**FACULTY ACHIEVEMENT REPORT**

COLLEGE OF AGRICULTURE AND LIFE SCIENCES

Department of Agricultural Leadership, Education, and Communications

Pursuant to UR12.01.99.M22, section 2.5.3, “To ensure consistency over time, each department shall publish its annual review procedure on paper or by electronic means” (<http://rules-saps.tamu.edu/PDFs/12.01.99.M2.pdf>), the purpose of this report is to provide the faculty member with an opportunity to document performance and accomplishments during the previous 12 months. Such documentation provides administrators and peer review committees with a basis for evaluation of employee performance and for recommendations for promotions, tenure and salary adjustments. Faculty members are strongly encouraged to review UR12.01.99.M22, section 2.5.1-2.5.5.4, for more information pertaining to the Annual Review. Likewise, additional information exists in the Guidelines for Annual Review, published by the Office of the Dean of Faculties (<http://dof.tamu.edu/sites/default/files/pdfs/DOF%20Guidelines%20Annual%20%20Review.pdf>).

This report is required for the annual performance review and is due to the Department Head 3 days before the meeting with the faculty member. Arrangement and categorization of materials within the body of the achievement report is not only helpful to the reviewer, but also aids in documenting accomplishments of the reviewed. Use page numbers in the achievement report to assist the reviewer in the evaluation process.

1. Name:
	1. Rank:
	2. Unit: Department of Agricultural Leadership, Education, and Communications
	3. Date: 26 October 2016
	4. Date of appointment or last promotion (whichever is later):
2. Position description (from Great Jobs):
3. Report of activities for the evaluation period (January 1 – December 31, 2013).
	1. Research (please include your conceptual or theoretical framework for your programmatic research/scholarly program):
		1. Documentation of research and other scholarly activity.
			1. Publications (list chronologically within each of the following subsections):
				1. Refereed Technical/Scientific Journal Publications:
				2. Non-refereed Journal Publications (e.g., editorials, teaching tips, book reviews, commentaries, etc.):
				3. Book chapters and book editing:
				4. Refereed Abstracts:
				5. Refereed Posters:
				6. Grant & Contract Reports (including CRIS):
				7. Research Conference Presentations:
				8. Other Scholarly Publications (e.g., technical reports, popular press articles, research application bulletins, textbooks, educational software, and teaching materials, etc.):
				9. Scholarly Award/Recognition/Impact (e.g., awards, invited publications/expertise, tech. transfer, products, etc.)
		2. Development of extramural funding activities:
			1. List current or recent research project(s) by IRB number, title and duration.
			2. Acquisition of research funds:
				1. External Funding Sources:

List external contracts, grants, and other funding sources and indicate your role (including percentage of responsibility).

List proposals and project revisions submitted (and indicate their status as pending, rejected, etc.).

* + - * 1. Internal Funding Sources:

List internal contracts, grants, and other funding sources and indicate your role (including percentage of responsibility).

List proposals and project revisions submitted (and indicate their status as pending, rejected, etc.).

* + 1. Participation in scientific meetings, invited seminars and related activities:
		2. Peer recognition, awards, and commendations:
		3. Solicitation of scientific expertise:
	1. Teaching:
		1. Undergraduate courses (both fixed and variable credit) 2014.

| Semesters | Courses | *n* | Rating |
| --- | --- | --- | --- |
| Spring |  |  |  |
|  |  |  |  |
| Summer |  |  |  |
|  |  |  |  |
| Fall |  |  |  |
|  |  |  |  |

* + 1. Graduate courses (both fixed and variable credit) 2014.

| Semesters | Courses | *n* | Rating |
| --- | --- | --- | --- |
| Spring |  |  |  |
|  |  |  |  |
| Summer |  |  |  |
|  |  |  |  |
| Fall |  |  |  |
|  |  |  |  |

* + 1. Teaching improvement activities (short courses, seminars, etc.).
			1. Evidence of effective student learning:
			2. Creativity in programmatic development:
			3. Professional peer evaluation:
			4. Formal teaching recognition:
			5. Self-evaluation of teaching:
		2. Student advising and mentoring:
			1. Advisor to University undergraduate fellows (XX).
			2. Advisor to undergraduate students (XX).
			3. Direction of graduate students (list number for the period: note only those with an approved degree plan are to be included).

|  |  |
| --- | --- |
| Major Professor | Committee Member |
| Ph.D. | X | Ph.D. | X |
| Ed.D. | X | Ed.D. | X |
| M.S. | X | M.S. | X |
| M.Ed. | X | M.Ed. | X |
| M.Ag. | X | M.Ag. | X |

* + - 1. Graduate students receiving degrees for which you were major professor. List name, type of degree, and thesis or dissertation title:
			2. Advisor to unassigned graduate students (~X/year).
	1. Service activities: continuing education, extension or international:
		1. Type of activity and role of individual.
			1. Departmental:
			2. College or University:
			3. Community or state-wide resource or leadership activities:
			4. Contributions to government, industry or commerce:
			5. International Involvement:
		2. Professional, scientific, and honor society activities (membership type, committees, etc.):
			1. Contributions to professional disciplines (officer, leader, etc.):
1. Honors and awards received:
2. ALEC **Public Value Statements** (How does ALEC serve the public interest? Select one or more public value statements and list your impacts below them.):
3. ALEC prepares critical thinkers and lifelong learners, as it nurtures its graduates and faculty to derive answers and solve local, national, and global problems.
4. ALEC creates an understanding of global cultures and conditions, developing global ready graduates with increased marketability in the workforce.
5. ALEC develops cultural skills, establishes networking, and increases agricultural knowledge and understanding of others with an increased capacity to work effectively with clients and colleagues in local to international settings.
6. ALEC listens to experts and involves community partners to identify knowledge, issues, problems, and needs. The information is synthesized and utilized in meaningful discussions that lead to sustainable solutions for communities.
7. ALEC supports agricultural science and technology research and its dissemination. This support is illustrated within secondary school programs of agricultural education where middle and high school students in agricultural science receive instruction in the science and technology of agricultural production, food provision, conservation, and preservation of natural resources. These educational efforts benefit society by reducing hunger, improving human health and well-being, and conserving natural environments.
8. ALEC graduates and faculty involved in international agricultural development serve as positive ambassadors from the United States; more importantly, they assist developing countries in increasing their standards of living and improving economic well-being.
9. ALEC utilizes technology-enhanced instruction so that place-bound professionals can access and participate in educational programs. This instruction results in lower costs for students seeking degrees in their fields of study and allows in-service professionals to continue their education and obtain degrees while maintaining their employment and contributions to local communities and economies.
10. ALEC plans, delivers, and assesses community programs and educational efforts. Community programs improve, thus encouraging and facilitating more effective decision-making and problem solving within these communities. These programs results in increased economic development and an enhanced quality of life for the communities served.
11. ALEC leadership education graduates and faculty increase team performance in workplaces. Stronger teams mean reaching goals and objectives more efficiently and effectively.
12. ALEC agricultural communications and journalism graduates and faculty inform citizens with timely and accurate messages about issues in agriculture, food, and natural resources. An informed society results in better decision-making and improved problem solving.
13. ALEC prepares teachers of agricultural science equipped with the knowledge and understandings, skills and abilities, and motivation and attitudes to plan, develop, deliver, and evaluate educational programs in agricultural science for youth. Youth, then, are equipped more fully to enter the workforce or to engage in higher education in agriculture and other related sciences and technologies.

**Plan of Work for 201X**:

I will teach …. I will advise XX Masters and XX Doctoral graduate students in ALEC. I continue my long-range research agenda by…. I will seek external funds to support my research agenda by submitting grants to NSF, NIFA, and private funding agencies. I will serve Texas A&M University and the State of Texas through various roles and activities.