

**MINUTES**  
**Departmental Meeting**  
**Tuesday, February 25, 9:00 a.m.**  
**129 AGLS**

**1. 9:00 – 9:15 Welcome/Announcements/Bus Recognition Elliot**

Attachment A.

Dr. Elliot first reminded everyone about Dr. Gary Briers Distinguished Lecture, February 27, 2:00 pm, AGLS 129. Everyone attend if possible!

Thank you to Clarice for assisting with the logistics of the Southern Region AAAE conference and keeping us organized!

Congratulations to those winners at the conference! Great accomplishments!

Dr. Tracy Rutherford mentioned the COALS Senior Merit Award. Of the 71 students nominated, 31 have been awarded the honor. Eight of those 31 students are ALEC students, two of which are the highest scoring students.

Dr. Elliot stated that Dr. Scott Cummings is currently serving as Interim Director of V.G. Young Institute of County Government. Dr. Rick Avery resigned this month.

Dr. Cummings mentioned that Kevin Andrews has moved into a new role as Extension Program Specialist.

Congratulations to Drs. Tracy Rutherford and Jennifer Williams as nominees for the USDA Teaching Awards!

Dr. Elliot emphasized the Tom Hargrove Scholarship and displayed several books. The group of Aggies raised approximately \$40,000 of the target \$50,000 to start the scholarship. Normally scholarship funds will not be awarded the first year they are active, however, with such funding, this Hargrove Scholarship will be available Fall 2014.

Dr. Hargrove's brother will be attending the ALEC Awards Reception on April 11. Among the items to be donated for display at the reception will be Dr. Hargrove's money belt.

Dr. Elliot indicated that Dr. James Lindner was approved for Faculty Development Leave for Fall 2014. He encourages other faculty to submit requests.

Thank you to Dr. Billy McKim! He provided the idea for the qualitative framework book in mailboxes.

Congratulations to Drs. Landry Lockett and Robert Strong, recognized in the COALS brochure!

Dr. Elliot called attention to Bill's announcement that the ALEC servers will be offline March 7, 6:30 pm until Saturday morning.

Email Transition - See Attachment B.

Dr. Tracy Rutherford addressed the information pertaining to the Email Transition. All students will be required to transition to Google Apps for Education. Faculty and staff will not change

services. However, faculty will have the option to request a Google App account for collaboration with students and colleagues.

DH Meeting Report:

Dr. Deb Dunsford reported that the new faculty position for AGCJ was approved. The search committee has met and will start reviewing the applications by end of March. Possible faculty visits to begin in early Summer. If you have questions, please contact Dr. Deb Dunsford.

Dr. Elliot indicated that the Presidential search has been difficult. Dr. Hussey may be in his position for longer than he anticipated.

Dr. Elliot reported that the Provost is proposing to take 10% of salary savings. Faculty are concerned what will happen to those funds and if they will be available for use. The Provost did mention that applications may be available to request funds.

Social Impact Assessment - (See Attachment C).

Dr. Elliot mentioned that the Department's Public Value and Impact Statements are very important. The Department received great reviews from Sonny Ramaswamy (NIFA Director) and Dan Rossi (Executive Director, NE Regional Association of State Agricultural Experiment Station Directors).

Dr. Elliot has met with Dan'l Almy, Marcus Hill, and Corey and Katie Rosenbusch as part of his initiative to meet personally with each advisory board member this year.

Publications/Presentations:

Congratulations to all! Several department presentations/publications by advisors.

Grant Management 101:

Congratulations to Drs. Wingenbach, Rutherford, and McKim! Received grant funding to develop core curriculum courses enhanced with technology.

Buses were presented as follows:

Wingenbach to Jamie Norgaard  
Roger Hanagriff to Jamie Norgaard  
Lockett (Advisors) to Paul Pope

Dr. Elliot asked Dr. Kirk Edney to report on the future of AGSC/IMS and meeting the needs of STEM. Dr. Edney reported that IMS has been working for three years to position IMS in the eyes of teachers. IMS has helped provide CASE a facility to offer two CASE Institutes; Principles of Agriculture and Food Science and Safety. CASE Institute is STEM related.

2. 9:15 – 9:20

**Undergraduate Report**

**Rutherford**

See Attachment D. Dr. Rutherford highlighted details about Study Abroad, Field Trip fees – Reminder to make sure you meet appropriate deadlines and meet with Kenny to determine correct sections for the requests.

A couple of buildings will not be used for class scheduling soon, ESSM – Fall 2014; Zachary – Spring 2015. AGLS rooms will need to be utilized at 65% capacity to avoid other department reservations. COALS will be reviewing each room and monitoring classroom enrollment.

International Development (IDAG) Undergraduate Minor (Attachment E)

Dr. Gary Wingenbach asked that everyone spread the word and encourage this opportunity.

Dr. Tracy Rutherford mentioned that Chris Bielecki is contacting individual about high impact experiences. Obtaining this information is part of his assistantship responsibilities. If he contacts anyone, she encourages you to meet with him and give him 15 minutes of your time.

Reminder – ALEC Awards Reception – April 11, 2014, 2:00 p.m.

**3. 9:20 – 9:25 Graduate Report Murphy**

See Attachment F. Dr. Murphy informed all items on the handout.

Voting on the current admission applicants will close this Friday, February 28, midnight. Voting on the proposed Joint PhD at a distance with Texas Tech or without will close this Friday, February 28, 5:00 p.m.

OGAPS awards – Kunze Fellowship – deadline March 11; Montgomery Fellowship – deadline March 18.

Also reminder of ALEC Awards Reception – April 11, 2014, 2:00 p.m. Graduate Faculty should begin to think of students to elect for Outstanding Masters and Doctoral students and Outstanding D@D student and submit names to Clarice.

**4. 9:25 – 9:30 Extension Report Cummings**

See Attachment G. Dr. Scott Cummings mentioned that he is excited to be interim director of V. G. Young Institute. They are great staff to work with. Recommendation for search committee will post in the next couple of weeks.

Many initiatives with Extension still going on -- Dr. Cummings mentioned ExtensionU which is an employee development effort. Dr. Ripley added – It will be a week-long program offering training and workshops for employees to attend.

Kevin Andrews has been working on Community Development initiatives. Dr. Cummings reported that Dr. Steele provided \$375,000 for this partnership.

**5. 9:30 – 9:40 Awards Committee – 2<sup>nd</sup> Quarter Recommendations Moore/Murphrey**

See Attachment H. Dr. Theresa Murphrey informed everyone that Elke is the staff contact with the Awards Committee. If you receive information about awards, please send the information to Elke. Elke will submit a call for nomination for all wards and the committee will meet twice a year to review the awards and individuals who may qualify. The committee consists of: Murphrey, Moore, Vestal, Briers, Larke and Elke. Thank you to those who submitted last time! The list of Awards is attached and will be sent out by email from Elke as well.

**6. 9:40 – 9:45 Social Media/Web Updates Miller/Cochran**

Michelle Payne gave a presentation of the new page. Some areas on the home page ALEC is unable to change. The ALEC Web committee plans to complete updates/edits to the site by this Friday, February 28 to go live. However, when the site will actually go live to the public will depend on the release of the site by COALS IT. Thank you to Vidya!! She did most of the work moving content from the old site to the new site. Hannah was not present to provide Social Media update.

7. 9:45 – 9:50 **Alumni Update** **Baldwin**  
Ambrya indicated that she is developing and implementing a communication plan with former students, donors, and advisory board by sending letters, emails, and scheduling events. She is trying to communicate with donors to increase their attendance at the Awards Reception. In addition, she is planning an Advisory Board meeting in March. Faculty attendance and involvement to both are encouraged.
8. 9:50 – 10:00 **ALEC Strategic Plan** **Elliot**  
At the next meeting, a committee will be developed to establish a new plan.
9. 10:00 – 10:30 **Faculty Meeting**

#### **Travel Request Form Deadlines**

Domestic (30 days prior to trip): e.g., travel March 1, 2014 due by February 1, 2014  
International (60 days prior to trip): e.g., travel April 1, 2014 due by February 1, 2014

#### **Upcoming Events**

February 27 – Dr. Gary Briers Distinguished Lecture, 2:00 pm, AGLS 129  
April 11 – Awards Reception, 2:00 pm, Agrilife Center  
April 27 – May 1 AIAEE, Miami, (Abstracts/posters due by November 1)  
May 20-23 – National AAAE, Snowbird, Utah (Abstracts/posters due by February 28)  
June 25-28 NACTA, Montana State University, Bozeman, (Abstracts due March 20)  
July 13-16 ALE, San Antonio, (Proposals due March 2)

#### **Future Departmental Meetings**

Monday, March 17 @ 10:00 a.m.  
Thursday, April 17 @ 2:00 p.m.  
Wednesday, May 7 @ 8:30 (breakfast at 7:45 to 8:30) (new date)

ALEC: February 25, 2014

“There are few earthly things more beautiful than a university, a place where those who hate ignorance may strive to know, where those who perceive truth may strive to make others see.”

John Masefield as quoted by Woodrow Wilson

**Don't miss Dr. Briers on February 27 at 2:00 p.m. in AGLS 129 for his Distinguished Lecture**

1. Good bye, Congratulation, and Thank You:
  - a. Southern Region AAAE Winners:
    - i. Thank you to **Clarice Fulton** for running registration and keeping us organized.
    - ii. Distinguished Innovative Poster (top 5): Developing a Web-Based Educational Resource Tool to Manage the Agricultural Education Classroom. Authors: **Vanessa Rutherford, Roger Hanagriff, Kirk Edney, John Rayfield.**
    - iii. Outstanding Research Poster (overall winner): A Descriptive Analysis of FFA Students Use of Social Networking Sites in Texas. Authors: **Lockie Breeding, Kasee Smith, Roger Hanagriff, John Rayfield.**
    - iv. Outstanding Innovative Idea Poster: Using the New York Times in Leadership Projects to Create Meaningful Learning for Agricultural Education Students Studying Leadership. Authors: **Summer Odom** and Bill Weeks.
    - v. 1<sup>st</sup> Runner-Up Paper, SAAS Agricultural Communications. “The Pastoral Fantasy on the Silver Screen: The Influence of Film on American Cultural Memory of the Agrarian Landscape.” Authors: **Annie Specht** and **Tracy Rutherford.**
    - vi. Distinguished Teaching Award: **Julie Harlin.**
  - b. The COALS Senior Merit Award committee met this morning. 71 students were nominated, and 31 students have been awarded the honor of being seniors of merit. Of the 31 students, **8** are **ALEC students**, including the two highest scoring students.
  - c. The college voted to nominate an **ALEC student** as a candidate for the prestigious **Brown Foundation-Earl Rudder Memorial Outstanding Student Award**. Only two nominees from the whole college were selected. It has been some years since an ALEC student was nominated for this award.
  - d. **Scott Cummings** is the Interim Director of the V.G. Young Institute of County Government. We wish **Rick Avery** the best of luck in his new role.
  - e. **Kevin Andrews** has moved into a new position of Extension Program Specialist for the Organizational Development unit of Texas A&M AgriLife Extension Service.
  - f. Drs. **Rutherford** (regional) and **Williams** (new teacher) were selected as the college nominees for USDA Teaching Awards.
  - g. COALS Study Abroad Photo Contest.
    - i. People: 2nd place: Dance Like No One Is Watching by **Laura Sumrall** (AGCJ Student) 3rd place: Cheetah Snuggle by **Tobin Redwine** (ALEC Grad Student)
    - ii. Cityscape: 2nd place: Rolling Rooftops by **Mollie Lastovica** (AGCJ Student) 3rd place: Verde by **Mollie Lastovica** (AGCJ Student)
    - iii. Nature: 1st place: Sunkissed by **Laura Sumrall** (AGCJ Student) 2nd place: Elephant Walk by **Tobin Redwine** (ALEC Grad Student) 3rd place: Caracul Cat by **Tobin Redwine** (ALEC Grad Student)
    - iv. Misc.: 1st place: Habis Star Farm by **Tobin Redwine** (ALEC Grad Student) 2nd place: It's Raining on Sunday by **Laura Sumrall** (AGCJ Student)
  - h. **Chris Boleman** and **Kevin Andrews** have been selected as namesakes (sessions D, E) for Fish Camp 2014, and **Scott Cummings** has been selected as a namesake (Team) for T-Camp 2014. They follow in the footsteps of several members of the ALEC family who have previously served as namesakes.
    - i. **Kevin Andrews** is one of three finalists in a competition sponsored by student and former student leaders to create a new wildcat for graduate and professional students, recognizing this group as part of the 12th Man tradition. A voting link can be found at [gsc.tamu.edu](http://gsc.tamu.edu).
    - j. **Jeff Ripley** is serving as programming chair and **Kevin Andrews** is serving as marketing chair for the National Association of Extension Program and Staff Development Professionals. **Scott Cummings** is President of this organization, and the annual conference will be held this December in San Antonio.

2. Announcements
  - a. The Tom Hargrove family will be here on April 11 for the inaugural awarding of the first scholarship.
  - b. Faculty Development Leave, **Jimmy Lindner** fall 2014.
  - c. Faculty received the “Theoretical Frameworks in Qualitative Research” book recently.
  - d. ALEC photos (**Lockett** and **Mills**) brighten the “Choose a Major. Change the Future.” brochure.
  - e. March 7 at 6:30 p.m. the ALEC servers will be offline until Saturday morning.
  - f. Email Transition for students (see attachment)
  - g. DH meeting report
    - i. The first (and only) Department to receive a new faculty position (AGCJ) since the 90/10 policy was instituted.
    - ii. Presidential Search has been difficult - details to follow.
    - iii. Provost is proposing to siphon 10% of salary savings.
    - iv. Research IDC cut is proposed to be less to Departments.
    - v. Social Impact Assessments - the future currency (see handout) from ESCOP SSSC.
    - vi. Sonny Ramaswamy, NIFA Director, mentioned **Scott Cummings** and his **team** as leading the nation in developing the Excellence in Education web portal for Extension (ECOP) Impact Statements. Our Extension team is also creating the Impact Statement portal for Research (ESCOP).
    - vii. Dan Rossi, Executive Director, NE Regional Association of State Agricultural Experiment Station Directors shared the “Science Roadmap for Food and Agriculture” and mentioned that the methodology for collecting the data for the report came from the Social Science Committee under the leadership of **Jack Elliot** and Travis Parks.
    - viii. Met with Dan’l Almy (twice), Marcus Hill, Corey and Katie Rosenbusch.
    - ix. Took the ALEC DC Interns to dinner last week.
    - x. Will lead, along with **Scott Cummings**, the Vice Chancellor’s AgriLife Advance Leaders Cohort II for a week-long experience in DC March 3-7.
3. Publications/Presentations
  - a. **Ho, S. P., Redwine, T. D., Stavinoha, M. R., & Lockett, L. L** (2014). Peer advising: A high impact transformation. 2014 University Advisors and Counselors Academic Advising Symposium. College Station, TX; March 2014
  - b. **Redwine, T. D., Stavinoha, M. R., Ho, S. P., & Lockett, L. L** (2014). Selling success: Recruiting strategies for high-impact experiences. 2014 University Advisors and Counselors Academic Advising Symposium. College Station, TX; March 2014
  - c. **Stavinoha, M. R., Ho, S. P., Redwine, T. D., & Lockett, L. L** (2014). Teaching and advising: The benefits of advising and teaching an entry level class. 2014 University Advisors and Counselors Academic Advising Symposium. College Station, TX; March 2014
4. Grant Management 101 (should provide 3 out of 4 of these to the Department - meaning faculty become managers or facilitators of the grants).
  - a. Salary Savings (100% to Department [50% - Department] and PIs [50%] - restricted discretionary)
  - b. Indirect (40% to be split 60/40 between Department and PIs - discretionary)
  - c. Personnel (project director, support staff, GTAs, etc.)
  - d. Operations (e.g., travel, supplies, copying, printing, etc.)
  - e. The Borlaug Institute Incentive Policy (see attached)
  - f. Neuhaus-Shepardson faculty development grants due March 14.
  - g. Funded:
    - i. Drs. **Wingenbach, Rutherford, and McKim**, Competitive Proposals to Develop Core Curriculum Courses Enhanced with Technology, “ALEC 450 - Global Social Justice in Agriculture. \$74,981.
    - ii. **Spruill, A., Redwine, T., Hons, A., Smith, K., & Glidewell, J.**, (2014). College of Agriculture & Life Sciences Student Council Development Grant. \$2,985.
5. Dutch treat lunch with Dr. E. - Contact Elke Aguilar to schedule and leave a contact number (for rescheduling): February 26; March 12, 18, 24, 25, 26, 31; April 1, 2, 3, 4, 8, 9, 10, 11, 14, 15, 17, 18, 21, 22; May 6, 9, 12, 13, 14, 26, 27, 28, 30; June 3, 4, 6, 9, 10, 11, 13, 16, 17, 18, 20, 23.

24 February 2014

**MEMORANDUM**

To: Department Heads, College of Agriculture and Life Sciences

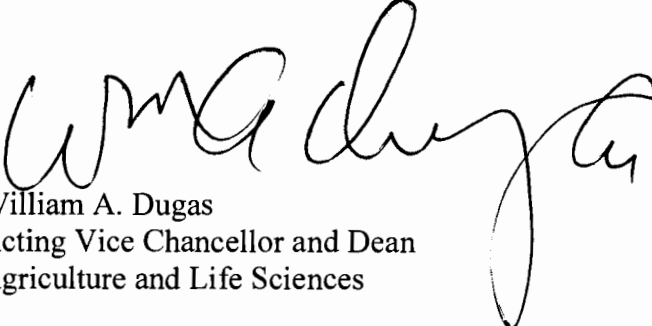
Subject: TAMU Email Transition

Attached is the memo sent on this topic by Provost Watson. In light of this memo, I wanted to inform you as to how this matter will be handled by all departments in the College of Agriculture and Life Sciences.

1. Students will follow TAMU guidance.
2. Faculty and staff email services will not change and will continue to be provided by our AgriLife IT Enterprise Server. Departments may not opt out of this service. The key reasons for this decision are:
  - Maintaining the high level of collaboration between the college and agencies through the use of a common Exchange email and Lync services.
  - Maintaining an accurate and comprehensive college and AgriLife agency directory.
  - Minimizing overhead in departmental account management responsibilities.
  - Maintaining a consistent and high level of support from departmental and central AgriLife IT resources.
  - Strategically positioning the college and agencies for a single username/password environment that is being developed by TAMUS.
3. As described in the attached memo, faculty may request a Google App account for collaborations.

Also, as a result of cost savings and need, we are increasing the default mailbox size to 4 GB.

Please contact me if you have any questions.



William A. Dugas  
Acting Vice Chancellor and Dean  
Agriculture and Life Sciences

**Attachment**

xc: K. Watson  
Alan Kurk  
Alan Sams

C. Nessler  
D. Steele

Agriculture and Life Sciences Building, Suite 515  
2402 TAMU  
College Station, TX 77843-2402

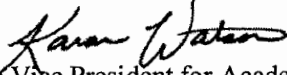
Tel. 979.845.3712  
AgLifeSciences.tamu.edu

Karan L. Watson, Ph.D., P.E.  
Provost and Executive Vice President for Academic Affairs

February 12, 2014

**MEMORANDUM**

**TO:** Deans, Vice Presidents, Student Body President, Graduate Student Council, Faculty Senate, Council of Principle Investigators

**FROM:** Karan L. Watson   
Provost & Executive Vice President for Academic Affairs

**RE:** University Email Transition

The Email Selection Advisory Committee, convened in fall 2013, reviewed options for email migration and recommended the transition paths for faculty, staff and student email. Read the committee's full recommendation at <http://u.tamu.edu/Email-Recommendations>. Texas A&M University will enact email service changes to increase quality of service and decrease operating costs.

- Student email will be transitioned to the cloud-based Google Apps for Education.
- Existing faculty and staff email services will be consolidated to a single, on-premise hosted Microsoft Exchange 2013 service.
- Faculty will be able to request a Google Apps account for collaboration with students and colleagues in addition to receiving an Exchange account.
- Deans and vice presidents have the option to select Google Apps for their units or delegate this decision to the department level. If a unit moves to Google Apps, they will not receive Exchange accounts.
- Central funding will be provided for both services for Texas A&M University students, faculty, and staff (System Part 02 only).

Computing & Information Services, a department of Texas A&M Information Technology, is tasked with implementing these services. They will be providing more information about the transition in the coming months. Visit these web pages to learn more:

- Google Apps for Education Transition - <http://u.tamu.edu/Google-Apps-Transition>
- Hosted Microsoft Exchange Transition – <http://u.tamu.edu/Employee-Email-Consolidation>

For questions or comments, contact Help Desk Central at 979.845.8300 or [helpdesk@tamu.edu](mailto:helpdesk@tamu.edu).

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<http://provost.tamu.edu/>



# Social Impact Assessment and Evaluation

APLU ESCOP SSSC Meeting – February 18, 2014

## *Social Impact Assessment and Evaluation - An Organic Discussion:*

*Presentation at the APLU ESCOP SSSC Meeting  
February 18, 2014*

1

## Overview

- › The Basics of Impact Assessment
- › Focus on Social Impact Assessment
- › Trends/Future Directions of SIA

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## The Basics of Impact Assessment

Five W's and an H

3

## Initial "What"

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## What is Impact Assessment?

- › Simply defined is the process of identifying the future consequences of a current or proposed action.
  - The "impact" is the difference between what would happen with the action and what would happen without it.

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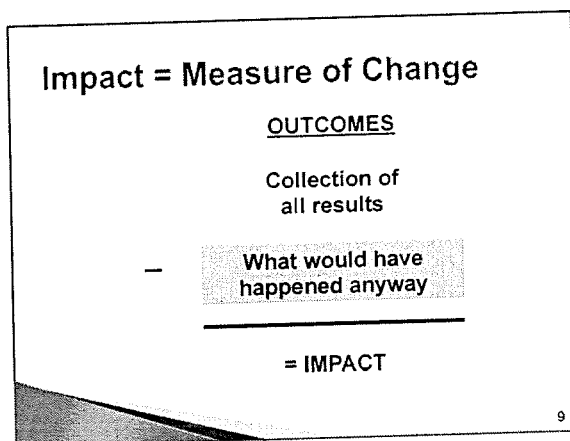
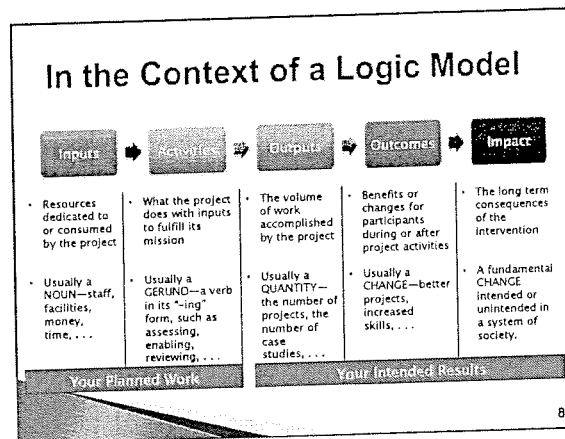
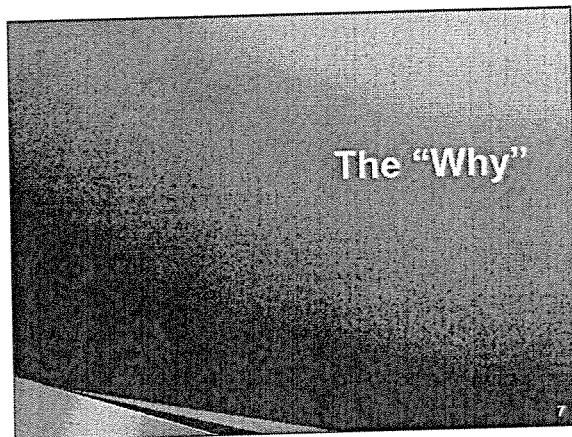
## What is Social Impact Assessment

- › The process of assessing or estimating, in advance, social consequences of a planned project, policy, or program.

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# Social Impact Assessment and Evaluation

APLU ESCOP SSSC Meeting – February 18, 2014



### While a logic model is good, . . .

- ▶ We can be biased about our project, program, or policy.
  - Even "the best laid plans of mice and men often go astray"
- ▶ Ask yourself
  - Have you ever been involved in a project where, with hindsight, a great deal of pain could have been avoided with a little more up-front preparation and planning?

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### IA Aims

- ▶ Provide information for decision-making that analyzes the biophysical, social, economic, and institutional consequences of proposed actions.
- ▶ Promote transparency and participation of the public in decision-making.
- ▶ Identify procedures and methods for the follow-up (monitoring and mitigation of adverse consequences) in policy, planning and project cycles.
- ▶ Contribute to environmentally sound and sustainable development.

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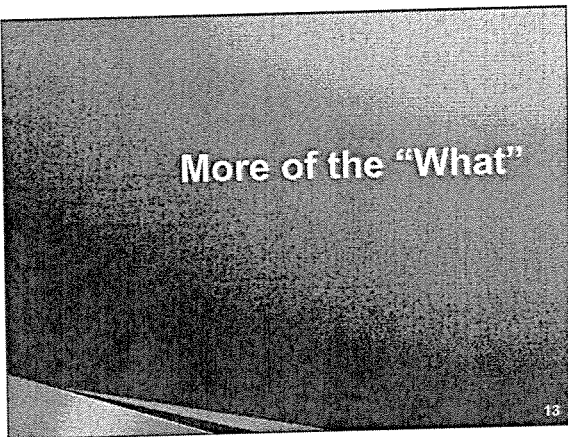
### Why Complete an IA?

- ▶ Two general contexts why an IA is conducted:
  - As a licensing process
    - *Most common form around the world.*
    - Usually a legislative or official procedure that requires an IA before permits, licenses, etc. are given for a project.
  - As a part of the project cycle
    - *Done in the earliest stages so that IA thinking can be incorporated in the project's development.*
    - Seen as promoting a more open, informed approach; better project design; saves money; better public relations.

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# Social Impact Assessment and Evaluation

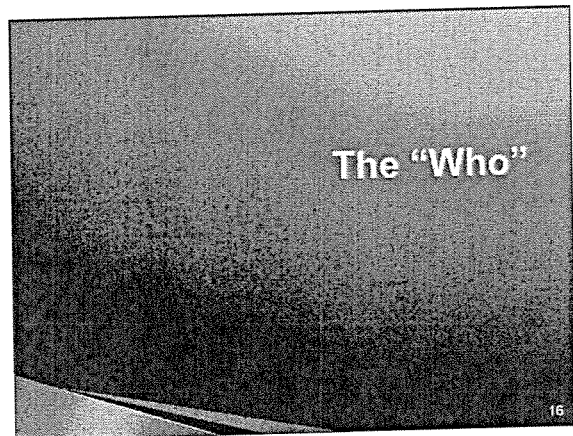
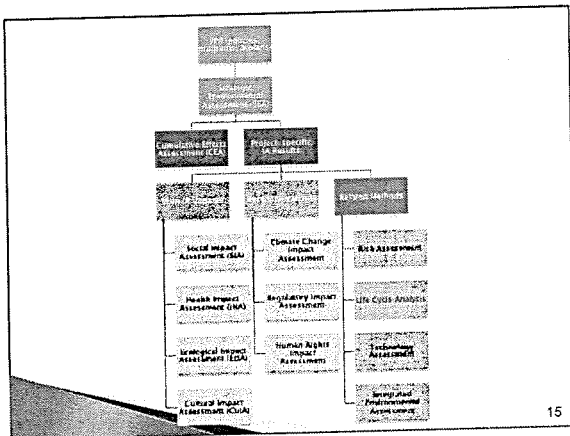
APLU ESCOP SSSC Meeting – February 18, 2014



## Tiers of Impact Assessment

- ▶ IA can operate at different levels in decision-making.
  - The major differentiation is those used for a specific project versus IA conducted for policies, programs, and planning (PPP) decisions.
    - This creates a bit of an "umbrella" structure (Figure 1) with SEA at the top with the results of a CEA often feeding into it.

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## Impact Assessment (IA)

- ▶ Much of IA practice is guided by the work of the International Association for Impact Assessment ([www.iaia.org](http://www.iaia.org)).
  - Organized in 1980 with 1,600+ members in 120 countries
  - Brings together researchers, practitioners, and users of various types of impact assessment from all parts of the world.

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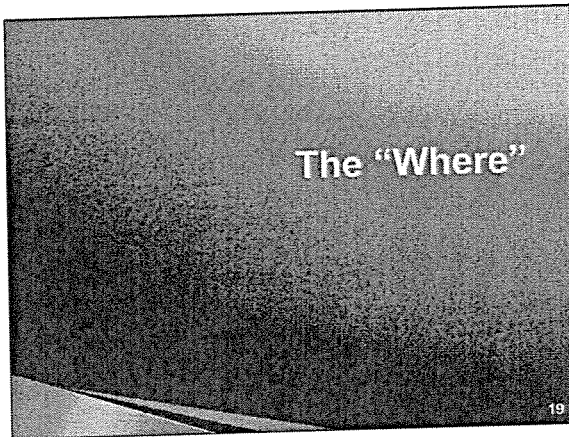
## Guideline Standards for IA Professionals

- ▶ IAIA does not accredit professionals
  - The international composition of its members and the different jurisdictions of impact assessment creates challenges
- ▶ Did establish guidelines for professional behavior in 2010.
  - Provides broad guidance as to the characteristics IAIA expects of entry-level, senior, and lead practitioners and administrators
    - [http://www.iaia.org/publicdocuments/special-publications/CC2/Guideline Standards for IA Professionals\\_web.pdf](http://www.iaia.org/publicdocuments/special-publications/CC2/Guideline%20Standards%20for%20IA%20Professionals_web.pdf)

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# Social Impact Assessment and Evaluation

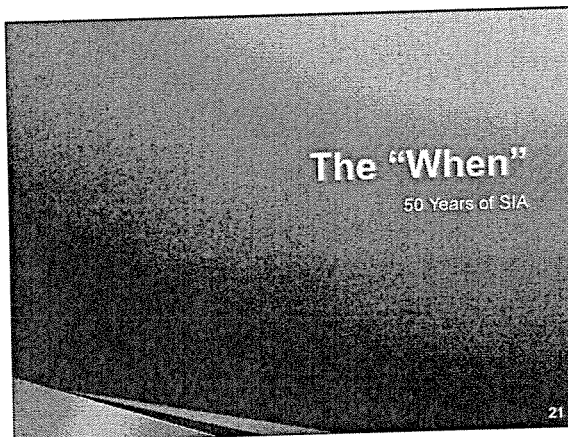
APLU ESCOP SSSC Meeting – February 18, 2014



## Community Impacted

- ▶ A group of people with something in common, usually:
  - Territory
    - e.g. the community of 34<sup>th</sup> street, the European Economic Community
  - Interests
    - e.g. business interests, or characteristics as varied as ethnic origin, religion, politics, occupation, leisure pursuit, and sexual propensity
  - Attachments (having a sense of identity and common membership)
    - e.g. Americans, alumni, volunteers.

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## History of SIA

- ▶ 1957 – Foundation for SIA is laid
- ▶ 1964 – U.S. Government experiments with assessment
- ▶ 1968 – a large-scale field experiment uses a key assessment tool

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## History of SIA (continued)

- ▶ 1973 – guidelines first emerge and the term social impact assessment first appears
- ▶ 1974 – interest in the social impact spreads beyond the environment field
- ▶ 1978 – social impact assessment is broadly adopted.
- ▶ 1983 – The U.S. government embraces assessment.

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## History of SIA (continued)

- ▶ 1986 – The World Bank uses assessment
- ▶ 1990 – Roberts Enterprise Development Foundation (REDF) brings assessment to philanthropy
- ▶ 1991 – Randomized control trials increase in popularity
- ▶ 1992 – Standards are created to help organizations meet environmental assessment requirements mandated by law

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# Social Impact Assessment and Evaluation

APLU ESCOP SSSC Meeting – February 18, 2014

## History of SIA (continued)

- ▶ 1996 – “Social Return on Investment” offers a new way to assess social impact.
- ▶ 1998 – Foundations develop formal assessment approaches
- ▶ 2000 – The Campbell Collaborative promotes randomized control trials as assessment’s “gold standard.”
- ▶ 2001 – The constituent voice is heard

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## History of SIA (continued)

- ▶ 2003 – Funders unite around assessment
- ▶ 2007 – Development organizations make their voice heard on assessment.
- ▶ 2009 – The field continues to explore what constitutes best practice

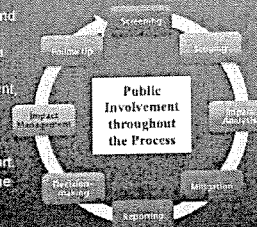
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## The “How”

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## Steps in Impact Assessment

**Screening** – Decide whether IA should be used, at what level, and of what type.  
**Scoping** – Identify the important issues and prepare terms of reference.  
**Impact Analysis** – Predict the effects of a proposal and evaluate their significance.  
**Mitigation** – Establish measures to prevent, reduce, or compensate for impacts.  
**Reporting** – Prepare the information necessary for decision-making.  
**Review** – Check the quality of the IA report.  
**Decision-making** – Approve (or reject) the proposal and set conditions.  
**Impact Management** – The life of the project, and beyond.  
**Follow-up** – Monitor the impacts of project implementation; audit management practices.



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## Impact Evaluation

- ▶ The World Bank seems to be leading this effort.
- ▶ Targets the monitoring and evaluation strategies that occur once the project is implemented
  - World Bank’s purpose is to “standardize” project-to-project comparison and transferability of results.
    - This would be the “Follow-up” stage in IA.

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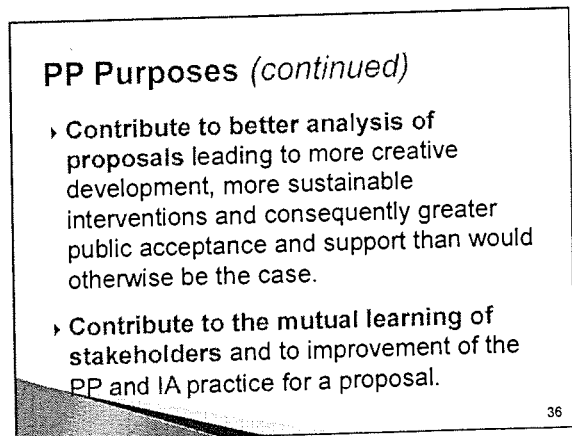
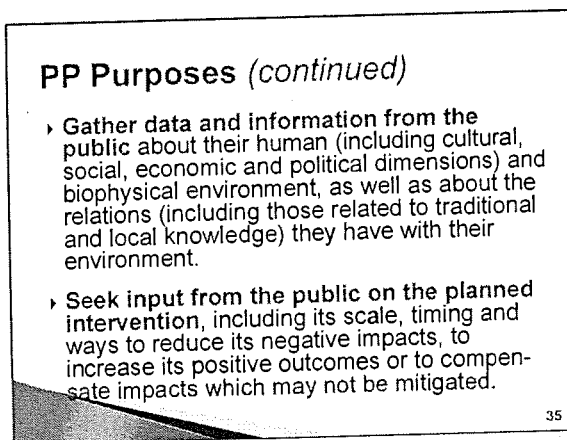
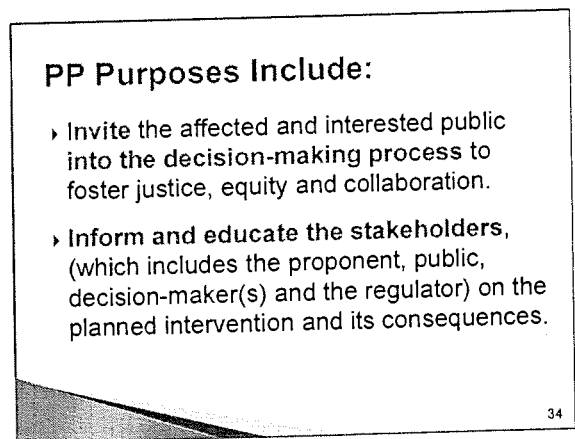
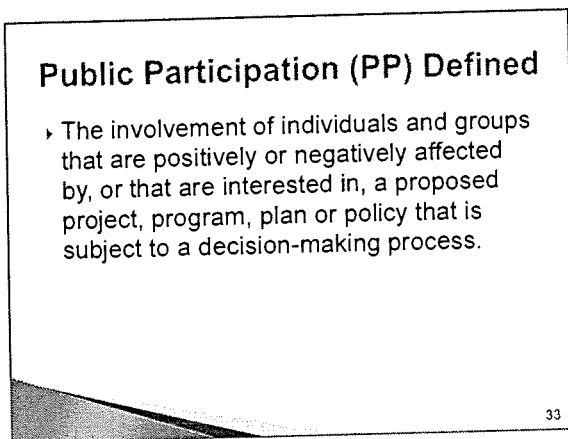
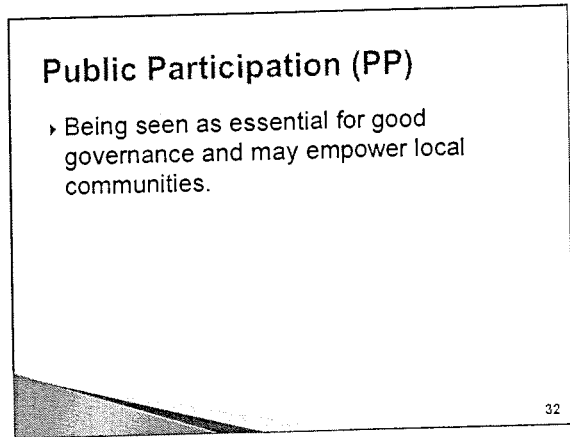
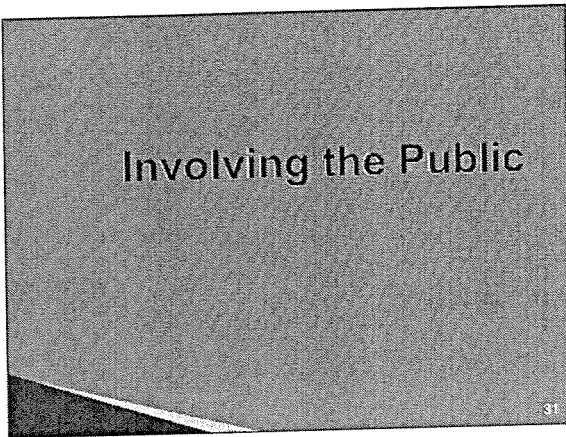
## Guiding Principles of IA

- ▶ **Focused** – concentrating on the effects that matter
- ▶ **Participative** – fully involving the public
- ▶ **Transparent** – clear and easily understood
- ▶ **Rigorous** – employing “best practical” methodology
- ▶ **Practical** – establishing mitigation measures that work
- ▶ **Credible** – carried out with objectivity and professionalism
- ▶ **Efficient** – imposing least cost burden on proponents
- ▶ **Adaptive** – responding to issues and realities

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# Social Impact Assessment and Evaluation

APLU ESCOP SSSC Meeting – February 18, 2014



# Social Impact Assessment and Evaluation

APLU ESCOP SSSC Meeting – February 18, 2014

## Levels of PP Vary From:

- ▶ Passive participation or information reception
  - A unidirectional form of participation
- ▶ Participation through consultation
  - e.g. public hearings and open-houses
- ▶ Interactive participation
  - e.g. workshops, negotiation, mediation and even co-management.

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## PP at Different IA Phases

- ▶ Initial community analysis
- ▶ Notice of the proposed intervention,
- ▶ Approval decision making
- ▶ Monitoring and follow-up

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## Two Models for Involving the Public

- ▶ Consultative
  - The public and stakeholders may be consulted at various points throughout a public process but are not involved directly in developing material or assessing the effects, or in project decision making.
- ▶ Participatory
  - Other end of the public involvement spectrum—including decision-making

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## Comparison of PP Models

Consultative Model	Participatory Model
▶ More advisory	▶ More non-directive
▶ More static	▶ More empowering
▶ More controlled	▶ More uncertain
▶ More prescriptive	▶ More evolving
▶ More orchestrated	▶ More innovative
▶ More directive	▶ More shared
▶ More fixed or rigid	▶ More dynamic
▶ More organization accountability	▶ More mutual accountability
▶ More methodological	▶ More flexible
▶ More linear	▶ More spontaneous
	▶ More creative
	▶ More participatory

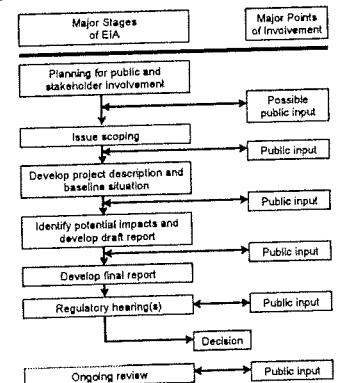
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## Stages in Consultative Model

1. Preliminary planning and issue scoping
2. Development of baseline information and impact identification
3. Develop and draft EIA
4. Completion of the EIA and regulatory review
5. Ongoing review of construction and operations

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## EIA Process and Points of Public Involvement in the Consultative Model



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# Social Impact Assessment and Evaluation

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## Stages in Participatory Model

1. Identify participants
2. Public scoping session(s)
3. Forming working groups
4. Coordinating committee and working groups
5. The hearing and beyond

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## Basic Principles for Public Participation

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## Basic Principles of PP

- ▶ **Adapted to the Context**
  - Understanding and appreciating the social institutions, values, and culture of the communities in the project area; and
  - Respecting the historical, cultural, environmental, political and social backgrounds of the communities which are affected by a proposal.
- ▶ **Informative and Proactive**
  - Recognizing that the public has a right to be informed early and in a meaningful way in proposals which may affect their lives or livelihoods.

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## Basic Principles (continued)

- ▶ **Adaptive and Communicative**
  - Recognizing that the public is heterogeneous according to their demographics, knowledge, power, values and interests.
- ▶ **Inclusive and Equitable**
  - Ensuring that all interests, including those non-represented or underrepresented are respected regarding the distribution of impacts, compensation and benefits.
  - *Equity between present and future generations in a perspective of sustainability should be promoted.*

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## Basic Principles (continued)

- ▶ **Educative**
  - Contributing to a mutual respect and understanding of all IA stakeholders with respect to their values, interests, rights and obligations.
- ▶ **Cooperative**
  - Promoting cooperation, convergence and consensus—building rather than confrontation.

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## Basic Principles (continued)

- ▶ **Imputable**
  - Improving the proposal under study, taking into account the results of the PP process
  - *Including reporting and feedback to stakeholders about the results of the PP process, especially how their inputs have contributed to decision-making.*

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# Social Impact Assessment and Evaluation

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## Operating Principles for Public Participation

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## Operating Principles of PP

- ▶ **Initiated Early and Sustained**
  - The public should be involved early (before major decisions are made) and regularly in the IA process.
    - Builds trust among participants,
    - Gives more time for PP,
    - Improves community analysis,
    - Improves screening and scoping of the IA,
    - Increases opportunities to modify the proposal in regards to the comments and opinions gathered during the PP process,
    - Reduces the risk of rumors, and
    - Improves the public image of the proponent.
  - It can also give the regulator more confidence in the approval decision they must make.

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## Operating Principles (continued)

- ▶ **Well Planned and Focused on Negotiable Issues**
  - All IA stakeholders should know the aims, rules, organization, procedure and expected outcomes of the PP process undertaken.
    - This will improve the credibility of the process for all involved.
    - Because consensus is not always feasible, PP should emphasize understanding and respect for the values and interests of participants, and focus on negotiable issues relevant to decision-making.

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## Operating Principles (continued)

- ▶ **Supportive to Participants**
  - The public should be supported in their will to participate through an adequate diffusion of information on the proposal and on the PP process, and a just and equitable access to funding or financial assistance.
    - Capacity-building, facilitation and assistance should also be provided particularly for groups who don't have the capacity to participate, and in regions where there is no culture of PP, or where local culture may inhibit PP.

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## Operating Principles (continued)

- ▶ **Tiered and Optimized**
  - A PP program should occur at the most appropriate level of decision-making (e.g., at the policy, plan, program or project level) for a proposal.
    - The public should be invited to participate regularly, with emphasis on appropriate time for involvement.
    - Because PP is resource consuming (human, financial, time) for all the IA stakeholders, PP optimization in time and space will ensure more willing participation.

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## Operating Principles (continued)

- ▶ **Open and Transparent**
  - People who are affected by a proposal and are interested in participating, whatever their ethnic origin, gender and income, should have access to all relevant information.
    - This information should be accessible to laypersons required for the evaluation of a proposal (e.g., terms of reference, report and summary).
    - Laypersons should be able to participate in relevant workshops, meetings and hearings related to the IA process.
      - Information and facilitation for such participation should be provided.

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# Social Impact Assessment and Evaluation

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## Operating Principles (continued)

### ▶ Context-oriented

- Because many communities have their own formal and informal rules for public access to resources, conflict resolution and governance, PP should be adapted to the social organization of the impacted communities, including the social, cultural, economic and political dimensions.
- *This shows respect for the affected community and may improve public confidence of the process and its outcomes*

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## Operating Principles (continued)

### ▶ Credible and Rigorous

- PP should adhere to established ethics, professional behavior and moral obligations.
- *Facilitation of PP by a neutral facilitator in its formal or traditional sense improves impartiality of the process as well as justice and equity in the right to information.*
- *It also increases the confidence of the public to express their opinions and also to reduce tensions, the risk of conflicts among participants, and opportunities for corruption.*
- In a formal context, the adoption of a code of ethics is encouraged.

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## Focusing on Social Impact Assessment

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## Social Impact Assessment (SIA)

- ▶ The process of assessing or estimating, in advance, social consequences of a planned project, policy, or program.
- ▶ The objective of SIA is to ensure that development maximizes its benefits and minimizes its costs, especially those costs borne by people (including those in other places and in the future).

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## SIA is Not the Same as PP

- ▶ Need to keep these conceptually separate
  - Though the use of PP may increase use of SIA in IA efforts

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## SIA Primary Concern

- ▶ Awareness of the differential distribution of impacts among different groups in society, and particularly the impact burden experienced by vulnerable groups in the community should always be of prime concern.

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# Social Impact Assessment and Evaluation

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## Focus of Concern of SIA

- ▶ A proactive stance to development and better development outcomes
  - Not just the identification or amelioration of negative or unintended outcomes.
  - *Assisting communities and other stakeholders to identify development goals, and ensuring that positive outcomes are maximized, can be more important than minimizing harm from negative impacts.*

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## Why Not SIA?

- ▶ Competing interests, beliefs, values, and aspirations
  - Common in complex social situations, these are challenging to assess and quantify.
- ▶ Power
  - Whose definition of an impact, an aspiration, a value, and a fact is considered legitimate.
- ▶ Can social impacts be predicted?
  - Lack of empirically grounded causal theory
  - Parameters may change over time
  - Possibility that social phenomena may be inherently indeterminate or unpredictable.

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## Two SIA Schools of Thought

- ▶ Social science approach
  - The practitioner is external to the project studying the socio-economic/cultural impacts of the project using a combination of quantitative and qualitative data collection methods.
- ▶ Social assessment approach
  - The practitioner is embedded in the community becoming "their voice" helping them participate in project design and decision-making (remember IA is future oriented).
  - *In this approach, there is less emphasis on identifying impacts in a scientific sense.*

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## Specific Challenges for SIA

- ▶ Conceptual
  - Best practices are not standardized
  - Theories of change need to be aligned among grantors, investors, and nonprofits.
- ▶ Operational
  - Value cannot always be measured
  - Quality implementation is essential
  - Third parties can help to achieve more technically sound data collection
  - Time horizons for output and outcome measurement are long

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## Specific Challenges (continued)

- ▶ Structural
  - Significant diversity exists within each field
  - Reporting requirements are usually not aligned
- ▶ Practical
  - Goals are often unclear
  - Inconsistent funding priorities
  - Trust and mutuality are limited

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## SIA and Local Knowledge

- ▶ Utilizes participatory processes to analyze the concerns of interested and affected parties.
- ▶ It involves stakeholders in:
  - the assessment of social impacts,
  - the analysis of alternatives, and
  - the monitoring of the planned intervention.

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# Social Impact Assessment and Evaluation

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## SIA Information Gathering Methods

- Focus groups
- Scenario building
- Forecasting
- Mathematical modeling
- Issue identification for risk assessment
- Health hazard identification and classification for dose response assessment
- Benefit identification
- Stakeholder workshops
- Surveys
- Semi-structured or unstructured key informant interviews
- Brainstorming
- Citizens juries
- Delphi processes
- Environmental monitoring
- Cost-benefit analysis
- Evaluation
- Multi-criteria decision analysis

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## Example of Changes that Can Occur

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## Sample Changes Examined by SIA

- ▶ **People's way of life**
  - e.g. how they live, work, play and interact with one another on a day-to-day basis;
- ▶ **Their culture**
  - e.g. their shared beliefs, customs, values and language or dialect;
- ▶ **Their community**
  - its cohesion, stability, character, services and facilities;

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## Sample Changes (*continued*)

- ▶ **Their political systems**
  - The extent to which people are able to participate in decisions that affect their lives, the level of democratization that is taking place, and the resources provided for this purpose;
- ▶ **Their environment**
  - The quality of the air and water people use; the availability and quality of the food they eat; the level of hazard or risk, dust and noise they are exposed to; the adequacy of sanitation, their physical safety, and their access to and control over resources;

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## Sample Changes (*continued*)

- ▶ **Their health and wellbeing**
  - Health is a state of complete physical, mental, social and spiritual wellbeing and not merely the absence of disease or infirmity;
- ▶ **Their personal and property rights**
  - Particularly whether people are economically affected, or experience personal disadvantage which may include a violation of their civil liberties;

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## Sample Changes (*continued*)

- ▶ **Their fears and aspirations**
  - Their perceptions about their safety, their fears about the future of their community, and their aspirations for their future and the future of their children.

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# Social Impact Assessment and Evaluation

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## What SIA Variables to Examine

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## Identify SIA Variables

- ▶ Five Categories (U.S. Department of Commerce, et al., 1994)
  - Population Characteristics
  - Community and Institutional Structures
  - Political and Social Resources
  - Individual and Family Changes
  - Community Resources

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## Population Characteristics

- ▶ Mean present population and expected change
- ▶ Ethnic and racial diversity
- ▶ Influxes and outflows of temporary residents
  - Relocated populations
- ▶ Arrival of seasonal or leisure residents

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## Community and Institutional Structures

- ▶ Mean the size, structure, and level of organization of local government including linkages to the larger political systems.
- ▶ They also include:
  - Historical and present patterns of employment and industrial diversification
    - *Employment/income characteristics*
    - *Employment equity of minority groups*
    - *Presence of planning and zoning activity*
  - Size and level of activity of voluntary associations, religious organizations, and interests groups.
  - How these institutions relate to each other.

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## Political and Social Resources

- ▶ Refers to the distribution of power authority, the interested and affected publics, and the leadership capability and capacity within the community or region. Could include:
  - Distribution of power and authority
  - Identifications of stakeholders
  - Interested and affected publics
  - Leadership capability and characteristics

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## Individual and Family Changes

- ▶ Refer to factors which influence the daily life of the individuals and families, including attitudes, perceptions, family characteristics and friendship networks.
  - These changes range from attitudes toward the policy to an alteration in family and friendship networks to perceptions of risk, health, and safety.
    - *Perceptions of risk, health, and safety*
    - *Displacement/relocation concerns*
    - *Trust in political and social institutions*
    - *Residential stability*
    - *Density of acquaintanceship*
    - *Attitudes toward policy/project*
    - *Family and friendship networks*
    - *Concerns about social well-being*

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# Social Impact Assessment and Evaluation

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## Community Resources

- ▶ Resources include patterns of natural resource and land use; the availability of housing and community services to include health, police and fire protection and sanitation facilities.
- A key to the continuity and survival of human communities are their historical and cultural resources.
- *We also consider possible changes for indigenous people and religious sub-cultures.*
  - Change in community infrastructure
  - Native American tribes
  - Land use patterns
  - Effects on cultural, historical, and archaeological resources

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## Calculating the Social Impact

80

## Projection of Estimated Effects

- ▶ The probable social impacts will be formulated in terms of:
  - predicted conditions without the actions (baseline projection);
  - predicted conditions with the actions; and
  - predicted impacts which can be interpreted as the differences between the future with and without the proposed action.

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## Estimated Effects (continued)

- ▶ Investigation of the probable impacts involves five major sources of information:
  - Data from project proponents;
  - Records of previous experience with similar actions as represented in reference literature as well as previous IAs;
  - Census and vital statistics;
  - Documents and secondary sources;
  - Field research, including informant interviews, hearings, group meeting, and surveys of the general population.

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## Methods of Projecting the Future

- ▶ Most fall into the following categories:
  - Comparative method;
  - Straight-line trend projects
    - *taking an existing trend and simply projecting the same rate of change into the future;*
  - Population multiplier methods
    - *each specified increase in population implies designated multiples of some other variable, e.g. jobs, housing unit;*

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## Methods of Projecting (continued)

- ▶ *continued:*
  - Scenarios
    - *logical-imaginings based on construction of hypothetical futures through a process of mentally modeling the assumptions about the variables in question; and fitted empirical-similar past cases used to analyze the present case with experts adjusting the scenario by taking into account the unique characteristics of the present case;*
  - Expert testimony
    - *experts can be asked to present scenarios and assess their implications;*

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# Social Impact Assessment and Evaluation

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## Methods of Projecting (continued)

- ▶ continued:
  - Computer modeling
    - modeling (involving the mathematical formulation of premises and a process of quantitative weighing of variables);
  - Calculation of "future foregone"
    - a number of methods have been formulated to determine what options would be given up irrevocably as a result of a plan or project, e.g., river recreation and agricultural land use after the building of a dam.

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## Reviewing an SIA Report

- ▶ A review usually includes:
  - An assessment of the adequacy of the information on which the SIA is based.
  - A review of the analysis of that information, including any positive or adverse impacts overlooked.
  - An assessment of likely social impacts if the proposal proceeds.
  - A review of any recommendations made, including mitigations.

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## Trends and Future Directions of SIA

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## SIA Linked to other IAs

- ▶ The good practice of SIA accepts that social, economic and biophysical impacts are inherently and inextricably interconnected.
  - Change in any of these domains will lead to changes in the other domains.
    - SIA must develop an understanding of the impact pathways that are created when change in one domain triggers impacts across other domains, as well as the iterative or flow-on consequences within each domain.
    - In other words, there must be consideration of the second and higher order impacts and of cumulative impacts.

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## EIA & SIA

- ▶ Since passage of the National Environmental Policy Act (NEPA) of 1969, environmental impact assessment has become the key component of environmental planning and decision making in the United States.
  - More recently, agency planners and decision makers have recognized a need for better understanding the social consequences of projects, programs and policies.

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## Handling Complex Societal Problems

- ▶ Real-life problems reflecting much uncertainty
  - Are unstructured and dynamic
  - Are interdisciplinary
  - Power is divided among multiple players

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# Social Impact Assessment and Evaluation

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## Handling Complex Societal Problems

- ▶ Are seldom handled optimally
  - Economic limitations
  - Political reasons
  - Psychological reasons
  - Methodological reasons and the nature of the problem itself

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## Complex Societal Problem IA

- ▶ COMPRAM used (*Complex Problem Handling method*)
  - Step 1: Analysis and description of problem by a team of neutral content experts
  - Step 2: Analysis and description of the problem by different teams of actors
  - Step 3: Identification of interventions by experts and actors
  - Step 4: Anticipation of societal reactions
  - Step 5: Implementation of the interventions
  - Step 6: Evaluation of the changes

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Now that we know  
what I know

Questions?

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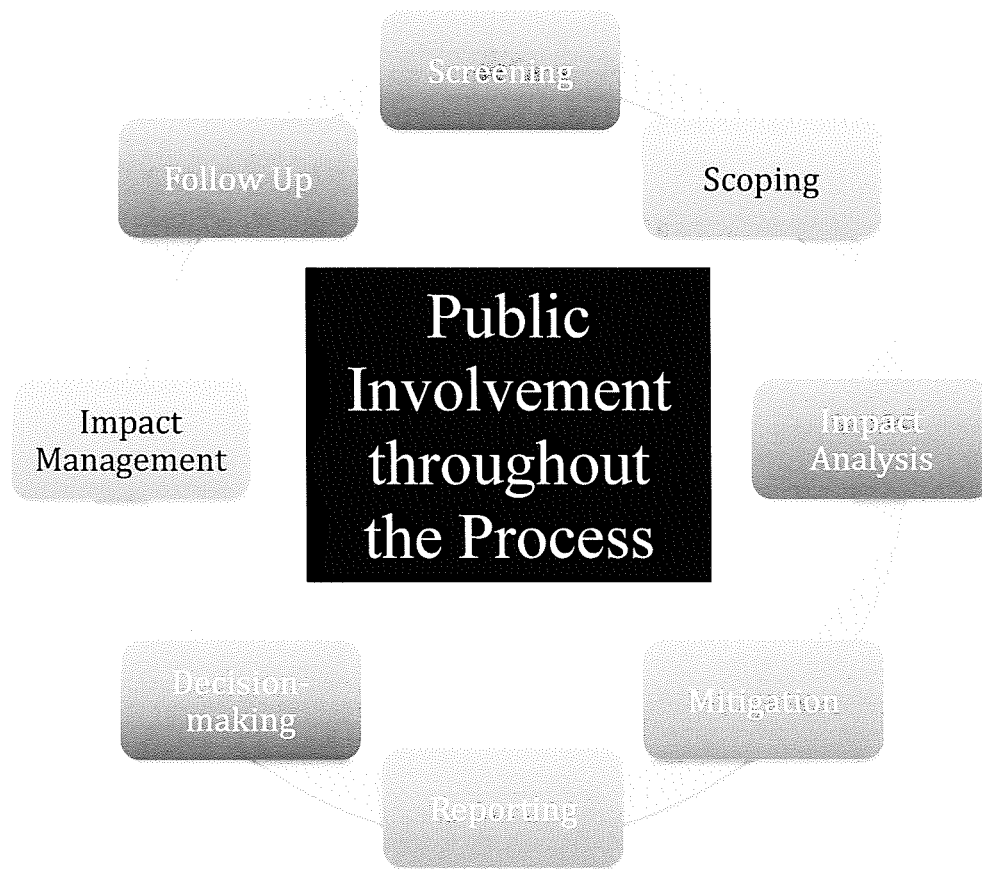
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*Screening* – Decide whether IA should be used, at what level, and of what types.

*Scoping* – Identify the important issues and prepare “terms of reference.”

*Impact Analysis* – Predict the effects of a proposal and evaluate their significance.

*Mitigation* – Establish measures to prevent, reduce, or compensate for impacts.

*Reporting* – Prepare the information necessary for decision-making.

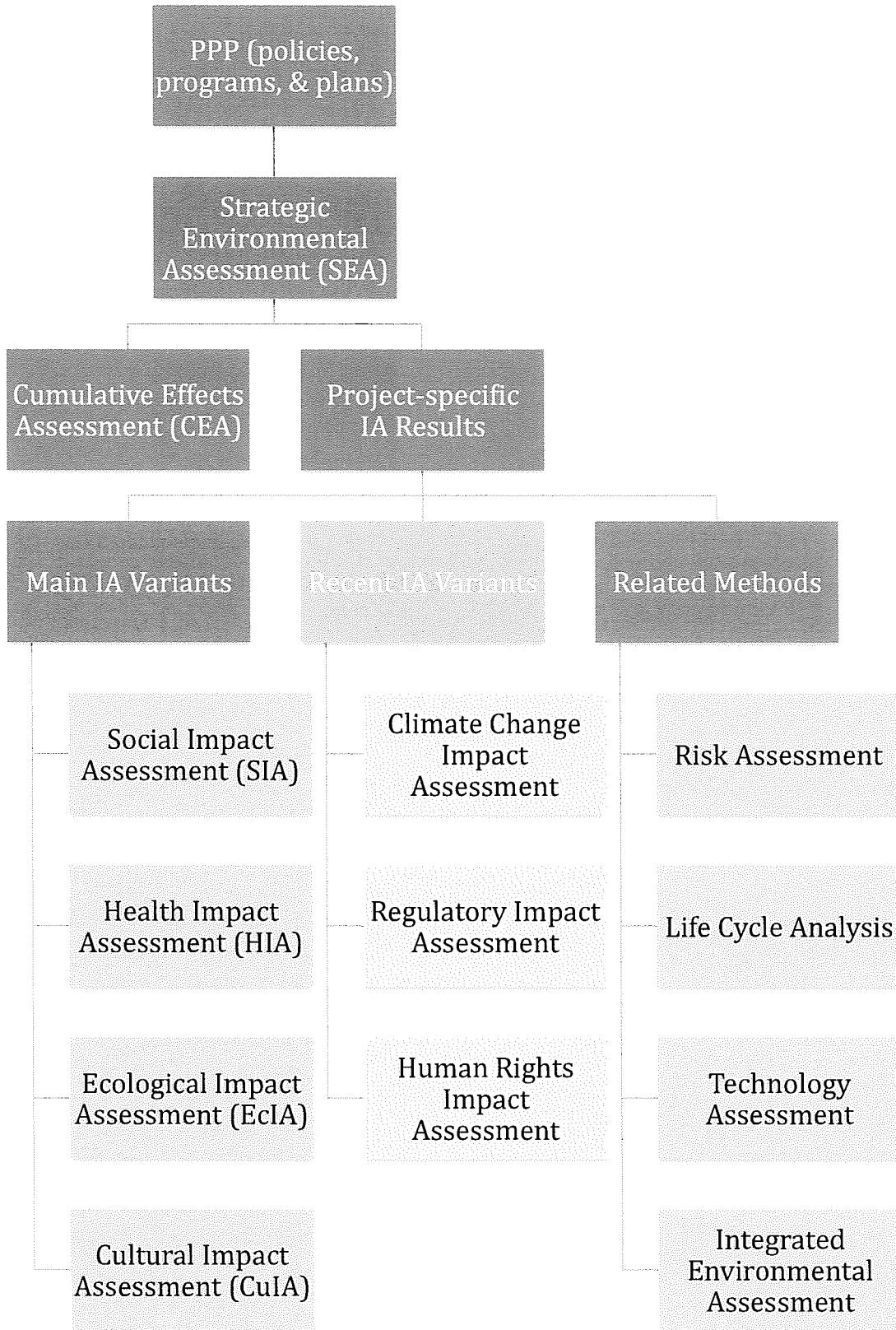
*Review* – Check the quality of the IA report.

*Decision-making* – Approve (or reject) the proposal and set conditions.

*Impact Management* – The life of the project, and beyond.

*Follow up* – Monitor the impacts of project implementation, audit management practices.

# Impact Assessment Tiers



## North Central Extension Community Development Programs, 2012:

# Over \$183M of Impacts

# and 18,327 Jobs Created or Saved

*Executive Summary*

Operating as a team, state Extension leaders from the twelve North Central 1862 land grant universities developed common indicators for reporting the impacts of community development educational programs. The States collectively developed this report based on in-state action. Each partner university selected a subset of the indicators for reporting. The following table presents the most commonly used indicators. Thus, the impacts of our educational programs reported here, while impressive, are conservative estimates.

North Central States 2012 Impact Indicators	Total	States Reporting
Number of participants reporting new leadership roles & opportunities undertaken	12,363	12
Number of community or organizational plans developed	1,971	12
Number of community & organizational, policies, plans adopted or implemented	1,814	11
Number of businesses created	696	9
Number of jobs created	7,168	10
Number of jobs retained	11,159	9
Dollar value of grants and resources leveraged/generated by communities	\$173,861,082	9

States reported value of volunteer hours, as well as dollar efficiencies and savings, bringing the total impact to \$183M. Full details broken down by state, are available at: [http://ncrcrd.msu.edu/ncrcrd/state\\_extension\\_leader\\_section1](http://ncrcrd.msu.edu/ncrcrd/state_extension_leader_section1). Our impacts stem from innovative, science-based approaches developed in partnership with our stakeholders. The programming associated with these impacts varies according to community needs and the creativity of university-based and other partners. To provide an idea of the types of programming used to generate our impacts, we provide several examples.

### Summaries by State



**Illinois** - University of Illinois Extension & the Small Business Development Center at Black Hawk College organized the Henry and Stark Counties Fast Pitch Competition. Results included seven businesses receiving business consultation, six new start-ups initiated, three new business loans, and 10 jobs created or retained.



**Indiana** - Participants in the Beginner's Guide to Grant Writing Program report funds awarded to program participants indicate over \$9.0 million in funded proposals. Grants supported building renovations, infrastructure development, small business funding, environmental protection projects, health & human resource projects, and youth programs.



**Iowa** - Specialists trained 32 Latino business leaders & entrepreneurs, assisted 18 minority entrepreneurs start or improve their businesses, assisted with the creation of 13 jobs and the retention of 100 jobs for minority employees. Extension specialist Himar Hernández' work with Latino entrepreneurs in the City of Ottumwa was featured on NBC's TODAY Show, Wall Street Journal and The Chronicle of Higher Education. (TODAY Show video: <http://www.today.com/video/today/51515671#51515671>)



**Kansas** - The Kansas PRIDE program organized volunteer groups in 66 communities. Volunteers invested 94,833 hours on local improvement initiatives, completing 1,178 projects, including park development, community gardens, community arts, storefront restoration, fitness and health programs, and much more.

**Michigan** - MSU Extension's financial literacy and housing education programs help inform consumers' decision-making to reduce marketplace fraud and help families save and spend to fuel the economy. The courses help reduce mortgage defaults. Of the 116 post-foreclosure cases counseled by Extension staff members, 58 retained homeownership.

**Minnesota** - Using the University of Minnesota Extension's Business Retention and Expansion program, Marshall Minnesota expanded the number of businesses & geographic region they surveyed. The community adopted projects to retain college students in the area, recruit newcomers, centralize communications, and help people start businesses.

**Missouri** - The Old North St. Louis Restoration Group, University of Missouri Extension & University of Missouri–St. Louis developed housing revitalization tools, capacity building and strategic planning support resulting in a bike/walking tour, neighborhood DVD and community museum, new home construction, a farmer's market, and a \$35 million redevelopment project.

**Nebraska** - The Gallup Entrepreneurial Acceleration System is a partnership between Gallup, Nebraska Depart. of Economic Development, University of Nebraska-Lincoln Institute of Agriculture and Natural Resources, and the Greater Omaha Chamber. During 2012, 145 companies and 1,023 managers participated. Participants apply Gallup's growth principles to their business. As an example of outcomes, one business owner reported that the program helped his workforce go from 18 to 65 full-time employees.

**University of Nebraska and North Dakota State University** - The UNL and NDSU Extension programs partnered to provide education to help businesses with online marketing. Direct Marketing Food Specialty Products Online, provides businesses with online strategies and tools to sell directly to consumers. Marketing Agritourism Online, helps entrepreneurs identify how they can attract customers and encourage them to return and spread the word. eTailing – Taking Charge of Your Online Presence – targets retailers. Participants indicated the program useful for their business (3.68 on a 4-point scale).

**Ohio** - As a result of a community-wide strategic planning process with Ohio State University Extension, Gallia County leaders raised \$195,000 in public and private donations to launch a comprehensive county marketing campaign. Through the economic development efforts outlined in the strategic plan, county leaders worked with a local university to create and offer a new technology-based curriculum and degree to support the growth of a high-tech company that had recently located in the community.

**South Dakota** - The SDSU Extension created a marketing/civic engagement program with the Dept. of Sociology and Rural Studies and Dept. of Political Science. Attendees participated in a structured discussion to identify strategies for improving the skills of graduates who stayed in the community and to enhance the likelihood of attracting returners. Actions included: bringing technical education classes to the community, creating scholarships for those who would fill lacking technical skill needs, organizing a farmer's market and starting a community garden.

**Wisconsin** - The Town of Mercer suffered years of neglect in the decades following mine closures. The Extension community development educator helped form the Mercer Downtown and Community Development Group. Extension helped build grant writing capacity that led to six grants totaling \$3 million. The construction phase began in 2011 and was completed in 2013. Mercer is being transformed into a wonderful place for residents and an attractive tourist destination in the heart of Wisconsin tourist country.

**Undergraduate Associate Head Report**  
**Tuesday, February 25, 2014, 9:00a.m.**

1. HIE Assessment  
Chris will be asking faculty to review assessment rubrics.
2. Fall 2014 Course Offerings– Rutherford
  - a. Faculty-Led Study Abroad Proposal deadlines  
 (<http://globalsupport.tamu.edu/content/proposals-faculty-led-programs>)
    - i. March 1, 204 for Wintermester and Spring 2015
    - ii. April 15, 2014 for Maymester & Summer 2015
    - iii. October 1, 2014 for Fall 2015
  - b. Dr. Rutherford has not received the scholarship applications as of today. As soon as she receives the application we will be able to notify students with scholarship amounts.
3. Undergrad Curriculum Committee (UCC) meetings
  - a. Meets monthly as needed

4. Course Scheduling/ Room Utilization update  
AGLS Building

Room #	Seating Capacity	Priority	65%
109	16	AGLS	10
110	24	AGLS	16
113	43	ALEC	28
114	72	AGEC	47
115	106	ALEC	69
116	72	RPTS	47
117	24	AGLS	16

Kleberg

Room #	Seating Capacity	Priority	65%
021A	28		18
113	152	ANSC	99
115	336	AGLS	218
117	98	RPTS	64
121	60	ALEC	39
123	68	ANSC	44
127	85	NUTR	55

- a. Several buildings will soon be going offline. Zachary houses 18 classrooms and will be going offline Spring 2015. ESSM is coming to West Campus. COALS will be looking at each room and converting any underutilized space to classroom.
5. Reminders:
  - a. Field Trips – Rutherford/Norgaard
    1. Faculty must submit travel authorization request in Concur 30 days prior to field trip for liability purposes.
    - i. Based on the feedback of a recent ad hoc committee tasked with looking at the documentation required for student travel (TAMU SAP 13.04.99.M1.01), two new forms have been developed

to assist with domestic student travel. One of the new forms is geared towards class field trips and the other is for individual student travel (internships, student teaching, research, conferences, etc.) The new forms are now live and can be found at [https://studentactivities.tamu.edu/app/form\\_travel](https://studentactivities.tamu.edu/app/form_travel).

- ii. As a reminder, students who travel 25 or more miles from the College Station campus for a required educational opportunity undertaken under the scope, direction, or election of a college, department, class, university office, learning community, student organization, or study abroad program are required to be registered through the Critical Incident Response Team (for domestic travel) or the Study Abroad Programs Office (for international travel) (<http://rules.tamu.edu/PDFs/13.04.99.M1.pdf>).
- iii. It is the responsibility of the entity (e.g., University department, recognized student organization, academic program, etc.) that sponsors the organized student travel to assure compliance with the student travel procedures (<http://rules-saps.tamu.edu/PDFs/13.04.99.M1.01.pdf>).

- b. Excused Absences for field trips MUST be completed on the University Authorized Event calendar. <https://studentactivities.tamu.edu/app/sponsauth/index/submit>

#### Excused Absences

7.1 The student is responsible for providing satisfactory evidence to the instructor to substantiate the reason for absence. Among the reasons absences are considered excused by the university are the following: (<sup>1</sup>Muster)

7.1.1 Participation in an activity appearing on the university authorized activity list. (see List of Authorized and Sponsored Activities)

Authorized: Mandatory participation for university activity or course.

Sponsored: Important to leadership development and education but NOT required for an official or university activity.

- c. Excuse letters should continue to be written. Charlene can help get these printed.
2. Field trip fee requests (<http://sbs.tamu.edu/media/26936/Trip-Request-Form.pdf>)
    - i. July 1 for Fall semester courses
    - ii. October 1 for Spring semester courses
    - iii. April 1 for Summer semester courses
    - a. There are deadlines for field trip fees to be added to the course. If you do not submit your request by the deadline you must find another way to fund your field trip. The department is asked annually if the field trip fee is still needed and if the fee amount should stay the same, increase, or decrease.
  3. Change of Major/minor application deadlines (ALED, USAL, & AGCJ)
    - a. March 10, 2014 for Summer & Fall
    - b. June 10, 2014 (AGCJ only)
    - c. October 10, 2014 for Spring 2015
  4. ALEC Awards Reception – April 11, 2014, 2:00p.m.
    - a. COALS scholarship committee meets Monday. Charlene and the ALEC scholarship committee will be meeting to move this forward.
    - b. Please encourage students to attend.

#### **Upcoming Dates to Remember**

Mid-Term Grades due March 3

Pre-Registration begins April 10

Next Meeting: March 27, 2014 @ 2:00

## International Development Minor (IDAG) – College of Agriculture and Life Sciences

The minor in international development in agriculture provides students with formal instruction in international development concepts and practical experiences through language acquisition, study/research abroad, and/or international fieldwork. The 18-hour curriculum prepares students for successful post-baccalaureate international careers, or graduate studies, particularly aligned with the International Agriculture and Resource Management (IARM) Graduate Certificate Program, in partnership with the Norman Borlaug Institute for International Agriculture. Students critically examine current international agricultural issues and/or diversity and communications. Coursework includes 12 credits of foundational concepts and six hours of upper-division foreign languages or approved international experiences. Students must have a declared major, a GPR of 2.0 or higher, and have completed 75 hours or less at time of application<sup>i</sup>.

Required Courses <sup>ii</sup>	(Th-Pr)	Cr
AGCJ 491—Research (IDAG advisor approved substitution)	(3-0)	3
Select three (9 hours) <sup>iii</sup>		
ALEC 350—Global Agricultural Issues	(3-0)	3
ALEC 450—Global Social Justice Issues in Agriculture	(3-0)	3
ALED 422—Cultural Pluralism in Agriculture	(3-0)	3
ALED 442—Professional Communications in Agriculture and Life Sciences	(3-0)	3
Practical Skills/Experiences	(0-6)	6
Upper-division, university-level foreign languages, or IDAG advisor approved international experiences		

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<sup>i</sup> Before being accepted into the minor, students must meet with an IDAG advisor and complete an application.

<sup>ii</sup> All credits for the IDAG minor must be completed with a C or higher grade.

<sup>iii</sup> Additional electives may be approved by IDAG advisor.

## **Graduate Associate Head Report – February 25, 2014, 9:00 a.m.**

1. Important Information - Dates & Deadlines
  - a. Second round of summer and fall 2014 Course schedules were submitted Friday, February 21. One more round will take place in March to add/delete late requests before pre-registration will open in April.
  - b. Graduate Faculty is reviewing applicants for Admission for summer or fall 2014. Deadline to enter vote and IMA information - Friday, February 28, midnight.
  - c. Next Graduate Faculty meeting – will be June (date TBA). To review June application materials.
  - d. Awards and Fellowship deadlines
    - i. OGAPS George W. Kunze Endowed Graduate Fellowship – deadline to submit nomination to Dr. Murphy is March 11, to submit to College by March 17.
    - ii. OGAPS Montgomery Graduate Endowed Fellowship – deadline to submit nomination materials to Dr. Murphy is March 18.
    - iii. AAAE Al Kahler Outstanding Dissertation and Outstanding Thesis Awards – deadline to submit nomination was February 7. The nominees are Masters – Caroline Black; Doctoral – Holli Leggette.
  - e. 18 Characteristics of Doctoral Education to OGAPS
    - i. The data is now entered in electronic reporting system. Deadline to enter data - March 7.
  - f. ALEC Awards Reception – April 11, 2014, 2:00 p.m.
    - i. Graduate Student Awards - We encourage graduate faculty to begin thinking of students to elect for the Outstanding Masters and Doctoral students and Outstanding D@D student. Clarice will circulate an email to collect information soon.
    - ii. Encourage your students to attend!
  - g. Final Exams/Defenses deadlines – Last day to schedule defense for students to graduate in May – March 7. Last day to schedule non-thesis final exams – April 11.
  - h. Prospective Graduate Student Day – March 21, 2014. Calendar appointment coming soon.
  - i. Pre-registration will open April 10.
2. D@D Information
  - a. Graduate Faculty is currently voting on a proposal for a PhD at a distance – either a Joint program with Texas Tech or without. Deadline to submit ballot is Friday, February 28, 5:00 pm.
  - b. Cohort 5 and 6 will be attending NAERC in Utah in May. Clarice will be circulating an email soon to joint faculty to confirm/collect the number of attendees to the conference.
  - c. A new process has been adopted for D@D students to submit Institutional Review Board (IRB) paperwork. The students are now required to submit IRB applications/materials to TTU only. Upon approval from TTU, those approved materials will then be submitted to Cathy Higgins (TAMU IRB office). She will be the primary contact for D@D student submissions. She will review and either approve or indicate whether revisions are needed.
3. Graduate Curriculum Committee meetings
  - a. Chair, Gary Briers
  - b. Purpose: Review all new course requests, Special Topics requests (689), and other proposed curriculum items
  - c. Meets on an as needed basis
4. Graduate Curriculum Sub-Committee established October 2013
  - a. Chair, Billy McKim
  - b. Purpose: Evaluate/review the ALEC graduate research sequence and current advising documents for each program
  - c. Report findings back to the Graduate Faculty for approval
  - d. Committee has met once and individual faculty meetings have taken place and will continue. Plan to schedule full committee meeting soon.



## **ALEC Extension Programs Status Report**

**February 2014**

### **Important Activities and Dates**

- February 25 – March 11, 2014 – Poland Leaders Visit (TALL)
- March 3-7, 2014 – AgriLife Advanced Leaders Program Cohort II Washington, DC Trip (OD\ALEC)
- April 8-10, 2014 - School for Local Government HR Professionals (VG Young)
- April 14-17, 2014 – AgriLife Extension Program Excellence Academy I & II (OD)
- April 22-25, 2014 – West Texas County Judges & Commissioners Association Conference (VG Young)
- May 5-9, 2013 – County Commissioner Leadership Academy Washington DC Trip (VG Young)
- May 12-15, 2014 – North & East County Judges & Commissioners Association Conference (VG Young)
- June 9-12, 2014 – South Texas County Judges & Commissioners Association Conference (VG Young)
- July 7-11, 2014 – Texas A&M AgriLife Extension Service ExtensionU Summer Session (OD)
- August 13-14, 2013 – County Commissioner Leadership Academy Final Session (VG Young)

### **Notable Initiatives**

- Redevelopment of TExAS (Extension accountability system)
- Development of TexasInfo Visualization and Report System
- Development of TexasResources (online educational resource catalog and inventory system)
- Release of National Extension and Research Data and Impact System
- Development of public portal for National Extension and Research Impact System
- Implementation of the Texas A&M AgriLife Extension Service ExtensionU employee development effort
- Proposal to allow for variable planning process for county programs
- County Improvement Program – creation of joint fellowship program for county government

## Award Nominations

Award	Deadline	URL	Nominee	Nominator
<b>TAMU - Presidential Professor for Teaching (two are awarded)</b> University level awards for excellence in teaching	Unknown	<a href="http://dof.tamu.edu/node/14">http://dof.tamu.edu/node/14</a>	<b>Gary Briers Alvin Larke</b>	Committee
<b>TAMU - Outstanding Early Career Alumni Award</b>	06/28/2013*	<a href="http://aglifesciences.tamu.edu/about/awards/alumni/">http://aglifesciences.tamu.edu/about/awards/alumni/</a>		
<b>Association of Former Students - Administration</b> Outstanding administrative service beyond the expectations of the position	12/01/2013	<a href="http://dof.tamu.edu/sites/default/files/faculty_awards/AFS%20University%20Level%20Guidelines%202013-14.pdf">http://dof.tamu.edu/sites/default/files/faculty_awards/AFS%20University%20Level%20Guidelines%202013-14.pdf</a>	<b>NO NOMINATION NOMINATION DEADLINE PASSED</b>	
<b>Association of Former Students - Staff</b> Outstanding staff support beyond the expectations of the position	12/01/2013	<a href="http://dof.tamu.edu/sites/default/files/faculty_awards/AFS%20University%20Level%20Guidelines%202013-14.pdf">http://dof.tamu.edu/sites/default/files/faculty_awards/AFS%20University%20Level%20Guidelines%202013-14.pdf</a>	<b>NO NOMINATION NOMINATION DEADLINE PASSED</b>	
<b>Association of Former Students - Extension, Outreach, Continuing Education, and Professional Development</b> Staff, faculty, or administrator who has brought credit to TAMU through accomplishing his or her mission	12/01/2013	<a href="http://dof.tamu.edu/sites/default/files/faculty_awards/AFS%20University%20Level%20Guidelines%202013-14.pdf">http://dof.tamu.edu/sites/default/files/faculty_awards/AFS%20University%20Level%20Guidelines%202013-14.pdf</a>	<b>NO NOMINATION NOMINATION DEADLINE PASSED</b>	
<b>AAAE-S - Distinguished Teaching Award Teaching</b>	12/31/2013	<a href="http://aaaeonline.org/awards_info.php">http://aaaeonline.org/awards_info.php</a>	<b>Julie Harlin</b>	Committee
<b>AAAE-S - Outstanding Agricultural Educator Award</b> Superior Contributions to the field of agricultural education	12/31/2013	<a href="http://aaaeonline.org/awards_info.php">http://aaaeonline.org/awards_info.php</a>	<b>Tim Murphy (declined)</b>	Committee

\*Date not set yet. This is speculation according to last year's due date.

## Award Nominations

Award	Deadline	URL	Nominee	Nominator
<b>AAAE-S - Outstanding Young Member Award</b> Early Career Achievements and competencies in profession	12/31/2013	<a href="http://aaaeonline.org/awards_info.php">http://aaaeonline.org/awards_info.php</a>	Robert Strong	Jennifer Williams
<b>AAAE-S – Research</b>	12/31/2013	<a href="http://aaaeonline.org/awards_info.php">http://aaaeonline.org/awards_info.php</a>	John Rayfield	Committee
<b>Association of Former Students - Graduate Mentoring Award</b> Faculty mentors of graduate students	01/15/2014	<a href="http://dof.tamu.edu/sites/default/files/faculty_awards/AFS%20University%20Level%20Guidelines%202013-14.pdf">http://dof.tamu.edu/sites/default/files/faculty_awards/AFS%20University%20Level%20Guidelines%202013-14.pdf</a>	NO NOMINATION NOMINATION DEADLINE PASSED	
<b>Association of Former Students - Individual Student Relationships</b> Inspiring professional relationships with students	01/15/2014	<a href="http://dof.tamu.edu/sites/default/files/faculty_awards/AFS%20University%20Level%20Guidelines%202013-14.pdf">http://dof.tamu.edu/sites/default/files/faculty_awards/AFS%20University%20Level%20Guidelines%202013-14.pdf</a>	NO NOMINATION NOMINATION DEADLINE PASSED	
<b>Association of Former Students - Research</b>	01/15/2014	<a href="http://dof.tamu.edu/sites/default/files/faculty_awards/AFS%20University%20Level%20Guidelines%202013-14.pdf">http://dof.tamu.edu/sites/default/files/faculty_awards/AFS%20University%20Level%20Guidelines%202013-14.pdf</a>	NO NOMINATION NOMINATION DEADLINE PASSED	
<b>Association of Former Students - Teaching</b> Teachers who maintain high expectation of their students and ensure academic rigor in their courses	01/15/2014	<a href="http://dof.tamu.edu/sites/default/files/faculty_awards/AFS%20University%20Level%20Guidelines%202013-14.pdf">http://dof.tamu.edu/sites/default/files/faculty_awards/AFS%20University%20Level%20Guidelines%202013-14.pdf</a>	NO NOMINATION NOMINATION DEADLINE PASSED	

*\*Date not set yet. This is speculation according to last year's due date.*

## Award Nominations

Award	Deadline	URL	Nominee	Nominator
<b>USDA National Awards Program for Excellence in University Teaching in Food and Agricultural Sciences</b> Must hold a full-time appointment as an active faculty member and have responsibility for higher education teaching in an area of the food and agricultural sciences.	01/24/2014	<a href="http://www.nifa.usda.gov/business/other_links/serd_teachaward.html">http://www.nifa.usda.gov/business/other_links/serd_teachaward.html</a>	Jennifer Williams	Committee
<b>TAMU - Student Employee of the Year</b> Outstanding student employee	02/03/2014	<a href="https://jobsforaggies.tamu.edu/NSEW/nsew_criteria.aspx">https://jobsforaggies.tamu.edu/NSEW/nsew_criteria.aspx</a>	NO NOMINATION	
<b>TAMU - U. S. Senator Phil Gramm Doctoral Fellowships</b> Currently enrolled doctoral students. Outstanding teaching or research by doctoral students.	02/14/2014	<a href="http://ogs.tamu.edu/2013-u-s-senator-phil-gramm-doctoral-fellowship/">http://ogs.tamu.edu/2013-u-s-senator-phil-gramm-doctoral-fellowship/</a>	NO NOMINATION	
<b>TAMU - Women's Leadership Forum Women's Progress Award</b> Texas A&M University students, staff, faculty, and administrators who encourage and promote sensitivity to and awareness of issues that relate to women	02/28/2014	<a href="http://studentlife.tamu.edu/wrc.awards">http://studentlife.tamu.edu/wrc.awards</a>	Chanda Elbert	Committee/Larke
<b>Texas - Texas Women's Hall of Fame</b>	02/28/2014	<a href="http://www.twu.edu/twhf/nominations.asp">http://www.twu.edu/twhf/nominations.asp</a>	Chris Townsend (declined)	Committee
<b>AIAEE Early Achievement</b>	03/01/2014	<a href="https://aiaee.org/award-winners.html">https://aiaee.org/award-winners.html</a>	No nomination	
<b>AIAEE Fellows &amp; Senior Fellows</b>	03/01/2014	<a href="https://aiaee.org/award-winners.html">https://aiaee.org/award-winners.html</a>	Tracy Rutherford (Fellows) Glen Shinn (Senior Fellows)	Committee Committee

*\*Date not set yet. This is speculation according to last year's due date.*

## Award Nominations

Award	Deadline	URL	Nominee	Nominator
<b>AIAEE Outstanding Achievement</b>	03/01/2014	<a href="https://aiaee.org/award-winners.html">https://aiaee.org/award-winners.html</a>	<b>Kim Dooley</b>	Committee
<b>AIAEE Outstanding Leadership</b>	03/01/2014	<a href="https://aiaee.org/award-winners.html">https://aiaee.org/award-winners.html</a>	<b>Gary Wingenbach (declined) Open for nomination</b>	Committee
<b>AIAEE Outstanding Service</b>	03/01/2014	<a href="https://aiaee.org/award-winners.html">https://aiaee.org/award-winners.html</a>	<b>Theresa Murphrey</b>	Committee
<b>NACTA Teaching Award</b>	03/01/2014	<a href="http://www.nactateachers.org/awards.html">http://www.nactateachers.org/awards.html</a>	<b>Jennifer Williams</b>	Alan Sams (Dean's office)
<b>Dept. of Multicultural Services - Diversity Service Award</b> Honor the efforts of students, faculty and staff who strive to promote understanding and appreciation of diversity in its multitude of forms at Texas A&M University	03/06/2014	<a href="http://dms.tamu.edu/diversityawards/description">http://dms.tamu.edu/diversityawards/description</a>	<b>Alvin Larke</b>	Committee
<b>Dept. of Multicultural Services - Gary Gray Memorial Award</b> Student or student group who exhibits activities and/or behavior that supports the inclusion of students with disabilities in all aspects of campus life.	03/06/2014	<a href="http://dms.tamu.edu/diversityawards/description">http://dms.tamu.edu/diversityawards/description</a>	<b>ALEC Peer Advisors</b>	Committee
<b>Dept. of Multicultural Services - Partners in Learning Award for Excellence</b> Individuals within the university community who go above and beyond to provide an inclusive academic experience for students	03/06/2014	<a href="http://dms.tamu.edu/diversityawards/description">http://dms.tamu.edu/diversityawards/description</a>	<b>Sarah Ho</b>	Committee

*\*Date not set yet. This is speculation according to last year's due date.*

## Award Nominations

Award	Deadline	URL	Nominee	Nominator
with disabilities				
<b>Dept. of Multicultural Services - Rainbow Award</b> Individual who contributes to the education of the TAMU community regarding Gay, Lesbian, Bisexual and Transgender people and issues	03/06/2014	<a href="http://dms.tamu.edu/diversityawards/description">http://dms.tamu.edu/diversityawards/description</a>	<b>NO NOMINATION</b>	
<b>Dept. of Multicultural Services - The Phyllis R. Frye Advocacy Award</b> Individual or organization who has shown great leadership in the advancement of GLBTI (Gay Lesbian Bisexual Transgender Intersex) civil rights	03/06/2014	<a href="http://dms.tamu.edu/diversityawards/description">http://dms.tamu.edu/diversityawards/description</a>	<b>NO NOMINATION</b>	
<b>TAMU - John J. Koldus, III Faculty and Staff Achievement Award</b>	03/06/2014	<a href="https://dsaawards.tamu.edu/koldus">https://dsaawards.tamu.edu/koldus</a>	<b>Clarice Fulton</b>	Committee
<b>AAAE Distinguished Research</b>	03/15/2014	<a href="http://www.aaaeonline.org/awards_info.php">http://www.aaaeonline.org/awards_info.php</a>	<b>No nomination</b>	
<b>AAAE Distinguished Teacher</b>	03/15/2014	<a href="http://www.aaaeonline.org/awards_info.php">http://www.aaaeonline.org/awards_info.php</a>	<b>Julie Harlin</b>	Committee
<b>AAAE Fellow and Senior</b>	03/15/2014	<a href="http://www.aaaeonline.org/awards_info.php">http://www.aaaeonline.org/awards_info.php</a>	<b>Lori Moore (Fellow) No Nomination for Senior</b>	Committee
<b>AAAE Honorary Membership</b>	03/15/2014	<a href="http://www.aaaeonline.org/awards_info.php">http://www.aaaeonline.org/awards_info.php</a>	<b>No nomination</b>	
<b>AAAE Life Membership</b>	03/15/2014	<a href="http://www.aaaeonline.org/awards_info.php">http://www.aaaeonline.org/awards_info.php</a>	<b>Alvin Larke</b>	Committee
<b>AAAE Outstanding Agricultural Educator</b>	03/15/2014	<a href="http://www.aaaeonline.org/awards_info.php">http://www.aaaeonline.org/awards_info.php</a>	<b>Jack Elliot</b>	Committee

*\*Date not set yet. This is speculation according to last year's due date.*

*Last updated: 2/26/2014*

## Award Nominations

Award	Deadline	URL	Nominee	Nominator
<b>AAAE Outstanding Early Career</b>	03/15/2014	<a href="http://www.aaaeonline.org/awards_info.php">http://www.aaaeonline.org/awards_info.php</a>	<b>Robert Strong</b>	Committee
<b>AAAE Special Award</b>	03/15/2014	<a href="http://www.aaaeonline.org/awards_info.php">http://www.aaaeonline.org/awards_info.php</a>	<b>No Nomination</b>	
<b>TAMU – Kunze Price</b> Superior academic achievement and one or more publications in a refereed journal (or journals) of national or international stature	03/17/2014	<a href="http://ogs.tamu.edu/2013-george-w-kunze-endowed-graduate-fellowship/">http://ogs.tamu.edu/2013-george-w-kunze-endowed-graduate-fellowship/</a>		
<b>TAMU – Montgomery Award</b> Current graduate student who has served in one or more significant leadership roles and by their intensive commitment to university-wide efforts has made a positive impact on the TAMU graduate student body.	03/21/2014	<a href="http://ogs.tamu.edu/current-students/fellowships-awards/awards/2013-montgomery-graduate-endowed-fellowship/">http://ogs.tamu.edu/current-students/fellowships-awards/awards/2013-montgomery-graduate-endowed-fellowship/</a>		
<b>TAMU - President's Award for Academic Advising</b>	04/01/2014	<a href="http://us.tamu.edu/Advisors/Advisor-Recognition/President-s-Award-for-Academic-Advising">http://us.tamu.edu/Advisors/Advisor-Recognition/President-s-Award-for-Academic-Advising</a>	<b>NO NOMINATION</b>	
<b>TAMU University Advisors and Counselors Ed Guthrie Advisor Award</b>	04/01/2014*	<a href="http://uac.tamu.edu/awards/ed-guthrie/">http://uac.tamu.edu/awards/ed-guthrie/</a>	<b>NO NOMINATION</b>	
<b>TAMU University Advisors and Counselors New Advisor Award</b>	04/01/2014*	<a href="http://uac.tamu.edu/awards/new-advisor-award/">http://uac.tamu.edu/awards/new-advisor-award/</a>	<b>Tobin Redwine</b>	Tracy Rutherford
<b>ALE Distinguished Leadership and Service Award</b>	05/01/2014	<a href="http://www.leadershipeducators.org/Resources/Documents/Awards/awardleadershipandservice2014.pdf">http://www.leadershipeducators.org/Resources/Documents/Awards/awardleadershipandservice2014.pdf</a>		
<b>ALE Founding Mothers' Award</b>	05/01/2014	<a href="http://www.leadershipeducators.org/Resources/Documents/Awards/Founding%20Mothers%20Scholarshi">http://www.leadershipeducators.org/Resources/Documents/Awards/Founding%20Mothers%20Scholarshi</a>		

*\*Date not set yet. This is speculation according to last year's due date.*

## Award Nominations

Award	Deadline	URL	Nominee	Nominator
		<a href="#">p%202014.pdf</a>		
<b>ALE Outstanding Program Award</b>	05/01/2014	<a href="http://www.leadershipeducators.org/Resources/Documents/Awards/awardoutstandingprogram%202014.pdf">http://www.leadershipeducators.org/Resources/Documents/Awards/awardoutstandingprogram%202014.pdf</a>		
<b>ALE Rising Star Award</b>	05/01/2014	<a href="http://www.leadershipeducators.org/Resources/Documents/Awards/Rising%20Star2014.pdf">http://www.leadershipeducators.org/Resources/Documents/Awards/Rising%20Star2014.pdf</a>		
<b>ALE The Robin Orr Beacon Award for Innovative Teaching</b>	05/01/2014	<a href="http://www.leadershipeducators.org/Resources/Documents/Awards/awardoutstandingpractitioner2014.pdf">http://www.leadershipeducators.org/Resources/Documents/Awards/awardoutstandingpractitioner2014.pdf</a>		
<b>TAMU - Regents Professor Award Teaching and Community involvement</b>	06/27/2014	<a href="http://www.tamus.edu/offices/academic/regentsawards/">http://www.tamus.edu/offices/academic/regentsawards/</a>		
<b>AAAE-W Distinguished Teaching Award</b>	08/01/2014*	<a href="http://www.aaaeonline.org/awards_info.php">http://www.aaaeonline.org/awards_info.php</a>		
<b>AAAE-W Distinguished Service Award</b>	08/01/2014*	<a href="http://www.aaaeonline.org/awards_info.php">http://www.aaaeonline.org/awards_info.php</a>		
<b>AAAE-W Distinguished Research Award</b>	08/01/2014*	<a href="http://www.aaaeonline.org/awards_info.php">http://www.aaaeonline.org/awards_info.php</a>		
<b>AAAE-W Outstanding International Agricultural Education Award</b>	08/01/2014*	<a href="http://www.aaaeonline.org/awards_info.php">http://www.aaaeonline.org/awards_info.php</a>		
<b>AAAE-W Outstanding Young Member Award</b>	08/01/2014*	<a href="http://www.aaaeonline.org/awards_info.php">http://www.aaaeonline.org/awards_info.php</a>		
<b>TAMU (AgriLife) Vice Chancellor's Awards in Excellence Program</b>	10/04/2014*	<a href="http://agrilifeawards.tamu.edu/vice-chancellor/excellence/">http://agrilifeawards.tamu.edu/vice-chancellor/excellence/</a>		

\*Date not set yet. This is speculation according to last year's due date.