

MINUTES

Faculty Meeting

Monday, September 10, 2012, 3:05 p.m.

129 AGLS

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|----|-------------|--|--------|
| 1. | 3:05 – 3:30 | Faculty Meeting | Elliot |
| | | <ul style="list-style-type: none">• Promotion and Tenure• Theme Paper• APR | |

Bill Cochran went over rules concerning student information and laptops. Any confidential or sensitive information stored on portable computing or storage devices is supposed to be encrypted. Bill is working on a plan of action and will report back to us.

Bill also shared the updated AIMS site. There is full disclosure and transparency on the APR page.

Tenure and Promotion Guidelines. Dr. Elliot shared Dr. Reed's review of the departmental tenure and promotion guidelines. There was a need for more clarity. The Extension component should be added. The faculty are to review, edit, and vote on the guidelines by the November faculty meeting. ([See Attachment A](#))

Web Portal Questionnaire. Blunt message. What we do doesn't really fit. Drs. Ripley and Williams are leading this effort.

Funding for future positions must fit within grand challenge themes. ([Attachments B and C](#)).

Travel Request Form Deadlines

Domestic (30 days prior to trip):	e.g., travel October 1, 2012 due by September 1, 2012
International (60 days prior to trip):	e.g., travel November 1, 2012 due by September 1, 2012

Upcoming Events

September 12	College Outstanding Awards Ceremony/New Faculty Introductions
September 21, 2012	Prospective Graduate Student Day
September 27-29	COADC Fall Meeting
September 29	College Tailgate
October 13	College Appreciation and Recognition Event
November 22-23	Thanksgiving Break
November 29	ALEC Distinguished Lecture (Vol III) – Briers (3:30)
December 3	College Holiday Social
December 24-January 1	Holiday Break

Future Departmental Meetings

Tuesday, October 9 at 9:00 am
Thursday, November 8 at 2:00 pm
Wednesday, December 5 at 9:00 am

Policy on Tenure and Promotion, Post Tenure, and Appointment
Department of Agricultural Leadership, Education, and Communications
Texas A&M University

Approved May 19, 2008 (Revised August 16, 2012)

I. **Introduction:** The Department of Agricultural Leadership, Education, and Communications (ALEC) proactively seeks tenure and/or promotion (T&P) of faculty members who contribute significant productivity to the missions of the department, the College of Agriculture and Life Sciences, Texas AgriLife Research, Texas AgriLife Extension Service, and Texas A&M University through meritorious teaching, research, and service. To that end, ALEC follows the Rules and Standard Operating Procedures of Texas A&M University and the College of Agriculture and Life Sciences. ALEC faculty members seeking advancement should use the following guidelines in preparing and submitting materials for the T&P process. This document primarily concerns tenure-track T&P packages that progress through the Agriculture Peer Review Committee.

II. Departmental Committee

- A. All tenured professors administratively located in the Department of ALEC shall comprise the T&P committee. Additionally, faculty (as described in the Dean of Faculties Guidelines to Faculty Titles) members administratively located in ALEC with the rank of Associate Professor, Assistant Professor, Distinguished Lecturer, Senior Lecturer, Lecturer, and Assistant Lecturer shall participate in discussion, evaluation, and voting during specific tenure or promotion considerations described below.
- B. Departmental faculty members with tenure and who hold rank at or higher than the rank sought by the candidate are eligible to participate, for discussion purposes, evaluation processes, and voting decisions, on tenured or tenure-track candidates. For example, tenured professors and tenured associate professors would participate on the T&P committee for tenure-track assistant professors seeking promotion to associate professor with tenure; non-tenured professors or non-tenured associate professors would not.
- C. Departmental faculty members who hold rank at or higher than the rank sought by the candidate are eligible to participate, for discussion purposes, evaluation processes, and voting decisions, on non-tenure track candidates. For example, a non-tenure track senior lecturer would serve on the promotion committee for a candidate seeking Lecturer or Assistant Lecturer; a professor whether tenured or not, would serve on the promotions committee for a candidate seeking “adjective” Associate Professor, “adjective” Assistant Professor, Senior Lecturer, Lecturer, or Assistant Lecturer. Visiting or Adjunct faculty shall not participate in T&P discussion, evaluation, or voting.
- D. For discussion purposes, evaluation processes, and voting decisions on tenure only, tenured faculty members at or above the rank being sought by the candidate will be eligible to participate.
- E. Chair and Alternate Chair: The T&P Committee Chair and Alternate Chair will be ALEC faculty members who are eligible to vote at all levels (i.e., tenured Professors). Additionally, the Chair and Alternate Chair:
 1. Are elected by T&P committee (Note: In the event the T&P Chair cannot attend to his/her T&P committee duties, the Alternate Chair assumes all T&P Chair duties/responsibilities).

2. Serve three-year terms starting in September (at time of election).
- F. The Department Head cannot serve on the T&P committee nor participate in committee meetings, discussion, evaluation, or voting.

III. Evaluation and Voting Processes

- A. Discussion Policies: Discussions related to T&P will be conducted in confidence. Faculty members eligible to vote can participate in the T&P committee discussion and evaluation of a candidate's packet. In addition, the process must uphold and observe scrupulous standards of fairness. (*Note:* Committee discussions and recommendations regarding a candidate's materials will be independent of the ALEC Department Head. For this reason, the Department Head will not be in attendance in meetings during which the committee is processing a case.)
- B. Evaluation Components: Committee members will evaluate a candidate's materials using teaching, research, and service components. (Candidates seeking promotion and/or tenure are encouraged to make supporting documents readily available for committee members' review.) For promotion to Associate Professor, evidence of excellence in teaching, development of a focused line of inquiry supported by external grant funding and peer reviewed publications, primary and sole authorship, and service to the university and professional societies are expected. For promotion to Professor, evidence must be convincing and cumulative and prolonged. Criteria are continued and sustained excellence in teaching, national and international reputation in a focused line of inquiry that is supported by substantial external grant funding and highly cited publications in leading journals, excellence in graduate student mentoring, and superior service as evidenced by national and international reputation, leadership in departmental, college, and university committees, and leadership in professional societies.
 1. *Teaching Evaluation:* This criterion includes classroom and laboratory instruction; development of new courses, laboratories, and teaching methods; publication of instructional materials, including textbooks; and supervision of graduate students. The teaching evaluation will focus on both evidence of teaching effectiveness and course support/development. For those faculty seeking promotion to Associate Professor, excellence in teaching, as measured by student ratings of faculty and peer evaluation of teaching, is a minimum expectation. For those faculty seeking promotion to professor, continued excellence in teaching is a minimum expectation.
 - a. Indicators of meritorious teaching performance include
 - i. Teaching performance as evidenced by such measures as peer-evaluation, student satisfaction, and student outcomes.
 - ii. Departmental peer evaluation of teaching.
 - iii. Direction of graduate research or creative activity that is validated by peers and communicated.
 - iv. Receiving external grant support for teaching/learning projects.
 - v. Directing graduate student thesis or dissertation research.
 - vi. Selection for an outstanding teacher award.
 - vii. Receiving competitive grant support for teaching/learning projects.
 - viii. Developing a new course that fills an identified need in the curriculum.
 - ix. Publishing widely adopted or acclaimed instructional materials.
 - x. Chairing master's and doctoral committees.

- xi. Developing effective pedagogical methods and materials as evidenced by peer evaluation, student satisfaction, and student outcomes.
 - xii. Advising undergraduate students.
 - xiii. Invitation to teach at domestic or international institution of recognized excellence.
 - xiv. Evidence of courses taught at a rigorous and challenging level, with recognized excellence.
 - xv. Developing new courses or major revision of existing course.
2. *Research Evaluation:* This criterion includes both an analytical summary of the candidate's research record and a qualitative judgment. The research evaluation should examine all examples of creative work including publication and granting history. The research evaluation will focus on both quality and quantity, and accomplishment and direction. For faculty seeking promotion to Associate Professor, the development of a focused line of inquiry supported by external grant funding and publications is warranted. For faculty seeking promotion to professor, persistent external grant funding support and leadership in scholarly publications is warranted. Indicators of meritorious research performance include
- i. Refereed research publications in leading journals.
 - ii. Receiving significant external peer-reviewed funding for research.
 - iii. Receiving fellowship or research award.
 - iv. Publication in refereed journals.
 - v. Publication of scholarly books or chapters.
 - vi. Serving as editor and member of editorial board of leading journals.
 - vii. Publications with teaching focus in refereed journals.
 - viii. Publications of non-research based refereed publications.
 - ix. Presentation of papers at international and national meetings.
 - x. Writing external grants.
 - xi. Citation of candidate's publications by others (impact factor).
 - xii. Sole authorship and leading authorship on publications and grants.
3. *Service/Outreach Evaluation:* This criterion includes service to the institution, to students, colleagues, department, college, and the University--as well as service beyond the campus. Examples of the latter include service to professional societies, research organizations, governmental agencies, the local community, and the public at large. The service evaluation will focus on leadership and participation in TAMU, State, National, and International activities that strengthen those institutions or serve as a professional development opportunity for faculty. For those seeking promotion to Associate Professor, participation in departmental, college, and university committees (as requested), leadership in professional societies, and evidence of burgeoning national reputation is warranted. For those seeking promotion to Professor, providing leadership to departmental, college, and university committees (as needed), and a strong national and international reputation is warranted. Indicators of meritorious service performance include
- i. Officer in a national or international professional organization.
 - ii. Officer in regional or state professional organization.
 - iii. Committee chair in national or international professional organization.
 - iv. Program chair or similar position at national or international meeting.

- v. Serving on University, college, and department committees and tasks forces.
 - vi. Serving as active member of the Faculty Senate.
 - vii. Serving as student club advisor.
4. Additionally,
- i. The eligible members for reviewing materials will consider and/or discuss confidentially a candidate's materials and external letters of evaluation. The committee will prepare summary reports on the candidate's teaching, research, service/outreach, and other activities. Summary reports will follow the Guidelines established by the Dean of Faculties office.
 - ii. The T&P Chair may assign members or elect to write reports, based on comments and documentation provided to the Chair or committee. These written reports must reflect the views and opinions of the committee, and must reflect the candidate's areas of strengths and weaknesses.
 - iii. Tenure-track faculty members will have a midterm (3rd year) review, conducted by tenured faculty members from the tenure-track T&P committee. The review will use all evaluation components, excluding external letters of evaluation.
- C. Voting Procedures: Following confidential discussions, a confidential and verifiable vote will be conducted. Eligible faculty may vote AYE, NAY, ABSTAIN, or RECUSE on T&P decisions. Eligible members not participating in the evaluation may not vote; their failure to participate will be recorded and reported as ABSENT. The committee votes will be explained by the T&P Chair in a memorandum to the Department Head; this explanation will become a part of the candidate's packet. When applicable tenure-track and tenured faculty votes will be kept separate from the non-tenure/non-tenure-track faculty votes.

IV. Timeline and Packet Components

- August: T&P committee receives packets for review.
 - September: Department Head receives tenure-track T&P committee reports.
 - Mid-September: Candidate's packet is due in the Dean's office.
 - Other deadlines will be communicated in writing to candidates and to faculty members.
- A. External Letters of Evaluation: The packet must contain at least three letters from external reviewers who have been asked to evaluate the candidate's accomplishments and potential. Evaluators should be leading individuals in their discipline and especially knowledgeable in the candidate's area of expertise. All letters received must be included in the packet. All letters solicited but not received must be noted in the packet.
- B. Materials: T&P materials will be compiled by the ALEC T&P Chair, Department Head, and the faculty member seeking advancement. The packet of materials shall be in a form consistent with the requirements of Texas A&M University and the College of Agriculture and Life Sciences. Each faculty member is advised to adhere to the stated requirements when compiling his or her respective curriculum vitae and to seek mentorship at the departmental level; candidates may request preliminary reviews of materials from the Department Head, senior faculty members, and/or the T&P Chair prior

to requisite submission deadlines. Typical components of T&P materials include the following items:

1. Curriculum Vitae: See current TAMU and College Guidelines for detailed descriptions.
2. Committee Summary Reports: Summary reports on the candidate's teaching, research, service/outreach, and other activities should reflect accurately the views of voting committee members, and as warranted explain differing opinions, mixed votes, or other inconsistencies. See current TAMU and College Guidelines for detailed descriptions.

V. Department Head Duties

- a. Summary Report: This report gives the Department Head an opportunity, after reviewing reports and recommendations from the committee, to convey the rationale that ultimately leads to the Department Head's recommendation for or against tenure and/or promotion. This report includes a discussion of the T&P committee's evaluations and recommendations, outside letters, and any further evaluation by the Department Head.
- b. Format and Guidelines:
 - Explain the Department Head's vote; it should not be a summary of achievements but rather a presentation substantiating the Department Head's vote.
 - Explain why the candidate does or does not deserve endorsement by the Dean.
 - Provide a general basis for strength and weakness of the case.
 - Provide the context of this particular case within the department.
 - Explain special consideration cases (e.g., early promotion/tenure, delays in promotion/tenure, special hiring circumstances).
 - Explain differing opinions, mixed votes, or other inconsistencies.

VI. Faculty Promotion Recommendation Packages: See TAMU and COALS' Guidelines for detailed descriptions.

Faculty Peer Evaluation Committee and Post Tenure Review

ALEC Departmental Faculty will establish a Faculty Peer Evaluation Committee to advise the Department Head for annual reviews of each of the following categories of faculty: tenured faculty, tenure-track faculty, and non-tenure-track faculty. The Faculty Peer Evaluation Committee will conduct a post tenure review (for tenured faculty) independent of the Department Head once every six years. The results of this review will be communicated in writing to the Department Head. The Faculty Peer Evaluation Committee comprises the T&P committee chair, the alternate T&P chair, and one other tenured professor elected by departmental faculty. Each year before the annual review process, the committee will meet with the Department Head to review, confirm, revise, and communicate to faculty criteria used in annual evaluation of faculty performance with respect to teaching, research, and service. To ensure consistency over time, the department shall publish its annual review procedure on paper or by electronic means. Annual review procedures for the department shall be approved by the respective college dean before publication and shall be reviewed by the Dean of Faculties for consistency with this section. The Department Head shall categorize the review of each faculty member as "most meritorious," "meritorious," "satisfactory," or "unsatisfactory." If the

Department Head reviews a faculty member as “meritorious” or “satisfactory,” the faculty member may request that the Faculty Peer Evaluation Committee review performance of the faculty and provide written advice to the department head regarding the rating. If the Department Head reviews a faculty member as “unsatisfactory,” the Faculty Peer Evaluation Committee will review performance of the faculty and provide written advice to the Department Head; this advice will conclude with substantiation of the review as “unsatisfactory” or suggest that the review category be changed to “satisfactory,” “meritorious,” or “most meritorious.” The Department Head shall then either change the review or append the Peer Evaluation committee review to the administrative review. For tenured faculty who receive three consecutive and substantiated reviews of “unsatisfactory,” University Rule 12.06.99M1 will be followed.

Appointment

When any faculty vacancy occurs, is imminent, or position becomes available, a search committee should be formed by the Department Head. The search committee will develop a position description and advertise the position. The search committee, with input from Departmental Faculty, will recommend candidates to interview. Members of the Faculty will have an opportunity to meet with the candidates and vote on the acceptability of each candidate after all candidates have been interviewed. Such a vote may also include a ranking. Faculty will be given at least one week to vote. Voting will be by secret ballot. Members of the search committee who are faculty may not vote during this balloting. The ballots shall be collected by a person chosen (not on the search committee) by the search committee. Once votes are tabulated, Faculty will be informed of the ballot results. Those candidates receiving a positive acceptability vote by the faculty who participated in the balloting are the only candidates who will be considered by the search committee. The search committee will then rate the acceptability of those candidates remaining and make a recommendation to the Department Head. Such a rating may include a ranking. The search committee shall take into account the rights of the applicant and the Texas Public Information Act, Chapter 552, Texas Government Code. The curricula vitae and all other non-confidential material the search committee has pertaining to each candidate shall be made available for examination by the faculty; this includes all written reports of the search committee. A departmental request for waiver of a faculty search should be processed only with approval of a majority of the faculty at the rank of the candidate being considered. A tenure-upon-hire request must be voted on by faculty with tenure at or above the rank of the candidate. This is a separate procedure from that described above and is coordinated by the T&P chair. For example, a faculty member being hired as an Associate Professor with tenure would be voted on by all tenured professors and tenured associate professors.

August 17, 2012

TO: Dr. Mark Hussey

RE: Agricultural Leadership, Education, and Communications Programmatic Excellence

The Department of Agricultural Leadership, Education, and Communications (ALEC) has three national and one international programmatic areas of excellence and prominence. ALEC's areas cut across all five themes and are listed in no particular order:

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

Global Academy

Themes – Feed our World; Protect our Environment; Improve our Health; Enrich our Youth; Grow our Economy.

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

STEM Integration

Themes – Feed our World; Protect our Environment; Improve our Health; Enrich our Youth; Grow our Economy.

By strict definitions, ALEC is not a STEM department. However, STEM Integration is one of our featured strengths. During the past three years, Drs. Edney, Larke, Briers, and Murphy led a statewide Texas Education Association funded initiative to improve science and math teaching by developing an on-line, 90-hour, professional development course for science and agriscience teachers who wish to teach Advanced Plant and Soil Science. This effort complements the work of the agriscience team which also includes Drs. Rayfield, Harlin, and Hanagriff. The agriscience team (largest in the country) prepares its graduates to integrate STEM concepts within an agricultural context. About 6,000 Texas high school students are directly affected each year. Integrating Science, Technology, Engineering, and Math principles within agricultural curriculums is embedded

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within the development process of all of IMS's products and services. Recently, Drs. Williams, Elbert, Odom, and Murphrey have provided leadership at the university level through the ADVANCE program to recognize and improve the work of STEM women scientists. Drs. Lockett, Rayfield, and Murphy participate on the Youth Development Initiative (YDI) and they specifically focus on STEM efforts that support and enhance scientific curriculum delivery at the high school level.

Evaluation Enterprise

Themes – Feed our World; Protect our Environment; Improve our Health; Enrich our Youth; Grow our Economy.

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

Technology Enhanced Instruction

Themes – Feed our World; Protect our Environment; Improve our Health; Enrich our Youth; Grow our Economy.

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

Where in the World is ALEC?

University Grand Challenge Themes:

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

College of Agriculture and Life Sciences Themes:

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

Department of Agricultural Leadership, Education, and Communications

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

A way forward is for ALEC to emphasize process (in lieu of product):

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

The purpose of the Human and Social Capital Team is to provide scientists, producers, decision makers, and other stakeholders with information and tools available to help land managers and communities collaborate in the development of food and agriculture programs and educational materials; help effectively communicate potential benefits and risks of ISM projects; evaluate the social acceptability of ISM Model projects; develop mechanisms to promote technology transfer and application; and explain important ISM findings through common language and graphics.

Example subject areas: Community Development and Resilience; Technology Transfer and Application; Evaluation and Accountability; Social Acceptability; Stakeholder Engagement

Potential department collaboration: Business, Education (and depts. therein), Psychology, Sociology, Communication, Anthropology.