

MINUTES

Faculty Meeting

Friday, November 15, 10:30 a.m.

129 AGLS

1. 9:30 – 10:00 Faculty Meeting
Meeting actually started at 10:30 after a full departmental meeting.

APR

Elliot

Rules are that Dr. Elliot has to have APR information to you sixty days in advance. The material was made available on October 24th. The AIMS system is setup on our intranet site. Input of data needs to be completed by January 16, 2014. The original deadline for edits was January 17. This has been changed to January 16th due to meeting VC deadlines. Dr. Elliot encouraged all faculty to set up a five minute meeting with Tanya Gunnels to go over all project/grant numbers. This will alleviate problems with numbers not matching up when the actual APR is conducted.

Dr. Elliot clarified that if you have a \$40,000 grant spread over two years – the actual account would show \$20,000 each year for 2013 and 2014. The spread would then be divided by the number of PI's. For this example, if there were three PI's then there would be 1/3 or 6.7 thousand added to your merit base. The split will be even unless you let Tanya know that the percentages are different for each PI.

Dr. Elliot used another example, Tim Murphy. He just received a Lincoln Grant for \$28,300. One half will be shown this year and the second half next year.

Summer Teaching

Rutherford/Murphy

No university funding for the summer sessions. If you want to teach a course it will be on your own time. There are no resources available. Graduate assistants and 12 month employees (lecturers) already have funding for this period so they will be teaching.

To break even with differential tuition there must be a minimum of 75 students. The question was asked as to how we are going to handle differential tuition. The response was that it was yet to be decided.

RPTS had \$100,000 of differential tuition last year. This is due to the fact that they charge \$300 per credit hour per student.

Faculty Advisory Committee

Discussion

Discussion put on hold until December meeting.

Promotion and Tenure Update

Wingenbach/Larke

Nine packets were submitted this time. We received word today that the packets for Rayfield, Murphrey and Rutherford have been reviewed by the Agriculture Peer

Review Committee with a recommendation to the Dean that was positive and in favor of promotion.

There will be a meeting of the Promotion and Tenure Committee the week of December 9-13 to discuss adjunct status for three faculty members (Darrell Dromgoole, Wash Jones and Kim Alexander)..

Entrepreneurial Leadership Enterprise

Elliot

We have received a verbal approval from the 5th floor to offer this program.

(See Attachment A). We need to remember that this is not an ALED only program but is open to all qualified and interested faculty.

This will be an excellent avenue for generating income for faculty. The next phase will include Dr. Dick Cummins meeting with ALEC faculty. If you have edits to the attached document, send them to Dr. Elliot or Dr. Cummins. This is service outreach for a fee.

Other

Dr. Elliot reminded faculty that the three Associate Heads have complete authority over their budgets and daily operations (undergraduate, graduate, extension). Leadership still remains with Dr. Elliot. This will allow Dr. Elliot to pursue development projects. His calendar is always posted. In December he will visit Tom Curl in Wisconsin.

Dr. Elliot asked Summer Odom to consider adding Strengths back to the agenda starting in the Spring.

Dr. Rutherford announced a new system of contacting students. Students are concerned that they are receiving too many emails from the Department. The new contact method will be an email once a week from Charlene and the advisors (probably on Monday) with all needed information/needs/deadlines. Advisors will start making direct contact with their students.

Travel Request Form Deadlines

Domestic (30 days prior to trip): e.g., travel December 1, 2013 due by November 1, 2013

International (60 days prior to trip): e.g., travel January 1, 2014 due by November 1, 2013

Upcoming Events

December 2, Vice Chancellor's Holiday Social (3 to 5 – AgriLife Center)

December 13, ALEC Holiday Movie and Lunch, 11:30 a.m., AGLS Classroom 114

December 23-January 1, Christmas/New Year's

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, December 3 @ 10:00 a.m.

Thursday, January 16 @ 2:00 p.m.
Tuesday, February 25 @ 9:00 a.m.
Monday, March 17 @ 10:00 a.m.
Thursday, April 17 @ 2:00 p.m.
Wednesday, May 14 @ 8:30 (breakfast at 7:45 to 8:30)

Academy for Business Leadership Enhancement

Background

Texas A&M University has long been recognized within the state and nation for its outstanding agricultural programs. Given this rich history, the College of Agriculture and Life Sciences and its affiliated state agencies, Texas A&M AgriLife Research, Texas A&M AgriLife Extension, Texas A&M Forest Service, and Texas A&M Veterinary Medical Diagnostic Laboratory have a long-standing tradition of providing and supporting leaders and leadership within the agricultural industry and community. This tradition speaks for itself – the College’s strong teaching, research, and outreach programs have stood the test of time in meeting the needs of Texans and the agricultural industry, and we are committed to sustaining that tradition throughout the 21st century. The College of Agriculture and Life Sciences’ longtime commitment to developing leaders supports Texas A&M University’s purpose statement which is *to develop leaders of character dedicated to serving the greater good*. The University’s core values of excellence, integrity, leadership, loyalty, respect, and selfless service provide the foundation on which the continuing education and training of leaders is founded.

Context

Despite the successes of land-grant institutions in research, education and outreach, there is a cloud of uncertainty about what the next decade, let alone the next century, might hold for them. The next quarter of a century promises a host of new opportunities associated with dramatic, revolutionary advances in life sciences and an expanding technological, information age. The agricultural industry is in the midst of a major transformation as it becomes increasingly more global and diversified in nature, more consumer-driven and highly competitive, and more responsive to environmentally sensitive issues.

The College is responding to these challenges with programs to address critical concerns associated with economic growth, a clean environment, technological innovations, a safe and nutritious food supply, international competitiveness and a quality life for all. Well-prepared leaders are essential to successfully-led businesses in these endeavors. In responding to these challenges, the College and its affiliated state agencies are committed to serving the diverse needs of not only the agricultural industry but also the citizens of Texas with quality teaching, research and outreach programs.

Grand Challenges

Academic performance challenges—such as 4-year graduation rates, preparing students for the new economy's workforce, and relevant curriculum—along with the funding squeezes facing public higher education are neither short-term nor low stakes. The most recent economic downturn has accelerated existing fiscal and political pressures on the institutions. Shrinking amounts of state money have made land-grant universities more dependent on corporate and federal grants, as well as a variety of auxiliary ventures. Universities are compelled to seek out partners to build their programs. Given that federal budget limits mean fewer government dollars for research and that state support for higher education continues to decline, the necessity to increase public-private partnerships to fund future programs is critical.

Post Graduate Education

Applications for advanced and professional degrees are down at many schools. At Stanford's Graduate Business School, applications to its prestigious MBA program are down 8.9%. At Harvard Business School, they've fallen by 4%, and at Wharton, applications dropped by 5.9%. (John Byrne / MoneyWatch/ September 15, 2011; http://www.cbsnews.com/8301-505125_162-31042477/mba-applications-are-down-whats-up/).

Business leaders and individuals considering costs are no longer willing, or able, to set aside two to four years out of their careers to enhance their education. Another reason given for declining enrollment is the relevancy of an advanced degree. Educational programs based on data analysis, statistical applications, and modeling have been losing favor because of perceived irrelevance. The discipline of leadership is also facing new challenges because the leader of a business in the 21st century has challenges unlike leaders of the previous fifty years. No longer will leadership based on a *manager's model* suffice. Custom designed, focused programs for targeted audiences, delivered over a shorter timeframe, are gaining in acceptance.

The Way Ahead

The ALEC Department in the College of Agriculture and Life Sciences has the only undergraduate and graduate degrees in leadership study at Texas A&M. Course offerings have been fully subscribed for a number of years. Several of the courses have content that could be attractive to an audience outside the traditional college student. Faculty members have little time to market and coordinate their specialties with other departments. An intentional effort to link selected offerings from across the College to appeal to an outside audience is appropriate.

Education and Training Model

A designated unit within the college with an emphasis on reaching particular business leaders and linking them with nontraditional delivery methods has prospered in other universities. The gold standard is Harvard's Center for Executive Education. Texas A&M's Mays Business School has its own Center for Executive Development. The idea is to appeal to an audience with needs not served by established programs. Potential audiences for education and training may include start-up businesses, family owned businesses, entrepreneurs, civic organizations, and small limited liability partnerships.

Benefits

Public-private partnerships can contribute to funding and development opportunities. Interactions among faculty, students and industry representatives leading to support for research and employment of students are possible. Research to determine the effectiveness of leadership instruction and the practice of leadership is achievable. A new delivery system for educational curriculum that is designated to meet the demand of an emerging cohort beyond the traditional in-resident model can result in efficiencies in the current undergraduate and graduate educational model.

Topics

A recent study of executives identified these leadership skills as being most important: promoting an ethical environment; acting with authenticity; accurately interpreting the competitive environment; and developing trust. Successful organizations know what skills are required for a leader to be effective for the organization to meet its long term strategic goals and grow and prosper. For example, many effective leaders need the following skills and knowledge:

- Coaching others
- Influencing skills
- Collaborative decision making and problem solving
- Team leadership
- Communication
- Long term vision/goal setting and the ability to communicate that to the organization
- Financial management
- Strategic planning
- Strategic thinking
- Creative thinking
- Critical thinking

- Adaptability/flexibility
- Risk taking
- Business acumen
- Change management

Concentrated instruction in the aforementioned areas would be offered in stand-alone modules. Each module, depending upon the audience, would be structured to be covered in focused one-to-two day sessions. Revenue would be derived from individual participants and would cover instructional costs in addition to program management costs. Organizations may choose to look at their best leaders and choose those competencies they have identified to be essential to those specific individuals. An assessment of the participants could determine their current strengths and development needs.

Program Startup and Operational Funding

The startup will require funding for a fulltime director and administrative assistant to organize and run the program. A scale of declining funding from the College is illustrated below with a target of complete funding from program participants to be achieved in year six.

Year	Operations in \$1000s	2-Day Sessions With 15 Participants @ \$1500 = \$22,500	Gross in \$1000s	Balance in \$1000s
1	300	2.25	50.25	(250)
2	350	4.5	100.5	(250)
3	400	9	201	(200)
4	425	12.2	274.5	(150)
5	425	14.5	324.75	(100)
6	425	22.25	500.25	75
7	425	27.5	618.75	175
8	425	36.6	825	400

Academy for Enhancement of Business Leadership

1. **Value Proposition:** The ABLE educates and trains business professionals through precisely selected topics designed for specific individuals in one-to-two day seminars. This targeted approach is cost effective for professionals by minimizing their individual time away from their business; minimizing their monetary cost to attend; and by maximizing their time invested by focusing on relevant information for a specific need.

2. **Audience:** Today's quick reaction economy requires rapid responses to specific requests. Traditional educational models are inadequately prepared to respond in a timely manner. Individuals coming from start-ups to corporations have specific educational needs that can be addressed with a focused, short in duration educational and training model.
3. **Competitors:** Various TAMU educational departments and agencies sponsor educational opportunities. Additionally TAMU's Center for Executive Development and private sector consultants have clients from corporations and special interest groups and address some needs of the business sector.
4. **Action Plan:**
 - a. Secure funding for three years of operation for the Center by January 31, 2014.
 - b. Establish and staff the office for the Center by March 31, 2014.
 - c. Complete resource inventory and set short and long term goals by June 30, 2014.
 - d. Begin marketing the Center by April 30, 2014.
 - e. Conduct 1st educational seminar by October 31, 2014.
5. **Financial Forecast:** Cost for the Center should be covered for three years by the College with a declining level of funding beginning in year four with the Center being completely self-sustaining beginning in year six. During the establishment phase (years 1-3) income from the Center can be used to support the further development of the Center. Beginning in year 4, any excess funds beyond the development of the Center's mission can be used to pay back the College of Agriculture and Life Sciences

Competitive Positioning Comparison

Competitive Offering	Traditional Educational Models	Center for Executive Development	Private Sector Consultants & Trade Groups
Targeted Curriculum	Quantitative analysis based; educational degree	HR type skills	Self-improvement based
Targeted Audience	Competitive application and admission process	Corporations identify attendees	Businesses and non-profit groups
Short Duration Seminar	18-24 months to complete standardized courses	Modules completed over several months	Custom designed modules in various formats and length
Value-added Services	Professional degree; theory based	Customized curriculum; theory based	Personal development based
Core Curriculum	Predetermined by educational department	Offerings based on previous course offerings	Self-help literature
Pricing	Tuition \$40K-\$80K	Paid by corporation for each individual or by course offering	By individual or business