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## Self-Study Report: 12 AgLEC Departmental Action Plan, 1993-1995

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# **AgLEC Departmental Action Plans, 1993-95**

Department of Agricultural Leadership, Education and Communication  
Action Plan for 1993-1995

## UNDERGRADUATE PROGRAMS AND CURRICULUM

**Action Statement:** The Department seeks to strengthen its commitment to integrated undergraduate programs in leadership, communication and agricultural education.

**Objectives:**

- 1) Provide high-quality programs that prepare students for expanded employment opportunities, both traditional and non-traditional, in agricultural production, business, industry, education, and media.
- 2) Develop new programs (major and/or minor) in the study of leadership and communication intended for students interested in careers in leadership and human resource development.
- 3) Promote and market the department's courses in technical communication and leadership development across CASNR and in other colleges. Where feasible, make courses more available by offering alternative course meeting times.
- 4) Foster links with other CASNR departments by developing cooperative or interdisciplinary courses that incorporate instruction in communication, leadership and human resource development (e.g., the Ethics in Agriculture and Natural Resources course).
- 5) Examine the potential for satellite delivery of AgLEC courses and/or opportunities for training teachers and extension educators in uses and applications for distance learning.
- 6) Conduct department-based secondary school recruiting programs in conjunction with the College's Recruitment and Placement Office; increase scholarship and internship offerings for all majors.
- 7) Examine the feasibility of: a) seeking multiple teaching endorsements in applied science and agriculture; b) coordinating teacher education courses with the College of Human Resources and Family Sciences and Trade and Industrial Education; c) offering teacher education through a regional consortium with UNL as the center.
- 8) Evaluate, in conjunction with the deans of CASNR and the College of Journalism, the future of the Agricultural Journalism major.

**Anticipated Results:**

- 1) By 1995, fifteen graduates will complete teacher preparation coursework annually; a similar number of graduates will enter non-traditional educational fields.
- 2) A new major and/or minor in leadership and communication will be developed, with at least 25 students enrolled the first year with an annual enrollment increase of ten percent.
- 3) Enrollment of non-majors in such courses as Technical Communication I and II and Leadership Development will grow annually.
- 4) Greater collaboration will develop between AgLEC faculty and faculty in other CASNR departments, as reflected in higher visibility of Communication and Leadership Across Disciplines projects.
- 5) Scholarship offerings will increase by at least five percent per year.
- 6) Internship placements will increase by at least five percent per year.

**Leadership:** The departmental curriculum committee (working closely with the department head) will provide primary leadership in working toward objectives.

**Timetable:** July 1, 1993, through June 30, 1995.

**Resources Needed:** Some activities will be carried out by existing faculty; a reallocation of 2.0 FTE from IANR is needed to cover recruitment responsibilities and additional teaching responsibilities in leadership/communication, teacher education, and agricultural journalism. New operating dollars will be needed to cover base costs.

DEPARTMENT OF AGRICULTURAL LEADERSHIP, EDUCATION AND COMMUNICATION  
ACTION PLAN FOR 1993-1995

PROGRAM AREA: GRADUATE EDUCATION

Action Statement: The Department seeks to strengthen graduate education programs, making them more responsive to current and emerging needs of educators, community leaders, and non-traditional groups from the local to international level.

Objectives:

- 1) Implement a **College Teaching Minor/Emphasis Area** in the graduate program, which would support programs in other departments;
- 2) Develop a new course in **Leadership Development** at the graduate level, which builds on courses offered at the undergraduate level;
- 3) Review the **Extension Emphasis** track and explore ways to expand Extension programming to prepare students for positions not only in Nebraska, but also in other states and other countries;
- 4) Identify how the **Distance Learning** emphasis in IANR can contribute to the graduate program in the departments;
- 5) Assess needs that can be addressed by graduate course or programs in the broad area of **Communication**;
- 6) Evaluate all courses in the graduate program and their relationship to interdisciplinary planning, i.e. with the Department of Vocational and Adult Education.

Anticipated Results:

- 1) A **College Teaching Minor/Emphasis Area** will be offered with IANR graduate students targeted;
- 2) A new graduate course in **Leadership Development** will be offered;
- 3) The **Extension Emphasis Area** will be further defined and revised to better prepare students for broadened extension roles in the state, U.S. and other countries;
- 4) A decision will be made regarding the establishment of **Distance Learning** as a graduate program Area of Emphasis, including satellite programs, and/or the integration of new communication and distance learning technologies into present courses or new courses;
- 5) Methods will be identified for revising present graduate courses or developing new courses to meet needs of students in the broad area of **Communication**.

Leadership:

The Graduate Committee Chair, working with the Graduate Committee, will provide primary leadership for monitoring and developing graduate programs.

Time Schedule:

- 1) A **College Teaching Minor/Emphasis Area** will be implemented by August, 1994;
- 2) A new graduate course in **Leadership Development** will be in place by August, 1995;
- 3) The **Extension Emphasis Area** will be reviewed during 1994-1995;
- 4) The exploration of possibilities for incorporating **Distance Learning** technologies into the graduate program will begin immediately;
- 5) A study of the need to revise present courses or develop new courses in the broader area of **Communication** will be initiated by August, 1994;
- 6) The evaluation of all graduate courses will be conducted during 1993-94, and a new sequence of offerings will be prepared by December, 1994.

Resources Needed:

Realignment of position responsibilities and course offerings will be necessary as faculty strengths and new graduate courses and technologies are identified. A strong graduate program will be possible only if (a) the FTE level of June 30, 1992, (Dillon FTE) is reallocated back to the department; (b) the department maintains a sufficient number of faculty eligible for graduate faculty status as required by the Graduate College; and (c) there is sufficient operating budget supplied.

DEPARTMENT OF AGRICULTURAL LEADERSHIP, EDUCATION AND COMMUNICATION  
ACTION PLAN FOR 1993-1995

PROGRAM AREA: RESEARCH AND OTHER SCHOLARLY ACTIVITY

Action Statement: The faculty of the Department of Agricultural Leadership, Education and Communication seeks to match its reputation and tradition of excellence in teaching with a complementary level of achievement and recognition in research and scholarly activity. We seek to be outstanding creators of as well as disseminators of knowledge.

Objectives: The departmental commitment to research and scholarly activity will be accomplished through the achievement of the following objectives:

1. By January, 1994, the department's research mission statement will be revised to reflect this new research orientation in the context of the recent integration of the Departments of Ag Communications and Ag Education.
2. By January, 1994, a Departmental peer review committee will be established to review the research proposals of faculty members.
3. By May, 1994, each tenured or tenure-track faculty member will be involved in an on-going research or scholarly project which has been submitted to and reviewed by the departmental peer review committee.
4. Each tenured or tenure-track faculty member, without regard to assignment, will be expected to produce at least one item of recognized scholarly activity from the following list during each academic year, beginning not later than AY 94-95. Faculty members with ARD appointments may be expected to perform in excess of this minimum standard by the Department Head and/or the Dean of the ARD.
  - a. Publication or acceptance for publication in a peer-reviewed scholarly journal.
  - b. Presentation or acceptance for presentation at a competitive, peer-reviewed national or international scholarly meeting.
  - c. Publication or acceptance for publication in a competitive, peer-reviewed, best-papers proceedings.
  - d. Grant proposals which include scholarly activity.
  - e. Other contributions approved by the peer review committee.
5. Establish a departmental research and scholarly activity award, the first award to be given during AY 1993-94.

Anticipated Results:

1. Stronger teaching programs
2. Enhanced departmental reputation
3. Attract quality graduate students and faculty

Leadership: The Department Head will monitor and provide support and encouragement to each faculty member in regard to these objectives. The Department Head will establish the annual award and arrange for appropriate selection procedures and recognition. The Department's peer review committee will ensure that achievements in meeting or exceeding objectives are recognized for each faculty member. The Graduate Committee has the responsibility for establishing the peer review committee and monitoring the overall department research program.

Resources Needed:

The continuation of the 1.0 FTE in faculty appointments in ARD is critical. An additional .25 FTE faculty ARD appointment, as a part of the reallocation of the Dillon position back to the department is essential in providing additional faculty with formalized research opportunities resulting in increased departmental research productivity. Also, a .50 FTE support position and sufficient operating dollars, through IANR reallocation, is needed to help faculty and staff meet minimum research requirements, as well as contribute to research and scholarly activities beyond departmental objectives in areas of leadership, communication, human development instruction and program delivery.