

2006

Nov 2006 ALEC Report

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Current Information for the Department of Agricultural Leadership, Education and Communication November 2006

Background

The Department of Agricultural Leadership, Education and Communication (AgLEEC) was established initially as the Department of Agricultural Education in 1918 following passage of the Federal Smith-Hughes Act in 1917. This act provided aid to states for “teacher training” as well as funds for establishing departments of vocational agriculture in local high schools. The department continues to be the sole official training center for agricultural education teachers in Nebraska secondary schools. Student teachers are placed in high schools across the state for full-time practice.

In 1992, the Department of Agricultural Education was merged with the Department of Agricultural Communications to become the current Department of Agricultural Leadership, Education and Communication. The department’s vision is “Excellence in serving the needs of agriculture and natural resources in leadership, education and communication.” The mission is “to foster human capacity in leadership, education and communication through innovative teaching, research, and outreach.” Members of the faculty report to a department head and, depending on their appointment, are accountable to the respective deans of the College of Agricultural Sciences and Natural Resources (CASNR), the Agricultural Research Division (ARD), and the Cooperative Extension Division (CED); as well as to the Vice Chancellor of the Institute of Agriculture and Natural Resources (IANR) at the University of Nebraska-Lincoln (UNL). AgLEEC faculty appointments are listed in the supporting documents.

Undergraduate/Graduate Degree Programs

The department currently offers two undergraduate degrees – Agricultural Education with a Teaching Option or an Agricultural Leadership Option, and Agricultural Journalism. Students in Agricultural Journalism can specialize in Advertising, Broadcasting or News-Editorial and select options in Agriculture and Natural Resources Policy, Production Agriculture and Agriculture and Natural Resources Public Relations. Currently, there are 47 first majors in Agricultural Education and 21 first majors in Agricultural Journalism. In addition, the department also has undergraduate minors in Leadership and Communication, Environmental Communication and Environmental Education at the undergraduate level. The department offers several undergraduate courses that serve many non-majors each year (e.g., interpersonal skills, leadership in small groups and teams, dynamics of effective leadership in organizations and ethics in agriculture and natural resources).

At the graduate level, the department offers a Master of Science in Leadership Education and an interdepartmental Doctoral Program in Human Sciences and Leadership Studies. The areas of concentration for the masters degree are leadership and human resource development, teaching and extension education, distance education, and nutritional outreach. There are 73 students enrolled in the masters program and 31 enrolled in the doctoral program.

AgLEEC has taken a leading role in CASNR in the development and delivery of courses via distance. Today, with careful advising, graduate students can complete a Masters of Science in Leadership Education by taking advantage of the ever-increasing number of distance-delivered graduate courses. Some of the course development and delivery has been initially supported by modest internal grant dollars. Faculty have made an enormous commitment to embrace distance delivery as a means to address education needs of a wider graduate student audience than traditional, on-campus delivery affords.

Collaborations

Another high priority of faculty has been to increase collaborations inside and outside the university. Therefore, a pervasive tone of collaboration and inclusion permeates the department. AgLEC faculty have engaged in educational efforts with other departments in CASNR and divisions of IANR, several departments in the College of Education and Human Sciences, College of Architecture, Center for Great Plains Studies, Center for Applied and Rural Innovation, and Extended Education and Outreach. As a result, arrangements have been made to cross list courses, develop joint undergraduate minors, joint graduate specializations and engage in multi-disciplinary, multi-agency research and service projects. In some instances, AgLEC has taken the lead in these relationships; in others, the department has provided the pedagogical or theoretical basis for the work of collaborative teams. Regardless, AgLEC has made substantial strides in establishing itself as a viable partner with much to contribute to teaching, research and outreach/service.

Espirit de corps

Espirit de corps is embedded in a culture that has held teaching as a paramount objective throughout the history of the department. Based on that belief system comes a standard of teaching excellence. Faculty conversations can be heard about teaching where ideas are shared, advice is requested and given freely. There is a climate of support which was indicated in the latest Gallup survey. AgLEC faculty and staff recorded some of the highest scores in IANR and UNL.

Incentives for Teaching Excellence

Promotion and tenure are strong incentives for faculty on tenure lines. Teaching portfolios are part of the promotion and tenure package. Our department has a past history of faculty being promoted to full professor based on a record of excellent teaching. The department is fortunate to have a college dean who supports excellent teaching. New applicants are required to submit a record of teaching excellence along with a teaching philosophy, and a demonstration of their teaching. Teaching evaluations are an important criteria for salary increases. Senior faculty are dedicated to excellent teaching by what they say and do; this encourages junior faculty to excel as well. The majority of AgLEC faculty have received recognition and awards for teaching at the university, college, and national levels.

Development of Good Teaching and Curriculum Innovation

Doctoral students who are planning on teaching are given the opportunity to teach an introductory course that has a strong mentoring component. A senior faculty member meets frequently with this group to share teaching ideas. They receive feedback from classroom observations and are encouraged to participate in our college teaching course. The college teaching course that was developed years ago continues to attract faculty and students from other departments. The college and department have continuously supported the purchase and installation of the latest technologies to enhance teaching, i.e., a state-of-the-art classroom with PolyCom distance delivery capability.

Faculty are encouraged to use the latest research on student learning and teaching. Heavy emphasis is placed on matching theory with practice. Some examples that could be observed in departmental classrooms are: a) a day long simulation where students must demonstrate learned skills, b) in-class and out-of-class experiential activities, c) field trips, and d) PowerPoint presentations are enhanced with sound and videos. All students are required to be part of an internship experience with on-site supervision by faculty including biweekly reports via Blackboard.

Faculty have a history of seeking grants to improve teaching. Earlier grants from the Fund for the Improvement of Postsecondary Teaching (FIPSE), W.K. Kellogg Foundation and a USDA six-year national effort to change the reward system. A current grant from USDA to develop an interdisciplinary curriculum across CASNR encourages students in learning communities to continue the cohort learning groups throughout the four-year experience.

The impact of department teaching can be measured in several ways. Students consistently rank our courses in the top percentile across the college. Many of our courses, undergraduate and graduate, are electives for students across the campus and are consistently filled to capacity. Other departments such as Navy and Air Force ROTC have selected our courses because of the quality of the curriculum and teaching. AgLEC faculty mentor other faculty in Extension workshops on teaching and develop new courses in motivation, inner-cultural aspects, and power and influence.

Teaching Improvements

During the academic year 2005-06, AgLEC began an examination of the curriculum of one of our core courses, ALEC 102 Interpersonal Skills for Leadership. The course typically offers six to eight sections per semester and is a requirement for many CASNR majors as well as some non-CASNR majors. To ensure that the course continues to meet the changing needs of our students and potential employers who might employ them, data is being gathered and examined from a number of sources. Course evaluations from all sections have been compiled from two semesters. Informal interviews with employers of CASNR majors were conducted to determine the most pressing interpersonal needs for the job market. An AgLEC masters student is conducting a follow-up study for a thesis project to formalize employer feedback. Some changes have been implemented after examination of initial data and an IRB-approved study is being conducted to determine the effectiveness of these changes.

Critical Thinking Project

In 2004 two graduate students, supervised by the department head, conducted a study to determine if active learning practices from one of the undergraduate courses resulted in an increase in critical thinking skills. The outcome was favorable showing that critical thinking skills did improve by the end of the semester. The graduate students, both of whom are now employed as faculty at UNL, are in the process of repeating this study with a larger sample and expanding the scope to include other variables such as overall grade point average, expected grade in the course, emotional intelligence and intercultural sensitivity. Results of this research will help our teaching methodology.

New Courses in AgLEC

In response to student demand, AgLEC undertook a project to expand the leadership and spiritual leadership curriculum this past year. Informal interviews and surveys were conducted with several of our existing students. Leadership faculty examined this data along with a survey of leadership courses at comparable programs at higher education institutions. The result was the creation and approval of three new leadership courses in our department: Leadership and Motivation; Leadership, Power and Influence; and Leadership and Diversity. The courses are being offered at both the graduate and undergraduate levels (400/800). Additionally, an existing course, Supervisory Leadership, which was being offered at the graduate level, was expanded to include an offering at the undergraduate level as well. During the 2006 fall semester, the first of the three courses was offered and filled immediately. Great interest is already being expressed for the other two courses, which will be offered in the spring of 2007.

Teaching Conference Participation

Dr. Lloyd Bell has been actively involved in “brain-based research” to increase effectiveness and comprehensiveness in his courses. Recent participation in the 2005 Public Information Resources, Inc. (PIRI) Learning and the Brain Conference provides a concrete example how information and knowledge gained from this experience have been integrated in his courses. The conference targeted rewiring the brain and focused on using brain plasticity to enhance learning and treat learning disorders. Since Dr. Bell teaches courses specifically designed to train current or future teachers, the relevance of this knowledge becomes immediate, as undergraduate and graduate students are able to integrate these concepts into their discussions and debate. Courses directly impacted by Dr. Bell’s involvement in “brain-based research” are ALEC 413 Program Planning and ALEC 805 Advanced Teaching Strategies.

Dr. Dann Husmann is currently involved in the UNL’s Peer Teaching Project. This project is designed to allow instructors of a specific course to take a close look at the desired outcomes for students. The course Dr. Husmann is using in this project is ALEC 234 Planning Leadership and Experience Programs and will be taught during the spring semester of 2007. Dr. Husmann has also been involved in a national project designed to redesign the methods course delivered in undergraduate programs offering agricultural education (preparing students to be teachers in agricultural education at the secondary education level). He has collaborated with colleagues from other land grant institutions in the nation in developing and designing a methods course which could be shared among all institutions who prepare agricultural education teachers.

Dr. Leverage Barrett regularly attends the National Association of Colleges and Teachers of Agriculture (NACTA) conference. His involvement in these conferences over the past few years has affected his classes by engaging students in determining, for example, the weight of each assignment within a wide parameter, involving the inclusion of more humor in classes (via videos), and increasing the number and amount of experiential activities in classes he teaches.

Contribution and Impact of Teaching Scholarship

AgLEC makes several strong contributions to scholarship on instruction. For example, Dr. Fritz and others produced a highly regarded textbook currently used by more than 112 UNL students in ALEC 102 and students at other universities. Dramaturgical teaching by Dr. Barbuto has been presented nationally; teaching in ALEC 302 formed the base for these methods. Transformational leadership, a concept studied by Drs. Barbuto, Fritz, Wheeler and several graduate students, is the basis for UNL workshops on "transformational advising." Dr. King has studied the use of multimedia in online teaching and the research forms the basis for two doctoral dissertations. Instructional strategies research is leading to a book examining online instruction. Dr. Bell's research on diversity is proving useful for inservice teachers. Dr. Wheeler has been a major player in the Professional and Organizational Development in Higher Education Network serving as president and developing workshops to improve teaching.

Use of New Technologies

Faculty in AgLEC make good use of new technologies and new teaching methods to improve instruction as evidenced by very positive CIEQ scores (instructional evaluations by students). Video and audio conferencing software was used by Dr. Wheeler to connect students in his cross cultural leadership class to students in Mexico during a summer session. Dr. Bell employs PolyCom (video over IP) to teach students throughout Nebraska while Dr. Fritz and others used satellite systems to teach a freshman interpersonal skills class to Nebraska College of Technical Agriculture (NCTA) students. Dr. Husmann

makes use of Breeze to communicate with students; additionally, he digitally videos students demonstrating teaching techniques and then produces DVDs for student feedback and portfolios. Dr. King teaches distance education using Blackboard, embedded videos, and wide ranging instructional strategies. Students in his ALEC presentation and multimedia classes post PowerPoints, graphics, text, and audio files for grading. Dr. Barbuto uses Blackboard with streaming video in his distance classes and focuses on online, small group discussion; he also has produced several training modules on DVD. Dr. Matkin used the discussion function in Blackboard to have students complete journaling assignments. Dr. Barrett posts PowerPoints with audio on Blackboard for his ALEC 202 students while Dr. Moody has her ALEC 305 students use PolyCom to present practice lessons, readying them to teach in Nebraska schools. The range of instructional strategies make learning more available and multi-dimensional.

Support for Advising/Mentoring/Student Associations/Internships

Advising – All undergraduate students are advised by unit faculty. Not only do undergraduates receive faculty advising for semester course selection, they also receive direct faculty advising on such matters as substitution/waiver decision making, securing scholarships and other financial assistance, student loan extensions, and advice for dual majoring and minors. Most advising is provided by an open door policy. Several faculty members, Dr. Lloyd Bell and Professor Emeritus O.S. Gilbertson, have been recognized for outstanding undergraduate advising through receipt of the L. W. Crowe Outstanding Undergraduate Student Advising Award presented annually by CASNR.

During the fall 2006 semester, Dr. Jay Barbuto has planned and conducted an advising series for the entire UNL campus on Transformational Advising. The series is comprised of five sessions on such topics as full range advising, individualized consideration, intellectual stimulation, inspiration motivation, and idealized influence. In a mentoring capacity, Dr. Barbuto has included undergraduate and graduate major students, Jody Soester and Joanna Story, respectfully.

Graduate advising is conducted in the same one-on-one procedure as undergraduate advising. Upon entry to the Leadership Education graduate area, students are immediately assigned to a graduate faculty advisor. To facilitate student transition into the program, a noon seminar (ALEC 904 Seminar in Leadership) is conducted each semester for the purpose of acclimating students to graduate terminology, expectations, courses, and a review of research ideas and practice.

Mentoring – Undergraduate mentoring occurs in AgLEC as a natural extension of the advising process. All majors (Agricultural Education-teaching, Agricultural Education-leadership, Agricultural Journalism) require a capstone experience of either student teaching or internship. Throughout the curriculum, course work is related to capstone experience, which is related to professional entry. From the beginning of the freshman year, students receive mentoring on professional expectations, are directed toward successful professional role models, and their work is critiqued in relation to professional expectation. Students are introduced to professional organizations and receive both face-to-face as well as media contact with professional publications. In the case of beginning agricultural education teachers, a collaborative mentoring program (ALEC 804) between AgLEC, the Nebraska Department of Education and the Nebraska Agricultural Educators Association, supports new graduates in their transition from student to professional status.

Graduate mentoring begins during the advising process and intensifies as specific professional student interest becomes evident. ALEC 904 Seminar in Leadership provides initial mentoring dialogue. Then, through advisor and committee direction, professional meetings and publication opportunities are recommended. Collaborative research and presentation opportunities between student and faculty provide insight toward professional expectations. ALEC 995 doctoral seminars provide an opportunity for doctoral students to work closely with a faculty member on research projects.

Should a graduate student indicate teaching interest, the first step is to apply for a teaching assistantship. If accepted, the student is assigned to teach an undergraduate section of ALEC 102 Interpersonal Skills in Leadership. Instructors of this course assemble weekly to discuss teaching and management questions. It serves as a support network for beginning teaching assistants. Another aspect within instructional mentorship is the graduate program requirement of ALEC 805 Advanced Teaching Strategies. This provides all students with a solid foundation of college teaching methods and strategies. If preferred, a student can follow ALEC 805 with a practicum teaching experience, ALEC 905. This continues the instructional refinement initiated in ALEC 805 through continued peer mentoring. A third enhancement for professional growth through peer mentoring is formally supplied through an independent study activity of professional portfolio development.

Student Associations – Student associations are supported at all levels of the program. The Graduate Student Association (GSA) operates with officers who regularly attend departmental faculty meetings. During faculty meetings they report on GSA activities and comment on departmental issues of relevance and interest.

Undergraduate student associations consist of the Ag Ed Club, which also maintains national membership with Alpha Tau Alpha, the UNL FFA Alumni Chapter, and the Agricultural Communicators of Tomorrow (ACT). Each of these student associations is actively advised by a departmental faculty member. These associations regularly participate in meetings of their respective regional and national affiliates. Both ACT and Ag Ed Club have hosted regional affiliate meetings on the UNL campus in the last five years. These student associations maintain active programs of work that include professional development meetings as well as community service activities. The associations enjoy the financial support of AgLEC in facilitating their activity agenda.

Internships – The tradition of AgLEC offers a formal approach to undergraduate student planning and completion of internships. In all three majors, a capstone experience of 10 to 16 weeks for major completion is required. This experience begins on campus under the direction of an assigned faculty member. During this time period, students document the purpose and objectives for their internship. It is on the basis of the student purpose and objectives that an internship is selected. Students are involved in the selection and often will visit several internship sights before a final selection is made. A contract of understanding between student, department and internship site is formalized prior to initiating the internship. During the internship, students file weekly reports on their progress. At least one on-site visitation (three in the teacher endorsement program) by the supervising faculty member is conducted during the internship period. At the conclusion of all experiences, a debriefing is conducted with selected faculty members. The purpose of the debriefing is to measure student attainment of intended purpose and objectives and to assess relevance of course work instruction in relation to actual internship experience.

Prior to the capstone experiences, students will begin early field experiences during the second semester of their freshman year. The purposes of early field experience is to ground theory with real world professional experience, assess student satisfaction of major selection to real world employment opportunities, and to adjust course selection decisions based upon personal assessment of necessary skill competency.

Modes and Styles Appropriate to the Discipline – The agricultural education-teaching major faculty maintain a monthly meeting agenda with the agricultural education consultant staff of the Nebraska Department of Education. Through that agenda, the issues of the profession are in constant dialogue of state leadership. Both entities maintain regular attendance and participation in regional and national conferences of the profession to assure coordination with the national dialogue.

The agricultural education-leadership program is recognized as the national leader in the agricultural leadership curriculum area. The program maintains an active research agenda and continues to expand the

undergraduate as well as graduate curriculum course offering. Recent graduates of the doctoral program have initiated leadership programs at Virginia Tech and assumed faculty positions in leadership instruction at Fort Hays State University in Kansas, Sam Houston State University in Texas, and the University of Concepcion in Chile.

The agricultural journalism major is a joint program with the UNL College of Journalism and Mass Communications. This broader faculty affiliation provides interface with communication modes and style in current practice within advertising, broadcast and news editorial areas. A similar comprehensiveness is attained within CASNR regarding agricultural science and natural resources as it relates to production agriculture, agricultural policy, or public relations.

Quality of the Major/Program

Members of the External Review Team in 2003, the last five-year review, described AgLEC as one of the “leading departments in the country.” The Review Team’s report included the following assessments.

“The AgLEC faculty is a highly dedicated, hard working, student-oriented faculty group that functions efficiently and effectively as a team. The faculty is service-minded, responsive, and creative in providing solutions to opportunities and challenges. In addition, this is a very personable, approachable faculty team that genuinely enjoys interactions with students and all client groups. A positive attitude prevails throughout the department and a strong sense of family and community is evident. Faculty members are engaged in teaching, research and outreach/service regardless of their formal assignment. The involvement of adjunct and emeriti faculty has been very positive, since budget constraints have limited opportunities for growth and expansion of department programs. Faculty members appear to have strong connections with constituent groups and develop positive, long-term relationships with students that carry into students’ professional careers. This faculty team has a problem solving orientation, always searching for ways to strengthen programs in the department. Faculty members in the unit have invested a great deal of time and energy in planning programs and targeting outcomes.”

“Student/client satisfaction with the program is high. The department reaches across the State through its distance-delivered masters degree program. This significant investment typifies the faculty view that the unit must be responsive to needs of the clientele. Students recognize and appreciate the approachability of the faculty and enjoy the family-style atmosphere in the department. In addition, the department receives excellent support from its external Advisory Council” the External Review Team reported.

The department’s strategic plan for 2003-08 is included in the supporting documents.

Quality of Program for Non-Majors

Members of the department take pride in serving all students. Many of the courses are extremely popular among non-majors. Steps are taken to ensure serving the needs of students adequately and in the best possible ways. For example, ALEC 102 Interpersonal Skills for Leadership is required for all Electrical Engineering students. The department has conducted interviews and examined feedback from Electrical Engineering students. A masters level student is conducting a research project on how to best meet the needs of these students in ALEC 102 and other courses they may take in AgLEC. As a result, faculty members believe the course has been improved not only for Electrical Engineering students but for all students enrolled through tailoring examples to fit various disciplines.

AgLEC's curriculum committee frequently discusses the prevalence of non-majors in our undergraduate coursework and strategizes ways to make sure we are addressing the needs of non-majors in whatever ways possible.

AgLEC's leadership curriculum is intentionally planned to meet the various needs of students at three levels of leadership. The department offers courses in personal or interpersonal leadership, team or group levels of leadership, and finally in organizational or community leadership. Students learn from well respected and well published faculty and participate in a number of experiential activities designed to help them function in their own chosen careers. Many students take ALEC 102 as a requirement, but then continue on to other levels of leadership.

AgLEC offers a number of minors designed specifically for non-majors who are interested in graduating not only with a quality degree, but also the additional leadership skills and knowledge to increase their value in today's job marketplace. Students can choose a minor in Environmental Communication, Environmental Education, or Leadership and Communications. This past year AgLEC added three new undergraduate leadership courses to the curriculum based on research results from industry employers, student feedback and faculty observations.

Quality of Graduate Program

In a recent five-year departmental review our graduate programs were described as being the most advanced in the leadership field among peer departments. Over the past several years the department has revamped its graduate curriculum with more than ten new permanent course offerings. Enrollment in these courses has consistently approached or exceeded capacity. Our masters program has grown from just over 20 graduate students in 1998 to well over 100 graduate students today. This has been achieved while withstanding a reduction in FTE for graduate faculty.

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 degree requirements, all graduate students must pursue and submit a research publication during their programs. Upon graduation our students have consistently had multiple job offers to select from (ranging from faculty positions, consulting, cooperative extension, and industry) – which is a testament to both the quality of our program and the quality of students that it attracts.

Part-Time Faculty

AgLEC provides opportunities for quality doctoral students to obtain necessary teaching experience during their academic programs. Students are carefully screened for previous experience and credentials, and are offered teaching assistantships if they are eligible. AgLEC provides an in-depth teaching orientation and includes teaching assistants in department meetings and communication networks. Teaching assistants have offices in the same vicinity as faculty and have opportunities to interact and collaborate both formally and informally in this setting. Ongoing meetings and professional development activities are provided throughout the teaching experience. AgLEC prides itself in providing the very best experience for our undergraduate students whether their courses are taught by seasoned faculty or experienced doctoral students.

AgLEC offers courtesy appointments to select doctoral graduates who have met specifically-identified qualifications. This provides select recent graduates of our program as well as other highly qualified Ph.D. graduates on our campus an opportunity to utilize their skills and allows AgLEC to add course

sections or specialized coursework when the demand arises. Courtesy appointments are screened carefully, evaluated yearly, and though not guaranteed teaching appointments, are included in departmental communications and select meetings.

Quality of Teaching in Outreach Programs

The quality of teaching for faculty who have Extension appointments is measured via the Extension Accomplishments Reporting System (EARS). Each program conducted must have quality indicators of impact. Electronic EARS reports are reviewed annually by administration. If they can demonstrate sufficient impact on the audience the report is archived for public access. Our faculty have numerous accepted reports. Other faculty who do not have Extension appointments are frequently sought after to make presentations. Extension faculty have conducted in depth leadership work with communities through the Community Resource Development Action Team and collaboration with the Home Town Competitiveness Program.

SUPPORTING DOCUMENTS

AgLEC Faculty Appointments 2006-07

Name	Rank/Tenure ¹	% FTE	Institution/Degree	Yrs. in Dept.
Barbuto , John E. Jr. (Jay)	Assoc. Prof./T	.50 Teaching .50 Research	U. Rhode Island, Ph.D.	9
Barrett , Leverne A.	Professor/T	.75 Teaching .25 Extension	Penn State, Ed.D.	26
Bell , Lloyd C.	Assoc. Prof./T	1.00 Teaching	U. Nebraska, Ph.D.	16
Ellis , Jason E.	Instructor/N	.75 Teaching .25 Extension	Iowa State University, Ph.D. (December 2006)	new
Fairchild , Patricia J.	Assoc. Prof./T	.25 Teaching .75 Extension	Boston U., Ed.D.	6
Husmann , Dann E.	Professor/T	.75 Teaching .25 Extension	U. Nebraska, Ph.D.	6
King , James W.	Assoc. Prof./T	.75 Teaching .25 Research	Indiana U., Ed.D.	10
Matkin , Gina S.	Senior Lecturer/NA	1.00 Teaching	U. Nebraska, Ph.D.	1
Moody , Linda D.	Senior Lecturer/NA	.30 Teaching .70 Student Involvement	U. Nebraska, Ph.D.	12
Wheeler , Daniel W.	Professor/T	.25 Teaching .25 Research .50 Administrative	SUNY-Buffalo, Ph.D.	4

¹T=Tenured; N=Non-tenured; NA=Not Applicable (non tenure-leading appointment).

AgLEEC Faculty/Student Awards

John E. Barbuto, Jr. – 2006 Teaching Fellow, Initiative for Teaching and Learning Excellence, UNL
Lloyd C. Bell – 2006 Distinguished Teaching Award, North Central Region, American Association for Agricultural Education
Richard L. Fleming – 2006 Award for Distinguished Service, Nebraska FFA Association.
Richard L. Fleming – 2006 Outstanding Cooperation Award, National Association of Agricultural Educators
Kurtis Harms – 2006 Scholarship, National Association of Farm Broadcasters

John E. Barbuto, Jr. – 2005 Teaching Fellow, Initiative for Teaching and Learning Excellence, UNL
Lloyd C. Bell – 2005 Outstanding Agricultural Educator Award, North Central Region, American Association for Agricultural Education
Amy Boren – 2005 Certificate of Recognition for Contributions to Students from the UNL Parents Association/Teaching Council; Farmers National Company Fellowship
Patricia J. Fairchild – 2005 Certificate of Recognition for Contributions to Students from the UNL Parents Association/Teaching Council
Richard L. Fleming – 2005 Outstanding Agricultural Cooperation Award, Nebraska Agricultural Educators Association
Susan M. Fritz, Connie Reimers-Hild, James W. King, Daniel W. Wheeler – 2005 Best Paper Award, Distance Learning and Administration Conference, University of West Georgia.
Gina S. Matkin – 2005 KUDOS Award, Board of Regents, University of Nebraska
Linda D. Moody – 2005 Chancellor's Exemplary Service to Students Award
Jennifer Moss 2005 Holling Family Award Teaching Assistant Teaching Excellence Award.

John E. Barbuto, Jr. – 2004 Excellence in Graduate Education from the UNL Office of Graduate Studies
Lloyd C. Bell – 2004 L.K. Crowe Outstanding Undergraduate Student Advisor
Patricia J. Fairchild and Jaclyn M. Gisburne – Best Paper award at the Distance Learning Administration Conference, Jekyll Island, GA.
Richard L. Fleming – CASNR Week 2004 Superior Academic Advising Award
Dann E. Husmann – 2004 Junior Faculty Holling Family Award for Teaching Excellence, College of Agricultural Sciences and Natural Resources, Institute of Agriculture and Natural Resources, UNL

Linda D. Moody – CASNR Week 2003 Outstanding Advisor Award Nominee; Awesome Advisor Award, Burr Hall
Richard L. Fleming – 2003 Certificate of Recognition for Contributions to Students from the UNL Parents Association/Teaching Council
Susan M. Fritz – CASNR Week 2003 Outstanding Advisor Award Nominee
Deana M. Namuth, Susan M. Fritz, Ashu Guru, Patricia M. Hain, Donald Lee, Carol A. Speth, Scott J. Nissen and Tracy M. Sterling – ADEC Excellence in Distance Education Award, Honorable Mention.

John E. Barbuto, Jr. – Holling Family Junior Faculty Family Award for Teaching Excellence
Lloyd C. Bell – CASNR NACTA Teaching Award of Merit
James W. King – NACTA Teaching Fellow
Linda D. Moody – nominated by students for the CASNR Outstanding Teaching Award
Richard L. Fleming – Sue Tidball Award for Creative Humanity Nominee
Linda D. Moody – Distinguished Service Award from the Nebraska FFA
S. Kay Rockwell – ACDI/VOCA, Certificate of Achievement for outstanding contributions to the International Agricultural Degree Program Development II Project in Russia, April 2001

Conferences Attended by AgLEC Faculty and Students

Academic Chairperson Conference
Agricultural Communicators of Tomorrow (ACT)
American Association for Ag Education (AAAE)
Association for Career and Technical Education of Nebraska (ACTEN)
Association for International Agricultural & Extension Education (AIAEE)
Association of Leadership Educators
Community Outreach Partnership Centers (COPC)
Distance Education Teaching and Learning
Gallup Leadership Institute Summit
Greenleaf Center Conference
Institute of Behavioral and Applied Management (IBAM)
International Leadership Association
Mid-Winter In-Service Workshop for Nebraska Agricultural Education Teachers
Midwest Academy of Management
National Agricultural Education Inservice
National Research Conference of American Association of Agricultural Educators
National Science Teachers' Association Conference
NCA-24 Ag Education Research
Nebraska Department of Education (NDE) INVEST Conference
Nebraska Distance Learning Association
Nebraska Educational Technology Association
Nebraska Agricultural Educators Association (NAEA)
North American Colleges and Teachers of Agriculture (NACTA)
North Central Region AAAE
Professional and Organizational Development Network in Higher Education
Servant Leadership Conference

AgLEC Student Achievements

Kristyn Harms – NAAE (National Association of Agricultural Educators, Inc.) Upper Division Agricultural Education Scholarship, August 2000; Chancellor's Scholar (4.0 grade point average during entire academic career), May 2001

Lilian Gomez-Alvarez – 2003 North American Colleges and Teachers of Agriculture (NACTA) Graduate Teaching Assistant Award

Amy Rasmussen – 2003-04 National FFA Central Region Vice President, National FFA Convention; Outstanding Career and Technical Education Postsecondary Student Award, NASD CTE Conference, Washington, D.C.

Ann Gotschall, from Atkinson was honored as the 2005 Gamma Sigma Delta Outstanding Senior. This is the first time that a transfer student has received this honor. Ann received a degree in horticulture from SCC Beatrice and is currently majoring in teaching and leadership in AgLEC.

Scholarships

Amber D. Haugland, – \$1,000 national scholarship from CropLife America; \$300 undergraduate teaching assistant scholarship from the Capital City Kiwanis Club, 2003-04.

Jonathan D. Sellenrick – \$500 NAAE Upper Division Agricultural Education Scholarship (presented at the ATA Conclave during the National FFA Convention last October in Louisville, Kentucky), 2003-04.

AgLEC Refereed Journal Articles – Published

Barbuto, J.E., Cundall, S., & Fritz, S.M. (2005, 10/02). Motivation, charismatic and transformational leadership: A test of antecedents. *Journal of Leadership and Organizational Studies*, 11:4, 26-40.

Barbuto, J.E., Fritz, S.M., Matkin G.S., & Marx, D. (2005, 08/28). Gender, education and age, and leaders' use of influence tactics and full-range leader behaviors. *Sex Roles: A Journal of Research*.

Blanton, K.K., & Barbuto, J.E. (2005, 05/25). Cultural constraints in the workplace: An experiential exercise utilizing Hofstede's dimensions. *Journal of Management Education*, 29:654-666.

Fink, L.D., Ambrose S. & Wheeler, D. (2005, 01/27). Becoming a professional engineering educator: A new role for a new era. *Journal of Engineering Education, Special Issue: The Art & Science of Engineering Ed*, 94:185-194.

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AgLEC Undergraduate Honors Theses

Harms, Caleb (2003). *Differing perspectives on the future of rural education in Nebraska*. Honors Thesis. (Susan M. Fritz & Dann E. Husmann)

Miller, M. L. (2003). *Administrator perceptions of motivators and barriers to service-learning at one Midwest university*. Honors thesis. (Linda D. Moody)

Timm, Paul (2003). *A study of the human capital development impact of Career and Technical Education on Rural Nebraska*. Honors Thesis. (Susan M. Fritz)

Cent, Alana & Keown, Catherine (2000). *Recommendations for effective collaboration: Considering small group dynamics during an institutional self-assessment*. Joint Honors Thesis. (Susan M. Fritz)

Harms, Kristyn (2001). *Internalization of character traits by those who teach Character Counts!* Honors Thesis. (Susan M. Fritz)

Lane, Karyn (1999). *Environmental science in rural and urban elementary programs in Nebraska*. Honors and Environmental Studies Senior Thesis. (Susan M. Fritz)

AgLEC Funded Grant Projects

Barbuto, J., Fritz, S. & Schinstock, J. *Full Range Advising: Transforming the Advisor/Advisee Experience*. Initiative for Teaching and Learning Excellence. University of Nebraska-Lincoln. \$22,190. March 1, 2006-May 15, 2007.

Barbuto, J. *Leadership Education Institute for Faculty in Colleges of Agriculture*. Other Associates: Penny Pennington, Bill Weeks, Cindy Blackwell, Oklahoma State University; Christine Langone, University of Georgia. United States Department of Agriculture. \$74,830. September 20, 2005-October 25, 2007.

Barbuto, J. *Testing the Impact of Dramaturgical Teaching in the Leadership Classroom*. Initiative for Teaching and Learning Excellence. University of Nebraska-Lincoln. \$5,000. December 2, 2004-October 25, 2006.

Barbuto, J.E. *Multi-Site Delivery of a Leadership Development Course*. UNL Office of Extended Education & Outreach. \$6,500. March 1, 2001-May 15, 2002.

Barbuto, J.E. *Web Streaming Technologies for ALEC 802 – Developing Leadership Capacity in Organizations*. \$9,500. UNL Office of Extended Education & Outreach. 2002-2003.

Barrett, L. *Rural Community Leadership Development for Sustainability*. Kellogg LINC Project. \$23,370. 2003-2004.

Barrett, L., Brink, D., Francis, C., & Wheeler, D. *Agriculture and Food System Learning Community* USDA Challenge Grant. \$98,524. August 15, 2002-July 31, 2005.

Barrett, L. & Center for Rural Affairs. *Hope and Opportunity for People and the Environment*, EPA, \$250,000. (Center for Rural Affairs is prime contractor – HOPE Project). May 2000-2003.

Beermann, D., & Fritz, S. *2005 Nebraska Youth Beef Leadership Symposium*. Nebraska Cattlemen's Research and Education Foundation Board – \$2,500, Nebraska Beef Council – \$2,000, ConAgra – \$2,500, Individual Producers – \$13,000.

Beermann, D., & Fritz, S. *Preparing Youth for Leadership Careers in the Nebraska Beef Industry*. Nebraska Beef Council. \$5,000. January 1, 2003-December 31, 2004.

Bell, L. *Electronic Database for Herbaceous Landscape Plants for the Northern Great Plains*. University of Nebraska Cooperative Extension. \$10,000. September 9, 2004-June 30, 2005.

Bell, L. *NDE – Nebraska Agricultural Education Framework and Content Standards*. \$35,000. 1999-2000.

Bell, L. *NN21 – Visionary Food Systems Curricula Action Team*. Establishment of Governor's Task Force on Agricultural and Natural Resources Education. \$10,000. 1999-2000.

Bell, L.C., Etling, A., & Fritz, S. *ALEC 800 – Program Planning for Formal and Non-formal Education Audiences*. UNL Office of Extended Education & Outreach. \$9,800. January 1-December 31, 2004.

- Drummond, W., Waite, M., Cantarero, R., Carranza, M., Parsons, G., Larrick, S., & Fritz, S. *Community Outreach Partnership Center Program*. HUD. \$384,914. December 1, 2001-November 31, 2004.
- Edwards, D.E., & Fritz, S.M. *Changing How Rural Students Will Learn and Earn in the 21st Century – a Rural Agricultural Sciences Magnet School Network*. W.K. Kellogg Foundation. \$200,000. May 1, 2001-August 31, 2002.
- Fairchild, P. *Planning and Implementing Cooperative Extension Programs for Domestic and International Audiences*. UNL Office of Extended Education & Outreach. \$12,000. March 1, 2001-December 31, 2001.
- Fairchild, P., Husmann, D., King, J. & Nugent, N. *A Comparison Study of Curriculum Design and Motivational Outcomes: Three Teachers, Three Courses, Two Platforms*. UNL Office of Extended Education & Outreach. \$11,000. March 1, 2001-May 31, 2002.
- Fleming, R. *Nebraska Livestock Evaluation/information Campaign Materials*. Nebraska Department of Agriculture. \$39,100. 2003-2004.
- Fritz, S. *Completing the Cycle: Student Evaluation of Service Projects*, Nebraska Consortium for Service-Learning in Higher Education, August 1, 1999-May 15, 2000. \$2,500.
- Fritz, S. *Multi-site Delivery of Interpersonal Skills for Leadership*. Extended Education Training Support and Course Development. July 1, 1999-May 15, 2000. \$10,000.
- Husmann, D. *Characterization of Tefl Accession Lines for the High Plains*. Kansas State University \$10,200. May 9, 2005-August 31, 2006. Other Associates: Dr. Brian Olson, Kansas State University.
- Husmann, D.E. *Biotechnology at Your Desktop*. Phillip-Morris Shared Solutions Program. Collaboration with the Nebraska Ag in the Classroom Program. \$27,500. January 1, 2002-December 31, 2002.
- Husmann, D.E. *Design and Development of ALEC 845 – Research in Leadership Education for distance delivery*. \$10,000. UNL Office of Extended Education & Outreach. 2002-03
- Husmann, D.E., Bell, L.C., & Fritz, S. *Determining the State of Nebraska Career and Technical Education*. Nebraska State Department of Education. \$5,000. December 1, 2001-June 30, 2002.
- Jha, L., Barrett, L., Fritz, S., Williams, S., Bringelson, R., & Friesen, J. *Leadership Needs Survey, Pilot Leadership Program for Hispanics, and Development of a Leadership Certification Program*. Cooperative Extension Action. \$5,000. February 1-June 30, 2001.
- Jones, V., & Husmann, D. *Incorporating Agricultural Literacy in the Secondary School Curriculum: a Northeast Nebraska Example*. USDA/CSREES. \$39,784. 2003-2005. Other Authors: Stephanie Mann, Crofton Community Schools.
- King, J.W. *Nebraska e-Learning Pilot Project*. Nebraska Department of Education. \$30,000 Grant Period: January 1-August 30, 2004. Other Authors: J. Stitt, ESU 10; J. Jones, Nebraska Catalyst Project; C. Friesen, Lincoln Public Schools; E. Elfers, Wayne State University; C. DeFrey, Westside Schools; M. Landis, UNO.

King, J.W., & Reimers-Hild, C. *Developing and Implementing an Advising Center for College of Agricultural Sciences & Natural Resources (CASNR) Distance Students*. UNL Office of Extended Education & Outreach. \$25,000. January 1, 2004-June 1, 2005.

King, J., Fairchild, P., Husmann, D. & Nugent, G. *K-12 Distance Education Policy Study*. Nebraska Department of Education. \$8,800. December 1, 2001-September 30, 2002.

Moody, L., Fritz, S., & Bell, L.c. *Meeting Food and Fiber System Human Capacity Needs: An Integrated Curriculum*. USDA Higher Education Challenge Grant. \$100,000. August 1, 2001-July 31, 2003.

Moody, L., Rasmussen, M., & Fritz, S. *Enhancing Student Ethnic and Gender Diversity Through Recruiting and Retention in CASNR*. UNL Faculty Liaison Task Force on Diversity. December 1, 1999-June 30, 2000. \$4,694.

Namuth, D.M., Fritz, S.M., Lewis, N.M., & Albrecht, J.A. *Meeting Diverse Needs in Agricultural Biotechnology*. USDA, CSREES. \$313,703. September 2000-September 2003.

Namuth, D., Nissen, S.J., & Fritz, S.M. *Weed Science Electronic Library Modules*. ADEC. \$50,000. September 1, 2001-July 31, 2002.

Wheeler, D.W. *Neighborhoods in Transition: The University of Nebraska-Lincoln Community Outreach Partnership Center*. U.S. Housing and Urban Development. \$388,914. February 10, 2001-June 30, 2005. Project Manager (four projects; Wayne Drummond, Miguel Carranza, and Rodrigo Cantarero).

AgLEC Strategic Plan (2003-08)

Goals	Undergraduate Objectives	Graduate Objectives	Extension/Outreach Objectives	Research Objectives
<p>1. Extend current collaborative relationships* into more formal partnerships where promising and feasible.</p> <p>1.0a Formalize partnerships through crosslistings, grants, etc. (EHS, Journalism, CBA).</p> <p>1.0b Strengthen association with NDE.</p>	<p>1.1 Explore interests of other departments in offering the Ag Leadership option (Moody, Fritz) (2003-05)</p> <p>1.2 Submit ALEC 202, 302, 305. proposals for IS designation (Husmann, Parsons) (2003-04)</p> <p>1.3 Explore service learning possibilities by collaborating with UNL Student Involvement (Baack, Moody, Fairchild) (2003-05)</p> <p>1.4 Determine Family and Consumer Science, Industrial Tech interests in co-enrollment in teacher education courses (Husmann, Bell) (2003-04)</p>	<p>1.5 Formalize partnerships through crosslistings, grants, etc. (EHS, Journalism, CBA) (2003-08)</p> <p>1.6 Recruit graduate students interested in research in leadership, and teaching and extension thrusts (2003-08)</p>	<p>1.7 Strengthen associations with major leadership programs (Nebraska LEAD Alumni, community-based leadership programs, Nebraska and National FFA) (2003-08)</p> <p>03-04 Leadership Quest (LB) Ord, 3 workshops; LPS Community Leadership Centers (DW) 2 summits, Leadership Academy; Hartington Leadership Core Group (LB) 1 workshop; HOPE Program NE Nebr (LB) 5 workshops; AgLECNDE hosted National FFA Pilot of Life Knowledge Curriculum during Winter Inservice; Gretna 4-H Camp Counselor Leadership Training (DH, JB); Nebraska Youth Beef Leadership Symposium (SF, LB) 26 youth.</p> <p>1.8 Expand Leadership Academy recruitment (Wheeler, Barrett, Barbuto, Fritz) (2003-06)</p> <p>1.9 Capitalize on the Leadership Academy as an integrated Extension and ARD effort (Wheeler, Barrett, Barbuto, Fritz) (2003-06)</p>	<p>1.10 Strengthen leadership and teaching and extension research associations with NDE, NCJIP, NRDC, NACO. (2003-08)</p> <p>1.11 Pursue inclusion of distance and leadership questions on Rural Poll (King, Fritz) (2003-06)</p> <p>1.12 Broaden research contexts with particular attention on community contexts (2003-08)</p>
<p>2. Implement strategic planning. Focus department programs and efforts toward national prominence and recognition in target areas</p> <p>2.1 Retreat to develop strategic plan, revise vision, mission statements, and eventually action plans (2003-04)</p> <p>2.2 Ensure clear linkages between the AgLEC and IANR strategic plans (2004-05)</p> <p>2.3 Tighten the connection between faculty activities and the AgLEC mission (2003-08)</p>	<p>2.4 Explore strengthening youth leadership development (Moody, Fairchild, Barbuto, Baack) (2003-05)</p> <p>2.5 Publish innovations in teaching (2003-08)</p> <p>2.6 Support FFA CDEs (2003-08) (Moody, Bell, Husmann)</p>	<p>2.7 Partner with National FFA on "Made for Excellence" curriculum development through ALEC 802 project (Fritz, Wheeler) (2004-05)</p>	<p>2.8 Launch a leadership initiative for agricultural education teachers in Nebraska, Iowa, Kansas (Bell, Barrett, Barbuto, Fritz) (2003-05)</p>	<p>2.9 Deliver cutting edge national, regional and local conference presentations (2003-08)</p>

AgLEEC Strategic Plan (2003-08)			
Goals	Undergraduate Objectives	Graduate Objectives	Extension/Outreach Objectives
<p>3. Build the AgLEEC research enterprise</p> <p>3.1 Two thrusts: 1) leadership, 2) teaching and extension.</p> <p>3.1a Mix of basic and applied research with practical application to Nebraska citizens.</p> <p>3.1b Develop long-term, grant funded, community-based leadership programs combining research and Extension.</p>	<p>3.2 Encourage wider student and faculty participation in undergraduate research projects (Honors theses, UCARE, etc.) (2003-08)</p>	<p>3.3 Implement research requirements across all graduate programs (Graduate Education and Research Committee) (2003-04)</p> <p>3.4 Publicize 6th chapter requirement in Master and Doctoral programs (Graduate Education and Research Committee) (2003-04)</p> <p>3.5 Require publishable products from ALEC 995 seminars (2003-08)</p>	<p>3.6 Tie student research to department needs and mission (2003-08)</p> <p>03-04 Dee Ackline, Wendenise dissertation topic; Kelly Krambeck, 4-H related thesis topic; Brandy Vandewalle, NYBLS JOE article; Jill Castlen, NYBLS thesis</p> <p>3.7 Have AgLEEC faculty review Federal grant proposals for networking and improved proposal writing (2003-08)</p> <p>02-04 DH reviewed PT3 proposals for US Dept of Education; SF reviewed Ohio State and Idaho State Experiment Station Projects.</p>
<p>4. Establish/maintain AgLEEC as a vital and valuable unit in IANR</p> <p>4.1 Refine internal and external promotion pieces (2003-08)</p> <p>4.1a Develop a brand (2003-04)</p> <p>4.1b Change art on AgLEEC walls (Fritz, Rockwell, Parsons, Barrett, James, undergraduate student) (2003-05)</p>	<p>4.2 Employ Ag Journalism Intern to publish semi-annual newsletter (2003-08)</p> <p>4.3 Implement, assess and refine undergraduate recruitment strategies (2003-05)</p> <p>4.4 All faculty fully engaged in undergraduate recruitment (2003-08)</p> <p>4.4a Develop and distribute a sequential recruitment plan to AgLEEC faculty (Bell, Moody, Fleming) (2003-04)</p>	<p>4.5 Implement, assess and refine graduate recruitment strategies (Graduate Education and Research Committee) (2003-08)</p> <p>4.6 Publicize and use objective admission criteria for graduate admission (Graduate Education and Research Committee) (2003-04)</p> <p>4.6a Post updated graduate admission criteria on the AgLEEC website (Graduate Education and Research Committee) (2003-04)</p> <p>4.6b Familiarize faculty with criteria (Graduate Education and Research Committee) (2003-04)</p> <p>4.7 Develop and implement marketing strategy for teaching and extension emphasis – internal and external (Husmann) (Fall 2005)</p>	<p>3.10 Pursue seamless science education project support (Fritz, King, Rockwell, Bell) (2003-04)</p> <p>3.11 Reinstate an ARD departmental peer review process including ALEC 904 presentations (2003-08)</p> <p>3.12 Pursue research projects and funding in the following areas:</p> <p>3.12a Antecedents of Leadership (Barbuto, Fritz) (2003-08)</p> <p>3.12b Servant Leadership (Wheeler, Barbuto) (2003-08)</p> <p>3.12c Youth Development (Fairchild) (2004-05)</p> <p>3.12d Distance Learning and Virtual Communities (King and Husmann)</p> <p>3.12e Teacher as Instructional Leader (Bell, Barbuto, Wheeler, King) (2004-05)</p> <p>3.12f Value of Non-formal Community Programs (Rockwell) (2003-05)</p>