

MINUTES

Faculty Meeting

Thursday, January 16, 2014, 2:50 p.m.

129 AGLS

2:50 – 3:30

Faculty Meeting

Elliot

ALEC Annual Review Performance Metric (See Attachment A & B)

Dr. Elliot provided two handouts. He indicated the information in these handouts came from the AIMS reports and from the administration offices. Both were shared with the Dean's office by the deadline, Jan. 14, 5:00 p.m. Dr. Elliot would like you all to review and if you have any questions, please let him or the associate heads know. The associate heads and department head present our reports to the deans on January 21 at 8:30 a.m.

Dr. Elliot indicated one of his concerns on this report is the FACULTY heading where the FTE totals are listed. Notice the change from 2010 to 2013, the reduced number of FTE. He brought this to the attention of the College. Contracts and grants are less due to the reduced FTE numbers.

Dr. Elliot referred to the grant productivity – Increased in areas not federal funded. We had grants approved, yet not funded. These numbers are supplied by the College, some numbers do not match. We are to review and inform him where the edits should be made.

Again, if you have questions contact Dr. Elliot.

Current and Proposed Merit Criteria, Factors, & Weights (See Attachment C & D)

Dr. Elliot mentioned that we are trying to align our criteria up with what the Dean's office requests for data. Dr. Elliot would like all to review both. If you have suggestions for change, and/or add any components, provide them to him or associate heads.

Dr. Elliot provided a third Merit Criteria, Factors, Weights handout (**Attachment E**) to complete as homework. He wants faculty to review and complete the handout and send back to him by January 21. Focus only on the current merit criteria handout at this time.

Dr. Elliot stressed to all - what you place in AIMS should be reflected on what you put on promotion and tenure packet information. APR's will start Feb. 10. You may want to check your AIMS and make sure information is consistent.

A discussion led to questions whether items can be counted twice. Hearing faculty views, it was concluded that items SHOULD NOT be counted twice. Refereed journal articles are most important in P&T review.

Tenure and Promotion Update

Wingenbach

Dr. Gary Wingenbach mentioned that the Dean of Faculties has sent recommendation letters for approval to the President for Murphrey, Rayfield, and Rutherford.

APR's - What is next?

Elliot

Attachment F.

Dr. Elliot passed out a handout for the next steps for APR. He highlighted some items to be aware of:

Please schedule APR this week with Elke. Dates are indicated on the handout. Please note item #3a (i) – you must send Elke and Dr. Elliot your vita **OR** complete the ALEC Faculty Achievement Report (**Attachment G**). If you would like this report in electronic format, please contact Dr. Elliot.

Assistant Professors – Be aware of item #3b. Provide Dr. Elliot the names of your internal and external mentors and bring your updated professional growth timeline/goals.

During your APR -- Attention to item #4a (ii) – you must bring your refereed documents and/or web locations of you key scholarship documents.

10 month – For those faculty who are on 10-month contracts, Dr. Elliot thanks you for informing him when you want to work your 10-month.

Travel Request Form Deadlines

Domestic (30 days prior to trip): e.g., travel February 1, 2014 due by January 1, 2014

International (60 days prior to trip): e.g., travel March 1, 2014 due by January 1, 2014

Upcoming Events

February 1-4, Southern Region AAAE, Dallas (Papers due October 14th, Posters due October 21st)

April 27 – May 1 AIAEE, Miami, (Abstracts/posters due by November 1)

Future Departmental Meetings

Tuesday, February 25 @ 9:00 a.m.

Monday, March 17 @ 10:00 a.m.

Thursday, April 17 @ 2:00 p.m.

Wednesday, May 7 @ 8:30 (breakfast at 7:45 to 8:30) (new date)

UNIT: ALEC	Unit Total	Unit Total	Unit Total	Unit Total	Unit Total	1.1	1.2	1.3	1.4	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	4.1	4.2	4.3	4.4	
Science Roadmap (Goals and Objective)																						
Spring 2014	2009	2010	2011	2012	2013																	
INPUTS (Allocate by Goal & Objective of Roadmap)																						
FACULTY Research FTE's																						
AgriLife Research FTE's	0.46	0.96	1.043	1.0477	0.2803																0.2803	
COALS or CVM FTE's	24.73	27.23	20.64	17.949	16.696								2								14.696	
Other universities (for joint appointments only)																						
Ext. FTE's (for joint appointments only)	0.57	0.56	0.7836	0.5971	0.6954																0.6954	
Total Faculty FTE's (including joint appointments)	25.76	28.75	22.4666	19.5938	17.6717								2								15.6717	
OUTPUTS (Unit Total Only)																						
PUBLICATIONS (Calendar year)																						
Refereed Technical Publications	47	61	72	80	88							3	8				3				74	
Book Chapters	4	4	0	2	3																3	
Books Edited or Written	0	0	0	0	1																1	
Refereed Abstracts or Posters	16	45	35	35	43								3				5				35	
Published Conference Proceedings	48	87	55	104	76								4				12				60	
Published Technical Reports	15	4	12	12	13												3				10	
Grant & Contract Reports	8	8	11	11	12																12	
Non-Refereed Technical Publications	10	4	0	2	5												5				5	
GRANTS AND CONTRACTS (Fiscal year)																						
No. of Grant and Contract Proposals Submitted	45	56	98	89	76																	
No. of Grants and Contracts Awarded	21	46	59	24	48																	
Total Grant and Contract Dollars Awarded	1,629,299	1,339,066	1,725,300	1,211,879	527,297																527,297	
Federal Competitive Funding	409,615	422,107	512,675	409,637	406,697																406,697	
Commodity/Industry Funding		0	0	0	15,600																15,600	
Internal TAES Funding (e.g. state exceptional items)		0	0	0	105,000																105,000	
Gifts and Endowments	25,000	1,141,409	69200	63,000	200,000																200,000	
Fee Based Programs					50,343																50,343	
STUDENT/PROFESSIONAL TRAINING																						
Number of Post-doctoral Research Scientists																						
Number of Visiting Scientists					1																	
Graduate Students	xxx	xxx																				
Major Professor (# degrees awarded)	52	50	43	47	65																	
Committee Member (# degrees awarded)	19	40	45	59	59																	
Undergraduate Student Research (# students mentored)		5	7	16	38																	
*Undergraduate Student Research Scholars				4	13																	
OTHER (Report Measures From Unit Strategic Plans)																						

See the back side for the 2013 ALEC Performance Metrics

Agricultural Leadership, Education, and Communications
Performance Metrics
December 2013

Peer Institutions (top tier):

- University of Florida
- Oklahoma State University
- Texas Tech University
- Ohio State University
- North Carolina State University
- Purdue University
- Virginia Polytechnic Institute and State University

Peer Institutions (second tier):

- University of Nebraska - Lincoln
- Iowa State University
- Pennsylvania State University
- University of Georgia

Productivity/year	Goals	Excellence/year	Goals
Teaching: 1. UG enrollment - 1,197 2. Teaching evaluation score - 4.75 avg. 3. Study Abroad Programs - 7 offered 4. WSCH – 2,002/faculty 5. Doctoral students - 42% of graduate students 66/155..... 6. UG URM – 18.9% (22.4% minority) 7. Faculty teaching load - 39 units	1,000 students 4.5 avg. 4/year 1,500/faculty 30% 25% 18 units	1. UG students with HIP experience - 60% 2. Peer teaching evaluation of junior faculty - 40%..... 3. UG students participate in student organizations - 29%..... 4. Faculty/year teaching awards - 4...	50% 100% 30% 2 winners
Research: 1. UG research participation - 38 students 2. Refereed journal publications – 5.2/faculty 3. Grant submission - 4.5/faculty 4. External funds - \$43,138/faculty 5. Conference proceedings - 4.5/faculty	50 students 1.5/faculty 2/faculty \$30,000/faculty 2.5/faculty	1. UG students present @ research meetings - 13 2. Faculty serve on grant panels - 2... 3. Multistate committees - 5 4. Research award - 8 5. Faculty professional society fellows* - 34%	25 students 2 faculty 3 groups 1/year 40%
Service (% of faculty): 1. Student organization advisors - 53 % 2. Professional organization leadership positions - 82%..... 3. Faculty reviewing for journals - 85%.... 4. Faculty serving on department committees - 100%..... 5. Faculty serving on college and university committees - 70%.....	<u>% of faculty</u> 25% 40% 75% 80% 40%	1. Faculty/year on journal editorial staffs - 6..... 2. Faculty/year on faculty senate - 2.. 3. Faculty membership in national or international societies - 100%	2 faculty 1 faculty 100%

* This item is cumulative.

ALEC Teaching Accomplishments – 2013

Programmatic accomplishments

New hires

Academic Advisors: Reid Stavinoha, USAL

Faculty: Jay P. Hancock, AGSC, Holli Leggette, AGCJ, Miranda Sandlin, ALED

High Impact Experiences

- Study Abroad
 - Four study abroad trips were led by ALEC faculty: Costa Rica, Brazil, Greece, and Namibia serving 40 students, an additional 22 students participated in other SA opportunities.
 - The department, through HIE allocation, provided \$78,500 in student support.
- 30 students from six majors in the college participated in a 10-day study away, traveling from College Station through Louisiana, Mississippi, Alabama, Florida, Georgia, Tennessee, and Kentucky to the National FFA Convention in Louisville, KY, returning through Missouri and Oklahoma. Students visited a variety of agricultural sites: Amish communities, Four Roses Bourbon, Disney World, Churchill Downs, CNN Headquarters, and Budweiser Stables. Outcomes from the trip included student internships and exploration of graduate programs at University of Missouri.
- 10 students participated in a 10-week undergraduate research cluster of three co-enrolled courses. Weeks one through four included on-campus classes including lecture, discussion, proposal planning, and data collection. Collaborating with ALEC's Digital Media Research and Development Laboratory and Texas A&M AgriLife Extension Service personnel in Bosque County, students conducted data field data collection activities that contributed to multistate research conducted by NIFA's WERA 1010 (*Reduction of Error in Rural and Agricultural Surveys*). Weeks five through nine included a field experience in four Western states (California, New Mexico, Arizona, and Nevada), advancing students' understanding of key concepts related to research methods and information literacy by applying them in a real-world setting
- Undergraduate research was an HIE emphasis in 2013, with more than 30 students participating in research projects, presentations, and conference activities. Several conference papers and posters have been accepted for presentation in 2014 based on student work completed in 2013.

Faculty recognitions

- Dr. Jen Williams - Montague Center for Teaching Excellence Award and AFS College-Level Teaching Award.
- Dr. Manuel Piña - 2013 College of Agriculture and Life Sciences Dean's Outstanding Achievement Award for Diversity along with Carlos Gonzalez on September 12th.
- Dr. Lori Moore - Honorary American FFA Degree.
- Dr. John Rayfield - Honorary American FFA Degree.
- Dr. Jim Mazurkiewicz - Honorary Texas State FFA Degree.
- Dr. Summer Odom - Program of Exemplary Mentoring (PEM) in Sloan's Minority Ph.D. Program
- Dr. Jimmy Lindner – AIAEE Fellow
- Dr. Theresa Murphrey – AIAEE Fellow
- Dr. Gary Briers – AIAEE Senior Fellow
- Dr. Robert Strong – AIAEE Early Achievement
- Dr. Jimmy Lindner – AIAEE Outstanding Leadership
- Dr. Gary Briers – College representative to the university initiative “Strengthening Democracy”
- Dr. Gary Wingenbach – College representative to the university initiative “Strengthening Democracy”
- Dr. Rayfield - selected to serve on the AAAE Teacher Education Standards Committee
- Dr. Alvin Larke - Academic Civil Rights Investigation Committee (ACRIC) College Representative

- Dr. John Rayfield - Outstanding Young Member SRAAAE
- Dr. Deb Dunsford – 2013 Texas A&M AgriLife Conference Award
- Dr. Andy Vestal – 2013 Texas A&M AgriLife Conference Award
- Dr. Kirk Edney – ACTE Vice President of Association for Instructional Materials
- Annie Specht – NACTA Graduate student teaching award
- Dr. Tim Murphy – President AAAE
- Dr. Jack Elliot – invited to the AgriCorps Board of Directors
- Dr. Julie Harlin – COALS and ALEC representative on the provost’s STEM Education Initiative
- Dr. Lori Moore - COALS and ALEC representative on the provost’s STEM Education Initiative
- Dr. Jack Elliot - COALS and ALEC representative on the provost’s STEM Education Initiative
- Three Neuhaus/Shepardson Faculty Development Grants - \$6,000

Undergraduate Programs

(Fall 2013: 1,197 students, 7% increase Fall 2012: 1,110 students)

- Agricultural Science (138 students, +16%)
 - 12 AGSC Students participated as Judge’s Assistants at the 2013 HLSR Ag Mechanics Project Show. On Friday, 3/15/2013, they assisted with unloading and setting up agricultural mechanics projects, and interviewed high school students and their teachers. Saturday was devoted to assisting the judges with the Ag Mechanics Project Show. Students wrote reflections about the experience and posted them to Google Sites as part of their professional portfolio.
 - The preparatory program in COALS leading to recommendation for certification in Texas as a teacher of agricultural science and technology for grades 7-12 saw 55 students to completion. 52 those were undergraduate students and 3 master’s students.
- Agricultural Communications & Journalism (307, -.6%)
 - KAMU Endowment - \$25,000
 - Country Radio Broadcasters Endowment - \$25,000
 - AGCJ faculty were involved in one media training workshops: Texas AgriLife Extension New Agent training.
 - Forty-seven students have been involved in research through the digital media research and development laboratory. Projects involving this lab have included Cox Communications, HLSR, and Rodeo Austin. Data collection sites include University of Arizona, Arizona State University, University of California – San Diego, California State University –Fresno, University of California – Berkeley, and California Polytechnic State University – San Luis Obispo.
 - 32 AGCJ students enrolled in an undergraduate research course. As an outcome of the research course, fourteen students are participating in the undergraduate research program. During 2013, two undergraduate researchers have published peer reviewed articles.
- Agricultural Leadership Development (569, -2.5%) University Studies-Leadership (233, +75%)
 - Minor in Leadership Studies approved for the 2013-2014 academic year.
 - Awarded College of Agriculture and Life Sciences Distance Education grant to develop an online Agricultural Leadership minor program.
 - HLSR - \$5,000 to support the service-learning project of the Dr. Joe Leadership Fellows Private funds secured to develop the program further (\$30,000). Speakers brought in to interact with students. Government officials, private business owners, philanthropic developers, and noted professors.

**Department of Agricultural Leadership, Education, and Communications (ALEC)
Research/Scholarship Accomplishments - 2013**

Productivity

The faculty in ALEC collectively published **96** refereed research publications in leading journals. Our graduate research is most often communicated through conference proceedings and posters. The department faculty reported publishing **76** conference proceedings, and **47** other scholarly publications (posters and abstracts).

Grants, Contracts, and Funding

ALEC faculty reported developing **76** grant proposals for state and local grants and contracts in 2013. There were **48** funded projects awarded to faculty in ALEC, with a total value of **\$733,348** in 2013. Two of our federal grant applications received this message, "Although the peer panel recommended your project be considered for funding, unfortunately, this year's appropriation was insufficient to fund all meritorious applications."

The department, as a whole, is clearly increasing its focus on pursuing external funding through grants and contracts as a proportion of our effort. As grant funding becomes increasingly competitive, we are expanding our search for alternative sources to include contract and development initiatives. Increases in commodity, internal, gifts, and fee based funding were noted in our Research Spreadsheet.

Notable Initiatives

Douglas Perret Starr and Deborah Williams Dunsford published *Working the Story, A Guide to Reporting and News Writing for Journalists and Public Relations Professionals*. Scarecrow Press ISBN: 0810889110

The ALEC **Digital Media Research and Development Laboratory**, launched last year by Dr. Billy McKim, completed contracts with Cox Media Group, Star of Texas Fair and Rodeo, and NC State University.

Dr. Jack Elliot chaired the **ESCOP Social Science Subcommittee** of the Science and Technology Committee, and participated in the NCAC-24 regional planning meetings. Their effort focuses on social science impact assessment of current NIFA efforts.

Dr. Tim Murphy led a team of six ALEC faculty in contributing to a Multistate Research Project, SDC343. "A model for secondary schools agriscience education programs that emphasizes the STEM content in agriculture." Billy McKim participated in WERA 1010: Improving Data Quality from Sample Surveys to foster Agricultural, Community and Development in Rural America. ALEC faculty participate in five multistate research projects.

ALEC had **13** (33% of the college total) Texas A&M University **Undergraduate Research Scholars** -- the College of Agriculture and Life Sciences had 40.

ALEC faculty are hosting the **2014 Southern Region AAAE Conference** (held in conjunction with SAAS) in Dallas, TX., the **2014 Western Region AAAE Conference** in Kona, HI, organizing the research conference for the **2014 National AAAE Conference** in Snowbird, UT, and hosting the **2015 National AAAE Conference** in San Antonio, TX.

Graduate Programs

(155 students 66 Doctoral, 83 Masters, 6 G6)

The Joint Doctoral Program with Texas Tech University (Doc@Distance) inducted a new cohort in August. Currently, the program is recruiting for the Fall 2015 Cohort. Relationships with AgriLife Extension were re-established; the faculty is exploring the possibility of recruiting Extension Leaders from across the Southern Region, and discussing the idea of offering an online Ph.D.

Research productivity among graduate students is steadily increasing, 15 ALEC Graduate students were reimbursed \$11,250 for Conference Travel to present research in Calendar Year 2013. Several graduate students presented paper and posters at annual research conferences, and many were recognized for distinguished efforts in research and scholarship. Tobin Redwine is a co-principal investigator on a USDA-NIFA grant award.

The existing partnership with the TAMU Center for Food Safety continues to provide graduate assistant funding to support communications and marketing efforts.

We had a single TAMU Diversity Fellow in 2012. In 2013, Victor Salazar (MS) and Kasee Smith (PhD) were awarded TAMU Diversity Fellowships. Both began their studies with the department in Fall 2013.

ALEC Research Concerns

The primary concern is that faculty are so committed to addressing the immediate need for teaching (average 39 Classroom Teaching Credits/year) due to the increasing numbers of students (1,197 UG and 155 Graduate) that reaching our scholarship potential has been stymied.

Because ALEC does not have a history of utilizing laboratory space, it is hard for many university officials to understand our rationale for requesting laboratories. Currently, 2 faculty offices and a conference room have been retrofitted for scholarly activities.

Faculty members formal Research Appointments were eliminated in 2013. We're unsure of the impact of this on future research proposals.

Over the past several years, we have established and elevated a research expectation among our graduate assistants and faculty. Much of the recent increase in research productivity (publications, proposals, etc.) can be attributed to elevating the research expectations of our graduate assistants. The "departmentally-funded" assistant's contributions to research productivity have been especially important for our junior faculty. Our graduate assistant master's/doctoral ratio has historically been about **2:1**. **This year it was 1.34:1**. The university's decision to eliminate tuition support for master's students on state funds has impacted our ability to extend competitive offers for highly-qualified master's students. The college's programs to fund tuition for some master's students, are critical in our graduate assistant budget and greatly appreciated.

For 2013, the dedicated graduate student budget remained static at \$103,092. This was leveraged with funds from HLSR graduate funds, state tuition support, grants and contracts, graduate enhancement fee funds, and IEEF. In all, \$432,810 was allocated in support of graduate assistantships, ~\$18,000 less than last year.

From FY '11 through FY '14 the total number of funded student positions increased from 25 to 28. Partially, this is explained by a reduction of the typical Master's Assistantship from 12 to 9 months of support. Departmentally-dedicated funding for assistantships has been augmented by the college programs to fund master's tuition, university fellowship programs, and shifting expenses to external funds. Reductions in external funding, and university support for master's tuition, remain threats.

ALEC Extension Program Highlights - 2013

Leadership Programs

Regional Extension Leadership Programs (RELPL)

Program Basics – TALL, CCLR and SALE-LE programs have worked together in separate regional teams to plan and implement an annual two-day leadership enhancement seminar for our Extension Leadership Alumni in each region. Microsoft Lync regional meetings will be held in January to finalize plans for the upcoming RELP discussing issues/topics, speakers, locations, lodging and fees. The Extension leadership team at each of the regions will be identified to be the lead group in executing the leadership conference for their regions. This Extension program will provide an excellent opportunity for Extension alumni from different programs and classes to interact and collaborate.

Benefit to the Agency – Networking continues to be the number one benefit identified by the TALL alumni and this Extension program creates additional opportunities for outreach and settings to meet another sphere of leaders in each Extension region. In addition, this concept will be an important vehicle for our regional leadership team to meet and establish additional relationships with key leaders and kingmakers in their respective regions.

V. G. Young Institute of County Government

Program Basics –Through its educational programs, in 2013 the Institute trained 1,331 county judges, commissioners, clerks, tax assessor-collectors, human resources professionals and staff through its annual Schools and online courses. Also in 2013, the Institute's Commissioners Court Leadership Academy began its fifth class with sixteen commissioners court members. This two-year program enhances county judges and commissioners' ability to lead their counties and effectively advocate for county issues at the local, state and federal levels of government.

Benefit to the Agency – The V. G. Young Institute of County Government meets the educational needs of county officials by anticipating, identifying and addressing the challenges and opportunities faced by Texas county government. Institute events attract a large portion of county officials from all areas of the state and are recognized as the premiere source of accurate and timely information from highly respected speakers. These programs are important in keeping connections for current and future funding by our local partners.

Organizational Development Unit

Extension Foundations

Program Basics – As a part of the strategy to onboard new Agents and Specialists, Organizational Development offers Extension Foundations semi-yearly to provide orientation topics. Additionally, the Unit coordinates two 4-H 101 sessions to assist Agents in managing the complexities of 4-H Livestock and FCS projects. There were Foundations sessions offered in April and in November 2013, involving 88 new employees in the weeklong events. An evaluation of the event indicates that participants increased their knowledge level on the key concepts taught by over 31%. The topics showing the highest change in Post versus Pre session scores were:

- Engaging Volunteers in Programs – 33.1%
- Branding and Marketing Extension – 32.9%
- The Structure of Texas A&M AgriLife Extension – 32.6%

Program Excellence Academy

Program Basics –The Program Excellence Academy is an in-depth training course designed to enhance the competency of Agents in Program Development. The course is a two-part, 9 day event that covers all phases and steps of the Texas A&M AgriLife Extension Service Program Development Model. The program utilizes numerous agency personnel and also faculty from ALEC, AgriLife Communications, AgriLife IT, and other departments to conduct the program. In November, a cohort of 44 CEAs completed the second session and graduated from the Academy. Participants are evaluated on the total program, and results from the evaluation are below. Participants report an increased knowledge level on the key concepts taught by over 20%. The topics showing the highest change in Post versus Pre session scores were:

- Evaluation Tools and Resources – 27.5%
- Learning and Personality Styles – 26.5%
- Interpreting Extension Program Impacts to Stakeholders – 24.6%

Additionally, participants were asked about their intentions to adopt certain key practices related to Program Development. The average response was over 88% intentions to adopt/use the tools provided. All nine practices showed over 80% of participants intend to adopt/use the tools provided.

Benefit to Employees – Onboarding efforts allow employees to receive the information needed to succeed in their new careers, in a consistent and concise manner. Past evaluations show that these sessions increase the basic knowledge, and lead to adoption of best practices related to program development and delivery.

Benefit to the Agency – Employees who are on-boarded in a strategic manner are much more confident in their abilities to succeed. Confident and trained employees lead to increase satisfaction and retention, which is an economic benefit to the agency.

Common Evaluation Indicators

Program Basics – Working cooperatively, the ANR RPDs and Extension Program Evaluation Specialist revised the ANR regional scan forms for 2013. The forms capture Level 2 impacts such as change in understanding, intentions to adopt, and an estimate of anticipated economic impact on a per acre or per livestock head basis. Surveys from 6,806 participants, collected at 209 ANR program events, have been processed thus far through the 4th quarter. Aggregated responses from these participants revealed they manage 237,664 head of livestock and 7,383,561 acres, and reported a total of \$37,332,279 in anticipated economic benefit with future application of the information/best management practices/new technologies covered during the program event.

Benefit to Employees – Agents can create custom evaluation instruments to meet their individual needs yet still contribute to regional and statewide reporting of impacts via selection of applicable common indicators.

Benefit to the Agency – Scan forms allows for the aggregation and reporting of evaluation data from multiple programs across multiple counties that address the same issue – substantially enhancing Extension’s ability to demonstrate regional and statewide impacts.

Customer Satisfaction Reporting – Required Counties

Program Basics – Fifty-two (52) randomly selected counties are required to submit customer satisfaction results for FY12 and FY13. A county satisfies the requirement for the fiscal year when an agent uses one of the agency’s official forms for collecting customer satisfaction data for at least one program event in the fiscal year and submits the forms to Organizational Development for processing. FY13 final totals are in the table below.

Required counties reporting (of 52)	Non-required counties reporting (of 202)	Number forms processed	Customer Satisfaction Index	Overall satisfaction with activity	% anticipating economic benefit (a program goal)	% anticipating economic benefit (all programs)
51	113	18,071	4.58	4.55	71.1%	62.2%

Benefit to Employees – Extension educators in required counties received feedback, via customer satisfaction results, to determine if their programs are meeting customer expectations, to monitor performance, improve future programmatic efforts, and demonstrate program effectiveness to local stakeholders.

Benefit to the Agency – Customer satisfaction results, aggregated to agency level, are reported to the state via the LBB as a mandated performance measure for the agency including the customer satisfaction index – an aggregation of 6 individual customer satisfaction measures using required counties only. The index for FY13 was 4.58 (out of 5.0 possible) – slightly lower than 4.59 for FY12. Full compliance and high customer satisfaction ratings help justifying Extension’s continued funding levels.

TexasData Portal

Program Basics – During 2013, TexasData, the new evaluation and accountability portal was launched. This portal will be the central entry point for all evaluation and accountability databases and resources for the agency. Currently, the portal houses four active sites. These include the Extension Planning Groups database, the Issue ID database, web stats data, and TexasInfo. Other sites to be included in this portal include TExAS Version 4, and all evaluation databases.

Benefit to Employees – TexasData will provide a single sign-on option for employees to enter and access all evaluation and accountability data.

Benefit to the Agency – TexasData will provide a single location for all agency evaluation and accountability data. Faculty, staff, and administration will be able to login and use data as needed for various purposes.

Other Notable Accomplishments

Awards and Recognition

- Dr. Scott Cummings received the Award for Sustained Evaluation in Extension from the American Evaluation Association.
- Dr. Jeff Ripley received a Texas A&M AgriLife Extension Service Superior Service Award in the Extension Specialist category.
- Dr. Jeff Ripley received a Texas A&M AgriLife Extension Service Superior Service Award in the Team category.
- Mr. Paul Pope received a Texas A&M AgriLife Extension Service Superior Service Award in the Team category.

Leadership Positions

- Dr. Scott Cummings served as the President-Elect for the National Association of Extension Program and Staff Development Professionals. He assumed the role as President for 2014.
- Dr. Scott Cummings was appointed to the Texas A&M University IRB.

Department of Agricultural Leadership, Education, and Communications
 Merit Criteria, Factors, and Weights
 March 1, 2010

*Current
 Attach C*

Research (70%)

1. Refereed Research Publications in Leading Journals in the Field (Z-score x 5)
2. Refereed Research Publications in other Journals in the Field or other Discipline (Z-score x 3)
3. Non-research Based Refereed Publications in Leading Journals in the Field (Z-score x 2)
4. Non-research Based Refereed Publications in other Journals in the Field or other Discipline (Z-score x 1)
5. Books/Book Chapters (Z-score x 1)
6. Conference Proceedings (Z-score x 1)
7. Other Scholarly Publications (Z-score x .5)
8. Scholarly Award/Recognition/Impact (Z-score x 1)
9. # Local/State Grant Proposals Submitted (Z-score x .25)
10. # National Competitive Grant Proposals Submitted (Z-score x .75)
11. # Grants Received (Z-score x 1.5)
12. Grant \$ Received [portion attributed to you - under your control - contributes to department] (Z-score x 5)

note: 9-12 will be provided by Tanya - meaning she is our lead grant staff person and what she has on record will become our financial report

Teaching (20%)

1. Weighted Student Credit Hours (Z-score x 3.5)
2. Compliance Load (Z-score x 3.5)
3. Course generated fees (Z-score x 3.5)
4. Teaching Evaluations (Z-score x 2)
5. Teaching Awards/ Recognition (Z-score x 1)
6. MS-Chair (Z-score x 2)
7. MS-Member (Z-score x .5)
8. MAG/MED-Chair (Z-score x .75)
9. MAG/MED-Member (Z-score x .25)
10. Doctoral Chair (Z-score x 3)
11. Doctoral Member (Z-score x 1)
12. Club Advisor (Z-score x 1)

Service (10%)

1. Department Leadership/Service (Z-score x 3)
2. College Leadership/Service (Z-score x 4)
3. University Leadership/Service (Z-score x 5)
4. Professional Association Leadership/Service (Z-score x 5)
5. Editor or Editorial Board (Z-score x 5)

- Step 1: Calculate Z-scores from the raw data
- Step 2: Multiply by the factor in parenthesis (note: total factor values must be equal among the 3 areas [e.g., in this case the total is 22 {i.e., Service factor values 3+4+5+5+5=22; Teaching factor value totals = 22; Research factor value totals = 22}])
- Step 3: Sum items in each of the three areas (i.e., research, teaching, and service)
- Step 4: Multiply by the respective weights assigned to each area (i.e., research - 70%, teaching 20%, and service 10%)
- Step 5: Sum a total for each faculty
- Step 6: Rank faculty according to their total score
- Step 7: Department Head will use this information as the main influence for merit. The Department Head will use collegiality and other more qualitative attributes to make minor adjustments to merit.

Department of Agricultural Leadership, Education, and Communications
 Merit Criteria, Factors, and Weights
 March 1, 2010
 edited January 16, 2014

*Proposed
 Attach D*

Research (70%)

1. Refereed Technical/Scientific Journal Publications (Z-score x 5)
2. Non-refereed Journal Publications (e.g., editorials, teaching tips, book reviews, commentaries, etc.) . (Z-score x .75)
3. Books/Book Chapters (Z-score x 2)
4. Refereed Abstracts (Z-score x 2)
5. Refereed Posters (Z-score x 1)
6. Grant & Contract Reports (including CRIS) (Z-score x 1)
7. Research Conference Presentations (Z-score x 1)
8. Other Scholarly Publications (e.g., technical reports/bulletins, popular press articles, software, etc.) . (Z-score x .75)
9. Scholarly Award/Recognition/Impact (e.g., invited publications/expertise, tech. transfer, products, etc.) (Z-score x 1)
10. # Local/State Grant Proposals Submitted (Z-score x .25)
11. # National Competitive Grant Proposals Submitted (Z-score x .75)
12. # Grants Received (Z-score x 1.5)
13. Grant \$ Received [portion attributed to you - under your control - contributes to department] (Z-score x 5)

note: 9-12 will be provided by Tanya - meaning she is our lead grant staff person and what she has on record will become our financial report

Teaching (20%)

1. Weighted Student Credit Hours (Z-score x 6)
2. Compliance Load (Z-score x 3.5)
3. Undergraduate Research Scholars (Z-score x 1)
4. Teaching Evaluations (Z-score x 2)
5. Teaching Awards/ Recognition (Z-score x 1)
6. MS-Chair (Z-score x 2)
7. MS-Member (Z-score x .5)
8. MAG/MED-Chair (Z-score x .75)
9. MAG/MED-Member (Z-score x .25)
10. Doctoral Chair (Z-score x 3)
11. Doctoral Member (Z-score x 1)
12. Club Advisor (Z-score x 1)

Service (10%)

1. Department Leadership/Service (Z-score x 3)
2. College Leadership/Service (Z-score x 4)
3. University Leadership/Service (Z-score x 5)
4. Professional Association Leadership/Service (Z-score x 5)
5. Editor or Editorial Board (Z-score x 5)

- Step 1: Calculate Z-scores from the raw data
- Step 2: Multiply by the factor in parenthesis (note: total factor values must be equal among the 3 areas [e.g., in this case the total is 22 {i.e., Service factor values 3+4+5+5+5=22; Teaching factor value totals = 22; Research factor value totals = 22}])
- Step 3: Sum items in each of the three areas (i.e., research, teaching, and service)
- Step 4: Multiply by the respective weights assigned to each area (i.e., research - 70%, teaching 20%, and service 10%)
- Step 5: Sum a total for each faculty
- Step 6: Rank faculty according to their total score
- Step 7: Department Head will use this information as the main influence for merit. The Department Head will use collegiality and other more qualitative attributes to make minor adjustments to merit.

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1. Refereed Research Publications in Leading Journals in the Field (Z-score x 5)
2. Refereed Research Publications in other Journals in the Field or other Discipline (Z-score x 3)
3. Non-research Based Refereed Publications in Leading Journals in the Field (Z-score x 2)
4. Non-research Based Refereed Publications in other Journals in the Field or other Discipline (Z-score x 1)
5. Books/Book Chapters (Z-score x 1)
6. Conference Proceedings (Z-score x 1)
7. Other Scholarly Publications (Z-score x .5)
8. Scholarly Award/Recognition/Impact (Z-score x 1)

Please return this to Dr. Elliot by January 21

Upon conferring with the P&T Chair, a list of appropriate items for each of these 8 categories will be sent to you.

Please circle the appropriate number from the ALEC Merit Criteria, Factors, and Weights categories for each example. There are cells on the back side of this page that you are to use for items not listed.

1 2 3 4 5 6 7 8	AIAEE paper presentation abstracts published in JIAEE
1 2 3 4 5 6 7 8	online conference proceedings (full papers only)
1 2 3 4 5 6 7 8	online conference proceedings (abstracts)
1 2 3 4 5 6 7 8	research conference presentations
1 2 3 4 5 6 7 8	invited journal articles
1 2 3 4 5 6 7 8	research posters
1 2 3 4 5 6 7 8	innovation posters
1 2 3 4 5 6 7 8	AIAEE poster abstracts published in JIAEE
1 2 3 4 5 6 7 8	poster abstracts
1 2 3 4 5 6 7 8	ALE roundtables
1 2 3 4 5 6 7 8	ALE educator workshops
1 2 3 4 5 6 7 8	SAAS Ag Comm professional development sessions
1 2 3 4 5 6 7 8	articles in The Agricultural Education Magazine
1 2 3 4 5 6 7 8	trade journal articles
1 2 3 4 5 6 7 8	newsletter articles
1 2 3 4 5 6 7 8	book reviews
1 2 3 4 5 6 7 8	White papers (e.g., ALEC, COALS, TAMU, AAAE, ALE, ESCOP, etc.)
1 2 3 4 5 6 7 8	scientific/technical reports
1 2 3 4 5 6 7 8	websites, software, research-based products
1 2 3 4 5 6 7 8	professional development articles (Journal of Applied Communication)
1 2 3 4 5 6 7 8	commentary articles (Journal of Applied Communication)

APR - 2013

1. Please schedule your APR this week with Elke. Everyone (faculty and advisors) is to be scheduled by January 24. Staff will be reviewed later this spring.
 - a. Dates include (times vary): February 10, 11, 12, 13, 14, 20, 21, 24, 26, 27, & 28.
2. Verify the accuracy of your AIMS data by using the discrepancy form at the bottom of the AIMS entry page or by editing your values.
 - a. Final edits and adjustments must be completed by February 4.
 - b. The final merit report will be run on February 5.
 - c. A list of appropriate items for each of the Merit Criteria will be provided to you by January 24. If you have questions, please direct your questions to the P&T Chair.
 - d. If your grant(s) and other resources are not managed by ALEC, please provide Tanya with documentation that clearly identifies the percentage (and dollar amount/year) of your responsibility to that project.
3. Three days prior to your 2013 APR:
 - a. Send Elke and me:
 - i. your vitae (with the pertinent 2013 parts highlighted) or the ALEC Faculty Achievement Report
 - ii. Research agenda/conceptual or theoretical framework
 - iii. 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).
 - iv. position description (the one in great jobs - obtain from Kenny)
 - v. and your plan of work or goals for 2013 and beyond.
 - b. For early career personnel please provide me with the names of your internal and external mentors and bring your updated professional growth time line/goals (for those who did that last year, simply update your document).
4. During your APR:
 - a. We will look at:
 - i. Your research agenda/framework (be ready to share how you use this in your work with graduate students, research, teaching, and engagement)
 - ii. CV - Please bring refereed documents and/or web locations of your key scholarship documents.
 - iii. impact statement(s)
 - iv. research skill set, and research topical areas on your faculty page on our web site.
 - v. We will review your position description and plans for the future.
 - vi. We will create a draft of your APR letter after we review the AIMS.

FACULTY ACHIEVEMENT REPORT
COLLEGE OF AGRICULTURE AND LIFE SCIENCES
 Department of Agricultural Leadership, Education, and Communications

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

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

- I. Name: _____
- A. Rank: _____
- B. Unit: Department of Agricultural Leadership, Education, and Communications
- C. Date: 16 January 2014
- D. Date of appointment or last promotion (whichever is later): _____

II. Position description (from Great Jobs):

III. Report of activities for the evaluation period (January 1 – December 31, 2013).

A. Research (please include your conceptual or theoretical framework for your programmatic research/scholarly program):

1. Documentation of research and other scholarly activity.

a. Publications (list chronologically within each of the following subsections):

i. Refereed Technical/Scientific Journal Publications:

ii. Non-refereed Journal Publications (e.g., editorials, teaching tips, book reviews, commentaries, etc.):

iii. Book chapters and book editing:

iv. Refereed Abstracts:

v. Refereed Posters:

vi. Grant & Contract Reports (including CRIS):

vii. Research Conference Presentations:

viii. Other Scholarly Publications (e.g., technical reports, popular press articles, research application bulletins, textbooks, educational software, and teaching materials, etc.):

ix. Scholarly Award/Recognition/Impact (e.g., awards, invited publications/expertise, tech. transfer, products, etc.)

2. Development of extramural funding activities:

a. List current or recent research project(s) by IRB number, title and duration.

b. Acquisition of research funds:

i. External Funding Sources:

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

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

ii. Internal Funding Sources:

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

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

3. Participation in scientific meetings, invited seminars and related activities:

4. Peer recognition, awards, and commendations:

5. Solicitation of scientific expertise:

B. Teaching:

1. Undergraduate courses (both fixed and variable credit) 2014.

Semesters	Courses	<i>n</i>	Rating
Spring			
Summer			
Fall			

2. Graduate courses (both fixed and variable credit) 2014.

Semesters	Courses	<i>n</i>	Rating
Spring			
Summer			
Fall			

4. Teaching improvement activities (short courses, seminars, etc.).

a. Evidence of effective student learning:

b. Creativity in programmatic development:

c. Professional peer evaluation:

d. Formal teaching recognition:

e. Self-evaluation of teaching:

5. Student advising and mentoring:

a. Advisor to University undergraduate fellows (XX).

b. Advisor to undergraduate students (XX).

- c. Direction of graduate students (list number for the period: note only those with an approved degree plan are to be included).

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

- d. Graduate students receiving degrees for which you were major professor. List name, type of degree, and thesis or dissertation title:
- e. Advisor to unassigned graduate students (~X/year).

C. Service activities: continuing education, extension or international:

1. Type of activity and role of individual.

a. Departmental:

b. College or University:

c. Community or state-wide resource or leadership activities:

d. Contributions to government, industry or commerce:

e. International Involvement:

2. Professional, scientific, and honor society activities (membership type, committees, etc.):

a. Contributions to professional disciplines (officer, leader, etc.):

IV. Honors and awards received:

V. ALEC **Public Value Statements** (How does ALEC serve the public interest? Select one or more public value statements and list your impacts below them.):

- ALEC prepares critical thinkers and lifelong learners, as it nurtures its graduates and faculty to derive answers and solve local, national, and global problems.
- ALEC creates an understanding of global cultures and conditions, developing global ready graduates with increased marketability in the workforce.
- ALEC develops cultural skills, establishes networking, and increases agricultural knowledge and understanding of others with an increased capacity to work effectively with clients and colleagues in local to international settings.
- ALEC listens to experts and involves community partners to identify knowledge, issues, problems, and needs. The information is synthesized and utilized in meaningful discussions that lead to sustainable solutions for communities.
- ALEC supports agricultural science and technology research and its dissemination. This support is illustrated within secondary school programs of agricultural education where middle and high school students in agricultural science receive instruction in the science and technology of agricultural production, food provision, conservation, and preservation of natural resources. These educational efforts benefit society by reducing hunger, improving human health and well-being, and conserving natural environments.
- ALEC graduates and faculty involved in international agricultural development serve as positive ambassadors from the United States; more importantly, they assist developing countries in increasing their standards of living and improving economic well-being.
- ALEC utilizes technology-enhanced instruction so that place-bound professionals can access and participate in educational programs. This instruction results in lower costs for students seeking degrees in their fields of study and

allows in-service professionals to continue their education and obtain degrees while maintaining their employment and contributions to local communities and economies.

8. ALEC plans, delivers, and assesses community programs and educational efforts. Community programs improve, thus encouraging and facilitating more effective decision-making and problem solving within these communities. These programs results in increased economic development and an enhanced quality of life for the communities served.
 9. ALEC leadership education graduates and faculty increase team performance in workplaces. Stronger teams mean reaching goals and objectives more efficiently and effectively.
 10. ALEC agricultural communications and journalism graduates and faculty inform citizens with timely and accurate messages about issues in agriculture, food, and natural resources. An informed society results in better decision-making and improved problem solving.
 11. ALEC prepares teachers of agricultural science equipped with the knowledge and understandings, skills and abilities, and motivation and attitudes to plan, develop, deliver, and evaluate educational programs in agricultural science for youth. Youth, then, are equipped more fully to enter the workforce or to engage in higher education in agriculture and other related sciences and technologies.
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Plan of Work for 201X:

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