

MINUTES

Faculty Meeting

Wednesday, January 9, 2013, 10:00 a.m.

129 AGLS

1. 10:00 – 10:30 Faculty Meeting
 - APR Elliot

Most information was covered in the departmental meeting. See **ATTACHMENT A**. Discrepancies should be handled now.
 - Annual Department Review Elliot

The review is scheduled for January 28th. Dr. Elliot and the three associate heads will be in attendance. All materials are due to Dr. Sams before January 22nd.
 - T&P guideline review process Elliot and T&P leaders

As per the email sent to faculty on December 21st, the T&P committee continues to develop and will ultimately vote on the policy. They have been soliciting input and refining the document and will continue until they have a clear, well-articulated document. There is a scheduled meeting on January 10th from 9:00-10:30 for faculty to interact and provide additional feedback to the T&P leaders. Input can be provided anytime to the T&P leaders, the Ombudsman, or to the Department Head. The T&P committee will address any concerns, make edits, and vote on the document. The committee is investigating the use of a professional editor to review the document. After approval by the T&P committee, a ballot will be distributed to faculty. Debbie will be in charge of this ballot.
 - Quadrennial Review King and Elliot

ATTACHMENT B is the material Dr. Elliot submitted in support of the quadrennial review. It is broken down into four sections. The first section (9 pages) is our strategic plan which has been reduced to objectives, and strategies and accomplishments (highlighted in red). The next section is pages 9 through 12 and is the department head targets. The third section is visioning and the fourth is excellence document. These documents will be shared with you again next month by the Vice Chancellors Office as part of the ALEC and Department Head Review.

Dr. Lindner attended a tenure and promotion meeting on Monday led by Dr. Dave Reed. It was advertised as a meeting to understand the tenure and promotion process. Dr. Lindner said that Dr. Reed had a very clear meeting. It had information on putting packets together with target materials. It was videotaped. Dr. Lindner asked about the possibility of securing the tape and scheduling a lunch meeting to review it with all interested. Dr. Elliot thought that was a great idea and asked Debbie to work with Dr. Lindner to make it happen.

Dr. Rutherford noted that the Athletic Attendance Policy would be attached to this document (**see ATTACHMENT C**). We need to be extremely vigilant in our record keeping and the manner in which we handle athletes. Consistency is very important. Perceptions can actually be worse than an actual problem. For a 485, 45 hours of work is required for each credit hour. Faculty are reminded to check their NEO accounts for mail. This is how you are often informed of excused absences. You might not get an actual hard copy. Athletes can visit with faculty. The Athletic Department, however, is not allowed to contact faculty members directly. In order for them to contact you they must first go through Dr. Rutherford. A new change is that this is the rule for athletic academic advisors contacting ALEC faculty.

Travel Request Form Deadlines

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

Upcoming Events

Martin Luther King Day, January 21st (University Holiday)
ALEC 2013 Department Review, Monday, January 28th
SRAAAE, Orlando, February 3-5
Spring Break, Friday, March 15th
Awards Reception, AgriLife Center, Friday, April 12 (2-4)

Future Departmental Meetings

February 12, Tuesday, 2:00 pm
March 7, Thursday, 9:00 am
April 2, Tuesday, 2:00 pm
May 6, Monday, 9:00 am

1. Congratulations, Thank You, and Welcome:
 - a. 2013 Texas A&M AgriLife Conference Award winners and recognitions: **ALEC Doc@ Distance program, Dr. Williams, Dr. Dunsford, Horace McQueen, Jimmy Cheek, Roscoe Dooley, Donald Kelm, Dr. Ripley, Dr. Rutherford, and Dr. Vestal**
 - b. **Ambrya Baldwin** - Program Coordinator for Alumni Relations and Development Initiatives position
 - c. **Dr. Edney** was elected vice-president of Association for Instructional Materials, ACTE and he also ran for the position of division VP, New & Related Services, ACTE.
2. Announcements:
 - a. **APR - 2012**
 - i. **Input completed by January 11** (ok, a little secret - I won't run the data until Monday [January 14] morning)
 - ii. **Edits completed by January 18** (sorry, this deadline is solid as our Department information is due on the 22nd).
 - iii. Before January 18:
 - (1) Please complete the 3 "Significant" sections in AIMS as we submit these items to the provost office each year.
 - (2) Verify the accuracy of your AIMS data by using the discrepancy form at the bottom of the AIMS entry page.
 - (3) If your grant(s) are not managed by ALEC, please **provide documentation** that clearly identifies the percentage (and dollar amount/year) of your responsibility to that project.
 - iv. Three days prior to your 2012 APR (yes, you may schedule your APR today):
 - (1) Send Debbie and me your vitae (or just the pertinent 2012 parts [highlight them] of your vitae especially if you have a very large vitae), position description (obtain from Kenny), and your plan of work or goals for 2013 and beyond.
 - (2) For early career personnel please provide me with the name of your mentor and bring your updated professional growth time line/goals (for those who did that last year, simply update your document).
 - (3) Update last year's or send at a minimum one new impact statement that is related to at least one of our posted public value statements (on our website). We will be updating the impact statements on our website. **Note: this trend of documenting our impact/outcomes was encouraged continually during the past year by our administrators and reinforced during the 2013 AgriLife Conference. Remember, productivity does not equal excellence.**
 - v. During your APR:
 - (1) We will look at your research agenda/framework (be ready to share how you use this in your work with graduate students, research, teaching, and engagement), CV, impact statement(s), research skill set, and research topical areas on your faculty page on our web site.
 - (2) We will review your position description.
 - (3) We will create a draft of your APR letter after we review the AIMS. Please bring refereed documents and/or web locations.
 - b. From Julie Svetlik, Corporate Relations: NIFA National Program Leaders encouraged us to have ALEC students apply for the NIFA Fellows Program (RFA will be included in the minutes and link below). With NIFA's increased focus on "Social Science and Economics" (not "Socioeconomics" anymore), they feel that having fellows with social science/leadership/entrepreneurial-type backgrounds in this program would be extremely valuable. If you can identify some candidates, I am happy to assist with proposal prep.

http://www.nifa.usda.gov/funding/rfas/pdfs/13_afri_fellowships_modified_12_19.pdf

3. Publications/Presentations:

- a. NACTA Journal 56(4)
 - i. **Leggette, H. R., McKim, B. R., & Dunsford, D.** (Accepted). A case study of using electronic self-assessment rubrics in a core curriculum writing course.
 - ii. Edgar, L., Edgar, D., McGuire, A.*, **Rutherford, T.**, Doerfert, D., & Murphrey, T. (2012). Crisis Communication Needs Assessment: A Delphi Study to Enhance Instruction for Agricultural Communicators and Other Stakeholders. NACTA Journal 56(4), 52-62.
 - iii. Settle, Q., Doerfert, D. L., Irlbeck, E., Akers, C., Burris, S., Wingenbach, G. W., & Rutherford, T. (2012). The effects of an agricultural communications workshop on self-efficacy and career interest: A comparison between agriculture and non-agriculture students., NACTA Journal 56(4) 71-77.
 - b. Rutherford, T. (2012). Perception meets reality: A case study of faculty and student reflections of participation in the 2011 World (AIAEE) Conference and related activities. Journal of International Agriculture and Extension Education 19(3).
 - c. White, J. & Rutherford, T. (2012). Impact of newspaper characteristics on reporters' agricultural crisis stories: Productivity, story length, and source selection. Journal of Applied Communications 96(3), 88-104.
 - d. Journal of Agricultural Education. Volume 53(4) - Table of Contents
 - i. An Assessment of Students' Perceptions Toward Factors Influencing Supervised Agricultural Experience Participation. **Lauren J. Lewis, John Rayfield, & Lori L. Moore.**
 - ii. Supervised Agricultural Experience: An Examination of Student Knowledge and Participation. **Lauren J. Lewis, John Rayfield, & Lori L. Moore .**
 - iii. Program Evaluation Competencies of Extension Professionals: Implications for Continuing Professional Development. **Megan M. McClure,** Nicholas E. Fuhrman, & A. Christian Morgan.
 - e. Using YouTube to Record Microteaching Lessons in Preservice Teacher Preparation. 2013 Southern Region AAEE Poster. **Erynne Treptow** and **Tim Murphy.**
 - f. **Andrews, K. & Payne, T.:** Using Data Visualization Tools to Demonstrate Extension's Impact. Share Fair Session presented at National Association of Extension Program and Staff Development Professionals 2012 Annual Conference in Denver, CO.
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:
 5. Dutch treat lunch with Dr. E. -
 - a. Contact Debbie King to schedule and leave a contact number (for rescheduling): January 11, 14, 18, 22, 23, 24, 25, 29, 30, & 31

The quadrennial review is an opportunity for ALEC faculty to evaluate progress toward our goals and to identify concerns or issues as we chart our future course. This document consists of 5 sections that illustrate our progress toward goals, plans for the future, and critical factors that influence our goals as well as potential problem areas that face us.

- For example, when I arrived in 2009 no one could foresee the budget reduction mandate we faced in FY '11 (about half a million dollars), but we explored and enhanced revenue streams (e.g., increased IEEF by ~40%) and sacrificed salaries while improving the way we teach and increasing our overall grant portfolio.
 - We did this in a way that rewarded faculty who obtained external funding because monthly salaries increased (as a result of the compression of 11 months of salary to 10 month contracts) and the 11th and 12th months actually increased total annual salaries from the previous year.
 - 21/22 faculty funded their 11th and 12th months during FY '12.
- In addition to faculty generating travel funds through grants and contracts, we, now, have a formula to provide faculty with operation dollars (including travel) based on student fee generation.
 - Faculty receive individual monthly accounting reports.
- Budget authority for Extension, undergraduate, and graduate programs lies in the hands of the associate heads.
 - This step gives those closest to the programs the resources to accomplish their goals.
 - Enhancing faculty involvement in this process is a goal of the current associate heads.
- The overall compliance and accountability movement that we face imposes additional reports, deadlines, and metrics at all levels, and results in many hours of additional work by all ALEC members.
 - The incorporation of the ALEC merit system, and improvements in our web site (CVs, research interest areas, research frameworks, news feeds with slides, etc.) have synergized our efforts and minimized our report preparation.
- This Quadrennial Review includes:
 - “2010-2014 ALEC Strategic Plan (posted on our web page)” with results in red: pages 1-9.
 - “2009-2012 Department Head Targets” (an annual report submitted to the Vice Chancellor): pages 9-12.
 - “Where in the World is ALEC?” (this document, distributed at a department meeting, identifies where we fit within the University Grand Challenges and College Themes): page 12.
 - “ALEC Programmatic Excellence” (a visionary document, prepared for the Vice Chancellor and also distributed at a department meeting, positions ALEC within the Grand Challenges and Themes): pages 13-14.
 - “ALEC Defining and Affirming Program Excellence” (a highlight document, prepared for the Vice Chancellor’s Retreat and distributed at a department meeting, extolls excellence within ALEC programs): pages 14-15.

2010-2014 ALEC Strategic Plan (results in red): RESEARCH

Goal 1: Research – Increase research focus, productivity, and value

Program Objective:

To examine theories, test models, and integrate best practices within the research priority areas of the department and those of our stakeholder groups and collaborating partners

Strategy 1

Communicate systematic planning efforts across the field of study focusing on research priorities and individual academic areas.

An annual report tied to the National AAEE research priorities is prepared and shared at the NCAC-24 meeting. A departmental web presence communicates our mission, priorities, and research problem areas.

Strategy 2

Seek and secure funds to advance focused research priority areas

Funding sources and due dates are regularly communicated to appropriate groups; the number of submitted proposals increased from 23 in 2008 to 98 in 2011 and funded projects increased from 5 to 59 during the same time period. Faculty annual grant dollars improved from ~\$36K in 2009 to ~\$60K in 2011.

Strategy 3

Collaborate with agencies, organizations, and individuals to enhance and extend focused additive research efforts for stakeholders

Collaborative projects increased by over 35% since 2009.

Strategy 4

Report impacts of research among agencies, organizations, stakeholder groups and individuals

Faculty generated impact statements that are tied to ALEC Public Value Statements. This information is prominently featured on the front page of the ALEC web site.

Goal 2: Research - Transforming ALEC Research Knowledge Base for a Changing World

Program Objective: To examine the knowledge base against dynamic global environments to better create, design, and deliver systems for life-long learning for today's target audiences, including state, national and international programs at the elementary, middle school, high school, post-secondary, collegiate, and industry settings

Strategy 1

Engage in persistent strategic planning to reinvent learning and teaching for today's target audiences

The ALEC Strategic Plan is posted on the ALEC web site; minutes from all department meetings are posted on the ALEC Intranet site; stakeholder opinions were sought during the past year in regards to teaching improvement; working drafts of curriculum frameworks were created during the 2010/12 assessment review.

Strategy 2

Align undergraduate degree plans to prepare practitioners with diverse experience for careers that apply science, technology, leadership, education, communications, and human performance systems in the global context of food, natural resources, and environment

The ALEC Strategic Plan is posted on the ALEC web site; minutes from all department meetings are posted on the ALEC Intranet site; stakeholder opinions were sought during the past year in regards to teaching improvement; working drafts of curriculum frameworks were created during the 2010/12 assessment review.

Strategy 3

Align master's degree plans to prepare specialists to integrate science, technology, leadership, education, communications, and human performance systems in the global context of food, natural resources, and environment

The ALEC Strategic Plan is posted on the ALEC web site; minutes from all department meetings are posted on the ALEC Intranet site; stakeholder opinions were sought during the past year in regards to teaching improvement; working drafts of curriculum frameworks were created during the 2010/12 assessment review.

Strategy 4

Align doctoral degree plans to prepare social scientists to examine theories, test models, and integrate best practices within high priority research initiatives in the global context of food, natural resources, and environment.

The ALEC Strategic Plan is posted on the ALEC web site; minutes from all department meetings are posted on the ALEC Intranet site; stakeholder opinions were sought during the past year in regards to teaching improvement; working drafts of curriculum frameworks were created during the 2010/12 assessment review.

Strategy 5

Publish an annual "State of the Transformation" to document the transformation process

A current SWOT analysis is posted on the ALEC web page. A SWOT analysis of progress in the transformation of ALEC research for a changing world is a goal for the coming year.

2010-2014 ALEC Strategic Plan: SCHOLARSHIP ENGAGEMENT

Goal 3: Scholarly Engagement - To enhance interactions, collaborations, and capacity building of the Department of Agricultural Leadership, Education, and Communications with the public and clientele beyond traditional teaching, research, and service expected of faculty members: scholarly engagement occurs outside the Texas A&M University academy. Scholarly engagement arises from service to and with our clientele and the public; this engagement results in

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discovery, integration, translation, and application of knowledge; the results must be documented, communicated, and validated by peers in order to meet the definition of scholarly engagement.

Program Objective:

ALEC's plan for scholarly engagement is consistent with and supportive of the Report of the Scholarly Engagement Roadmap Committee (available at <http://provost.tamu.edu/documents/EngagementRoadmapReport2009May22.pdf>). ALEC embraces the Committee distinctions between service, engagement, and scholarly engagement. Service occurs in the Texas A&M University academy and engagement occurs outside the academe. Key areas served by faculty include Pre Kindergarten through community college/vocational school students and teachers, governments and non governmental organizations, non-profit organizations, international development agencies, rural and community development organizations, Extension professionals, and clientele both domestically and internationally.

Strategy 1

Convene a departmental committee to document scholarly engagement activities of teaching and research faculty and extension specialists.

A detailed annual report documenting scholarly engagement activities is currently included as part of the APR process.

Strategy 2

Based on the information collected, develop a web presence and print media to communicate scholarly engagement activities of the faculty.

Faculty provide, on an annual basis, up-to-date scholarly information during their APR; The department head prepares a monthly update of scholarship and shares it during Department Meetings.

Strategy 3

Faculty members should document their involvement in scholarly engagement and communicate such yearly.

Faculty improved their annual scholarly output from 3.6 in 2009 to 12.8 in 2011..

2010-2014 ALEC Strategic Plan: TEACHING

Goal 4: Teaching - Attract and retain students with high potential who represent diverse backgrounds and experiences

Program Objective:

Adjust student numbers to a level that can be managed by current faculty

Strategy 1

Recruit majors for AGSC, AGCJ, and University Studies degree in Leadership and Master's and Doctoral students

- AGSC: adjust to 200 student majors (FY '13-128 [133 FY '12])
- AGCJ: adjust to 200 student majors (FY '13-317 [255 FY '12])
- USAL-LED: adjust to 300 student majors (FY '13-101 [133 FY '12])
- Graduate Masters: 100 students (FY '13-165 [130 FY '12])
- Graduate Doctoral: 50 students (FY '13-65 [50 FY '12])

Strategy 2

Adjust numbers in ALED to reach target of 500

- ALED: adjust to 500 student majors (FY '13-588 [459 FY '12])

Strategy 3

Recruit high quality students that illustrate goal of meeting Texas demography

Aggie Reps are selected who represent Texas population; recruited students involved in 4H and FFA; recruited graduate students through professional conference activities as well as communicated with peer institutions; continued recruitment via programs like Big City, Big Country and other avenues for reaching diverse, high quality students.

Strategy 4

Increase teaching faculty representing a diverse population reflective of the general population

Ensured that all new positions were advertised and recruited in such a way as to attract top quality applicants who reflect diversity. All search committee members attended search process workshops.

Strategy 5

Provide high quality advising for students at all levels in all programs

Advisors are adequately and properly trained; adjusted advising load based on student numbers in degree programs so that the ratio is in line with College expectations; added an advisor whose focus is AGCJ.

Strategy 6

Develop and integrate active research (scholarship) programs based on student recruitment/retention (advising) issues

Advisors and faculty initiated research programs focused on student recruitment and retention issues resulting in 8 publications.

Goal 5: Teaching - Improve teaching effectiveness and learning excellence in graduate programs

Program Objective

Enhance ALEC graduate degree programs

Strategy 1

Identify Core courses in the graduate curriculum

Identification and description of core courses in graduate faculty handbook is being discussed in the graduate faculty.

Strategy 2

Clarify criteria for graduate admission

Graduate admission criteria is included in the ALEC virtual graduate faculty handbook which is posted on the ALEC website.

Strategy 3

Continue Joint Doc@Distance Cohorts

Cohort IV has 12 students who are in various stages of completion; Cohort V has 4 students; Cohort VI is currently being admitted for Fall 2013.

Strategy 4

Offer graduate certificates in Leadership and E Learning

Continued offering certificates.

Strategy 5

Begin developing an interdisciplinary graduate program with an emphasis in Youth Leadership

Discussion to submit certificate paperwork for interdisciplinary program with RPTS and Extension is underway

Strategy 6

Develop technology-assisted courses for graduate programs at a distance and increase ALEC graduate WSCH as funding allows

This task is currently being updated under the leadership of the TEI faculty.

Strategy 7

Improve curriculum, course offerings, and rotation of courses to meet student needs

The graduate faculty meets monthly to discuss courses, propose new courses, and course rotations; course rotations are posted two years in advance.

Strategy 8

Continue extension education courses to enhance teaching methodology of future Texas Agrilife Extension faculty; develop new course in Extension History/ Philosophy of Ed

Three ALEC Extension faculty offer extension education courses on a regular basis. With the addition of 2 more extension faculty, we hope to increase our offerings.

Strategy 9

Develop and teach international agricultural development courses; develop the international agricultural development graduate research area; advise students interested in international agricultural development; continue to internationalize and globalize the curriculum

Dr. Piña conducted a review of the graduate course offerings in international agriculture; Continued to partner with the Borlaug Institute; Department Head is chair of the Borlaug Internal Advisory Board.

Strategy 10

Increase number of faculty participating in teaching professional development activities

Approximately 30% of the ALEC faculty participated in PD activities.

Strategy 11

Develop and integrate active research (scholarship) programs based on graduate teaching effectiveness and learning excellence

The graduate faculty are currently engaged in discussing how to actualize this strategy.

Goal 6: Teaching - Improve teaching effectiveness and learning excellence in undergraduate programs

Program Objective

Enhance flexibility of courses; ensure students are engaged in quality programs

Strategy 1

Increase number of faculty participating in teaching professional development activities

Approximately 30% of the ALEC faculty participated in PD activities.

Strategy 2

Improve curriculum, course offerings, and rotation of courses to meet student needs

The associate head for undergraduate programs meets periodically with the faculty to discuss courses, propose new courses, course rotations, and core competencies of programs.

Strategy 3

Protect faculty load of assistant professors

All new assistant professors are granted the new faculty teaching load protocol.

Strategy 4

Enhance internships, clinical experiences, study abroad, and professional preparation programs

ALEC offers 7 study abroad programs and diverse HIE offerings.

Strategy 5

Increase participation in undergraduate research projects

The associate head for undergraduate programs encourages student and faculty participation in undergraduate research projects as appropriate. A small, but growing effort has emerged as a result of HIE funding.

Strategy 6

Develop and integrate active research (scholarship) programs based on undergraduate teaching effectiveness and learning excellence

The associate head for undergraduate programs encourages student and faculty participation in undergraduate research projects as appropriate. A small, but growing effort has emerged as a result of HIE funding.

2010-2014 ALEC Strategic Plan: ORGANIZATIONAL DEVELOPMENT

The Strategic Plan for the Organizational Development Unit reflects the vision and mission for the unit as it supports Texas AgriLife Extension Service and the Department of Agricultural Leadership, Education, and Communications in the areas of teaching, research, extension, and service. Imbedded in scholarly work are strong commitments to the preparation of students to become future employees, the development of new Extension employees, and continued support for those professionals currently employed by AgriLife Extension. Innovation, cutting-edge educational techniques, excellence, customer service, and the sharing of our work are our core values.

Employee Development

Imperative

AgriLife Extension will provide employees with relevant employee development to enhance their ability to provide quality, relevant outreach, and education programs and services to the citizens of Texas.

Goal 1: Employee Development - AgriLife Extension will provide a work environment along with resources that will promote new employee satisfaction, effectiveness and retention.

Strategy

AgriLife Extension will implement a coordinated strategy to onboard new employees.

The Organizational Development Unit continues to work with Extension Administration, District Extension Administrators, and Regional Program Directors in the onboarding of new employees. Over the past few years, the onboarding process has been revamped to meet the needs of new Extension employees. All materials for this process are located at <http://od.tamu.edu>.

Implementation of the Program Excellence Academies is complete. Each academy (I and II) is offered twice each year to a cohort of new employees. These academies follow an initial orientation training called Extension Foundations.

Goal 2: Employee Development - AgriLife Extension will provide a work environment along with resources that will promote tenured employee satisfaction, effectiveness and retention.

Strategy

AgriLife Extension will implement a purposeful strategy for tenured employee development.

Work continues with Extension Administration to provide employee development experiences to tenured employees. Numerous trainings have been conducted across the state at district trainings on subjects from accountability to volunteerism. Additionally, resource materials have been developed and are located at <http://od.tamu.edu>.

Goal 3: Employee Development - AgriLife Extension will create a system where new employees can benefit from the experience and wisdom of tenured employees.

Strategy 1

Organizational Development will work in partnership with administration, county programs, and mid-management to develop, conduct, and evaluate an effective statewide mentor program.

The mentor program is currently under redevelopment in conjunction with Extension Administration. A training was held in December, 2012 to train a new set of mentors as a temporary approach until the new strategy is completed.

Strategy 2

Organizational Development will work in partnership with administration, county programs, and mid-management to develop, conduct, and evaluate mentor update trainings for existing mentors bi-annually providing tips and techniques.

The mentor program is currently under redevelopment in conjunction with Extension Administration. A training was held in December, 2012 to train a new set of mentors as a temporary approach until the new strategy is completed.

eLearning

Imperative

eLearning will be utilized as a common educational method for Extension clientele outreach and employee development.

Goal 1: eLearning - Extension will offer employee development courses online.

Strategy

Extension eLearning will contribute to the design and development of online employee development courses for Extension employees in Texas.

Online courses are currently developed and in-use for Extension's onboarding process.

Goal 2: eLearning - Extension employees in Texas and nationally will be aware of and educated about eLearning tools and technologies for the design, development, and delivery of online courses.

Strategy

Varying types of employee development opportunities will be offered to Extension employees in Texas and nationally.

Online courses are currently developed and in-use for Extension's onboarding process and overall employee development strategy.

Goal 3: eLearning - Extension employees in Texas and nationally will participate in online employee development courses.

Strategy

Extension eLearning will offer assistance and provide mentoring to Extension employees in Texas and nationally to encourage participation in online employee development courses.

pdc.extension.org and campus.extension.org were recently combined. Total registered users for the new site is currently 14,727.

Goal 4: eLearning - Outreach courses for Extension clientele will be offered online.

Strategy

Extension eLearning will contribute to the design and development of online outreach courses for Extension clientele in Texas

The eLearning team has worked with several units for the development and implementation of courses. These partnerships include Vet Medicine, RPTS, and the V.G. Young Institute of County Government.

Goal 5: eLearning - Extension clientele will participate in online outreach education.

Strategy

Support will be provided to Extension employees and clientele in Texas and nationally to encourage participation in online outreach courses.

pdc.extension.org and campus.extension.org were recently combined. Total registered users for the new site is currently 14,727.

Evaluation & Accountability

Imperative

AgriLife Extension will provide relevant and meaningful evidence as to the value of Extension to the citizens of Texas.

Goal 1: Evaluation & Accountability - AgriLife Extension will collect, process, summarize, and report customer satisfaction data associated with its educational programs as a matter of accountability and in pursuit of program excellent and continuing improvement.

Strategy

Organizational Development will create positive incentives for participation including use of scanning technology to facilitate data collection and processing, making a variety of scan form templates available, and providing faculty with relevant and accurate results in a timely manner. Tools will be provided to assist appropriate personnel in tracking and managing participation.

The use of customer satisfaction assessments by required and non-required counties continues to meet or exceed expectations. All required counties reported for the previous biennium and participation among non-required counties is strong.

Goal 2: Evaluation & Accountability - AgriLife Extension will increase the capacity of all employees to evaluate and report results associated with their educational programs.

Strategy

For all employees, Organizational Development will update, consolidate, and provide online access to training modules and other evaluation resources. For new employees, Organizational Development will provide introductory and advanced training on evaluation techniques and best practices via online training modules, Extension Foundations, and the Program Excellence Academy.

Extension employees continue to be trained and utilize evaluation resources. The use of scanning technologies and online tools continues to increase among county and state faculty.

Goal 3: Evaluation & Accountability - AgriLife Extension will conduct high quality, timely evaluation for selected projects.

Strategy

Organizational Development will design and implement major evaluation projects as opportunities arise—from defining study requirements through writing the final report—for both internal and external clients. Utilize best practices and technologies as appropriate and feasible. Seek subject matter and methodological expertise of other Extension faculty as needed.

During the past few years, the Organizational Development Unit has acquired and completed two major evaluation efforts for non-Extension efforts within the state. Both of these efforts were funded projects totaling approximately 2 million dollars.

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Goal 4: Evaluation & Accountability - AgriLife Extension will meet required federal mandates for evidence of accountability.

Strategy

Organizational Development will work in partnership with administration and mid-management in the development of systems to ensure federal accountability requirements are met in a timely manner.

The annual federal POW and reports have been submitted on time and each has been accepted by NIFA.

Goal 5: Evaluation & Accountability - AgriLife Extension will meet required state mandates for evidence of accountability.

Strategy

Organizational Development will work in partnership with administration and mid-management in the development of systems to ensure that state accountability requirements are met in a timely manner.

The quarterly LBB reports have been submitted on time.

Goal 6: Evaluation & Accountability - AgriLife Extension will provide and maintain a system to collect and document accountability information.

Strategy

Organizational Development will work in partnership with administration, mid-management, specialists, and agents to collect and document accountability information.

Each quarter, all data submitted to TExAS is reviewed prior to submission to the LBB. In addition, the TExAS Help Desk remains in operation to assist agents and specialists in the operation and proper use of TExAS. Help is offered via phone, email, and on-line chat.

Program Development

Imperative

Education and training on the Program Development Process is paramount to the success of Extension professionals in delivering quality relevant educational programs to the clientele we serve.

Goal 1: Program Development - AgriLife Extension will increase the capacity of new employees to develop quality, relevant educational programs.

Strategy 1

Organizational Development will coordinate a Program Excellence Academy for all new employees to fully integrate the Extension Program Development Model into their local programs.

Assessments from the Program Excellence Academies have shown an increase in knowledge of greater than 40% on average. Assessments are now focusing on the adoption of best practices in the area of program development.

Strategy 2

Texas AgriLife Extension will invest time and effort into employee development in an effort to improve teaching effectiveness.

Materials have been developed and are housed at <http://od.tamu.edu>.

Goal 2: Program Development - Create a heightened awareness of the program development process and an understanding of the model across all counties and units within Texas AgriLife Extension.

Strategy 1

Resources will be developed, publicized and distributed agency-wide to better equip faculty in the program development process.

Publication is complete and located at <http://od.tamu.edu> and on the Extension bookstore site.

Strategy 2

Organizational Development will increase communication with County Extension Agents, Specialists and Administrators regarding the program development process, and its implementation at the local level.

Organizational development continues to provide updates via email, blogs, twitter, and Facebook on the topic of program development and educational programming.

Goal 3: Program Development - AgriLife Extension will increase the capacity of employees to effectively interpret the results of evaluation efforts to market to stakeholders.

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Strategy

Organizational Development will continue to provide training to County Extension Agents to increase the quality and effectiveness of outcome summaries to fully describe the local impact of programs.

This has been accomplished. Templates are available on the Ag Comm website. The templates use a standard tagline of Making a Difference.

Volunteerism

Imperative

Managing volunteers is essential for the future growth and programmatic impact of the Texas AgriLife Extension Service. A volunteer system in the Texas AgriLife Extension Service that adheres to our grassroots mission will be implemented.

Goal 1: Volunteerism - Develop competencies of Extension faculty and provide incentives that allow for more effective volunteer management.

Strategy 1

Strengthen Texas AgriLife Extension Service's commitment and support for a volunteer-driven, Extension-supported delivery approach.

Volunteerism training and resources have continued to be a high priority. Work in this area is done in partnership with the state 4-H office. Resources are located at <http://od.tamu.edu>.

Goal 2: Volunteerism - Further develop the relationship volunteers have with paid staff in order to maximize Extension's ability to provide excellence in educational programs.

Strategy 1

Define the programmatic function of Extension volunteers.

Volunteerism training and resources have continued to be a high priority. Work in this area is done in partnership with the state 4-H office. Resources are located at <http://od.tamu.edu>.

Strategy 2

Develop a volunteer system that is more representative to address expectations, roles, and responsibilities of today's citizens.

Volunteerism training and resources have continued to be a high priority. Work in this area is done in partnership with the state 4-H office. Resources are located at <http://od.tamu.edu>.

2009-2012 Department Head Targets

Department of Agricultural Leadership, Education, and Communications

Jack Elliot, Professor and Head

Departmental Targets 2009-2012 and Beyond (original goals were set in 2009)

**(Targets/compacts are underlined)*

Research (06)

*Goal 1: 75% (target 18) of the faculty complete a conceptual research framework.

Revised Goal 1: 90% (target 24) of the faculty complete and utilize a conceptual research framework.

2012 Status: Target met, over 95% of the faculty now use frameworks and most are uploaded to our website.

Research expertise was shared with AgriLife Research Director and HODs.

Strategy: Enhance ALEC culture by integrating scholarship within all facets of our Department. Continue to utilize frameworks during grant preparations. **Public value and impact statements were published on our website.**

*Goal 2: 9 faculty have external grant support (target \$1,000,000 for the department by 2010).

Revised Goal 2: 90% (target 24) of the faculty will submit grant proposals (stay above \$1,000,000).

2011 Status: Target met, **100% of the faculty submitted a total of 98 proposals during 2011 for a total of \$1,725,300 of funded projects.** 2012 data is still being calculated.

Strategy: Continue to develop a grant "culture." Reward and recognize faculty who submit and who receive grants in department gatherings. Dr. Pina has expanded his grant applications course to both semesters.

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- Goal 3: 2 faculty submit “faculty development” leave applications.
Revised Goal 3: 1 faculty/year consider “faculty development” leave applications or invite faculty to ALEC.
2012 Status: **Sean Kalundu, University of Namibia faculty member, completed a Fulbright Scholar in Residence during FY ‘12.**
Strategy: Encourage faculty to submit applications during their annual reviews.
- Goal 4: 6 faculty conduct external grant reviews (e.g., USDA, USAID, USDoE, etc.)
2012 Status: 4 faculty indicated that they are conducting external grant reviews.
Strategy: Encourage faculty to participate in external grant reviews during their APR sessions. Highlight positive experiences during departmental functions. Introduce during graduate seminars.
- *Goal 5: 4 faculty obtain AgriLife Research appointments.
Revised Goal 5: Reduce AgriLife Research appointments.
2012 Status: Move new faculty to receive AgriLife Research appointments for summer funding only.
Strategy: Continue to work with AgriLife Research Administrators and the Vice Chancellor’s office to modify the current AgriLife Research appointments to be for summer funding.
- *Goal 6: Increase the number of scholarly publications that are generated from graduate research to at least (target) 1/Ph.D. student and .5/master of science student.
Revised Goal 6: (target) 1.25/Ph.D. student and .75/master of science student.
2012 Status: **Target surpassed, 4.6/Ph.D. student and 2.7/Masters student.**
Strategy: Associate Head for Graduate Studies formalized scholarly output requirement.
- Goal 7: Develop a systematic mentor and professional development process for all junior faculty seeking advancement to associate or full professor.
Revised Goal 7: Continue to emphasize P&T professional development.
2012 Status: ALEC conducted P&T workshops each semester. Faculty were encouraged to attend college and university P&T workshops. Packets were requested early for suggestions and comments to the junior faculty. We began a review process on our P&T Guidelines.
Strategy: The P&T chair, Dr. Lindner, continues to improve the ALEC P&T process and he posted the Post Tenure Review Process on the ALEC Intranet site.

Teaching (02)

- Goal 1: Establish a 5-year teaching rotation with teaching faculty assigned during the first 2 years.
Revised Goal 1: Establish program competencies and adjust course content to match.
2012 Status: Barry Boyd, with Holly Jarvis, completed a Department review of our undergraduate programs.
Strategy: Each major conducted a field-based study. The results will enable them to be able to identify core courses and to plan for faculty development leaves.
- Goal 2: Establish a departmental advisory committee (with 3-year rotations and representation of all stakeholder groups).
Revised Goal 2: Initiate the committee by the fall of 2013.
2012 Status: **An IMS/AGSC advisory committee met in January, 2010 and, now, meets annually at the agricultural science teachers convention.** The other groups are planning for a fall 2013 kickoff. From the smaller groups, a departmental advisory committee will be established. The Department Head met with LeRoy Schafer to solicit names to serve on the advisory committee. A staff person was hired to coordinate this effort.
Strategy: Invite selected individuals to join the committee to begin work during fall `13 semester.

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- Goal 3: Enhance the international emphasis within the undergraduate and graduate programs.
Revised Goal 3: Enhance ALEC's study abroad program.
2012 Status: **Three study abroad programs occurred during 2011. Seven are planned for 2012.**
Strategy: Seek extramural funding and enhance ALEC study abroad programs. Market the programs.
- *Goal 4: Solicit funding (through the Development Office) for teaching enhancements (target \$100,000) in the new building.
2012 Status: **Tom Curl's name is on AGLS 130.** Dan Pfannstiel sponsored ALEC's first endowed chair and a wall is dedicated to him. An ALEC staff person has been hired to focus on development activities.
Strategy: Revise the time line and update the requests with Development Office.
- Goal 5: Develop a Departmental handbook.
2012 Status: **Approved sections have been loaded on the faculty Intranet site along with minutes of department meetings.**
Strategy: Seek status updates at Department meetings.
- Goal 6: Improve Youth Development Teaching/Research
2012 Status: An ALEC YDI rotation has been established with 3 faculty from ALEC serving 3-year terms.
Strategy: Work with RPTS to develop a plan where ALEC and RPT share space in the new building(s) with the goal of being close together, thus allowing for more collaborative productivity.
- Goal 7: Synergize with AgriLife Communications with the ALEC academic unit and the Riverside Campus.
2012 Status: Two MOAs were developed and approved, one for Riverside and one for the main campus. With the new AgriLife Communications leadership in place, the annual MOA reviews are now being implemented. For example, utilizing the shared services concept, the IMS distribution center is now physically in the same building at the Riverside Campus. At the main campus more AGCJ students are working with AgriLife Communications, and the ALEC recording studio is utilized by both entities.
Strategy: Continue to review annually and implement MOA activities.
- Extension (07)
- *Goal 1: Develop a programmatic Faculty Leadership Development Program for COALS and all the agencies (target).
2012 Status: The first cohort of the **AgriLife Advanced Leadership Program (AALP)** met 7 times and completed the program. Their capstone project was to prepare a 2020 Land-Grant Model. The second Cohort was selected and they began their meetings.
Strategy: Serve on the Vice Chancellor's AALP Executive Advisory Committee.
- Goal 2: Continue to make the ALEC Extension group integral to core departmental activities.
2012 Status: Three ALEC Extension faculty teach, conduct scholarly research, and acquire grants. The RIF eliminated one faculty position, two Extension faculty were added to ALEC.
Strategy: Invite Extension administrators to speak at departmental activities. Publicize and support all joint efforts. **An Evaluation and Accountability Enterprise was initiated.**
- Goal 3: Improve program evaluation and interpretation.
2012 Status: **A new Evaluation and Accountability Enterprise began in May, 2011.** The Extension Associate Head encourages Extension faculty and staff during annual reviews and through weekly meeting updates to be scholarly.
Strategy: A two-fold strategy to ensure pertinent reports for stakeholders is validated through scholarly outlets. Scholarly work is highlighted at departmental gatherings.

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- Goal 4: Establish a professional development process for junior ALEC Extension faculty and staff.
2012 Status: ALEC Extension assistant professors have professional development programs and mentors.
Strategy: Establish a mentor and professional development time line for all junior ALEC Extension personnel. Share successful mentoring ideas with receptive personnel. Support those who desire professional development activities.
- Goal 5: Elevate ALEC Extension scholarly perceptions.
2012 Status: Extension scholarly output is moving toward higher expectations.
Strategy: Showcase ALEC Extension scholarly capabilities in AgriLife publications and during AgriLife events. Encourage ALEC Extension faculty to serve on graduate committees throughout the university. Support ALEC Extension faculty who desire to improve their scholarly ability. Make scholarly outlets a step in the process of their evaluation work.

Where in the World is ALEC?

University Grand Challenge Themes:

1. One Health;
2. Energy;
3. Strengthening Democracy;
4. Economic Development;
5. Educating Leaders for the 21st Century;
6. Natural and Built Environment.

College of Agriculture and Life Sciences Themes:

1. Feed our World;
2. Protect our Environment;
3. Improve our Health;
4. Enrich our Youth;
5. Grow our Economy.

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1. Global Academy;
2. STEM Integration;
3. Evaluation Enterprise;
4. Technology Enhanced Instruction

A way forward is for ALEC to emphasize process (in lieu of product): Interdisciplinary Systems Model (ISM) is composed of five interdisciplinary teams (Environmental and Biological Consequences and Sustainability; Economics and Utilization; Policy and Regulation; Human and Social Capital; and Technology Development and Optimization). Each team represents the spectrum of agricultural and life science disciplines, approached from a specific perspective to illuminate significant connections between interdisciplinary teams. Collectively, the model functions as an interdisciplinary approach to addressing emergent issues in the three areas of the Land Grant University's mission: teaching, research, and engagement. Additionally, the ISM provides a sustainable and adaptable model for long-term collaboration and inquiry as new agricultural, environmental, and societal issues emerge.

The purpose of the Human and Social Capital Team is to provide scientists, producers, decision makers, and other stakeholders with information and tools available to help land managers and communities collaborate in the development of food and agriculture programs and educational materials; help effectively communicate potential benefits and risks of ISM projects; evaluate the social acceptability of ISM Model projects; develop mechanisms to promote technology transfer and application; and explain important ISM findings through common language and graphics. Example subject areas: Community Development and Resilience; Technology Transfer and Application; Evaluation and Accountability; Social Acceptability; Stakeholder Engagement. Potential department collaboration: Business, Education (and depts. therein), Psychology, Sociology, Communication, Anthropology.

ALEC Programmatic Excellence

Global Academy

Themes – Feed our World; Protect our Environment; Improve our Health; Enrich our Youth; Grow our Economy. Anchored by five Norman Borlaug Institute for International Agriculture Senior Scientists (Drs. Shinn, Briers, Wingenbach, Christiansen, and Elliot), the Academy provides research-based program development and knowledge for global policy-makers and agricultural leaders in order to assure safe food, healthy animals, and a sustainable living environment. The Academy's goals include reducing poverty and hunger while increasing economic opportunities, fostering entrepreneurship, and conserving agricultural land. Drs. Dooley, Lindner, Strong, Elbert, Larke, Murphrey, Piña, Moore, Lockett, Rutherford, Hanagriff, Harlin, and Odom participate in the Academy through a variety of activities and programs. Academy members have recently conducted projects in Peru, Namibia, Guatemala, Brazil, Armenia, Iraq, Afghanistan, South Africa, and South Sudan. These projects are comprehensive by design and crosscut through all five thematic areas. For example, in 2011 The World Conference for Value Chain Sustainable Agriculture for Economic Development and Food Security (held in Windhoek, Namibia) was organized by ALEC faculty and featured research that cut across all five themes. Our Instructional Materials Service (IMS) provides agricultural and environmental curriculum and reference materials that, again, embrace all five themes. In addition, ALEC faculty led five study abroad trips the past academic year and seven are planned for FY'13.

STEM Integration

Themes – Feed our World; Protect our Environment; Improve our Health; Enrich our Youth; Grow our Economy. By strict definitions, ALEC is not a STEM department. However, STEM Integration is one of our featured strengths. During the past three years, Drs. Edney, Larke, Briers, and Murphy led a statewide Texas Education Association funded initiative to improve science and math teaching by developing an on-line, 90-hour, professional development course for science and agriscience teachers who wish to teach Advanced Plant and Soil Science. This effort complements the work of the agriscience team which also includes Drs. Rayfield, Harlin, and Hanagriff. The agriscience team (largest in the country) prepares its graduates to integrate STEM concepts within an agricultural context. About 6,000 Texas high school students are directly affected each year. Integrating Science, Technology, Engineering, and Math principles within agricultural curriculums is embedded within the development process of all of IMS's products and services. Recently, Drs. Williams, Elbert, Odom, and Murphrey have provided leadership at the university level through the ADVANCE program to recognize and improve the work of STEM women scientists. Drs. Lockett, Rayfield, and Murphy participate on the Youth Development Initiative (YDI) and they specifically focus on STEM efforts that support and enhance scientific curriculum delivery at the high school level.

Evaluation Enterprise

Themes – Feed our World; Protect our Environment; Improve our Health; Enrich our Youth; Grow our Economy. The Evaluation Enterprise (EE) is led by our Organizational Development Unit, but involves the entire ALEC faculty. Drs. Cummings, Elliot, McKim, Ripley and Mr. Pope have been particularly involved in this effort. The Hurricane Ike Evaluation Project was conducted for FEMA over the course of two years. The purpose of the project was to determine the effectiveness of the disaster case management services and gather best practices regarding case management. Also, the H1N1 Evaluation Project was conducted for the Texas Department of State Health Services over the course of three months. The purpose of the project was to evaluate the marketing strategy and provide recommendations for the DSHS Flu Fighters program implemented during the H1N1 pandemic. An Interdisciplinary Systems Model (ISM) guides the EE teams and provides a competitive advantage when seeking funding because it represents the spectrum of agricultural and life sciences disciplines (Environmental and Biological Consequences, Economic Impact and Utilization, Policy and Regulations, Human and Social Capital, and Technology Development and Optimization). National leadership, provided by Dr. Elliot as chair of the ESCOP Social Science Committee (SSSc), is helping USDA/NIFA become more comprehensive in its request for proposal (RFP) process by enhancing its human and social capital components. Last spring the SSSc analyzed the NIFA/AFRI RFPs and submitted a report that identified the human and social capital GAPS within the proposals. In addition, leadership with a national APLU effort involving Dr. Cummings is focusing on excellence in extension.

Technology Enhanced Instruction

Themes – Feed our World; Protect our Environment; Improve our Health; Enrich our Youth; Grow our Economy. ALEC is the national agricultural education leader in Technology Enhanced Instruction (TEI). Over a decade ago, a distance delivered joint doctoral degree with Texas Tech was launched and the 5th cohort of students is halfway through the 4-year program. The e-Learning team (Jennifer Jahedkar and Susanna Coppernoll), whose motto is “making Extension education available anywhere & anytime,” provides coaching and consultation, design and development, and professional development on eLearning delivery platforms and development tools including tools for AgriLife Extension personnel. Dr. Rutherford and her team study the incorporation of “Second Life” as a tool to enhance distance and classroom education. Her findings support the notion that effective educational delivery is based on a thorough understanding of pedagogical strategies and the strategic inclusion of technology. Recently, a Digital Media Research and Development Laboratory, housed in our Agricultural Communications and Journalism Unit, which is the largest of its kind in the world, was added to the Department. Already, the Lab has obtained projects with Cox Media and several Texas Fair Associations. In one way or another, all ALEC faculty are involved in TEI.

ALEC Defining and Affirming Program Excellence

Mission Area: Teaching

ALEC High Impact Experiences (HIE): Enhancing the Aggie experience:

- What makes this program excellent? What are the characteristics that make this an excellent program? List those distinguishing features that make this program stand out.
 - Involves all four ALEC undergraduate majors and all ALEC graduate degree programs.
 - Tangible outcomes that reinforce academic principles.
 - Interaction between scholarship and service e.g., ALEC students reviewed Gobabeb Desert Research Center (Namibia) studies and converted the information into displays for the Center’s 50th anniversary.
 - Development of self-directed community and industry leaders.
 - Faculty/student ratio allows for more personal interaction.
 - ALEC HIEs include: Study Abroad/Away; Field Experiences; Fellowships; and Developing Horticultural Leaders Without Borders.
 - Undergraduate Research enriches ALEC programs and prepares students for advanced studies.
- What indicators, measures, or metrics would you use to demonstrate the excellence of this program?
 - 100% ALEC student participation in HIE by FY’2015.
 - Study Abroad participants will show improvement on the Global Perspective Inventory using pre- and post-test administrations.
 - Field Experience participants will show improvement on the Kolb Experiential Learning assessment.
 - Fellowship participants will present their work at the end of each semester and the project will be assessed by a departmental review committee.
 - Increase the percentage of ALEC undergraduate researchers by 5% annually.

Mission Area: Research/Scholarly Creativity

Evaluation Enterprise (EE): Comprehensively assess research/scholarly activities.

- What makes this program excellent? What are the characteristics that make this an excellent program? List those distinguishing features that make this program stand out.
 - Utilizes an Interdisciplinary Systems Model (ISM) that guides the EE teams and provides a competitive advantage when seeking funding because it represents the broad spectrum of agricultural and life sciences disciplines (Environmental and Biological Consequences, Economic Impact and Utilization, Policy and Regulations, Human and Social Capital, and Technology Development and Optimization).
 - ISM provides a sustainable and adaptable model for long-term collaboration and inquiry as new agricultural, environmental, and societal issues emerge.
 - The new Digital Media Research Laboratory is guided by ISM protocols and is integral with the EE
- What indicators, measures, or metrics would you use to demonstrate the excellence of this program?

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- The number of College of Agriculture and Life Sciences research/scholarly efforts that utilize EE each year.
- The number of TAMU research/scholarly efforts that utilize EE each year.
- The number of ALEC research/scholarly efforts that utilize EE each year.
- The amount of grant/contract dollars attributed to EE annually.
- Increased involvement with Corporate Relations.

Mission Area: Service/Outreach/Extension

Instructional Materials Service (IMS): Delivering agricultural curriculum and professional development worldwide.

- What makes this program excellent? What are the characteristics that make this an excellent program? List those distinguishing features that make this program stand out.
 - IMS offers one-stop access to all of the teaching materials through IMS Online.
 - IMS delivers products and services worldwide (e.g., Iraq, Mongolia, Namibia, etc.).
 - IMS has been developing standards-based agricultural curriculum for more than 40 years.
 - IMS has been fully re-integrated within the ALEC Department, allowing it to tap into faculty and student expertise.
 - The integration of Science, Technology, Engineering, and Math (STEM) principles within agricultural contexts is a core component of the development process of all of IMS's products and services.
- What indicators, measures, or metrics would you use to demonstrate the excellence of this program?
 - Annual income from sales, externally-generated funds, participation in development projects, workshop fees.
 - Increased number of countries who participate in PD activities, and/or purchase products.
 - Increased number of products.
 - Annual number of professional development (PD) participants.
 - High scores on Professional Development end-of-workshop assessments.
 - Awards and recognition for products.

Texas A&M University Athletic Department Class Attendance Policy

The mission of the Center for Student-Athlete Services (CSAS) at Texas A&M University is to emphasize the importance of education through services which assist, direct, support and promote student development, academic achievement, and career enhancement while upholding the standards of honor, integrity, and professionalism at Texas A&M University. We also strive through our commitment to provide resources and direction to our student-athletes beyond graduation.

In order to uphold this mission, class attendance is an expectation for all student-athletes at Texas A&M University. Class attendance is essential to successfully complete all courses; therefore, missing class without an excused absence is not tolerated. If a student-athlete does not have a university excused absence, he or she is required to be in class.

According to Texas A&M Student Rule 7.3, students may be excused from attending class on the day of a graded activity or when attendance contributes to a student's grade for participation in an activity, appearing on the university authorized activity list. This includes intercollegiate athletic competition. The Texas A&M Athletic Department considers all absences to be unexcused unless they are due to team travel for competition, medical appointments organized by the athletic training staff, or prior approval from CSAS. For any excused absence, documentation must be provided to the professor in order for the absence to be considered excused. Student-athletes are not permitted, under any circumstance, to miss class to attend practice.

Each student-athlete that is a member of the travel party will receive written documentation that is to be hand delivered to each of their professors prior to the team leaving town. In addition, professors are notified via e-mail a day prior to the student-athlete missing class. Student-athletes are expected to communicate with their professors about upcoming excused absences and are to make arrangements to complete all missed assignments. Texas A&M Student Rule 7.3 states that if the absence is excused, the instructor must either provide the student an opportunity to make up any quiz, exam or other graded activities or provide a satisfactory alternative to be completed within 30 calendar days from the last day of the absence. The student-athlete must report any potential problems with completing required assignments to his or her Scholastic Supervisor prior to travel with the team.

Monitoring

The Texas A&M University Athletic Department will rely on class checking reports from our Corps of Cadets as well as semester progress reports and information collected from professors. Any penalty or subsequent action taken by the Athletic Department when addressing class attendance will be based primarily on data collected through our class checking program, progress reports and/or direct professor communication.

3 Methods of Monitoring Student-Athlete Class Attendance

1. Texas A&M Corps of Cadets – With the assistance of 300+ Corps of Cadets, the Athletic Department is able to monitor the class attendance of student-athletes assigned to a class checking list. Students on the assigned list include varsity student-athletes from the following sports (football, men’s basketball, women’s basketball, and baseball). In addition, students identified as high academic risk are subject to being added to the class checking list. Student-athletes will be added to the class checking list at the discretion of the advisor and/or coach.
2. Progress Reports – Twice a semester, progress reports are sent to professors on campus. These progress reports include grade information about the student as well as the student-athletes’ class attendance. Professors can include comments and additional academic information about the students. Professors can also indicate on the progress report if they want the advisor to contact them about the student.
3. Communicating with professor – The advisor has the ability to contact professors concerning class attendance. At the professor’s discretion, the advisor will communicate with the professor via face to face, phone call and/or email to discuss the student’s academic progress and class attendance.

Reporting

Any and all class attendance information concerning a student-athlete absence will filter through the advisor for the sport and the team’s coaching staff. Each advisor will collect and record each absence for their team and based on their determination, will instruct the student as to the class attendance policy, process and penalty phase, and appeal process.

Disciplinary Actions

1st and 2nd Unexcused Absence

- Notification to Head Coach, Scholastic Supervisor, and Student-Athlete

3rd Unexcused Absence

- Notification to Head Coach, Scholastic Supervisor, Student-Athlete, and Associate Athletic Director for Academic Services

4th Unexcused Absence

- Notification to Head Coach, Scholastic Supervisor, Student-Athlete, and Associate Athletic Director for Academic Services
- 4 Additional Learning Center hours each week for the remainder of the semester

5th Unexcused Absence and beyond

- Suspension from 10% of athletic contests, beginning with the next competition
- Loss of complimentary tickets

Appeal Process

If a student-athlete believes the information related to an absence is inaccurate, he or she has 24 hours (excluding university excused absences) from the time of the notification to personally submit documented proof of attendance to his or her scholastic supervisor. Student-athletes who have four or more verified missed classes in any one course may appeal, but all appeals must be done in writing by the student-athlete.

The Associate Athletic Director for Academic Services and Scholastic Supervisor will review the appeal. The student-athlete, sport administrator and the head coach will be notified of the decision immediately, and the sanctions will be applied if necessary.