

**MINUTES**  
**Faculty Meeting**  
**Thursday, February 12, 2016 3:15 pm**  
**129 AGLS**

**3:15 pm Faculty Meeting**

**Elliot**

**Annual Performance Review Update/Dept. Review/Scorecards – details provided at Dept. mtg**

**Impacts Statements (Attachments A & B)**

**Professional and Continuing Education handout provides information on ways to improve to write impact statements. E-Extension houses the Impact Statement Reporting Online Course. The amount to complete the course is \$80.00. If interested in taking the course, contact Dr. Elliot. He will find a way to fund it.**

**The Agrilife Research Goals and Impacts handout is the portion which contains our impact statements. Dr. Elliot shared the entire pdf document by email last week.**

**A big thank you to everyone who contributed to these statements.**

**Peer Institutions, Journals, and Conferences – ALEC Academic Analytics (Attachment C)**

**The current list of the ALEC Academic Analytics journals, conference proceedings, and peer institutions was shared. Faculty were asked four years ago to provide this list of Peer Institutions, Journals, and Conference Proceedings which was provided to the Provost for Academic Analytics. This is that list and it is available on the handbook. It is used to provide guidance for promotion and tenure.**

**Every Spring we are provided an opportunity to make edits to this list. Please review prior to the next meeting and if you wish to add or see edits, please send to Dr. Elliot. Dr. Elliot will update and in addition place an asterisk by those that are already in Academic Analytics.**

**Faculty Program Area Alignment**

**Some faculty are not aligned with any area, and some are in more than one area. Big question – how to process this to know what area faculty are aligned with? Currently, we identify 5 areas; ALED-USAL/AGCJ/AGSC/EXED/IDAG having group budgets. Kenny and Tanya have a budget spreadsheet and identifying program area alignment impacts which budget can be used.**

**This is multilayer, budget related, and involve GTA assignments. Resources need to go where needed. If you have any thought or ideas, send details to any of the Associate Heads. Dr. Elliot will work with Associate Heads to propose a plan.**

**P&T Chair Nomination**

**Dr. Wingenbach's position as P&T Chair will end on August 31. Dr. Briers has been appointed as new Chair effective September 1. Nominations for Vice-Chair are needed. Please provide nominations to Dr. Elliot prior to next Faculty meeting.**

**Position Requests (Attachments D & E)**

Two handouts were provided. You will notice position requests are not listed in a specific group areas. Areas must be tied to the Grand Challenges. We must meet with Dr. Sams to defend what we request. If any faculty leave, we do not get an automatic position filled. A request must be submitted. Handout #1 (Attachment D) is what has been submitted. The next step is to produce an ALEC request similar to handout #2 (Attachment E). Another meeting with Drs. Sams and Hussey will occur mid-March, therefore please send any thoughts/strategies to Associate Heads and we will discuss.

Welcome back to Dr. Lindner for a couple of days. He will complete his scholarly assignment May 16, 2016.

TEXAS A&M AGRILIFE RESEARCH

# RESEARCH GOALS AND IMPACTS

Annual Report | 2015



TEXAS A&M  
**AGRILIFE**  
RESEARCH



The TCWP developed an "ecologic map" for the eight-county Houston Metro region, documenting significant natural habitats of 100 acres or more. The map has been a major factor in the emerging Regional Conservation Plan facilitated by Houston Wilderness and is recognized across the region as the "go-to" map.

- A researcher in Recreation, Park and Tourism Sciences is helping to protect the biodiversity of Texas's inland and coastal fisheries by studying the human dimensions of fisheries, with the Texas Parks and Wildlife Department as part of its long-term monitoring program. A 2015 survey of licensed Texas anglers will provide information concerning the public's attitude toward existing resource management plans, current angling behavior, and the angling public's awareness of threats to fishing, such as introduced and invasive species.
  - A researcher is studying the use of artificial reefs in Texas for fishing and boating and informing the public about the Texas Parks and Wildlife Department's Artificial Reef Program in the Gulf of Mexico. The results of the study have implications for ecosystem restoration, water quality, fisheries production, recreation, and placement of future reefs.
- Students in the Department of Agricultural Leadership, Education, and Communications developed presentation materials to support the application of the Namib Sand Sea as a UNESCO World Heritage site. They also compiled a photo repository for the Gobabeb Research and Training Centre, located in the Namib Desert, which conducts research and educational training to serve as a catalyst for understanding arid environments.
  - The Sand Sea is a coastal fog desert that is home to a large number of endemic plants and animals that are globally important examples of evolution and life in extreme environments.

### **Researching wetlands and preserving ecosystems**

- The Texas Coastal Watershed Program (TCWP), developed in coordination with the Department of Recreation, Park and Tourism Sciences, researches the ecohydrology of headwater wetlands in the greater Houston area and maps ecosystem resources and services on the Upper Gulf Coast. The program has developed new information on the loss of so-called isolated wetlands, the relationship of the wetlands to the quality of receiving water bodies, and the documentation of mitigation for wetland loss. This research influenced the direction of the recently adopted Clean Water Act Section 404 wetland rule.
  - The TCWP recently collaborated with the Houston Advanced Research Center (HARC) to evaluate wetland mitigation in the Houston Metro region. This research is just beginning to influence policy discussions on long-term wetland mitigation issues.
- The TCWP developed an "ecologic map" for the eight-county Houston Metro region, documenting significant natural habitats of 100 acres or more. The map has been a major factor in the emerging Regional Conservation Plan facilitated by Houston Wilderness and is recognized across the region as the "go-to" map.

## Helping other nations protect and expand livestock production and farming



Texas A&M AgriLife Research, through the Norman Borlaug Institute for International Agriculture, is working with the Howard G. Buffett Foundation to promote African agricultural research, extension, and education at the 9,200-acre Ukulima Farm Research Station in the Limpopo Province of South Africa.

### Ukulima Farm, South Africa

- Texas A&M AgriLife Research, through the Norman Borlaug Institute for International Agriculture, is working with the Howard G. Buffett Foundation to promote African agricultural research, extension, and education at the 9,200-acre Ukulima Farm Research Station in the Limpopo Province of South Africa.
  - *Its mission is to support science to increase African agricultural production, enhance rural livelihoods, and conserve natural resources through new models addressing the diverse needs of agriculture in Africa.*
  - *The Ukulima concept is grounded in the principle that technology must be developed and tested in Africa so that researchers can adequately address the many unique issues facing African agriculture.*
  - *The program is addressing the themes of smallholder agricultural systems, wildlife and ecosystem conservation, and conservation agriculture technology, including dryland systems.*

### Other nations

- A researcher in the Department of Soil and Crop Sciences has developed more than 35 cowpea varieties for release in Africa and more than 45 countries globally. His current research in India is helping to solve that nation's problem with food and protein insecurity. Four new varieties of a heat-tolerant, photoperiod-insensitive, 60-day cowpea have been released. This new crop could be grown on up to 10 million hectares of wheat and rice lands in northern India.
  - *The researcher is also adapting the short-season, drought-tolerant, disease- and insect-resistant cowpeas to Texas.*
- The Department of Agricultural Leadership, Education, and Communications focuses on the diversity of human resources in agriculture, emphasizing working in a multicultural society and developing sensitivity toward different cultures. It also explores the interrelationships between the contributions of diverse individuals, the state, and the nation as they relate to the global success of agriculture. It is also broadening students' awareness of agricultural infrastructure in the United States and in Namibia.



Department of Entomology researchers have identified receptors in the cattle fever tick and the black-legged tick involved in fluid balance. These new receptors may represent novel targets for new acaricides that would be nontoxic to other organisms.

- As part of an effort to learn more about global food systems and support agriculture and world peace, the Department of Agricultural Leadership, Education, and Communications has involved more than 90 farm families in its Texas-Poland young farmer exchange program, which involves more than 20 universities in Poland and Texas. In addition, government, business, and agricultural leaders; university faculty; and students have participated in an exchange program to visit farms and ranches in Poland and Texas. They study farming practices such as no-till maize production and the science behind GMOs.
  - *The past decade has been labeled Ten Years of Economic Success for Poland, as the size of farms has seen 14.2% growth per year and acreage planted in corn has increased by 84% since 2012.*
- Agricultural Leadership, Education, and Communications faculty are working with non-profit organizations in Haiti to develop educational, demonstration, and outreach programs to relieve food insecurity in the region and train graduate students to acquire complex competencies needed to address global food security and malnutrition. They have introduced goat milk as a potential source of protein to help decrease malnutrition.
  - *According to the USDA, one cup of goat milk yields about one-quarter of the required protein daily nutritional needs. A milking herd of 10 does can provide protein for about 10 people.*

### Using ecosystem science to manage pests

- Increasing occurrence of fever ticks on South Texas ranches has raised concerns about the ability to continue to control these insects and keep them in the quarantine zone.
  - *Agricultural economists estimated the total yearly cost to control fever ticks to a smaller, limited outbreak in Texas would be \$123 million.*
  - *Department of Entomology researchers have identified receptors in the cattle fever tick and the black-legged tick involved in fluid balance. These new receptors may represent novel targets for new acaricides that would be nontoxic to other organisms.*
- Research at the Corpus Christi Center comparing the effectiveness of insecticide sprays to manage sugarcane aphids on sorghum helped develop a threshold of 50 to 125 aphids per leaf, before flowering-head emergence. If growers sprayed when aphid counts were at threshold, they were able to reduce aphid populations to manageable levels, while only slightly reducing predator populations.
  - *In South Texas, research and outreach efforts helped control the sugarcane aphid in sorghum at a cost of about \$5 million, with a benefit of \$30 million to \$60 million from protecting the harvest in 2014.*
  - *Savings were at least doubled in 2015, based on prevented losses using targeted insecticide use with assistance from early rainfall and beneficial insects.*

*To help Texas communities redevelop downtown areas to better integrate parks and other public spaces, researchers in the Department of Recreation, Park and Tourism Sciences have provided economic development districts and planners with recommendations for trails and wayfinding as well as locations for new parks and enhanced streetscapes.*

- To help Texas communities redevelop downtown areas to better integrate parks and other public spaces, researchers in the Department of Recreation, Park and Tourism Sciences have provided economic development districts and planners with recommendations for trails and wayfinding as well as locations for new parks and enhanced streetscapes.
  - *They are also working with the National Park Service's Rivers, Trails, and Conservation Assistance Program to gather data related to work it conducts with Texas communities. The program helps communities identify park and trail resources that can be planned and developed to support use and conservation of natural resources in urban areas.*
  - *Another project in collaboration with the Brewster County Tourism Council has examined visitor attitudes toward nature-based recreation to help tourism businesses and land managers make decisions about topics ranging from service quality to recreational use zones.*
- Agricultural Economics researchers, with Texas A&M AgriLife Extension and the USDA Farm Service Agency, made a major impact on U.S. Farm Bill implementation by educating producers nationwide. Their research on 2014 farm bill policy options led to the completion of 264 education programs nationally, with more than 19,000 producers attending.
  - *They also conducted 14,000 YouTube sessions and received more than 1,700 calls on the Texas A&M help desk.*
  - *Their Farm Bill Decision Aid guided farmers on program participation decisions and the implementation of farm bill provisions.*
  - *More than 49,000 producers, landowners, and agribusinesses in all 50 states were provided data on and received decision output while viewing nearly 3 million pages in 136,000 sessions of materials developed by this team.*
- The Temple Center's Grazingland Animal Nutrition Laboratory processed over 10,000 forage and fecal samples providing management recommendations to over 2,000 livestock producers across the nation. Since 2010, interest in GANLAB analyses and advisories has grown 25%–40% per year.
- Researchers in the Department of Agricultural Leadership, Education, and Communications' Digital Media Research and Development Laboratory have completed the second year of their heuristic modeling project, which will enable researchers and practitioners to account for, and eventually correct for, errors in data that enable them to understand the human capital characteristics of rural regions.
  - *Without correcting for errors, subject characteristics may vary by more than 50%. The heuristic modeling project may reduce the error to less than 25% and eventually to less than 10%.*

- Researchers in the Digital Media lab have developed three new field-research methods that have increased response effectiveness by up to 60% over traditional data-collection methods. These methods have been tested in people in seven western states and have accounted for more than 12,000 contacts.
- Undergraduate and graduate students in the Digital Media lab have completed two years of the “public engagement with agriculture” modeling project. Results of research conducted in five Western states have increased effectiveness and efficiency of industry partners’ marketing efforts, including economic impacts exceeding \$68 million annually. Nationwide content analyses have led to consumer-choice experiments to test the visual effects of animal-based protein products in print advertisements.
- Through national professional development, service, and educational outreach, Agricultural Leadership, Education, and Communications faculty work with over 4,500 secondary-level agriscience programs. Through student experiential learning projects, these programs developed over \$278 million in economic impacts, a 50% increase from 2014.
- A large international agricultural corporation is implementing the results of Agricultural Leadership, Education, and Communications research on how the trust level between sales representatives and producers has a positive impact on choice to purchase seed.
  - *In an extremely competitive market, investing money into training programs for sales reps and focusing on establishing producer trust will ensure seed corporations keep their current customers and expand their customer base.*
- Through a Texas Department of Agriculture–funded project, Agricultural Leadership, Education, and Communications faculty are measuring demand preferences for the \$100 billion Texas agricultural industry, including such products as shrimp, other food and fiber products, and tourism.
- Student work disseminated through the Agricultural Leadership, Education, and Communications website and social media outlets inform the public about issues affecting voting and purchasing decisions. Students use photography, infographics, and multimedia productions to help consumers become more literate about science and agricultural issues, reaching more than 500 potential consumers daily.
- The Texas A&M Instructional Materials Service *Poultry Science Manual*, 6th edition, helps train students nationwide for employment in the poultry industry; it is used annually by about 20,000 students in 5,000 schools and has also been adapted for school use in Christianville, Haiti. Improving skills related to the poultry industry can help smallholders address niche market opportunities and increase their income from egg sales by about 12%.

## Impact Statement Reporting Online Course

**What is it?** The Impact Statement Reporting course is a valuable tool to make sure that policy makers, funders and the taxpaying public understand the public value of Extension and non-profit programming. Improved impact statements mean more exposure to the benefits of Extension's programs.

**Who is it for?** Extension educators, researchers, communicators and administrators are the primary audience but it can also be useful for non-profits, foundations, NGOs and government organizations.

**What makes it different from on-site trainings?** The online Impact Statement Reporting course combines the best practices from educators who have been training on impact writing for decades. The online format means that there is consistency across trainings, ease of use for people with busy schedules and greater accessibility--no travel required, a cost savings for universities and organizations.

**Course Summary:** Throughout seven interactive modules, participants will learn all about impact statements: What they are, how to write them, where to market them and how they can help a participant's organization. The course contains samples, video case studies, take-away resources, readings, interactions and assessments to help users engage with the topic.

**Module 1: Course Overview**

**Module 2: Impact Statements and Why You Should Write Them**

**Module 3: Know Your Audience**

**Module 4: Definition of Impact**

**Module 5: How To Write an Impact Statement**

**Module 6: Submitting Your Impact Statement**

**Module 7: Market Your Impact**

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# Impact Statement Reporting Course

The work of Extension professionals benefits communities, the economy, the environment and more. By effectively reporting your individual impact, you share your methods and

Professional Development

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2016  
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accomplishments with peers and public and advance your organization’s reputation and sustainability.

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**Description of the Course:**

This online Impact Statement Reporting course presents the best practices of educators nationwide who have been training professionals on impact report writing for decades. It was developed by the Office of Professional and Continuing Education at Oregon State University from content provided by the following team:

- Frances Gould (Louisiana State University)
- Pamela Kan-Rice (University of California Agriculture & Natural Resources)
- Dave King (Oregon State University)
- Joanne Littlefield (Colorado State University)
- Terry Meisenbach (eXtension)
- Faith Peppers (University of Georgia)
- Janet Rodekohr (University of Georgia)
- Suzanne Steel (Ohio State University)

**You will learn:**

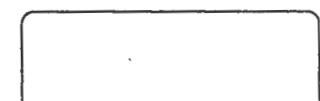
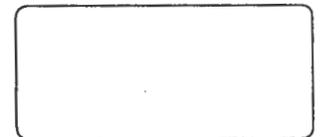
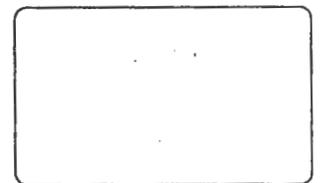
- What impact statements are
- How to write them
- Where to market them
- How they can help your organization

eXtension’s online format ensures consistency across trainings, allows widespread accessibility and is easy to use for people with busy schedules. The course provides a wealth of examples, resources, readings and assessments to help you become an impact statement expert.

**Course Access:**

**Explore  
the NEW  
Impact  
Statement  
Reporting  
Course**

# Tools for Extension Professionals



*eXtension makes this course available as a Free Benefit for employees of eXtension member institutions.* Accessing the course requires a user account on Campus, eXtension's online course system, as well as the entry of an "enrollment key"—a course admission password. Those who are employed by institutions that are not members of eXtension will not use an enrollment key, but can gain access to the course by paying an \$80 enrollment fee.

To get started, go to <http://campus.extension.org/course/view.php?id=1224> where you can create your user account (if you don't already have one) and retrieve the enrollment key or receive directions for paying the fee. A link on that page will then direct you to the actual course. When logging into Campus, please understand that your eXtension ID and password do not work at this site, so you will need to create a new login ID following the procedures shown.

If you have any problems getting your account created or accessing the course, you are welcome to contact the eXtension Campus help desk directly at [campushelp@extension.org](mailto:campushelp@extension.org). If you would like to see a preview of this course, check out this free sampler.

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Resources

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## Upcoming Webinars

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February 10, 2016

Market  
Opportunities for  
Hybrid Poplar

February 17, 2016

Parenting During  
Times of  
Transition Part 1 -  
Challenges,  
Opportunities,  
and Resources for  
Parents Living  
with PTSD

### eXtension4U

Tweets from a list by eXtension4U



13m

**Christine Geith**

@christinegeith  
Registration open: National eXtension Conference 2016  
extension.org/



34m

**Christine Geith**

@christinegeith  
Issues,

## Resource Areas

### Community

- Agricultural and Food Law
- Community Planning and Zoning
- Community, Local and Regional Food Systems
- Cooperatives
- Creating Healthy Communities
- Diversity, Equity and Inclusion
- Enhancing Rural Community Capacity

### Energy

- Farm Energy
- Home Energy
- Wood Energy

### Environment

- Prescribed Fire
- Trees for Energy Conservation

### Family

- Child and Family Learning Network

### Farm

- Ag Safety and Health
- Animal Manure Management
- Animal Welfare
- Apples
- Bee Health
- Beef Cattle
- Blueberries
- Climate, Forests and Woodlands
- Dairy
- Forest Farming
- Freshwater

### Health and Nutrition

- Community Nutrition Education
- Families, Food and Fitness
- Healthy Food Choices in Schools

### Lawn and Garden

- Extension Master Gardener
- Gardens & Landscapes

Entrepreneurs &  
Their Communities  
Geospatial  
Technology  
Internationalizing  
Extension  
Network Literacy  
Program Evaluation  
Volunteer  
Administration  
Women in Agriculture

### Disaster Issues

Agricultural Disaster  
Preparedness and  
Recovery  
Drought Resources  
Floods  
Wildfire

Child Care  
Companion Animals  
Drinking Water and  
Human Health  
Family Caregiving  
Food Safety  
Military Families  
Parenting  
Personal Finance

Aquaculture  
Goats  
Grapes  
Horses  
Marine Aquaculture  
Organic Agriculture  
Plant Breeding and  
Genomics  
Sheep  
Small and Backyard  
Flocks  
Small Meat  
Processors  
Sustainable Marine  
Fisheries  
Wood Products

The Garden  
Professors  
Water Conservation  
for Lawn and  
Landscape

### Pest Management

Feral Hogs  
Imported Fire Ants  
Invasive Species  
Pest Management In  
and Around  
Structures  
Wildlife Damage  
Management

### Youth

Ag Zone  
Science for Youth

ALEC Academic Analytics  
Peer Institutions  
Journals  
Conference Proceedings

Peer Institutions (top tier):

- University of Florida, Agricultural Education and Communication
- Oklahoma State University, Agricultural Education, Communications, and Leadership
- Texas Tech University, Agricultural Education and Communications
- Ohio State University, Agricultural Communication, Education and Leadership
- North Carolina State University, Agricultural and Extension Education
- Purdue University, Youth Development and Agricultural Education
- Virginia Polytechnic Institute and State University

Peer Institutions (second tier):

- University of Nebraska – Lincoln, Agricultural Education
- Iowa State University, Agricultural Education and Studies
- University of Georgia, Agricultural Leadership, Education and Communication

Journals:

- Journal of International and Extension Education
  - <https://www.aiaee.org/index.php/journal>
- Journal of Agricultural Education
  - <http://aaaeonline.org/Journal-of-Ag-Education>
- Journal of Extension Systems
  - <http://www.jesonline.org/>
- Journal of Extension
  - <http://www.joe.org/>
- Journal of Southern Agriculture Education Research – (questionable)
  - <http://www.jsaer.org/>
- NACTA Journal
  - <http://www.nactateachers.org/journal.html>
- Journal of Applied Communications
  - <http://journalofappliedcommunications.org/>
- Journal of Career and Technical Education Research
  - <http://scholar.lib.vt.edu/ejournals/CTER/>
- Journal of Career and Technical Education
  - <http://scholar.lib.vt.edu/ejournals/JCTE/>
- Journal of Agricultural and Extension Education
  - <http://www.tandfonline.com/toc/raee20/current>
- Journal of Vocational Education Research
  - <http://scholar.lib.vt.edu/ejournals/JVER/>
- Journal of Leadership Education
  - <http://leadershipeducators.org/jole>
- Public Opinion Quarterly
  - <http://poq.oxfordjournals.org/content/current>

### Conference Proceedings:

- American Association for Agricultural Education Conference Proceedings
  - <http://aaaeonline.org/index.php>
- Western Region American Association for Agricultural Education Conference Proceedings
  - <http://aaaeonline.org/index.php>
- Southern Region American Association for Agricultural Education Conference Proceedings
  - <http://aaaeonline.org/index.php>
  - <http://www.saasinc.org/websites.asp>
- Agricultural Media Summit
  - <http://www.agmediasummit.com/>
- Association for Communication in Excellence Conference Proceedings
  - <https://www.aceweb.org/>
- NACTA Conference Proceedings
  - <http://www.nactateachers.org/>
- Association of Leadership Educators Conference Proceedings
  - <http://www.leadershipeducators.org/NextConference>
- Association for International Agricultural and Extension Education Conference Proceedings
  - <http://www.aiaee.org/>
- American Evaluation Association Conference Proceedings
  - <http://www.eval.org/>
- Southern Association of Agricultural Scientists, Agricultural Communications Conference
  - <https://sites.google.com/a/extension.org/saasagcomm/>
  - <http://www.saasinc.org/websites.asp>
- American Association for Public Opinion Research is the leading association of public opinion and survey research professionals - (questionable)
  - <http://www.aapor.org/>



COLLEGE OF AGRICULTURE  
AND LIFE SCIENCES

DEPARTMENT OF AGRICULTURAL LEADERSHIP, EDUCATION, AND COMMUNICATIONS

January 26, 2016

TO: Dr. Mark Hussey and Dr. Alan Sams

RE: Agricultural Leadership, Education, and Communications Faculty Position Requests

The Department of Agricultural Leadership, Education, and Communications (ALEC) faculty have identified the following searches that we would conduct if funding for the positions were available. ALEC will work with college administrators to seek office space for these positions.

1. Assistant Professor, Youth Development
2. Assistant Professor, Educational Outreach
3. Assistant Professor, Media Law (partnership with Law School and /or AgriLife)
4. Assistant Professor, Educator Preparation
5. Assistant Professor, International Agriculture Development
6. Assistant Professor, Agricultural Assessment
7. Assistant Professor, Technology-Enhanced Instruction

#### **Youth Development**

*College of Agriculture and Life Sciences Themes – Enrich our Youth, Protect our Environment, Improve our Health, Grow our Economy, and Feed our World*

As leadership educators in the College of Agriculture and Life Sciences, we seek to enrich our youth by capturing ideas, innovations, and approaches to improve our environment, our health, our economy and our food system. This requires working within interdisciplinary research, teaching, and outreach programs to better prepare students for future careers in non-formal education, including youth development. In addition, graduates are needed to lead agricultural organizations and policy to create new ways of doing business, new opportunities for growth, new solutions to problems, and new information channels to address issues and concerns for producers, processors, wholesalers, retailers, importers, exporters, government policy makers and all associated private and public sector groups. In addition, this position is critical to supporting the work of the new Extension Education Minor and Extension graduate certificate, as well as decreasing the time to graduate for all leadership majors within ALEC.

#### **Educational Outreach to Enrich Youth in Secondary Agricultural Education**

*College of Agriculture and Life Sciences Themes – Enrich our Youth, Grow our Economy, and Feed our World*

This position addresses first the need of enriching our youth through a faculty program to target agricultural educators, but also addresses growing our economy through increasing the career success of youth. It focuses on research, educational strategies and delivering practical solutions to assist secondary agricultural science teachers in translating career development skills to their students. Areas of focus include financial management, marketing and entrepreneurship, STEM education, and career planning. This position utilizes a community approach, through partnerships with agricultural educators and the Instructional Materials Service (IMS)/Texas A&M University to utilize already established linkages, which create an immediate impact and places Texas A&M University as a global leader in enriching youth. An additional aspect is to mirror this effort to reach global audiences and enrich these economies through enriching their youth.

AGLS 250  
2116 TAMU  
College Station, Texas 77843

Tel. 979.845.6944  
Fax: 979.845.7150  
<http://alec.tamu.edu>  
email: [jelliot@tamu.edu](mailto:jelliot@tamu.edu)

### **Media Law** (partnership with Law School and/or AgriLife)

*College of Agriculture and Life Sciences Themes: All of the Grand Challenges*

Technology that drives changes in how audiences receive, review and use information make the legal aspects of producing and distributing information almost daunting. Keeping up with technological changes, the laws that govern the use of that technology from a media standpoint is critical. This position would research, teach, and provide service to the Texas A&M System, focusing in the area of what is broadly called media law. Print, broadcast, social media, rights to music, images, and related content area topics with emphasis on copyright law, first amendment rights, trademarks, and ethics (including libel and slander) would all fall under the role of this position. The grand challenges seek to change the world. This position would help us make that change and communicate the information produced without some of the pitfalls that new media and new delivery methods can cause.

The position will research how media law is influenced by and influences emerging communication technologies and related topics, teach courses in the AGCJ program including media law, copyright, and related topics, and consult with teaching, research, and extension faculty seeking to use emerging technologies and comply with media regulatory codes to distribute information. For example, in Extension, help to define focus on rural and/or urban audiences as well as any emphasis on youth audiences with programs, activities, and subject matter resources.

As ALEC and the college add additional partnerships with industry and work to collaborate with existing media on campus and across the Texas A&M System, this position's role would support foundational understanding of the legal implications of communication processes that would help avoid issues with using communication technologies.

### **Educator Preparation**

*College of Agriculture and Life Sciences Themes – Enrich our Youth*

Enriching our youth in academic achievement, college/career readiness, and career development through collaborative partnerships among educational agencies (public/private/home schools, community colleges, and university) supports the goal of breaking the poverty cycle through educational attainment. This educator position is unlike current ALEC positions in that it would be focused on integration of STEM, research projects with the new accountability system for public schools, industry internships, and certifications for secondary students. Being closely aligned with Roscoe Collegiate ISD's P—20 model for education/educational alignment will be a part of the research and extension component of this position

### **International Agriculture Development**

*College of Agriculture and Life Sciences Themes – Feed our World; Protect our Environment; Improve our Health*

Reducing poverty and hunger leads to improving lives around the planet. This position is designed to address the issues surrounding the adoption and diffusion of technical and scientific advances while taking into account cultural norms and environmental concerns.

### **Agricultural Assessment**

*College of Agriculture and Life Sciences Themes: Grow our Economy*

The next giant leap in scientific and economic advancement will be done by groups who can manage, understand, and utilize large, real-time databases in the decision-making process.

### **Technology Enhanced Instruction**

*College of Agriculture and Life Sciences Themes: Enrich our Youth*

This position will work closely with college faculty to enhance effective delivery (utilizing the latest technological pedagogy strategies) of information to "Educate Leaders for the 21<sup>st</sup> Century."

**Request for Joint Faculty Position with the Texas A&M University School of Law**

- I. Department/Unit:**
- A. **Position Title Proposed:** Assistant Professor
  - B. **Rank:** Assistant
  - C. **Percentage expectations for teaching, research, extension.** 50, 35, 15
  - D. **AdLoc:** College, AgriLife Research, AgriLife Extension College
  - E. **Tenure/Tenure-Track:** Yes,
  - F. **Physical Location:** Texas A&M Law School and office space provided in ALEC at College Station
- II. Position is designated as (choose one):**  
No vacancy; request for a new position – unit may or may not have funds available
- III. Position Justification is for (choose one):**  
Request to create a new position not related to a vacancy
- IV. Subject Matter Support/Focus**
- A. Area(s) of focus and the relevance of this position to organizational priorities such as strategic plans, roadmaps or grand challenges. Technology that drives changes in how audiences receive, review and use information make the legal aspects of producing and distributing information almost daunting. Keeping up with technological changes, the laws that govern the use of that technology from a media standpoint is critical. This position would teach, research and provide service to the teaching, research and extension arms of the Texas A&M System, focusing in the area of what is broadly called media law. Print, broadcast, social media, rights to music, images, and related content area topics with emphasis on copyright law, first amendment rights, trademarks, and ethics (including libel and slander) would all fall under the role of this position. The grand challenges seek to change the world. This position would help us make that change and communicate the information produced without some of the pitfalls that new media and new delivery methods can cause.
  - B. Identify the 3 to 5 primary roles/responsibilities of this position or attach a DRAFT Position Description if available (Draft position description to come, after we figure out the basics).
    - 1. Teach courses in the AGCJ program including media law, copyright and related topics.
    - 2. Research how media law is influenced by and influences emerging communication technologies and related topics.
    - 3. Consult with teaching, research and extension faculty seeking to use emerging technologies and media regulatory codes to distribute information.
  - C. For Extension, define focus on rural and/or urban audiences as well as any emphasis on youth audiences with programs, activities and subject matter resources.
  - D. Indicate whether any potential opportunity exists to fill such a position jointly between two units or agencies. Share with the School of Law and/or AgriLife
  - E. Existing and future opportunities for this position to collaborate with other faculty, departments, units, institutes or agencies to support integrated systems-type approaches. AGCJ, AgriLife, and college add additional partnerships with industry, work to collaborate with existing media on campus and across the Texas A&M System, this position's role would be vital to making sure we move forward as smoothly and avoid any issues with using these technologies and with a foundational understanding of the legal implications of communication.
- V. Geographic areas to be primarily covered** in support of center and county programs, industry, groups and individual clientele. Include explanation of how the location and position complement other positions in terms of statewide coverage for significant priorities (This is mainly for 06 and 07 adloc's).
- VI. Financial (I'm skipping this part for now)**
- A. **Expected salary range appropriate to competitively recruit candidates**  
-Note – do not request a waiver or a return of the 90%
  - B. **Department/Unit funds available to support salary from various sources:**  
-Appropriated funds and/or designated/soft source (non-appropriated) funds
  - C. **Operating**  
-Availability of funds and source to cover start-up and operations
- VII. Routing of Justification**
- Send to Associate Director for State Operations with cc to agency Director for 07 adloc
  - Send to Director for 06 adloc
  - Send to Executive Associate Dean for 02 adloc

***Submission of requests continues all year and prior discussion with appropriate AgriLife Leadership is highly encouraged.***