4:30 p.m.	Opportunity for <b>Small Group/Individual Meetings</b> with Review Team	103J AgHall	Individuals
4:30 – 5:00 p.m.	Team Debriefing Room A – Mtg Rm	103J AgHall	

Evening	Review Team writes Preliminary Report	Embassy Suites	
---------	---------------------------------------	----------------	--

<b>Friday, April 23</b>			
7:30 a.m.	Breakfast with Department Head	Embassy Suites	Mark Balschweid, Professor and Dept Head, ALEC
9:00 – 10:30 a.m.	Exit Report to UNL Administration	Nebraska East Union	John Owens, Vice Chancellor for Agricultural & Natural Resources, Susan Fritz, Associate Vice Chancellor IANR, Elbert Dickey, Dean, UNL Cooperative Extension, Steve Waller, Dean, College of Ag Sci & Natural Resources, Marjorie Kostelnik, Dean, College of Educ & Human Sciences
10:30 a.m.	Exit Report to Faculty, Staff and Students	Nebraska East Union	All ALEC Department
Noon	End of Review		

# Section 2: Executive Summary

---

## Present Status

The Department of Agricultural Leadership, Education and Communication (ALEC) has been in existence at the University of Nebraska—Lincoln since 1918. Originally called the Department of Agricultural Education, the unit is currently the home of five distinct academic programs. These units are Agricultural Education-Teaching Option, Agricultural Education-Leadership Option, Agricultural Education-Industrial Technology Option, Agricultural Journalism, and the Tourism component of the Hospitality, Restaurant and Tourism Management (HRTM) program. In addition to the above academic programs, the department currently houses the Nebraska FFA Foundation Executive Director and the Executive Director for the Nebraska Human Resources Institute (NHRI). Each of these individuals reports directly to their respective board of directors. The mission of the department is to *develop agricultural leaders, educators, journalists and other professionals through teaching, research and extension/education* with a tagline of —“Developing Human Potential.”

The ALEC faculty and staff report directly to the department head, while the department head reports directly to three IANR (Institute of Agriculture and Natural Resources) Deans. The CASNR Dean serves as the “lead Dean” for the unit, although the department also reports to the respective deans for the Agricultural Research Division (ARD) and the Cooperative Extension Division (CED).

The unit is located on the third floor of Agricultural Hall on the East Campus of the University of Nebraska—Lincoln. Eight tenure track faculty, two non-tenure track faculty, one faculty emeritus and four office professional staff are housed in the departmental main office complex in Agricultural Hall. The facility also houses eight graduate assistants, the Executive Directors for the Nebraska FFA Foundation and the NHRI, and a staff member from UNL’s Office of Proposal Development (OPD). The department provides office space by appointment for approximately five adjunct faculty each semester and two faculty emeriti. ALEC is the tenure home for three additional professors whose budgeted lines are in 4-H, CASNR’s International Programs, and the Vice Chancellor’s office respectively. In addition, 12 other individuals on UNL’s campus have a courtesy appointment within ALEC.

Overall, leadership provides the philosophical thread that ties ALEC programs together. Faculty are engaged in teaching, research and service activities that develops the leadership potential of teachers, communicators, tourism professionals and community members as leaders in their profession and in their community. Throughout this document evidence is provided illustrating the wide ranging influence of ALEC faculty and programs. The faculty and staff seek to leverage their expertise to align with programs where developing leadership potential within individuals is needed.

Interested students can earn a Bachelor’s of Science Degree in ALEC’s academic programs in Agricultural Education, Agricultural Journalism and Hospitality, Restaurant and Tourism Management (HRTM). Minors are available to interested students in Cooperative Extension, Environmental Communications, Environmental Education, and Leadership and Communication. Presently, the HRTM academic program requires the Leadership and Communication Minor for all students (~130 students), while PGA Golf Management, Textiles, Clothing and Design (TCD), and Naval Reserve Officers

Training Corps (NROTC) encourage their students to obtain a Leadership and Communication minor. As of the Spring 2010 semester sixth day census, 84 students were enrolled in Agricultural Education, 30 were in Agricultural Journalism and 16 were in the Tourism track of the HRTM program. In addition, ALEC provides several undergraduate service courses for hundreds of non-major students each year (e.g. interpersonal skills, leadership in small groups and teams, dynamics of effective leadership in organizations, ethics in agriculture and natural resources).

The department offers a Master of Science in Leadership Education with 56 active students (Spring 2010). ALEC also participates in the interdepartmental Doctoral program in Human Sciences with a Specialization in Leadership Studies. Currently, there are 47 active Ph. D. students advised by ALEC faculty.

## **Recent Milestones**

- The Department of Agricultural Leadership, Education and Communication received the University-Wide Departmental Teaching Award in 2007. ALEC was awarded the highest departmental teaching award across all four campuses in the Nebraska University system.
- In collaboration with the College of Education and Human Sciences (CEHS), the department created the Hospitality, Restaurant and Tourism Management (HRTM) program. The department created and filled a tenure track faculty position in agro/eco tourism (Pennisi, L., 2007) and a second tenure track faculty line in tourism accounting is scheduled to be filled by August 2010.
- The department created and filled a new tenure track faculty position in Agricultural Communication (Ellis, J., 2007). The Agricultural Journalism program is offered collaboratively with the College of Journalism and Mass Communication (CoJMC).
- In a strategic realignment, the Industrial Technology Education Program was transferred from the Department of Teaching, Learning and Teacher Education (TLTE) in CEHS to ALEC in 2008. The department created a non-tenure track faculty line and filled it with the existing instructor (Kraft, T.).
- The department led the effort to establish a university-wide Leadership Certificate Program that was initiated in Fall semester 2008.
- The department collaborated with the Nebraska Department of Education to fund and house the Nebraska State Agricultural Education Specialist within the department. This position, unfilled since August 2008, aligns state supervision and teacher education responsibilities in agricultural education for Nebraska and is scheduled to be filled by August 2010.
- The Communication and Information Technology (CIT) service unit has been eliminated and the remaining staff and resources have been organized within ALEC. This essentially doubles the departmental budget while adding an additional 37 individuals to the unit.

Much work has been done since the 2003 departmental review and many resources have been added to ALEC since that time. The Departmental Planning Committee hopes that the materials provided in this self-study document provide adequate background and information to the review team to carry out its

assessment. Specific questions concerning current and future issues can be found in the next portion of the review document -- Section 3 Introduction, Program Goals and Rationale.

### **Creation of the Self-Study**

The process for creating the self-study document began in July 2009 with the establishment of an internal work team. The team represented the department's programs and included Dr. Dann Husmann (undergraduate), Dr. Jim King (graduate), Dr. Jason Ellis (extension), Dr. Mark Balschweid (research, international), Heather Borck (graduate student), Paige Bek (undergraduate student), and Dr. Dick Fleming (document coordination). Departmental review planning was coordinated through the ARD office by Dr. David Jackson. Dr. Jackson provided the internal working schedule of deadlines and communicated IANR expectations for the review process. Dr. Jackson met several times with Dr. Balschweid to monitor the progress and communicate procedures for the review.

Dean Steve Waller met with ALEC faculty and staff in August to discuss the nature and purpose for the review and to answer any questions. The internal work committee set a work schedule and met monthly from August 2009 until February 2010. Assignments were divided with each work group member responsible for enlisting various faculty with the task of writing their respective program's sections. Due dates were established for submitting assigned sections. A full day retreat was set aside early in January 2010 as a faculty writing day for finishing work on the self-study document.

The internal work team drafted a survey of questions in January for faculty, staff members, graduate students, undergraduate student majors, and university undergraduate students enrolled in an ALEC course. Surveys were sent electronically using Survey Monkey® during late January with data collection completed in early February. Data was collected anonymously and summarized by group. Raw data was coded and reported in summary form. Monthly feedback was reported at faculty/staff meetings with updates on external review team members, the review schedule, and progress of the self-study document. Campus data was provided by UNL's Office of Institutional Research and Planning while IANR data was provided by personnel in the CASNR office.

# Section 3:

## Introduction, Program Goals, Rationale

---

### Introduction

The Department of Agricultural Leadership, Education and Communication (ALEC) was formally established in July 1992 through the mergers of the Department of Agricultural Communications and Agricultural Education. Since the last review in 2003, the department has added two new programs by adopting the Industrial Technology Education Teacher Preparation Program, formerly housed in the College of Education and Human Sciences (CEHS), and adding a joint program in Hospitality, Restaurant, and Tourism Management (HRTM) shared with the Department of Nutrition and Health Sciences in CEHS. The Industrial Technology Education program consists of one faculty member. ALEC's portion of the joint program in HRTM includes one faculty member, with a second, new, HRTM faculty member to join ALEC in August 2010.

This document articulates the activities and outcomes from the department for the last seven years, and provides the current justification for future initiatives. In addition, this document reveals the challenges facing ALEC as it welcomes the former Communications and Information Technology (CIT) service unit for the Institute of Agriculture and Natural Resources into the department.

### Departmental Vision, Mission and Values

Throughout its existence, the Department of Agricultural Leadership, Education and Communication has served the citizens of Nebraska by providing high quality programs in teacher education, communications, and leadership development. As Nebraskans and the world move into the second decade of the 21<sup>st</sup> century, new opportunities await that will challenge our ability to deliver premier programs. Issues such as alternative certification for Nebraska's secondary agricultural and industrial technology teachers, convergence of new media with existing methods of communication, burgeoning expectations for leadership development in every field of study, and creating new entrepreneurial models for tourism based in agriculture and the environment are examples of challenges departmental faculty and staff are expected to address in the coming years. The following vision and mission statements for ALEC are currently under consideration as guiding statements for addressing the challenges facing the department in the next decade and reflect the recommendations of the reviewers from the 2003 departmental review:

### Our Vision

The Department of Agricultural Leadership, Education and Communication develops human potential through:

- Excellence in teaching,
- Expanded scholarship and research,
- Outreach to communities, and
- International engagement.

## **Our Mission**

The mission of the Department of Agricultural Leadership, Education and Communication is to develop agricultural leaders, educators, journalists and other professionals through teaching, research and extension/education.

## **Our Values and Culture**

The Department of Agricultural Leadership, Education and Communication has a history of serving the needs of Nebraskans. We are responsive to constituents through extension programming and teaching both undergraduate and graduate courses. We collaborate with educational partners in conducting research. We partner with government agencies across the state in working to find solutions to complex problems. We integrate our mission with our responsibilities.

Faculty, staff and students of the Department of Agricultural Leadership, Education and Communication:

- Work with energy and passion;
- Enable human potential through collaboration;
- Foster community within the department and across service communities;
- Articulate and adhere to high ethical principles;
- Develop and disseminate new knowledge through research and scholarship; and
- Model global citizenship through comprehensive international programs.

The department embodies a culture built upon service to our stakeholders. We exist to develop the human potential of our students and strive to conduct our teaching, research agenda, and our extension programming to better the lives of the citizens of Nebraska. We understand that our department is uniquely positioned to touch every community in Nebraska and, as such, we're committed to excellence in our programs.

## **Program Goals**

Based on the University of Nebraska—Lincoln's historic land-grant mission, the Department of Agricultural Leadership, Education and Communication is poised to have greater influence through teaching, research and extension programming to deliver relevant information to the citizens of Nebraska. Relationships with the Nebraska Department of Education, UNL's College of Education and Human Sciences, IANR's Communication and Information Technology Services, UNL's College of Journalism and Mass Communication and UNL's Hixson-Lied College of Fine and Performing Arts serve to leverage ALEC's resources to maximize the human capital existing within our faculty and academic programs.

The Department of Agricultural Leadership, Education and Communication has a strong reputation for teaching excellence within UNL and across Nebraska. Many leaders from across the spectrum of government, business, industry, and education have received instruction from one or more of our programs in leadership development, education and/or agricultural communication. Our desire is to lead the state of Nebraska in premier agricultural and industrial technology education, leadership

development, agricultural communication and tourism opportunities through continuing to offer high quality programs.

ALEC's Strategic Plan is currently under development. Built upon the tenets of IANR's Strategic Plan, it articulates critical success factors fundamental to ALEC programs. Guided by input from advisory council members, faculty, staff and students, when finished it will include goals for each of the department's program areas.

## **Rationale**

Leadership is the key philosophical basis that sits at the core of what ALEC faculty and programs are about. As a social science unit, ALEC faculty seize opportunities available for partnerships and collaboration recognizing that leadership is central to the advancement of organizations. The centrality of leadership to ALEC's purpose is seen throughout the land-grant's mission of teaching, research and service.

Through extensive research and best practice, ALEC faculty possess a breadth of pedagogical theory and practice establishing them as experts in the teaching and learning process and positions ALEC to provide leadership for faculty in the College of Agricultural Science and Natural Resources (CASNR) and across IANR. No other unit within CASNR is uniquely qualified to "add value" to the teaching mission of the college as ALEC.

Departmental faculty build partnerships that leverage their expertise in evaluation, assessment, program planning and curriculum development for research projects within IANR and across UNL. ALEC faculty seek to create a robust research agenda built upon extramural funding to support the programs within the department.

To fulfill the outreach role within the land-grant institution, ALEC faculty provide leadership in key extension programming for statewide areas of need. Within the University's Cooperative Extension Division *Spires of Excellence* framework, ALEC faculty provide expertise in food, nutrition and health; and child and youth development. These efforts foster engagement with constituents from across Nebraska and provide valuable leadership for extending UNL's new discoveries beyond the Lincoln campus.

ALEC faculty, in cooperation with the Institute of Agriculture and Natural Resources, desire to establish an international agenda that includes faculty and student exchanges, collaboration with global partners, and investigation of future relationships. We strive to explore new ways of teaching and learning by looking beyond traditional borders to embrace new opportunities for teaching, research and service.

## **Relationships with Other Units and Organizations**

At the core of the people and programs that make up ALEC is an interdisciplinary nature working with CASNR, IANR, UNL, and outside agencies. The following table highlights efforts in team teaching courses, cross-listed courses, joint academic programs, joint projects, and involvement in national and international endeavors. Table 3.1 lists these collaborative relationships.

<b>Table 3.1</b> ALEC's Relationships with Other Organizations	
Organization	Relationship
UNL Student Involvement	Joint Service Learning Facilitation; Faculty Courtesy Appointments
IANR Agricultural Research Division	Faculty Research Appointments
Department of Animal Science	NE Youth Beef Leadership Symposium (joint program)
College of Education and Human Sciences (CEHS)	Teacher Education; Teacher Induction; Professional Development
College of Journalism and Mass Communication (CoJMC)	Courses jointly shared by CoJMC and Agricultural Communications Programs; Shared Faculty Position
Department of Nutrition and Health Sciences	Joint Hospitality, Restaurant and Tourism Management Program; HRTM Program requires Leadership Minor
Nebraska Educational Telecommunications (NET)	Shared Faculty Position
PGA Golf Management	Program requires Leadership Minor
Hospitality, Restaurant and Tourism Management	Program requires Leadership Minor
Department of Teaching, Learning and Teacher Education (TLTE)	Shared Industrial Technology Education facilities; Cross-listed courses; Shared Ph. D. Committees
Hixson-Lied College of Fine and Performing Arts	Shared Faculty Position
School of Natural Resources	Cross-listed courses; Courtesy appointed faculty; Joint undergraduate minors in Environmental Education and Environmental Communication
Nebraska Human Resources Institute	Sponsored Program; Housed within ALEC
Cooperative Extension Division	Faculty Extension Appointments
Department of Agricultural Economics	Cross-listed undergraduate courses; team taught courses
International Studies-CASNR	Courtesy Faculty Appointment
Office of NU Vice President/Vice Chancellor-IANR	Courtesy Faculty Appointment
College of Agricultural Sciences and Natural Resources	Core and departmental curricular requirements; Joint faculty
Nebraska Department of Education	Jointly hired State Specialist in Agricultural Education
Nebraska FFA Foundation	Provide facilities and clerical support for Executive Director
Association for Communication Excellence (ACE)	Directed and taught the ACE Leadership Institute (2008, 2009)
UNL Office of Proposal Development	Provide facilities for OPD Staff
University of Nebraska—Lincoln (Campus-wide)	Provide Leadership Certificate Program

## Current and Future Issues

The current and emerging issues facing ALEC are listed here. However, more detail with further explanation and rationale are highlighted throughout the document. Specific questions are listed at the end of each section highlighting the critical concerns of the department.

1. The reorganization of the former Communications and Information Technology (CIT) unit into ALEC brings a host of complex issues. Three issues at the forefront include:
  - The assimilation of 37 individuals with expertise in service and non-academic program roles in communication into the ALEC Department and especially into the newly designed Agricultural and Life Sciences Communication academic program is a challenge. Professional development, in-service training, and ongoing workshops will be

essential for creating a cohesive unit with positive interactions between academic and non-academic roles.

- With this significant reorganization it is not clear how the new staff and programs will integrate with existing programs in teacher education, leadership, HRTM, and journalism. It is uncertain what the overall vision and theme of the reorganized unit should be.
  - The increase in Agricultural Communications faculty from one to four means that increased operating capital is essential in order to run the day-to-day operations of the renamed Agricultural and Life Sciences Communication academic unit. Although planning is ongoing for budgeting, it is critical that this issue is not lost in the overall program details.
2. The recent retirement of two leadership faculty (Wheeler 2008 and Barrett 2009) and the push from other units requiring ALEC's leadership courses as a minor (HRTM, PGA Golf Management, Naval ROTC) results in extensive pressure placed upon undergraduate leadership courses beyond what can be currently met. Ongoing conversations are leading to better planning and academic advising among these external units, however, leadership courses continue to be overwhelmed by rising interest in leadership development among all UNL majors.
  3. ALEC is a social science department with a large majority of the faculty FTE devoted to teaching. Many faculty are stretched to the limit with oversubscribed courses, too many advisees, and no formal research appointment. However, most faculty recognize the importance of being engaged in an active and ongoing funded research agenda, but lack the time to adequately devote to it resulting in lower publication levels and minimal extramural funding.
  4. Many faculty within ALEC have international experiences coupled with a desire to inspire their students to think and act "globally". (An example is Dr. Amy Boren's courtesy appointment, working permanently in Costa Rica for IANR). However, no consistent theme, strategy, or process exists to build a sustained and deliberate international focus in teaching, research and extension. While many opportunities are available, there exists no clarity of focus for identifying a common theme that might build around a specific country, region of the world, or curriculum area.
  5. Secondary Agricultural Education and Industrial Technology Education teacher preparation has become more complex in recent years with national and state laws mandating provisional and non-traditional teacher preparation. Although these methods help meet local agricultural and industrial technology education needs at the secondary level, they are time-intensive and create pressures on faculty beyond the traditional secondary teacher preparation program. Concern exists for the procedural requirements of such things as teaching the *Methods of Teaching* course, performing on-site visits, and mentoring alternatively certified teachers. There is concern for ways to meet the growing needs of communities (both urban and rural) for these non-traditionally certified teachers while meeting the needs of those enrolled in the on-campus, undergraduate program.

This is a time of growth for the Department of Agricultural Leadership, Education and Communication, and with growth comes many opportunities and challenges. It is our desire that the review team's feedback help us capitalize on the opportunities that lie before us and guide us in the decisions we have before us in order to leverage our talents to the greatest possible good.

# Section 4: Background

---

## Administrative Structure

### University of Nebraska

The University of Nebraska system consists of five components: the land-grant University of Nebraska—Lincoln (UNL), the University of Nebraska—Omaha (UNO), the University of Nebraska—Kearney (UNK), the University of Nebraska Medical Center (UNMC), and the Nebraska College of Technical Agriculture (NCTA). This system is governed by an elected board of regents representing eight geographical districts in the state. The chief executive officer for the entire system is the president. Four of the components of the university are headed by a chancellor while NCTA is governed by a dean. Additional information regarding University of Nebraska's system and UNL's organizational charts are available upon request.

### Institute of Agriculture and Natural Resources

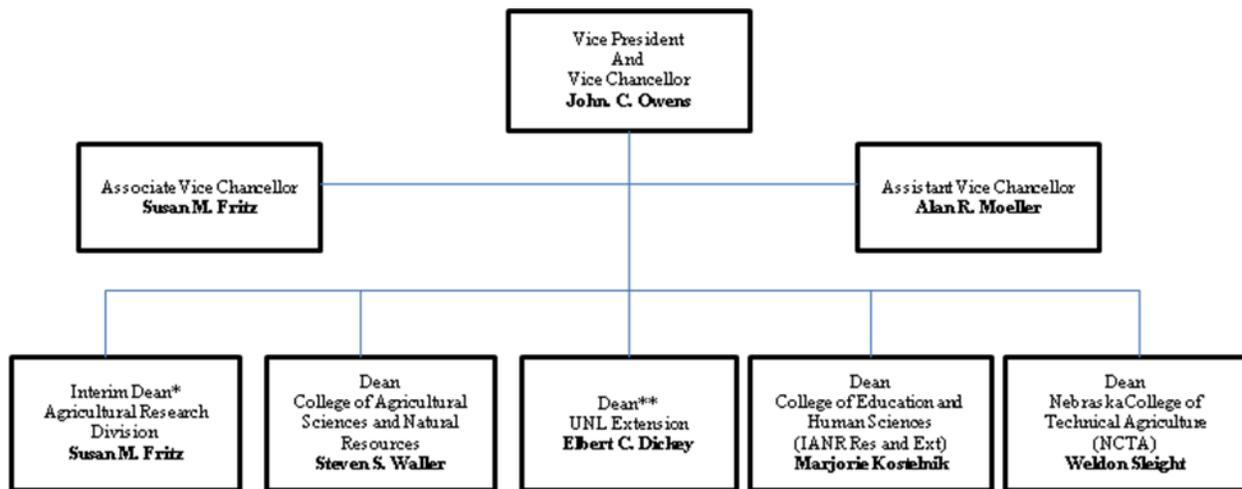
The Institute of Agriculture and Natural Resources (IANR) is a separate component of the University of Nebraska—Lincoln and is headed by a vice chancellor. The position is unique in the university in that the incumbent also serves as a vice president of the University of Nebraska system as well as vice chancellor of IANR. Three IANR divisions of major importance to the department are: the Agricultural Research Division (ARD), the College of Agricultural Sciences and Natural Resources (CASNR), and the Cooperative Extension Division (CED). Each is headed by a dean. One other entity, headed by a dean, is the College of Education and Human Sciences. The Department of Agricultural Leadership, Education and Communication (ALEC) is one of 12 academic units within IANR, each administered by a head, chair or director who reports to respective deans for each program represented in the unit. Several interdisciplinary centers and programs within IANR are administered by directors. Figure 4.1 illustrates the IANR organizational structure. Figure 4.2 illustrates ALEC as a unit within UNL.

### Research and Extension Centers

IANR pioneered the concept of subdividing the state into districts based on production patterns and population centers and established a research and extension center within each district. The location of each center is indicated below.

*The Panhandle Research and Extension Center (PHREC)* is located in Scottsbluff and serves the 17 counties bordered by South Dakota, Wyoming and Colorado. *The West Central Research and Extension Center (WCREC)* at North Platte serves 20 counties bordered by Colorado, and Kansas. *The Northeast Research and Extension Center (NEREC)* serves the 28 counties bordered by South Dakota and Iowa and is located at Norfolk. *The Southeast Research and Extension Center (SEREC)* is located at Ithaca and serves 28 counties bordered by Iowa, Missouri, and Kansas. The center also serves the metro areas of Omaha and Lincoln.

Organizational Chart  
 Institute of Agriculture and Natural Resources  
 University of Nebraska



\* Director of Agricultural Experiment Station

\*\* Director of Cooperative Extension

**IANR Administrative Units**

Agriculture and Natural Resources  
Academic Departments

Agricultural Economics  
**Dennis M. Conley, Interim**  
 Agricultural Leadership, Education,  
 and Communication  
**Mark Balschweid**  
 Agronomy and Horticulture  
**Mark Lagrimini**  
 Animal Science  
**Larry Berger**  
 Biochemistry  
**Paul Black**  
 Biological Systems Engineering  
**Ron Yoder**  
 Entomology  
**Gary Brewer**  
 Food Science and Technology  
**Rolando Flores**  
 Plant Pathology  
**Jim Steadman**  
 School of Natural Resources  
**Don Wilhite**  
 Statistics  
**Walter Stroup**  
 School of Veterinary Medicine and  
 Biomedical Sciences  
**Dave Hardin**

Education and Human Resources  
Academic Departments

Child, Youth and Family Studies  
**Julie Johnson**  
 Nutrition and Health Sciences  
**Marilyn Schnepf**  
 Textiles, Clothing and Design  
**Michael James**

District Centers  
 Northeast Research and Extension  
 Center – Norfolk  
**Twig Marston**  
 Panhandle Research and Extension Center  
 – Scottsbluff  
**Linda Boeckner**  
 South Central Agriculture Laboratory –  
 Clay Center  
**Richard Ferguson**-Prof. in Charge  
 Southeast Research and Extension Center –  
 Lincoln  
**Susan Williams**  
 West Central Research and Extension  
 Center – North Platte  
**Don Adams**  
 4-H Youth Development  
**Elizabeth Birnstihl**  
 Nebraska Forest Service  
**Scott Josiah**

Centers

Agricultural Research and Development  
 Center – Ithaca **Mark Schroeder**  
 Center for Advanced Land Management  
 Information Technologies  
**James Merchant**  
 Center for Applied Rural Innovation  
**Dennis Conley, Interim Director**  
 Center for Biological Chemistry  
**Paul Black**  
 Center for Biotechnology  
**Michael Fromm**  
 Center for Grassland Studies  
**Martin Massengale**  
 Food Processing Center  
**Rolando Flores**  
 Great Plains Regional Center for Global  
 Environment Change  
**Shashi Verma**  
 Great Plains Veterinary Ed Center  
**Gary Rupp**  
 Industrial Agricultural Products Center  
**Milford Hanna**  
 Nebraska Lead Program **Terry Hejny**  
 Water Center  
**Bruce Dvorak, Interim Director**  
 Nebraska Rural Initiative  
**Sandra Scofield**  
 National Drought Mitigation Center  
**Michael Hayes**  
 High Plains Regional Climate Center  
**Martha Shulski**  
 Nebraska Redox Biology Center  
**Donald Becker**  
 Nebraska Center for Virology  
**Charles Wood**  
 Center for Plant Science Innovation  
**Sally Mackenzie**

**Figure 4.1** IANR Structure

Department of Agricultural Leadership, Education and Communication  
Administrative Structure

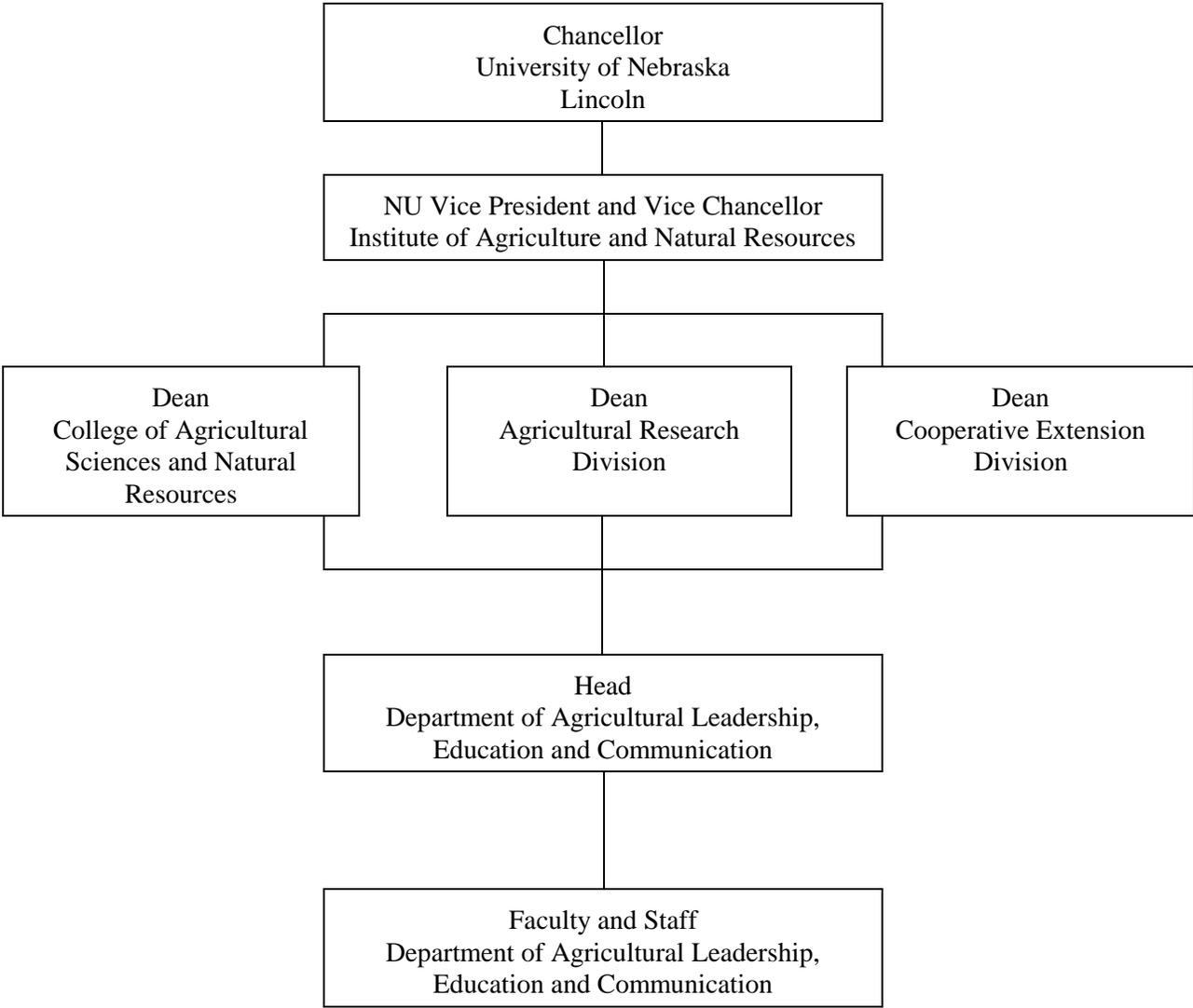


Figure 4.2 ALEC Unit Within UNL

## Department Structure and Committees

Faculty within ALEC have formal appointments in teaching, research and extension, and as a result the department head reports to three deans within IANR. These are the deans for the Agricultural Research Division (ARD), Cooperative Extension Division (CED), and the College of Agricultural Sciences and Natural Resources (CASNR). The CASNR Dean is considered the lead dean for ALEC. The ALEC organizational structure is shown in Figure 4.3. The programs and activities of the department are administered by standing committees. Committee assignments for 2009-10 are listed in Figure 4.4.

## ALEC Personnel

The ALEC Department currently has eight tenure track faculty, two non-tenure track faculty, five adjunct faculty with regular teaching assignments, and four emeriti professors. Three tenure track faculty with budgeted appointments in other departments have their tenure home in ALEC. Eleven UNL faculty members have a courtesy appointment in ALEC. In addition, ALEC houses the executive directors for the Nebraska Human Resources Institute and the Nebraska FFA Foundation. There are four office professionals that provide clerical support for ALEC's faculty and programs.

Individual faculty members with specific appointments in ARD or CED engage in specific activities related to research and Cooperative Extension activities, however all faculty within the department are expected to fulfill the land-grant mission of providing teaching, research and extension related activities.

**Instruction:** All ALEC faculty members have a portion of their FTE appointment in teaching. 60.5% of faculty effort is dedicated to undergraduate and graduate teaching and advising. Courses are offered face-to-face and at a distance. Undergraduate instruction is in the areas of agricultural education, leadership education, industrial technology education, journalism and tourism. Graduate level course work is offered in leadership education, teaching and learning, and distance education.

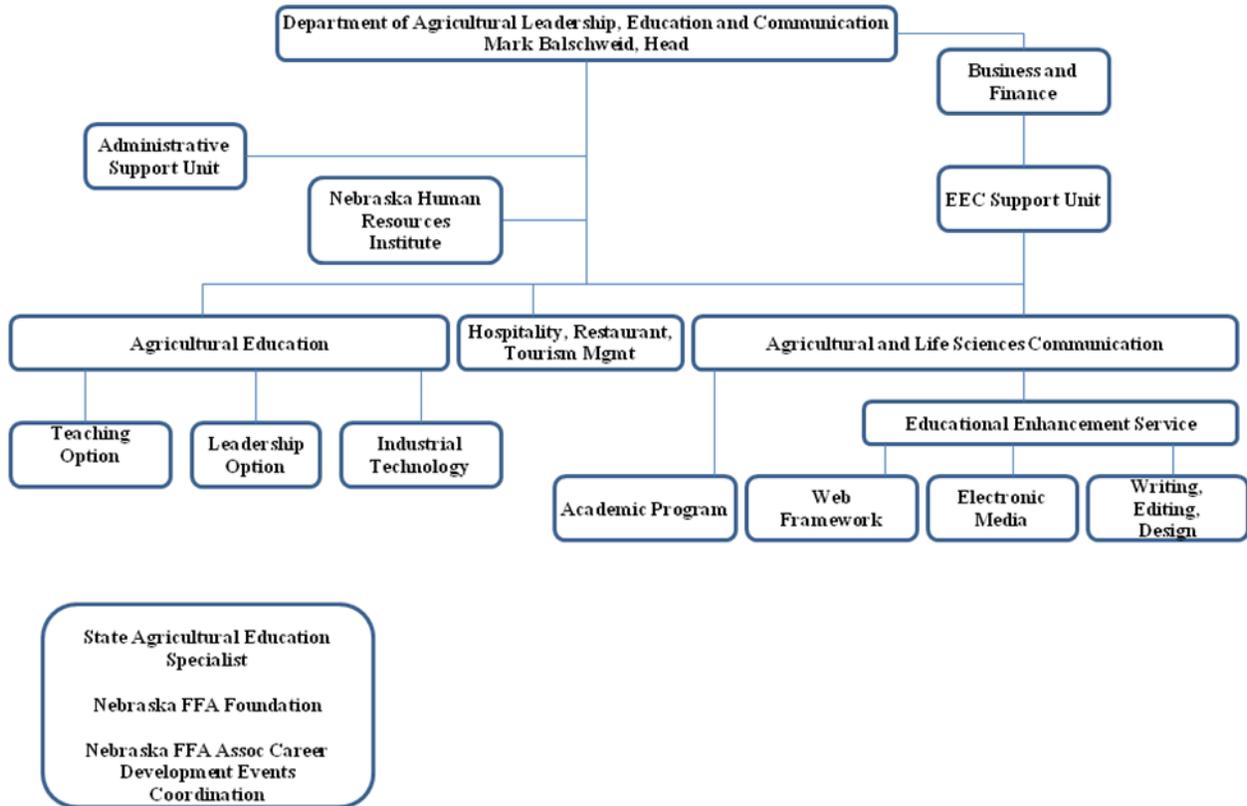
**Research:** Formal research appointments account for 16.2% of ALEC faculty effort. This represents 1.5 FTE across four faculty members. Although not all faculty have a recognized research appointment, all faculty are engaged in a research agenda. Most have published in a peer-reviewed, refereed journal within the past year and understand the need to remain current in their professional discipline.

**Extension:** Two ALEC faculty have formal UNL Extension appointments accounting for 5.4% of total faculty effort. Current Cooperative Extension programming exists in statewide efforts targeted at providing instruction in communication strategies and enhancing Nebraska's tourism capacity.

**Administration:** Four faculty within the department have a partial appointment outside of the traditional teaching, research and extension. Two faculty have dedicated appointments in service, providing support for practicing teachers. Another faculty member has a 0.5 FTE appointment in CASNR administration and the department head has a 0.5 FTE appointment dedicated to administration.

Additional information regarding ALEC faculty and staff are listed in the following pages.

Organizational Chart  
 Department of Agricultural Leadership, Education and Communication



**Figure 4.3** ALEC Organizational Chart

Agricultural Leadership, Education and Communication  
Committees and Other Assignments  
2009-10

**Action Plan Committees**

**Undergraduate Curriculum Committee**

Jay Barbuto  
Jason Ellis  
Dann Husmann, Chair  
Tom Kraft  
Gina Matkin  
Lisa Pennisi  
Mark Balschweid, Ex-Officio

**Graduate Education and Research**

Jay Barbuto  
Lloyd Bell  
Jim King, Chair  
Gina Matkin  
Lisa Pennisi  
Mark Balschweid, Ex-Officio

**Outreach Committee**

Lloyd Bell  
Jason Ellis, Chair  
James King  
Lisa Pennisi  
Mark Balschweid, Ex-Officio

**ALEC Recruitment Team**

Heather Borck  
Jason Ellis  
Tom Kraft  
Gina Matkin  
Lisa Pennisi  
Mike Wilmot

**Other Program Groups**

**Promotion and Tenure Committee**

Lloyd Bell, Chair  
Dann Husmann  
Gary Meers

**Scholarship Coordinator**

Jason Ellis

**Faculty Senate**

Jim King

**CASNR Curriculum Committee**

Gina Matkin

**Departmental ACE Coordinator**

Lloyd Bell

**CASNR Faculty Advisory Committee**

Jay Barbuto

**Recruitment, Retention and Planning**

Jason Ellis  
Gina Matkin

**Figure 4.4** ALEC Committees

There are eight tenure-track and two non-tenure track faculty members located on the third floor of Agricultural Hall. Mark Balschweid is head of the Department and holds a 50% administration and 50% research appointment.

<b>Table 4.1</b> Current Faculty Members											
Name	T	R	E	S	C	Adm	Tenure	Mo	Degree	Terminal Degree	Subject Interest
Mark A. Balschweid, Professor		.50				.50	Ten	12	Ph.D.	Oregon State	Ag Education
John E. Barbuto, Jr., Assoc. Professor	.50	.50					Ten	12	Ph.D.	U. Rhode Island	Leadership
Lloyd C. Bell, Professor	.65			.35			Ten	12	Ph.D.	UNL	Ag Education
Jason D. Ellis, Asst. Professor	.75		.25				NT	12	Ph.D.	Iowa State	Communications
Dann E. Husmann, Professor	.50				.50		Ten	12	Ph.D.	UNL	Ag Education
James W. King, Assoc. Professor	.75	.25					Ten	12	Ed.D.	Indiana U.	Education/Inst. Tech
Thomas E. Kraft, Assoc. Prof. Practice	.70			.30			NT	9	Ed.D.	UNL	Industrial Tech Ed
Gina S. Matkin, Asst. Professor	.75	.25					NT	12	Ph.D.	UNL	Leadership
Lisa A. Pennisi, Asst. Professor	.75		.25				NT	12	Ph.D.	U. of Florida	Tourism
Kelly A. Phipps, Asst. Prof. Practice	.25						NT	9	Ph.D.	UNL	Leadership

Key: T = Teaching, R = Research, E = Extension, S = Service, C = College, Ten = Tenure, N = Not Tenured, Adm = Administration, Mo = Months.

<b>Table 4.2</b> ALEC Staff			
Name	Title	FTE	Assignment
Kathy A. Bennetch	Office Associate	1.00	Secretary for Dr. Balschweid, Dr. Bell, Dr. Husmann, Dr. Fleming, State Agricultural Education Specialist; Support for Class Scheduling, Scholarships and Undergraduate Secretary.
Jennifer Greenlee	Office Associate	1.00	Receptionist, Support for Faculty, Graduate Secretary, Office Coordinator for Career Development Events and Website, Webmaster for ALEC Website.
Janice A. Hamer	Office Assistant	0.75	Class Enrollment, Grade Rosters, Textbook Coordinator, Course Evaluations, Score Myers Briggs, Support for Faculty & FFA Foundation.
Position Open-Filled w/Temp	Office Associate	1.00	Accounting Records, Travel Records/Reimbursement, Support for Faculty & NHRI.

<b>Table 4.3 Faculty Tenured in ALEC, but Budgeted Elsewhere</b>			
<b>Name/Unit</b>	<b>Rank</b>	<b>Institution/Degree</b>	<b>Role in Department</b>
Arlen W. Etling CASNR, International Affairs	Professor	Massachusetts, Ed.D.	Graduate Faculty
Patricia Fairchild 4-H Youth Development	Professor	Boston U., Ed.D.	Graduate Faculty
Susan M. Fritz Interim Dean, ARD	Professor	U. Nebraska, Ph.D.	Graduate Faculty

<b>Table 4.4 Part-Time/Contract Teachers, Fall 2009 &amp; Spring 2010</b>			
<b>Name</b>	<b>Title</b>	<b>Institution/Degree</b>	<b>Assignment</b>
Richard L. Fleming	Professor	U. Nebraska, Ph.D.	Advisory Council, Special Projects
Kem M. Gambrell	Lecturer/T	U. Nebraska, Ph.D.	ALEC 102 & ALEC 488/888
Donnette J. Noble	Lecturer/T	U. Nebraska, Ph.D.	ALEC 202, ALEC 302, ALEC 466, ALEC 407/807
Sandra Sattler Weber	Lecturer/T	U. Nebraska, Ph.D.	ALEC 302 & ALEC 407/807
Kelli K. Smith	Lecturer/T	U. Nebraska, Ph.D.	ALEC 202

<b>Table 4.5 Graduate Assistants, Spring 2010</b>		
<b>Name</b>	<b>Degree Objective</b>	<b>Assignment</b>
Heather Borck	M.S.	Graduate Teaching Asst – recruitment & NAAAE conference assistant (Bell)
Heath Harding	Ph.D.	Graduate Teaching/Research Asst – ALEC 102 & research (Matkin)
Courtney Quinn	M.S.	Graduate Teaching/Research Asst – TA & USDA grant (Matkin)
Travis Searle	Ph.D.	Graduate Teaching/Research Asst – ALEC 102 & USDA grant (Matkin)
Heather Stewart	Ph.D.	Graduate Teaching Asst – ALEC 102
Joana Story	Ph.D.	Graduate Teaching/Research Asst – ALEC 202 & research (Barbuto)
Mike Wilmot	M.S.	Graduate Teaching Asst – recruitment & TA for ALEC 202

## **Facilities and Equipment**

All budgeted faculty, staff and graduate students are housed on the third floor of Agricultural Hall. The current space for the department was renovated in 1998 and was redecorated in 2009. Offices, one classroom, a conference room and storage areas comprise about 3,600 square feet. Another space was converted to graduate assistant offices and now houses seven graduate assistants.

Many ALEC courses are taught in Room 311 Agricultural Hall. This is the only classroom in the building and the space is stressed by multiple use. This classroom is equipped for delivery of electronic and video presentations. The acquisition of electronic and video equipment makes it possible to send and receive in the classroom. When conducting a class or videoconference, there is a need for a technician to assist. Additionally, several Industrial Technology courses are taught on city campus in Henzlik Hall, rooms 45 and 46. Dr. Tom Kraft serves as the shop steward for these facilities.

Faculty and staff are provided with computers, projectors, etc. for teaching, research and outreach. Computers are networked by two servers. Some faculty and staff share common printers or have dedicated printers to their computers. An inventory of computer capacity and a replacement schedule is designed to extend replacement costs over several years. Additionally, faculty are encouraged to build computer technician and replacement costs into external grant proposals.

## **ALEC Advisory Council**

The Department established an Advisory Council in 1990 and updated operating procedures in 1998 and 2009. The main purpose of the council is to assist in achieving continuous improvement in all facets of the department. Council activities include advising, assisting and advocating on matters that directly concern improving the quality of programs.

Topics for each meeting are suggested by members of the council and the department. Meeting agendas include updates on the various program areas; student recruitment, enrollment, and placement; student and faculty activities; undergraduate and graduate program updates by faculty and students; new program ideas and areas of emphasis; panel discussions by alumni; facility and equipment needs; student and faculty accomplishments; progress reports on programs; guest speakers; small group discussions on each undergraduate and graduate major; and ideas for new majors and programs. When council members recognize a need that is not being met, they may initiate a recommendation to the department head and the IANR Dean's Council.

The Council consists of a minimum of 15 representatives of the major program areas of the department and one member of the Agriculture Builders of Nebraska, Inc., an IANR council group. New council members are recommended by the council in consultation with members of the department. Members serve for a three-year term and may be reappointed for a second three-year term. The term of membership is on a calendar year basis. Students, usually a club president, for each undergraduate major and a graduate student, are appointed for one year. While members of the department are not members of the council, they are encouraged to attend meetings when schedules permit and when they have specific presentation duties.

After serving two terms, members of the council become honorary members. Honorary members may receive minutes of council meetings upon request and are free to provide input to the council and to

advocate for improvement of the quality of programs offered by the department. Honorary members can be reappointed to the council after being off the council for three years.

Officers of the Council are the Chair and Vice Chair. The officers, along with the department head, constitute the Executive Committee. Officers are elected at the fall meeting of the council by a majority vote of the council members present. They serve a one-year term and may be re-elected for a second term or elected to another office within their membership cycle. A member of the department staff serves as recording secretary and a non-voting *ex officio* member.

The council meets twice each year, once in the spring and once in the fall. Special meetings may be called by the Executive Committee.

### **Financial and Material Resources**

Table 4.6 containing the ALEC permanent budget for personnel and operations appears on the next page. Amounts included are annual teaching, research and extension budgets for salaries benefits, operating and travel funds from 2003 to 2010.

**Table 4.6 ALEC Permanent Budget (2003-2010)**

	Fiscal Year Ending June 30							
	2003	2004	2005	2006	2007	2008	2009	2010
<b>Teaching</b>								
Salary and Wages:								
Faculty	421,646	441,265	453,481	413,753	408,057	433,687	557,699	651,591
Non-faculty	62,479	62,479	64,802	66,595	68,853	54,247	56,048	75,361
Graduate Assistants	43,003	43,033	44,521	45,857	47,668	49,765	51,457	52,229
Student Workers	134	134	134	138	142	148	155	157
Benefits	120,806	124,049	128,912	139,694	119,985	114,157	168,408	176,302
Operating Expenses	35,763	35,763	35,763	35,763	35,763	54,947	54,947	21,796
Travel Expenses	4,325	4,325	4,325	4,325	4,325	4,325	4,325	4,325
<b>Total</b>	<b>688,156</b>	<b>711,018</b>	<b>731,938</b>	<b>706,125</b>	<b>684,793</b>	<b>711,276</b>	<b>893,093</b>	<b>981,761</b>
<b>Research</b>								
Salary and Wages:								
Faculty	97,332	134,767	119,922	97,127	100,538	104,418	124,771	140,317
Non-faculty	5,963	5,963	6,930	7,138	7,358	7,612	7,612	5,792
Graduate Assistants	12,079	12,079	12,505	12,880	13,389	13,978	14,453	14,670
Benefits	23,329	33,406	29,290	25,613	26,938	27,477	61,767	34,545
Operating Expenses	9,610	9,610	9,610	9,610	9,610	9,610	9,610	9,610
Travel Expenses	1,374	1,374	1,374	1,374	1,374	1,374	1,374	1,374
<b>Total</b>	<b>149,687</b>	<b>197,199</b>	<b>179,631</b>	<b>153,742</b>	<b>159,207</b>	<b>164,469</b>	<b>219,587</b>	<b>206,308</b>
<b>Extension</b>								
Salary and Wages:								
Faculty	115,978	127,651	77,985	79,655	58,862	66,490	87,138	92,448
Non-faculty	55,521	21,772	24,562	25,119	25,908	15,102	15,357	25,243
Graduate Assistants	0	19,000	19,671	20,261	21,061	21,988	22,736	23,077
Benefits	40,751	34,768	25,855	27,493	22,029	18,632	46,295	33,664
Operating Expenses	12,077	12,077	12,077	12,077	12,077	24,444	24,444	14,896
Travel Expenses	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500
<b>Total</b>	<b>226,827</b>	<b>217,768</b>	<b>162,650</b>	<b>167,105</b>	<b>142,437</b>	<b>149,156</b>	<b>198,470</b>	<b>191,828</b>
<b>Totals</b>								
Salary and Wages:								
Faculty	634,956	703,683	651,388	590,535	567,457	604,595	769,608	884,356
Non-faculty	123,963	90,214	96,294	98,852	102,119	76,961	79,017	106,396
Graduate Assistants	55,082	74,082	76,697	78,988	82,118	85,731	88,646	89,976
Benefits	184,886	192,223	184,057	192,800	168,952	160,266	276,470	244,511
Operating Expenses	86,124	80,141	71,228	72,866	67,402	83,189	110,852	65,070
Travel Expenses	8,199	8,199	8,199	8,199	8,199	8,199	8,199	8,199
<b>Total</b>	<b>1,093,210</b>	<b>1,148,542</b>	<b>1,087,863</b>	<b>1,042,250</b>	<b>996,247</b>	<b>1,018,941</b>	<b>1,332,792</b>	<b>1,398,508</b>

# Section 5: Undergraduate Academic Programs

---

## **Program Description and Current State**

The University of Nebraska—Lincoln, chartered by the Legislature in 1869, is that part of the University of Nebraska system, which serves as both the land grant and the comprehensive public University for the State of Nebraska.

Through its three primary missions of teaching, research, and service, UNL is the state's primary intellectual center providing leadership throughout the state through quality education and the generation of new knowledge. UNL's graduates and its faculty and staff are major contributors to the economic and cultural development of the state. UNL attracts a high percentage of the most academically talented Nebraskans, and the graduates of the University form a significant portion of the business, cultural, and professional resources of the State. The quality of primary, secondary, and other post-secondary educational programs in the state depends in part on the resources of UNL for curricular development, teacher training, professional advancement, and enrichment activities involving the University's faculty, museums, galleries, libraries, and other facilities. UNL provides for the people of the state unique opportunities to fulfill their highest ambitions and aspirations, thereby helping the state retain its most talented youth, attract talented young people from elsewhere, and address the educational needs of the non-traditional learner.

The University of Nebraska—Lincoln has been recognized by the Legislature as the primary research and doctoral degree granting institution in the state for fields outside the health professions. Through its service and outreach efforts, the University extends its educational responsibilities directly to the people of Nebraska on a statewide basis.

## **The College of Agricultural Sciences and Natural Resources**

Approximately 190 highly qualified faculty members, dedicated to learning and recognized for their scholarly activity in teaching, provide instruction to approximately 2,160 students, including undergraduate and graduate students. A high priority is placed on advising in personal development and career preparation. Ten academic departments, the School of Natural Resources and the School of Veterinary Medicine and Biomedical Sciences offer a broad scope of options to students working toward Bachelor of Science degrees. The College offers coordination with the UNL Honors Program, pre-professional programs in forestry and veterinary science, and joint academic transfer programs with many community colleges in the Midwest.

## **College of Agricultural Sciences and Natural Resources Mission Statement**

Since the establishment of the University of Nebraska in 1869 and its commitment to the terms of the Land-Grant College Act calling for the instruction in agriculture, the College of Agricultural Sciences and Natural Resources (CASNR) has provided opportunities for students to develop intellectually and meet the challenges of their era. The College prepares professional leaders in the food, agriculture, applied life sciences, natural resource sciences, and in agribusiness through its undergraduate and

graduate programs. The College also has responsibility for the coordination of all agricultural sciences and natural resources programs in higher education within the State of Nebraska.

## **Goals of the College of Agricultural Sciences and Natural Resources**

The goals of the College emphasize the value that CASNR faculty, staff and administrators place on preparing students for successful professional careers. The goals of the College include:

- **Professional development** by providing a strong academic background in agricultural sciences and natural resources through the individualization of programs, degree programs, options and elective courses that will prepare students for suitable and satisfying careers. Students will develop general knowledge and breadth of understanding through the supporting areas of biological, physical and social sciences and the humanities; and, in the areas of communication, business, management, and leadership through practical experiences and application of analytical techniques.
- **Personal development** of students by providing organizations and experiences that will stimulate and foster professional and social growth, and provide the means to explore career opportunities.
- **Career preparation** through the College's participation with the Career Services Center for after-graduation employment, part-time employment and internships. The College also offers a variety of courses that emphasize career planning and education, hosts an annual Career Day and works closely with the private and public employment sectors.
- **Continuing education** by providing services to the citizens of Nebraska, and assistance to alumni to keep them current on developments in their field, identifying employment opportunities that may exist and making a life-long commitment to CASNR graduates.

## **Department of Agricultural Leadership, Education and Communication**

### **Undergraduate/Pre-service Programs:**

The philosophical thread of leadership is prevalent throughout the undergraduate and graduate programs in ALEC. The department offers teacher endorsement programs in agricultural education (grades 7-12), industrial technology education (7-12), industrial technology education - middle level education (grades 4-9) and agricultural education – biology (grades 7-12), reflecting the certification regulations adopted by the Nebraska Department of Education. Additionally, ALEC provides service courses in leadership education for both the teacher preparation programs within ALEC and colleges across the university (e.g., ALEC 102 *Interpersonal Skills for Leadership* satisfies a communication requirement for the Colleges of Architecture, Engineering, Education and Human Sciences, and ALEC 202 and 302 *Leadership Development in Small Groups & Teams, and Dynamics of Effective Leadership in Organizations*, respectively, satisfy a human behavior, culture and social organizations requirement for the Colleges of Architecture, Business, Engineering, Education and Human Sciences). The department provides a wide range of undergraduate courses and graduate courses (for post-baccalaureate students) leading to initial teacher certification.

## **Graduate/In-service Programs:**

Developing professionals as leaders within their chosen career field is the purpose of ALEC's graduate and in-service programs. Presently, ALEC offers coursework leading to degrees at the Master of Science and doctoral levels. While these degree programs are managed and mentored by faculty members in the department, they are technically the responsibility of the Graduate Studies College at UNL. For example, the Chair of the ALEC Graduate Committee (charged with day-to-day operation and long-term development of these programs) is recommended by the department chair (in consultation with the department's graduate faculty members) but appointed by the Dean of the Graduate Studies College.

## **Agricultural Education Program**

**134. Agricultural Education, Journalism, and Leadership Careers** (2 credits I) *Course has guest speakers and field trips.* Explore the career opportunities available in agricultural education, journalism, and leadership focusing on agribusiness, industry training positions, secondary agriscience instruction, extension education, advertising, broadcasting, news-editorial, and international agricultural education.

**135. Early Field Experience in Agricultural Leadership, Education and Communication** (1 credit II)  
Prereq: Agricultural leadership, education and communication major or permission.  
*Required of all agricultural leadership, education and communication majors.* Observing and/or performance of professional skills in agricultural education, extension education, agribusiness, journalism, and leadership.

**234. Planning Leadership and Experience Programs** (3 credits II) Lec 2, lab 3. Prereq: Sophomore standing and ALEC 134 and/or 135. Theory of experiential education to middle school and secondary agricultural education programs, especially leadership and career education. Development of Supervised Agricultural Experience (SAE), Young Adult/Farmer, FFA, and alumni activities, appropriate to the community, school, and student needs using electronic technology in learning how to teach Nebraska's agricultural education financial management system.

**308. Laboratory Instruction and Management** (3 credits II) Lec, act. Prereq: 6 hrs mechanized systems management; advanced standing. *Student demonstrations and presentations required.* Planning, conducting, and administering the instructional programs related to experientially based education in school laboratory settings. Variety of laboratory settings, including agricultural mechanics, greenhouse, soils, etc.

**405. Methods of Instruction for Secondary Agriscience Education** (3 credits I) Prereq: Senior standing and 3 hrs educational psychology, or permission. Instructional delivery of a secondary agricultural education program in the public school system. Organizing instructional content, individual lesson planning, methods of formal instructional delivery, student behavior management, instructing the handicapped and disadvantaged, and student testing. Considerable time is spent on undergraduates demonstrating instructional delivery.

**405L. Methods of Instruction Laboratory Education** (1 credit) Prereq: Admission to the teaching program in agricultural education and parallel registration in ALEC 405. Laboratory exercises that complement material covered in ALEC 405. Involves practice teaching at either the middle or secondary school level.

**413. Program Development** (3 credits) Lec, rct. Prereq: Junior standing and acceptance into the student teaching program in agricultural education. Planning, marketing and managing formal and non-formal educational programs for youth and adults. The learning process applied to learner needs and styles. Building collaborative relationships.

**431. Student Teaching** (1-12 credits, max 12) Fld. Prereq: 3 hrs EDPS; passing score on the Preprofessional Skills Tests (PPST); and permission. *Student teaching placement arranged by the department. Seven to sixteen weeks of off-campus student teaching.* Guided participation in various phases of a public school agricultural education program.

**494. Undergraduate Seminar in Agricultural Education** (1-3 credits, max 3) Philosophy and relationship of agricultural education in the public schools. Development and coordination of adult and continuing agricultural education programs.

### **Faculty and Staff**

In January of 2003, three individuals were assigned to guide and direct the agricultural education teaching program in the ALEC Department. Lloyd Bell (1.00 teaching), Dann Husmann (.75 teaching/.25 extension), and Linda Moody (1.00 teaching; non-tenure track) were the primary faculty members working with undergraduate students enrolled in the teaching option within agricultural education (2.75 FTE dedicated to teaching). During the current review cycle, Lloyd Bell (.65 teaching/.35 service) and Dann Husmann (.50 teaching/.50 college) continue to lead the agricultural education teaching option in the department (1.15 FTE dedicated to teaching). The drop in teaching FTE in the agricultural education program has created challenges and opportunities. It has affected the ability to meet the needs of undergraduate students in the program, but has also allowed a closer connection with the agricultural education teachers in Nebraska due to Lloyd Bell's service appointment.

There is hope that in the very near future another member of the faculty will be added to assist the department with the planning, delivery, and evaluation of agricultural education to the on-campus audience as well as the professional teachers in the field.

### **Involvement with Nebraska TEAM Ag Ed**

The department continues to have a close and collaborative relationship with the Nebraska State Department of Education. On a state level, TEAM Ag Ed includes the ALEC Department, the agricultural education State Department of Education consultants, the Executive Committees within the Nebraska FFA Foundation, the Nebraska Agricultural Educators Association, the Nebraska Vocational Agricultural Foundation, and the FFA Board of Directors.

Service to the agricultural education profession is of primary importance. Dr. Lloyd Bell has a 35 percent service appointment within his position, which allows him to work closely with the professional organizations in Nebraska agricultural education. These efforts include the development and delivery of a series of summer workshops designed to increase the knowledge base and technical skills of Nebraska's agricultural educators. Secondary agricultural education instructors complete an annual needs survey at the statewide summer conference that provides the department with specific targets for summer workshops. Typically, there are three summer workshops that are spread out across the months of June, July and August, and are planned specifically in three separate geographical locations to allow teachers from across the state to participate in the skill building activities.

The Nebraska Agricultural Educators Association adopted a comprehensive model of professional development for instructors in the summer of 2006. The Nebraska Model is a program designed to guide,

direct, and encourage involvement in the Nebraska Association of Agricultural Educators (NAEA). The model provides a holistic picture for new teachers entering agricultural education (0-5 years in the profession), pre-veteran teachers (6-10 years in the profession), and veteran teachers (over 10 years in the profession). Nebraska agricultural education teachers representing the 12 NAEA districts participated in a strategic planning process over an 18-month period, and developed a comprehensive plan. As a result, the committee developed four key strategic priorities, and this strategic plan was presented to the teachers at the 2005 Nebraska Career Education Conference. One of the four key strategic priorities was identified as professional development, and the following table details Nebraska’s Professional Development Plan (PDP).

### Professional Development Plan (PDP) for Nebraska Agricultural Educators

New Teachers (0 – 5 years in the profession)	Pre-Veteran Teachers (6 – 10 years in the profession)	Veteran Teachers (more than 10 years in the profession)
<ul style="list-style-type: none"> <li>• Attend NCE conference               <ul style="list-style-type: none"> <li>○ Participate in the New Teachers’ Workshop at NCE conference on Sunday before conference</li> <li>○ Work with district mentor for information about NCE conference</li> </ul> </li> <li>• NAEA membership and involvement               <ul style="list-style-type: none"> <li>○ District mentor provided by NAEA for in and out of school support</li> <li>○ Continued NCE conference involvement</li> <li>○ NAEA awards application completed and submitted by the fifth year of teaching</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• NAEA membership and involvement               <ul style="list-style-type: none"> <li>○ NCE conference involvement</li> <li>○ NAEA awards application completed and submitted</li> </ul> </li> <li>• District and state officer/leadership involvement               <ul style="list-style-type: none"> <li>○ District leadership and participation</li> <li>○ State leadership and participation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• NAEA membership and involvement               <ul style="list-style-type: none"> <li>○ NCE conference involvement</li> <li>○ NAEA awards application completed and submitted</li> </ul> </li> <li>• District and state officer/leadership involvement               <ul style="list-style-type: none"> <li>○ District leadership and participation</li> <li>○ State leadership and participation                   <ul style="list-style-type: none"> <li>▪ May include regional and/or national involvement</li> </ul> </li> <li>○ Potential responsibility in leading and delivering in-service workshops for NAEA and NCE conference</li> <li>○ Potential service as a mentor for new NAEA members</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• ALEC 804 involvement               <ul style="list-style-type: none"> <li>○ Required involvement and participation</li> <li>○ Must be a current NAEA member</li> <li>○ Start a graduate program</li> <li>○ Tuition rebate<sup>†</sup> for the successful completion of ALEC 804 (pending approval)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Begin the Leadership Academy               <ul style="list-style-type: none"> <li>○ Application completed and submitted for the Leadership Academy</li> <li>○ Graduate program continued                   <ul style="list-style-type: none"> <li>▪ Started if not in a program</li> </ul> </li> <li>○ Consideration for a UNL student teaching center</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Complete the Leadership Academy               <ul style="list-style-type: none"> <li>○ If not started, then application submitted for the Leadership Academy</li> <li>○ Complete graduate program</li> <li>○ Consideration for a UNL student teaching center</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• Eight (8) hours of technical workshop experience each year               <ul style="list-style-type: none"> <li>○ NAAE summer workshops</li> <li>○ UNL in-service activities</li> <li>○ Industry training</li> </ul> </li> </ul> <p>~~~~~</p> <p>NCE – Nebraska Career Education</p> <p>NAEA – Nebraska Association of Agricultural Educators</p> <p>ALEC 804 – Problems of Beginning Agriscience Teachers - graduate course through the University of Nebraska—Lincoln (UNL)</p> <p>NAAE – National Association of Agricultural Educators</p>	<ul style="list-style-type: none"> <li>• Eight (8) hours of technical workshop experience each year               <ul style="list-style-type: none"> <li>○ NAAE summer workshops</li> <li>○ UNL in-service activities</li> <li>○ Industry training</li> </ul> </li> </ul> <p>~~~~~</p> <p>The Leadership Academy is a two-year program designed to accelerate the professional growth of selected agricultural educators through a variety of applied leadership experiences related to school, civic, and governmental situations. The Academy is currently in development and will be considered for adoption by the NAEA board.</p>	<ul style="list-style-type: none"> <li>• Eight (8) hours of technical workshop experience each year               <ul style="list-style-type: none"> <li>○ NAAE summer workshops</li> <li>○ UNL in-service activities</li> <li>○ Industry training</li> </ul> </li> <li>• Refresher workshops and in-service participation in professional education such as methods, program planning, evaluation and assessment, cooperating student teaching centers, etc.</li> <li>• ITP (Individual Teacher Plan) created and implemented</li> </ul>

<sup>†</sup> Cost for the three-credit ALEC 804 course is approximately \$800 per new teacher (pending approval of NAEA)

## The NAEA State Leadership Academy Fellowship Program

The Nebraska Agricultural Education Association (NAEA) recognized the need to develop within its profession leaders who will be ready and prepared to shape the future of agricultural education in the state. The current landscape for the future of agricultural education within secondary education contains both challenge and opportunity. Future instructional decision-making will require confidence, professional experience, and applied leadership awareness necessary to support and contribute to core academic instruction.

To accomplish this vision, a program was designed to accelerate the professional growth of selected agriculture educators through a variety of leadership experiences that can be applied to related educational and civic needs as well as governmental situations. The specific goals of the leadership academy are to:

1. Increase self-confidence to initiate and collaborate with non-educators as well as educators to address societal issues.
2. Create enhanced recognition of civic and governmental functions as they relate to local, state, and national public decision-making.
3. Increase interpersonal effectiveness necessary to expand leadership influence within professional situations.
4. Identify, train, and motivate a cadre of leaders who will continue to position NAEA as a leader in developing an educated, prepared, adaptable, and competitive workforce.

The academy requires a one-year commitment from June 1 through May 31. Each Academy Fellow completes required activities, attend required events, view three webcast/webinars, and submit a final summary of their accomplishments to the NAEA Board of Directors. Final reports are due by May 15, and academy participation qualifies for ALEC graduate credit.

Required activities include attendance/participation in the Initial Program Orientation and Leadership Workshop for Academy Fellows, which takes place two days during the summer. The following summers, Fellows are required to attend a one-day program debriefing and leadership workshop designed to be a capstone for the fellowship program. In addition, each Fellow attends one of the following events - ACTE/NAAE Annual Convention, ACTE Policy Seminar, or a District or Nebraska State Education Association (NSEA) conference or meeting.

Between June 1 and May 31, each Fellow is required to conduct an in-person visit with a local school, city or county leader; conduct an in-person visit with a state legislator; conduct an in-person or telephone interview with a current leader in the Nebraska State Education Association (NSEA); and identify and follow the legislative process of a proposed legislative bill, including attending the bill's Unicameral committee hearing. Two optional activities include testifying at the legislature's committee hearing of the bill, follow through the legislative process or conduct an in-person visit with a federal legislator.

In an effort to provide continuous support to the selected Fellows, NAEA Districts are asked to endorse their candidate, and to provide complimentary registration for that candidate to attend state academy workshops. Each selected Fellow should be recognized at the NAEA state conferences for their achievement and completion of the Academy program. Each Academy fellow is expected to cover their own personal and travel costs (including transportation, hotel and per diem) to and from as well as during the Academy workshops. The submitting NAEA District must agree that this is a candidate they will

sponsor and final agreement for selection is at the discretion of the NAEA Leadership Academy Fellowship Selection Committee.

## **Student Organization**

The Agricultural Education students have a professional organization called the Ag Ed club. The club is formally affiliated with the national association Alpha Tau Alpha (ATA).

The Agricultural Education/ATA Club Mission Statement is: to support and help prepare individuals who plan on entering a career related field to agricultural leadership, education and communication through professional development. Club members strive to serve communities with whom they interact. The club is organized into three areas, Chapter Development, Student Development, and Community Development. The Student Development Team organizes a variety of activities throughout the school year designed to encourage career development through professional presentations, education and professional seminars, leadership conferences, and a variety of guest speakers for club meetings. The purpose of the Chapter Development Team is to work with a variety of club functions such as fund raising, member recruitment, member involvement, social activities, and public relations. The Community Development Team is heavily involved in a variety of work with such organizations as CASNR, the agricultural education teachers in Nebraska, the State FFA organization, and local communities in the Lincoln area.

Activities are numerous and a few highlighted events include participating in the National ATA Conclave in Indianapolis, Indiana where members compete in the parliamentary procedure contest and the quiz bowl competition. Members also participated in the regional Agricultural Education Conference for the past four years. Conferences were held at Iowa State University, Northwest Missouri State, Kansas State University, and UNL hosted the conference in the spring of 2007. Local activities include the club Christmas Party in December, highway clean-up on Highway 77 north of Lincoln, and working at the 2010 *Triumph of Agriculture Expo* in Omaha, Nebraska.

## **Faculty Vision for Agricultural Education in 5-10 Years**

There are currently three predominant trends which have the greatest potential impact on ALEC's teacher education program; those being, the continuing drop of enrollment in rural school districts, the supply and retention of qualified teachers, and the decrease or absence of agriculture, food, and natural resources instruction in the larger schools (250 enrollment or greater, 9-12) of Nebraska.

The number of secondary agricultural education programs, during the past 30 years, has increased 5%. However, that increase has occurred primarily in smaller enrollment schools (125 enrollment or less, 9-12). A strategy of smaller enrollment schools has been an attempt to attract "option-in" enrollments through the offering of agricultural education. It is anticipated that within the next five years this trend will continue. This trend has prompted an increasing number of schools districts (depending on location and future solvency) to request provisional endorsement of a teacher candidate. The oversight of provisional endorsements in agricultural education rests with the director of teacher education within ALEC at UNL. This oversight includes not only coordination between the candidate and UNL requirements, but in the case of "Transition to Teaching" candidates, coordination with that program at the University of Nebraska—Kearney (UNK). The Transition to Teaching program is a fast track program created by UNK and approved by the Nebraska Department of Education to place individuals as teachers in the classroom at an accelerated pace. Presently, the ALEC director of teacher education is supervising seven provisional teachers (5% of the total teachers in Nebraska agricultural education

programs) with five more in various stages of progress for provisional consideration.

Recruitment of undergraduates into teacher education will continue to be mixed between traditional four-year students (50-75%) and transfer students. Progress has been made toward the establishment of formal transfer agreements between ALEC/UNL and community colleges and state colleges. However, within the next five years it will be important to stimulate those agreements through periodic on-sight visitations and the production and distribution of promotional materials and activities.

Achieving a balance in the supply and demand of teachers will continue to be a challenge for the next 10 years and beyond. The focus of staffing secondary programs will need to enlarge beyond just replacing individuals who choose to leave a position and include an increasing emphasis on retention. The data for the last 11 years indicate that teacher retirement contributes only 9 percent of the 177 vacancies during that time period. The hypothesis offered is that agricultural education teachers do not stay in the profession, but leave prior to retirement. This should be a research focus of the ALEC teacher education faculty to explore the retention issues experienced by secondary agricultural education teachers, and based upon research findings, development in-service educational strategies to address teacher retention.

During the near future, small enrollment school districts will continue strategies to maintain local schools. It is anticipated that rural economies will continue to struggle, and that school district budgets will continue to tighten. Acknowledging the breadth of course work and experiences of agricultural education teachers, some district administrators are requesting that beginning teachers be equipped with multiple endorsements. The ALEC teacher education program has offered a dual endorsement opportunity in biology for the past 20 years. Due to the nature of preparation course work such opportunities also exist for agricultural education teachers to be endorsed in industrial technology and business education as well. In the next five years, teacher education faculty should explore and develop endorsement possibilities in those areas.

Finally, if agricultural education is to grow and prosper in Nebraska, relevancy of agriculture, food and natural resources must be developed in the next five years to the satisfaction of larger schools (250 or greater enrollment, 9-12). It is critical that the research agenda of teacher education faculty address this issue. The results of this research could have significant impact on the teacher preparation program within ALEC. Results could recommend:

1. A core focus on science and science related agribusiness career opportunities; an impact being to strengthen the level of science included in the teacher preparation program. Such an impact would likely require a modification of recruitment strategies to include “high ability” science students.
2. Non-traditional secondary course offerings to include: companion animals, landscaping, floriculture, natural resource conservation, etc.; an impact being contrary to present NDE program endorsement guidelines. This would require enhanced ALEC academic advisor oversight to guide students through institutional graduation requirements.
3. Secondary courses being offered “singularly” based on student interest, and not following a program format inclusive of leadership activities and experiential application. The resulting impact challenges the ALEC teacher preparation curriculum to meet the specific needs of the two tracks of teacher candidates – traditional and non-traditional.
4. All of the preceding potential recommendations could impact the professional culture of agricultural education in Nebraska. Emergence of AFNR (necessary name change may be a

cultural shock) in larger enrollment schools would likely change not only the pre-service needs of teachers, but in-service needs as well.

Recently, the teacher education unit has assumed significant involvement in the undergraduate preparation of industrial technology student teachers (i.e. ALEC 308, 405/405L & 413) in addition to agricultural education. In relation to teaching methods and program planning instruction (ALEC 405 & 413) readiness of industrial technology students, it is obvious that in the next two to three years a course addressing teacher supervision and advising of SkillsUSA and Professional Development Planning (PDP) needs to be added to the undergraduate curriculum. The synergy created from the blending of agricultural education and industrial technology undergraduates has been an excellent addition for both programs. It has created enrollment potential to merit consideration of a foundations of career and technical education course.

Challenges to achieving the preceding vision will be determined by adequate faculty staffing. Presently, none of the teacher education faculty has a percentage appointment for research. Also, in order to teach on-campus courses, there are limitations placed on travel to complete required student teacher supervision. Even though plans call for three individuals within the teaching option of agricultural education, this translates to only 2.2 FTE. These appointments need to be maintained at 12 months to address in-service and curriculum development needs.

Another limiting factor will be financial resources. Enhanced collaboration through the Nebraska Department of Education is a way to address this limitation. Another is through grant activity directly related to the elements of this expressed vision.

## **Challenges Facing Agricultural Education**

Following are the primary concerns of agricultural education faculty concerning the teaching option.

1. To increase the supply of agricultural education teachers available for hire in secondary programs in Nebraska and the region.
  - a. Attract an adequate supply of teacher candidates from community colleges, and 3+1 programs from State colleges (i.e. Wayne State, Chadron, NCTA, Dordt, etc.).
  - b. Continue to work with local school districts with provisional endorsement supervision (small schools and western schools).
2. Reduce the attrition of agricultural education teachers in Nebraska.
  - a. Identify reasons teachers leave secondary education.
  - b. Design and deliver targeted program planning in-service activities and conduct basic research to reduce attrition and counter the reasons teachers leave the profession.
3. Redistricting of schools in the state; school enrollment in rural districts is dropping.
  - a. Number of programs of agricultural education has increased (5%) in the past 30 years, however the trend in Nebraska programs has been toward prevalence in smaller class schools (shift from Class B to C to D).
  - b. Pre-service teachers needing multiple endorsements based upon needs of smaller schools operating on limited budgets (i.e. biology, business, industrial technology).
4. Establishment of agricultural, food and natural resource instruction in larger school districts.
  - a. Curriculum as well as program relevancy for a larger school culture.
  - b. Emphasis on science instruction would require a “restructuring” of teacher preparation coursework.

- c. Research in the area of the Agriculture, Food, and Natural Resource Career Cluster and its relevancy.
- d. Creating interest in agricultural education teacher education undergraduates for teaching in larger school districts (create alternative content selection for such students i.e. companion animal, horticulture, natural resources, etc.)
- e. Limited UNL teacher education faculty places an “overload” on NDE supervision requirements (5 on-site visits/student teacher) of student teachers. Limits the program’s graduate education abilities and thus, research productivity, and ability to address in-service needs of practitioners.
- f. Enhanced collaboration between ALEC and NDE in directing limited resources toward identified critical issues facing agricultural education.

Another challenge for the teacher education program in ALEC is meeting the needs of the secondary agricultural education programs in the state. Over the past five years, the department has experienced a tremendous growth in alternative certified teachers in Nebraska. The alternative certified program operates from the University of Nebraska—Kearney and works closely with the ALEC, the only agricultural education program in the state. There are currently 145 teachers alternatively certified and the coordinator of the teacher education program in ALEC is responsible for the development, maintenance, and full certification of these individuals. Tracking and maintaining records on these individuals creates a unique challenge in that each individual enters the program with unique education and experiences, and moves through his/her program at a different speed, completing a variety of coursework from a variety of educational institutions. Each individual must be monitored separately which takes significant time.

## EXAMPLE 4-YEAR SCHEDULE

Department of Agricultural Leadership, Education and Communication  
College of Agricultural Sciences and Natural Resources (CASNR)  
University of Nebraska—Lincoln

### Agricultural Education Major: Teaching Option (125 credit hours required)

Year	<i>Fall Semester</i>		<i>Spring Semester</i>	
	Course	Credit Hours	Course	Credit Hours
1	AGRI 103	3	ALEC 135	1
	Math 102 or (Math 1xx) <sup>a</sup>	2-5	COMM 209 or 212 or 311	3
	ALEC 134	2	ENTO 115/116 (BIOS 101/101L)	4
	ENGL 151 or JGEN 200	3	AECN 141	3
	ALEC 102	3	PHYS 141/151/211 or MSYM 109	4
	Ag Science course	0-3	Humanities/Social Science <sup>b</sup>	3
	Credits	13-16	Credits	18
2	ALEC 202	3	ALEC 234	3
	CHEM 105 or 109	4	AGRI 292	3
	Mech Systems course	3	TEAC 330 or SOCI 217	3
	Humanities/Social Science	3-6	Mech Systems course	3
	Ag Sciences course	3-6	Ag Sciences course	3-7
	Credits	16-19	Credits	15-19
	3	ALEC 305	3	ALEC 405/405L
ALEC 308		3	ALEC 413	3
EDPS 457		3	ALEC 494	1
STAT 218/EDPS 459		3	SPED 401B	3
Ag Sciences course		3	Ag Sciences courses	6-7
Humanities/Social Science		3		
Credits		18	Credits	17-18
4	Ag Science courses	12-16	ALEC 431 (student teaching) <sup>c</sup>	12
	Electives	0-4		
	Credits	16	Credits	12
	IS courses <sup>d</sup>		International Focus course <sup>e</sup>	

<sup>a</sup> Mathematics (5 hours beyond College Algebra). Take MATH 102 (2 hours) plus a statistic course (STAT 218 or EDPS 459 and MATH 102).

<sup>b</sup> Humanities and Social Sciences (21 hours). Select courses from the following five CASNR essential studies categories: Human Behavior, Culture and Social Organizations (3 hours); Historical Studies (3 hours), Humanities (3 hours), Arts (3 hours); Race, Ethnicity and Gender (3 hours). AECN 141 (3 hours), EDPS 457 (3 hours) and TEAC 330 (3 hours) or SOCI 217 (3 hours) will fulfill these requirements.

<sup>c</sup> ALEC 431 (student teaching). Student teaching may be completed either in the fall or spring semester.

<sup>d</sup> IS courses (Integrative Studies). Student must take at least ten IS courses. At least one IS course at the 200 level, one at the 300 level, and one at the 400 level must be taken. Student can take IS courses from any department or college, including their major, but only three IS courses can be used from a single department.

<sup>e</sup> International Focus course. One 3-credit course with an international focus is to be selected from the “International Affairs Minor (Agricultural Emphasis) list and included in the program.

Agriculture **TEACHER CERTIFICATION** Option  
Requirements and Recommendations  
Department of Agricultural Leadership, Education and Communication

<b>Teacher Preparation Program</b>	Cr.Hrs.		Cr.Hrs.
<p><b>College Integrative Courses:</b> AGSC 103 Food, Agri. &amp; Nat. Res. Systems Capstone Course: ALEC 431 Student Teach</p> <p><b>Agriculture Courses:</b> A minimum of 15 hrs completed at the 200 level or above and a minimum of 9 hrs completed at the 300 level or above. Student must have a course in four CASNR departments or program areas. A course may be used to fulfill more than one category; however, the hours count only once toward the 36 hour requirement.</p> <p><u>Research &amp; Applied Technology</u> Select from: AGRO 115, 315, 431</p> <p><u>Policy</u> Select from: AECN 376; NRES 323; or POLS 235, 236</p> <p><u>Management</u> Select from: AECN 201, 325; ASCI 250, 320, 330, 351, 450, 451, 453, 454, 455, 457; AGRO 204, 240, 405; or HORT 325, 327</p> <p><u>Production</u> Select from: AGRO 131/132; ANSI 100, 150; HORT 221, 260, 350</p> <p><u>Natural Resources</u> Select from: AECN 265; AGRO 153, 366, 435; ENTO 109; NRES 211, 220, 311, or BIOS 232</p> <p><u>Mechanized Systems</u> Select from: MSYM 232, 245, 312; or TEAC 104, 203, 205, 242</p> <p><u>Food System</u> Select from: AECN 225; ASCI 210; or FDST 101, 131</p>	<p>15 3 12 36  3 3 9 6 6 6 3</p>	<p><u>Natural Sciences (12)</u> Biological Sciences (ENTO 115/116) CHEM 105 or 109 General Chemistry PHYS 141 Elementary Gen Physics or MSYM 109 Phy. Principles of Agri.</p> <p><b><u>Humanities and Social Sciences (21)</u></b>  AECN 141 EDPS 457 or EDPS 362 TEAC 330 or SOCI 217  Human behavior/culture/social  Historical studies  Humanities  Arts</p> <p><b>Leadership and Education:</b> ALEC 134 Intro to Agri. Education ALEC 135 Early Field Experience ALEC 202 Leadership Dev. In Agri. ALEC 234 Plan Lead &amp; Exp. Prog. ALEC 305 Presentation Strategies ALEC 308 Lab Instruction &amp; Mngt. ALEC 405 Methods of Instruction ALEC 405L Methods Laboratory ALEC 413 Program Development ALEC 494 Seminar – Student Teach SPED 401B Exceptional Learners-Sec.</p> <p><b>Free Electives:</b></p>	<p>4 4 4 4  3 3 3  3  3  3  26 2 1 3 3 3 3 3 3 1 3 1 3  4</p>
<p>General Studies: <u>Communication (9)</u> ENGL 150, 151, 254, 255; or JGEN 200, 300 COMM 209 Public Speaking or COMM 212 Debate or COMM 311 Business &amp; Professional Comm ALEC 102 Interpersonal Skills for Leadership</p> <p><u>Mathematics &amp; Analytical Skills (5)</u> Beyond college algebra STAT 218 Elements of Statistics or EDPS 459 Statistical Methods MATH 102 Trigonometry</p> <p><i>Area A-Communication, Area B-Mathematics and Statistics, Area C-Human Behavior, Culture, and Social Organization, Area D-Science and Technology, Area E-Historical Studies, Area F-Humanities, Area G-Arts, Area H-Race, Ethnicity and Gender</i></p>	<p>47 3 3 3 3 3 3 3 2</p>	<p>NOTE: One three (3) hour course with an international focus is to be selected from the “International Affairs Minor (Agricultural Emphasis)” list and included in the program.</p> <p style="text-align: center;"><b>CREDIT HOURS REQUIRED FOR GRADUATION</b></p> <p><i>IS-requirement intended to engage students in actively developing their ability and desire to analyze, evaluate, and communicate complex material and positions. ES-provide students context for understanding the breadth of human endeavor.</i></p>	<p>125</p>

## Student Teachers in Agricultural Education

Student	School	Cooperating Teacher	University Supervisor
<b>Fall 2003</b>			
Tom Krause	Verdigre	Kevin Randa	L.C. Bell
<b>Spring 2004</b>			
Jon Anderson	Spencer-Naper	Jerome Engelhaupt	D.E. Husmann
Betty Diaz	Mead	Jenny Kocian	D.E. Husmann
Julia French	Randolph	Dennis Bazata	D.E. Husmann
Tony Jensen	Schuyler	Tom Wheeldon	L.C. Bell
Dave Nielsen	Wilber-Clatonia	Dennis Kenning	L.C. Bell
<b>Fall 2004</b>			
Boyd Bowder	West Holt	David Gibbons	D.E. Husmann
Sam Cameron	Superior	David Barner	L.C. Bell
Kylie Penke	Lyons-Decauter	Kevin Anderson	D.E. Husmann
Tonya Pick	Leigh	Don Tyser	L.C. Bell
Robert Smith	Ord	Dave Ference	L.C. Bell
<b>Spring 2005</b>			
Ryan Hendricks	Norris	Kristyn Harms	D.E. Husmann
Jon Sellenrick	Crete	Marc Wittstruck	D.E. Husmann
Nelson Trambly	Crofton	Stephanie Mann	L.C. Bell
<b>Fall 2005</b>			
Julia Hales	Leigh	Don Tyser	D.E. Husmann
Penny Olson	West Holt	David Gibbons	L.C. Bell
Ron Porter	Wilcox-Hildreth	Dave Johnson	D.E. Husmann
Lyndsey Volkmer	Ord	Dave Ference	D.E. Husmann
Tim Weltmer	Wilber-Clatonia	Dennis Kenning	L.C. Bell
<b>Spring 2006</b>			
Brad Andreasen	Schuyler	Tom Wheeldon	L. Hermance
Nathan Behlke	Spencer-Naper	Jerome Engelhaupt	L.C. Bell
Mark Bloss	Eustis-Farnum	Chad Schimmels	D.E. Husmann
Amber Haugland	Shields Valley (MT)	Jim Rose	L.C. Bell
Jessica Hermansen	Norris	Kristyn Harms	L.C. Bell
Kori Kock	Holdrege	Jon Simonsen	D.E. Husmann
Andy Osten	Northwest	Jeff Moore	D.E. Husmann
Michelle Ryun	Verdigre	Kevin Randa	L.C. Bell
<b>Fall 2006</b>			
Jordan Brabec	Norfolk	Rick Crosier	L.C. Bell
Ann Dvorak	Seward	Jack Broderick	D.E. Husmann
Debi Schulz	Ord	Dave Ference	D.E. Husmann
Anthony Sigler	Wilber-Clatonia	Dennis Kenning	L. Hermance
<b>Spring 2007</b>			
Marci Brown	Aurora	Ivan Soper	D.E. Husmann
Kevin Kowalski	Nebraska City	Jim Nemecek	L.C. Bell
Brian Miller	Verdigre	Kevin Randa	D.E. Husmann
Jody Soester	Superior	David Barnard	L.C. Bell
<b>Fall 2007</b>			

Shelly Kubicek	Seward	Jack Broderick	D.E. Husmann
<b>Spring 2008</b>			
Cole Blomendahl	Wilber-Clartonia	Dennis Kenning	D.E. Husmann
Jon Lechtenberg	Lyons-Decauter	Kevin Anderson	L.C. Bell
Brent Nollette	West Boyd	Jerome Engelhaupt	L.C. Bell
Ron Saathoff	Heartland	Lynn Gloystein	D.E. Husmann
<b>Fall 2008</b>			
Mitch Bredthauer	West Holt	David Gibbons	D.E. Husmann
Craig Flaming	Verdigre	Kevin Randa	D.E. Husmann
Krystl Knabe	Crofton	Stephanie Mann	D.E. Husmann
Anita Wollenburg	Seward	Jack Broderick	L.C. Bell
<b>Spring 2009</b>			
Annie Doerr	Leigh	Don Tyser	L.C. Bell
Kyle Dorn	Nebraska City	Jim Nemec	D.E. Husmann
Kyle Perry	Norris	Kristyn Harms	L.C. Bell
Josh VanDeWalle	Superior	David Barnard	M.A. Balschweid

### Standards for Admission, Retention and Exit from the Program

Admission to the University is based on a student's demonstrated academic preparation for University-level work. Admission standards are established by the University of Nebraska Board of Regents and apply to all new, first-time, degree-seeking students. This includes freshman as well as transfer students. The admission standards apply to general admission to the university as well as admission to CASNR.

**Table 5.1** UNL Admission Requirements

English	4 units of English All units must include intensive reading and writing experience.
Mathematics	4 units of mathematics Must include Algebra I, II. Geometry and one additional unit that builds on knowledge of algebra or geometry.
Natural Science	3 units of natural sciences Including at least 2 units selected from biology, chemistry, physics, and earth sciences. One of the units must include laboratory instruction.
Social Studies	3 units of social studies At least one unit of American and/or world history and one additional unit of history, American government and/or geography.
Foreign Language	2 units of foreign language Must include 2 units of the same foreign language. Students who are unable to take two years of foreign language in high school may still qualify for admission. Such students will be required to take two semesters of foreign language at the University of Nebraska. These students are required to complete 16 units of academic courses for admission.
Class Rank or ACT/SAT	For assured admission, you must also graduate in the upper half of your class, <b>or</b> have an ACT composite score of 20 or higher, <b>or</b> an SAT combined score of 950.
Transfer	For assured admission, in addition to completion of core course requirements, you also must show a C average (2.0 on a 4.0 scale) for your cumulative grade point average and a C average on your most recent term of college enrollment.

## **Admission to the Agricultural Education-Teaching Option**

Admission to CASNR does not guarantee admission to the agricultural education-teaching option program. Admission to the program is selective based upon the following criteria:

1. Completion of at least 42 credit hours with a minimum 2.5 cumulative GPA.
2. Completion of ALEC 134, 135, and 234 with a 3.0 cumulative average in the three classes, with no grade lower than a B.
3. Documentation of proficiency in reading, writing, and mathematics through successful completion of a basic skills examination that meets the Nebraska Department of Education competency requirement.
4. Completion of one course in communication and/or interpersonal skills studies selected from ALEC 102, COMM 109, 205, 209, 210, or 341, or an approved substitute.
5. Faculty recommendations.
6. Documentation of at least 1,000 hours of work experience in an agriculture or agribusiness occupation, or 360 hours of agriculture or agribusiness employment under supervision of a qualified and approved agricultural educator.
7. Completion of a personal and professional fitness self-disclosure form.

## **Admission to Student Teaching**

All student candidates for an agricultural education field endorsement are required to satisfactorily complete a 16-week student teaching field experience. Students completing this requirement in the fall semester must complete a student teaching application for admission and submit it by the preceding March 1 to the Director of Field Experiences in 300 Agricultural Hall; students planning to student teach in the spring semester must apply by the preceding October 1. The basic program for student teaching provides for a full-day experience on a semester basis. Admission to student teaching requires the following:

1. Matriculation in the agricultural education-teaching option program in CASNR, or the Graduate College.
2. Admission to a teacher education program.
3. Senior standing (89 hours or more) with a minimum cumulative GPA of 2.5.
4. Application for, and completion of, a senior check.
5. Three letters of recommendation, one of which is a character reference.
6. Completion of a criminal history background check conducted by an independent party (lab fee required).
7. Completion of a personal and professional fitness self-disclosure form.

## **Requirements to Exit the Teacher Education Program**

1. Successful completion of student teaching.
2. Successful completion of all remaining courses as identified in the senior check.
3. Satisfy any additional requirements as described under teacher education in the undergraduate bulletin.
4. Address all financial obligations tied to the University of Nebraska—Lincoln.
5. Apply for the degree.

## Major Transition Points and Key Assessments

**Table 5.2** Major Transition Points

Acceptance into University	Acceptance into Teacher Education program	Acceptance into Student Teaching	Program Completion/ Graduation
-- Completion of specific number of high school units. -- Appropriate ACT/SAT score	-- Credit hour minimum -- Specific courses completed -- PPST -- Work experience requirement -- Faculty recommendation -- Completion of Prof. & Personal Fitness Form	-- Admission to TEP -- Credit Hour /overall GPA minimum -- Letters of recommendation -- Completion of Prof. & Personal Fitness Form -- Criminal History check	-- 120 + credit hours -- Successful completion of Student Teaching -- Maintain GPA minimum requirements -- Completion of a senior check -- Met all financial obligations -- Apply for degree

**Table 5.3** Table of Key Assessments

Name of Assessment	Type or Form of Assessment	When the Assessment is Administered	Candidate Proficiencies					Attachments		
			Content Knowledge	K	S	D	P-12 Learning	Assessments & Scoring Guides	Data Table	
1	Grade Point Average	Comparison to a standard	Ongoing throughout program	X	X					
2*	Portfolios – Including Exit Portfolio Scores	Portfolio and Rubrics	Last year of Program	X	X	X	X	X		
3	Student Teaching Evaluations	Questionnaire completed by Cooperating Teacher & Supervisor	End of student teaching	X	X	X	X	X		
	Practicum Evaluations	Questionnaire completed by Supervisor	End of practicum							
4	Acceptance into the Teacher Education Program	Combined score based on PPST, Essays, interviews	Sophomore year	X	X	X	X	X		
5	PEARL	Program self-evaluation	On-going	X	X	X				
6	Post Student Teaching Experience Survey	Student teacher self-evaluation	Conclusion of student teaching	X	X	X	X	X		

**K=Knowledge**

**S=Skills**

**D=Dispositions**

## **Key Program Assessment #1 – Grade Point Average (Content Knowledge)**

Cumulative Grade Point Average is considered at three different points in the college:

1. Upon application for acceptance into the Teacher Education Program (TEP). Generally, this happens during the student's sophomore year when students have completed 30-45 credit hours of course work. Students are required to have a minimum cumulative GPA of 2.5 at this point in their program.
2. Upon application for student teaching. Students are required to have a minimum cumulative GPA of 2.5 at this point in their program.
3. Upon completion of student teaching and graduation. Students are required to have a minimum cumulative GPA of 2.5 at this point in their program.

Content GPA is monitored for agricultural education majors when they apply to the teacher education program and entry into student teaching. Cumulative GPA also is monitored on individual candidates to determine both admission to and continuation in teacher preparation. Candidates must carry a minimum cumulative GPA of 2.50. Professional Education GPA is also reviewed on a regular basis. If the advisor sees a pattern of low but passing grades, a professional education GPA will then be computed.

## **Key Program Assessment #2 – Exit Portfolios**

A professional portfolio is developed by agricultural education student teaching candidates. The 10 INTASC standards are used as a basis for portfolio content. Although portfolios are tailored to each candidate, the portfolio usually contains: a statement of educational philosophy, a listing of professional goals and objectives, evidence of program planning competence, examples of lesson planning and accompanying assessment strategy, and evidence of technical subject matter competence. Portfolios are reviewed and critiqued by a teacher educator both prior to and immediately following the student teaching field experience. The portfolio experience encourages students to reflect and internalize their effective progress toward becoming a teacher.

## **Key Program Assessment #3 -- Student Teaching and Practicum Evaluations (Content Knowledge, Pedagogical and Professional Knowledge, Skills, and Dispositions, and Effects on 7-12 Student Learning)**

Student teaching evaluations in all teaching areas are based upon the 10 INTASC Standards. The standards address content and professional knowledge, skills in instruction, assessment, classroom management, and basic, dispositions from a professional behavior and responsibility perspective, and the effects on 7-12 learning. Agricultural education students are evaluated formatively as well as summatively during the practicum as well as the student teaching experience. Formative evaluations include: classroom and laboratory observations, skill demonstrations, field trip planning and execution, and student supervised agricultural experience visitations. During each teacher educator observation, a summative evaluation is discussed with the student and cooperating teacher addressing all of the formative observations as well as community and school involvement. For student teachers, final evaluations are completed by the university supervisor and the cooperating teacher. In those instances where a difference exists in the evaluation scores, both sets of results are reported. Otherwise, the supervisor and cooperating teacher submit one evaluation. Secondary evaluations are based on a scale of Proficient (P), Basic (B), or Unsatisfactory (U).

## Key Program Assessment #4 - Scores for Acceptance into the Teacher Education Program

Everyone is screened on the seven criteria used for selection into the Teacher Education program.

## Key Program Assessment #5 – PEARL

PEARL (Program Excellence [through] Assessment, Research and Learning) is a college-wide description of learning outcomes and student learning cycle used by all units within the College. The agricultural education program selects one of the INTASC Standards each year and develops the means to assess student learning of the standard. The plan for each program undergoes a peer review by trained university reviewers. Access to the website is found at <http://pearl.unl.edu>.

## Key Program Assessment #6 - Post Student Teaching Experience Survey

The survey asks student teachers to assess their teaching skills at the conclusion of student teaching compared to the beginning of the field experience, the types and extent of supervision received from cooperating teacher as well as university supervisor, and the effectiveness of their student teaching center in terms of the learning environment. In addition to the Likert-type items, student teachers provide open-ended responses to additional questions regarding on-campus preparation, effectiveness of supervision strategies, and suggestions for the improvement of the preparation program.

## Field Experiences

There are a variety of field experiences built into the agricultural education program based upon expected competency of the certified teacher. The first experience occurs in ALEC 102 *Interpersonal Skills in Leadership* during which time students develop an interpersonal relationship within a public educational environment. In ALEC 135 *Early Field Experience* students shadow and perform the public school and program duties of an agricultural educator. ALEC 202 *Leadership Development in Small Groups and Teams* provides students the shadowing experience of a leader within an organization. ALEC 234 *Planning Leadership and Experience Programs* requires students to shadow two experience program visitations and one leadership (FFA) activity. ALEC 405L *Methods of Instruction Laboratory Education* requires students to plan and deliver six lessons to secondary students. Another experience, planned in conjunction with but separate from the previously mentioned practicum, is a multicultural immersion at Boystown High School. The following table summarizes the practicum experiences for each of these areas.

**Table 5.4** Summary Table of Practicum Experiences in Agricultural Education

Course	Experience	Hours
ALEC 102	Develop a 1:1 interpersonal relationship within a public educational environment.	20
ALEC 135	Shadow and perform public school and program duties of an agricultural educator.	40
ALEC 202	Shadowing experience of a leader within an organization.	15
ALEC 234	Shadow two experience program visitations and one leadership (FFA) activity.	10
ALEC 405L	Plan and deliver six lessons to secondary students within a public school.	15

ALEC 405L	Multicultural immersion at Boystown High School	35
	<b>Total</b>	<b>135</b>

## Key Program Assessments

### Content Knowledge

Grade point averages for students at different checkpoints in the agricultural education program are presented below. The data indicate that, as a group, agricultural education students do quite well in their course work. Each area is well above the 2.5 minimum standard at all checkpoints.

**Table 5.5** Mean Cumulative Grade Point Averages at Program Check Points Agricultural Education, Fall 2005-Spring 2009

Time Period	N	ACT	Cum./Content GPA – Entry into TEP	Cum./Content GPA Entry into ST	Cum./Content GPA at Graduation
Spring 2009 Fall 2005	34	23	3.33	3.40	3.37

**Table 5.6** Student Teacher Average Grade Point Average in Agricultural & Natural Resource Science Course Work by Content Category (N=34).

Group	N	Research	Policy	Management	Production	Natural Resources	Mechanized Systems	Food System	Average GPA
Spring 2009 Fall 2005	34	3.40	2.98	3.15	3.04	3.25	3.56	3.16	3.22

### Student Teaching Field Experience Summative Evaluation.

**General Competency One:** The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

**Table 5.7** Student Teaching Field Experience Summative Evaluation; General Competency One

Time Period	N	(3) Proficient	(2) Basic	(1) Unsatisfactory	Mean Score (Range = 1-3)
Spring 2009 Fall 2005	34	26	8	0	2.76

## Interpretative Discussion

The average undergraduate GPA for all semesters reported is approximately a “B” by UNL grading standards (B=3.00). This academic measure of agricultural and natural resource sciences course work, reported, supports the field assessment of “proficient” as reported. Several observations are interesting to note from the data, (1) consistently, through all semesters, the GPA reported in mechanized systems (i.e. welding, woodworking, electricity, construction) is approximately an “A-“ equivalent (3.56 = A-). This is primarily a performance assessment based subject area that is consistent with the preferred learning style of many agricultural education majors. The two lower trending GPA averages are reported in traditional or core subject areas within the preparation curriculum in which undergraduates possess the least experience – production (3.04) and management (3.15). The lowest average GPA resided in the policy area (2.98) which comprised courses not taught in secondary high schools and where students would have limited experience or knowledge.

## Teaching Skills

### Student Teaching Field Experience Summative Evaluation.

**General Competency Two:** The teacher candidate understands how children learn and develop, and provide learning opportunities that support their intellectual, social and personal development.

**Table 5.8** Student Teaching Field Experience Summative Evaluation; General Competency Two

Group	N	(3) Proficient	(2) Basic	(1) Unsatisfactory	Mean Score (Range = 1-3)
Spring 2009 Fall 2005	34	25	9	0	2.74

**General Competency Three:** The teacher candidate understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

**Table 5.9** Student Teaching Field Experience Summative Evaluation; General Competency Three

Group	N	(3) Proficient	(2) Basic	(1) Unsatisfactory	Mean Score (Range = 1-3)
Spring 2009 Fall 2005	34	23	11	0	2.68

**General Competency Four:** The teacher candidate understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.

**Table 5.10** Student Teaching Field Experience Summative Evaluation; General Competency Four

Group	N	(3) Proficient	(2) Basic	(1) Unsatisfactory	Mean Score (Range = 1-3)
Spring 2009 Fall 2005	34	23	11	0	2.68

**General Competency Five:** The teacher candidate uses an understanding of individual and group motivation and classroom management techniques to create a learning environment that encourages positive social interaction, active engagement in learning, and self motivation.

**Table 5.11** Student Teaching Field Experience Summative Evaluation; General Competency Five

Group	N	(3) Proficient	(2) Basic	(1) Unsatisfactory	Mean Score (Range = 1-3)
Spring 2009 Fall 2005	34	17	17	0	2.50

**General Competency Six:** The teacher candidate uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

**Table 5.12** Student Teaching Field Experience Summative Evaluation; General Competency Six

Group	N	(3) Proficient	(2) Basic	(1) Unsatisfactory	Mean Score (Range =1-3)
Spring 2009 Fall 2005	3 4	25	9	0	2.74

**General Competency Seven:** The teacher candidate plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

**Table 5.13** Student Teaching Field Experience Summative Evaluation; General Competency Seven

Group	N	(3) Proficient	(2) Basic	(1) Unsatisfactory	Mean Score (Range = 1-3)
Spring 2009 Fall 2005	34	22	12	0	2.65

### Interpretative Discussion

All agricultural education student teachers represented in the data demonstrated at least basic competency as reported by their cooperating secondary instructors and their own self-perception, and 73% demonstrated proficiency in all competency areas.

Areas in which student teachers have been evaluated with the greatest amount of *proficiency* include “understanding how children learn and develop, and provide learning opportunities that support their intellectual, social and personal development,” and “using knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Areas in which student teachers have been evaluated with the greatest amount of *basic* competency included “understanding of individual and group motivation and classroom management techniques to create a learning environment that encourages positive social interaction, active engagement in learning, and self motivation,” and “planning instruction based upon knowledge of subject matter, students, the community, and curriculum goals.”

Instructional skill areas within the program that will receive increased emphasis include: (1) diverse student approaches to learning, and the impact that awareness has on student motivation and related classroom management, and (2) planning instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

**P-12 Learning:**

Student Teaching Field Experience Summative Evaluation.

**General Competency Eight:** The teacher candidate understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

**Table 5.14** Student Teaching Field Experience Summative Evaluation; General Competency Eight

Group	N	(3) Proficient	(2)	(1)	Mean Score (Range = 1-3)
Spring 2009 Fall 2005	34	20	14	0	2.59

**Interpretative Discussion**

Based on previously reported results, and the thrust of No Child Left Behind (NCLB), emphasis within the program planning course for student teachers has increased emphasis on authentic assessment strategies. These strategies include performance assessment. A major project within the course requires each student to create an authentic assessment strategy for an instructional unit.

During the field experience, all student teachers are required to make 11 supervised agricultural experience visitations. These visitations often include home visitations and conferences with parents, during which student academic and personal growth are assessed. Student teachers receive preparation to conduct such assessment visitations during their enrollment in ALEC 234, Planning Leadership and Experience Programs.

**Dispositions**

Student Teaching Field Experience Summative Evaluation.

**General Competency Nine:** The teacher candidate is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

**Table 5.15** Student Teaching Field Experience Summative Evaluation; General Competency Nine

Groups	N	(3) Proficient	(2) Basic	(1) Unsatisfactory	Mean Score (Range = 1-3)
Spring 2009 Fall 2005	34	25	9	0	2.74

**General Competency Ten:** The teacher candidate fosters relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well-being.

**Table 5.16** Student Teaching Field Experience Summative Evaluation; General Competency Ten

<b>Group</b>	<b>N</b>	<b>(3) Proficient</b>	<b>(2) Basic</b>	<b>(1) Unsatisfactory</b>	<b>Mean Score (Range =1-3)</b>
Spring 2009 Fall 2005	34	30	4	0	2.88

### **Interpretative Discussion**

The data collected from competencies 9 and 10 indicate a positive interpersonal relationship existing between student teacher and those offering constructive feedback to the development of the student teacher. Data from competency 10 indicates that student teachers are adapting well to the field experience and reaching out to the human resources of the learning environment to support their growth.

### **Agricultural Education Program Improvement**

The proficiency evidence of student teachers within their content area, as measured by both grade point average as well as cooperating teacher testimonial, reinforces their adequate preparation. In recent semesters, the array of recommended policy courses has been increased to provide students a broader selection to better respond to particular interests.

It is intended that the program will place a greater emphasis on learning style differences between adolescents, and resulting evidence on learner motivation and active learning engagement. It also is evident that the program requires more assessment from graduates regarding their effective use of both verbal and non-verbal communication techniques. A required course within the program, ALEC 102, addresses the use of interpersonal communication; however, empirical evidence of successful use is needed.

Teacher educators within the program have been vigilant in the selection of student teaching centers in order to facilitate student teacher success in the general competency areas of the UNL Teacher Education curriculum. Student opportunities will continue to be monitored as new centers are brought into the program. Special attention will be paid to relationship building within the community, and professional growth opportunities.

In the qualitative portion of the Post Student Teaching Assessment Survey, student teachers reported that “discussion before and after lessons with their cooperating teacher to evaluate their effectiveness” was a supervision strategy most important to supporting their improvement as a teacher. They reported that “lesson planning” was the on-campus preparation upon which they most relied during their field experience. Aspects of their on-campus preparation which they suggested emphasizing more were “classroom management” and “SAE record keeping and FFA state degree completion”.

The feedback from student teachers led to the development of greater emphasis on record-keeping and state degree development into ALEC 234 *Planning, Leadership and Experience Programs*. From the classroom management perspective, survey information was collected from program graduates and high school administrators at their student teaching site beginning in the spring 2009.

As a result of this review, it has become evident that a follow-up survey of graduates as beginning teachers is necessary to measure adequacy of the ALEC teacher education preparation program. The survey will be created around the model currently used by the UNL College of Education and Human Sciences. It will be administered to all graduates in their first year of teaching as well as to their administrators.

## Appendix A

### Student Teaching Final Evaluation Form

College of Education and Human Sciences, University of Nebraska—Lincoln

#### Teacher Candidate Evaluation Summary

Name \_\_\_\_\_ UNL ID \_\_\_\_\_

Cooperating Teacher \_\_\_\_\_ Grade Level \_\_\_\_\_

School \_\_\_\_\_ Classes Taught \_\_\_\_\_

University Supervisor \_\_\_\_\_ Practicum/Student Teaching \_\_\_\_\_

**Directions:** For each competency, place an “x” in the box that best describes the level of performance of the teacher candidate. The following descriptors apply:

- P — **Proficient** level of performance *as a teacher candidate* and is ready to work independently as a teacher beginning a professional career
- B — **Basic** level of performance *as a teacher candidate* and will need modest assistance and practice in order to grow to full professional competence
- U — **Unsatisfactory** level of performance *as a teacher candidate* and will require major growth and practice before being placed in charge of a classroom

<b>General Competency One:</b> The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.	U	B	P
<b>General Competency Two:</b> The teacher candidate understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.	U	B	P
<b>General Competency Three:</b> The teacher candidate understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.	U	B	P
<b>General Competency Four:</b> The teacher candidate understands and uses a variety of	U	B	P

instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.			
<b>General Competency Five:</b> The teacher candidate uses an understanding of individual and group motivation and classroom management techniques to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.	U	B	P
<b>General Competency Six:</b> The teacher candidate uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.	U	B	P
<b>General Competency Seven:</b> The teacher candidate plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.	U	B	P
<b>General Competency Eight:</b> The teacher candidate understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.	U	B	P
<b>General Competency Nine:</b> The teacher candidate is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.	U	B	P
<b>General Competency Ten:</b> The teacher candidate fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.	U	B	P

### WRITTEN SUMMARY AND EVALUATION

Signature of Cooperating Teacher	Date	Phone Number
Signature of University Supervisor	Date	Phone Number
Signature of Teacher Candidate	Date	Phone Number

**These data appear in Table 5**

## **Agricultural Education – Agricultural Leadership Option**

The undergraduate program in Agricultural Education – Agricultural Leadership Option is a 125-hour program administered by ALEC. The agricultural leadership option was developed to prepare students for careers in agriculture that include an educational or leadership component outside of the formal classroom. The capstone experience involves students participating in an approved, supervised internship. Students are required to complete an 18-hour CASNR minor to increase their depth of knowledge and competency in their agricultural specialty area. Students earn a Bachelor of Science in Agricultural Education.

### **History of Program**

Undergraduate students have been taking leadership coursework in ALEC since the early 1980s when ALEC 102 *Interpersonal Skills for Leadership* was first offered. This was shortly followed in the late 1980s with ALEC 202 *Leadership Development for Small Groups and Teams*, and eventually led to a minor in Leadership and Communications offered in the mid 1990s. A non-teaching option under the Agricultural Education major has been offered since the mid-1990s but was renamed to *Leadership Option* in 2000. This option has grown from approximately 6 students in 2002 to approximately 20 today.

In 2003, the Agricultural Education Major – Agricultural Leadership Option had two unique courses in its core curriculum. Since the 2006-07 academic year, the 33 hour Agricultural Leadership Option has featured leadership courses developed and taught specifically by ALEC leadership faculty. To date only 6-9 hours overlap between the Agricultural Education – Teaching Option and the Agricultural Education – Agricultural Leadership Option. Since 2003, ALEC 407 *Supervisory Leadership*, ALEC 410 *Environmental Leadership*, ALEC 414 *Classic Figures in Leadership*, ALEC 466 *Leadership and Diversity*, ALEC 477 *Leadership and Motivation*, and ALEC 488 *Leadership Power and Influence* have all been added to the undergraduate Agricultural Leadership Option core.

### **Program Rationale**

The University of Nebraska—Lincoln is the premier research and undergraduate education institution in the state. The University's Land-Grant Mission positions instruction of agriculture and related fields as the "Leading Object" of our mission. As such, we have a responsibility to provide sound, educational experiences to not only produce practitioners, scientists, and teachers, but also to provide leadership training for those interested in agricultural careers outside of the formal classroom. The Agricultural Leadership Option provides an opportunity for preparation for a career that requires leadership skills, communication expertise, and interpersonal skills. Students who complete a program in Agricultural Education – Agricultural Leadership Option are well prepared to pursue careers in state Cooperative Extension services, human resources, training, or public relations in the agribusiness industry (among other career options). Producing high quality leaders to educate others about agriculture both within and outside of the formal classroom is imperative. The Agricultural Leadership Option provides an opportunity to produce organizational and community educators and other professionals who can help lead the agricultural industry and Nebraska forward.

### **Current State**

Since 2003, demand for courses in the Agricultural Leadership Option has increased significantly. This is due, in part, to two new programs that require or encourage a Leadership and Communication Minor as part of their curriculum – Hospitality, Restaurant and Tourism Management (HRTM) requires the minor and PGA Golf Management (PGM) encourages it. These two programs are considered areas of high potential growth and are projected to double in size in the next five years. Enrollment in the leadership

minor has grown to at least 200 students (the actual number is difficult to track) and is anticipated to continue to increase along with these two programs. Additionally, student enrollments in the minor from other colleges across campus are on the rise as well.

Another significant trend is the request that ALEC offer courses in an online setting. This request is made to accommodate the Bachelor of Science in Applied Sciences online degree completion program (as well as several graduate distance programs). Undergraduate courses that are currently offered online include ALEC 202, 410, and 477. Since many ALEC students reside locally, the need exists to continue providing face-to-face sections of these courses as well. The online sections of courses have enjoyed high enrollments to date.

The Agricultural Leadership Option has added several sections of courses, increased the frequency of course offerings, and added several new courses and online sections resulting in more than double the number of students enrolled since 2003. However, this is not sufficient to meet the student demand.

## **Personnel**

In 2003 the department's leadership faculty consisted of Leverne Barrett (Full Professor), Daniel Wheeler (Full Professor), Susan Fritz (Associate Professor and Head), Gerald Parsons (Associate Professor), and John E. (Jay) Barbuto (Associate Professor). The 2003 faculty FTE devoted to leadership teaching, research, and extension equaled 4.5 FTE. Today, the leadership faculty group consists of John E. (Jay) Barbuto (Associate Professor) and Gina Matkin (Assistant Professor), totaling 2.0 FTE. In addition to the undergraduate teaching requirements listed above, these two faculty members are responsible for student advising, and course and program development in the Masters of Science in Leadership Education and the Doctoral Specialization in Leadership Studies. The program currently has 56 active Masters of Science degree students and 47 Doctoral Students. Additionally, Barbuto and Matkin both have ARD research projects that require a percentage of their FTE.

As a result of these changes, the Agricultural Leadership program relies heavily on doctoral teaching assistants and adjuncts to teach undergraduate coursework. ALEC is fortunate to have an available pool of outstanding adjuncts, but concern exists regarding the long-term viability of this process.

## **Overview and Summary**

Overall, the Agricultural Leadership Option is enjoying success in student enrollment, in the Leadership and Communication minor, and an increase in program majors. However, this popularity comes with a cost and faculty find themselves stretched to capacity.

### **Opportunities for the Program**

- High demand for undergraduate coursework necessitates additional sections and dramatically increases student credit hour generation
- Increased demand for the Leadership & Communication Minor
- Potential for collaborations for grant funding related to service learning, sustainability, diversity, leadership development, and behavior change grants

### **Challenges for the Program**

- Limited faculty FTE devoted to leadership
- Demand trend indicates that student FTE requirements will significantly increase in the next five years
- Reliance on Adjunct faculty to meet student demand for course coverage
- Credentials earned by undergraduate students do not reflect their academic preparation in agricultural leadership – students receive: B.S. in Agricultural Education

- Heavy faculty advising demands for both undergraduate and graduate programs

## Courses Taught

**102. Interpersonal Skills for Leadership** (3 cr) I, II. Introduction to the principles and practices of positive interpersonal relationships for leadership development. Emphasis on self-awareness, awareness of others, effective interpersonal communication, and the building of trust relationships as a basis for understanding and developing leadership. An experiential approach, including field projects and a 20-hour supervised community service project.

**202. Leadership Development in Small Groups and Teams** (3 cr) I, II. Leadership and followership skills in small groups and teams. Leadership dynamics which make team leaders and members influential and satisfied in both informal and work group settings. Leadership from the perspective of student practical experience. A shadowing experience and simulation exercise.

**302. Dynamics of Effective Leadership in Organizations** (3 cr) I, II. Principle and process of effective leadership in complex organizations of society and commerce. Develops an understanding of the dynamic interactions of personal characteristics, technical skills, interpersonal influence, commitment, goals, and power.

**337. Instructional Internship in Leadership Development** (1-3 cr) I, II, III. A structured professional and personal development experience. Small group facilitation and instructional assistance in leadership development courses.

**407/807. Supervisory Leadership** (3 cr) I. Knowledge and theoretical basis for practicing supervisors in a changing workplace where supervisors have increasing responsibilities due to the flattening or organizational structures, solving supervisory challenges in organizing and planning, problem solving and decision making, performance appraisal and leading a diverse workforce.

**410/810. Environmental Leadership** (NRES 413/813) (3 cr). Major leaders in conservation and ecology. Emphasizes agricultural and cultural issues and relationships with the environment.

**414/814. Classic Figures in Leadership** (3 cr). Leadership analyzed through a variety of genres: autobiography, drama, fiction, tracts and treatises, speeches.

**466/866. Leadership and Diversity in Organizations and Communities** (3 cr) II. Examination of leadership theories and their applications in diverse organizations and communities, with special emphasis on rural environments.

**477/877. Leadership and Motivation** (3cr) I. Classic and contemporary motivation theories applied to leadership in organizations and communities.

**488/888. Course Leadership, Power and Influence** (3 cr) II. Organizational influence processes, power, and politics in organizations and communities.

**495. Internship in Leadership Development** (2-5 cr) I, II, III. The internship site and training program are subject to approval by the department. Practical internship experiences in a selected agribusiness, industry, or agency. Collaborative development of a training program and leadership activities in which the student will participate.

**496/896. Independent Study in Leadership Education** (1-9 cr, max 9). Projects in research, literature

review, or extension of course work.

## **Capstone – Agricultural Leadership Internships**

Students are required to complete a 320 hour professional internship in the Agricultural Leadership area that bridges their academic experiences with practical applications. Since 2003, internships have included (but are not limited to) the following companies/businesses:

TierOne Bank, Cargill, Inc., Con Agra, Progressive Swine Technologies, Pioneer Hybrid, Novartis, Farm Credit Services, Congressman Jeff Fortenberry's Office, 4H Youth Camps, 4-H and UNL Extension Offices, Youth Conservation Corps, and Firespring Marketing.

## **Leadership and Education Minor Requirements (18 hours)**

Students are required to complete at least 3 courses (9 hours) from the following:

ALEC 102 Interpersonal Skills for Leadership  
ALEC 202 Leadership Development in Small Groups and Teams  
ALEC 302 Effective Leadership in Organizations  
ALEC 305 Presentation Strategies for Agricultural Audiences

The remaining courses (for a total of 18 hours) are chosen from the following:

ALEC 337 Instructional Internship in Leadership Development<sup>1</sup>  
ALEC 388 Ethics in Agriculture and Nat. Resources  
ALEC 407 Supervisory Leadership  
ALEC 410 Environmental Leadership  
ALEC 414 Classic Figures in Leadership  
ALEC 466 Leadership and Diversity  
ALEC 477 Leadership and Motivation  
ALEC 488 Leadership, Power and Influence  
ALEC 480 Dynamics of Agricultural Journalism<sup>2</sup>  
AERO 3313 Air Force Leadership Studies<sup>3</sup>  
AERO 3323 Air Force Leadership Studies<sup>3</sup>

<sup>1</sup> For students who have taken ALEC 102 and who have been selected as Teaching Assistants

<sup>2</sup> Open only to students enrolled in the Agricultural Journalism major

<sup>3</sup> May be substituted for Air Force ROTC students only



## **Agricultural Education - Industrial Technology Education Option**

Industrial Technology Education (ITE), formerly Industrial Education at the University of Nebraska—Lincoln dates back to the first half of the 20<sup>th</sup> Century. It was a separate department for many years until it merged with other career areas to become the Center for Business and Vocational Teacher Education in the 1970s. In the 1980s, Industrial Education was under two departments, first as a component of the Department of Vocational Teacher Education and later the Department of Vocational and Adult Education. By the end of the 20<sup>th</sup> Century, the Department of Adult and Vocational Education was disbanded and ITE merged with the Department of Curriculum and Instruction. This department was later changed to Teaching, Learning and Teacher Education. Heretofore, ITE was always a part of Teachers College.

The ITE position held by Dr. Thomas Kraft, Associate Professor of Practice, was transferred to CASNR from CEHS on July 1, 2008. Currently, this endorsement is an option under Agricultural Education. During the 2008-09 academic year an option in Industrial Technology Leadership was adopted. This new option combined industrial technology and leadership requirements for students who are interested in industrial management positions.

There are 28 students associated with the ITE options and endorsements in ALEC. These students include undergraduates in the both the education and leadership options, 19 and 2 respectively. It also includes three students in the middle level program at CEHS. These students are pursuing an endorsement in ITE plus one other subject area. Two post-baccalaureate and two undergraduate students are pursuing the ITE endorsement at Nebraska community colleges. They are included in the total student tabulation.

Since this is a small program, the ITE coordinator uses a variety of strategies and venues for recruiting. These consist of UNL and Community College activities and letters to Nebraska ITE teachers and school counselors. Additionally, the ITE coordinator recruits at the Nebraska Skills USA state competition. Most students did not start their college career in ITE. Many students have a community college degree, or real world experience in trade related skills, or they had a “great shop teacher in high school.”

The ITE program uses laboratory facilities at UNL, Lincoln Public Schools and Southeast Community College, Lincoln. Two Computer-Aided Design and Drafting (CADD) classes are taught at Northeast High School. The instructor is paid through SCC. SCC-Lincoln provides a large share of laboratory facilities for the ITE program, including welding, machine tool, automotive and CADD. Arguably, the ITE program at UNL would not exist today without SCC instructional support and laboratory facilities.

Beyond the campus, ITE students participate in State SkillsUSA activities and Power Drive competitions. They also student teach in a variety of Nebraska high schools, middle schools and K-12 settings. In Lincoln, Northeast and Lincoln High schools are favorable student teaching locations due to their large and more varied ITE programs. Currently, ITE student teachers are located at Lincoln’s Northeast High School, Kearney High School and a middle school in Houston, Texas.

### **Industrial Technology Education Options**

The undergraduate major in ALEC is a 125-hour program. The Industrial Technology Leadership and Education options are virtually identical in regard to general studies and technical coursework. The difference between these options is the battery of professional education versus leadership courses. For capstone experiences, education students complete their degree by student teaching and leadership students complete a semester internship. Program requirements for the Industrial Technology options are listed below.

**ALEC/TEAC 101 Mechanical Drafting. (3 cr) Lec, lab.** An introduction to board drafting and computer-aided drafting and design skills. This course is designed specifically for Industrial Technology Education students.

**ALEC 122/TEAC 102 Architectural Drafting. (3 cr I,II)** CADD development of residential architecture drawings. This course is designed specifically for Industrial Technology Education students.

**ALEC 103/TEAC 103 Computer Aided Drafting and Design. (3 cr) Lec, lab.** An introduction to computer-aided drafting and design skills. This course is taught at SCC for their students as well as UNL students. The remaining courses are taught primarily for Industrial Technology and Agricultural Education students.

**ALEC 104/TEAC 104 Wood Technology. (3 cr) Lec 3. lab 3.** An introduction to fundamental woodworking skills including hand tools, lathe, power and machine tools, joinery and finishing.

**ALEC 109/TEAC 109 Industrial Metals and Plastics Material Processing. (3 cr) Lec, lab.** An introduction to forming, molding, separation and fabrication of industrial materials.

**ALEC 201/TEAC 201 Electricity/Electronics. (3 cr) Lec 3.** An introduction to electricity and electronics to include residential wiring; basic DC and AC circuits, their design, construction and analysis.

**ALEC 203/TEAC 203 Automotive Technology. (3 cr) Lec, lab.** An introduction to internal combustion theory via small engine teardown, maintenance and repair. Also addressed is automotive systems and car care.

**ALEC 204/TEAC 204 Machine Tool Technology. (3 cr) Lec, lab.** Basic machine shop practices including hand tools, precision measuring tools, bench work, layout, engine lathe, milling machines, surface grinders and pedestal grinders.

**ALEC 205/TEAC 205 Welding Technology. (3 cr) Lec, lab.** Basic knowledge and skill in oxy-acetylene welding, cutting and electric arc welding.

**ALEC 242/TEAC 242 Construction Technology. (3 cr) Lec, lab.** Classifications, properties, and uses of common construction materials and building practices. Construction of a residential structure from plot plan to trim and finish work is included.

**ALEC 243/TEAC 243 Production Processes of the Wood Industry. (3 cr) Lec, lab.** Theory and practice of industrial processing of wood and synthetic materials. Structure and management of the manufacturing industry are also covered.

**ALEC 246/TEAC 246 Modern Industries. (3 cr) Lec 3.** An introduction to Computer Numerical Control programming. This course includes projects as well as CADD/CAM interface.

**ALEC 303/TEAC 303 Energy, Power, and Transportation Technology. (3 cr II) Lec, lab.** A synthesis course for Industrial Technology students that includes the design, construction, testing and competition of a single person electric vehicle.

**ALEC 340/TEAC 340 Advanced Machine Woodworking. (3 cr) Lec, lab.** Machine woodworking on a major individual project. Included are wood finishing, and maintenance of machine and power tools.

**ALEC 346/TEAC 346 Advanced Modern Industries. (3 cr) Lec, lab.** This course was recently

deleted. ALEC 346 is under revision and has tentative approval from the college curriculum committee as Advanced Computer Aided Drafting and Design.

**ALEC 496 Independent Study.** MIG/TIG advanced welding techniques are covered.

<p><b><u>Industrial Technology Education Teaching Option</u></b>  <b><u>College Integrative Courses: (15)</u></b>          AGRI/NRES 103, Food, Agricultural &amp; Natural Resource Systems          ALEC 431 Student Teaching (Capstone)</p> <p><b><u>Mathematics &amp; Analytical Skills (5)</u></b></p> <p><b><u>Communication (9)</u></b>          Communication/Interpersonal Skills: ALEC 102</p> <p><b><u>Natural Sciences (8-9)</u></b></p> <p><b><u>Natural Resources and Environmental Studies or Geosciences(3)</u></b></p> <p><b><u>Humanities and Social Sciences (21)</u></b></p> <p><b><u>Industrial Technology (39)</u></b>  <b><u>Communication/Design (9)</u></b>          ALEC 101 Mechanical Drafting          ALEC 103 Computer-Aided Drafting          ALEC 122 Architectural Drafting</p> <p><b><u>Manufacturing (12)</u></b>          Select four:          ALEC 109 Industrial Metals &amp; Plastics          ALEC 204 Machine Tool Tech          ALEC 205 Welding Tech          ALEC 346 Advanced Modern Ind          ALEC 496 Ind Study MIG/TIG Welding</p> <p><b><u>Construction (9)</u></b> Select three:          ALEC 104 Wood Tech          ALEC 242 Construction Tech          ALEC 243 Production Process of Wood          ALEC 390 Industrial Experience</p> <p><b><u>Energy, Power and Transportation (6)</u></b>          ALEC 201 Electricity/Electronics or          MSYM 245 Electrical Service Systems          ALEC 203 Automotive Tech or          MSYM 312 Engine Power Systems</p> <p><b><u>Synthesis Course (3)</u></b>          ALEC 303 Energy, Power and Trans Tech</p> <p><b><u>Leadership and Education (23)</u></b>          Alec 134 Agricultural Education, Journalism, and Leadership Careers          ALEC 135 Early Field Experience          ALEC 305 Presentation Strategies          ALEC 308 Lab Instruction and Mgt.          SPED 401 B or 434 Special Voc Needs          ALEC 405 Methods of Instruction          ALEC 405L Methods Lab          ALEC 413 Program Planning          TEAC 424 Foundations of CTE          ALEC 494 Seminar in Agricultural Ed</p> <p><b><u>Free Electives (4-5)</u></b></p> <p><b><u>Minimum Credit Hours Required for Graduation (128)</u></b></p>	<p><b><u>Industrial Technology Education Leadership Option</u></b>  <b><u>College Integrative Course (15)</u></b>          ALEC 495A Internship (Capstone)          AGRI/NRES 103 Food, Agricultural &amp; Natural Resource Systems</p> <p><b><u>Mathematics and Analytical Skills (5)</u></b></p> <p><b><u>Communications (9)</u></b>          Communication/Interpersonal Skills: ALEC 102</p> <p><b><u>Natural Sciences (8-9)</u></b></p> <p><b><u>Natural Resources and Environmental Studies or Geosciences (3)</u></b></p> <p><b><u>Humanities and Social Sciences (18)</u></b></p> <p><b><u>Industrial Technology (39)</u></b>  <b><u>Communication/Design (9)</u></b>          ALEC 101 Mechanical Drafting          ALEC 103 Computer-Aided Drafting          ALEC 122 Architectural Drafting</p> <p><b><u>Manufacturing (15)</u></b>          ALEC 109 Industrial Metals &amp; Plastics          ALEC 204 Machine Tool Tech          ALEC 205 Welding Tech          ALEC 346 Advanced Modern Ind          ALEC 496 Ind Study MIG/TIG Welding</p> <p><b><u>Construction (6)</u></b>          ALEC 242 Construction Tech          ALEC 243 Production Process of Wood</p> <p><b><u>Energy, Power and Transportation (6)</u></b>          ALEC 201 Electricity/Electronics or          MSYM 245 Electrical Service Systems          ALEC 203 Automotive Tech or MSYM 312 Engine Power Systems</p> <p><b><u>Synthesis Course (3)</u></b>          ALEC 303 Energy, Power and Trans Tech</p> <p><b><u>Leadership Requirements (25)</u></b>  <b><u>Core Requirements (13)</u></b>          ALEC 202 Ldr Dev in Small Groups          ALEC 302 Ldr Dynamics          ALEC 305 Presentation Strategies          ALEC 407 Supervisor Leadership          ALEC 494 Undergraduate Seminar</p> <p><b><u>Advanced Coursework (12)</u></b> Choose four:          ALEC 410 Environmental Ldr          ALEC 414 Classic Ldr Figures          ALEC 466 Ldr &amp; Diversity          ALEC 477 Ldr &amp; Motivation          ALEC 488 Ldr, Power, Influence</p> <p><b><u>Free Electives (5-6)</u></b></p> <p><b><u>Minimum Credit Hours Required for Graduation (128)</u></b></p>
--	--

# Agricultural Journalism

## Historical Perspective

The agricultural journalism program at the University of Nebraska—Lincoln (UNL) has a long and diverse history. Although not a formally recognized academic program until 2000, agricultural journalism has existed on campus since the 1920s in the form of courses taught in the College of Agriculture. Early agricultural journalism consisted of four courses: agricultural journalism (applied writing), agricultural editing, advanced feature writing and advanced agricultural editing. Glenn Buck, former editor of the *Nebraska Farmer*, was the first graduate of the agricultural journalism program. Agricultural Journalism existed throughout the years as a “group” (major) in the General Agriculture (later Diversified Agricultural Studies and presently Applied Science) program.

As agricultural journalism maintained its presence on campus as a group, a broader yet related program called the technical writing service program for the College of Agriculture originated on campus in 1964. Technical writing was coordinated through the Department of Information with a staff person dedicated to the program. The one technical writing course had multiple sections and was used to meet the demand by College of Agriculture faculty for students to gain writing experience. The program maintained popularity among faculty, but a lack of funding prevented the development of a second-level technical writing course.

Agricultural journalism remained an option in the Diversified Agricultural Studies program. In this capacity, the program offered students an opportunity to complete a significant number of journalism courses through the College of Journalism and Mass Communications (CoJMC). Faculty members in the Department of Information served as academic advisers to students and to the student organization—Agricultural Communicators of Tomorrow (ACT). The academic responsibilities for technical writing and agricultural journalism were transferred to ALEC. Technical writing subsequently transferred to the College of Journalism and Mass Communications. ALEC maintained administrative supervision for agricultural journalism.

In the late 1990s the agricultural journalism program underwent several changes. The ALEC faculty recommended in 1997, as part of a response to a departmental review, that agricultural journalism be dropped from the department and transferred to CoJMC. The faculty proposed that CoJMC establish an Agricultural and Environmental Communications program. The CASNR Dean’s office indicated that no program termination could take place for at least four years because current students needed advising support. As a result, ALEC developed a short-term solution for advising students and started developing a long-term plan for advising and integrating agricultural journalism into ALEC as a program.

In 1998 CASNR provided financial support to develop agricultural journalism into a major. ALEC faculty were charged with determining how journalism would be integrated into the program to provide the journalism and mass communications training for students. ALEC submitted to the CASNR Curriculum Committee a proposal for making agricultural journalism a major in 1999. After deliberation, a revised curriculum for agricultural journalism was submitted and approved in 2000, making it a stand-alone undergraduate academic program in CASNR.

With the renewed enthusiasm for agricultural journalism as an academic program came a need for dedicated staffing to capitalize on the new opportunity for enrollment and program growth. Approval was granted in 2005 to search and hire the first tenure-track faculty position dedicated to agricultural journalism at UNL. The position was advertised in fall 2005 with a successful search and hiring. The new faculty member, Dr. Jason Ellis, joined ALEC in August 2006.

## Recent Developments and Key Partnerships

In 2009 a plan was conceived to disassemble CIT (Communications and Information Technology) due to budget constraints and align the remaining staff and resources into ALEC's Agricultural Journalism program. The theoretical and philosophical justification for the move was grounded in Kolb's experiential learning model. The experiential learning theory focuses on the central role that experience plays in the teaching and learning process.

The University of Nebraska—Lincoln is well positioned to create a dynamic communications program bridging the efforts of communication faculty and experts across CoJMC, the Hixson-Lied College of Fine and Performing Arts, NET, and CASNR. Currently, a limited number of courses are shared between CoJMC and CASNR's Agricultural Journalism program. This reorganization however, creates jointly appointed faculty lines placed in tactical new degree areas deliberately aligned to take advantage of resources, human and other, available through strategic reinvestment of IANR funds. Two new faculty lines within IANR have been funded to address emerging communications needs. In addition, 11 individuals currently within CIT who possess Master degrees are scheduled to begin working with students on partial teaching appointments. These individuals will supervise the experiential learning laboratories, provide guest lectures, and teach basic courses in communication practice. This reorganization takes effect July 1, 2010.

The administration within CoJMC, NET and Fine and Performing Arts has each identified a goodness of fit between ALEC's program and the journalism program on UNL's city campus. The true hallmark of the joint communication program is the relationship ALEC has to each of the partners. One of the newly created faculty positions ties ALEC, the Hixson-Lied College of Fine and Performing Arts and NET together to share a common faculty position in digital videography. This faculty line provides much needed expertise in creating, directing and producing award winning short films. The second faculty line bridges ALEC and CoJMC to fill a role dedicated to science writing. This faculty member brings an expertise in science writing not currently available in ALEC's program. In addition, ALEC and CoJMC have overlapping curriculum that offers students from both units course offerings in either unit.

A unique function of the new academic program is the opportunity for students to experience real world applications through engaging in real product development for IANR and other clients. This opportunity is realized by the existence of a learning laboratory/service center concept currently in place in the Agricultural Communications Building. These activities involve customer relations, information gathering, product design, development and delivery.

Presently, no graduate degree programs in communication exist at UNL. Through the reinvestment of IANR resources, this initiative creates the additional faculty lines necessary to provide the scholarly expertise in which to build a graduate faculty program emphasizing state of the art communication strategies necessary to position UNL as a leader in the scholarship of science writing, business communication, high impact documentaries, and other evolving areas.

## Curriculum

The agricultural journalism curriculum remains similar to the one approved in 2000. Students complete the same core set of journalism courses as students in CoJMC. Utilizing CoJMC for journalism and mass communications courses provides students with a technical preparation comparable to CoJMC students. Students may select from one of the four emphasis areas taught in CoJMC: Advertising, News-editorial, Broadcast-News, and Broadcast-Production. The entire list of courses in the CoJMC sequences is used in agricultural journalism because they are sequenced. All CoJMC sequences have a linear progression through the 200- to 400-level courses, which does not allow for "cherry picking" courses to create a unique agricultural journalism curriculum.

In addition to the communications preparation, agricultural journalism provides students with a background in the content areas of agriculture and natural resources. Each student completes coursework on the fundamentals of animal science, plant science, and natural resources. Following this core preparation, students then have the opportunity to pursue more depth of understanding in the breadth of agriculture and natural resource areas or they may choose to specialize in one area. Career opportunities exist both for students that study agriculture and natural resources generally and for those who choose to specialize. This curricular approach gives students the flexibility to tailor their programs to their chosen field of interest.

The diversity on content studies is integrated into the curriculum through three options: Policy, Production, and Public Relations.

**The policy option** is for students interested in the policies and issues surrounding agriculture, natural resources and the environment. These students often are interested in communications careers with nonprofit and governmental agencies that focus on policies and issues.

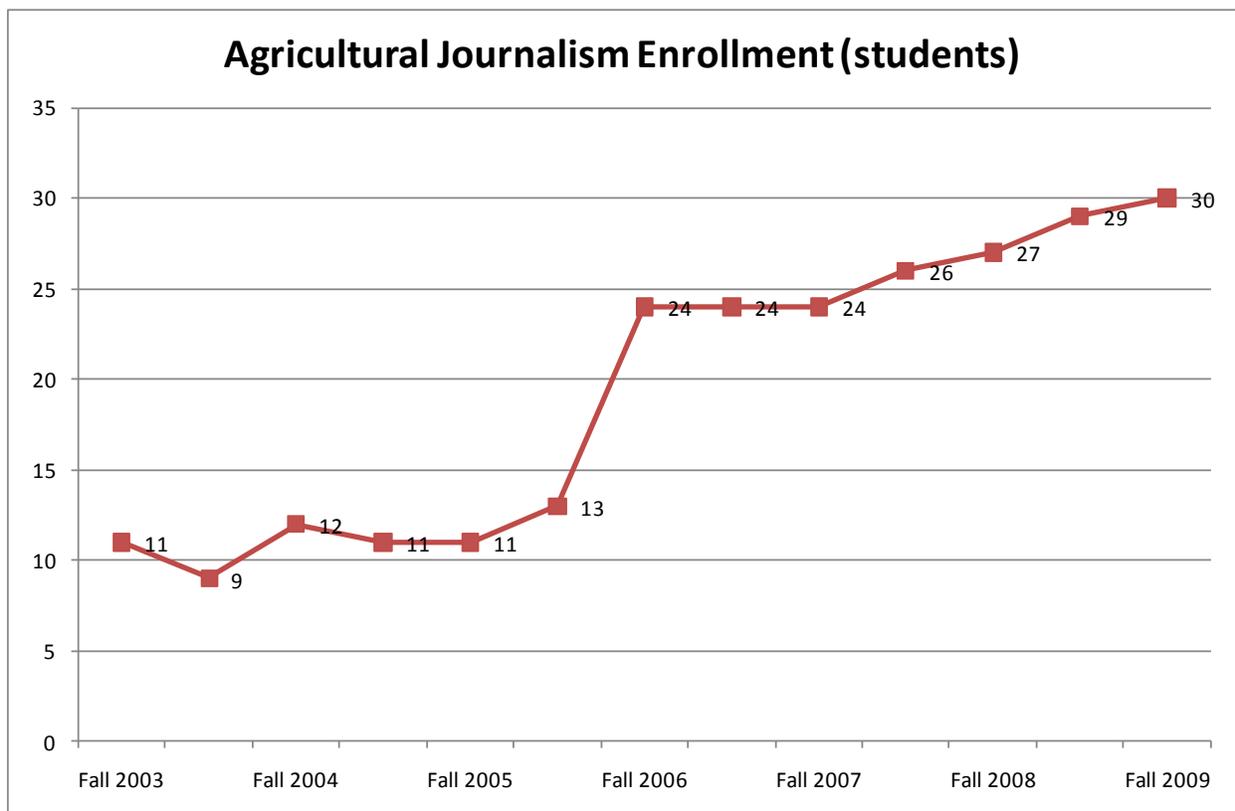
**The production option** has two versions: one for the students interested in the broad study of agriculture and natural resources and one for students specializing in one area. The broad study option allows students to take an additional course in the areas of animal science, plant science, agricultural economics, and ALEC; giving them a more comprehensive background in the various areas related to agriculture and natural resources.

The specialized production option allows the student to complete a minor in one of seven CASNR departments focused on production agriculture without having to take additional hours beyond the minimum for graduation. The specialized production option also allows for students to more easily complete dual degrees with agricultural journalism and another CASNR degree.

**The public relations option** uses the public relations courses taught in CoJMC to provide students experience with public relations and media relations. CoJMC does not offer a complete sequence in public relations but does offer some courses in public relations. From an industry perspective, public relations is becoming more integrated with advertising. As a result, the public relations option more broadly prepares students for careers in strategic and integrated marketing communications that promote agriculture, agricultural products, natural resources and the environment. Careers can be found in mass media, public relations, advertising firms and corporations handling agricultural, natural resources and environmental accounts. Careers also can be found in nonprofit organizations and governmental agencies.

## The Program

Enrollment in agricultural journalism was steady until 2006 when the new faculty position was filled. As the chart indicates, enrollment has steadily increased to its present level of 30 students. The primary area of interest for students is the advertising sequence in journalism and either the specialized production option (mostly animal science minors) or the public relations option. On-campus transfers have increased in 2008 and 2009 helping offset enrollment attrition from the first-year students. Presently the program enrolls students from Nebraska, Iowa and California and has six students working toward dual degrees, three in animal science, one in range management, one in agricultural economics and one in agribusiness. It is anticipated that with the additional faculty, staff, and laboratory resources from the reorganization with CIT, CoJMC, NET and the College of Fine and Performing Arts that enrollment growth will climb.



### *Scholarships*

A significant contributor to the enrollment increase is the scholarships available in agricultural journalism program. When enrollment in agricultural journalism was 10 to 12 students, about \$5,000 was awarded in scholarships annually. As enrollment increased the available scholarships were limited so preference was given to incoming freshmen and transfer students, which was a successful recruiting tool. However, as incoming classes grew and scholarship dollars remained the same, opportunities to recruit with scholarships was limited.

In 2007 an agricultural journalism alumnus approached the University of Nebraska Foundation about endowing a scholarship for the program. The donor's endowment now provides an additional \$4,500 in

scholarships annually. The following scholarships are awarded annually in agricultural journalism:

- Don Ringler
- Dwain Trenkle
- Glenn Buck Memorial
- Holoubek Family
- KRVN
- Nebraska Farmer
- Terry Meisenbach

### *Internships*

All agricultural journalism students must complete an internship for credit prior to graduation. The internships are to be approximately 400 hours (10 weeks of full-time employment) in length and completed the summer before graduation. Site visits are completed by agricultural journalism faculty in mid-summer. Students on internship also complete reflective journaling during their internship experience and present reports to faculty, staff and students the fall semester following their experience. Following is a list of internship sites for students during the review period:

- Ak-Sar-Ben Foundation's River City Round-up
- Ayres Kahler
- Bruning State Bank
- CASNR Dean's Office – UNL
- Center for Applied Rural Innovation – UNL
- Central Valley Ag Cooperative
- Colle-McVoy
- Communications and Information Technology – UNL
- DTN
- KTIV-TV
- Superior Farms Lamb Processor
- Lancaster County (Neb.) Extension Office
- Lincoln Chamber of Commerce
- Lincoln Journal-Star
- Nebraska Department of Agriculture
- Nebraska Educational Television
- *Nebraska Farmer*
- Nebraska Pork Producers
- Nebraska Wheat Board
- Omaha World-Herald
- Pioneer Hi-bred International, Inc.
- *Shorthorn Country*
- Sustainable Agriculture Research and Education (SARE)
- Swanson Russell & Associates
- Walt Disney World

### *Graduates*

The diversity of program options for agricultural journalism students prepares them for a diversity of career opportunities after graduation. Following is a list of places UNL agricultural journalism graduates (who graduated during the review period) went to work.

- *Angus Journal*
- Bailey Lauerman

- Bernstein-Rein
- Bruning State Bank
- Colle-McVoy
- *Daily Press* and *Dakotan*
- DTN
- KMEG-TV
- KRVN Radio
- Lincoln Journal-Star
- Microsoft Think Tank
- National Livestock Producers Association
- Nautilus Exercise Equipment
- Nebraska Department of Agriculture
- Knights of Ak-Sar-Ben Foundation
- Paso Robles Vintners and Growers Association
- Primedia Business Magazines and Media
- Massachusetts Public Radio
- *Show Circuit Magazine*
- Teach for America

## Curriculum and Courses

The Agricultural Journalism program is a 125 credit hour program. Currently ALEC offers four courses that are specifically related to agricultural journalism:

**ALEC(ADVT) 207 Communicating to Public Audiences.** Concepts and techniques of public relations. Skills and theory for relating to government, corporate, and other agricultural public audiences.

**ALEC(ADVT) 417 Issues Management and Crisis Communications.** Fundamental components of issues management and crisis communications. Learning experiences in agriculture and natural resources that provide an understanding of issues facing the respective field of study.

**ALEC 480 Dynamics of Agricultural Environmental Journalism.** Roles of the professional agricultural journalist and/or communicator in today's society. Synthesis of agricultural and natural resources sciences and journalism.

**ALEC 495B Internship in Agricultural Journalism.** Internship in a selected entity relating to advertising, broadcasting, or news-editorial.

ALEC 207 and 417 were developed in consultation with CoJMC as a way to utilize the expertise of agricultural journalism faculty while enhancing the course offerings in public relations. They were first offered in the 2008-09 academic year. There is interest from CoJMC to develop a graduate section of ALEC 417, which is being considered.

## Recent Changes and Accomplishments

### *Study Abroad Program*

In May 2008 Purdue University coordinated an agricultural and science communications study abroad program to England (UK) and invited UNL to partner with them. Dr. Ellis went on Purdue's first trip to England with students as an exploration trip to learn about the program and identify ways UNL could contribute and participate in the program. Dr. Ellis promoted and recruited ten students to participate in the England study abroad program for May 2010. Unfortunately, Purdue University is unable to

participate, making it a UNL-only program for 2010. Along with providing students an opportunity to experience a different culture and investigate UK agriculture and communications, this program provides the potential to begin joint communications programs and efforts with organizations and universities in the UK. While just a fledgling program that has sparked tremendous interest among undergraduate students, the full capacity of the UK agricultural and science communications study abroad program has yet to be realized.

### *Student Organization*

Agricultural journalism has a student organization -- Agricultural Communicators of Tomorrow (ACT) -- that provides professional development opportunities for students interested in agricultural communications. The organization is not limited to agricultural journalism students, but they constitute a significant majority of its membership. Since the new faculty member was hired in 2006 there has been an increase in student participation and organization activity. Students have begun attending national ACT conferences, applying for national awards, and providing opportunities for members locally. Following is a list of ACT highlights:

- Attended two national Agricultural Media Summits;
- Participated in three national ACT Professional Development conferences;
- Hosted the 2008 national ACT Professional Development conference, which at the time was the largest attendance on record, both in number of students and universities;
- Won three national ACT Critique and Contest awards in 2008 and two in 2009, including the national Award of Excellence in Writing;
- Coordinated and funded an industry tour to Kansas City in October 2009 to visit seven different agricultural communications businesses; and
- Providing travel scholarships to members participating in the May 2010 study abroad program to England.

**Agricultural Journalism Curriculum**  
**Department of Agricultural Leadership, Education and Communication**

	Cr	ACE		Cr
<b><u>COLLEGE CORE COURSES</u></b>			<b><u>JOURNALISM SEQUENCE COURSES</u></b>	
<b><u>College Integrative Courses: (6)</u></b>			<i>JOUR 487 (3 hours) is taken as part of the CASNR core courses and is not counted in these hours.</i>	
AGRI 103	3		<b>Students must select one of the sequences.</b>	
ALEC 480 (Capstone)	3		<b>Advertising sequence (32)</b>	
<b><u>Mathematics &amp; Analytical Skills (5)</u></b>		Area 3	<b>JOUR 101, 142, 486; ADVT 251, 283, 333, 357, 460, 489</b>	26
<b>(Beyond College Algebra)</b>			6 elective hours in ADVT, BRDC, JGEN, JOUR, NEWS <i>Not JGEN 184, 200, 300</i>	6
STAT 218 Introduction to Statistics	3		1. _____	
MATH 102 Trigonometry	2		2. _____	
<b><u>Communication (6)</u></b>		Area 1	<b>Broadcast News sequence (32)</b>	
Written Communications	3		<b>JOUR 101, 142, 162, 350, 486; NEWS 202; BRDC 369, 370, 372</b>	26
ENGL 150, 151; JGEN 120, 200, 220, 300		Area 2	6 elective hours in ADVT, BRDC, JGEN, JOUR, NEWS	6
Communications and Interpersonal Skills	3		<i>Not JGEN 184, 200, 300</i>	
ALEC 102; COMM 109, 209, 286		Area 4	1. _____	
<i>Recommend ALEC 102</i>			2. _____	
<b><u>Natural Sciences (8)</u></b>			<b>Broadcast Production sequence (32)</b>	
<i>Select two of the following:</i>			<b>JOUR 101, 142, 162, 486, BRDC 227, 228, 359, 360, 362</b>	26
BIOS 101/101L Gen. Biology and Gen. Biology Lab	4		6 elective hours in ADVT, BRDC, JGEN, JOUR, NEWS	6
CHEM 109 General Chemistry I	4		<i>Not JGEN 184, 200, 300</i>	
PHYS 141 Elementary General Physics (5 cr)	4		1. _____	
or PHYS 151 (4 cr)			2. _____	
or PHYS 211 (4 cr)			<b>News-Editorial sequence (32)</b>	
or MYSM 109 Phys. Principles in Ag. (4 cr)		Area 5	<b>JOUR 101, 142, 162, 350, 486; NEWS 201, 202, 302, one of the following: NEWS 303, 401, 406, 498, or JOUR 444</b>	6
<b><u>Economics, Humanities and Social Sciences (18)</u></b>		Area 6	6 elective hours in ADVT, BRDC, JGEN, JOUR, NEWS	6
Humanities	3	Area 7	<i>Not JGEN 184, 200, 300</i>	
Economics: AECN 141; ECON 211, 212	3	Area 8	1. _____	
Arts	3	Area 9	2. _____	
Ethics: JOUR 487	3	Area 5, 6, 7, 8, or 9	<b>Continued on Back</b>	
Global Awareness and Diversity	3		Agricultural Journalism Options	
ACE Elective	3		Comprehensive Education Requirements	
<b>NOTE:</b> One 3-credit course with an international focus is to be selected from the lists under the CASNR "International Agriculture and Natural Resources Minor." <i>Recommend AECN 346, 3 credit hours.</i>				
<b><u>ALEC COURSES</u></b>			<b><u>CONTENT COURSES</u></b>	
Required Departmental Core Courses	3		<b>Agricultural Sciences (18)</b>	5
ALEC 202 or 302 or 305	2		<i>Can have only 9 hours at the 100 level</i>	
ALEC 134	1		Animal Science	
ALEC 135	3		ASCI 100, 4; 150, 2; 171, 3; 210, 3; 240, 4; 250, 3; 251, 3; 252, 2; 320, 3; 330, 4; 370, 3; BIOS 112 & 112L,	7
ALEC 207	3		4	
ALEC 495B Internship in Agricultural Journalism	3		Plant Science	
			AGRO 131, 3; 132, 1; 153, 4; 204, 3; 240, 4; 269, 3; 361, 3; 405, 3; 445, 3; BIOS 109.	6
			Natural Resources	
			NRES 211, 3; 311, 3; 423, 3; 424,4.	

<b><u>AGRICULTURAL JOURNALISM OPTIONS</u></b>			<b><u>COMPREHENSIVE EDUCATION</u></b>
<i>Students must select one of four options.</i>			
<b>Agricultural and Natural Resources Policy Option (15)</b>			<b>Always check with your adviser.</b>
AECN 265, 357, 457, NRES 323			
Electives from CASNR courses			
Elective _____	12		
<b>Production Agriculture – Option A (16)</b>		3	
AGRO 315			
Select 300 level or above course in each of the following areas:			
Animal Science		4	
Plant Science			
Agricultural Economics		3	
Electives from CASNR courses		3	
Elective _____		3	
<b>Production Agriculture – Option B (15)</b>		3	
Select one of the following College of Agricultural			
Sciences and Natural Resources minors:			
- Agribusiness		15	
- Agronomy			
- Animal Science			
- Food Science and Technology			
- Grassland Ecology and Management			
- Horticulture			
- Mechanized Systems Management			
<b>Agricultural and Natural Resources Public</b>			
<b>Relations Option (15)</b>			
ADVT 283*, 357*, ALEC 417			
Select two courses from the following: ADVT 450, 451,			
or 459		9	
* <i>Since these courses are in the Advertising core,</i>		6	
<i>students in Advertising will take six elective hours in</i>			
<i>Broadcasting and News-Editorial to complete this</i>			
<i>option.</i>			
1. _____			
2. _____			
<b>Free Electives (7-8)</b>			
<hr/> <b>Total Hours to Graduate</b>		<b>125</b>	5/29/09

## **Hospitality, Restaurant and Tourism Management Tourism Emphasis and Parks and Recreation Emphasis**

### **Program Description**

The HRTM undergraduate major is a 125-hour program administered by ALEC in CASNR. Students earn a Bachelor's of Science in HRTM with an emphasis in Tourism or Parks and Recreation.

### **History of the Program**

The University of Nebraska—Lincoln developed a program in Hospitality, Restaurant and Tourism Management in 2006. This is a joint program between CASNR and CEHS. In CEHS the program resides in the Department of Nutrition and Health Sciences (NHS) and was originally designed with six option areas: food and beverage, lodging, events management, hospitality journalism, hospitality human resources, and tourism/public relations. In CASNR, the program was placed in ALEC and was designed with the two options of tourism (concentrating on nature-based tourism) and parks and recreation. In 2007, two assistant professors were hired, one in each college. ALEC hired an assistant professor with experience in ecotourism, agritourism, and parks and recreation. NHS hired an assistant professor to cover the lodging and event management content areas. The program targets several national and international niches. ALEC's program takes a holistic approach to hospitality management with a common theme across all options – environmental responsibility. The program also emphasizes development of sustainable tourism through proper ecological use and management of the natural resources that serve as tourist attractions.

### **Program Rationale**

Tourism is Nebraska's third largest source of revenue (Nebraska Department of Economic Development, 2009). Travelers spent more than \$2.3 billion in 2008. About 36,000 jobs are attributable to travel spending in Nebraska. Hospitality demands (i.e. conventions, lodging, and restaurants) will expand in metropolitan Nebraska while ecotourism and agritourism will expand throughout rural Nebraska. UNL is the premier research and undergraduate institution in the state and should provide four-year undergraduate and graduate programs to develop professionals for the tourism industry. Additionally, the land-grant mission mandates outreach programming for practicing professionals. The natural resources-based tourism and parks and recreation fields integrate perspectives of many disciplines including the natural resource sciences, social sciences, business and leadership. The inclusion of UNL Extension faculty will help strengthen tourism in the state. In fall 2009, the HRTM program had a total of 137 students with 16 students enrolled in ALEC's agritourism program.

The tourism and parks and recreation options prepare individuals to serve as professionals in the tourism and parks and recreation fields by providing a foundation in leadership, tourism, natural resource recreation and entrepreneurial business operations. The program gives students a broad education enabling graduates to successfully operate tourism businesses, manage parks and outdoor recreation ventures while successfully serving the tourism and recreation needs of the public.

#### *Nature-based Tourism Option*

The nature-based tourism option is designed for students interested in the tourism business as an entrepreneur, small business owner, operator or guide. Students may also work in tourism development and marketing through government or non-profit organizations such as state divisions of travel and tourism or local convention and visitor bureaus.

### *Parks and Recreation Option*

The parks and recreation option is designed for students interested in careers that provide people opportunities to experience and enjoy nature while ensuring sensitive resources are protected for future generations. Graduates will be prepared for careers in management with federal, state and local agencies.

### *Hospitality, Restaurant and Tourism Management Values*

UNL Hospitality, Restaurant, and Tourism Management:

- Develops leaders in hospitality, natural resources recreation and tourism.
- Offers quality, student centered and professional experiences.
- Integrates education, research, and service by providing for the 21st century in hospitality and tourism.
- Provides a foundation on leadership that emphasizes diversity and ethics.
- Prepares leaders in sustainable tourism and green hospitality.
- Provides international perspectives to prepare for a global economy.

### *Hospitality, Restaurant and Tourism Management Vision*

UNL Hospitality, Restaurant, and Tourism Management is at the forefront in developing leaders who are experts in promoting sustainable economic development and environmental stewardship for the hospitality and tourism industry.

## **Current State of the Program**

In CEHS, the HRTM program has two faculty lines and a program assistant line. There is one faculty position in culinology and one in lodging/events. The culinology position is occupied by an associate professor in the NHS, Dr. Fayrene Hamouz. In 2007, an assistant professor for lodging/event management was hired. However, that position is currently vacant and advertised, with an anticipated hire by fall, 2010. In 2007, ALEC hired an assistant professor with ecotourism, agritourism and parks and recreation expertise, Dr. Lisa Pennisi. Currently, the program is recruiting another faculty member to be placed in ALEC to support the hospitality content area in tourism accounting and business law. This position is currently advertised with an anticipated start date of fall 2010

## **Internships**

Students complete a 400-hour, full-time professional internship at the end of their program. Two internships were completed in Nebraska during the summer of 2009. One was a tourism development internship at the Kimmel Education and Research Center in Nebraska City and the other was at the Days Inn in Lincoln, Nebraska.

## **UCARE**

UCARE is the Undergraduate Creative Activities and Research Experiences program which is funded by the Pepsi Endowment and Program of Excellence funds. This UNL program is designed to provide an opportunity for undergraduate students to work with UNL faculty on a research project by providing funding for the student. Program monies are available to fund a conference presentation. In 2009, one student was chosen for a project in partnership with the Nebraska Game and Parks Commission working on the Statewide Comprehensive Outdoor Recreation Plan (SCORP).

## **Recommendations for Program Growth**

It is recommended that the program pursue accreditation from the recognized accreditation organization for programs in tourism, recreation and parks which is the National Recreation and Parks Association.

However, to pursue accreditation, two requirements would need to be fulfilled that represent needs for this program. These requirements are the addition of a faculty member in natural resource recreation and tourism. According to the Council on Accreditation Standards 2013 (2008), “The faculty members...shall each hold a minimum of one degree, baccalaureate or above, in recreation, park resources and leisure services from a regionally accredited institution.” In addition, core courses such as program evaluation, program planning, foundations and management, must be added to the curriculum.

Currently, one faculty member covers two content areas: Nature-based tourism (ecotourism and agritourism) and parks and recreation. These two areas currently offer six courses for the majors. This professor also teaches one graduate class. There is a need for undergraduate courses in evaluation (if accreditation is pursued), programming, management and theory. Undergraduate/graduate courses in visitor behavior, natural resource communications and conservation psychology would support a graduate option in natural resource recreation and tourism and in the human dimensions of natural resources management. In addition to teaching, the program faculty member conducts study tours, supervises interns, develops the curriculum, develops the courses and advises undergraduate and graduate students on a .75 FTE appointment.

## **Marketing and Student Recruitment**

Current marketing is done in conjunction with department recruitment. Partnerships with IANR’s School of Natural Resources could be created and the program marketed in conjunction with several undergraduate and graduate program marketing efforts. It also may be possible to partner with FFA and state agricultural education teachers to offer workshops and programs including career development events that would attract students. For example, some states have FFA contests in nature interpretation and Supervised Agricultural Experiences (SAE) could be obtained in tourism. Marketing the program to Nebraska’s 4-H participants could also yield growth in student numbers.

## **Expansion of Extension Services**

Presently, students participate in UNL Extension through class projects. Students have worked for real clients in the state offering challenging opportunities to deliver tourism planning services to businesses throughout Nebraska. This program could be expanded to include a website that features services offered, projects completed by students as well as UNL NebGuides (Cooperative Extension Division publications) and research highlights. Examples of past student projects include a master plan, feasibility analysis and marketing plan for the Sandhills Byway Visitor Center. Current projects include a master plan for the National Park Service Parkway at Homestead National Monument, trail guides and marketing for Calamus Outfitters in Burwell, and interpretive signage and marketing for Nine-Mile Prairie near Lincoln.

## **Future Plans for the program**

The intention is to develop the program centered on hospitality with the intent to eventually develop a school of hospitality at UNL.

### *Challenges Preventing the Tourism and Recreation Program from Moving Forward*

The program faces several challenges. These include:

- A lack of focused marketing for the nature-based side of the HRTM program. Nature -based tourism and recreation programs are rather large at other institutions in the intermountain west and Midwest including the University of Missouri, Colorado State, Oklahoma State, the University of Montana and Southern Illinois. There is an untapped demand at UNL and in Nebraska.

- A lack of a graduate program that fits with the program in ALEC, yet there is interest from a number of graduate students.
- A need to both improve existing partnerships and establish and improve potential partnerships.

## Courses

The following HRTM courses are taught by ALEC faculty:

**ALEC 380 Ecotourism.** Current issues in ecotourism. Theory, planning, management, social and resource responsibility, and establishing policies and principles for sustainability. Requires field trips. Credit 3; Offered fall semester of even-numbered years. Instructor: Lisa Pennisi

**ALEC 427/827 Environmental Education and Interpretation.** Acquisition of environmental education and interpretation skills. Strategies and techniques to teach both formal and informal audiences. Methods of communicating technical information to lay publics. Design and presentation skills. This course includes a service learning component. Credit 3; Offered spring semester of odd-numbered years. Instructor: Lisa Pennisi

**HRTM 280 Introduction to Tourism.** Overview of the travel and tourism industry principles and practices. Historical, behavioral, societal, and business aspects of travel and tourism. Nature-based tourism and agritourism. Requires field trips. Credit 3; Offered spring semester of odd-numbered years. Instructor: Lisa Pennisi

**HRTM 271 Outdoor Recreation.** Survey of the history, terminology, and current issues of outdoor recreation and parks. Overview of urban, private, non-profit, local, state, and federal roles in the provision of outdoor recreation opportunities. The tension between recreational use and conservation values. Requires field trips. Credit 3; Offered fall semester of even-numbered years. Instructor: Lisa Pennisi

**HRTM 340 Park Management.** Orientation to park operations and management. Planning, maintenance, law enforcement, resource management, user conflicts and visitor contact. Review case studies of existing park operations and research. Requires field trips. Credit 3; Offered spring semester of even-numbered years. Instructor: Lisa Pennisi

**HRTM 478/878 Tourism Planning.** Planning tourism at the local, regional and national levels. Planning theories, procedures and guidelines needed to meet the needs of travelers, destination communities, tourism and hospitality organizations. Sustainable tourism principles, host-guest relationships, impacts of tourism, marketing and visitor satisfaction. Requires field trips. Credit 3; Offered spring semester of even-numbered years. Instructor: Lisa Pennisi

**Hospitality, Restaurant and Tourism Management Degree  
Requirements and Recommendations  
Department of Agricultural Leadership, Education and Communication**

HRTM Program	Cr		Cr
<b>College Integrative Courses: (6)</b> AGRI 103 Food, Agri. & Nat. Res. Systems • Capstone Course: ALEC 495 Internship (need department approval)	3 3	GPSP 170 Intro to Great Plains Studies ALEC 478 Tourism Planning	3 3
<b>Communication and Interpersonal Skills (9)</b> Written: Select from ENGL 150, 151, 254; JGEN 120, 200 Oral: Select from COMM 109, 209, 212, 311 ALEC 102 Interpersonal Skills for Leadership	3 3 3	<b>Business Development (6)</b> Select 2 of the following courses: ENTR 121 Intro Entrepreneurial Mgt MNGT 321 Business Plan Dev ENTR 422 Small Business Mgt ENTR 421 Entrepren & Venture Mgt	3 3 3 3
<b>Mathematics &amp; Statistics (5)</b> Select from: MATH 102, 104, 106 or 203 and STAT 218.	5	<b>Marketing (3)</b> Select 1 of the following courses: ADVT 251 Principles of Strategic Comm MRKT347 Marketing Comm Stratagies MRKT443 Consumer Behavior	3 3 3
<b>Natural Sciences (8-9)</b> Principles of Ecology NRES 220 & 222 Select 1 from: CHEM 105 Chem in Context I CHEM 109 General Chemistry PHYS 141 Elementary General Physics PHYS 151 Elements of Physics MSYM 109 Physical Principles of Agri	4 4 4 5 4	Choose an option: <b>Public Relations Option (9)</b>  <u>Select 1 of the following courses:</u> NUTR 285 Intro to Lodging NUTR 289 Intro to Events NUTR 471 Vines, Wine and You	3 3 3
<b>Economics (5-6)</b> ECON 211 Prin of Macroeconomics & ECON 212 Prin of Microeconomics OR ECON 210 Intro to Economics (5)	3 3 5	Select 2 of the following courses: JOUR 101 Principles of Mass Media JOUR 102 The Art of Writing ADVT 333 Communications Graphics COMM 375 Theories of Persuasion ALEC 305 Presentation Strategies ALEC 417 Issue Mgt & Crisis Communication	3 3 3 3 3 3
<b>Humanities and Social Sciences (15)</b> Choose one course each in ACE areas, 5, 7, 8 and 9 as Humanities and Social Science Electives. NOTE: One (3cr) course with an international focus is to be selected from the lists under "International Focus Requirement" on page 46. Areas 1,2,3,4,6 & 10 covered by college requirements.	15	<b>Natural History Option (9-12)</b>  <u>Select 1 of the following courses:</u> HORT 130 Intro to Hort Science HORT 200 Landscape & Env Appreciation HORT 212 Landscape Plants (HORT 130) BIOS 109 General Botany (BIOS 101 or equiv) ETHN 201 Intro to Native American Studies ANTH 130 Anthropology of the Great Plains NRES 211 Conservation Biology	4 3 3 4 4 3 3
<b>Hospitality, Restaurant &amp; Tourism Core (22)</b> NUTR 171 Intro to HRTM ALEC 202 Ldr Dev Small Groups Teams ALEC 302 Dynamics Effective Ldr Org NREE 357 Natural Res. & Env. Law ACCT 306 Survey of Accounting ALEC 410 Environmental Ldrship ALEC 466 Leadrshp & Diversity	3 3 3 3 4 3	Select 2 courses of the following: NRES 311 Wildlife Ecology & Mgt (220 &222) NRES 310 Intro Forest Mgt (BIOS 109 or perm) NRES 386 Vert Zoology (Jr standing) NRES 474 Herpetology NRES 476 Mammology BIOS 475 Ornithology (12 hrs BIOS) NRES 489 Ichthyology (12 hrs BIOS) ANTH 351 Indigenous Peoples of N America HIST 346 N American Environmental History HIST 359 The Mythic West HIST 360 History of Nebraska & Great Plains	3 4 4 4 4 3 3 3 3 3
<b>Tourism Emphasis Tourism Requirements (25)</b> ALEC 135 Early Field Experiences ALEC 280 Intro to Tourism ALEC 380 Ecotourism ALEC 207 Commun. to Public Audience ALEC 271 Outdoor Recreation CRPL 420 Grant Writing & Fund Raising MRKT 341 Marketing	1 3 3 3 3 3 3		10- 15
		<b>Electives</b>	10- 15

<b>Parks &amp; Recreation Emphasis</b>		<b>Natural Science Courses (13-16)</b>	
<b><u>Parks &amp; Recreation Requirements (26)</u></b>		FLORA-Select 1 of the following courses:	4
ALEC 135 Early Field Experiences	1	BIOS 109 General Botany	4
ALEC 207 Communicating to Public Audiences	3	HORT 130 Intro to Horticulture Science	3
ALEC 340 Park Mgt	3	HORT 200 Landscape & Env Apprec	3
ALEC 271 Outdoor Recreation in America	3	HORT 212 Landscape Plants	4
NRES 428 Leadership in Nonprofits	3	NRES 310 Intro to Forest Management	4
ALEC 427 Environmental Education	3	NRES 424 Forest Ecology (220)	3
NRES 311 Wildlife Ecology & Mgt	3	AGRO 242 N American Wildland Plants	3
GEOG 412 Intro to GIS	4	AGRO 442 Wildland Plants	3
CRPL 420 Grant Writing & Fund-raising	3	PLPT 370 Bio of Fungi (8 hrs of Bio)	
<b><u>Business &amp; Policy Courses (3)</u></b>		<b><u>FAUNA-Select 2 of the following courses:</u></b>	
Select 1 of the following courses:		NRES 386 Vertebrate Zoology (Junior standing)	4
NUTR 289 Event Planning	3	NRES 474 Herpetology	4
MNGT 320 Principles of Management	3	NRES 476 Mammology	4
NRES 323 Natural Resources Policy	3	BIOS 475 Ornithology (12 hrs BIOS)	3
NREE 265 Resource and Env Economics I	3	NRES 489 Ichthyology (12 hrs BIOS)	4
<b><u>Communications (3)</u></b>		ENTO 115 & 116 Insect Bio & Insect ID Lab	4
Select 1 of the following courses:		<b><u>GENERAL-Select 1 of the following courses:</u></b>	
ADVT 333 Communications Graphics	3	GEOG 120 Geology of National Parks and Monuments	3
COMM 375 Theories of Persuasion	3	GEOG 100 Introduction to Geology	3
JOUR 444 Science Writing	3	GEOG 422 Advanced Techniques in GIS	4
ALEC 397 Conflict Resolution	3		
ALEC 417 Issue Mgt & Crisis Communication	3	<b><u>Electives</u></b>	5-10
<b><u>Regional Studies Courses (3)</u></b>		<b><u>Credit Hours Required For Graduation</u></b>	125
Select 1 of the following courses:			
ANTH 351 Indigenous Peoples of North America	3		
ETHN 201 Intro to Native American Studies	3		
HIST 346 North American Environmental History	3		
HIST 359 The Mythic West	3		
GEOG 170 Introduction to Great Plains Studies	3		
ANTH 130 Anthropology of the Great Plains	3		
HIST 360 History of Nebraska & Great Plains	3		

## **Undergraduate Student Recruitment**

### **Historical Perspective**

One success factor and quality indicator for departmental programs is the trend of student enrollment. ALEC has made a concerted effort to establish and enhance a recruitment strategy for its undergraduate programs. Prior to 2001, the department's recruitment activities were coordinated and staffed by available faculty members, with no individual having primary responsibility. In spring 2001, the department hired its first undergraduate student to work as a recruitment intern. This intern worked to establish a system for a coordinated departmental recruiting effort, including campus visits follow-up letters, prospective student databases (still in use today) and initiating recruitment activities to be carried out by someone other than a faculty member.

The department's recruitment program consisted primarily of the undergraduate intern position until fall 2005 when a half-time graduate assistant (GA) was hired specifically for recruitment. The recruitment GA was a fall semester only position until fall 2007 when it became a year-long commitment. To enhance continuity of recruitment from year to year, the GA position was split into two quarter-time positions (with the other two quarter-time responsibilities dedicated to teaching) with alternating year start dates, beginning in the fall of 2008. This allows for continuity since each year one GA would be in their second year and the other would be in their first year.

Presently, the department's recruitment program consists of the two quarter-time GA positions, a 10-hour-per-week undergraduate student, and two faculty members who co-chair the department's Recruitment Team. The team also includes a representative from each of the department's academic programs to provide input on area-specific recommendations on recruiting events, strategies and key messages.

### **CASNR Recruitment**

CASNR employs a full-time college relations coordinator who is charged with facilitating recruitment at the college level. In addition, this coordinator chairs the CASNR Recruitment, Retention and Placement (RRP) committee. The CASNR RRP committee is comprised of at least one representative from each of the college's departments. Because of the diversity of programs in some departments, they may have a representative on the committee for each of their specific academic programs.

### **ALEC Recruitment**

There are two primary types of recruiting events at which ALEC typically has a presence: special, often one-time, events and regular events. The special events are typically those identified by the faculty representatives on the ALEC Recruitment Team as important for a specific program, if not the entire department. An ALEC representative also is requested by event coordinators. Examples of special-attendance ALEC recruiting activities are listed below.

- Nebraska Weather Symposium
- Extension Field Days
- Career Fairs: Community College and High School
- Nebraska School Counselors Association Conference
- Nebraska Game and Parks Outdoor Exposition

The regular or recurring recruitment events often are scheduled and coordinated by the CASNR Dean's office. These events provide ALEC an opportunity to meet with both the students already showing interest in UNL and CASNR but unsure of a degree or career path and those interested in ALEC programs. The advantage of participating in these events is advertising and promotion of the event is covered by the college or other sponsoring organization. In addition, ALEC typically receives attendance or registration lists (for the CASNR events) to use in pre- and post-event communications. Regular scheduled events attended by ALEC recruitment personnel include the following:

- Husker Harvest Days
- Nebraska State Fair
- Nebraska Agricultural Educators' Conference
- Nebraska Agricultural Youth Institute
- Experience the Power of Red Open House
- Red Letter Days
- Big Red Road Show
- CASNR Admitted Student Event
- Skills USA State Conference
- State FFA Conference: Hospitality room for advisers
- State FFA Convention Career Fair

In addition to events, ALEC recruitment tactics include direct and social media communications. Using the UNL Admissions database of prospective students, targeted lists of high school juniors, seniors, and transfer students are generated and mailings are sent at specific times of the year. These times may be shortly before campus events or key deadlines for applications or deposits. In addition, ALEC has begun using Facebook as a mechanism to inform prospective students and current students of departmental information.

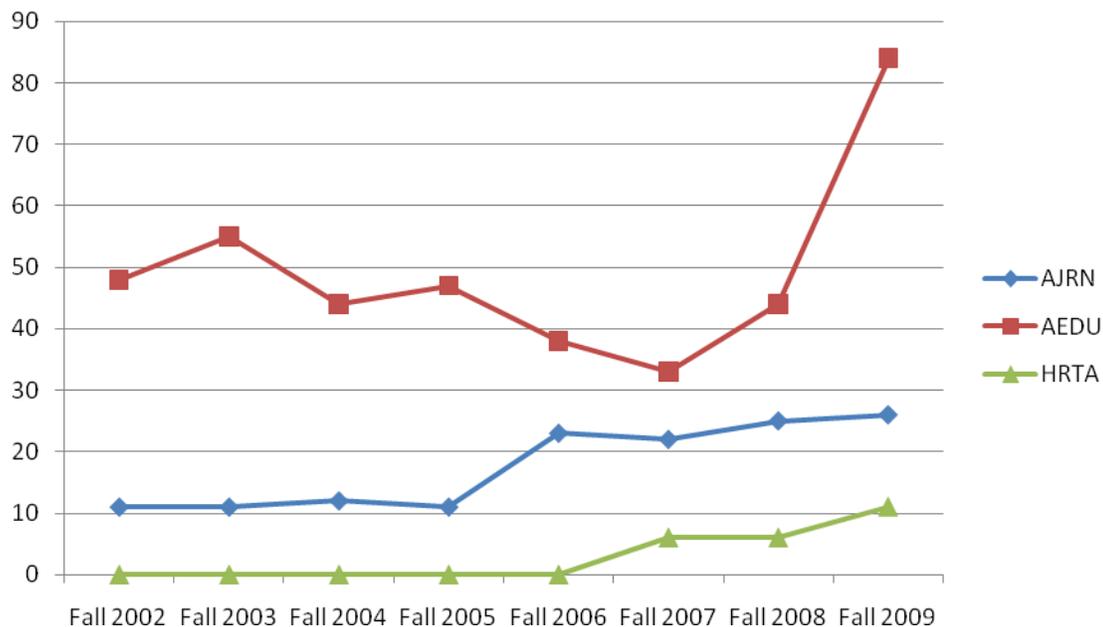
## **Future Directions in Recruiting**

In 2009 the ALEC Recruitment Team placed a renewed emphasis on recruiting. This effort comes as a result of new programs being added to the department (Nature-based tourism, Parks and Recreation, and Industrial Technology Education) and the department leadership's efforts in promoting ALEC as a unified department. Following is a list of additional efforts being coordinated through the ALEC recruitment committee to grow student numbers.

- Expand SkillsUSA events – opportunity to recruit students for Industrial Technology Education
- FFA Career Development Events (CDE) – better utilize on-campus CDEs for promoting ALEC career opportunities
- Community College relations – Expand community college campus visits
- Urban schools – Target student population for the Nature-base tourism, Parks and Recreation, Agricultural Education-Teaching, and Industrial Technology Education programs
- Department brand – Expand use of the departmental brand and image campaign to all department communications, not just recruiting
- Recruitment brochures – New materials have been developed with a new design, unifying all recruitment materials from ALEC
- Departmental display – Incorporate the department's brand into traveling recruitment display
- Departmental Website – Reorganize the department website to more easily locate program and admission information
- ALEC Newsletter – Promote departmental achievements and programs to key stakeholders via a department newsletter

## Recruitment Success

The following chart indicates undergraduate enrollment in the department's three degree areas: agricultural journalism, agricultural education (teaching, leadership, and industrial technology options), and nature-based tourism and parks and recreation. More in-depth discussion of these trends is provided in the programs' respective sections.



## Questions to Consider

1. Concern exists for how to meet the growing needs of future agricultural education programs and teachers. Many communities (both urban and rural) rely upon alternatively certified teachers. A need exists in Nebraska for non-traditional programs in urban and suburban schools. Increased emphasis is being placed on agricultural literacy and non-traditional classes (companion animals, natural resource conservation. Etc.). All of these place pressures on limited faculty time.

**Question:** What are creative solutions for serving both on-campus students and alternatively certified teachers (who are in the classroom learning on the job) with limited faculty teaching FTE (e.g. how should *Methods of Teaching* be offered? How do the multiple, mandatory on-site visits occur for student teachers and those in an alternative certification program? How should teacher mentoring be delivered? How should programs regarding FFA, Supervised Agricultural Experience, and Skills USA be delivered? Should undergraduate classes be offered on an alternating cycle similar to many lower enrollment graduate courses? What strategies should ALEC faculty employ for establishing agricultural education programs in urban and suburban settings where teachers and non-traditional curricula are needed? How can ALEC faculty and the Nebraska Department of Education partner in addressing these issues?

2. The recent retirement of two leadership faculty (Wheeler 2008 and Barrett 2009) and the latest push

from other units requiring ALEC's leadership courses as a minor (HRTM, PGA Golf Management, Naval ROTC) results in extensive pressure placed upon undergraduate leadership courses beyond what can be currently met. Ongoing conversations are leading to better planning and academic advising among these external units, however, leadership courses continue to be overwhelmed by rising interest in leadership development among all UNL majors.

**Question:** Is it in ALEC's best interest to establish a leadership major? What is the best way to administer the leadership minor (the current system does not allow faculty to track the number of students seeking minors)? Should the minor be capped to certain majors or to a specific number of students? Currently all leadership course sections are capped at small class sizes. How can larger class sections be offered to meet the growing demand for all undergraduate leadership minors without compromising the quality of the curricula?

3. The reorganization of the former Communications and Information Technology (CIT) unit into ALEC brings a host of complex issues. Three of these issues at the forefront include:

- The assimilation of 37 individuals with expertise in service and non-academic program roles in communication into the ALEC Department and especially into the newly designed Agricultural and Life Sciences Communication academic program is a challenge. Professional development, in-service training, and ongoing workshops will be essential for creating a cohesive unit with positive interactions between academic and non-academic roles.
- With this significant reorganization it is not clear how the new staff and programs will integrate with existing programs in teacher education, leadership, HRTM, and journalism. It is uncertain what the overall vision and theme of the reorganized unit should be.
- The increase in agricultural communications faculty from one to four means that increased operating capital is essential in order to run the day-to-day operations of the renamed Agricultural and Life Sciences Communication academic unit. Although planning is ongoing for budgeting, it is critical that this issue is not lost in the overall program details.

**Question:** What opportunities are available through this reorganization regarding students, faculty, on- and off-campus partnerships, grants, and research projects? How should personnel be shifted between offices and the two buildings to leverage the greatest working relationships?

## Section 6:

# Graduate Academic Programs

---

Leadership is the common philosophical thread woven throughout ALEC's academic programs. As such, graduate study in ALEC allows students to apply social science and leadership theories and methods to a particular aspect of leadership studies, agricultural education and extension, or communication. All students complete core courses in leadership theory, educational methods, and planning. In consultation with a major advisor, students select additional and specific course work to build their expertise in an area of their choice.

Approximately 90 percent of ALEC's graduate students are part time, commuter, or distance education students taking one to six hours per semester. The remaining 10 percent of the students are full time, taking nine hours or more per semester. Most ALEC graduate students in the former category hold full-time positions such as community college instructors or college faculty or staff, human resource professionals, extension educators, or agricultural education teachers.

For its diverse student base, the ALEC Graduate Program offers multiple options. Graduate students apply to a Master of Science and doctoral programs at the graduate college level and then are admitted through a faculty review at the department level. These options are described below in more detail. Total enrollments in fall 2009 included 56 Master of Science students, four Master of Agricultural Sciences (leadership studies MS program), and 47 Doctor of Philosophy/Education students.

### Program Options and Requirements

*Master of Science Degree.* ALEC offers a Master of Science degree in Leadership Education. In consultation with an adviser and graduate committee, students admitted to the Master of Science program may choose either a thesis or one of two non-thesis options. Currently, about half of ALEC Master degree students select the thesis option. Research for thesis-option is generally focused in one of the department's three signature areas, leadership, teaching, or communication. Non-thesis Master of science students' final projects tend to be applied toward their workplace settings.

A minimum of 30 credit hours is required for the thesis master's degree, and at least 36 hours are required for the non-thesis master's degree. For the thesis option, a student must earn a minimum of 30 semester hours of credit, consisting of 20-24 semester hours of regular course work, and present a thesis equivalent to 6 semester hours. At least one-half of the required work, including thesis, must be taken as ALEC course work. The remaining work may be in supporting courses or in a minor consisting of at least 9 semester hours. Eight hours of credit, in addition to the thesis, must be earned in courses open exclusively to graduate students (900 or 800 number/level without an undergraduate component, 400 number/level or lower counterpart).

Thesis-option degree candidates must have at least three faculty members on the examination committee. This committee consists of the major professor and at least two persons holding doctoral degrees. An ALEC faculty member must serve as chair or co-chair of the committee.

Certification for a master's degree requires that at least three members of the committee concur that the

student has satisfactorily completed the examination. Inclusion of more than three faculty members on the committee allows for some members to withhold their signatures. ALEC expects each master's thesis to result in at least one publication in a refereed journal or presentation at a recognized professional meeting.

A non-thesis option encourages a wider range of courses than is permissible under the thesis option. Students in this 36 credit hour program take courses representing a major in ALEC of no fewer than 18 hours and a minor of at least nine hours. At least 12 of the 36 hours must be earned in courses open exclusively to graduate students (900 or 800 number/ level course without an undergraduate component, 400 number/level or lower counterpart).

Another non-thesis option available for ALEC students is a course based program with no minor. Under this non-thesis 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 or 800 level course without an undergraduate component, 400 number/level or lower counterpart).

All non-thesis students must complete an end-of-program project. The project may include a portfolio, a research project, a journal article, or other materials specified by the student's committee. This project is presented and discussed as a portion of the final examination.

Master of Science comprehensive exams are taken by all graduates toward the end of their class work and before their theses or final projects. These exams are administered by the student's advisor in conjunction with the student's committee and the ALEC faculty. Final examinations are conducted by the student's advisory committee with the major professor serving as chair. Examinations are open to all faculty, staff and graduate students.

*Doctor of Philosophy/Education.* ALEC currently offers a doctoral degree option. Students apply through UNL's Graduate College who then forwards the transcripts to ALEC. Currently, doctoral students must submit a letter of application, three letters of reference, answers to two open ended questions, and GRE/GMAT/MAT test results. The completed applications are circulated to three members of the Graduate Committee, and if admitted, assigned a temporary advisor. While all students are advised by ALEC faculty, the doctoral degree is conferred by the UNL Graduate College. At least 90 hours are required for the Ph. D. degree and 96 hours are required for the Ed.D. degree. A Master of science degree or professional doctoral degree from any accredited institution may be considered to contribute up to 36 credit hours toward satisfying this requirement at the discretion of the student's graduate committee.

The student's doctoral committee consists of the major professor and at least three persons holding doctoral degrees. There must be at least two ALEC faculty members on the committee, and an ALEC faculty member must serve as chair or co-chair. A doctorate-holding faculty member from another department may serve as co-chair with an ALEC faculty member. At least one graduate faculty member external to ALEC must be included on the committee responsible for supervising the student's doctoral program of studies.

Students must have an approved program of study before 45 hours of course work are completed. The time limit on granting the doctoral degree is eight years from the time of filing the student's program of study in the Office of Graduate Studies. ALEC expects that doctoral students will take six hours of doctoral seminars resulting in refereed publications and professional presentations.

A comprehensive written examination must be passed before being admitted to candidacy and starting work on the dissertation. At the discretion of the supervisory committee the student may also be required to pass an oral comprehensive examination.

The dissertation defense and the final examination, is open to all faculty, staff and graduate students, and is conducted by the student's advisory committee with the major professor serving as chair. ALEC expects each doctoral dissertation to result in at least one publication in a refereed journal.

Students in all graduate level programs in ALEC are given the opportunity to design, implement and/or evaluate educational and training leadership programs. In addition, they study teaching approaches and styles of learning, and they develop communication expertise needed in a wide range of careers. A list of Master of science and doctoral degree graduates from ALEC's program since 2002 is provided in Tables 6.1 and 6.2.

*International Activities in Graduate Education.* ALEC offers graduate courses with an international theme. Specifically offered is ALEC 814 *Classic Figures in Leadership* which includes many international figures and ALEC 910 *Leadership in Cross-cultural Systems*. International components are also infused in ALEC 's distance education, environmental, power and influence, motivation, and diversity course offerings, ALEC faculty regularly travel and present internationally, and publish in international journals. Several faculty have been editors of international publications, reviewers for international conferences, and consultants abroad.

## **ALEC Graduate Course Offerings**

A complete listing of department course descriptions is below:

**800. Overview to Program Planning** (3 cr II) Lec 3. Prereq: ALEC 305 or ALEC/TEAC 805/NUTR 806. *Designed for individuals interested in developing and/or improving program planning skills.* Theoretical and applied considerations for identifying content design, implementation, and evaluation of educational programs that vary in length from several hours to several months.

**801. Theoretical Foundations of Leadership** (3 cr) Lec. Major research thrusts in leadership field. Historical and contemporary research studies, surveying the literature, developing theory, and conceptualizing original research questions and problems.

**802. Developing Leadership Capacity in Organizations and Communities** (3 cr) Prereq: ALEC \*801 or equivalent. Leadership capacity in individuals and organizations. Impact of leadership on organizational outcomes and means for diagnosing leadership developmental needs. Assessing, creating and implementing a comprehensive leadership development program for an organization or community.

**804. Problems of Beginning Agriscience Teachers** (2-5 cr I, II, III) Lec/act. Problems in instructional planning and methodology and in organizing secondary and continuing education, FFA, and agriculture experience programs.

**805. Advanced Teaching Strategies** (NUTR \*806; TEAC \*805) (3 cr) Lec. Contemporary and innovative teaching strategies, emphasizing learner-centered instruction, suitable to teaching in college and postsecondary institutions, outreach programs public schools, and other settings. Students participate in active learning as they apply learning theory in practice, prepare and demonstrate teaching methods, and plan for instruction in discipline areas of their choice.

**806. Introduction to Distance Education** (3 cr I) Lec. Introduction to the field of distance education through readings, discussions, field trips, and research. Basic principles and key concepts of distance education in a variety of educational settings.

**807. Supervisory Leadership** (CYAF \*807) (3 cr) Lec 3. Prereq: ALEC 302 or 801. Knowledge and theoretical basis for practicing supervisors in a changing workplace where supervisors have increasing responsibilities due to the flattening of organizational structures. Solving supervisory challenges in organizing and planning, problem solving and decision making, performance appraisal, and leading a diverse workforce.

**810. Environmental Leadership** (NRES 813) (3 cr I) Lec 3. *Offered on the World Wide Web (WWW) fall semester of odd-numbered calendar years and in the classroom fall semester of even-numbered calendar years.* Major leaders in conservation and ecology who emphasize agricultural and cultural issues and relationships with the environment.

**812. Multimedia Applications for Education and Training** (NUTR \*812) (3 cr) Lec/lab. Practical applications in developing and evaluating multimedia resources for students. New applications, creation and development of various instructional materials, and review of current practice against relevant theory. Projects use current software packages to develop materials for various audiences.

**814. Classic Figures in Leadership** (3 cr) Lec/rct. Requires extensive writing and oral presentations. Leadership theory in an applied context. Leadership analyzed through a variety of genres: autobiography, drama, fiction, tracts and treatises, speeches.

**815. Development and Organization of Vocational Education** (TEAC \*815) (1-3 cr) Lec. For teachers, administrators, and guidance personnel. Vocational and practical education, their place in the community school; planning comprehensive programs in agriculture, business, homemaking, and industrial education.

**816. Management Strategies in Distance Education Environments** (3 cr II, III) Lec. Management strategies for a variety of distance education situations. Planning, organization, motivation, and control provide a framework for analyzing distance education in formal and non-formal, large and small, private and public, and established and emerging organizations.

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

**826. Program Evaluation** (3 cr) Prereq: ALEC \*833 recommended. Builds upon program development in extension programming and provides a basic overview of program evaluation principles and methods. Applies program evaluation principles in extension education.

**845. Research in Leadership Education** (CYAF \*845) (3 cr) Lec. Steps in preparing a research proposal, including statement of the research question, review of relevant literature, and determination of an appropriate research design and methodology. Research methodology, including both quantitative and qualitative procedures.

**866. Leadership and Diversity in Organizations and Communities** (3 cr II) Lec 3. Leadership theories and their applications to human diversity in organizations and communities.

**877. Leadership and Motivation** (3 cr) Lec 3. Classic and contemporary motivation theories applied to leadership in organizations and communities.

**888. Leadership, Power and Influence** (3 cr) Lec 3. Organizational influence processes, power, and politics in organizations and communities.

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

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

**896. Independent Study in Leadership Education** (1-9 cr, max 9). Prereq: Permission. Projects in research, literature review, or extension of course work.

**897. Special Topics** (1-3 cr I, II) Lec. fld. Readings, in-depth discussions and analysis of current theory, issues and problems, research and practice in leadership education and/or communication. Offered to address emerging topics not covered in other courses.

**899. Master's Thesis** (6-10 cr). Prereq: Admission to masters degree program and permission of major adviser.

**901. Leading Change in Rural America and Beyond** (3 cr) Lec, fld. Prereq: ALEC 801, 18 hours graduate credit, or permission. Skills in leading change in the 21st Century in rural communities and organizations. Strategies for planning, organizing, and institutionalizing change. Develop a change plan for a community or organization.

**903. Teacher Education in Agriscience** (1-3 cr) Lec/act. Preparation of agriscience teachers to supervise and mentor student teachers, evaluate/coach performance, and instructional delivery.

**904. Seminar in Leadership Studies** (1 cr, max 4). Ideas, theories, and practices on recent and emerging leadership research themes.

**905. Practicum in Postsecondary Teaching** (TEAC 905) (1-3 cr) Lab. Prereq: ALEC \*805 or permission. Work with a faculty mentor in a discipline of choice and an instructional supervisor to prepare instruction and teach students in a postsecondary setting. Practicum students are assisted in arranging for the practicum and are provided consultation and feedback during the practicum. Lesson planning and reflective papers are part of the practicum experience.

**906. Theoretical Foundations of Distance Education** (3 cr II) Lec. Prereq: ALEC \*806 recommended. Major theoretical concepts and research finding of distance education, as broadly conceived. Emphasis on analyzing and deconstruction of major ideas influencing distance education in formal and non-formal settings.

**908. Organization of the Agricultural Mechanics Program** (2-3 cr) Lec/lab. 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.

**910. Leadership in Cross-cultural Systems** (3 cr I). Prereq: ALEC 801 recommended. Issues of leading people in the global marketplace. Focus on understanding the impact of cultural differences, comparing and contrasting domestic and multinational leadership challenges, and review of current multinational leadership.

**913. Program Development in Occupational Education** (3 cr) Lec. 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.

**914. Leadership and Personality** (2 cr) Lec 2. Personality type and its implications for personal, team, and organizational leadership effectiveness.

**995. Doctoral Seminar in Leadership Studies** (3 cr, max 18). Prereq: Permission. Outcome-based scholarly activities with a faculty mentor. Working on either an individualized or small group basis, students develop, execute, and report one or more projects addressing the interaction between research and practice.

**996. Research Other Than Thesis** (2-6 cr I, II, III). Prereq: Permission. Research in selected problems in leadership education.

**999. Doctoral Dissertation** (1-24 cr, max 55). Prereq: Admission to doctoral degree program and permission of supervisory committee chair.

## **Admission Procedures**

Admission of students to ALEC graduate programs is determined by the departmental graduate committee. Admission decisions are based solely on the applicant's qualifications and are not linked to funding or availability of funding. Applicants who require funding information are referred to available resources within UNL.

## **Master of Science Degree Program**

Applicants for the master of science program must complete the following steps:

1. Apply online at UNL Graduate studies
2. Pay an application fee
3. Submit two official transcripts
4. Submit an official TOEFL iBT score (International applicants only)
5. Submit a letter of application including academic and professional goals
6. Submit a curriculum vitae
7. Submit three letters of references
8. Submit official results of the Graduate Record Examination (GRE), including the writing portion.

Only complete applications are reviewed. Three members of the ALEC Graduate committee independently review the completed application. The applicant is admitted if a majority of the review panel recommends admission.

## **Doctor of Philosophy Degree Program**

Applicants for ALEC's doctoral program must complete the following steps:

1. Apply online at UNL Graduate studies
2. Pay an application fee
3. Submit two official transcripts
4. Submit an official TOEFL iBT score (International applicants only)
5. Submit a letter of application including academic and professional goals
6. Submit a curriculum vitae
7. Submit three letters of references
8. Submit answers to two open-ended questions.
9. Submit official scores of completed Graduate Record Examination (GRE), Miller Analogy Test (MAT), or, in some cases, the Graduate Management Admission Test (GMAT).

Only complete applications are reviewed. Three members of the Graduate Committee independently review the completed application. The applicant is admitted if a majority of the review panel recommends admission. In case of concerns, an application may be brought to the full ALEC Graduate Committee.

## **Master of Science Degree In Leadership Education**

Programs leading to the Master of Science in Leadership Education provide the opportunity for in-depth study in one or more areas: Leadership Development, Teaching and Extension Education, and Distance Education. Students may choose from the following specializations to provide structure and focus to their MS graduate degree programs:

*Leadership Development:* With roots in the traditions of youth and human resource development for agribusiness, ALEC has developed a unique leadership development program available as an area of emphasis in the Master of Science degree. The program immerses individuals, both academically and professionally, in the increasingly complex area of leadership. One of the greatest needs for success in any endeavor is the ability to effectively communicate, influence, and be able to lead in one form or another. Completion of the Leadership Development emphasis creates opportunities for students to gain the academic background and experiences to provide interpersonal and leadership skill development for persons involved in communities, public service organizations, and in business and industry. Students' graduate programs are multidisciplinary and contain opportunities for experiential activities in a variety of leadership and organizational development settings.

Examples of Career Options: Training Specialists; Personnel Managers; Extension Educators; Personnel Recruiters; Commodity, Product, or Field Representatives; Youth Program Administrators; 4-H Youth Development Educators; Training and Development Managers; and Community Facilitators.

Courses required for concentration: Students must select a minimum of nine hours (3 courses) from the following:

ALEC 802 Developing Leadership Capacity in Organizations & Communities  
ALEC 807 Supervisory Leadership

ALEC 810 Environmental Leadership  
ALEC 814 Classic Figures in Leadership  
ALEC 901 Leading Change in Rural America  
ALEC 910 Leadership in Cross-Cultural Systems

*Teaching and Extension:* ALEC's Teaching and Extension Education focus in the Leadership Education Master of Science Program is for learners wanting: (a) practical skills for teaching youth or adults in non-formal educational settings such as cooperative extension and community-based programming, (b) practical skills for teaching youth in formal agricultural secondary and post secondary educational situations, (c) leadership theory applications in the workplace or community, and (d) certificates for teaching agricultural high school classes. Learners range from the degree-seeking individual to the casual learner searching for self-fulfillment.

Courses Required for Specialization: Students must select a minimum of nine hours (3 courses) from the following:

ALEC 800 Program Planning  
ALEC 826 Program Evaluation in Adult Education and Training  
ALEC 812 Multimedia Applications for Education and Training  
ALEC 905 Practicum in Postsecondary Teaching  
ALEC 896 Independent Study

*Distance Education:* With the advent of on-line learning and video conferencing, distance education enrollments have skyrocketed. The specialization in Distance Education is designed for individuals in formal or non-formal settings, in business, training, or education, in post-secondary institutions as well as pre-K-12 settings. Students study distance education in its video and digital formats, focusing on the ever-changing state of technology, the growing research base, the developing and competing philosophies, and the individual and systems management of distance education. ALEC graduates seek professional careers in public and private sectors, sometimes using the specialization to support another content area, teaching via distance education situations or evaluating distance education processes. Some may act as consultants and trainers in business and government, while others may use the M.S. distance education specialization as a foundation for doctoral work in education or administrative disciplines.

Courses Required for Specialization: Students must select a minimum of nine hours (3 courses) from the following:

ALEC 806 Introduction to Distance Education  
ALEC 812 Multimedia Applications for Education and Training  
ALEC 816 Management Strategies in Distance Education  
ALEC 896 Independent Study in Leadership Education  
(Internships or Practicum)  
ALEC 906 Theoretical Foundations of Distance Education

### **Doctor of Philosophy in Leadership Studies**

Graduate work leading to a Ph. D. or Ed. D. in Human Sciences with a specialization in Leadership Studies may be earned in this interdisciplinary program. The specialization is sponsored by ALEC. The faculty encourage students to take classes from several departments campus-wide. Leadership Studies is a specialization within the Human Sciences Doctoral program. This program is one of the few doctoral-

level leadership programs in the country.

A Doctoral Specialization in Leadership Studies benefits current and future leaders in communities, government agencies, and private sector organizations. It is ideal for preparing individuals for leadership consulting, organizational change, training and organizational development, multimedia and distance education, personnel and human resource management, leadership faculty positions, entrepreneurship, and community facilitation.

*Courses in the ALEC Doctoral Leadership Studies Program.* Students have considerable flexibility when they develop their programs of study with their doctoral advisory committee to fit their learning needs. Once admitted to graduate study, students consult with their advisors to prepare a formal program of study. Specific courses focus on a common body of knowledge that includes instruction, curriculum, learning, professional education, and uses of technology. Students may select courses from several departments across the UNL campus, including ALEC; Communication Studies; Community and Regional Planning; Educational Administration; and Management.

## **ALEC Graduate Committee**

The Graduate Committee is composed of five faculty members, with the department head serving as an ex-officio member. The committee meets monthly or more, depending on the workload, to evaluate and discuss graduate issues and to make curricular and other program recommendations for consideration of the full ALEC faculty.

## **Recruitment**

Over the past five years, the Graduate Committee has worked with UNL's Graduate College to emphasize graduate recruiting. ALEC has allocated funds, and secured monies from the UNL Graduate College to produce recruitment materials, in particular establishing a strong web presence. ALEC faculty participate in on-campus and off-campus recruitment activities, such a sharing information and recruiting students at various professional meetings. A challenge associated with increasing recruitment efforts is identifying additional departmental advisors for graduate students. ALEC graduate student numbers are at an all-time high and faculty are limited.

## **Funding and Assistantships**

Funding and assistantships for ALEC graduate students comes primarily from non-departmental funds. Four Ph. D. level students are funded through CASNR to teach sections of ALEC 102. One student is funded to teach ALEC 305. Two Master of Science graduate students are provided a quarter time assistantship each, with another quarter time assistantship provided in teaching. Admitted students with an extension education specialization are provided with information from UNL Extension regarding extension assistant positions in the state, and with assistantship information in 4-H.

Identifying additional graduate student funding sources is essential to ALEC's goal of recruiting high-caliber graduate students, especially minority students and student from outside Nebraska. Needed is a source of flexible funds that can be used selectively to recruit top-performing students to ALEC's programs. This is an important need for recruiting Master of science degree students, as the majority of college- and university-level fellowships and funding sources (although extremely limited) are designated

for doctoral students. Flexible funds are an equally important concern for recruiting doctoral students as ALEC now competes with other universities and departments for the best of the best PhD applicants.

Assistantship expectations are that students who hold a graduate staff appointment must be enrolled as a full time graduate student in a degree program and be registered for at least nine credit hours of graduate course work or research during each semester.

## **Current Initiatives**

In the past several years, ALEC's Graduate Committee has been concerned with managing increasing enrollments, advising loads, and course staffing. Recently, the committee amended the Master of science admission procedures to enable the admission process to become more selective (by requiring the GRE and examining the writing portion). With two recent leadership faculty retirements, ALEC employs adjunct faculty to help teach and work in undergraduate classes so faculty can, not only support strong undergraduate teaching but, continue to exert strong graduate programming as well.

During that time, graduate faculty revamped the graduate curriculum with over ten new permanent course offerings. Enrollments in these courses has consistently approached or exceeded capacity. The Master of science program grew from just over 20 Master of Science students in 1998 to over 140 Master of science and Ph. D. graduate students in spring semester 2009. With an overwhelming number of students, many were not being served adequately or were frustrated with the lack of advising. As a result, the graduate committee voted to suspend admission of new students until many students within the program graduated. In addition, work has been ongoing to manage the flow of applications and to amend the methods previously used to admit students into the graduate program.

## **Graduates**

Graduate students have won numerous teaching and research awards in collaboration with faculty supervisors and advisors. Additionally, several graduate students have attended and peer-reviewed for regional and national academic conferences. Some have peer-reviewed for academic journals. As part of their degree requirements, all graduate students must pursue and submit a research publication during their programs.

Upon graduation ALEC students have consistently had multiple job offers to select from (ranging from tenure-track faculty positions, consulting opportunities, cooperative extension appointments, industry, etc.) – which is a testament to both the quality of the program and the quality of students that it attracts.

Following is a list of graduates of the Master of Science and Doctor of Philosophy in ALEC graduate programs since 2003. The following tables provide the student's name, the year of graduation and employment status upon graduation. A complete list of graduate courses and the semesters they are scheduled to be taught is listed in Table 6.3.

**Table 6.1** ALEC Master of Science Degree Graduates Since 2003

<b>Master of Science</b>		
<b>Student Name</b>	<b>Date</b>	<b>Placement</b>
Jessykah Amber Barron	August 2009	University Health Center
Michael Leonardo Boswell	August 2009	U.S. Military Air Force Major
Glenda Kaye Clare	August 2009	Drama Coach/English Teacher, Raymond Central High School, Raymond, NE
Kaylea Ann Dunn	August 2009	Human Resources Coordinator, Olson Associates, Lincoln, NE
Kathleen Marie Joynt	August 2009	Director of Nutrition Services, Good Samaritan Society, Hastings, NE
Katherine Marie Kreikemeier	August 2009	Asst. Director Career & Counsel. Nebraska Wesleyan University, Lincoln, NE
Stacy Christine Leners	August 2009	Consulting
Ralph Franck Loubeau	August 2009	Entertainment, Self-Employed
Kayla Ann Churchill	May 2009	CARI
Tara Lyn Lea	May 2009	Educational Specialist PGA, UNL, Lincoln, NE
Ryan Jeffrey Pietig	May 2009	Athletic Trainer, UNL Basketball, Lincoln, NE
Alyssa Jane Smola	May 2009	N.R.D.
Angela Christine Swartzendruber	May 2009	Nutritionist
Kathleen Carol Wingard	May 2009	Yoga Teacher
Bradford D. Allen	December 2008	
Clarence M. Fear	December 2008	Extension Education, N.D.
Jennifer Elizabeth Hansen	December 2008	Extension Assistant, Cuming County Extension Office, West Point, NE
Katherine Marie Carroll	August 2008	Moving to Colorado
Trina T. Creighton	August 2008	Associate Professor College of Journalism
Seth Brian Heinert	August 2008	Ag Education instructor, North Bend, NE
Rhonda Kay Herrick	August 2008	Extension Education Holdrege, Nebraska
Heidi Marie Johnson	August 2008	
Charlotte M. Narjes	August 2008	AgEcon Rural Development
Karla Lea Freese (Baumert)	May 2008	Marketing Director, Resort Lifestyle Communities
Katelyn Anne Larson	May 2008	Extension Education
Margaret Louise Miller	May 2008	Extension, UNL
Shane A. Potter	May 2008	Extension Education, UNL
Kurt James Elder	December 2007	
Megan Michelle Stevens	December 2007	Kenexa
Crystal Dawn Adams	August 2007	Instructor, Nebraska Technical College of Agriculture, Curtis, NE
Kristi Ann Cranwell	August 2007	College in New York teaching
Krystle Anne Friesen	August 2007	Head of Business Instruction, NCTA
Bennett James Funke	August 2007	Account Rep., DonJoy Orthopedics, Iowa
Lindsay Jo Hastings	August 2007	NHRI, ALEC
Rebecca Grace Lawver	August 2007	University of Missouri, Ag Education

Megan Mae Peterson	August 2007	Extension Educator, South Dakota St. University
Katherine L. Potthoff	August 2007	Extension Ed.-UNL 1 <sup>st</sup> floor state 4H
Justin Mark Smith	August 2007	Graduate Assistant, ALEC, UNL
Kristin Lynn Warner	August 2007	
Kevin James Lindsay	May 2007	Professor Military Sciences UNL
Joseph Scott Moore	May 2007	U.S. Olympic Training
Soraya Rodrigues Souza	May 2007	HR Manager, National Oilwell, Rio de Janero, Brasil
Joana Sabrina Pereira	May 2007	ALEC Doctoral Program-UNL, Graduate Assistant
Tammy Wynnette Stuhr	May 2007	Extension Education Seward County, NE
Carmen Reneé Zafft	May 2007	Woodman Insurance – training and development
Becky Appel Deitenbeck	December 2006	Owner of B&E Processing, Omaha, NE
Gregory Tim Gifford	December 2006	ALEC Doctorial Program-UNL
Bradley Allen Mills	December 2006	Video Producer, UNL CIT
Lisa Marie Heinert	August 2006	Christian Education, Lincoln,NE
Kristen Cooper Huckins	August 2006	Extension Education, Arkansas
Kathryn Ann Marsh	August 2006	Extension Educator University of Arkansas
Kathleen Marie Pittack	August 2006	
Marty Regan Tatman	August 2006	National FFA Educator Specialist
Robert Lee Eirich	May 2006	
Valentin Ekiaka Nzai	May 2006	Professor, Mexico
Jan R. Hygnstrom	May 2006	UNL Extension
Dayna Finch Weltmer	May 2006	Division 1 Women’s Basketball, Creighton
Simone Saide Nascif Abdelnoor	December 2005	
Douglas Charles Elam	December 2005	Distance Learning Manager, Kirkwood Community College-Iowa
Nathan Dale Haman	December 2005	Ag Education instructor, Mullen, NE
Robyn Renee Sites	December 2005	Consultant National FFA Organization Indianapolis, IN
Amber S. Hunter	August 2005	UNL Admissions
Craig Stephen Lennon	August 2005	UNL Res Life
Brandy Sue VanDeWalle	August 2005	Extension Educator Fillmore County
Jill Nicole Casten	May 2005	Virginia Tech
Angie Anne Davenport	May 2005	Lincoln Plating – Training and Development
Chun Shen Lim	May 2005	
Austin Jamar Banks	August 2004	Director of Student Involvement, Appalachian St. University
Glyn Harrell Evans	August 2004	Dallas, TX Airport AHIS Inspector
Robert Cipriano Gómez	August 2004	
Kimberly Kathleen Davis	May 2004	Iowa St. U. Comm Department.
Karen Michelle Kniep	May 2004	Grant Writer-Columbia Basin College-Pasco, WA
Kelly Ann Krambeck	May 2004	Extension Educator-Nebraska Cooperating Extension-UNL
Mary Joan Kunzman	May 2004	UNL, Staff Member

Margaret Louise Sage Mach	May 2004	Extension Educator-Buffalo County Extension-UNL
Shannon Michelle Barratt	December 2003	Environmental Quality-UNL
Amy Elise Boren	December 2003	UNL, IABR; Costa Rica
Maria Beatriz Carrasco	December 2003	Omaha Steaks Training and Development
Shareen Cundall	December 2003	Financial Aid Office-UNO
William Manzi Freitas	December 2003	
Rebecca Lynn Harms	December 2003	Consultant-Nebraska Department of Working Development
Harriet Emily Hayden	December 2003	
Tad Michael Hunt	December 2003	St. Elizabeth-Lincoln, NE
Hui-Wan The	December 2003	University of Singapore
Nichole Kay Burnett	May 2003	
Deborah Michelle Johnson	May 2003	Event Planner-Updowntowners, Inc.-Lincoln, NE
Jamie L. Fassett	August 2003	
Hilary Kay Maricle	August 2003	NE Community College-Norfolk, NE

**Table 6.2** ALEC Doctor of Philosophy Degree Graduates Since 2003

<b>Doctor of Philosophy</b>		
<b>Student Name</b>	<b>Date</b>	<b>Placement</b>
Kem M. Gambrell	August 2009	Adjunct Teaching-UNL, SCC
Gregory T. Gifford	August 2009	University of Florida-Professor
Donnette Jone Noble	May 2009	Asst. Professor, Roosevelt University; Chicago, IL
Cindy Joanne Harvel	December 2008	Assistant Professor, Mt. Vernon Nazarene University, Ohio
Kristyn Marie Harms	August 2008	Ag Educator, Norris High School
Michael Joseph Huckabee	May 2008	Director ,Physicians Assistant Program at Union College
Sara Jo Daubert	December 2007	Director of Business Leadership Workshop, Cal Poly, Ortalea College
Anita Marie Hall	December 2007	UNL Extension
Marilyn Joyce Burgenhagen	December 2006	Professor, Marian University
Amy Elise Boren	August 2006	Assistant Professor of Practice, IANR-Costa Rica
Jennifer Ann Moss	August 2006	Bellevue University, Omaha, NE
Lynn Michelle Ostrem	May 2006	Director of Nutritional Services, Madonna
Sandra Kae Sattler Weber	May 2006	Adjunct Teaching-UNL
Terrance Randall Waugh	May 2006	Professor, Sam Houston University, Texas
Kelli Kapustka Smith	December 2005	Career Services, UNL
Lilian del Carmen Gomez Alvarez	August 2005	Professor, Universidad de Concepcion, Chile
Kay Lynn Kalkowski	August 2005	
Gina S. Matkin	August 2005	Professor, UNL
Connie Irene Reimers-Hild	August 2005	UNL Extension
Susan Neill Williams	August 2005	UNL Extension
Andrea Jo Gage	May 2005	
Mark Eugene Burbach	May 2004	Professor, UNL
Denise Adele Trudeau	May 2004	Professor, VA Tech.
Deanna S. Acklie	August 2003	
Walter Duane Carpenter	August 2003	
Brent J. Goertzen	August 2003	Professor, Fort Hayes State University, KS

**Table 6.3 ALEC Graduate Course Rotation Cycle 2010-2012**

ALEC Schedule of Graduate Classes	2010			2011			2012		
	Sp	Sum	Fall	Sp	Sum	Fall	Sp	Sum	Fall
800-Program Planning			D			D			D
801-Theoretical Foundations of Leadership			F/D			F/D			F/D
802-Developing Leadership Capacity in Organizations & Communities									
804-Problems of Beginning Agriscience Teachers			D			D			D
805-Advanced Teaching Strategies			F/D			F/D			F/D
806-Introduction to Distance Education			D			D			D
807-Supervisory Leadership	D		F	D		F	D		F
810-Environmental Leadership			F			D			F
812-Multimedia Applications for Education & Training	F			F			F		
814-Classic Figures in Leadership	F			F			F		
815-Development & Organization of Vocational Education									
816-Management Strategies in Distance Education Environments			D			D			D
820-Improve of Instructional Programs for Post-High School Occupational Ed.									
826-Program Evaluation	D						P/F		
833-Planning & Imple of Extension Programs for Domestic & Foreign									
845-Research in Leadership Education			F			F			F
866-Leadership and Diversity in Organizations and Communities	F			F			F		
877-Leadership and Motivation			F/D			F/D			F/D
888-Leadership, Power and Influence	F			F			F		
890-Workshop Seminars	F/D	F/D	F/D	F/D	F/D	F/D	F/D	F/D	F/D
893-Technical Agricultural Workshops		F	F		F	F		F	F

896-Independent Study in Leadership Education	F/D								
899-Master's Thesis	F/D								
901-Leading Change in Rural America & Beyond	F			F			F		
903-Teacher Education in Agriscience		F			F			F	
904-Seminar in Leadership Studies	F		F	F		F	F		F
905-Practicum in Postsecondary Teaching	F		F	F		F	F		F
906-Theoretical Foundations of Distance Education	D			D			D		
908-Organization of the Agricultural Mechanics Program	F/D								
910-Leadership in Cross-Cultural Systems		F			F			F	
913-Program Development in Occupational Education	F/D								
995-Doctoral Seminar in Leadership Studies	F/D								
996-Research Other Than Thesis	F/D								
999-Doctoral Dissertation	F/D								

F/D-Face-to-Face section and distance session delivered synchronously. F-Face-to-Face D-Distance P-Polycom

### Questions to Consider

1. With recent retirements of two full time leadership faculty, the leadership studies graduate program is left with two full time faculty within the leadership domain, and a third faculty member with a research focus in distance delivery. During spring semester 2009 students within the graduate program exceeded 140 students. By closing admission to the program, the number of students one year later includes 56 Master of Science degree students and 47 Ph. D. students.

**Question:** What is the optimum size of ALEC's graduate program in leadership studies? What is an ideal advising load, per faculty member, for Master of Science and Ph. D. students? What balance should exist between full-time, on campus graduate students and fully employed practitioners since both student groups have diverse needs, timelines and objectives? What should be the part of non-leadership faculty in the leadership studies graduate program regarding student committees?

2. Leadership is a very popular field of study. There are several colleges and departments at UNL, along with other organizations outside of the university system that continue to look to ALEC to provide leadership expertise for undergraduate and graduate programs.

**Question:** What partnerships could be (should be) forged with campus units or other organizations that can utilize their strengths and expertise in areas of leadership? What percentage of ALEC graduate coursework should be taught by full time faculty, and what percentage should be taught by adjuncts or temporary hires?

3. There are currently three ALEC faculty members with an area of research expertise in agricultural education. Within the next year, there will be three ALEC faculty members with an area of research expertise in agricultural communication along with several other faculty members in CoJMC and the College of Fine and Performing Arts with research expertise in communication.

**Question:** Should ALEC explore creating graduate programs with an emphasis in agricultural education and/or agricultural communications? Would seeking approval from the Graduate School for a Master of Science and Ph. D. program in these areas add to, or dilute, the faculty efforts in these academic programs?

# Section 7:

## Research and Scholarly Activity

---

### Introduction

Research conducted by ALEC faculty supports the overarching theme of leadership and the development of agricultural leaders, educators, journalists and other professionals through teaching, research and extension/education. ALEC faculty administer research programs and publish and present results to communicate with students, Nebraska stakeholders and clientele, and national and international audiences. Much of this work is multi-disciplinary and cuts across the range of social sciences and food systems specialty areas represented in ALEC, CASNR, UNL Extension, ARD, IANR and UNL.

ALEC research efforts support the intent of the IANR Strategic Plan (2008-16) specifically addressing areas found in Priority #2 *Sustainable food, fiber and natural resource systems that support a bio-based economy*; Priority #3 *Economics and environments for a sustained future*; and Priority #4 *Human capital development of children, youth and families*. Two strengths of the ALEC department are in the delivery of knowledge to Nebraska citizens through an innovative range of educational methods and programs, and the publishing and presentation of research findings in peer reviewed, national publications and conferences. The primary goal of this work is to effectively create relevant knowledge in the domains of teaching and learning, leadership education, communication, and tourism, and to disseminate that knowledge to our stakeholders and interested audiences.

Over the years the number of ALEC faculty members with a formal research appointment have varied. However, it is fully expected that all ALEC faculty develop and carry out active research programs in their respective areas of expertise. ALEC has not been a productive unit for generating extramural funding in CASNR, ARD, or IANR.

The Table 7.1 highlights the current formal ARD faculty research appointments and Hatch funded projects.

### ARD Appointed Faculty

Faculty Member	FTE	Title	Dates	Status
John E. Barbuto, Jr. Associate Professor	0.50	Predictors Of Leader And Follower Behaviors And The Impact Of Leadership Development Interventions And Programs NEB 24-034	06/01/2004 to 05/31/2009	Under Revision
Gina Matkin Assistant Professor	0.25	Leaders' Levels Of Intercultural Sensitivity As A Predictor Of Positive Outcomes In Building And Enhancing Diverse Communities And Organizations In Nebraska And Beyond NEB 24-037	04/01/2009 to 03/31/2014	New

ALEC faculty areas of research expertise are listed in Table 7.2.

<b>Table 7.2 ALEC Faculty Areas of Research Expertise</b>		
Faculty Name	Research Expertise	
Balschweid, M.	Teacher Development & Methodology Curriculum Development	International Program Development
Barbuto, J. E.	Leadership, Servant Leadership Antecedents of Leadership Leadership Development Emotional Intelligence Work Motivation Pedagogical Methods Power and Influence	Organizational Stigma Global Mindset Transformational Leadership Academic Advising Pedagogical Methods Positive Organizational Behaviors
Bell, L.	Teaching methodology Program planning	Distance Learning Curriculum Development
Ellis, J.	Communications planning Message development	Communications training Risk communications
Husmann, D.	Pedagogy of Teaching and Learning Learning Theories and Learning Styles	Laboratory Mgmt and Instruction Distance Learning/Distance Education
King, J.	Distance/Online/Blended Education Case Study Methodology Instructional Technology	Instructional Design Communication Message Design
Kraft, T.	Curriculum Development, Industrial Technology Education	Energy, Power and Transportation Technologies
Matkin, G.	Leadership development Development and delivery of training	Cultural sensitivity/competence assessment and training Assessing, supporting and evaluating behavior change
Pennisi, L.	Program Evaluation (Formative and Summative) Social Science Research Methods and Analysis (including survey research and qualitative research)	Ecotourism Agritourism Human Dimensions of Conservation Psychology
Phipps, K.	Leadership Development Conflict Management/Negotiation Training	Large Group Facilitation

## **Collaborative Efforts Within IANR**

ALEC represents one of two social science research units within IANR. With increased emphasis on formal extension and educational programming from grant funding agencies such as USDA, more opportunities exist for faculty within ALEC to contribute to IANR's overall grant portfolio. Faculty are encouraged to leverage their research expertise in education and extension efforts complimentary to other faculty and departments within IANR. Examples of recent grant activities where ALEC faculty have contributed to funded projects within IANR include:

*Ellis, J.*

Food Safety Assistance for Small Meat and Poultry Processors through Development and Implementation of "Industry Best Practices." *Grant Period:* 10/01/2009 - 09/30/2012. *Grant Type:* Research/Creative Activity, Extension, Outreach. *Total Amount:* \$599,992 *Granting Agency Name:* USDA CSREES

*Scope: National. Role: Principal Investigator. Percentage of Award: 10%. IANR/CEHS/CFPA Associated Faculty, Role, Percentage of Award: Dennis Burson, Dept. of Animal Sciences - 10% Harshavardhan Thippareddi, Dept. of Food Science and Technology - 80%.*

*Matkin, G.*

Ensuring Student Success: Increasing Faculty Capacity to Teach Team Building and Critical Thinking Skills. *Grant Period: 09/01/2007 - 08/31/2010. Grant Type: Teaching, Research/Creative Activity. Total Amount: \$149,333 Granting Agency Name: USDA-CSREES-HEC. Role: Co-Principal Investigator. Percentage of Award: 40%. Faculty Partners-Non-IANR/CEHS: Michael Lechner-Northeast Community College. IANR/CEHS/CFPA Associated Faculty, Role, Percentage of Award: Mark Burbach, School of Natural Resources - 60%*

Development of an Urban Food Leadership Coop in Support of a Local Food System. *Grant Period: 08/19/2009 - 08/14/2010. Grant Type: Research/Creative Activity. Total Amount: \$9,946. Granting Agency Name: EPA. Scope: Local. Role: Co-Principal Investigator. Percentage of Award: 25%. IANR/CEHS/CFPA Associated Faculty, Role, Percentage of Award: Mark Burbach, School of Natural Resources - 25% Charles Francis, Dept. of Agronomy & Horticulture - 50%.*

## Scholarly Outputs

Table 7.3 summarizes ALEC’s six year record of research and scholarly output. Individual faculty records in research and scholarship are included at the end of this section.

Type of Activity	2004	2005	2006	2007	2008	2009	Total
Refereed Journal Articles	23	20	19	10	31	31	134
Non-Refereed Articles	0	0	3	1	1	1	6
Proceedings & Refereed Presentations	8	18	15	22	16	31	110
Book Chapters	1	1	1	0	0	0	3
Other Scholarly Activities	4	7	1	3	3	6	24
Technical Research Reports	0	0	0	0	1	0	1
Grants	15	26	17	24	22	19	123
MS Theses	--	8	13	14	16	15	66
PhD Dissertations	--	4	9	3	3	2	21

Source: Faculty Vita

## Questions to Consider

1. There is currently no departmental-wide research agenda within ALEC. The need exists to coalesce faculty research expertise into common themes, or signature areas, to maximize faculty FTE devoted to formal research appointments and to establish a national reputation to attract faculty and graduate students.

**Question:** What are the pros and cons of having signature research areas and what are proven methods

for identifying signature research areas across departmental faculty? How many signature areas are feasible in a department with a faculty the size of ALEC? Should signature areas be built around each specific academic program or should they cut across program areas?

2. All faculty within IANR, regardless of their formal appointments, are expected to be actively engaged in the creation and dissemination of new knowledge. Faculty are aware of this expectation and agree with the concept. With formal research appointments expectations for publishing are realized. However, with teaching or extension appointments this is not so easy. It is understood that ongoing research projects are vital for insuring teaching and other educational/extension programming is current with the literature in the field, however the time to be involved in active research programs prevents many from staying current in their respective fields.

**Question:** What is a reasonable level of research productivity for faculty within a department such as ALEC? What should expectations be for faculty with a 0.25 or 0.50 research appointment? What should expectations be for faculty with no formal research appointment?

Amount of externally funded research in ALEC is very low. For the past two years (2008, 2009) there were no grant dollars attributed to UNL or ARD for research grants coming from federal sources authored by ALEC faculty. All grants and contracts were either internal to UNL or were small subcontracts from other department grants. Continuing and expanding ALEC's programs in the future will depend upon faculty success in securing external resources.

**Question:** What mechanisms (e.g. incentives, reward structure, etc.) can be employed to enhance the departmental grant writing capacity in ALEC? What methods should the department undertake in order to create an environment where grant writing is expected, rewarded and celebrated?

## Record of Research and Scholarly Activity of the ALEC Faculty, 2003-2009

### Current Faculty

#### Mark A. Balschweid

##### *Refereed Journal Articles*

- Rappaport, N., Kinsler, A., Brady, C. & Balschweid, M. A. (Under Review). Indiana 4-H Horse and Pony Leaders: Perceptions of Importance and Involvement in Essential Project Skills. *Journal of Extension*.
- Hains, B. J. & Balschweid, M. A. (Under Review). The Theory of Downshifting: A Researcher's Exploration into the Bio-behavioral and Emotional Processes of Student Learning. *International Journal of Qualitative Studies in Education*.
- French, D. & Balschweid, M. A. (In Press). Scientific Inquiry in Agricultural Education Teacher Preparation. *Journal of Agricultural Education*.
- French, D. & Balschweid, M. A. (In Press). Scientific Inquiry in Agricultural Education Teacher Preparation: A Look at Teacher Educators' Perceptions. *Journal of Agricultural Education*.
- Adedokun, O. A. & Balschweid, M. A. (Under Review). Does It Take A Village To Raise The Educational Outcomes Of Adolescents? An Examination of the Effects Of Community Interactive Processes On Rural Adolescents' Educational Achievement and Aspirations. *Rural Sociology*.
- Huerta, A. I & Balschweid, M. A. (Under Review). Student Perceptions of a College Preparatory Science Curriculum Taught Through Agricultural Education. *Journal of Agricultural Education*.
- Adedokun, O. A. & Balschweid, M. A. (Under Review). A Path-analysis of the Effects of Structural and Interactive Family Social Capital on Rural Adolescents' Educational Achievement and Aspirations: Does Gender Matter? *Journal of Research in Rural Education*.
- Adedokun, O. A. & Balschweid, M. A. (Under Review). Rural Eleventh Grade Agricultural Science Students Choosing Agricultural Careers Versus Those Choosing Non-agricultural Careers: Are They Different? *Journal of Agricultural Education*.
- Huerta, A. I. & Balschweid, M. A. (Under Review). Combining Career and Technical Education and College Preparation: A Clash of Two Worlds? Student Perceptions of One Approach. *Journal of Agricultural Education*.
- Ortega, R. R., Tormoehlen, R. L., Field, W. E., Balschweid, M. A. & Machtmes, K. L. (In Press). Analysis and Evaluation of the Effectiveness of a Computer Assisted Instructional/Multimedia Safety Curriculum for Production Agriculture. *Journal of Agricultural Safety and Health*.
- Adedokun, O. A. & Balschweid, M. A. (2009). Are Rural 4-H-ers More Connected to Their Communities Than Their Non-4-H Counterparts? *Journal of Extension* 47(1), Article No. 1FEA6.
- Adedokun, O. A. & Balschweid, M. A. (2008). Community Interactive Processes and Rural Adolescents' Educational Achievement: Investigating the Mediating Effects of Delinquency and Self-Esteem. *The Journal of Youth Development* (3)2, Article No. 080302FA005.
- Adedokun, O., & Balschweid, M. (2008). The mediating effects of self-esteem and delinquency on the relationship between family social capital and adolescents' educational achievement. *Educate~* [Online] 8:1. (pp. 2-14)

Available:<http://educatejournal.org/index.php?journal=educate&page=article&op=view&path%5B%5D=153&path%5B%5D=158>

- Adedokun, O. A. & Balschweid, M. A. (2008). Investigating Community Factors as Predictors of Rural Eleventh Grade Agricultural Science Students' Choice of Careers in Agriculture. *Journal of Agricultural Education* 49 (4), p. 1-10.
- Adedokun, A. O. & Balschweid, M. A. (2008). Community Social Interactive Processes and Rural Adolescents' Educational Outcomes: What We Know and What We Need to Know, *Online Journal of Rural Research & Policy* (2008.2).
- Balschweid, M. A. & Huerta, A. (2008). Teaching Advanced Life Sciences in an Animal Context: Agricultural Science Teacher Voices. *Journal of Agricultural Education* 49(1), 17-27.
- Rusk, C. P., Blomeke, C., Balschweid, M. A., Elliot, S. J. & Baker, D. (2006). An Evaluation of Retinal Imaging Technology for 4-H Beef and Sheep Identification. *Journal of Extension* 43(4), Article No. 5FEA7.
- Rusk, C. P., Brubaker, K. M., Balschweid, M. A. & Pajor, E. A. (2006). Evaluation of a Livestock Ethics Curriculum for High School Youth. *Journal of Agricultural Education* 47 (3), 107-118.
- Talbert, B. A. & Balschweid, M. A. (2006). Career Aspirations of Selected FFA Members. *Journal of Agricultural Education* 47 (2), 67-80.
- Wilson, E. B., Camp, W. G. & Balschweid, M. A. (2006). Identifying Content for an Open Courseware Pre-Service Agricultural Education Program Planning Course. *Journal of Agricultural Education* 47 (1), 64-77.
- Balschweid, M. A. (2006). Designing Vocational Education for a Changing World: Teaching Academic Standards Within a Vocational Context. *International Journal of Learning* 12 (1), 24-33.
- Rusk, C. P., Brubaker, K. M., Balschweid, M. A. & Pajor, E. A. (2006). Capitalizing on the Human-Animal Bond to Teach Ethics to Youth. *Doing the Right Thing: Ethical Development Across Diverse Environments*. Wiley Periodicals, Inc.
- Selby, K. A., Peters, J. L., Sammons, D. J., Branson, F. F. & Balschweid, M. A. (2005). Preparing Extension Educators for a Global Community. *Journal of Extension* 43 (4), Article No. 4RIB1
- Talbert, B. A. & Balschweid, M. A. (2004). Engaging Students in the Agricultural Education Model: Factors Affecting Student Participation in the National FFA Organization. *The Journal of Agricultural Education* 45 (1), 29-41.
- Hammond, P., Balschweid, M. A., Karcher, S. & Ohm, H. (2004). Involving Undergraduates in Research and Publishing: A Holistic Approach. *NACTA Journal*, 47(4), 2-6.
- Allen, A. J., Balschweid, M. A., Hammond, P., Henderson, B. Johnson, P. A., Kite, A. & Martin, S. (2004). Buried Alive! An Investigation of Plant Dormancy. *Science Activities*, 40(4), 3-10.
- Ortega, R. R., Tormoehlen, R. L., Field, W. E., Balschweid, M. A. & Machtmes, K. L. (2003). Determining Critical Subject Matter Content for a Safety Certification Program for Youth Employed in Agricultural Production. *The Journal of Agricultural Education*, 44(4), 67-79.
- Rusk, C. P., Summerlot, J. M., Machtmes, K., Talbert, A. T. & Balschweid, M. A. (2003). The Impact of Raising and Exhibiting 4-H Projects on the Development of Life and Project Skills. *The Journal of Agricultural Education*, 44(3), 1-11.

### *Proceedings and Refereed Presentations*

- Talbert, B. A., Balschweid, M. A. & Gottschalk, D. L. (2009, September). Jamaica: Dawn of a New Beginning. Innovative Poster Presentation at the North Central Agricultural Education Research Conference, Lincoln, NE.
- Schut, J., Balschweid, M. A. & Rivera, J. (2009, September). Comparing AgriScience Education Student Achievement in Science to the General Student Population in a Midwestern State. North Central Agricultural Education Research Conference, Lincoln, NE.
- Snaza, J., Talbert, B. A., Ayres, J. S., Balschweid, M. A. & Tharp, S. (2009, May). Motivations and Reasons for Participation: Professional Development Study-Tour to Mexico. Association for International Agricultural and Extension Education Research Conference, San Juan, Puerto Rico.
- Schut, J. H., Balschweid, M. A., Rivera, J. (Under Review). Comparing Agriscience Education Student Achievement in Science to the General Student Population in a Midwestern State. National Agricultural Education Research Conference, 2009.
- Adedokun, O. A. & Balschweid, M. A. (2008, July). Investigating the Influence of Membership in the National FFA Organization on Rural Adolescents' Sense of Community. Paper presented at the 71<sup>st</sup> Annual Meeting of the Rural Sociological Society, Manchester NH.
- Hains, B. J. & Balschweid, M. A. (2008, May). *Downshifting: A Bioevolutionary Process in Agricultural Education*. The 2008 National Agricultural Education Research Conference, Reno, NV.
- Hains, B. J. & Balschweid, M. A. (2007, June). Perceived Threat within the Secondary Agricultural Classroom and its Effect on Higher Cognition. The 53<sup>rd</sup> Annual Meeting of the North American Colleges and Teachers of Agriculture (NACTA).
- Huerta, A. I., Tormoehlen, R. L. & Balschweid, M. A. (2007, May). Leadership, Entrepreneurship, and Vision: The Case of the Women's Association of Farmers in Stragari, Central Serbia. The 23<sup>rd</sup> Annual Association for International Agricultural and Extension Education Conference, Polson, MT.
- Huerta, A. I., Balschweid, M. A. & Tucker, M. (2007, August). The Dual Role of Women Farmers In Central Serbia: Help or Hindrance? The 2007 Rural Sociological Society Annual Meeting, Santa Clara, CA.
- Adedokun, O. A., Osotimehin, K.O. & Balschweid, M.A. (2006, May). An Exploratory Study on the Extension Education Roles of the National Cashew Association of Nigeria (NCAN). Poster accepted for presentation at the 22<sup>nd</sup> Annual Conference of Association for International Agricultural and Extension Educators, Clearwater Beach, FL.
- Adedokun, O. A., Balschweid, M. A. & Tucker, M. A. (2006, August). Adoption of Information Communication Technologies (ICTs) by Youth in Rural Nigeria: Patterns, Problems and Prospects. Paper accepted for presentation at the annual conference of the Rural Sociological Society, Louisville, KY.
- French, D. & Balschweid, M. A. (2006, September). Scientific Inquiry in Agricultural Education Teacher Preparation. The 2006 North Central Agricultural Education Research Conference, Ames, IA.
- French, D. & Balschweid, M. A. (2006, September). Scientific Inquiry in Agricultural Education Teacher Preparation: A Look at Teacher Educators' Perceptions. The 2006 North Central Agricultural Education Research Conference, Ames, IA.
- Adedokun, O. A., Tucker, M. A. & Balschweid, M. A. (2006, August). Adoption of Information Communication

- Technologies (ICT's) in Nigeria: Problems and Prospects for Rural Youth. The 2006 Rural Sociological Society Annual Meeting, Chicago, IL.
- Balschweid, M. A., Vallade, L. L. & Russell, M. A. (2006, July). Assessing Leadership Development Impact of International Experiences. Association of Leadership Educator's National Conference, Big Sky, MT.
- Gregory-Kreps, A. & Balschweid, M. A. (2006, May). Analysis of an Animal Biosecurity Education Program for Youth: A Look at Attitudes. National Agricultural Education Research Conference, Charlotte, NC.
- Gregory-Kreps, A. & Balschweid, M. A. (2006, May). Analysis and Evaluation of the Effectiveness of the Animal Biosecurity Education Program for Youth. National Agricultural Education Research Conference, Charlotte, NC.
- Huerta, A. & Balschweid, M. A. (2006, May). Student Perceptions of a College Preparatory Science Curriculum Taught Through Agricultural Education. National Agricultural Education Research Conference, Charlotte, NC.
- Gregory-Kreps, A. & Balschweid, M. A. (2005, September). Analysis of an Animal Biosecurity Education Program for Youth: A Look at Attitudes. The Third Annual North Central Region Agricultural Education Research Conference Proceedings, Columbus, OH.
- Gregory-Kreps, A. & Balschweid, M. A. (2005, September). Analysis and Evaluation of the Effectiveness of the Animal Biosecurity Education Program for Youth. The Third North Central Region Agricultural Education Research Conference Proceedings, Columbus, OH.
- Huerta, A. & Balschweid, M. A. (2005, September). Student Perceptions of a College Preparatory Science Curriculum Taught Through Agricultural Education. The Third North Central Region Agricultural Education Research Conference Proceedings, Columbus, OH.
- Balschweid, M. A. (2005, July). Designing Vocational Education for a Changing World: Teaching Academic Standards Within a Vocational Context. Proceedings of the Twelfth International Conference on Learning, Granada, Spain.
- Huerta, A. & Balschweid, M. A. (2005, September). Evaluating the Effectiveness of E-Moments: Teacher Training Strategies. Proceedings of the 2005 Midwest Research to Practice Conference, Milwaukee, WI.
- Brady, C. M., Kinsler, A. & Balschweid, M. A. (2005, June). Subject Matter Priorities for 4-H Horse Leaders as Identified by State Extension Specialists. Proceedings of the 2005 Equine Science Society Meeting, Tuscon, AZ.
- Balschweid, M. A. & Huerta, A. (2005, May). Teaching Advanced Life Sciences in an Animal Context: Agricultural Science and Business Teacher Voices. Proceedings of the 32<sup>nd</sup> Annual National Agricultural Education Research Conference, San Antonio, TX.
- Huerta, A. & Balschweid, M. A. (2005, January). Expanding the Scope of Science: New Curriculum from a Life Science Perspective. Poster Presented at the Third Annual Hawaii International Conference on Education, Honolulu, HI.
- Brady, C. M., Kinsler, A. & Balschweid, M. A. (2005, June). Subject Matter Priorities for 4-H Horse Leaders as Identified by State Extension Specialists. Proceedings of the Equine Science Society Meeting, Tuscon, AZ.
- Balschweid, M. A. & Huerta, A. (2005, May). Teaching Advanced Life Sciences in an Animal Context: Agricultural Science and Business Teacher Voices. Proceedings of the 32<sup>nd</sup> Annual National Agricultural Education

Research Conference, San Antonio, TX.

Huerta, A. & Balschweid, M. A. (2005, January). Expanding the Scope of Science: New Curriculum from a Life Science Perspective. Poster Presented at the Third Annual Hawaii International Conference on Education, Honolulu, HI.

Balschweid, M. A. (2004, September). Taking the Next Step: Academic Standards in Agricultural Education; A Model for Acceptance in the Academic Arena. Proceedings of the North Central Region Agricultural Education Research Conference, West Lafayette, IN.

Wilson, E. B., Camp, W. G. & Balschweid, M. A. (2004, May). Identifying Content for an Open Courseware Pre-Service Agricultural Education Program Planning Course. Proceedings of the 30<sup>th</sup> Annual National Agricultural Education Research Conference, St. Louis, MO.

Balschweid, M. A. (2003, December). Science is Fun? A Look at Student Attitudes Towards Science After Completing a Year-Long Biology Course Taught Using Agriculture as the Context. Proceedings of the 30<sup>th</sup> Annual National Agricultural Education Research Conference, Orlando, FL.

Moseley, B. E. & Balschweid, M. A. (2003, December). Developing Fundamental Skills and Knowledge in Pre-service Extension Educators: An Internship Approach. Proceedings of the 30<sup>th</sup> Annual National Agricultural Education Research Conference, Orlando, FL.

Balschweid, M. A. & Talbert, B. A. (2003, April). A Comparison of Secondary Agricultural Education Students to the Overall Youth Populations as Typified in the Horatio Alger Report "The State of Our Nation's Youth". Proceedings of the Annual North Central Region Ag Education Research Conference, Columbus, OH.

### **Grants**

*Asian Initiative Research Grant Program*. Purdue University, International Study Abroad Office. \$10,000. 2007-09.

*College of Agriculture Instructional Technology Innovation Grant Program*; Purdue University. \$2,611. 2008-09.

*Agricultural Research Fund Scholarship for Undergraduate Researcher (Namukasa)*. Purdue University College of Agriculture. \$2,500. 2007-08.

*Agricultural Research Fund Scholarship for Undergraduate Researcher (Wolff)*. Purdue University College of Agriculture. \$2,500. 2007-08.

*Professional Development and Curriculum Evaluation for the Indiana Advanced Life Science Curriculum*. Indiana Rural Development Council. \$80,000. 2005-07.

*Agricultural Education Curriculum Development Project: Advanced Life Sciences Special Topics*. Indiana Department of Workforce Development. \$454,099. 2004-07.

*The Midwest Future Agricultural Science and Business Teacher Academy*. United States Department of Agriculture. \$40,518. 2005-06.

*Experiencing Beginning Teacher Education Courses for Agricultural Education Students in Jamaica*. Purdue University International Programs Office. \$6,500. 2004-06.

*Fulbright Awards Program*. Council for International Exchange of Scholars. \$40,000. 2005-06.

*International Travel Grant*. Purdue Research Foundation. \$1,000. 2005.

*National State-by-State Comparison of Agricultural Education Students to the 'Typical High School Student as Typified by the Horatio Alger Association.'* National FFA Organization. \$54,496. 2002-04.

*Indiana Future Agricultural Science and Business Teacher Academy.* United States Department of Agriculture. \$17,200. 2003-04.

*Agricultural Standards Project.* Indiana Department of Education. \$136,500. 2003.

---

### **John E. Barbuto, Jr.**

#### ***Refereed Journal Articles***

Barbuto, J. E., Finch, D. F., & Pennisi, L. (In Press). Locus of control, sources of motivation, and mental boundaries as antecedents of leader member exchange quality. *Psychological Reports*.

Moss, J. A., & Barbuto, J. E. (In Press). Testing the relationship between interpersonal political skills, altruism, leadership success and effectiveness: A multi-level model. *Journal of Behavioral and Applied Management*.

Barbuto, J. E., & Bugenhagen, M. J. (2009). The emotional intelligence of leaders as antecedent to leader-member exchanges: A field study. *Journal of Leadership Education*, 8(2), 135-146.

Pennington Weeks, P., Weeks, W. G., Barbuto, J. E., & Langone, C. A. (2009). Promoting leadership education through faculty development. Special Issue, "Current Challenges and Issues in Leadership Education," *Journal of Leadership Education*.

Barbuto, J. E., Gifford, G. T., Pennington Weeks, P., Weeks, W. G., Langone, C. A., & Blackwell, C. (2009). A foundation of leadership curriculum. *Academic Exchange Quarterly*, 13(1), 77.  
[www.rapidintellect.com/AEQweb/spr2009.htm](http://www.rapidintellect.com/AEQweb/spr2009.htm)

Barbuto, J. E., Story, J. S., Fritz, S. M., & Schinstock, J. (2009). Reconceptualizing academic advising using the full range leadership model. *Journal of Leadership Education*, 7(3), 60-68.  
[www.fhsu.edu/jole/issues/JOLE\\_7\\_3.pdf](http://www.fhsu.edu/jole/issues/JOLE_7_3.pdf)

Barbuto, J. E., Story, J. S., & Gifford, G. T. (2008). Comments on Dannhuaser and Boshoff's "Structural equivalence of the Barbuto and Wheeler Servant Leadership Questionnaire on North American and South African Samples." *International Journal of Leadership Studies*, 4 101-103.

Barbuto, J. E., & Parsons, G. M. (2008). The underlying sources of motivation in historical and contemporary theories of ethics. *Journal of Ethics and Critical Thinking*, (4). ARD #13791.  
<http://www.franklinpublishing.net/ect200804.html>

Barbuto, J. E., Fritz, S. M., Lim, J. C. S., & Xu, Y. (2008). Using the MBTI instrument and the Motivation Sources Inventory to test the relationships between Jung's psychological types and sources of work motivation. *Journal of Psychological Type*, 68(12), 139-147. ARD #14501.

Barbuto, J. E., & Story, J. S. (2008). Locus of control and boundaries of the mind as predictors of positive leadership outcomes. *Leadership and Organizational Management Journal*, (3), 1-9.  
[www.franklinpublishing.net/leadership.html](http://www.franklinpublishing.net/leadership.html)

Barbuto, J. E., & Story, J. S. (2008). Relationships between follower's locus of control and sources of work motivation: A seminal field study. *Psychological Reports*.

- Barbuto, J. E., & Story, J. S. (2007). Relations between mental boundaries and sources of work motivation. *Perceptual and Motor Skills, 105*, 1155-1158.
- Barbuto, J. E., & Gifford, G. T. (2007). Sources of work motivation of business leaders in the USA and South Africa: A cross-cultural comparison using the Motivation Sources Inventory. *Psychological Reports, 101*, 636-640.
- Barbuto, J. E., Fritz, S. M., & Matkin, G. S. (2007). Gender, education, age, influence tactics and leadership. *Sex Roles, 56*, 71-83. ARD #14805.
- Barbuto, J. E. (2006). Dramaturgical teaching in the leadership classroom: Taking experiential learning to the next level. *Journal of Leadership Education, 5*(2), 4-13. CASNR #06-02.
- Barbuto, J. E., & Wheeler, D. W. (2006). Scale development and construct clarification of servant leadership. *Group & Organization Management, 31*(3), 300-326. ARD #14431.
- Barbuto, J. E., Barbuto, L., de la Rey, P., Boshoff, A. B., & Ye, X. (2006). Examining the antecedents of sales performance in the post-apartheid era: A field study. *Psychological Reports, 99*, 603-618. ARD #13960.
- Barbuto, J. E. (2006). Mental energy: Assessing the motivation dimension. *Nutrition Reviews, 64*(7), 14-16.
- Barbuto, J. E., & Moss, J. (2006). The relationship between agents' motivation and their use of consultative, legitimating, and pressure influence tactics: Some meta-analytic results. *Psychological Reports, 99*, 121-124. ARD #13799.
- Barbuto, J. E., & Bugenhagen, M. J. (2006). Preliminary relationship between follower's locus of control and organizational citizenship behaviors. *Psychological Reports, 98*, 882-884. ARD #15225.
- Barbuto, J. E. (2006). Four classification schemes of motivation: current thinking and measures. *Perceptual and Motor Skills, 102*, 563-575. ARD #14984.
- Barbuto, J. E., & Burbach, M. E. (2006). The emotional intelligence of transformational leaders: A field study of elected officials. *The Journal of Social Psychology, 146*(1), 51-64. ARD #14373.
- Barbuto, J. E., & Moss, J. A. (2006). Dispositional effects in intra-organizational influence tactics: A meta-analytic review. *Journal of Leadership and Organizational Studies, 12*(3), 30-52. ARD #13959.
- Barbuto, J. E., & Ye, X. (2006). Source of motivation, interpersonal conflict management styles, and leadership effectiveness: A structural model. *Psychological Reports, 98*, 3-20. ARD #15004.
- Trout, S. K., Francis, C. A., & Barbuto, J. E. (2005). Evaluation and perceived impacts of the North-Central Region SARE grants, 1988-2002. *Journal of Sustainable Agriculture, 27*(2), 117-137.
- Barbuto, J. E., Cundall, S., & Fritz, S. M. (2005). Motivation, charismatic, and transformational leadership: A test of antecedents. *Journal of Leadership and Organizational Studies, 11*(4), 26-40. ARD #14764.
- Blanton, K. K., & Barbuto, J. E. (2005). Cultural constraints in the workplace: An experiential exercise utilizing Hofstede's dimensions. *Journal of Management Education, 29*, 654-666. CASNR #04-05.
- Moss, J.A., Barbuto, J.E., Matkin, G.S., & Chin, T.Y. (2005). Sex differences in downward influence strategies. *Psychological Reports, 96*, 499-510.

- Fritz, S.M., Speth, C., Barbuto, J.E., & Boren, A. (2004). Exploring relationships between college students' learning styles and motivation. *Psychological Reports* 95, 969-974. ARD #14401.
- Barbuto, J. E., Trout, S. K. & Brown, L. L. (2004). Identifying the sources of motivation of adult rural workers. *Journal of Agricultural Education*, 45(3), 11-21. ARD #14285.
- Barbuto, J. E., Fritz, S. M., & Plummer, B. A. (2004). Is there a difference between agriculture/natural resources and non-agriculture/natural resources students' motivation sources? *NACTA Journal*, 48(3), 30-35. CASNR #03-16.
- Moss, J., & Barbuto, J. E. (2004). Machiavellianism's association with sources of motivation and downward influence strategies. *Psychological Reports*, 94, 933-943. ARD #14480.
- Xu, Y., & Barbuto, J.E. (2004). Comments on "The effects of LMX and differential treatment on work unit commitment: Distinguishing between neutralizing and moderating effects." *Psychological Reports*, 94, 495-500. ARD #13828.
- Fritz, S. M., Williams, S. N., & Barbuto, J. E. (2003). Continuing education needs of leadership program alumni. *Journal of Leadership Education*, 2(2), 1-10. ARD # 14195. <http://www.fhsu.edu/jole/issues/02-02/FritzWilliamsBarbutoFinal.pdf>
- Barbuto, J. E., Fritz, S. M., & Plummer, B. A. (2003). Sex differences among the five sources of motivation in the Motivation Sources Inventory: Preliminary findings. *Psychological Reports*, 93, 47-48. ARD # 13776.
- Barbuto, J. E., Bugenhagen, M., Braband, J., & Matkin, G. S. (2003). Encouraging creativity and intellectual stimulation: An exercise that forces students to think outside of the box. *Journal of Behavioral and Applied Management*, 4, 219-229. CASNR # 01-2.
- Fritz, S., Karmazin, D., & Barbuto, J. E., & Burrow, S. (2003). Rural and urban 4-H adult volunteer leaders' motivation and preferred forms of recognition. *Journal of Extension*, 41(3). <http://www.joe.org/joe/2003june/rb1.shtml>. ARD # 13056.
- Barbuto, J. E., Brown, L. L., Wheeler, D. W., & Wilhite, M. S. (2003). Motivation, altruism, and generalized compliance: preliminary results of a field study of organizational citizenship behaviors. *Psychological Reports*, 92, 498-502. ARD # 13838.

### **Chapters in a Book**

- Barbuto, J. E., & Gifford, G. T. (2008). Influence triggers and compliance: A discussion of the effects of power, motivation, resistance, and antecedents, in D. Tjosvold & B. Wisse (Eds.) *Power and interdependence in organizations* (pp. 262-280), Cambridge, MA: Cambridge University Press.

### **Conference Proceedings\* and Presentations**

- Searle, T., & Barbuto, J. E. (2009, October). A conceptual framework linking servant leadership with positive psychology for performance impact. Paper presented at the annual meeting of the Midwest Academy of Management, Chicago, IL.
- Bugenhagen, M. J., & Barbuto, J. E. (2009, October). Leaders' level of development as antecedent to full range leadership. Paper presented at the annual meeting of the Institute for Behavioral and Applied Management, Washington, DC.
- Gifford, G. T., & Barbuto, J. E. (2009, May). A conceptual model for testing workplace stigma. Paper presented at

- the annual meeting of the Eastern Academy of Management, Hartford, CT.
- Moss, J. M., & Barbuto, J. E. (2009, August). Success in academia: A panel discussion with three high-achieving scholars at the annual meeting of the American Academy of Management, Chicago, IL.
- Barbuto, J. E., Phipps, K., & Xu, Y. (2009, August). A structural model testing the mediating effects of conflict management styles. Paper presented at the annual meeting of the American Academy of Management, Chicago, IL.
- Matkin, G. S., & Barbuto, J. E. (2008, October). Multi-level analysis of intercultural sensitivity and leader member exchange. Paper presented at the annual meeting of the Midwest Academy of Management, St. Louis, MO.
- Hayden, R. W., Barbuto, J. E., & Goertzen, B. J. (2008, October). Workplace spirituality: A review of the literature. Full range advising: Transforming the advisor/advisee experience. Paper presented at the annual meeting of the Midwest Academy of Management, St. Louis, MO.
- Barbuto, J. E., & Gifford, G. T. (2008, October). Examining sex differences of the servant leadership dimensions: An analysis of the agentic and communal properties of the Servant Leadership Questionnaire. Paper presented at the annual meeting of the Midwest Academy of Management, St. Louis, MO.
- Barbuto, J. E., & Miller, M. L. (2008, October). Generation gaps in the workplace: Exploring differences in work motivation between generational cohorts. Paper presented at the annual meeting of the Midwest Academy of Management, St. Louis, MO.
- Barbuto, J. E., Story, J. S., Fritz, S. M., & Schinstock, J. L. (2008, October). Full range advising: Transforming the advisor/advisee experience. Paper presented at the annual meeting of the Midwest Academy of Management, St. Louis, MO.
- \*Barbuto, J. E., & Gifford, G. T. (2008, May). Motivation and leader-member exchange: some evidence counter to similarity attraction theory. Paper presented at the annual meeting of the Eastern Academy of Management, Washington, D.C.
- \*Stevens, M., & Barbuto, J. E. (2008, May). Generalizing meaning-making from one to many: A meso-analytic approach for conceptualizing group constructive development. Paper presented at the annual meeting of the Eastern Academy of Management, Washington, D.C.
- \*Barbuto, J. E. (2008, May). Testing the impact of dramaturgical teaching: From the power of one experience to the power of many inter-connected experiences. Paper presented at the annual meeting of the Eastern Academy of Management, Washington, D.C.
- Pennington Weeks, P., Williams, J., Weeks, W.G., Barbuto, J.E., Blackwell, C.A., Langone, C., & McBryde, C. (2008, February). *LEI: Leadership Education Institute for faculty in colleges of agriculture*. Poster session presented at the 2008 Southern Agricultural Education Research Conference, Dallas, Texas.
- \*Carrasco, M., Barbuto, J. E., & Gifford, G. T. (2007, November). Sex, race, sexual orientation, attitudes towards homosexuals and homosexuality and leader-member exchange: A test of antecedents. Paper presented at the 2007 Midwest Academy of Management Annual Meeting, Kansas City, MO.
- \*Barbuto, J. E., & Story, J. S. (2007, November). Dispositional Predictors of Positive Leadership Outcomes: A Field Study. Paper presented at the 2007 Midwest Academy of Management Annual Meeting, Kansas City, MO.
- \*Barbuto, J. E., & Pfeffer-Carlson, J. (2007, November). Emotional intelligence as a predictor of servant leadership. Paper presented at the 2007 Midwest Academy of Management Annual Meeting, Kansas City, MO.

- \*Barbuto, J. E. (2007, March). Extending a constructive development pedagogical model. Poster presented at the Adult Education Symposium, Boston, MA.
- \*Barbuto, J. E. (2007, March). Putting steak on the sizzle. Poster presented at the Adult Education Symposium, Boston, MA.
- \*Barbuto, J. E., & Weltmer, D. F. (2006, October). Locus of control, sources of motivation, and mental boundaries as antecedents of leader-member exchange quality. Paper presented at the annual meeting of the Midwest Academy of Management, Louisville, KY.
- \*Barbuto, J. E., Wheeler, D. W., Bugenhagen, M. J., Ostrem, L., Pfeiffer, J. C. (2006, October ). What's ahead for servant leadership: Construct clarifications, current research, and opportunities. Symposium presented at the annual meeting of the Midwest Academy of Management, Louisville, KY.
- \*Barbuto, J. E., Wheeler, D. W., Bugenhagen, M. J., Ostrem, L., Pfeiffer, J. C. (2006, October). Long overdue and ripe for the picking or putting some steak with the sizzle: Operationalization and preliminary efforts to research the construct of servant leadership. Symposium presented at the National Conference of the Institute for Behavioral and Applied Management, Memphis, TN.
- \*Barbuto, J. E. (2006, July). Dramaturgical teaching in the leadership classroom: Taking experiential learning to the next level. Presented at the annual conference of the Association of Leadership Educators, Boseman, MT.
- Daubert, S. J., & Barbuto, J. E. (2006, October). His holiness, the Dali Lama. Paper presented at the national conference of the Institute for Behavioral and Applied Management, Memphis, TN.
- \*Barbuto, J. E., & Bugenhagen, M. J. (2006, July). Testing the emotional intelligence of leaders as an antecedent to leader-member exchanges: A field study. Paper presented at the annual conference of the Association of Leadership Educators, Boseman, MT.
- Fritz, S. M., Barbuto, J. E., & Schinstock, J. (2006). Full range advising model. Paper presented at the NACTA Conference.
- \*Burbach, M., & Barbuto, J. E. (2005, October). Exploring the relationship between emotional intelligence and transformational leadership as moderated by cognitive style and self-concept. Paper presented at the IBAM National Conference, Scottsdale, AZ.
- \*Barbuto, J. E., & Parsons, G. (2005, May). The underlying sources of motivation in historical and contemporary theories of ethics. Paper presented at the Eastern Academy of Management, Springfield, MA.
- \*Barbuto, J. E., & Ye, X. (2005, June). Motivation, interpersonal conflict management, and leadership effectiveness: A structural model. Paper presented at the International Eastern Academy of Management. Cape Town, South Africa.
- \*Barbuto, J. E., & Moss, J. A. (2005, June). More than just a mirage: Testing dispositional effects in intraorganizational influence tactics. Paper presented at the International Eastern Academy of Management, Cape Town, South Africa.
- \*Barbuto, J. E., & Ye, X. (2005, May). Personality, interpersonal conflict management, and leadership effectiveness: A structural model. Paper presented at the national conference for the American Psychological Society, Los Angeles, CA.
- \*Moss, J. A., & Barbuto, J. E. (2004, October). Framework development for political skills, altruism and

effectiveness. Paper presented at the Institute for Behavioral and Applied Management national conference, Providence, RI.

- \*Barbuto, J. E. (2004, October). Is it in you? Examining the underlying motives of organizational citizenship behavior: A field study. Paper presented at the Institute for Behavioral and Applied Management national conference, Providence, RI.
- \*Barbuto, J. E., & Burbach, M. E. (2004, June). The emotional intelligence of transformational leaders: A field study. Paper presented at the Gallup Leadership Summit, Omaha, NE.
- \*Barbuto, J. E., & Wheeler, D. W. (2004, May). Putting some steak on the sizzle: Development and preliminary validation of new scales to measure servant leadership. Paper presented at the annual meeting of the Eastern Academy of Management, Providence, RI.
- \*Ostrem, L., & Barbuto, J. E. (2004, May). A framework to explain the role of leadership in the development and sustainability of hope. Paper presented at the annual meeting of the Eastern Academy of Management, Providence, RI.
- \*Barbuto, J. E., Cundall, S., & Fritz, S. M. (2004, April). Motivation, charismatic, and transformational leadership: A test of antecedents. Paper presented at the Midwest Academy of Management, Minneapolis, MN.
- \*Kniep, K. M., & Barbuto, J. E. (2003, October). Cultural constraints in the workplace: An experiential exercise utilizing Hofstede's dimensions. Paper presented at the annual Institute for Behavioral and Applied Management, Tampa, FL.
- \*Ye, X., & Barbuto, J. E. (2003). A review of organizational behavior research in China. Pan Pacific Research Conference, China. Proceedings.
- Barbuto, J. E., & Reimers, J. M. (2003, August). A meta-analytic review of dispositional antecedents of intra-organizational influence tactics. Paper presented at the annual meeting of the National Academy of Management, Seattle, WA.
- Barbuto, J. E., & Parsons, G. A. (2003, August). Exploring the potential for consilience between sources of motivation and ethical bends. Paper presented at the annual meeting of the National Academy of Management, Seattle, WA.
- \*Barbuto, J. E., Barbuto, L., & de La Rey, P. (2003, April). Predicting entrepreneurial success in the post-apartheid era. Paper presented at the annual meeting of the Midwest Academy of Management, St. Louis, MO.

### **Grants**

- Matkin, G. S., & Barbuto, J. E. (2010). *William Thompson Scholars Program – Interpersonal Skills for Leadership*. \$20,000.
- Matkin, G. S., & Barbuto, J. E. (2009). *Transition of ALEC 202 – Leadership Development in Small Groups and Teams, for distance delivery*. Extended Education Office Grant, \$6,000.
- Barbuto, J. E. (2008). *Transition of ALEC 477/877 – Leadership and Work Motivation from face-to-face to distance delivered technology*. \$5,000.
- King, J. W., Ellis, J., Matkin, G., Barbuto, J., Barrett, L., & Wheeler, D. W. (2007-09) *Ace Leadership Institute. Funded contract with Association of Communication Excellence (ACE), Professional Organization for Ag Communicators*. Leaders to provide year-long leadership development opportunities. \$65,000.

Barbuto, J., Fritz, S., & Schinstock, J. (2006). *Full Range Advising: Transforming the Advisor/Advisee Experience*. Initiative for Teaching and Learning Excellence, Advisor Advantage Grant, \$22,190.

Pennington, P., Weeks, B., Barbuto, J., & Langone, C. (2005). *Leadership Education Institute for Faculty in Colleges of Agriculture*. USDA Challenge Grant, \$282,321.

Barbuto, J. (2005). *Testing the Impact of Dramaturgical Teaching in the Leadership Classroom*. Initiative for Teaching and Learning Excellence 2005-07. \$5,000.

---

## **Lloyd C. Bell**

### ***Refereed Journal Articles***

Bell, L.C. (2006). Student perceptions of how well colleges accommodate for prior experience in agricultural sciences and natural resources. *NACTA Journal* (index #05-70).

Bell, L.C. & Kenning, D. (2006). Gainfully employ your alumni. *New Visions: Newsletter of the National FFA Alumni*. Winter edition.

Husmann, D., Fritz, S., Bell, L. & Timm, P. (2003). Administrator and teacher perceptions of Nebraska Career and Technical Education. *Journal of Career and Technical Education*.

### ***Non-Refereed Article***

NU-Teach Report (2007). Collaborator. UNL writing group charged with the purpose of developing a report advising the Deans of CASNR, CAS and CEHS regarding the establishment of a three-college partnership for mathematics and science teacher education.

### ***Proceedings and Refereed Presentations***

Bell, L.C., Kraft, T.E., & Husmann, D.E. (2009). Industrial technology and agricultural education: A realized synergy. Innovative Poster. Proceedings of the North Central Region AAAE Conference, Lincoln, NE.

Hastings, L., Barrett, L. & Bell, L.C. (2008). Developing Youth Leaders Through Community Engagement. National Research Conference American Assn. for Agricultural Education, Reno, NV.

Casten, J., Fritz, S., Wheeler, D. & Bell, L. (2005). An exploratory study of power and influence in young adults. North Central AAAE Research Conference Proceedings, Columbus, OH.

Bell, L. & Husmann, D. (2005, September). Curriculum reform through career development inservice. Poster session presented at the North Central Agricultural Research Conference, Columbus, OH.

Bell, L., Moody, L. & King, J. (2004). SAE and FFA Policy for Two-Way Interactive Distance Learning. National Agricultural Education Research Conference Proceedings, Orlando, FL.

### ***Books and curriculum materials related to teaching:***

Bell, L.C. & Borck, H. (2009). Chapter 8, Cooperatives in Nebraska. *Understanding Cooperatives*. The Nebraska Cooperative Council.

- Member of NDE Planning Team. (2006). Introduction to Environment and Agricultural Science – A foundational course for Nebraska agricultural education curriculum. Nebraska FFA Foundation and Nebraska Farm Bureau.
- Bell, L.C. (2004). ALEC 890B, Program Planning-Formal Audiences. Modular on-line course utilizing Blackboard technology delivery. University of Nebraska—Lincoln.
- Bell, L.C. (2004). ALEC 890A, Overview to Program Planning. Modular on-line course utilizing Blackboard technology delivery. University of Nebraska—Lincoln.
- Bell, L.C. Consultant, (2003). Curriculum modification project - Ag Ed Frameworks to Links to Learn. Nebraska Department of Education.
- Bell, L.C. (Ed.). (2003). Seven on-line technical agriculture subject modules. Available: Nebraska Agricultural Education web site, <http://www.neaged.org>. Nebraska Department of Education.

***Invited presentations related to teaching:***

- Bell, L.C. (2009). The power of effective teaching. UNL Extension Education-State 4-H. January Inservice, "Preparing the UNL Extension Professional: Technically Speaking." Lincoln, NE.
- Bell, L.C. (2009). Keynote presentation to Nebraska Youth Beef Leadership Symposium. UNL Animal Science/ALEC/Nebraska Cattlemen. Lincoln, NE.
- Bell, L.C. & Borck, H. (2009). Cooperative Curriculum Update. Nebraska CoOp Council. Nebraska Career Education Conference-Ag Ed division. Bell, L. Borck, H.
- Bell, L.C. (2009). Introduction of School Based Research in Agricultural Education, and the National Research Agenda in Agricultural Education & Communication, 2011-2015. National Association for Supervisors of Agricultural Education, National Meeting, Indianapolis, IN.
- Bell, L.C. (2008). Goal Setting, Departments of Animal Science, Agricultural Leadership, Education and Communication and CASNR; 5th Annual Nebraska Youth Beef Leadership Symposium. Lincoln, NE.

***Grants***

- Bell, L.C. & Husmann, D. (2006). *Creating a Pathway for Curriculum Innovation in Environmental and Agricultural Systems Education. IANR Innovation Grant Scope*. Governor's Task Force on Agriculture & Natural Resource Education. \$20,000.
- Lee, D., & Bell, L.C. (2006). *Future Force Biotechnology Pilot Program*. Nebraska Department of Education. \$15,700.
- Husmann, D. Bell, L.C. & King, J. (2005). *Enhancing Ag Hall room 311 for increased effectiveness for distance education courses*. Initiative for Teaching and Learning Excellence. Office of the Senior Vice Chancellor of Academic Affairs, UNL. \$19,250.
- Namuth, D., Todd, K. & Bell, L.C. (2004). *Electronic Database for Herbaceous Landscape Plants for the Northern Great Plains*. Nebraska Cooperative Extension, University of Nebraska—Lincoln. \$10,000.
- Bell, L.C. & Fritz, S. (2004). *ALEC 800 - Program planning for formal and informal audiences*. Office of Extended Education and Outreach, University of Nebraska—Lincoln. \$9,800.

Fritz, S., Moody, L., & Bell, L.C. (2003). *Meeting food and fiber system human capacity needs: an integrated curriculum*. USDA Higher Education Challenge Grant. \$100,000.

---

### **Jason D. Ellis**

#### ***Refereed Journal Articles***

Ellis, J.D. & Tucker, M. (2009). Factors influencing consumer perception of food hazards. *CAB Reviews: Perspectives in Agriculture, Veterinary Science, Nutrition and Natural Resources*, 4(6), [Online] <http://www.cababstractsplus.org/cabreviews>

Sneed, J., Oakley, C.B., & Ellis, J.D. (2005). State Agency Involvement in Food Safety Training for Child Nutrition Programs. *Journal of Child Nutrition Management*, 31(1), [Online] <http://docs.schoolnutrition.org/newsroom/jcnm/06spring/sneed/index.asp>

Ellis, J.D., Strohbahn, C.H., & Henroid Jr., D.H. (2005). Assessing on-farm handling practices of Iowa-grown produce and eggs in regard to food safety. *Food Protection Trends*, 25, 758-761.

Ellis, J.D., & Henroid Jr., D.H. (2005). A study in Iowa: Teaching food safety in secondary FCS classes. *Journal of Family and Consumer Sciences*, 97(2), 45-50.

Ellis, J.D., Sebranek, J.G., & Sneed, J. (2004). Iowa high school students' perceptions of food safety. *Food Protection Trends*, 24, 239-245.

Henroid Jr., D.H., Ellis, J.D., & Huss, J.J. (2003). Methods for answering food safety questions on the World Wide Web. *Journal of Applied Communications*, 87(4). <http://www.aceweb.org/JAC/v87n4/874-2.htm>

#### ***Proceedings and Refereed Presentations***

Johnson, L. & Ellis, J.D. (2009). Web Usability Testing at the University of Nebraska. Association for Communication Excellence. Des Moines, IA, June.

Ellis, J.D. (2007). *Transformative Learning as a Program Development Theory for Food Safety Training*. Conference paper in 7<sup>th</sup> International Transformative Learning Conference Proceedings.

Ellis, J.D. (2007). A recipe for understanding food safety: Using a concept-oriented theoretical frame for eliciting adult foodservice employees' prior knowledge. American Evaluation Association annual conference. Baltimore, MD, November.

Ellis, J.D. (2007). Early field experience for agricultural journalism and communications students. Association for Communication Excellence. Albuquerque, NM, June.

Ellis, J.D. (2007). Evaluation by any other name is...well, still evaluation. Association for Communication Excellence. Albuquerque, NM, June.

Henroid Jr. D.H. & Ellis, J.D. (2006). Iowa State University's "Ask a Food Safety Expert" web site. USDA Food Safety Educators Conference. Denver, CO, September.

Arendt, S.W., Sneed, J., & Ellis, J.D. (2006). Motivators for college-age foodservice employees to follow safe food handling practices. USDA Food Safety Educators Conference. Denver, CO, September.

- Ellis, J.D. (2006). Dressing up your teaching or extension instructional mix. Association for Communication Excellence. Quebec City, Quebec, Canada, June.
- Ellis, J.D. (2006). The “Swiss army knife” of writing and learning tools. Association for Communication Excellence. Quebec City, Quebec, Canada, June.
- Ellis, J.D., Henroid, Jr., D.H. (2004). *Determining strategies for incorporating food safety into Family and Consumer Sciences classes*. Alternate paper in Association for Communications Excellence 2004 Research Papers Proceedings.
- Ellis, J.D. (2004). Learner-centered strategies for teaching safe food handling. Association for Communication Excellence. South Lake Tahoe, NV, June.
- Henroid Jr., D.H., & Ellis, J.D. (2003). Ask a Food Safety Expert. Institute of Food Technologists. Chicago, IL, July.
- Henroid Jr., D.H., & Ellis, J.D. (2003). Disseminating food safety information on the WWW. Agricultural Communicators in Education. Kansas City, KS, June.

### ***Extension Publications***

- Strohbehn, C., Meyer, J., Arendt, S., Paez, P., & Ellis, J.D. (2009). *What managers need to know: Glove use in retail foodservice establishments*. (PM 2070) Ames, IA: Iowa State University.
- Ellis, J.D, Henroid Jr., D.H., Strohbehn, C., & Wilson, L. (2004). *On-farm Food Safety: Guide to Good Agricultural Practices (GAPs)*. (PM1974a) Ames, IA: Iowa State University.
- Strohbehn, C., Ellis, J.D, Henroid Jr., D.H., & Wilson, L. (2004). *On-farm Food Safety: Guide to Food Handling*. (PM1974b) Ames, IA: Iowa State University.
- Henroid Jr., D.H., Strohbehn, C., Ellis, J.D, & Mendonca, A. (2004). *On-farm Food Safety: Guide to Cleaning and Sanitizing*. (PM1974c) Ames, IA: Iowa State University.
- Henroid Jr., D.H. & Ellis, J.D. (2003). *Ask a Food Safety Expert Backgrounder*. (N3444) Ames, IA: Iowa State University.

### ***Grants***

- Thippareddi, H., Burson, D., Ellis, J., Sofos, J., Belk, K., Hardin, M., Griffin, D., Singh, M., & Bilgili, S. “Food Safety Assistance for Small Meat and Poultry Processors through Development and Implementation of “Industry Best Practices: An Integrated Approach” USDA National Integrated Food Safety Initiative. \$600,000. 2009-2012.
- King, J., Ellis, J.D., Matkin, G., Barrett, L., Wheeler, D., & Barbuto, J. “ACE Leadership Institute” Association of Communication Excellence. \$65,000. 2007-2008
- Varner, D., Kahl, D., Schmidt, B., Ellis, J.D. “Evaluating Impact of the Nebraska Agricultural Technologies Association’s Social Networks in Helping Agriculturalists Understand and Adopt Agricultural Technologies” University of Nebraska Extension. \$5,600. 2007-2008.

- Arendt, S.W., Sneed, J., & Strohbahn, C.H. "Motivators of Retail Foodservice Employees to Follow Safe Food Handling Practices" USDA National Integrated Food Safety Initiative. \$27,962. Subcontract. \$509,252. 2007-2010.
- Sebranek, J.G., Dickson, J.S., Mendonca, A., Cordray, J. & Ellis, J.D. "Improving the Control of Bacterial Pathogens on Ready-to-Eat Processed Meats Manufactured to Simulate Traditionally Cured Meats but without Direct Addition of Nitrite or Nitrate" USDA National Integrated Food Safety Initiative. \$2,500. Website component of project. \$599,695. 2006-2009.
- Ellis, J.D. "Utilizing Innovative Technologies to Disseminate Food Safety Information on the World Wide Web" Food Safety Consortium of Iowa, Kansas, and Arkansas (continuation). \$25,000. 2006-2007.
- Ellis, J.D. "Using Contracts to Expand Produce Marketing Opportunities" Leopold Center for Sustainable Agriculture, Marketing and Food Systems Initiative. \$39,072. 2005-2006.
- Henroid Jr., D.H., & Ellis, J.D. "Using Technology to Communicate Food Safety Information on the World Wide Web" Food Safety Consortium of Iowa, Kansas, and Arkansas (continuation). \$25,000. 2005-2006.
- Henroid Jr., D.H., & Ellis, J.D. "Using the World Wide Web to Communicate Effective Food Safety Messages to Consumers and the Food Industry" Food Safety Consortium of Iowa, Kansas, and Arkansas (continuation). \$25,000. 2004-2005.
- Henroid Jr., D.H., & Ellis, J.D. "Using the World Wide Web to Communicate Effective Food Safety Messages to Consumers and the Food Industry" Food Safety Consortium of Iowa, Kansas, and Arkansas (continuation). \$20,000. 2003-2004.

---

**Susan M. Fritz**

***Refereed Journal Articles***

- Barbuto, J., Story, J., Fritz, S. M., & Schinstock, J. (In Press, 2010). Full Range Advising: Transforming the advisor/advisee experience. *Journal of College Student Development*.
- Barbuto, J. E., Story, J. S., Fritz, S. M., & Schinstock, J. L. (2009). Reconceptualizing academic advising using the Full Range Leadership model. *Journal of Leadership Education*, 7 (3), 60-68.
- Barbuto, J. E., Fritz, S. M., Lim, J. C. S., & Xu, Y. (2008). Using the MBTI instrument and the Motivation Sources Inventory to test the relationships between Jung's psychological types and sources of work motivation. *Journal of Psychological Type*, 68(12), 139-147.
- Barbuto, J. E., Fritz, S. M., Matkin, G., & Marx, D. (2007). Are leaders made or born: Gender, education, and age, and leader's use of influence tactics and full-range leadership behaviors. *Journal of Sex Roles*, 56, 71-83. ARD #14805.
- Fritz, S. M., Boren, A. E., Trudeau, D., & Wheeler, D. W. (2007). Low resources in a high stakes game: Identifying viable rural community partners. *Journal of Extension*. Available at: <http://www.joe.org/joe/2007/August/index.shtml>
- Fritz, S., Husmann, D., Reese, D., Stowell, R., & Powell, L. (2007). High school students' perceptions of a college of agricultural sciences and natural resources. *NACTA Journal*, 51, 44-49.

- Reimers-Hild, C. I., Fritz, S. M., & King, J. W. (2007). Entrepreneurial career development: Using human capital, social capital and distance education to achieve success. *Advancing Women in Leadership Online Journal*, 23. Available at: <http://www.advancingwomen.com/awl/spring2007/inex.htm>
- Barbuto, J. E., Crundall, S., & Fritz, S. (2005). Motivation and transactional, charismatic, and transformational leadership: A test of antecedents. *Journal of Leadership and Organizational Studies*, 11(4), 26-40.
- Fritz, S., Boren, A., & Egger, V. (2005). Diamonds in the rough: A case study of team development across disciplines, distances and institutions. *Journal of Extension*. Available: [www.joe.org/joe/2005october/a4.shtml](http://www.joe.org/joe/2005october/a4.shtml) ARD #14548.
- Fritz, S., Husmann, D., Wingenbach, G., Rutherford, T., Egger, V., & Wadhwa, P. (2005). Awareness and acceptance of biotechnology issues among youth, undergraduates, and adults. *AgBioForum*. Available: [www.agbioforum.org/v6n4/v6n4a05-Fritz.htm](http://www.agbioforum.org/v6n4/v6n4a05-Fritz.htm) CED #1016.
- Namuth, D., Fritz, S., King, J., & Boren, A. (2005). Principles of sustainable learning object libraries. *Interdisciplinary Journal of E-Learning and Learning Objects*, 1, 181-196.
- Reimers-Hild, C., King, J., Foster, J., Fritz, S., Waller, S., & Wheeler, D. (2005). A framework for the "Entrepreneurial" learner of the 21<sup>st</sup> century. *The Online Journal of Distance Learning Administration*, 8(2). Available at: [www.westga.edu/%7Edistance/ojdl/summer82/hild82.htm](http://www.westga.edu/%7Edistance/ojdl/summer82/hild82.htm)
- Schauer, J., Rockwell, S. K., Fritz, S., & Marx, D. (2005). Implementing distance education: Issues impacting administrative decisions. *The Online Journal of Distance Learning Administration*. Available: [www.westga.edu/%7Edistance/ojdl/fall83/schauer83](http://www.westga.edu/%7Edistance/ojdl/fall83/schauer83) ARD #14882
- Barbuto, J. E., Fritz, S. M., & Plummer, B. A. (2004). Is there a difference between agriculture/natural resources and non-agriculture/natural resources students' motivation sources? *NACTA Journal*, 48(3), 30-35. CASNR#03-16
- Burbach, M. E., Matkin, G. S., & Fritz, S. M. (2004). Teaching critical thinking in an introductory leadership course utilizing active learning strategies: A confirmatory study. *College Student Journal*, 38(3), 482-493. CASNR #03-15.
- Fritz, S. M., Speth, C., Barbuto, J. E., & Boren, A. (2004). Exploring relationships between college students' learning styles and motivation. *Psychological Reports* 95, 969-974. ARD #14402.
- Fritz, S., Ward, S., Byrne, P., Harms, K., & Namuth, D. (2004). Agricultural biotechnology training for extension educators. *Journal of Extension*, 42 (1). Available: [www.joe.org/joe/2004february/rb6.shtml](http://www.joe.org/joe/2004february/rb6.shtml)
- Fritz, S., Ward, S., Byrne, P., Namuth, D., & Egger, V. (2004). Short and long-term impacts of biotechnology education on professionals that communicate science to the public. *Journal of Natural Resources and Life Sciences Education*. Available: [www.Jnlrse.org/pdf/2004/E0-3-26.pdf](http://www.Jnlrse.org/pdf/2004/E0-3-26.pdf)
- Gage, A. J., Mumma, S., & Fritz, S. (2004). Exploring the Bermuda Triangle: Review of gender, societal, team and individual leadership theories. *Journal of Leadership Education*. Available: [www.fhsu.edu/jole/issues/JOLE\\_3\\_2.pdf](http://www.fhsu.edu/jole/issues/JOLE_3_2.pdf) ARD #14471.
- Goertzen, B., & Fritz, S. (2004). Does sex of dyad members really matter? A review of leader-member exchange. *Journal of Leadership Education*. Available: [www.fhsu.edu/jole/issues/JOLE\\_3\\_2.pdf](http://www.fhsu.edu/jole/issues/JOLE_3_2.pdf) ARD #14438.
- Kalkowski, K. L., & Fritz, S. (2004). A survey of gender-related motivation studies: Subordinate status, roles and

stereotyping. *Journal of Leadership Education*. Available: [www.fhsu.edu/jole/issues/JOLE\\_3\\_2.pdf](http://www.fhsu.edu/jole/issues/JOLE_3_2.pdf). ARD #14477.

Smith, K., Matkin, G., & Fritz, S. (2004). A review of gender and full-range leadership and suggestions for future research. *Journal of Leadership Education*. Available: [www.fhsu.edu/jole/issues/JOLE\\_3\\_2.pdf](http://www.fhsu.edu/jole/issues/JOLE_3_2.pdf). ARD #14440.

Barbuto, J. E., Fritz, S. M., & Plummer, B. A. (2003). Sex differences among the five sources of motivation in the Motivation Sources Inventory. Preliminary findings. *Psychological Reports*, 93, 47-58. ARD #13776.

Fritz, S. M., Townsend, C., Hoover, T., Weeks, W., Carter, R., & Nietfeldt, A. (2003). An analysis of leadership offerings in collegiate agricultural education departments. *NACTA Journal*, 47(3), 18-22. ARD #13252.

Fritz, S. M., Williams, S. N., & Barbuto, J. E. (2003). Continuing education needs of leadership program alumni. *Journal of Leadership Education*, 2 (1). Available: [www.fhsu.edu/jole/issues/current.html](http://www.fhsu.edu/jole/issues/current.html)

Fritz, S., Karmazin, D., Barbuto, J. E., Jr., & Burrow, S. (2003). Urban and rural 4-H adult volunteer leaders' preferred forms of recognition and motivation. *Journal of Extension Education*, 41 (3). Available: <http://www.joe.org/joe/2003june/rb1.shtml>

### ***Books, Curriculum, Monographs, Videotapes, and Manuals***

Fritz, S. (Ed.) 2008. Life Sciences of the Institute of Agriculture and Natural Resources: At work for Nebraska.

Fritz, S. (Ed.) 2007. IANR Search Advisory Committee Handbook. Available at: <http://ianrhome.unl.edu/admin>

Fritz, S. M., & Lunde, J. P. (2005). *Instructors' manual: Interpersonal Skills for leadership (2<sup>nd</sup> ed.)*. Upper Saddle River, NJ: Prentice Hall.

Fritz, S.M., Brown, F.W., Lunde, J.P., & Banset, E.A. (Eds.). (2005). *Interpersonal skills for leadership (3<sup>rd</sup> ed.)*. Upper Saddle River, NJ: Prentice Hall.

Fritz, S., Goertzen, B., & Gomez, L. (2003). Service-learning: A key component of an interpersonal skills for leadership course. In B. Klemme (Ed.), *In practice*. (pp.1-20). Lincoln, NE: Nebraska Consortium for Service Learning in Higher Education.

Barrick, K., Fritz, S., Ludwig, B., Yoder, E., & Crosby, G. (2003). *Iowa State University Agricultural Education and Studies academic program review final report*. Washington, DC: USDA Cooperative State Research, Education Extension Service.

Fritz, S. (Ed.). (2003). *Self-study report of the Department of Agricultural Leadership, Education and Communication*. University of Nebraska—Lincoln.

### ***Proceedings and Refereed Presentations***

Fritz, S., & Wilson, D. (Accepted, December, 2009). Waking a sleeping giant: Reinvigorating international programs at the University of Nebraska—Lincoln Association of International Education Administrators. Washington, D.C.

Fritz, S., & Wilson, D. (July, 2009). Campus strategies for reinvigorating international engagement. Association of

Public and Land-grant Universities (APLU) Committee on International Programs, Denver, CO.

- Boren, A. E., & Fritz, S. M. (May, 2009). Pride and prejudice on the prairie: The role of community pride in the acculturation strategies of immigrants and long-term residents of rural communities. Cambio de Colores Conference. 2009. St. Louis, MO.
- Barbuto, J. E., Story, J. S., Fritz, S. M., & Schinstock, J. L. (October, 2008). Full range advising: Transforming the advisor/advisee experience. Midwest Academy of Management Conference, St. Louis, MO.
- Fritz, S., Husmann, D., Reese, D., Stowell, R., & Powell, L. (July, 2006). *High School students' perceptions of a college of agricultural sciences and natural resources*. NACTA Conference, Vancouver, BC. (Proceeding)
- Husmann, D., & Fritz, S. (May, 2006). A college of agricultural sciences and natural resources image study. 2006 Conference of the North Central Region Academic Program Section, West Lafayette, IN.
- Townsend, C., & Fritz, S. (March, 2005). Agricultural leadership education program development. Invited by the Faculty of the Michigan State University Department of Community, Agriculture, Recreation, and Resource Studies. (Invited)
- Boren, A., Fritz, S., Speth, C., Namuth, D., Sterling, T., & Lee, D. (January, 2005). A tale of two constructs: Distance students' approaches and motivation. *Proceedings of the Third Annual Hawaii International Conference on Education*, Honolulu, HA, 436.
- Casten, J., Fritz, S., & Wheeler, D. (October, 2005). An exploratory study of power and influence in young adults. *Proceedings of the North Central Agricultural Education Research Conference*, Columbus, OH.
- Fritz, S., Boren, A., Trudeau, D., & Wheeler, D. (July, 2005). Low resources in a high stakes game: Identifying viable rural community partners. *Proceedings of the National Conference of the Association of Leadership Educators*, Wilmington, NC. Available at: <http://www.leadershipeducators.org/handouts.html>
- Smith, K. K., Xu, Y., & Fritz, S. (July, 2005). Engaging the disengaged: Factors associated with undergraduate campus leadership involvement. *Proceedings of the National Conference of the Association of Leadership Educators*, Wilmington, NC. Available at: <http://www.leadershipeducators.org/handouts.html>
- Fritz, S., Boren, A., & Egger, V. (May, 2004). *Diamonds in the rough: A case study of team development across disciplines, distances and institutions*. 20th Annual Conference of the Association for International Agricultural and Extension Education (AIAEE). Dublin, Ireland. (Proceeding)
- Carter, K., Fritz, S., & Husmann, D. (2004). *Short and long-term impact of biotechnology education on adolescents*. First Annual Food Research Symposium, April 15, 2004, Lincoln, NE.
- Fritz, S., Husmann, D., Wingenbach, G., Egger, V., & Wadhwa, P. (2004). *Awareness and acceptance of biotechnology issues among youth, undergraduates and adults*. Poster presentation at the First Annual Food Research Symposium, April 15, 2004, Lincoln, NE.
- Fritz, S., Goertzen, B., & Gomez, L. (2003). *Incorporation of service learning into an interpersonal skills for leadership course using the SERVE model*. Paper presented at the North America Colleges and Teachers of Agriculture Annual Conference, San Luis Obispo, CA. (Proceeding)
- Fritz, S., Reimers, J., Kalkowski, K., Gambrell, K., Matkin, G., Goertzen, B., Trudeau, D., Reimers-Hild, C., & Sattler Weber, S. (2003). *Sex differences and leadership: What we know, what we don't know, and how it relates to practice*. In *Proceedings of the Institute of Behavioral and Applied Management* (pp. 454-456). Tampa, FL.

Harms, K., & Fritz, S. (2003). *Character education: A study of behavioral change among program educators*. Paper presented at the Association of Leadership Educators Annual Conference, Anchorage, AL. Available: [www.aces.uiuc.edu/~ALE/ALEconcurrents1.pdf](http://www.aces.uiuc.edu/~ALE/ALEconcurrents1.pdf)

Maricle, H., Fritz, S., & Moody, L. (2003). *Developing future animal science leaders*. Paper presented at the North America Colleges and Teachers of Agriculture Annual Conference, San Luis Obispo, CA. (Proceeding)

### **Grants**

Advance-Nebraska: An institutional approach to hiring, retaining, and promoting women Science Technology Engineering and Mathematics faculty at the University of Nebraska—Lincoln. National Science Foundation. \$3,805,260. October 1, 2008-September 30, 2013. (IANR Senior Investigator)

*Enabling student success. United States Department of Agriculture (USDA) Higher Education Challenge.* \$138,889. October 1, 2007-September 30, 2009

*Program to extend the implementation of Program Excellence through Assessment, Research and Learning (PEARL).* UNL. \$67,546. October 1, 2006-September 31, 2008.

*Advising reconceived from a full-range leadership viewpoint: Transforming the advisor/advisee experience.* UNL Initiative for Teaching and Learning Excellence. \$24,750. January 1, 2006-June 30, 2008.

*ALEC 800—Program planning for formal and non-formal education audiences.* UNL Office of Extended Education and Outreach. \$9,800. January 1, 2004-December 31, 2004.

*Preparing youth for leadership careers in the Nebraska beef industry.* Nebraska Beef Council. \$5,000. January 2003-December 31, 2004.

*Community outreach partnership center program.* United States Department of Housing and Urban Development. \$384,914. December 1, 2001-November 31, 2004.

---

## **Dann E. Husmann**

### **Refereed Journal Articles**

Fritz, S., Husmann, D., Reese, D., Stowell, R., & Powell, L. (2007). High school students' perceptions of a College of Agricultural Sciences and Natural Resources. *NACTA Journal*, 51:44-49.

Mamo, M., Kettler, T., & Husmann, D. (2005). Learning style responses to an online soil erosion lesson. *Journal of Natural Resources and Life Science Education*, 34(10), 44-48.

Fritz, S., Husmann, D., Wingenbach, G., Rutherford, T., Egger, V., & Wadhwa, P. (2004). Awareness and acceptance of biotechnology issues among youth, undergraduates, and adults. *AgBioForum*, 6(4).

Mamo, M., Kettler, T., Husmann, D., & McCallister, D. (2004). Assessment of an on-line erosion lesson as a teaching tool in introductory soil science. *NACTA*, 48(3).

Husmann, D. E. (2003). Students evaluate an online course using Praxis III: The classroom environment. *Chulalongkorn Educational Review*, 9(2).

### ***Books, Curriculum, Monographs, Videotapes, and Manuals***

- Husmann, D., & Frederick, C. (2006, September). Professional development in agricultural education: The Nebraska Model. *The Agricultural Education Magazine*, 18-19.
- Fritz, S., Husmann, D., Reese, D., Stowell, R., & Powell, L. (2006). High School Students' Perceptions of a College of Agricultural Sciences and Natural Resources. NACTA Conference, Vancouver, BC. Abstract: NACTA Journal, June, 2006, p 68, Vol 50, No 2.
- Husmann, D., Embry-Mohr, C., Conerly, K., & Keller, C. (2005, 09/01). Math and Science: Field and Stream Data Collection. Agrowknowledge: The National Center for Agriscience and Technology Education, Cedar Rapids, Iowa USA. (Video/Software). <http://faculty.kirkwood.edu/bjohnso/stream/stream.html>

### ***Proceedings and Refereed Presentations***

- Development and assessment of e-application and e-principles soil science lessons. (May, 2007). *American Society of Agronomy*. (with Kettler, T., Mamo, M., Reuter, R., McCallister, D., Morner, P., & Blankenship, E.) New Orleans, LA.
- The prospective student's image of agriculture. (2006). North Central Region - Academic Programs Section of Student Recruitment & Retention. West Lafayette, IN: Purdue University. (With Drs. Waller & Fritz)
- Exploring the personal development of residential learning community peer mentors: A case study. (2006). In N. Knobloch & A. Ball (Eds.). Proceedings of the 2006 North Central Agricultural Education Research Conference CD ROM (pp. 225-241). Champaign, IL: University of Illinois.
- Curriculum reform through career development inservice. (2005). North Central Agricultural Education Research Conference. Curriculum Reform Through Career Development Event Inservice, American Association of Agricultural Education, 2005 North Central Agricultural Education Research Conference, URL: <http://aaae.okstate.edu/09/23/2005>. (with Dr. Lloyd Bell) Columbus, OH: pp.275-278.
- Integrating Math, Science, and Techology into the Secondary Education Classroom. AgrowKnowledge - The National Center for Agriscience and Technology Education, Ventures in Innovations, 4th Annual Emerging Technologies in Agriscience Conference held in Ventura, California, URL: <http://agrowknowledge.org/about/news/FPDetail.asp?FPID=82>. 04/29/2005.
- Biotechnology at Your Desktop. (2003, March). National Science Teachers' Association Conference. Philadelphia, PA.

### ***Grants***

- Characterization of Teff Accession Lines for the High Plains*. Kansas State University. \$10,200. 05/09/2005 - 08/31/2006. Other Authors: Dr. Brian Olson - Research Scientist at Kansas State University
- Updating the Technological Infrastructure in Ag Hall Room 311*. College of Agricultural Sciences and Natural Resources, Office of the CASNR Dean. \$6,000. 05/01/2005 - 07/31/2005.
- Enhancing Ag Hall room 311 for increased effectiveness for distance education courses*. Initiative for Teaching and Learning Excellence. Office of the Senior Vice Chancellor of Academic Affairs, UNL. \$19,250. 01/14/2005 - 03/01/2005
- Increasing the Agricultural Literacy of Secondary Teachers: A Northeast Nebraska Example*. USDA. \$39,784. 07/15/2003 - 07/15/2005. Stephanie Mann, Crofton Community Schools, & Vicky Jones, UNL.

---

## James W. King

### *Refereed Journal Articles*

- Vavala, R. V., D. Namuth-Covert, L. J. Lee & J. W. King. (In Review). Community in Three Undergraduate University Science Courses: An Analysis of Student Perception. *J. Nat. Resour. Life Sci. Educ.*
- Francis, C., J. King, G. Lieblein, T. Arvid Breland, L. Salomonsson, N. Srisikandarajah, P. Porter, & M. Wiedenhoef. (2009). Open-Ended Cases in Agroecology: Farming and Food Systems in the Nordic Region and the U.S. Midwest. *J. Agricultural Education and Extension*. 15(4) 385-400.
- Lear, J. L., J. C. Iserhagen, B. A. Lacost, & J. King. (2009). Instructor Presence for Web-Based Classes. *Delta Pi Epsilon J. LI* :2. 86-98.
- Harms, K., King, J. W., & Francis, C. A. (2009). Behavioral Changes Based on a Course in Agroecology: A Mixed Methods Study. *J. Nat. Resour. Life Sci. Educ.* 38:183-194. <http://www.jnrlse.org/view/2009/e08-0042.pdf>
- Gomez, L. & King, J. W. (2009). Seven Principles of Good Teaching Practice: Predictors of Perceived Learning and Satisfaction with Online Courses. Hawaii International Conference on Education. <http://www.hiceducation.org/EDU2009.pdf>.
- Bentz, D. & King, J. W. (2009). The Use of Online Teaching Presence, Cognitive Presence, and Social Presence In Online Distance Education Teaching: A Review of the Literature. Hawaii International Conference on Education. <http://www.hiceducation.org/EDU2009.pdf> .
- Campbell, C.E., Koszewski, W.M., Behrends, D., King, J.W. and Stanek Krogstrand, K.L. (2009). The effectiveness of distance education, using a blended method of delivery, for limited resource audiences in the Nutrition Education Program. *J. American Dietetic Association*. 109: A-97.
- Reimers-Hild, C. I., Fritz, S.M., and King, J. W. (2007). Entrepreneurial Career Development: Using Human Capital, Social Capital and Distance Education to Achieve Success. *Advancing Women in Leadership Online J.* 24. <http://www.advancingwomen.com/awl/spring2007/reimers.htm>
- Namuth, D., Fritz, S., King, J. & Boren, A. (2005). Principles of Sustainable Learning Object Libraries. *Interdisciplinary J. of Knowledge and Learning Objects*, 1, 181-196. Informing Science Press, <http://ijklo.org/>. <http://ijklo.org/Volume1/v1p181-196Namuth.pdf> .
- Li, L., King, J. W., & Kutscher, M. (2005). Multimedia Integration in Online Courses. *Academic Exchange Quarterly: AEC*. 9(4): 214-219.
- Reimers-Hild, C., King, J. W., Foster, J. E., Fritz, S. M., Waller, S.S. & Wheeler, D. W. (2005). A framework for the "Entrepreneurial Learner" of the 21st century. *Online J. Distance Learning Administration*. Summer, 8:2, 1-9. <http://www.westga.edu/%7Edistance/ojdl/summer82/hild82.htm>
- Skelton, P., Josiah, S.J., King, J.W., Brandle, J.R., Helmers, G., & Francis, C.A. (2005). Adoption of riparian forest buffers on private lands in Nebraska, USA. *J. Small-Scale Forest Economics, Management, and Policy*, 4:2, 185-203.
- Vukovljak, L., & King, J.W. (2004). Tools for lifelong learning. *J. American Health Information Management Association*, 75:6. 40-43.

Wiedenhoef, S. Simmons, R. Salvador, G. McAndrews, C. Francis, J. King, & D. Hole. (2003). Agroecosystems analysis from the grass roots: a multidimensional experiential learning course. *J. Natural Resources and Life Sciences Education*. 32. 73-79.

### ***Presentations***

King, J. W. & Harding, H. (2009, June). *Futuring for ACE Communication Professional*. Association for Communication Excellence in Agricultural, Natural Resources, and Life and Human Sciences Leadership Institute.

King, J. W. (2009, January). *Current Research for Online Teaching*. University of Nebraska—Lincoln Agronomy Seminar Series.

King, J. W. (2009, June). *Current Literature*. Association for Communication Excellence in Agricultural, Natural Resources, and Life and Human Sciences. Annual Meeting, Des Moines, IA.

King, J. W. (2008, August). *Virtual Work Arrangements: Virtual Teams*. eXtension. Professional Development.

King, J. W. (2008, August). *Designing Effective Group Activities*. Teaching at UNL: 18th Annual Campus-wide Workshops for Graduate Teaching Assistants. UNL Graduate College.

King, J. W., & Ellis, J. D. (2008, June). *Virtual Teams: What do we know*. Association for Communication Excellence in Agriculture, Natural Resources, and Life and Human Sciences Annual Meeting, Traverse City, MI.

King, J. W., (2008, June). *Futuring for Communication Leaders*. ACE Leadership Institute, Traverse City, MI.

King, J. W. & Notter, K. (2007, October). *A Leadership Workshop for Computing and Communication Professional*. Paper presented at the annual meeting of EDUCAUSE, Seattle, WA.

King, J. W. (2007, August). *Learning, Teaching and Motivation*. Invited presentation to the "Education and Adult Teaching Strategies," North Central Risk Management Education Center Training Workshop, Omaha, NE.

King, J. W., Rupnow, J. & Bentz, D. (2007, July). *Online and face-face classes: A comparative evaluation of eight large scale introductory food science classes*. Institute of Food Technology Annual Meeting, International Food Technology Society, Chicago, IL.

King, J. W., & Notter, K. (2007, June). Four Leadership Approaches for Communications and Computer Professional in the Land-Grant System. Association for Communication Excellence & National Extension Technology Conference. Annual national meeting. Albuquerque, NM.

King, J. W., (2007, April).. *Ne Trends Impacting Families, Youth, and Communities: Possible Futures for Family Focused Teaching, Research and Extension*. Nebraska Family Specialists. Yearly Update, Lincoln, NE.

King, J. W., & Simonson, K. (2006, October). *Buying and Selling on ebay*, Southeast Community College, Lincoln, NE.

King, J. W. (2006, September). *The Communication Environment for Sustainable Agriculture and Agricultural Communication*. Sustainable Agricultural Network.

Johnson, L., & King, J. W. (2006, August). *Do's and Don'ts for Presentation Graphics*. 2006 Guild of Natural Science Illustrators Annual Conference Poster Session.

- King, J. W. (2006, June). *Best Practices for Online Teaching*. Nebraska Distance Learning Association.
- King, J. W. (2006, April). *IRB Procedures for Graduate Students*. ALEC 826.
- King, J. W. (2006, March). *Creating PowerPoint Presentations*. NYBLS.
- King, J. W. (2006, January). *The Good, the Bad and the Ugly of PowerPoint*, College of Agricultural Sciences and Natural Resources, UNL, Winter Interim Teaching and Learning Workshop.
- King, J. W. (2005, December). *New Technologies and Cognitive Complexity*. Seward Leadership Plenty.
- King, J. W. (2005, December). *New Technologies for Community Development*. Ord Leadership Development.
- King, J., & Hunt, T. (2004, January). *Seven Principles for Effective Online Instruction*, Syllabus Online Computing Conference, Boston, MA.
- King, J., & King, K. (2004, January). *Student Expectations for an Online Course*, Syllabus Online Computing Conference, Boston, MA.
- King, J. W., & Sattler-Weber, S. (2003, January). *Selected Instructional Strategies for Online Education*. Arkansas Distance Education Conference, Fayetteville, AK.

### **Grants**

- Developing and Implementing an Advising Center for College of Agricultural Sciences & Natural Resources (CASNR) Distance Students* (with C. I. Reimers-Hild, J. E. Partridge, D. Namuth, J. E. Foster). \$25,000. Extended Education and Outreach (UNL).
- Enhancing Ag Hall Room 311 for Increased Effectiveness for Distance Education Courses* (w/ D. Husmann, L. Bell) \$20,000. Office for the Senior Vice Chancellor of Academic Affairs.
- Nebraska e-Learning Pilot Project* (with J. Stitt, J. Jones, C. Friesen, Lincoln, E. Elfers). \$30,000. Nebraska Department of Education.
- ACE Leadership Institute (2)* (with K. Phipp, G. Matkin, J. Ellis). \$65,000. Association of Communication Excellence (ACE), the Professional Organization for the Ag Communicators.
- ACE Leadership Institute (1)* (with D. Wheeler, L. Barrett, J. Ellis, G. Matkin). \$65,000. Association of Communication Excellence (ACE), the Professional Organization for the Ag Communicators.

### **Thomas E. Kraft**

#### ***Refereed Journal Articles***

- Kraft, T.E. (Under Review). Delivery of the War Department's First Powered Aircraft: Exploits of the Wright Brothers, 1908-09. *The Journal of Military History*.
- Kraft, T.E. (2009). Review of *Build Your Own Electric Vehicle* by S. Leitman & B. Brandt. *The Journal of Industrial Teacher Education*.
- Kraft, T.E. (2009). Challenge Your Students' Skill and Creativity with Student Directed Projects. *Tech Directions*.
- Kraft, T.E. (2006). The Bicycle: Appropriate Technology for Technology Education. *The Journal of Industrial*

*Teacher Education*, 43(3).

Kraft, T.E. (2006). From High-Wheelers to High Tech-Bicycle Manufacturing Past and Present. *Tech Directions*, 66(4).

Kraft, T.E. (2005). Review of *The Wright Way* by M. Eppler, *The Journal of Industrial Teacher Education*, 42(1).

Kraft, T.E., (2005). The bicycle: A great vehicle for learning. *Tech Directions*, 64( 8).

Kraft, T.E., Morphey, R., & Norris, G., (2004). Engine Building Contest, *Tech Directions*, 64(2).

#### ***Proceedings and Refereed Presentations***

Bell, L.C., Kraft, T.E., & Husmann, D.E. (2009, September). Industrial Technology and Agricultural Education: A Realized Synergy. Innovative poster presented at North Central Region AAAE conference, Lincoln, NE.

Kraft, T.E. (2005, December). The Wright brothers and their problem solving abilities. Presentation at Association for Career and Technical Education national convention.

Kraft, T.E. (2005, June). The Wright brothers: An educational perspective. Presentation at Nebraska Career Education conference.

---

### **Gina S. Matkin**

#### ***Refereed Journal Articles***

Burbach, M. E., Matkin, G. S., Gambrell, K. M. & Harding, H. E. (In press). The impact of preparing faculty in the effective use of student teams. *College Student Journal*.

Flores, K. L., Matkin, G. S., Burbach, M. E., Quinn, C. E. & Harding, H. E. (In press). Deficient critical thinking skills among college graduates: Implications for leadership. *Educational Philosophy and Theory*.

Quinn, C.E., Burbach, M.E., Matkin, G.S., & Flores, K.L. (2009). Critical thinking for natural resource, agricultural, and environmental ethics education. *Journal of Natural Resources and Life Sciences Education*, 38, 221-227.

Zafft, C.R., Adams, S.G., & Matkin, G. S. (2009). Measuring Leadership in Self-Managed Teams Using the Competing Values Framework. *Journal of Engineering Education*, 98(3), 273-282.

Barbutto, J. E., Fritz, S. M., Matkin, G. S., and Marx, D. (2007.) Are leaders made or born: Gender, education and age, and leaders' use of influence tactics and full-range leader behaviors. *Sex Roles: A Journal of Research*, 56, 71-83.

Moss, J., Barbuto, J., Matkin, G., & Chin, Tzu-Yun (2005). Influence of sex differences in leaders' behaviors. *Psychological Reports*, 96, 499-510.

Smith, K., Matkin G., & Fritz S. (2004). A review of gender and Full-Range Leadership research, and suggestions for future research. *Journal of Leadership Education*, 3(2), 53-68.

Burbach, M. E., Matkin, G. S., & Fritz, S. M. (2004). Teaching critical thinking in an introductory leadership course utilizing active learning strategies: A confirmatory study. *College Student Journal*, 38(3), 482-493.

Barbuto, J. E., Bugenhagen, M., Braband, J., & Matkin, G. S. (2003). Encouraging creativity and intellectual stimulation: An exercise that forces students to think outside of the box. *Journal of Behavioral and Applied Management*, 4, 219-229.

### ***Proceedings and Presentations***

Phipps, K. A., & Matkin, G.S. (2009). Exploring Openness to Religious Diversity Among Leadership Students Who Are Religious. Midwest Academy of Management Proceedings.

Matkin, G.S. & Harding, H.E. (2009). Personal Identity Stories: A Powerful Tool for Intercultural Development and Classroom Community Building. Association of Leadership Educators Conference Proceedings.

Harding, H.E. & Matkin, G.S. (2009). Readiness Assurance in Team-Based Learning: Opportunities for Learning and Leadership Development. Association of Leadership Educators Proceedings.

Quinn, C., Harding, H., Burbach, M. & Matkin, G. (2009, July). Sensemaking Leadership and Teams in a Knowledge-based Global Workplace. Proceedings of the 3rd International Conference on Knowledge Generation, Communication and Management.

Burbach, M.E., Matkin, G.S., Harding, H., & Gambrell, K. (2009, June). Harnessing the Power of Teamwork: Preparing Agriculture Faculty in the Effect Use of Teams (abstract). Proceedings of the NACTA/SERD Conference, Stillwater, OK. [www.nactateachers.org/article.php?autoID=1696&issueID=259](http://www.nactateachers.org/article.php?autoID=1696&issueID=259)

Matkin, G. S. (2008, April). Intercultural Sensitivity and Building Community, Nebraska Women in Higher Education. Bellevue University, Bellevue, NE.

Barbuto, J. E., Fritz, S. M., Matkin, G. S., & Marx, D. (2007). Are leaders made or born: Gender, education and age, and leaders' use of influence tactics and full-range leader behaviors. *Sex Roles: A Journal of Research*, 56, 71–83. (Published online January 5, 2007. [http://springerlink.metapress.com/content/1573-2762/.](http://springerlink.metapress.com/content/1573-2762/))

Matkin, G. S., & Burbach, M. E. (2006, November). An educational model to help create meaningful and sustained changes in groundwater management practices. Proceedings of the 51st Annual Midwest Ground Water Conference, Lincoln, NE.

Matkin, Gina S. (2004, November). Why doesn't my supervisor understand me? Intercultural sensitivity of supervisors, and retention of faculty/staff of color. People of Color at Predominantly White Institutions Conference, University of Nebraska—Lincoln, NE.

Matkin, G. S. (2003, October). A review of gender and Full-Range Leadership research. Institute of Behavioral and Applied Management (IBAM 10), Tampa, FL.

### ***Grants***

*William H. Thompson Scholars - Interpersonal Skills for Leadership*. The department provides closed enrollment for two sections of ALEC 102 - Interpersonal Skills for Leadership, with instruction by the department's two tenure track/leading faculty in leadership. \$20,000. 10/15/2009 - 5/16/2010.

*Development of an Urban Food Leadership Coop in Support of a Local Food System*. EPA (P3). \$9,946. 8/19/2009 - 8/14/2010.

*ALEC 202 – Leadership in Small Groups and Teams*. Extended Education & Outreach. \$5,000. 5/15/2009 - 5/14/2010.

ALEC 410/810 – *Environmental Leadership*, \$5,000. EE&O (\$4000); CASNR (\$1000). 7/01/2008 - 7/01/2009.

ALEC 801 – *Theoretical Foundations of Leadership*, CASNR Deans Office. \$5,000. 5/01/2008 - 12/31/2009.

*Extended Education and Outreach – Professional Development Team*. \$2,500. 01/01/2008 - 12/31/2008.

*Ensuring Student Success: Increasing Faculty Capacity to Teach Team Building and Critical Thinking Skills*. \$149,333. Dept of Agriculture-CSREES-HEC. 09/01/2007-08/31/2010.

---

## **Lisa A. Pennisi**

### ***Refereed Journal Articles***

Barbuto, J. E., Finch-Weltmer, D. & Pennisi, L. (2010). Locus of control, sources of motivation, and mental boundaries as antecedents of leader-member exchange quality. *Psychological Reports*, 106, 1, 175-188.

Barbuto, J. E., Bryant, S. & Pennisi, L. (2010). Testing the intergenerational differences in mental boundaries. *Psychological Reports*, 106, 2, 1.5.

Pennisi, L., Holland, S.M. & Ko, Y.J. (In revision). A Multi-dimensional Connectedness to Nature Scale. *Journal of Environmental Psychology*.

Chizinski, C.J., Pope, K.L., Pennisi, L., Willis, D.B., Wilde, G. R., & Rossman, E.J. (Submitted). The economic impact of water turbidity on recreational boating at a multiple use reservoir. *Journal of Environmental Management*.

Pennisi, L.A., Holland, S.M. & Stein, T.V. (2004). Achieving Bat Conservation Through Tourism. *The Journal of Ecotourism*. 3,3, 195-207.

T. V. Stein, C. B. Denny & L. A. Pennisi. (2004). Using Visitors Motivations to Provide Learning Opportunities at Water-Based Recreation Areas. *Journal of Sustainable Tourism*, 11(5) 404-425.

### ***Books/Monographs***

Monroe, M.C., Pennisi, L., McCaffrey, S. and Mileti, D. (2005). Social science to improve fuels management: A synthesis of research relevant to communicating with homeowners about fuels management. GTR NC-267. St Paul, MN: *USDA, Forest Service*, North Central Research Station.

### ***Refereed Proceedings and Presentations***

Pennisi, L. & Kensinger, K. 2010. Aspects of our Relationship with Nature. To be presented at the *National Recreation and Park Association Leisure Research Symposium*, Minneapolis, MN. October 26-28, 2010.

Pennisi, L. & Kensinger, K. 2010. The Multiple dimensions of Connection to Nature, To be presented at the *National Recreation and Park Association Leisure Research Symposium*, Minneapolis, MN. October 26-28, 2010.

Gifford, G. T., Barbuto, J. E., Pennisi, L. (2010). Development and validation of a multi-dimensional measure for workplace stigma. *Eastern Academy of Management 2010 Annual Meeting*. Nominated for best paper award.

Pennisi, L. & Holland, S. (2010). Development of a Connection to Nature Scale. 24<sup>th</sup> *International Congress for the*

*Society of Conservation Biology: Conservation for a Changing Planet.*

Pennisi, L. June 2008. A connection to nature scale. *International Society of Natural Resource Management Conference*, Burlington, Vermont.

Pennisi, L. *October, 2006*. Preliminary findings in developing a connection to nature scale. *Society of Human Ecology*, Bar Harbor, Maine.

Pennisi, L. and Confer, C. *June, 2004*. Attitudes of bat watchers. *Canadian Leisure Research Symposium*, Nanaimo, British Columbia.

### **Grants**

Hygnstrom, S. (PI), Major, A. (CO-PI), Pennisi, L. (Collaborator). (2009). "Nebraska Master Naturalist Program: Recruitment, Training, and Management of Conservation Volunteers." Nebraska Environmental Trust. \$170,000.00.

Hygnstrom, S. (PI), Major, A. (CO-PI), Pennisi, L. (Collaborator). (2009). Nebraska Master Naturalist Program: recruitment, training, and management of conservation volunteers. \$124454 Nebraska Game and Parks Commission.

Pennisi, L. (2008). Service Learning Component for ALEC 422/822 Environmental Education and Interpretation UNL Student Involvement Teaching Grant. \$1200

Pennisi, L., DiPietro, R. & Reimers-Hild, C.. (2008). Green Tourism in the State of Nebraska: Extending and Improving Resources. Extension team grant, UNL extension. \$5000.00.

---

## **Kelly A. Phipps**

### **Refereed Journal Articles**

Phipps, K. A., Burbach, M. E. (In Press). "Strategic Leadership in the Nonprofit Sector: Opportunities for Research." Accepted for publication in the *Journal of Behavioral and Applied Management*.

Phipps, K. A. (2009). Spirituality and Strategic Leadership: The Influence of Spiritual Beliefs in Decision Making. In George T. Solomon (Ed.), Proceedings of the Sixty-Ninth Annual Meeting of the Academy of Management (CD), ISSN 1543-8643.

Barbuto, J. E., Phipps, K. A., & Xu, Y. (Under Review). "Personality and Leadership Effectiveness: A Structural Model Testing the Mediating Effects of Conflict Management Styles." *International Journal of Conflict Management*.

Phipps, K. A. (Under Review). "Spirituality and Strategic Leadership: A Framework for Understanding the Influence of Spiritual Beliefs on Strategic Decision Making." *The Leadership Quarterly*.

Phipps, K. A. (2006). "Making a Vision a Reality – Mediation in Nebraska." *The Nebraska Lawyer*, 5-6.

### **Books**

Phipps, K. A. (2003). *Starting A Young Adult Group*. Independence, MO: Herald Publishing House. (ISBN 0-8309-1074-3)

Phipps, K. A. (Ed.). (2003). *Scripture, Tradition, and My Life*. Independence, MO: Herald Publishing House. (ISBN 0-8309-1092-1)

---

## **Former Faculty**

**Daniel W. Wheeler**

### ***Refereed Journal Articles***

Huckabee, M., & D. Wheeler. (2007). Defining Leadership Training for Physician Assistant Education. *Journal of Physician Assistant Education*.

Barbuto, J. E., & Wheeler, D. W. (2006). Scale development and construct clarification of servant leadership. *Group and Organization Management*, 31(3), 300-326.

Fink, I. D., Ambrose S., & Wheeler, D. W. (2005). Becoming a Professional Engineering Educator: A New Role for a New Era. *Journal of Engineering Education*, Special Issue: The Art & Science of Engineering Education, 94 (1), 185-194.

### ***Non-Refereed Articles***

Wheeler, D. W. (2009). The chair as servant leader: A call to serve. *The Department Chair*, 20(1), 21-23.

Wheeler, D. W. (2009). The chair as servant leader: Identification and development. *The Department Chair*, 20(2), 22-23.

Wheeler, D. W., Seagren, A. T., Wysong Becker, L., Kinley, E. R., Mlinek, D. D., & Robson, K. J. (2008). Funding and resource challenges. *The Department Chair*, 19(2), 5-7.

### ***Book***

Wheeler, D. W., Seagren, A. T., Wysong Becker, L., Kinley, E. R., Mlinek, D. D., & Robson, K. J. (2008). *The Academic Chair's Handbook*, Second Edition, New York, NY: John Wiley.

# Section 8:

## Cooperative Extension Division

---

### Introduction

Three members of ALEC provide leadership and support for three Cooperative Extension Division programs. They are involved in community resources, communications and tourism. The Community Resource Development Team has been in operation for a number of years while communications was rejuvenated four years ago and hospitality/tourism was established three years ago.

Leverne Barrett, although recently retired in July 2009, has served on the Community Resource Development Team for a number of years. The overall purposes of this team are to work with the people of Nebraska to develop personal and organizational leadership skills; to facilitate community planning and problem solving; to incorporate new technologies and concepts; and to develop sound businesses and societies for sustainable, economically viable communities. The team is divided into sub-teams of business development, leadership development, community building, and technology. There are approximately 25 team members stationed across the state. Barrett focuses on leadership and community building and support for Extension field staff.

**Community building** provides resources to help communities identify their assets, realize their first impressions, engage in community visioning or understand processes for planning and facilitating new community projects.

**Leadership development** provides community leaders and volunteers looking for resources to improve their leadership skills to help sustain and grow successful communities. They can select from a variety of extension programs. Topics include organizational development, group dynamics, conflict management, communication, personality types, managing effective meetings, etc.

### Community Resource Development

**Objective:** Conduct one-day intergenerational dialogues for the Nebraska communities of Bancroft, Ord, Hartington, and Plainview.

**Impacts:** Bancroft local citizens have been empowered and are seeking ways to solve housing problems. Local citizens in Ord are developing strategies to make the community more friendly to newcomers. In Hartington a new youth center has been established. A local group in Plainview is planning for their new library.

**Outcomes:** Results of the Bancroft dialog were as follows. Citizens from all generations agreed that the housing shortage affected both the young families and older persons, and there was inadequate housing for both groups. The group devised an action plan in which five representatives from each generation (civics, mediators, millenials, iversities, and boomers) would assume responsibility for taking action to solve the housing problem. They agreed to go to the Village Board to get an official sanction for their plan. Included in their plans were some of the following ideas: find some individual benefactors; unify the community for the elderly building cause; obstacles--(public negativity, denial, lack of interest); notify the public (radio, newspapers, public fliers, make presentations at public meetings, senior citizens

centers, schools, etc.) One month later, the Village Board meeting room was filled to over capacity with citizens from the community. Among them were the 25 persons from the intergenerational dialog group.

In Plainview the following actions were planned: surveys, town hall meetings, public contact by community leaders, support by newspaper, find leaders, never use the word taxes, get the negative out, find someone to serve as chair, and library foundation needs to be the conduit. Financials: Organize a capital campaign, look for grants and funding, talk to potential donors, \$300,000-\$400,000 already targeted, and get what you ask for.

In Hartington a new youth center has been established and is up and running in the Senior Center.

**Objectives:** Community Strengths and Weaknesses Identified in Focus Groups

**Impact:** The theme of concern over employment and business development was the overall biggest concern in all three towns. Concern about over-employment and how it affects families and civic involvement was brought up. The participants strongly agreed that jobs supporting families are needed.

**Outcomes:** Focus group sessions were held in Bancroft, Lyons and Oakland. The purpose of the focus groups was to identify and understand the concerns and values of people living in the three communities. These were held in conjunction with Project HOPE (Hope and Opportunity for People and the Environment), sponsored by the Center for Rural Affairs in Lyons, Nebraska.

**IANR Strategic Plan Issue Addressed:** Strengthen the quality of life of individuals and families and contribute to community vitality.

---

## **Agricultural Journalism Extension**

Cooperative Extension specialists focused on agricultural journalism existed in the past, but not again until recent years. When the agricultural journalism faculty position in ALEC was filled in 2006, the position was .75 teaching and .25 extension. The newly hired faculty member was charged with establishing a program in journalism and mass communications.

The agricultural journalism extension program that ensued provides communications support. Communications support has a broad context that encompasses areas such as marketing and branding; media and public relations; message development; communications evaluation; media and spokesperson training; risk communications; crisis communications; issues management planning and a cadre of other topics. The list of programming areas provided through the agricultural journalism extension function is derived from experience and academic preparation of the agricultural journalism faculty member as well as courses offered through the agricultural journalism undergraduate program.

### **Objectives**

The goal of the agricultural journalism extension program is to build the capacity of IANR personnel, its partners, and its constituents to be more effective communicators regardless of form or medium. The target audiences for agricultural journalism extension programs are Nebraska Extension educators, specialists, and administrators; IANR and CASNR units other than ALEC; Extension clientele; and various stakeholder groups throughout the state.

## Outcomes

The short existence of an agricultural journalism extension program does not allow for the measurement of impacts in the form of long-term change. Outputs and outcomes of programming to date are measured in the breadth of services provided. Table 8.1 illustrates the services provided.

**Table 8.1** Cooperative Extension Services Provided Through Agricultural Journalism Programs

<b>Group/Beneficiary</b>	<b>Programming Provided</b>
Nebraska Farm Bureau Leadership Academy	Training on effective communications and message development
Nebraska Association of County Officials Institute of Excellence	Training on effective communications and message development
Inter-American Institute for Cooperation on Agriculture (IICA)	Training on risk communications
Sustainable Agriculture Network (Outreach arm of SARE)	Presentation on trends in agricultural communications
West Central District – Nebraska Extension	Presentation on generational differences and how to communicate and market with impact
3 <sup>rd</sup> Governor’s Conference on Ensuring Food Safety	Presentation on trends and present state of risk communications
<i>Backyard Farmer</i> Website	Consulted in focus group administration for input on website redesign
Nebraska Agriculture Technology Association	Consulted on organization evaluation process to determine benefits to members

## Program Future

The future for the agricultural journalism extension program includes continuing to provide the types of services it has thus far but also expand in its efforts. Work is underway to further develop the risk communications training programs provided the Inter-American Institute for Cooperation on Agriculture (IICA). As these programs are developed for IICA, there will be opportunities for repurposing them for use with domestic audiences as well.

The addition of faculty to the agricultural journalism program provided through the reorganization of the CIT unit will allow for an expanded communications extension program. Interest and a need exist to strategically develop communications programs to maximize effectiveness while saving time and resources. Additional faculty, and eventually graduate students, in the program can assist with conducting research and training with extension and clientele related to strategic communications planning.

---

## Tourism and Recreation Extension

The overall purpose of tourism and recreation in the CED is to assist the people of Nebraska in developing new tourism and outdoor recreation opportunities and enhancing existing opportunities throughout Nebraska. Assistance includes development, planning and marketing all aspects of business including visitor satisfaction, natural resources and environmental education. The emphasis is on sustainable, economically viable businesses that will compete in the green marketplace, attract both

instate and out-of-state tourists and encourage repeat visitation. In addition, the purpose is to promote the benefits of natural resources by promoting a connection to nature. This can be done by partnering with state, federal, and non-profit organizations such as the Nebraska Division of Travel and Tourism and Nebraska Game and Parks Commission.

## **Staff**

UNL Extension's programming in tourism operates through a quarter-time position in ALEC. This position began in July 2007. Other extension personnel working in tourism include 2.5 FTE across Nebraska.

## **Stakeholder Input**

Stakeholder input was received when conducting the informal needs assessment described in the following paragraph. Stakeholder input also was received after products were delivered and after delivery of presentations at such events as the Governor's Agri/ecotourism Workshop.

Since extension tourism is new in Nebraska, the initial goal was to conduct an informal needs assessment that would locate stakeholders needing assistance and uncover the needs that exist in the state. The results included uncovering areas with the greatest number of requests for assistance, discovering tourism needs that remain unmet and joining with stakeholder groups to provide assistance.

Results of the needs assessment revealed that many stakeholders are in need of one-on-one assistance in various areas of business development including tourism activities, educational activities, marketing and promotion. Stakeholders would benefit from a series of NebGuides (CED publications) that address frequent requests for assistance (see table 8.2). Stakeholders would also greatly benefit from workshops and assistance in areas of target marketing, forming marketing co-ops, and branding. In addition stakeholders have requested frequent help with learning to identify and interpret Nebraska's natural history.

## **Extension Teams**

Initially, extension tourism was located with the Community Resource and Development Team. Several activities focused on working collaboratively with the team including the development of an evaluation instrument. In 2008, extension tourism was added to 4-H and joined the Healthy Families Play Outside Initiative. Additionally, a Natural Resources group was formed under the Water, Climate, and Environment - Community Spire which includes the Nebraska Master Naturalist Program, wildlife damage management and other natural resource issues.

The Extension tourism specialist is a member of the following groups:

- Natural Resources Group – Chair
- Nebraska Master Naturalist Planning Committee
  - Chair Evaluation Committee
  - Strategic Planning Committee member
  - Curriculum committee member
  - Marketing Committee Chair
  - Grant committee

- Steering Committee – Vice Chair

Non-university partnerships include the following:

- Nebraska All Bird Initiative,
- Lincoln’s Healthy Families Play Outside, and
- Nebraska Division of Travel and Tourism.

## Stakeholders

Program stakeholders include private, public and non-profit entities throughout the state. Program impact is noted by stakeholders served in the table 8.2. Highlights of some impacts are described below. Other activities include outreach through invited presentations at the Governor’s Agri/ecotourism Workshop, and the School of Natural Resources Seminar Series.

**Table 8.2** Cooperative Extension Services Provided Through Tourism Programs

Stakeholder	Assistance Received
Sandhills Scenic Byway Visitor Center	Master Plan
To the Ends of the Earth Kayaking and canoeing	Marketing and business plans
Yurt’s in Raymond, NE	Feasibility analysis
Homestead National Monument	Parkway Master Plan in progress
Calamus Outfitters	Trail Guides and marketing in Progress
Nebraska’s All Bird Initiative	Brochure design consultation, marketing consultation
Dr. Robin DiPetro “The Nebraska Experience”	Marketing, promotion and content
Dr. Robin DiPetro “Green Tourism and Hospitality”	Grant writing, content, consultation and content for NebGuides
State Division of Travel & Tourism	Presentations delivered at the Governor’s Agri/ecotourism Workshop
4-H	Breeze camp activity workshop: “Teaching bats to 4-H students”
Connie Francis, Educator	Resources for developing volunteer boards, interpretive exhibit guidelines

## Outcomes

### *Project: Sandhills Scenic Byway Visitor Center Master Plan*

A master plan was written by students in the Tourism Planning course for the proposed Sandhills Scenic Byway Visitor Center in Broken Bow, Nebraska. The plan included a 5-year plan, interpretive exhibit plan based on finances and the floor plan, outdoor exhibit plan, interpretive signage and welcome sign plans, marketing plan including brochure, press releases and feature stories, children’s activity guides and opening event plan.

*Impact:* The plan saved the group thousands of dollars in design and consulting fees.

### *Project: Nebraska’s All Bird Initiative*

The group received consulting assistance to redesign and improve their brochure and other marketing materials. The group printed 5000 brochures.

*Impact:* Consulting saved the group time and money in designing the brochure. The group has stated (and is telling others) that they were very pleased with the assistance received.

*Program: State Division of Travel & Tourism*

Presentation delivered at the Governor's Agri/ecotourism workshop.

*Impact:* 30 people attended the presentation in North Platte. It was described by participants as "the presentation to see" and "an excellent and inspiring presentation."

*Program: The Nebraska Experience*

*Impact:* An Extension Accomplishments Reporting System (EARS) report was submitted under CEHS's Hospitality, Restaurant and Tourism Management (HRTM) program.

*Output:*

NebGuide: Nebraska's Hospitality and Tourism Industry: An Introduction. R. DiPietro and L. Pennisi

## **Grant Activity**

Greening Tourism in Nebraska. Extension team grant from UNL Extension. L. Pennisi, R. DiPietro, C. Reimers-Hild. \$5,000.00

Nebraska Environmental Trust. "Nebraska Master Naturalist Program: Recruitment, Training, and Management of Conservation Volunteers." S. Hygnstrom. \$170,000.00

## **Program Future**

The extension tourism program has a bright future in Nebraska since needs are high and extension parks and recreation needs have yet to be fully tapped. As the program becomes better established, partnerships and grant opportunities, as well as consultation projects should increase. Some extension tourism programming includes large programs such as the Wildlife Damage Management Group that reaches millions of people each year. Other programs such as the Nebraska Master Naturalist program are expected to grow and reach a substantial number of stakeholders.

Plans for the future include:

- NebGuides are needed in the areas of interpretation, tourism marketing, parks and recreation;
- NebGuides and Extension circulars with the Natural Resource workgroup;
- Continue working heavily with the Nebraska Master Naturalist Program;
- Pursue grants for destination image, marketing, etc.; and
- An Extension tourism website.

1. Many opportunities exist for extension programming related to the expertise of ALEC's faculty and programs. Currently, two faculty have a 0.25 FTE extension appointment each.

**Question:** How should ALEC prioritize the efforts related to extension activities? What is a reasonable level of FTE dedicated to extension programming for a department of ALEC's size? What is a realistic level of involvement in extension related activities for ALEC faculty without a formal extension appointment?

# Section 9: International Engagement

## Introduction

A strategic focus on international engagement has been a priority for ALEC since 2008. Prior to that time, faculty were opportunistic in planning and conducting international efforts, but activities were limited to individual faculty members and occurred as projects emerged. Several ALEC faculty members have become interested in activities supporting an international agenda. Table 9.1 illustrates recent departmental engagement.

**Table 9.1** ALEC Faculty Engagement On Location Since 2007

Faculty	Location	Year	Purpose
J. Ellis	Columbia	2010	Invited presentation on Risk Communication
M. Balschweid	Saudi Arabia	2010	Submit grant to establish a two-year technical school
J. Ellis	England	2010	Lead ALEC study abroad (ag journalism-10 students)
A. Boren (Courtesy)	Costa Rica	2009-	IANR representative to IICA stationed in-country
G. Matkin, A. Etling, M. Balschweid	Croatia	2009	Investigate study abroad opportunity
M. Balschweid	Puerto Rico	2009	Present research at AIAEE Conference
J. Barbuto	Russia	2008	Invited lecture on leadership theory
S. Fritz	Costa Rica	2008-	Advisory Board Member, Centro de Liderazgo en Agricultura, Instituto Interamericano de Cooperacion para la Agricultural (IICA)
A. Etling	Croatia	2008	Conference Presentation
J. Ellis	England	2008	Investigate study abroad opportunity
S. Fritz	Vietnam	2008	Participant and presenter, Nebraska Agriculture Conference
J. Barbuto	Russia	2007	Establish partners with Russian universities
A. Etling	Spain	2006	Senior Fulbright Specialist
A. Etling	Mexico	2005	Conference Presentation
A. Etling	Australia	2005	Conference Presentation
A. Etling	Afghanistan	2003	USDA Assessment Team

Both Dr. Susan Fritz (Director, IANR International Programs) and Dr. Arlen Etling (Associate Director, IANR International Programs) have their faculty tenure homes in ALEC. In addition, Dr. Amy Boren is an assistant professor for research permanently stationed in Costa Rica as an IANR representative to work with the Inter-American Institute for Cooperation in Agriculture (IICA). Dr. Boren has a courtesy appointment in ALEC. These individuals hold key positions of influence and leadership regarding ALEC's international opportunities.

To date, Dr. Ellis is coordinating ALEC's first and only international study tour to England in May 2010. Dr. Balschweid has experience leading four international study tours to Jamaica prior to his arrival at UNL. Dr. Matkin, Dr. Balschweid and Dr. Etling traveled to Croatia in October 2009 to leverage the contacts there into an agri/ecotourism international study tour planned for May 2011.

### **Questions to Consider**

1. ALEC has no shortage of opportunities to engage in international teaching, research and service. Currently, modest funding is available (through CASNR and ALEC) to support initial start-up activities if faculty are interested. And, the UNL and IANR climate is supportive of faculty and students traveling abroad.

**Question:** What strategies and processes should the department take to build a sustained and deliberate international focus in teaching, research and extension? While many opportunities exist, uncertainty surrounds the content and context of the effort. Should the focus be on identifying a specific country to work in (Costa Rica)? Or, should it be a region of the world? Should the emphasis be on a topic of study (e.g. leadership development since it is the overarching theme upon which our programs are built)? Or should the effort be based upon a developmental level of students (undergraduate or graduate)?

2. As in most universities, ALEC faculty are not formally recognized for international engagement by a dedicated appointment (FTE). In addition, there is currently no reward structure in place for faculty who choose to engage in these activities. Leading international study tours, conducting international research activities or engaging in international extension programming is the equivalent of performing those activities on campus.

**Question:** What are creative ways for faculty to expand into international efforts where it doesn't seem as if it is just one more thing added to their long list of responsibilities? Should ALEC have a reward structure recognizing the additional efforts that it takes to coordinate international efforts, and if so, what does that look like?

# Section 10: Current and Retired Faculty

---

## Current Faculty

### MARK A. BALSCHWEID, Professor and Department Head

#### Education

Ph.D.	1998	Oregon State University	Agricultural Education
M.S.	1991	Oregon State University	Agricultural Education
B.S.	1987	Oregon State University	Agricultural Education

#### Professional Experience

Professor and Department Head, Agricultural Leadership, Education and Communication, UNL, 2008 to present  
Associate Professor, Agricultural Education, Department of Youth Development and Agricultural Education, Purdue University, 2004-2008.  
Visiting Professor, The College of Agriculture, Science, and Education, Port Antonio, Jamaica, West Indies, 2005-2006.  
Coordinator, Agricultural and Extension Education Graduate Program, Purdue University, 1999-2005.  
Assistant Professor, Agricultural Education, Department of Curriculum and Instruction, Purdue University, 1998-2004.  
Instructor, Oregon State University, 1995-1998.  
Vocational Agriculture Teacher, Tillamook Public School District, Oregon, 1988-1995.

#### Professional Affiliations, Awards, and Honors

Association for International Agricultural and Extension Education (AIAEE)  
National Association of Biology Teachers (NABT)  
American Association of Agricultural Educators (AAAE)  
Association for Career and Technical Education (ACTE)  
National Association of Agricultural Educators (NAAE)  
Nebraska Agricultural Educators Association (NAEA)  
National Science Teachers Association (NSTA)  
National Association of Colleges and Teachers of Agriculture (NACTA)  
American Educational Research Association (AERA)

#### Grants and Publications (see Section 7)

---

### JOHN E. BARBUTO, Jr., Associate Professor

#### Education

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

#### Professional Experience

Associate Professor, Agricultural Leadership, Education and Communication, UNL, 2003 to present.  
Assistant Professor, Agricultural Leadership, Education and Communication, UNL, 1997-2003.  
Instructor, University of Rhode Island-Kingston, 1995-1996.

Assistant Professor, Bentley College-Waltham, MA, 1993-1995.

### **Professional Affiliations, Awards, and Honors**

Darrell Nelson Award for Excellence in Graduate Advising, 2009  
Initiative for Teaching and Learning Excellence Fellow, UNL  
Excellence in Graduate Education, University-wide award, UNL, 2004  
Holling Family Junior Faculty Award for Teaching Excellence, UNL, 2002  
American Academy of Management  
Eastern Academy of Management  
Institute for Behavioral and Applied Management  
Midwest Academy of Management

### **Grants and Publications** (see Section 7)

---

## **LLOYD C. BELL, Professor**

### **Education**

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

### **Professional Experience**

Professor, Agricultural Leadership, Education and Communication, UNL, 2007 to present.  
Associate Professor, Agricultural Leadership, Education and Communication, UNL, 1995-2007.  
Assistant Professor, Agricultural Leadership, Education and Communication, UNL, 1984-1995.  
Instructor, Agricultural Education, University of Nebraska—Lincoln, 1979-1984.  
Assistant Director, Nebraska Department of Agriculture, 1977-1979.  
Vocational Agriculture Instructor, Blair Community Schools, Blair, NE, 1972-1977.  
Vocational Agriculture Instructor, West Point Public Schools, West Point, NE, 1971-1972.

### **Professional Affiliations, Awards and Honors**

Superior Academic Advising Nomination, 2009 CASNR Week, UNL  
Nebraska Agricultural Education Association  
Achievement Centered Education, Facilitator, UNL Senior Vice Chancellor of Academic Affairs  
Distinguished Service as Vice President, North Central Region, American Association for Agricultural Education, 2006-2008  
Recognition Award for Contribution to Students, UNL Parents Association and UNL Teaching Council, 2007  
Distinguished Teaching Award, American Association for Agricultural Education, North Central Region, 2006  
Outstanding Teaching Award nomination, 2006 CASNR Week, UNL  
Outstanding Advising Award nomination, 2006 CASNR Week, UNL  
Outstanding Agricultural Educator, American Association for Agricultural Education, North Central Region, 2005  
Nominee, Student Foundation/Builder's Award for Outstanding Undergraduate Academic Advising, College of Agricultural Sciences and Natural Resources, UNL, 2005  
CASNR L. K. Crowe Advising Award, 2004  
Teaching Award of Merit, NACTA and CASNR, 2002  
Senior Faculty Holling Family Award for Teaching Excellence, CASNR, 1998

### **Grants and Publications** (see section 7)

---

## **JASON D. ELLIS, Assistant Professor**

### **Education**

Ph.D.	2006	Iowa State University	Agricultural Education and Studies
M.S.	2003	Iowa State University	Meat Science
B.S.	1998	Kansas State University	Agricultural Journalism/Animal Sciences Industry

### **Professional Experience**

Assistant Professor, Agricultural Leadership, Education and Communication, UNL, 2006 to present.  
Lecturer, Agricultural Leadership, Education and Communication, UNL, 2005-2006.  
Lecturer, Department of Apparel, Education Studies, and Hospitality Management, Iowa State University, 2005-2006.  
Project Coordinator and Extension Specialist, Department of Apparel, Education Studies, and Hospitality Management, Iowa State University, 2003-2006.  
Research Assistant, Department of Apparel, Education Studies, and Hospitality Management, Iowa State University, 2002-2003.  
Account Supervisor, Meyocks & Priebe Advertising, West Des Moines, IA, 1998-2002.

### **Professional Affiliations, Awards and Honors**

Outstanding Doctoral Dissertation – Association for Communications Excellence  
Research Excellence Award – Iowa State University  
Blue Key National Honor Fraternity  
Phi Eta Sigma Honor Society  
Gamma Sigma Delta Honor Society of Agriculture  
Agricultural Communicators of Tomorrow  
National Extemporaneous Speaking Contest – 2<sup>nd</sup> place, 1996  
Association for Communication Excellence  
Institute of Food Technologists  
American Meat Science Association

### **Grants and Publications** (see section 7)

---

## **SUSAN M. FRITZ, Professor**

### **Education**

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

### **Professional Experience**

#### *Administrative*

Interim Dean, University of Nebraska—Lincoln (UNL) Agricultural Research Division (ARD)/ Interim Director, Nebraska Agricultural Experiment Station (NAES), 2009 (10/1) to present.  
Associate Vice Chancellor for the UNL Institute of Agriculture and Natural Resources (IANR), 2005 to present.  
Director, UNL IANR International Agricultural Programs, 2007 to present.  
Associate Dean, UNL College of Agricultural Sciences and Natural Resources (CASNR), 2004 to 2006.  
Department Head, UNL Agricultural Leadership, Education and Communication (ALEC), 2001 to 2005.  
Interim Department Head, UNL ALEC, 2000 to 2001.

#### *Faculty*

Professor, UNL ALEC, 2004.  
 Graduate Fellow, University of Nebraska Graduate College, 2000.  
 Associate Professor, UNL ALEC, 1999.  
 Assistant Professor, UNL ALEC, 1994.  
 Director, UNL Center for Leadership Development, Nebraska Human Resources Institute, 1994 to 1998.  
 Instructor/Project Coordinator, UNL ALEC, 1989 to 1994.

**Professional Affiliations, Awards and Honors**

Inducted into the Nebraska Hall of Agricultural Achievement, 2009.  
 Inducted into the Honor Society of Phi Beta Delta, Alpha Phi Chapter, 2009.  
 Silver Medal, (2007) Council for Advancement and Support of Education (CASE) District VI.  
 Excellence in Institutional Relations in the category of best Solution to an Institutional Communications Challenge: UNL’s Institutional Self-study created for the University’s decennial accreditation review.  
 Best Paper Award. Reimers-Hild., C., King, J., Foster, J., Fritz, S., Waller, S., & Wheeler, D. (2005). *A framework for the entrepreneurial learner of the 21<sup>st</sup> century*. Distance Learning Administrative Conference, Jekyll Island, GA.  
 1<sup>st</sup> Runner-up, Outstanding Carousel Roundtable Presentation. Etling, A., Fritz, S., & Wheeler, D. (2005). *An international outreach strategy to counteract budget cuts: Sharing curriculum for formal and nonformal education*. Association of International Agriculture and Extension Education, San Antonio, TX.  
 UNL CASNR Distinguished Teaching Award, 2000.  
 Teacher Fellow, NACTA Teacher, 1999.  
 UNL Parents Assoc. and Teaching Counsel’s Certificate of Recognition for Contribution to Students, 1995-1998, 2000, 2002 (received 5-year plaque)  
 STAR Award, UNL Student Affairs, 1999.  
 Junior Faculty Award, UNL CASNR Holling Family Award for Teaching Excellence, 1998.  
 Selected with Dr. Jerry Parsons to participate in the UNL Peer Review of Teaching Project (one of six pairs system wide), 1995.  
 Honorary American FFA Degree, National FFA, 1994.  
 Maude Hammond Fling Fellow, University of Nebraska, 1992-93.  
 Graduate Fellowship, University of Nebraska Regents, 1992-93.  
 Ken Mattran Adult Education Graduate Student Award, Nebraska Association of Adult Educators, 1991.  
 American Association of Agricultural Educators  
 Association of International Agricultural and Extension Educators  
 American Association of Higher Education  
 American Association of University Women  
 Association of Career and Technical Education  
 Association of Leadership Educators  
 Gamma Sigma Delta  
 North American Colleges and Teachers of Agriculture (NACTA)  
 Phi Beta Delta

**Grants and Publications** (see section 7)

---

**DANN E. HUSMANN, Professor**

**Education**

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

### Professional Experience

Professor, Agricultural Leadership, Education and Communication, UNL, 2006 to present.  
Associate Dean, College of Agricultural Sciences and Natural Resources, UNL, 2007 to present.  
Associate Professor, Agricultural Leadership, Education and Communication, UNL, 2001-2006.  
Assistant Professor, Agricultural Leadership, Education and Communication, UNL, 2000-2001.  
Assistant Professor, Vocational Technical Education, South Dakota State University, 1996-2000.  
Lecturer, Continuing and Vocational Education, University of Wisconsin-Madison, 1994-1996.  
Senior Consultant, Transformational Leadership Consultants (TLC), 1992-1994.  
Assistant Professor, Department of Agricultural Education, University of Nebraska—Lincoln, 1991-1992.  
Instructor, Department of Agricultural Education, University of Nebraska—Lincoln, 1987-1991.  
Vocational Agricultural/Science Instructor, Arkansas City, Kansas, 1982-1987.

### Professional Affiliations, Awards, and Honors

Outstanding Educator, North Central AAAE, North Central Regional Research Conference at the University of Nebraska—Lincoln, 2009.  
Recipient, NACTA Teaching Fellow. North American Colleges and Teachers of Agriculture, National NCATA Conference at the University of Illinois, 2007.  
Nominee, Outstanding Advisor Award for a Student Organization in the College of Agricultural Sciences and Natural Resources, UNL, 2006.  
Recipient, Junior Faculty Holling Family Award for Teaching Excellence, College of Agricultural Sciences and Natural Resources, UNL, 2004.  
American Association for Agricultural Education  
Association for Career and Technical Education  
National Association of Agricultural Educators  
National FFA Alumni Association  
National Association of Colleges and Teachers of Agriculture  
Gamma Sigma Delta  
Nebraska Agricultural Education Association  
Association of Career and Technical Education of Nebraska

### Grants and Publications (see Section 7)

---

## JAMES W. KING, Associate Professor

### Education

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

### Professional Experience

Associate Professor, Agricultural Leadership, Education and Communication, UNL, 1985 to present.  
Head, Communication and Training Section, NifTAL Project, University of Hawaii, 1981-1985.  
Communication Consultant, Self-employed, Bloomington, Indiana, 1979-1981.  
Communication and Development Specialist, Developmental Training Center, Indiana University, 1976-1979.  
Community Gardening/Farmers Market, Bloomington, IN, 1976-1981.  
Consultant, Arthur D. Little & National Iranian Radio and Television, Tehran, Iran, 1975  
Instructional Developer, Instructional Development Institute, University of Southern California, 1975-1976.  
Foreign Training Coordinator, Audio-Visual Center, Indiana University 1971-1975.  
Instructor, Mashed University 1970-1971.

Peace Corps Volunteer, Iran, 1968-1970.  
Teacher, Indianapolis Public Schools, 1967-1968.

**Professional Affiliations, Awards, and Honors**

Agricultural Communicators in Education  
Association for Educational Communications and Technology  
The World Future Society  
National Peace Corps Association  
Gamma Sigma Delta  
Nebraska Distance Learning Association  
Nebraska Educational Technology Association  
Junior Faculty Holling Family Award for Teaching Excellence in Agriculture and Natural Resources, 2000  
UNL Teaching Council, Certificate of Recognition for Contributions to Students, 1994-1997  
Epsilon Sigma Phi State Team Award, 1997  
Silver Award for Distance Education and Instructional Design, Outreach Project, Single Event, Agricultural Communicators in Education, 1999  
Bronze Award for Distance Education and Instructional Design - Evaluation, Agricultural Communicators in Education, 1999

**Grants and Publications** (see Section 7)

---

**THOMAS E. KRAFT, Associate Professor of Practice**

**Education**

Ed.D.	2001	University of Nebraska—Lincoln	Community and Human Resources
M.S.	1986	University of the Philippines	Public Management
B.S.	1974	University of Nebraska—Lincoln	Industrial Education

**Professional Experience**

Associate Professor of Practice/Coordinator, Industrial Technology, Agricultural Leadership, Education and Communication, UNL, 2008 to present.  
Coordinator/Lecturer, Industrial Technology Education, College of Education and Human Sciences, UNL, 2002-2008.  
Graduate Teaching Assistant, Industrial Technology Education & Department of Curriculum and Instruction UNL, 2000-2001 & 1998-1999  
Graduate Assistant, Health and Human Performance, UNL, 2000-2001.  
Secondary Education Teacher, Industrial Technology, Hana High and Intermediate School, HI, 1994-2000.  
Major, USAF Retired/Honorable Discharge, 1994.  
Government Flight Representative, Defense Contract Management District South, Marietta, GA, 1991-1993.  
Space Shuttle Staff Officer, DOD Manager for Space Shuttle Support, Patrick AFB, FL, 1987-1991.  
United States Air Force, 1976-1987.

**Professional Affiliations, Awards, and Honors**

National Association of Industrial and Technical Educators \_\_\_\_  
Association of Career and Technical Education  
Epsilon Pi Tau  
Nebraska Industrial Technology Association

**Grants and Publications** (see Section 7)

---

## **GINA S. MATKIN, Assistant Professor**

### **Education**

Ph.D.	2005	University of Nebraska—Lincoln	Human Sciences (Leadership Studies)
M.A.	1989	Iowa State University	General Graduate Studies – Specialization Areas: Women’s Studies, Adult Education & Sociology
B.S.	1982	Southeast Missouri State University	Biology

### **Professional Experience**

Assistant Professor, Agricultural Leadership, Education and Communication, UNL, 2007 to present.  
Senior Lecturer, Agricultural Leadership, Education and Communication, UNL, 2005-2007.  
Assistant Director for Training and Development, Nebraska Unions, UNL, 1995-2005.  
Team Leader, Organizational Development Coordination Team, Nebraska Department of Social Services, 1994-1995  
Organizational Development Coordinator, Nebraska Department of Social Services, 1993-1994.  
Training Specialist II, Nebraska Department of Social Services, 1991-1993.  
Coordinator, Women’s Programs and Services, UNL, 1989-1991.  
High School Biology and Science Teacher, Dexter High School, Dexter, MO, 1982-1983.

### **Professional Affiliations, Awards, and Honors**

"Amazingly Awesome" Advisor Award, Scarlet & Cream Chapter of the National RHA Honorary Award for contributions to the residence hall community, 2009.  
Nominated for CASNR Week Outstanding Teaching Award, 2009.  
The Parents Association, UNL Teaching Council, 2008.  
Outstanding Reviewer Award, Midwest Academy of Management, 2007.  
University of Nebraska Regent's Kudos Award, 2005.  
Student Organization Advisor of the Year Nominee, 2004 and 2005.  
Sue Tidball Award for Creative Humanity, Nominee, 1998.  
Institute of Behavioral and Applied Management (IBAM)  
University Association for Administrative Development (UAAD)  
International Leadership Association  
Association for Leadership Educators  
American Association for Agricultural Education  
Midwest Academy of Management  
Intercultural Communications Institute, IDI Certified Trainer  
Myers-Briggs Type Indicator, Certified Trainer

### **Grants and Publications** (see Section 7)

---

## **LISA A. PENNISI, Assistant Professor**

### **Education**

Ph.D.	2007	University of Florida	Natural Resource Tourism & Recreation
M.S.	1991	Miami University (Ohio)	Environmental Science
B.A.	1986	University of Central Florida	Psychology

### **Professional Experience**

Assistant Professor, Agricultural Leadership, Education and Communication, UNL, 2008 to present.  
Lecturer, Agricultural Leadership, Education and Communication, UNL, 2007-2008.  
Research and Teaching Assistant, School of Forest Resources and Conservation & the Department of Tourism, Recreation and Sports Management, University of Florida, 2001-2007.  
Contract Researcher, United States Forest Service, North Central Research Station, 2003.  
Nature Center Manager, Palm Beach County, Fl, 1997-2000.  
Program Coordinator/Life Science Teacher, Cincinnati Public Schools “The Zoo Academy,” 1991-1996.

Agricultural Naturalist and Administrative/Naturalist Intern Cincinnati Nature Center, 1989-1990.  
Research and Teaching Assistant, Department of Psychology, University of Florida, 1986-1989.

#### **Professional Affiliations, Awards, and Honors**

National Recreation and Parks Association  
Society of Parks and Recreation Educators  
National Association of Interpretation  
American Evaluation Association  
American Psychological Association Division 34 – Population and Environmental Psychology

#### **Grants and Publications** (see Section 7)

---

### **KELLY A. PHIPPS, Assistant Professor of Practice**

#### **Education**

Ph.D.	2009	University of Nebraska—Lincoln	Human Sciences (Leadership Studies)
J.D.	1994	University of Iowa College of Law	
M.A.	2002	Graceland University (Iowa)	Religion
B.A.	1991	Graceland University (Iowa)	Speech Communication, Philosophy & Religion

#### **Professional Experience**

Assistant Professor of Practice, Agricultural Leadership, Education and Communication, UNL, 2008 to present.  
Graduate Teaching Assistant, Agricultural Leadership, Education and Communication, UNL, 2006-2008.  
Executive Director, The Mediation Center: Resources for Collaborative Decision Making, Lincoln, NE, 2003-2006.  
Young Adult Ministries Specialist, Community of Christ, Independence, MO, 1998-2003.  
Attorney, Mears Law Office, Iowa City, IA, 1994-1998.

#### **Professional Affiliations, Awards, and Honors**

Best Paper Proceedings, Academy of Management, 2009.  
University of Iowa College of Law National Moot Court Team Member, 1993-1994.  
Academy of Management  
Midwest Academy of Management  
Teaching Society for Management Educators (OBTS)

#### **Grants and Publications** (see Section 7)

---

### **Retired Faculty**

### **LEVERNE A. BARRETT, Professor**

#### **Education**

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

#### **Professional Experience**

Professor, Agricultural Leadership, Education and Communication, UNL, 1991-2009.  
Associate Professor, Agricultural Education, University of Nebraska—Lincoln, 1984-1990.  
Assistant Professor, Agricultural Education, University of Nebraska—Lincoln, 1980-1984.  
Assistant Professor, Agricultural Education, Pennsylvania State University, 1978-1980.

Department Head and Coordinator, Conrad Weiser School, Robesonia, PA, 1974-1978.  
Instructor, Agricultural Education, Pennsylvania State University, 1973-1974.  
Department Head, Conrad Weiser School, Robesonia, PA, 1966-1973.  
Vocational Ag Teacher, Conrad Weiser School, Robesonia, PA, 1962-1966.

**Professional Affiliations, Awards and Honors**

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

---

**GERALD M. PARSONS, Associate Professor**

**Education**

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

**Professional Experience**

Associate Professor, Agricultural Leadership, Education and Communication, UNL, 1989-2003.  
Assistant Professor, Department of Agricultural Communications, UNL, 1983-1988.  
Visiting Assistant Professor, Department of Agricultural Communications, UNL, 1982-1983.  
Visiting Assistant Professor, Department of English, Nebraska Wesleyan University, Lincoln, 1981-1983.  
Visiting Instructor, Department of English, University of Nebraska—Lincoln, 1980-1982.  
Director of Residential Services/Life Skills Training, Lancaster Office of Mental Retardation, Lincoln, NE, 1976-1980.  
Instructor of English/Composition, Department of English, University of Nebraska—Lincoln, 1967-1982.  
Instructor of English/Composition, Department of English, Clarke College, Dubuque, IA, 1965-1966.  
Instructor of English, Department of English, Mercyhurst College, Erie, PA, 1964-1965.

**Professional Affiliations, Awards and Honors**

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

---

## **S. KAY ROCKWELL, Professor**

### **Education**

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

### **Professional Experience**

Professor/Evaluation Specialist, Agricultural Leadership, Education and Communication, UNL, 1997-2006.  
Associate Professor/Evaluation Specialist, University of Nebraska—Lincoln, 1990-1997.  
Assistant Professor/Evaluation Specialist, University of Nebraska—Lincoln, 1984-1990.  
Evaluation Technologist, University of Nebraska—Lincoln, 1979-1984.  
Instructor, Nebraska Nurses' Association, 1967.  
Acting Assistant Director for Nursing Education, 1965-1966.  
Instructor, Lincoln General Hospital, 1962-1967.

### **Professional Affiliations, Awards and Honors**

American Evaluation Association  
Nebraska Cooperative Extension Association  
Adult and Continuing Education Association of Nebraska  
Missouri Valley Adult Education Association  
Epsilon Sigma Phi, Alpha Epsilon Chapter

---

## **DANIEL W. WHEELER, Professor**

### **Education**

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

### **Professional Experience**

Department Head, Agricultural Leadership, Education and Communication, UNL, 2005-2008.  
Professor, Agricultural Leadership, Education and Communication, UNL, 2002-2008.  
Professor and Coordinator, Office of Professional and Organizational Development, UNL, 1992-2002.  
Associate Professor/Coordinator, Office of Professional and Organizational Development, UNL, 1985-1992.  
Faculty Career Consultant, Teaching and Learning Center, University of Nebraska—Lincoln, 1982-1985.  
Director, Omaha Teacher Corps, University of Nebraska—Omaha, 1978-1982.  
Associate Professor, Fredonia-Hamburg Teacher Education Center, State University of New York, 1976-1978.  
Assistant Professor, Fredonia-Hamburg Teacher Education Center, State University of New York, 1972-1976.  
Instructor, Fredonia-Hamburg Teacher Ed Center, State University of New York-Fredonia, 1970-1972.  
Graduate Research Assistant, State University of New York-Buffalo, 1968-1970.  
Chair, Science Department and Science Teacher, Park School, Buffalo, NY, 1966-1968.  
Elementary Science Teacher, Flint Public Schools, Flint, MI, 1964-1966.

### **Professional Affiliations, Awards and Honors**

Friend of Alumni Award, State University of New York-Fredonia  
Spirit of POD Award, Professional and Organizational Development Network in Higher Education

Nebraska Network 21 Excellence Award  
Bright Idea Award, Professional and Organizational Development Network in Higher Education  
Association for Study of Higher Education  
Nebraska Cooperative Extension Association  
Professional and Organizational Development Network in Higher Education  
American Association for Higher Education  
The Academy of Management

**Publications** (see Section 7)

---

# Section 11: Appendix

---

## Perception Survey

In an effort to capture the current perceptions of ALEC stakeholders a series of surveys were conducted. With respect to the current department review, six groups were identified as important stakeholders. The six groups included: ALEC faculty, support staff, graduate assistants, graduate students, undergraduate students completing an ALEC program of study, and undergraduate students enrolled in ALEC courses that are not necessarily completing an ALEC program of study. Due to the length of the raw data, all responses are summarized for ease of reporting.

## Faculty Survey

All individuals who taught an ALEC course in the past three semesters, excluding graduate assistants, were included in the ALEC faculty group. A total of 18 individuals were included; five individuals completed the survey yielding a response rate of 28 percent. When asked what they liked best about their current position the faculty indicated they enjoyed the scholarship of the department and they enjoyed knowing that their teaching makes a difference in the lives of others. When asked what they liked the least about their current position faculty responded that they felt overloaded with the amount of work.

When asked what changes they would suggest that would improve their position they generally stated that better clarity around expectations for tenure would be helpful as would improved collaboration, guidance and mentoring from within for grants and publishing. When asked what would improve the working environment in the future faculty stated that a better understanding of expectations and guidance and mentoring around the task of managing their workload would be beneficial.

When asked to provide any other comments or suggestions that would aid in the improvement of the ALEC department one faculty member stated "I appreciate the "open-door" policies that are supported in the department. It's wonderful knowing that one can share their thoughts, concerns, and/or suggestions and that prompt, courteous responses are always forthcoming."

## Support Staff Survey

A total of four individuals were included in the ALEC support staff group. Two individuals completed the survey yielding a response rate of 50 percent. The results from the survey are reported below.

When asked what they like best about their position the staff indicated they liked working in an educational environment like ALEC where they learn so much about the programs and the students and they liked the flexibility and variety of tasks. When asked what they liked least about working in the department the staff indicated the pay was their least favorite part of the job. When addressing what would improve the working environment in the future they indicated that they needed more student help at times when the department was really busy and they saw getting students that were willing to step forward and be responsible in their work as beneficial.

## **Graduate Assistant Survey**

The Graduate Assistant group consisted of graduate assistants from the past two semesters. A total of eight individuals were included. Three individuals completed the survey yielding a response rate of 38 percent. When asked what they liked best about their current position the graduate assistants indicated the flexibility, autonomy, and diversity was very good. When asked what they would change, the graduate assistants indicated that they wish there was better health insurance.

## **ALEC Graduate Student Survey**

All individuals who are members of the ALEC graduate student listserv were included in the ALEC graduate student group. A total of 183 individuals were included. Thirty-nine individuals completed the survey yielding a response rate of 21 percent. The results of the survey are reported below.

When asked what changes they would make to improve their ALEC experience responses were varied. Answers included “more selective admission to the graduate program”, “do not offer 400/800 level courses in the same classroom”, and “increased rigor of graduate courses.” They indicated that closing the graduate program last year was frustrating for new students wanting to get in and that many hoped for better communication between the students and graduate advisors. In addition, they added that there should be some sort of orientation at least once a year for students when they enter the program. Several indicated that as part time students they felt disconnected from advising and other departmental activities. A few students identified the need to include agriculture as a context for the leadership courses and were concerned that the leadership area does not emphasize agriculture.

When asked how they would improve their degree program several students indicated more rigorous graduate courses are needed. Several students indicated the need to put more graduate classes online and one respondent indicated the process could be made easier for part time students not on campus. When asked what changes they would make to improve courses one student indicated “most 400/800 courses are not great. Having undergraduates in the classroom is a detriment to those of us who are more serious about research. ALEC needs to create more graduate level classes (900) as opposed to those not so rigorous.” In addition, other students indicated the need exists for more summer course offerings. Finally, others indicated their desire to see agriculture as the context in the leadership courses.

When asked what changes they would make to learning and advising in ALEC, graduate students suggested having “more interaction between students and faculty at the graduate level. This could be enhanced with the establishment of a graduate student lounge/library room where graduate students and faculty could interact.” And, others suggested that more focus on grantsmanship in the Ph. D. program would be helpful for all students regardless of whether students are aspiring to tenure track faculty positions or non-profit organizations. Several students indicated the need for a graduate student handbook for new students in the department.

## **Undergraduate ALEC Program of Study Survey**

All undergraduates listed in the Spring 2010 CASNR sixth day census report as agricultural education, agricultural journalism, or hospitality restaurant and tourism management majors were included in the undergraduate student completing an ALEC program of study group. A total of 99 individuals were

included. Forty-three individuals completed the survey yielding a response rate of 43 percent. The results of the survey are reported below.

When asked what they like about the department several students mentioned how much they enjoy the many professionals that are brought in as guest speakers. They also enjoy the flexibility of the majors and that there are many opportunities in a wide range of fields for a degree in ALEC. When asked how they would improve the program several responses were given. Many indicated that ALEC 135 should be worth more credits than one since it requires 40 hours of work in an internship experience. Others indicated they'd like to see less time required for outside of class time activities such as internships and job shadowing. They indicated it was difficult to balance these with being a full time student and working a part time job as well.

Many students indicated that they really like the ALEC instructors and they perceive the instructors as caring and very helpful. They note that ALEC professors are very committed to knowing their students on a personal basis. And that they are very dedicated to the classes and they work hard to create a community within the classroom. Specific comments included "I love being a part of the ALEC department at UNL. The friendly, small and personal environment is excellent! It makes the college experience so much better when you have people you know and are not just lost in the crowd." And, "get the word out! I am always explaining what ALEC and my majors really are even to other people on campus. I think that the ALEC Department could be missing out on students due to the fact that they do not know the opportunities that exist. My ALEC courses are often the ones that keep me sane throughout the semester so I would really like to see others enjoying ALEC as much as I do."

### **Undergraduate Non-ALEC Program of Study Survey**

Six sections of Fall 2009 ALEC 102, two sections of Fall 2009 ALEC 202 and declared leadership and communication minors as indicated by the Spring 2010 CASNR sixth day census report were included in the undergraduate student not completing an ALEC program of study group. A total of 197 individuals were included. Twenty-six individuals completed the survey yielding a response rate of 13 percent.

When asked to suggest improvements to their ALEC experience several students indicated it was necessary to make the courses less focused on memorizing theory and more on how to apply the concepts to real life situations. Another indicated that their ALEC courses were their favorite of the college experience and that they felt the faculty were great and they loved the small class sizes. Additional students referred to how difficult it was to get enrolled in ALEC courses due to an excess of students wanting to get into the classes and limited access to course sections.

###