

MINUTES
Departmental Meeting
Thursday, March 7, 2013, 9:00 a.m.
129 AGLS

1. 9:00 – 9:15 Welcome/Announcements/Bus Recognition
Dr. Bill Dugas and Mrs. Cady Auckerman were present to announce that Charlene Boggus has been selected to receive the 2013 AFS Distinguished Achievement Staff Award.

Busses were presented as follows:
Rutherford to Redwine
Lockett/Arnold/Redwine to Odom
Dunsford to Christiansen

See Attachment A
 - Congratulations to Samantha Alvis. She has accepted a Service Learning Corp position in Kenya and Ethiopia with ACDI/VOCA. She starts in May.
 - Congratulations to Jen Williams for the recently funded Leadership Curriculum Development Grant for the Great Texas Foundation Scholar's Leadership Development Program.
2. 9:15 – 9:20 Web Committee Cochran/Redwine
Tobin shared slides developed by Samantha Alvis (**See Attachment B**) on departmental social activities.

The web committee will be updating all directory photos. Follow this link to access a doodle calendar to sign up to have your picture taken one of two different days, Friday – March 22 or Monday – March 25.
<http://www.doodle.com/awbcqupxm5vept5a> . All current photos will be removed.

Bill updated the group on downloading Skype onto machines. Go to Alecintranet.com and login. Choose ThumbDriveSkype.zip from the list and download. Then choose to extract. Double click on Skype.
3. 9:20 – 9:35 Summer Teaching Funds Rutherford/Murphy
Funds were received. Proposed courses will be discussed at the microburst meetings.
See Attachments C and D.
Summer Teaching Evaluations
WSCH and CIP
Rutherford and Fulton are working to make sure that the correct CIP codes have been assigned. CIP codes are assigned when a course is initially approved.

IEEF and other student generated fees
Dr. Rutherford and the business group met with Deanie Dudley this past Monday. It is likely that IEEF fund usage will be audited. The following are examples of expenditures that are appropriate: Copier usage, supplies, computers, software, guest speakers (to include travel and lodging), some staff payroll. There has been some conversation to move from IEEF to differential tuition.

160 hour proposals

Edney and Hanagriff

Dr. Hanagriff distributed Attachments E, F, G, H, I, J.

Three focuses to be upgraded. At this time only upgrading will be done – no addition of new. At this time just for faculty, graduate students eventually – with a slightly different proposal.

- Proposal information focuses on Ag Communications, Professional Standards in Agribusiness, Wildlife, but we could accept a proposal on other courses or even new development if it has a match to Essential Knowledge Standards.
- Awardees complete an author information form, provide a photo and professional experience...this would be all linked to materials they develop.
- Selects an IMS course, then approximately 12 topics to re-write (mostly the focus now) or add new topics that are within the focus of the course.
- Proposal should outline the course, topics, and an outline example of one topic to illustrate preparation as well as presentation plans such as a video, narrated presentation, or a PowerPoint.
- April 15 deadline to IMS group

- | | | | |
|----|--------------|--|-----------------|
| 4. | 9:35 – 9:40 | Alumni Relations and Development
Video shown of “herding cats.”
Ambrya reminded everyone to keep her in the loop with activities, especially guest speakers in classes. <u>(See Attachment K).</u> | Baldwin |
| 5. | 9:40 – 9:55 | Strengths
Odom and Norgaard discussed improving communication <u>(See Attachment L).</u> | Odom/Norgaard |
| 6. | 9:55 – 10:00 | AGSS
Kevin Andrews reminded everyone about the upcoming Student Research Week. He asked that graduate students sign up and that faculty volunteer as judges. The deadline has been extended to the 11 th . | Andrews/Pannone |

Dr. Rutherford asked that we identify advisory council members and development needs. She asked that you bring these forms to the program area microburst meetings. (Attachments M and N. The dates for those meetings are: AGSC, April 19, 11-2 at IMS, ALED, April 19, 10-1 in AGLS 129, and AGCJ, March 29, 9-1 at IMS.

Charlene told everyone that she had just attended a meeting on using IDEA for evaluations. You have to go online to register to use the system. It will be online and hard copy for a time or two. This is a pilot program. Charlene has a binder with details if you want to stop by and check it out.

Travel Request Form Deadlines

Domestic (30 days prior to trip): e.g., travel April 1, 2013 due by March 1, 2013
International (60 days prior to trip): e.g., travel May 1, 2013 due by March 1, 2013

Upcoming Events

Spring Break, Friday, March 15th
Awards Reception, AgriLife Center, Friday, April 12 (2-4)

Future Departmental Meetings

April 2, Tuesday, 2:00 pm

May 6, Monday, 9:00 am

ALEC March 7, 2013

1. Congratulations
 - a. ALED Advisor position is???
 - b. **Misty Vidrine**, AGCJ undergrad, 2013 American Horse Publications Travel Award Winner
 - c. **Josh Hardcastle**, play “When I Grow Up” selected and performed at the TAMU Theatre Arts Student New Works Festival.
 - d. **Mollie Lastovica** won the North American Agricultural Journalists student writing contest.
 - e. **Samantha Alvis** accepted a Service Learning Corp placement in Kenya and Ethiopia with ACDI/VOCA. She starts May 11 and will be working to develop Cooperative Learning and Information Centers (CLICs) as part of a USAID funded Cooperative Development Program.
 - f. **Samantha Alvis** is a semi-finalist for a Leland Hunger Fellowship Placement with APLU/iAGRI through the Congressional Hunger Center. Over 400 applications were received for 20 placements. Her next interview will be in Washington, D.C. on March 22.
 - g. Merit Fellowship awardee - **Kasee Smith** from Utah.
2. Announcements
 - a. Summer Study Abroad Trips that will be traveling
 - i. Brazil
 - ii. Namibia
 - iii. Greece?
 - b. **Julie Harlin** and **Lori Moore** will represent the College and ALEC on the provost’s STEM Education Initiative along with **Jack Elliot**.
3. Publications/Presentations
 - a. ALE Research Papers Submitted:
 - i. **Andenoro, Odom, Sandlin, & Jones**. Undergraduate Leadership Students' Self-Perceived Level of Moral Imagination: An Innovative Foundation for Morality-Based Leadership Curricula.
 - ii. **Sandlin & Odom**. Veterans’ Perceptions of Current Leadership Education and Suggestions for the Future at a Land-Grant University
 - iii. **Odom, Ho, & Moore**. The Undergraduate Teaching Assistant: A High Impact Practice in Leadership Education
 - b. ALE Practice Paper Submitted:
 - i. **Odom & Ho**. Exploring the Congruence in Values Between Individuals and Organizations.
 - c. ALE Posters-Undergraduate Research
 - i. **Vann, Odom, & Ho**. Developing Leadership Competencies Through an Undergraduate Teaching Assistant Experience.
 - ii. **Pearson, Odom, Sandlin, & Young**. A Survey Exploring What Employers within the Equine Industry Seek in College Graduates.
 - iii. **Weaver, Odom, & Barry**. Self-Perceived Leadership Life Skills of Animal Science Majors.
 - iv. **Kubecka, Bood, Sandlin, & Odom**. Leadership Identity Development Through an

Undergraduate Teaching Assistant Experience

- d. **Rayfield, J., Murphrey, T.P.,** Skaggs, C. & Shafer, J. Factors that Influence Student Decisions to Enroll in a College of Agriculture. NACTA Journal, 57 (1),88-93 .
 - e. **Chatterjee, A.,** Price, E., & **Dooley, K.** (2013). The Role of Agricultural Extension in Post-Conflict Zones: Transforming Leadership Impacts in Iraq.
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. Funded
 - i. Leadership Curriculum Development Grant for the Greater Texas Foundation Scholar's Leadership Development Program: **Jen Williams** (\$10,000).
5. Dutch treat lunch with Dr. E. - Contact Debbie King to schedule and leave a contact number (for rescheduling): March 11, 12, 13, 14, 18, 19, 25, 26; April 2, 3, 4, 5, 10, 11, 19, 22, 23, 24, 25, 26, 29, 30; May 1, 2, 3, 7, 8, 9, 10

We're getting social!



<https://www.facebook.com/ALECTAMU>



<http://www.youtube.com/ALECTAMU>



[Agricultural Leadership, Education, & Communications -- Texas...](#)



<https://www.facebook.com/TAMUIMS>



<http://pinterest.com/imstamu/>

Please like and follow!

February Highlights

- * 31 Facebook posts, with engagement on every single post!
- * ALEC Advising Minute: Applying for Graduation, 90 views on YouTube
- * Launch of the ALEC LinkedIn group, with 45 members in just 5 days of being live! **Way to go Ambrya!**
- * Weekly posts on the ALEC Abroad Blog
- * 2 posts per week on ALEC news Blog

Suggest Content!



Congratulations
Dr. Tim Murphy
Selected as
Distinguished
Mystery
Speaker

Awards of student, faculty and staff

Applying lessons from the classroom like in ALED 340

Department personality



Events/entities connected to our department

How can you help?

*Follow



*Like

*Share



Key Factors in WSCH Calculation

The weight assigned to a SCH depends on a combination of four factors:

1. The program area to which the course has been inventoried by the Coordinating Board.
2. The level of the semester credit hour: lower division, upper division, masters, doctoral or professional.
3. The level of the enrolled student.
4. For undergraduate courses, whether the instructor is tenured or tenure-track.

The weight corresponds to the lower of the student level or course level. Consider the following examples:

- A freshman or sophomore (lower division student) takes a 300 or 400 level (upper division) course. The SCH are considered lower division and are assigned the lower weight.
- A junior, senior or graduate student takes a 100 or 200 level course. The SCH are considered lower division and are assigned the lower rate.
- A junior or senior takes a graduate course. The SCH are considered upper division rather than master's level and are assigned the upper division weight, which is lower than the master's level rate. However, if the student is within 12 hours of graduation, the master's weight is assigned. (We have just recently begun to report this data.)

The level of a course is assigned by the Coordinating Board. Although our undergraduate course numbering system is transparent, the graduate course numbering system is not. We have no distinctive numbering system for master's level courses. Most of our 600 level courses are considered doctoral by the Coordinating Board. We can provide a listing for departments and colleges.

Another factor in WSCH calculation is program area weight. For example, a course in the teacher education program area has a lower weight than a course in the science program area. Program areas are assigned to our courses by the Coordinating Board based on the descriptions we provide. The course is assigned a CIP (Classification of Instructional Programs) code. Over time, as courses change in focus and material covered, reclassification may be appropriate and could result in a reclassification to a program area with higher weight. We certainly want to assure that the appropriate program area is assigned to all new or revised courses. It is in our best interest to provide the Coordinating Board with accurate information.

In summary, course level, course program area, enrolled student level and, for undergraduate courses, whether the instructor is tenured or tenure-track, are the key factors in calculation of WSCH.

Guidelines for the Expenditure of Instructional Enhancement/Equipment Fee Funds

Approved November, 26, 2007

The Texas A&M University System Board of Regents has approved the collection of an Instructional Enhancement /Equipment Fee (IE/EF) for the purpose of providing students with a rich learning environment. These guidelines describe the appropriate uses of these funds, the procedures to be followed in their accounting and expenditure, and the disposition of equipment purchased with these funds.

1. The funds generated from the IE/EF will be used for instructional enhancement purposes. Examples of permissible expenditures from these funds include equipment, software, equipment maintenance and repair, and the modification of specialized instructional facilities. Expenditures may also include course related instructional materials and supplies, invited speakers or guest lecturers, services, training, professional development that directly supports and enhances the course development and/or delivery of instruction, furnishings, graders providing timely and relevant feedback, and salaries and fringe benefits associated with the direct support of instructional enhancement activities (excluding teaching salaries).
2. All revenue collected from the IE/EF will be reserved and accounted for in account(s) kept separate from educational and general funds of Texas A&M University and shall be used by the academic college that assesses the fee. The only exception would be cross-listed courses which should be charged at the same rate and the associated revenue should be allocated to the college responsible for enhancing the course. IE/EF account balances, expenditures, and fee structures will be reviewed and updated on an annual basis by academic departments and colleges. This review will be certified annually to the Executive Vice President and Provost.
3. Instructional Enhancement/Equipment Fee funds may be used to support personnel costs as long as these personnel are involved directly in instructional enhancement activities. Salary charges shall be made in proportion to the percentage of time the employee's effort is assigned to the activity supported by the fee. Under no circumstances may teaching salaries—defined as salary payments to individuals performing direct classroom instruction—be paid from the IE/EF. Indirect administrative support salaries are also prohibited on IE/EF funds.
4. Equipment purchased, using IE/EF funds, that is three years or older may be disposed of following University procedures for non-IE/EF surplus property. In addition, equipment that is three years or older may be transferred to departments or other units for use in undergraduate or graduate student offices or laboratories, the Library or other academic initiatives. Equipment that is less than three years old must be used as trade-in for new equipment dedicated

to instructional enhancement activities or sold as surplus property and the proceeds returned to the fee account that originally purchased the equipment.

College and departments must comply with the provisions of State laws and regulations and the TAMUS Equipment Management Manual. This includes numbering or bar-coding all applicable assets, maintaining accurate location records and recording serial number information. Adequate measures must be taken to safeguard against potential loss or damage.

5. Some colleges may opt to retain all or a portion of the funds collected by the IE/EF to create a college pool designated for special projects related to instructional enhancement activities. The funds retained by the college could be allocated in response to requests submitted by the departments for special projects.
6. Any changes or exceptions to these guidelines must be approved by the Executive Vice President and Provost. Colleges may develop procedures for the use of these fees consistent with the parameters set forth in these guidelines.
7. None of the above guidelines shall supersede the authority and purpose of the policies and procedures set forth in the Texas A&M University System Policies and Regulations, and the Texas A&M University Rules and Standard Administrative Procedures.
8. These guidelines also apply to Distance Education Instructional Enhancement fees charged to students residing within the State of Texas. However, DE-IEEF funds collected from out-of-state non-resident students must be segregated from other IEEF funds collected. These segregated funds from out-of-state non-residents can also be used for teaching salaries, promotional activities, and general professional development.

Summary of Work:

RFP for Instructional Materials Service (IMS) Special projects

“Summer Month” projects to develop IMS curriculum

Project Introduction

This project is related to developing IMS curriculum content “topics”, which each address a targeted course promoted by IMS. These courses also relate to the AFNR Pathways, which are national standards related to curriculum content. IMS current courses are the initial target for product development, with particular attention focused on high demand courses, have a wide-audience potential and are in need of updating.

Course areas available for content development include (2013):

- Principles of AFNR
- Wildlife, Fisheries, and Ecology Management
- Livestock Production
- Professional Communications
- Professional Standards in Agribusiness (Leadership focus)
- Agricultural Mechanics & Metal Technologies

Each course contains from 20 to 125 topic areas that are necessary to be covered in order to develop a complete suggested course for teachers to utilize in educating their students. In this first year of projects, the focus is updating current topic areas.

Product specifications

Each author contributing topics will complete an “author information sheet” in order to communicate each contributors professional background as well as information shared as the “author” of any developed topic. In addition to information, each author shall supply a photo, which IMS will use to promote authors as contributors.

Proposal should address one of the previously mentioned IMS courses and a number of selected topics relative to requested funding. In terms of typical number of either reviewed or

newly developed topics, each proposal should likely address 12 topics within a selected IMS course.

Specific teaching units or topics are to include the following **to be considered as a delivered topic** (all delivered in MS Word format):

Topic Area:	Topic Content Name	Description
Lesson plan	<i>Lesson Plan</i>	To provide an outline of the topic, presentation, activities and assessment
Topic:	<i>Topic Curriculum</i>	This is the content of the topic & includes, an related terms, images/photos, tables and other necessary to support each topic
Presentation:	<i>PowerPoint or Video presentation</i>	This is a summary presentation (max 12 slides) or video summary (max 15 minutes) that is a summary of the topic content
Activity:	<i>Activity</i>	Topic Activity or ELA activity or STEM Activity for use in the classroom or out of class assignment (fill in the blank, multiple choice or matching)
Test:	<i>Topic test</i>	This is an exam for the topic and includes vocabulary, content questions and all developed in a multiple choice, matching or T/F format
Keys:	<i>Activity & Test Keys</i>	This is the keys to each activity and topic test

Timeline

1. September to February – Collaborate with IMS staff for annual priorities and required topics for each course/topic area
2. April 15 – Proposal outline due to IMS. Includes suggested topics and related content outline for the appropriate number of topics.
3. April 22 – Proposal decisions made and notification to faculty
4. June 15 – draft of topics submitted to IMS review committee (progress #1)
5. July 15 – draft of topics submitted to IMS review committee (progress #2)
6. August 15 – Final submission to IMS for final review, edits and dissemination

RFP Outline

Each proposal should address the following sections:

- A. Proposal content area – choosing one of the offered IMS courses mentioned in the previous information or collaborating with IMS leadership.
- B. Professional experience – please list professional experiences related to the topic as well as any related experience in development of educational resources such as videos, text and other resources.
- C. Selected topics (suggest approximately 12 topics), an example planned topic outline for one topic, example presentation plan such as video content and a suggested STEM or ELA activity. Selected topics could be a re-write of current curriculum or newly developed topic that relates to the selected course area.
- D. Proposed summer salary budget, which is related to only faculty salary plus fringe
- E. Proposal submission – deadline April 15 and final copy emailed to
KEdney@aged.tamu.edu

In the left-side space below, please write about the proposed topic in full-sentence form. Use the right-side space as a planning tool to notate any key terms from the left-side curriculum. Also, please notate applicable videos, images, charts, hands-on learning experiences, etc that reference curriculum.

Key Term:
Brief Definition

Image 1a:
Description

Hands-on Activity:
Students will _____.

--	--

IMAGES, GRAPHICS, DIAGRAMS, ETC

(Helpful visual aids for above content. Please include brief description of what image(s) depict. Also, please indicate source/reference.)

(Please include your professional “headshot” photograph.)

SUPPLEMENTAL MATERIALS

(Helpful learning tools for above content, including handouts, online videos, etc.; If online tool, please indicate source/reference.)

KEY VOCABULARY

(Please list important vocabulary terms; Reference where they appear in topic curriculum.)

APPLIED LEARNING EXPERIENCE(S)

(Inside and outside of class activity; Assessment that can be used for a class grade.)

IN-CLASS ACTIVITY:

OUT-OF-CLASS ACTIVITY:

FOCUS QUESTION(S)

Sub Topic(s):

(Question & Answer)

Video(s):

(Question & Answer)

REFERENCES

Catalog No. 8746
Professional Standards in Agribusiness
(34 Student Material Topics)

8736-A Self Concept	1
8736-B Social Skills.....	5
8736-C Professional Image	13
8737-A Leaders and Leadership.....	17
8737-B Leadership Style	21
8738-A Personal Leadership Potential.....	29
8738-B Basic Human Needs.....	37
8738-C Motivation and Influence	41
8738-D Preparing Resumes and Applications.....	49
8739-A Job Interviews	57
8739-B Employer Expectations.....	65
8739-C Work Related Ethics.....	69
8739-D Working with Co-Workers.....	73
8740-A Job Applicants.....	77
8740-B Evaluation of Employees.....	85
8740-C Complaints and Appeals	89
8740-D Employer Obligations	93
8740-E Business-Related Ethics	97
8741-A The Communication Process	101
8741-B Barriers to Communication.....	105
8741-C Written Communication	109
8741-D Verbal Communication.....	113
8741-E Non-Verbal Communication	129
8741-F Listening.....	133
8741-G Working With Diverse Groups	137
8741-H Group Discussions	145
8741-I Successful Meetings	153
8741-J Friends and Friendships.....	165
8742-A Organizing Groups	173
8742-B Program of Activities	177
8742-C Decision Making.....	185
8742-D Problem Solving	193
8742-E Personal Goals.....	201
8742-F Time Management	205

Principles of Agriculture, Food, and Natural Resources - List of Topics

IMS #	Topic Name
8365A	Defining Agriculture
8365B	Identifying the Scope of Agriculture
8365C	Describing the Effect of Agriculture on Society
8366A	Identifying Developments in Agriculture Through the 19 th Century
8366B	Identifying Developments in Agriculture in the 20 th Century
8366C	Identifying Potential Future Scenarios for Food and Fiber Systems
8371A	Identifying Personal Career Interests
8371B	Recognizing the Career Decision-Making Process
8371C	Identify Job Seeking Skills
8371D	Applying Job Seeking Skills
8516	Entrepreneurship Ideas in Agricultural Science Technology
8367C	Exploring Careers in World Agricultural Policy and Trade
8368F	Exploring Careers in Environmental Systems
8369F	Exploring Careers in the Food and Fiber Industry
8370H	Exploring Careers in Agricultural Research and Development
8373I	Exploring Careers in Agricultural Communication
8373E	Exploring Careers in Agricultural Finance
8374A	Formulating Life Skills for Effective Leadership and Exploring Opportunities for Leadership Development
8372A	Formulating Professional and Ethical Work Habits
8372B	Exploring the Use of Proper Etiquette and Behavior
8372C	Identifying Appropriate Personal Appearance and Health Habits
8373A	Identify Written Communication Skills
8373B	Applying Professional Writing Techniques
8373C	Applying Personal Writing Techniques
8373D	Identifying Oral Communication Skills
8373E	Applying Preparation Skills for Oral Presentation
8373F	Applying Prepared Speaking Skills
8373G	Applying Extemporaneous Speaking Skills
8376A	Identifying Significant Similarities and Differences in International Agricultural
8376B	Explaining the Variety of World Markets
8376C	Knowing Marketing Factors and Practices that Impact Other Cultures
8367A	Identifying Reasons for World Trade
8367B	Noticing the Impact of Agriculture as a Political Tool
8368A	Identifying Environmental Factors Affecting Water Availability and Quality
8368B	Identifying Depletion of Land Resources
8368C	Identifying Effects of Agriculture on Air Quality
8368E	Identifying Methods of Protecting the Environment
8370A	Defining Agricultural Research and Development
8370B	Recognizing Major Fields of Agricultural Research and Development
8370C	Recognizing Research and Development in the Food Products Industry
8370F	Applying Research in the Food Products Industry
8370D	Recognizing Research and Development in the Fiber Products Industry
8370G	Applying Research in the Fiber Products Industry
8375B	Describing the Importance and Use of Budgeting
8375C	Describing the Importance and Procedures of Personal Finance
8375D	Applying Procedures for Record Keeping, Budgeting, and Financing

8375A	Discussing the Importance and Procedures of Keeping Accurate Records
8382	Components and Properties of Soil
8380	Importance and Formation of Soil
8381	Soil Formations
8383	Soil Classification Systems
8384	Plant Structure and Functions of Plant Parts
8385	Plant Growth and Development: Seed Germination
8386	Plant Growth and Development: Production, Use and Storage of Food in Plants
8388	Sexual and Asexual Reproduction of Plants
8387	Plant Genetics
8389	Plant Breeding
8390	Plant Recognition: Classification and Identification of Field Crop Plants
8391	Animal Growth and Development
8392	Anatomy and Physiology of Animals
8393	Breeds of Cattle
8394	Breeds of Swine
8395	Breeds of Sheep
8396	Breeds of Dairy Cattle
8397	Classes, Breeds, and Varieties of Poultry-Chickens, Turkeys, and Captive Game Birds
8894	Breeds of Horses
8399	Selecting Beef Cattle
8400	Selecting Swine
8401	Selecting Sheep
8402	Selecting Dairy Cattle
8403	Selecting Poultry-Chickens, Turkeys, and Captive Game Birds
8891	Selecting Horses
8405	Animal Reproduction
8406	Animal Genetics
8407	Methods of Animal Breeding
8408	The Importance of the Food Science Industry
8409	Trends in Food Production
8410	Identifying Major Areas of Agricultural Mechanics
8411	Identifying Safety and Laboratory Procedures
8412	Performing Basic Skills in Agricultural Construction – Tools
8147B	Identifying and Safely Using Hand Tools
8147C	Identify and Safely Using Power Tools
8608	Identifying, Cutting, , Drilling, Shaping, and Filing Metal
8781A	Drilling Holes, Tapping, and Threading
8781B	Bolting, Riveting, and Removing Broken Bolts
8413	Identifying Lumber and Computing Bill of Materials
8414	Identifying and Using Fasteners
8781C	Fasteners and Cold Metal Work
8154A	Oxyfuel Cutting, Welding Principals, and Procedures
8154B	Arc Welding Principals and Procedures
8415	Agricultural Chemicals and the Environment
8416	Proper Use of Agricultural Chemicals
8417	Alternative Energy Sources
8368D	Identifying Alternative Energy Sources
8418	Energy Conservation
8419	Water Conservation



Instructional Materials Service

Catalog No. 8364

**Agricultural Communications
Complete Set-Agriscience 315
(18 Student Material Topics)**

8373-I	Exploring Careers in Agricultural Communications.....	1
8741-D	Verbal Communication	5
8741-E	Non-Verbal Communication	21
8361-A	Researching and Communicating Factual Information	25
8373-E	Applying Preparation Skills for Oral Presentations.....	29
8373-F	Applying Prepared Speaking Skills	33
8361-B	Identifying Interviewing Skills and Procedures	37
8361-C	Developing Your Speaking Style	41
8373-A	Identifying Written Communication Skills	45
8741-C	Written Communication	49
8373-B	Applying Professional Writing Techniques	53
8373-C	Applying Personal Writing Techniques	57
8362-A	Recognizing Bias Information in Written Materials	61
8362-B	Preparing a Written Informative Report.....	65
8363-A	Using Photography in Effective Communications	69
8363-B	Preparing Video-Essays and Photo-Essays.....	73
8373-H	Utilizing the Mass Media for Effective Communication.....	77
8363-C	Using Technology in Agricultural Communications.....	81

INFORMATION & EXPERIENCE

NAME:

OCCUPATION:

EDUCATION:

AFFILIATIONS: *(Professional groups, etc.)*

ACCOMPLISHMENTS: *(Awards, published work, etc.)*

SPECIALTIES:

ACTIVITIES:

HOBBIES:

BIOGRAPHY: *(Please provide a 50-100 word biography)*

CONTACT INFORMATION

PHONE NUMBER:

EMAIL ADDRESS:

MAILING ADDRESS:

PHOTOGRAPH

PHOTOGRAPH: *(Please include in "Images" section below.)*



Join
the

crowd.

Become a member of the official [ALEC LinkedIn Group Page](#) and find the latest job postings, discussions, events, networking opportunities, and news from the department.



**AGRICULTURAL LEADERSHIP
EDUCATION & COMMUNICATIONS**
TEXAS A&M UNIVERSITY



*You're a
Smart ALEC*

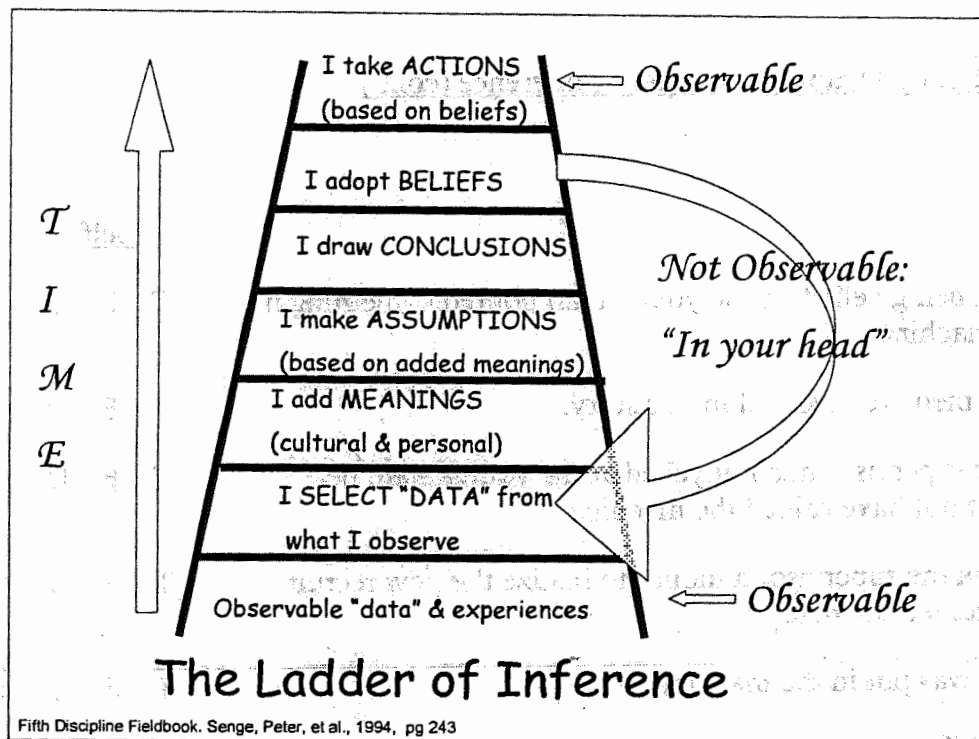




*Engage
Potential
Donors*

Join our
group
Aggie!





Improve Communication using the Ladder of Inference

1. Reflection: become aware of your own thinking
2. Advocacy: make your own thinking visible to others
3. Inquiry: develop knowledge about others' thinking/reasoning



Exercise: Group Dialogue – Ladder of Inference (cont.)

	<u>Self</u>	<u>Group</u>
1. After being yelled at, the young man poured something in the machine.	T F U	T F U
2. Two men are involved in this story.	T F U	T F U
3. If the supervisor had not yelled at the young man, he might not have ruined the machine.	T F U	T F U
4. It took the supervisor a month to realize the new recruit had ruined the machine.	T F U	T F U
5. Sand was put in the machine.	T F U	T F U
6. The following facts are true: one man yelled at another, the new recruit poured sand in a machine; someone was fired.	T F U	T F U
7. The supervisor fired the new recruit.	T F U	T F U
8. The new recruit was a man.	T F U	T F U
9. The new recruit got revenge on the supervisor, but the supervisor retaliated in the end.	T F U	T F U
10. No one was fired.	T F U	T F U
11. The new recruit waited until the boss was gone before pouring sand into the machine.	T F U	T F U
12. When the supervisor found that sand had been poured in the machine, he fired the young man.	T F U	T F U

Development Advisory Board

The Development Advisory Board will provide objective external guidance to the Department and support for the Department's development strategy. The Board will contribute their experience, influence, and understanding of the Department's mission and vision to support donor identification, cultivation, and solicitation initiatives.

Please list potential members and why they would be appropriate for this board:

Internal Advisory Board

The Internal Advisory Board will provide objective internal guidance to the Department and support for the Department's academic and scholarship initiatives. The Board will contribute their experience, influence, and understanding of the Department's mission and vision to support curriculum development and improvement, new student identification, student enrollment growth, and guidance to benefit the Department.

Please list potential members and why they would be appropriate for this board:



ALEC PROGRAM DEVELOPMENT LIST

Please make a list of your area's needs, wants, goals –big and little– and initiatives. This list will be used for development planning purposes and collected at the Microburst Meetings.
