

**AGENDA**  
**Faculty Meeting**  
**Thursday, May 26, 2016**  
**Noon – 2:00 p.m.**  
**129 AGLS**

**Welcome/Announcements**

Dr. Elliot welcomed group.

Drs. Briers, Pina, Elbert and Odom are joining us via WebEx.

Congratulations to Dr. Robert Strong and Dr. Jen Strong who received notification that they have been promoted to Associate Professor With Tenure effective September 1, 2016.

Dr. McKim gave an update on new space and distributed a floorplan (**Attachment A**). We will have two rooms. The first floor is already completed so no major changes can be made. The fix for us was to use an alternate flooring. Major issue is insulation. The room designated “TV Studio” will actually also be a state of the art multimedia room.

**Development Funds**

Dr. Elliot distributed **ALEC Development Accounts** (**Attachment B**) which lists account numbers, account names, cash available, and annual cash additions for (1) Agricultural Communications and Journalism, (2) Agricultural Leadership, and (3) Department of Agricultural Leadership, Education, and Communications. Several examples of how Agricultural Communications and Journalism were shared. Dr. Elliot also shared the uses for each of the accounts.

This report will be added to the agenda for future departmental meetings.

A call for questions or concerns was made and several faculty made comments.

**New Faculty Positions**

Dr. Elliot distributed a document (**Attachment C**) concerning faculty position requests. The framework he used was from the National Academy of Sciences. He also distributed (**Attachment D**) which is a program area alignment table.

Much discussion ensued. Changes were implemented to the first two pages. Paragraph summaries were not changed. Dr. Elliot proposed the three areas of Education, Media, and Social Movements to help show a fit. Are these the right categories? Dr. Dooley suggested that we spread how we fit across into an organizational model. We need to be thinking outside our discipline. We currently have seven position requests. We need to get something to the 5<sup>th</sup> floor. Dr. Dooley commented that this might not be a good time with all that is going on – searching for two department heads, etc. Dr. Elliot said that he would like to get a revision of

the requests submitted before June 3<sup>rd</sup>. He also asked for volunteers to take on the job. Edney, Dooley, Lindner, Hanagriff agreed to work on update.

Positions need to be a blend of teaching and research. Three functions are:

1. Model we fit in
2. Prioritize as it fits model
3. Find faculty fit

Review at next meeting.

A final call for questions or concerns was made. Dr. Elliot thanked the volunteers.

### APR

Review is scheduled for April 2-5, 2017.

### REVIEW TEAM

	<p>M. Susie Whittington – CHAIR Professor Department of Agricultural Communication, Education, and Leadership The Ohio State University 208C Agricultural Administration Bldg. 2120 Fyffe Road Columbus, OH 43210</p> <p>Phone: 614-292-6321 Email: <a href="mailto:whittington.1@osu.edu">whittington.1@osu.edu</a></p>
	<p>Michael Newman Professor School of Human Sciences College of Agriculture and Life Sciences Mississippi State University Mississippi State, MS 39762</p> <p>Phone: 662-325-2950 Email: <a href="mailto:mnewman@humansci.msstate.edu">mnewman@humansci.msstate.edu</a></p>
	<p>Traci Irani Director UF/IFAS Center for Public Issues Education 121E Bryant Hall P.O. Box 112060 Gainesville, FL 32611</p> <p>Phone: 352-273-2588 Email: <a href="mailto:irani@ufl.edu">irani@ufl.edu</a></p>

	<p>Robert Birkenholz Professor Agricultural Communication, Education, and Leadership Ohio State University Columbus, OH 43210</p> <p>Phone: 614-292-8921 Email: birkenholz.1@osu.edu</p>
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Call for nominees was made at the Faculty Meeting on Thursday, December 10, 2015.

“The deadline for submitting Review Team nominees has been extended to February 1, 2016. Please send your top 10 rankings to Debbie by January 8. We will go over our proposed list at the January 11, 2016 meeting. “

Potential Reviewers List for Voting ([Attachment E](#))

Faculty Vote Results Submitted to DOF ([Attachment F](#))

Drs. Bowen and Balschweid were contacted but declined.

### **Climate Update**

College has asked departments to improve climate. Professors were asked to stay after the last monthly departmental meeting to discuss path we should take ([Attachment G](#)) to achieve this. All professors agreed to move forward to improve ALEC climate. The next meeting will be Thursday, June 2. Dr. Sams will be in attendance for the first part of the meeting to clarify the college's charge.

Dr. Lindner asked if Dr. Elliot would share the college climate report. Dr. Elliot said he did not have a copy. Several said that it was on line.

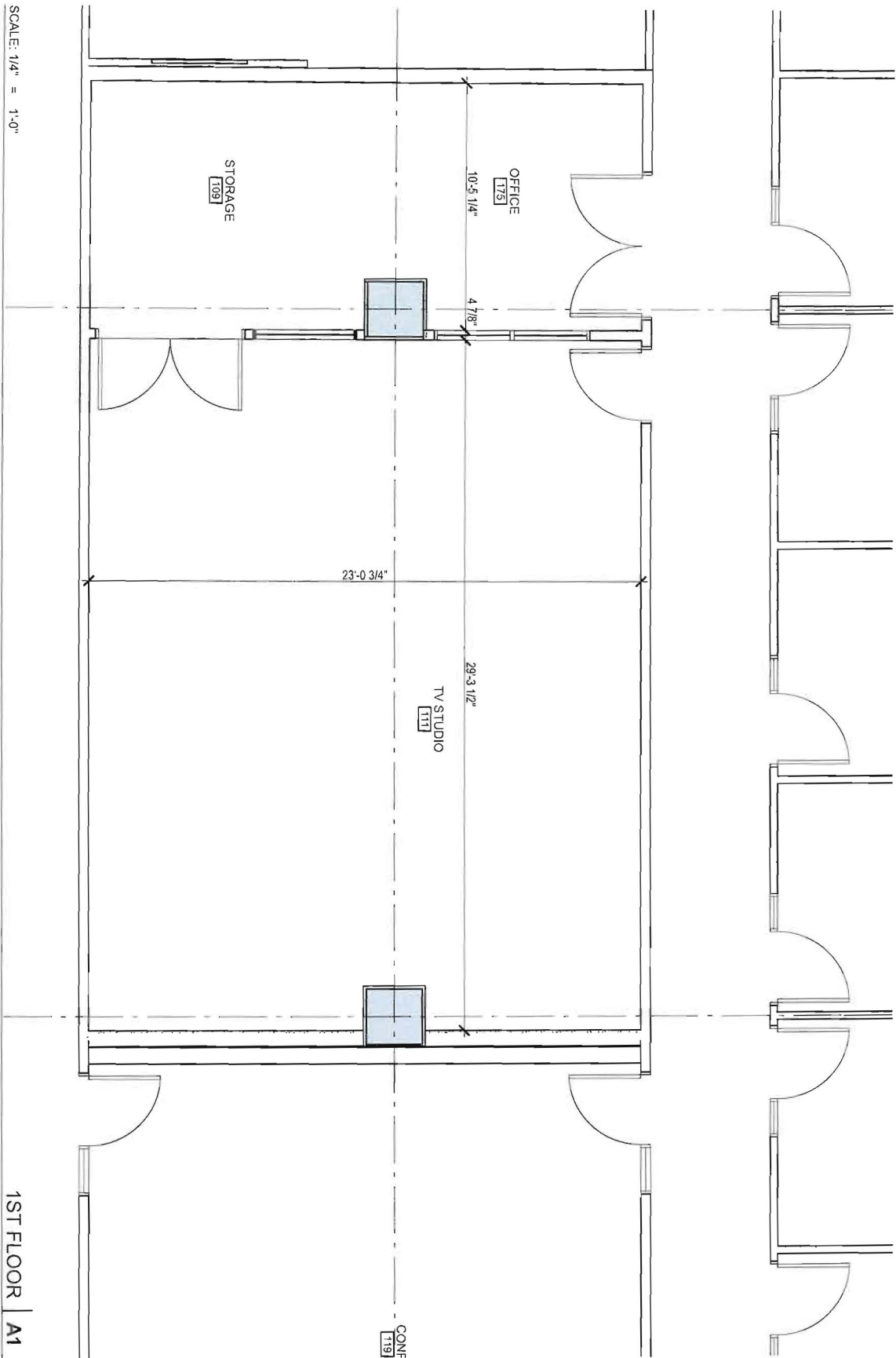
At the next meeting, faculty will decide to keep, cull, modify or add to the following ([Attachment H](#)).

- Trust
- Confidence, clarity and consistency in processes/people
- Transparency
- Communication
- Respect

Additional handouts were distributed ([Attachments I, J, K, L, M, N](#)).

Call for comments or discussion.

H





# ALEC Development Accounts

## Agricultural Communications & Journalism

Account #	Account Name	Cash Available (as of April 30, 2016)	Annual Cash Accrual
57192	Thomas L. Curl Endowed Fund for Excellence in Agricultural Journalism	\$14,900	~\$2,000
57206	Endowed Fund for Excellence in Ag Journalism	\$33,300	~\$3,400
58137	Dr. Frank W. Sheppard, Jr. '47 KAMU Student Learning Fund	\$2,000	~\$1,200

## Agricultural Leadership

Account #	Account Name	Cash Available (as of April 30, 2016)	Annual Cash Accrual
57466	Endowed Fund for Excellence in Ag Development	\$52,400	~\$4,000
57790	COADC Dr. Joe D. Townsend '67 ALEC Leadership Fellows Fund	\$43,800	~\$14,600
58142	Ty '03 and Ebony Warren Agricultural Leadership and Development Excellence Endowment	\$17,600	~\$1,2100
57872	The Katie Scott & Dr. Chris Townsend Leadership Excellence Fund ( <i>only used for USAL-ALED</i> )	\$658.67	0

## Department of Agricultural Leadership, Education & Communications

Account #	Account Name	Cash Available (as of April 30, 2016)	Annual Cash Accrual
57220	Department of Agricultural Education Fund for Excellence	\$4,600	~\$620
73698	Agricultural Leadership, Education & Communications Department Excellence Fund ( <i>administered by ALEC staff</i> )	\$9,500	0

2016 Agricultural Leadership, Education, and Communications (ALEC) Faculty Position Requests  
 Establishing a “Social Impact Assessment” Initiative

According to the recent National Academy of Sciences: A Framework for Assessing Effects of the Food System report, the U. S. food system is embedded with a diverse, ever-changing, and broader economic, biophysical, and sociopolitical context (see Figure 1). Food system decisions are made every day that affect production, human and animal health, and the environment. Unexpected consequences such as effects on food accessibility, affordability, and acceptance; adoption of new technology; land use; employment; labor conditions; local economies; etc. occur and are poorly understood, not researched in most colleges of agriculture, and are critical when making key agricultural decisions. The report adds that little research has been undertaken that explores the complexity of the food system. In fact, the report challenges the reader to move beyond a narrow approach that misses the important interconnections of this complex process. Capturing the full set of food system impacts is the outcome or goal of establishing a “social impact assessment” initiative with a cluster hire of three to seven faculty.

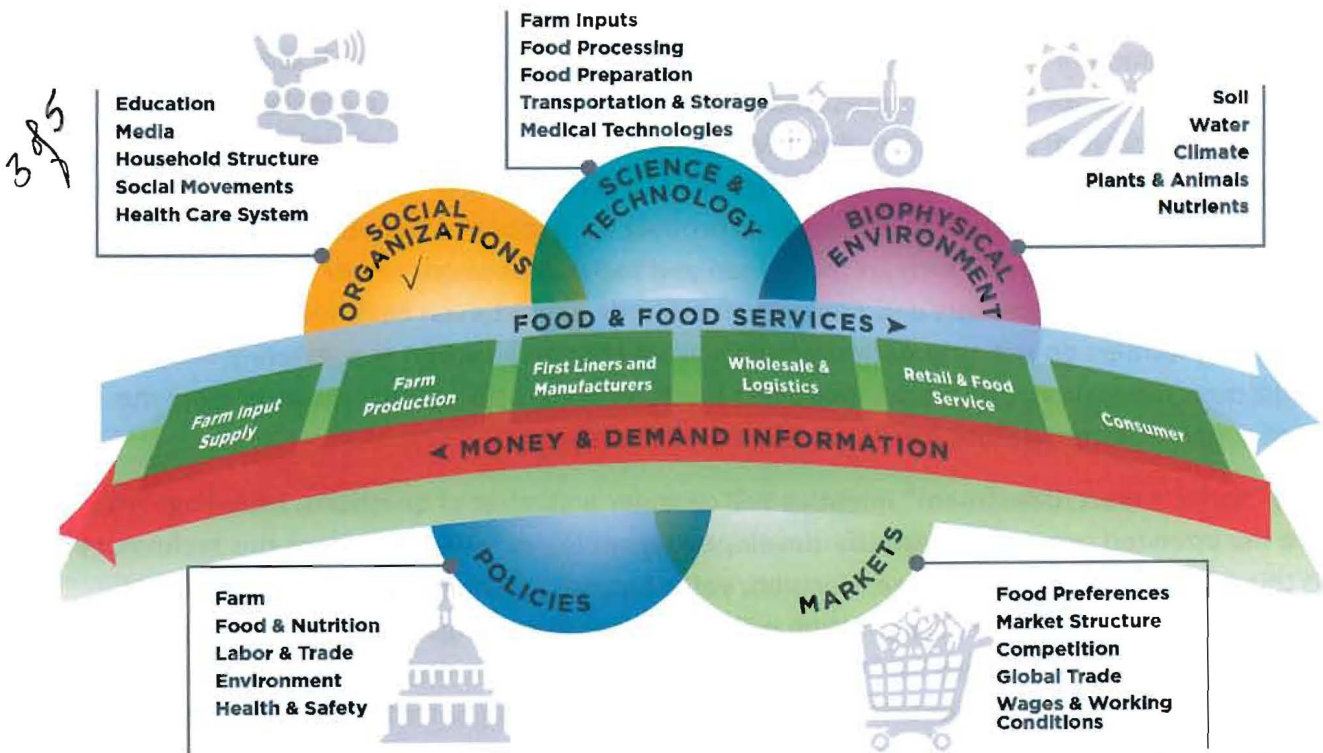
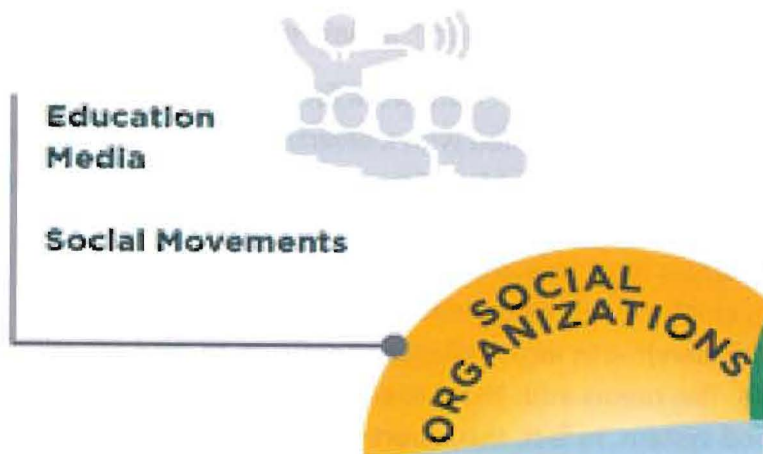


Figure 1 From the National Academy of Sciences: A Framework for Assessing Effects of the Food System - Links between the food supply chain and the larger biophysical and social/institutional context.

If implemented by the Texas A&M College of Agriculture and Life Sciences and Texas A&M AgriLife Research and Extension, the “social impact assessment” initiative would address education, media, and social movements identified in Figure 1 within the Social Organizations section of the framework (see Figure 2).



*Figure 2 The Social Impact Assessment Initiative with the Department of Agricultural Leadership, Education, and Communications will enhance the current research conducted within Texas A&M College of Agriculture and Life Sciences and Texas A&M AgriLife Research and Extension by addressing these three social organization components: education, media, and social movements.*

With the addition of a “Social Impact Assessment” Initiative current research attempts will be able to elicit a comprehensive process that propose a new way to solve a problem or that represent an array of potential solutions. Moreover, most solutions are almost always of a technological nature, which do not derive from an understanding of social systems and human behavior. The outcome of research may be a product OR a process. Examples of some vexing paradoxes that require research on the human and social dimensions rather than technological fixes include: food processors and preparers frequently neglect even basic food safety practices; farmers do not automatically switch production to a carbon sequestering cultivar; consumers often do not select the healthiest foods on the grocery shelf; and, increasing the food supply does not ensure food security or feed the hungry.

The “Social Impact Assessment” Initiative will consider a number of questions, including: Who are the intended users of our AgriLife-developed technologies? Who will adopt this technology? Is this a farmer decision, consumer decision, voter decision, manufacturer decision? Whose behavior needs/is going to change? Who will implement this change? And what are the implications of these changes for individuals, communities, institutions, governments, and social systems? Involving scientists from the “Social Impact Assessment” Initiative during all phases of AgriLife research will ensure a more comprehensive and realistic solution.”

Based on the Framework for Assessing Effects of the Food System the new faculty requests are categorized within the three social organization components: education, media, and social movements.

1. Education
  - a. Assistant Professor, Educator Preparation
  - b. Assistant Professor, Educational Outreach
2. Media
  - a. Assistant Professor, Media Law (partnership with Law School and /or AgriLife)
  - b. Assistant Professor, Technology-Enhanced Instruction
3. Social Movements
  - a. Assistant Professor, Youth Development
  - b. Assistant Professor, International Agriculture Development
  - c. Assistant Professor, Agricultural Assessment

### **Educator Preparation**

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

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

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

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

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

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

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

Technology that drives changes in how audiences receive, review and use information make the legal aspects of producing and distributing information almost daunting. Keeping up with technological changes, the laws that govern the use of that technology from a media standpoint is critical. This position would research, teach, and provide service to the Texas A&M System, focusing in the area of what is broadly called media law. Print, broadcast, social media, rights to music, images, and related content area topics with emphasis on copyright law, first amendment rights, trademarks, and ethics (including libel and slander) would all fall under the role of this position. The grand challenges seek to



change the world. This position would help us make that change and communicate the information produced without some of the pitfalls that new media and new delivery methods can cause.

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

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

### **Technology Enhanced Instruction**

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

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

### **Youth Development**

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

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

### **International Agriculture Development**

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

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

### **Agricultural Assessment**

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

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

## PROGAM AREA ALIGNMENT

NAME	Education EXED	Education AGSC	Media AGCJ	Social MovementsAL ED/USAL	Social Movements INTL AG
Andrews	1			2	
Beevers			1		
Boleman	1				
Boyd	2			1	
Briers		1			2
Cadena	2	1			2
Chilek	1				
Clement					1
Coppernoll	1			2	
Cummings	1				
Dooley				1	2
Dromgoole	1				
Dunsford			1		
Edney		1			2
Elbert				1	2
Elliot		2	2		1
Hancock		1			
Hanagriff		1			2
Harlin				1	2
Leggette/Archer			1		
Lindner				1	2
Mazurkiewicz	1				2
McKim			1		
Moore		2		1	2
Murphrey				1	2
Murphy		1			
Odom				1	
Patil				1	
Pina				2	1
Rayfield	2	1			
Redwine			1		2
Rutherford			1		2
Shackelford	1				
Stavinoha				1	
Strong J				1	
Strong R				1	2
Turner				1	
Vestal	1				
Wingenbach				2	1

	D	E	F	G	H
4	LN	FN	Location	Rank 1 through 10)	Nominate 8 to 10
5	Whittington	Susie	Ohio	89	Proposed chair and alternate indicated
6	Graham	Donna	Arkansas	100	
7	Edwards	Craig	Oklahoma	111	
8	Newman	Michael	Mississippi	111	
9	Cheek	Jimmy	Tennessee	112	
:	Hoover	Tracy	Pennsylvania	114	
;	Flowers	Jim	North Carolina	121	
<	Bowen	Blannie	Pennsylvania	123	
43	Croom	Barry	Oregon	125	
44	Place	Nick	Florida	126	
45	Balschweid	Mark	Nebraska	128	
46	Barrick	Kirby	Florida	130	
47	Osborne	Ed	Florida	130	
48	Terry	Rob	Oklahoma	131	
49	Birkenholz	Robert	Ohio	132	
4:	Fritz	Susan	Nebraska	133	
4;	Telg	Ricky	Florida	134	
4<	Stephens	Carrie	Tennessee	135	
53	Wardlow	George	Arkansas	135	
54	Dillman	Don	Washington	136	
55	Martin	Linda	Ohio	136	
56	Irani	Traci	Florida	137	
57	Torres	Bobby	Arizona	138	
58	Edgar	Leslie	Arkansas	139	
59	Kirby	Barbara	North Carolina	140	
5:	Seevers	Brenda	New Mexico	142	
5;	Roberts	Grady	Florida	143	
5<	Rudd	Rick	Virginia	144	
63	Cross	Tim	Tennessee	145	
64	Swanson	Louis	Colorado	145	
65	Ball	Anna	Missouri	150	
66	Rodgers	Michelle	Delaware	150	
67	Clark	Richard	Tennessee		
68	Jones	Ed	Virginia		
69	Smith	Keith	Ohio		
6:	Washburn	Shannon	Kansas		

	D	E	F	G
4	LN	FN	Location	Rank 1 through 10)
5	Ball	Anna	Missouri	
6	Balschweid	Mark	Nebraska	
7	Barrick	Kirby	Florida	
8	Birkenholz	Robert	Ohio	
9	Bowen	Blannie	Pennsylvania	
:	Cheek	Jimmy	Tennessee	
;	Clark	Richard	Tennessee	
<	Croom	Barry	Oregon	
43	Cross	Tim	Tennessee	
44	Dillman	Don	Washington	
45	Edgar	Leslie	Arkansas	
46	Edwards	Craig	Oklahoma	
47	Flowers	Jim	North Carolina	
48	Fritz	Susan	Nebraska	
49	Graham	Donna	Arkansas	
4:	Hoover	Tracy	Pennsylvania	
4;	Irani	Traci	Florida	
4<	Jones	Ed	Virginia	
53	Kirby	Barbara	North Carolina	
54	Martin	Linda	Ohio	
55	Newman	Michael	Mississippi	
56	Osborne	Ed	Florida	
57	Place	Nick	Florida	
58	Roberts	Grady	Florida	
59	Rodgers	Michelle	Delaware	
5:	Rudd	Rick	Virginia	
5;	Seevers	Brenda	New Mexico	
5<	Smith	Keith	Ohio	
63	Stephens	Carrie	Tennessee	
64	Swanson	Louis	Colorado	
65	Telg	Ricky	Florida	
66	Terry	Rob	Oklahoma	
67	Torres	Bobby	Arizona	
68	Wardlow	George	Arkansas	
69	Washburn	Shannon	Kansas	
6:	Whittington	Susie	Ohio	

## **ALEC Departmental Culture Meeting**

On Friday, May 13, 2016, ALEC faculty met from 1:30-3:30 p.m. in AGLS 200 to discuss the issues related to departmental culture. This meeting was facilitated by [Dr. Dick Cummins](#), Director of the Hollingsworth Leadership Program from the Corp of Cadets.

### **Attendees**

Tim Murphy, John Rayfield, James Christiansen, Kim Dooley, Gary Wingenbach, Cathryn Clement, Phillip Shackelford, Julie Harlin, Summer Odom, Lori Moore, Gary Briers, Jen Strong, Billy McKim, Tobin Redwine, Darrell Dromgoole, Tracy Rutherford, Holli Archer, Theresa Murphrey, Roger Hanagriff and on WebEx--Chanda Elbert, JP Hancock, Robert Strong, James Lindner, Kirk Edney

### **Focus**

"What do we want to accomplish when we meet with the Dean on June 2, 2016?"

### **Outcomes**

We will develop an agenda for the meeting on June 2, since the meeting was scheduled at our request. Our goal is to be responsive, not reactive. Toward that end, we will facilitate the meeting ourselves, but need to identify one person on our faculty to help guide the discussion/agenda (*names? nominations, self or otherwise?*). We also discussed having open question/answer time with the Dean and the option of using notecards for people to submit questions. Dick Cummins has been invited to assist us in listening and summarizing the meeting that day.

### **Agenda Items for June 2, 2016 Meeting**

1. The ALEC faculty are concerned and committed, individually and collectively, to help identify and solve problems in our department.
2. What are the concerns from the perspective of administration?
3. What does success look like (measures?), according to administration?
4. What are the possible issues we have identified thus far?
  - a. Trust
  - b. Confidence, clarity and consistency in processes/people
  - c. Transparency
  - d. Communications
  - e. Respect
5. Questions and answers
6. Moving forward, where to do we go from here?

~~H~~ H

ALEC Improvement Activities

Trust	Keep as is	Cull	Modify/Add
1. 3-5 Member Faculty Advisory Committee			This new group, representing the faculty, would meet regularly (perhaps monthly) with the DH and Ombudsman to assist with important decisions and report back to the faculty
2. Lunch with Dr. Elliot			
3. Establish an ALEC Climate Committee			This new group's focus would be to enhance ALEC's climate (activities and function TBD).
4. Clarify Ombudsman role			Especially as it relates to concerns brought to the Ombudsman.
5. Internal & external mentors for assistant professors			
6. Teaching Effectiveness Document			
7. Student Scholarship Selection			
8. APR process			
9.			
10.			
11.			
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15.			
16.			
17.			
18.			
19.			

ALEC Improvement Activities

Confidence, clarity and consistency in processes/people	Keep as is	Cull	Modify/Add
1. Merit evaluation process			
2. Faculty operation resources			Some call it travel funds, regardless, it is calculated using WSCH generation.
3. HIE resource access process			
4. Program area purchase request form			
5. Maestro process			
6. Research Sign Off process			
7. Credentialing process			
8. Concur approval process			
9. Faculty website presence			research skill set, research interest, programmatic framework, CV, photo, etc.
10. L3C MOA			
11. CLUES MOA			
12. Teaching assignments			
13. Study Abroad identification process			
14. Dr. Joe Fellows			
15. SWOT			
16. Strategic Plan			
17. Room reservation			
18. ALEC Parking Spot Reservation			
19.			
20.			

ALEC Improvement Activities

Transparency	Keep as is	Cull	Modify/Add
1. Share Faculty merit rankings & amount			
2. ALEC External Development Board			
3. ALEC Internal Advisory Board			
4. Faculty individual accounts			
5. Increase faculty brown bag seminars			Especially, after events, trips, & activities such as study abroad, study aways, international experiences, HIEs, SSSC, NCAC-24, WERA1010, ALE, AAAE, AIAEE, NACTA, etc.
6. Decentralized program area budgets			
7. Dept. & fac. mtg. agenda item solicitation			
8. Dept. & fac. mtg agendas 1-2 weeks early			
9. Grant management and documentation			Tanya includes all forms of resources in her database
10. Micro burst meetings			
11. Online incentive policy			
12. Temporary teaching policy			
13. P&T guidelines			
14. Sharing Dept. Report Card			
15. GTA assignments			
16.			
17.			
18.			
19.			
20.			



ALEC Improvement Activities

Communications	Keep as is	Cull	Modify/Add
1. Department Handbook			Update on a regular schedule
2. Department Meeting Minutes			
3. Faculty Meeting Minutes			
4. Elliot's Report			
5. Undergraduate Report			
6. Graduate Report			
7. Extension Report			
8. ALEC Social Media			
9. Public Value Statements			
10. Impact Statements			
11. Program Area notes/minutes			
12.			
13.			
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15.			
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19.			
20.			

ALEC Improvement Activities

Respect	Keep as is	Cull	Modify/Add
1. Reinstate Monthly birthday celebrations			
2. Reinstate Strength activities in Dept. Mtgs.			
3. ADVANCE participation (ALEC 100%)			
4. Expectations & Aspirations Document			
5. DH Expectation Document			
6. Celebrate successes			In Elliot's report, at Dept. Mtgs., other?
7. Continue to encourage faculty development leaves.			e.g., Drs. Lindner and Briers
8. Continue to seek visiting scholar and interagency partnership agreements			e.g., Drs. Lindner, Elbert, and Moore
9. Reinstate Thursday morning coffee			
10. Reinstate "Green Sauce" Tuesday			
11. Student organization leadership			
12. ALEC national & international leadership			
13. Land Grant Impact portal			
14. Texas Emergency Management (Andy)			
15. Staff			
16. Students			
17. Faculty			
18.			
19.			
20.			

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~~Murphy~~ 5

ALEC Climate Ideas  
Drs. Murphy and Elliot  
4/21/16

Why do we need effective climates?

- Respectful environment = ↑ Productivity
- Supportive environment for collaborative work
- Positive Climate reduces distractions, unproductive activity. (And stress, ... turnover...other negative outcomes). Barriers to achievement.
- Positive Climate increases productivity, fulfillment, satisfaction

ALEC Strengths

- Departmental Ombudsman
- Regular "Departmental" meetings (Faculty/Staff/Students)
- Agreed/Approved document "Departmental Expectations and Aspirations"
- Departmental Handbook is online with policy and minutes
- Up to date in ADVANCE involvement
- Review APR – Provide input – Seek clarity in the letter

ALEC Growth Areas


- Systematically address contributions to climate
- Continue search committee training
- Address Academic Program recommendations

ALEC Leadership Roles

- Systemically address commitment to improve climate
- Leadership: Program Leaders, ADH, DH, Lead Staff
- Engagement – Departmental faculty, staff, students (advisory committees, undergraduate advisors)
- Seek out and take advantage of all TAMU/COALS opportunities

ALEC Climate Plan

- Recruitment (Faculty Hires – Graduate Students/Assistants – Undergraduate Students)
- Involvement in non-traditional activities (faculty and students. Broaden collaborative efforts/activities)
- Accountability: COALS/TAMU Data and External Reviews, discussion of Contributions to Climate during APR
- Alignment: All current COALS and TAMU initiatives embedded in ALEC Strategic Plan.



## Expectations for College of Agriculture and Life Sciences Department Heads

### Texas A&M University

February 24, 2014

1. Provide effective state-wide disciplinary leadership for the teaching, research, and extension missions of the College of Agriculture and Life Sciences (college), Texas A&M AgriLife Research (research), and the Texas A&M AgriLife Extension Service (extension).
  - a. Hire and provide direct supervision and evaluation of departmental faculty ad-loc'd to the college and extension.
  - b. Provide disciplinary input to hiring and annual evaluation of A&M AgriLife Research faculty located on campus and at Research and Extension Centers.
  - c. Manage all budgets (college, research, and extension) assigned to the department.
  - d. Perform annual evaluations of departmental faculty and staff in a manner that encourages high levels of performance.
2. Provide state, national, and international leadership for disciplines associated with your department.
  - a. Provide leadership to appropriate state, national, and international professional societies.
  - b. As appropriate, engage the national leadership of federal agencies, private organizations, and others that fund faculty in relevant disciplines. Note this may involve occasional trips to Washington D.C. and/or communication with leadership of federal agencies and/or private organizations. For federal visits, coordination with our federal relations office is essential.
3. Devote adequate time to development and fund raising efforts.
  - a. Establish a departmental development and advisory committee or other appropriate body(ies) to aide in establishing and reaching fund raising objectives.
4. Develop and annually report on prioritized goals and objectives, as outlined in a departmental strategic plan, that are complementary to agency, college, and/or university strategic plans.
5. Effectively communicate with faculty, staff, students, and stakeholders the scope and impact of departmental, college, and agency programs.
6. Be transparent in organization and management of departmental budgets, personnel and programs.
7. Strive toward achieving diversity and non-discrimination within the department and its programs (e.g. racial, gender, religious, etc.).
8. Demonstrate familiarity with and adhere to applicable college, agency, university, and system rules, procedures, policies and regulations.
9. Create and reward a professional climate of creativity, collegiality, and innovation.
10. Make formal teaching, research, extension, and service appointments of faculty, and effectively communicate these appointments to faculty.
11. Make space and facility assignments.
12. Establish and promote appropriate safety policies and practices.
13. Mentor faculty and make faculty promotion recommendations to the Dean and agency directors, as appropriate.
14. Understand and reflect that you are a member of the college/university and agencies administrative team.

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**Department of Agricultural Leadership, Education, and Communications**  
**Expectations and Aspirations**  
**2015-19**

**The collegial department member:**

- Recognizes and responds to the needs of colleagues and/or the Department.
- Actively and effectively strives to achieve Departmental and College goals.
- Engages in activities that benefit others apart from oneself.
- Voices dissenting views in a manner and setting that tend to lead toward resolution.

*"Individual commitment to a group effort - that is what makes a team work, a company work, a society work, a civilization work. "The achievements of an organization are the results of the combined effort of each individual!"*

Vince Lombardi

**Peer to Peer Expectations**

(beliefs that will happen or are likely to happen)

- Be professional in all interactions
- Elevate each program to the best in the nation
- Purposeful, inclusive, and open communication
- Balance teaching, research, and service
- Participate/partner in more collaborative research
- Demonstrate behaviors of a "team" not just a group
- Respect the expertise each person brings to the department

**Peer to Peer Aspirations**

(things we want to achieve)

- Quality over quantity (students, research, programs)
- Model the way, keep dpt. issues/confidential matters within workgroup, be positive representative
- Collegial, honest examination of program philosophy
- Continued discussion/constructive feedback about each program's initiatives
- Lead, inform, and shape other AGCJ, AGSC, ALED, Extension programs nationwide
- Teamwork
- Course planning

**Leader from Peer Expectations**

(beliefs that will happen or are likely to happen)

- Support the faculty, staff, and students
- Support united curricular and scholarly endeavors
- Transparency of intentions and actions through education (e.g., faculty workload, reports, setting/generation of income streams, gross departmental funding/budgets, college and university metrics and expectations from college, AgriLife, university, and system)
- Lead by example
- Treat each work group member fairly
- Advocate for the program

**Leader from Peer Aspirations**

(things we want to achieve)

- Shared information
- Shared governance
- Provide support for advising, teaching, outreach, Extension, research, time, feedback, etc.
- Additional tenure-track positions and GRA's applicable to research foci, industry need, etc.

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## Teaching Effectiveness

### Agricultural Leadership, Education, and Communications

#### Preamble

Faculty in the Agricultural Leadership, Education, and Communications department view our students as our legacy, not as our customers. Our success as teachers will ultimately be measured by our ability to help our students become life-long learners who are successful in their own careers and lives. The hints, ideas and suggestions provided by ALEC faculty and presented on these pages are indicators of good teaching. These same ideas are echoed and expanded on in the scholarly articles linked on these pages.

Faculty and graduate students interested in good teaching have many resources at Texas A&M University. The Center for Teaching Excellence (<http://cte.tamu.edu/>) is an excellent starting point and the Center's many workshops, programs and seminars should be a must for all new faculty members.

Always . . .

Get to know your students

Engage the students in discussion

Tie course content to current events or issues, the students' careers and their lives

Treat class time as valuable

Present up-to-date course material that you know well and that you present with enthusiasm

Provide clear assignments with equally clear expectations and relevance to the course and to the student's future career

Return student papers and assignments in a timely manner with appropriate and clear feedback

Be organized so the students know how the course fits together and how it ties into the students' curriculum

Let students see that you care about them as learners and as individuals

Accommodate learning styles by using diverse methods to present course material and to assess learning

Treat every student as an individual while being fair with all class members

Respect the students and act in a matter that will allow them to respect you


Be available to students while teaching them to respect others' schedules and commitments

Incorporate high-quality teaching materials and activities with measureable outcomes

Academic Freedom, Ethics and Responsibility are also part of Texas A&M University's environment. The details on this policy are at the attached link (see number 3). <http://rules-saps.tamu.edu/PDFs/12.01.99.M2.pdf>

Rosenshine, Barak and Norma Furst (1971) conducted a meta-analysis of research on teaching some 30 years ago that established a benchmark for additional research into teacher behaviors that appear to bring about higher achievement among learners.

Rosenshine, Barak and Norma Furst. (1971). Research on Teacher Performance Criteria. (in Research in Teacher Education: A Symposium, B. Othanel Smith, Ed.). pp.44-54.

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- Respect confidentiality
  - Be present
  - Attention/listen (don't interrupt)
  - Have respect for others in their absence
  - Participate w/open mind; check sarcasm at the door (environment, info, process)
  - Equality--Prof/Grad/Staff--respect all voices
  - No put downs
  - If you have something to say, say it!!
  - Focus on solutions, not blame or problem
  - No wrong answers
  - Feelings: allow sufficient emotional release time
  - Keep looking forward/stop looking back
  - Open mind for differing opinion
  - Offer freedom from rush or urgency
  - Recognize when its time to move on
  - Appreciate for (to cause) motivation
  - Genuine caring
  - Sincerity
  - Acceptance--tolerance
  - Celebrate differences for who you are
  - Have fun! at the right time