

**ALEC Faculty Meeting
September 15, 2014
129 AGLS**

Faculty Appointment Conversion

The following email was distributed electronically to ALEC faculty on September 10, 2014 by Dr. Jack Elliot.

College of Agriculture and Life Sciences Faculty:

As you may have heard, a draft proposal from TAMU administration has been shared with the deans that, if implemented, would change the nature of faculty appointments at TAMU. In short, the proposal is to have full-time, tenure and tenure-track faculty members go to 9 month appointments **with no annual leave accrual**.

There could be some exceptions, such as positions requiring 12 months of employment or if the faculty member has additional funding support for 12 months. Some colleges have been operating under a 9 month, non-leave accruing protocol for some time and other colleges have recently decided to shift to this policy.

I am gathering input from our faculty, the department heads, TAMU administration, and college and agency administrators about the ramifications of this proposal for the College of Agriculture and Life Sciences. As I consider the implications for our college and the ability to meet our land-grant mission, I welcome your input.

Bill Dugas

Wm. A. Dugas

Acting Vice Chancellor for Agriculture and Life Sciences, Texas A&M University System
Acting Dean, College of Agriculture and Life Sciences, Texas A&M University

Dr. Elliot utilized the white board to compare 9 and 10 month salaries.

<u>10</u>	<u>9</u>
\$81,000 \$8,100/month	\$ 81,000 \$9,000/month
\$16,200 (+ 2 months)	\$ 27,000 (x 3 months)
\$97,200 (12 month salary)	\$108,000 (12 month salary)
\$10,800 difference	

As far as benefits are concerned, vacation time will not accrue. Sick leave will accrue.

Dr. Harlin reported information from the last Faculty Senate meeting she attended. The College of Engineering has gone to all 9 month appointments. They did this just under the wire to make it effective this fiscal year. She also reported that the big question is whether pay will be compressed. Faculty Senate is concerned as to the legality of this move due to non involvement of concerned faculty and the quickness with which it was done.

Dr. Elliot had heard from Dr. Lindner on the issue. Dr. Lindner is ready to go to 9 months of compressed salary now.

Dr. Odom asked when this move might happen. Now? Dr. Murphy said that it “could” happen now since the first paychecks of the fiscal year have not been distributed. Dr. Elliot did not think it would happen that quickly, but probably with the next fiscal year. Dr. Dugas has told the department heads to poll their faculty and that he wanted to respond as one voice. Dr. Rutherford is subbing for Dr. Elliot at the next Department Head meeting and will get clarification.

Dr. Briers made two points. One that 9 months is easily defined – 10.5 months is not. Two, this will reflect on the ability to fund graduate assistants.

Dr. Elliot said that there would also need to be clarification on liability of attending non funded activities such as ALE, Ag Teachers Conference, etc. which are conferences held in the summer. What about summer study abroad experiences?

Motion was made by Dr. Murphy to acquiesce to university administration for 9 months with full compression. Dr. Vestal added it was for academic units only. Dr. Elliot asked if there were any additional questions on the motion. A vote was called for all tenured/tenure track faculty to move to a 9 month contract with full compression of salary. All 12 votes were in favor.

Grand Challenge RFP's

Roger Hanagriff is our departmental contact person for the STEM effort.

Dr. Harlin is serving on the college grand challenge steering committee. She reported that the committee has only met twice. Money will be available for teams (areas) such as STEM. One proposal from each area will be awarded.

Proposals are due by November 1, 2014 with funding decisions and funding availability on or about November 15, 2014. Proposals will be reviewed by the College leadership and the College's Grand Challenge Council for input to the Dean for final decision.

September 1, 2014



**AGRICULTURE
& LIFE SCIENCES**
TEXAS A&M UNIVERSITY

Request for Proposals
College of Agriculture and Life Sciences
Grand Challenges Integrative Teams
FY 15

College funding is available starting in fall 2014 to support pursuit of “Big Ideas” by the six integrative teams originating from the Grand Challenge Mini-symposia in May 2014. All integrative teams are expected to be multidisciplinary and multi-departmental, and the “Big Ideas” should be transformative initiatives that can “move the needle” on one or more of the Grand Challenges. One proposal from each team is allowed.


While some data collection and proof of concept may be involved, these initiatives and proposals should focus on integration of the team members and disciplines into an initiative that results in substantive and sustained external funding (e.g. a center grant, a federal/State initiative, or some similar long term and large vision effort). The initiative may occasionally result in the formation of a Texas A&M University System entity (center or institute), but the program and progress will be the driver of forming a new entity, the entity formation does not drive the program.

Proposals from the original six mini-symposia, integrative teams

Proposals from the six recognized teams will be focused on their large-vision initiatives and their proposals can involve things like interdisciplinary graduate student support, logistical and technical support, concept testing, planning retreats, proposal development assistance, travel for coordination meetings with partners, course release, etc. Teams may also want to take advantage of the new proposal development resource in AgriLife Research Corporate Relations. Proposals should originate from College of Agriculture and Life Sciences faculty as PI’s, but can involve partners in the AgriLife agencies, other TAMU colleges, TAMUS agencies and other universities that will enhance the competitiveness of a proposal. No formal transfer of College funds will occur outside of the College of Agriculture and Life Sciences or the Texas A&M AgriLife agencies. Leverage or planned leverage of funds/support from these partners is expected.

The Proposal should include the following sections and be no longer than 5 pages, 12 point font, including the budget.

1. **Description of the initiative** (the “Big Idea”). Describe how the propose activities will advance our College and society through addressing one or more of the Grand Challenges. It should address how our organization is uniquely suited to pursue/accomplish this initiative.
2. **Plan of action.** This section can include information about your planning and team development process, project initiation including initial/pilot/concept testing, scale-up proposal development, etc. It should say what will be done with the proposed budget to accomplish your “Big Idea.”
3. **Annualized budget** for 2 years with sufficient itemization to see both how each component relates to the plan of action and how the various units (departments/institutes/centers) are



accounted for. There is no set limit on the budget for each project, but funding beyond \$75,000/year for 2 years would need sufficient justification.

4. Include **milestones** for years 1 and 2 which will help determine progress and potential for continued support. Milestones should include submission of proposals for acquisition of external funds.
5. **Partnerships** involved either from a critical subject matter contributions or from a cost-sharing/funding perspective. Briefly describe the role of each partner (individuals and/or organizationally).
6. **Long term goal for accomplishment** (what will success look like, how will you “move the needle” on one or more Grand Challenges?).
7. What is the long term **plan for sustainability** (both programmatically and financially).

Proposals are due by **November 1, 2014** with funding decisions and funding availability on or about November 15, 2014. Proposals will be reviewed by the College leadership and the College’s Grand Challenge Council for input to the Dean for final decision.

Proposals for new integrative teams

Additionally, we are calling for the formation of new ideas to be the subject of additional mini-symposia and integrative teams. These teams are expected to be multidisciplinary and multi-departmental and have the potential to generate a “Big Idea” initiative. College faculty wanting to form new teams can apply by submitting a pre-proposal no longer than 2 pages in length. These pre-proposals should:

1. Identify/describe the concept and how it addresses one or more of the Grand challenges.
2. Describe how we have the appropriate components (people, facilities, location, partners, connections, etc.) to have some strategic advantage.
3. Describe how it is unique/novel. What is the gap it could fill?
4. Describe how it might capitalize on our strengths.
5. What is the potential for programmatic and financial sustainability (with some specifics, not just “get external grants”).

Pre-proposals are due by **November 1, 2014** with mini-symposia for selected teams anticipated to be during the spring semester. Resulting teams will be eligible to submit a request for start-up funding in September 2015. Proposals will be reviewed by the College leadership and the College’s Grand Challenge Council for input to the Dean for final decision.

Questions should be directed to David Reed at dwreed@tamu.edu. Teams and prospective teams are encouraged to seek guidance and input into the formulation of their plans to maximize effectiveness and alignment with institutional priorities.

Science, Technology, Engineering and Math Education Innovation and Achievement
Grand Networks for Grand Challenges Mini-Symposium
May 13, 1-3 pm, AgriLife Center

1. Kevin Heinz, ENTO *Dilemma: Why are students ill prepared for college coursework in STEM disciplines and what can we do about it?*
 - FIVS as a case; 48% are first generation college students
 - Most have difficulty with the Biology and Chemistry during the first year
 - Left with addressing the problem after enrollment at TAMU
 - Sustainable resolution will require a partnership between K-12 and higher education
 - A commitment to educational outreach is necessary
 - Posed the addition of service learning to the Graduate Teaching Academy; expansion of **AGgie** Challenge.

2. Julie Harlin, ALEC *Dilemma: How do we better prepare students in secondary schools for higher education pathways in STEM?*
 - Roscoe ISD as a case: Kim Alexander as Superintendent implemented a program to better prepare students for a skilled workforce. 90% of high school graduates leave with an Associate Degree. It has a STEM endorsement with collaborative research and evidence-based portfolio. They partner with Western Texas College. Rigor, Relevance, and Relationships are critical.
 - Stem integration laboratory at IMS Riverside Campus allows students and teachers to make stem connections. Case curriculum workshops are one example of the types of activities ongoing there
 - Instructional Materials Service (IMS) and IMS Online provide curriculum resources throughout the world that are aligned to stem and college and career readiness standards
 - Agricultural Science programs across the state are reinforcing and teaching stem concepts through science, Math, and engineering courses
 - We are at a critical point in our population growth. 90% of our growth is expected to be in low income populations. It is important that all students meet the expectations for success. Roscoe ISD is one example where they are meeting the needs for the future.

3. Corliss Outley, RPTS *Dilemma: How do we engage, develop, and enrich youth to promote STEM pathways?*
 - By 2018, the bulk of STEM jobs will be in computing (71%). Minority populations are growing, but they are not completing college in STEM disciplines. How do we get students into the pipeline?
 - Enlarge the pipeline with bridge programs and partnerships with schools to increase college readiness
 - Partner with 2 and 4 year institutions for greater access
 - Research collaborations with minority-serving institutions
 - Increase informal learning through afterschool programs, Summer Camps

- Provide resources and training for teachers and leaders who work with youth
 - Set goals for postsecondary institutions to meet STEM job needs by increasing the number of degrees and certificates
 - Engage not just the student, but the family and community
4. John Siebert, AGEC *Dilemma: How can we interest our best undergraduate students to attend graduate school and pursue an academic career?*
- When informally surveyed, undergraduate students said that their number one reason for not attending graduate school was that it was too expensive.
 - Discussion ensued about getting first generation college students into the STEM-POSSE, where cohorts and mentors can influence success
 - Communicate expectations of what type of careers you can pursue with a STEM degree
 - Core courses in Chemistry, Biology, and Math tend to be the “weed out” courses. Need balance in scheduling so not all at once and intervention strategies such as the Academic Success Center, pre-testing, and use of SI tutoring
 - Consider use of professional mentors from industry or upper classmen who have made it through
 - Develop more summer bridge programs (pre-chemistry or biology courses to prepare)
 - Broader demographic coming into college, so need innovation in approaches; need to understand differences in cultural expectations, socialization, and family structures
 - Consider more learning communities at the sophomore level
 - Recruitment of volunteers who are scientists but also know how to and want to work with youth. Expand inclusion of graduate students who are seeking teaching opportunities for camps and after school programs
 - Reward faculty for these type of effort. Consider incentives to work with outreach/schools.

AGEC/ALEC/RPTS
Grand Challenge Mini-Symposia Big Idea
STEM Integration: A Texas Priority

Grand Challenges: Enriching our Youth and Growing our Economy

Unifying Themes: Human Capacity, Prosperity, and Health

Topics:

- STEM Integration: A Texas Priority – ALEC
 - By strict definitions, AGECE, ALEC, and RPTS are not science, technology, engineering, and math (STEM) departments, yet comprehensive STEM implementation relies on the strengths these three units provide.
 - Career Development...Success characteristics of targeted student populations in STEM discipline is the link in the “Human Capacity Theme” that makes this idea a Big Idea.
 - Using the statement that, “Problems are Science Based, but Solutions are People Driven,” this symposia builds a case that begins with the economics associated with an educated Texas workforce and concludes with some strategies and best practices with a proven track record.
- Economic Impacts of an Educated Workforce on Texas and the World – AGECE and RPTS
 - Educating students for careers in industry (e.g., tourism, production agriculture) that are critical to economic sustainability.
 - Overview the rapid, deep integration of Texas with the global economy, and implications for research, teaching, extension and service.
 - Departmental programs and resources to meet global economic challenges
 - Centers (Ag Policy, Consumer Research, Trade, C&D)
 - Programs (Economic Analysis, Finance, Marketing, Resources, Rural Entrepreneurship, Sales)
- Strategic Requirements
 - Foster interdisciplinary faculty networks and activities. Form “incubator sabbaticals” in which faculty from differing backgrounds are temporarily co-located to address common themes.
 - Deepen faculty understanding and expertise in international trade and development.
 - Capitalize on our locational advantage to Latin America.
 - Enhance faculty and student understating value chain operations and analysis, technology development, adoption and implementation, and policy and the political environment affecting business.
 - Establish a small business incubator to operate as a problem-solving consultancy between innovative and entrepreneurs.
 - Optimize TAMUS policies and services related to intellectual property to foster innovation and build external partnerships.
 - Capitalize on Texas A&M brand strength and former student network to promote our interdisciplinary problem-solving capacity and life-long learning capabilities.
 -
- Current Status and Future Needs of STEM Concepts Among Texas Youth – RPTS
 - The educational focus in the US the past several decades has centered on learning knowledge and content without a strong emphasis on application or context. This situation has created a generation of students who lack basic skills in solving problems. Students often recognize these deficiencies, but lack the available facilities and research to address them.
- Best Practices:
 - Roscoe Collegiate STEM Research Center – ALEC
 - The Research Center is a model for other small and rural communities that want to increase the number of students who are pursuing college degrees in STEM fields, particularly food and agricultural sciences.

- Agricultural STEM Integration Laboratory – ALEC
 - The Laboratory contains several studios. Each studio accomplishes the same goals (STEM integration) – for a broad range of ‘content areas’ e.g. Agricultural Mechanization (Design/Fabrication, Agricultural Power), Plant Science (Agronomy/Horticulture, Range, Forestry, etc.), Animal Science (Small and Large Animal Production, Vet Med, Aquaculture, Wildlife, etc.), with the breadth or specificity of each content area “Studio” determined by the level of need in the state.
- IMS Online – ALEC
 - The Instructional Materials Service (IMS) is a global curriculum development and distribution service with ALEC. Integrating STEM principles within agricultural curriculums is embedded within the development process of all of IMS’s products and services.

Grand Challenges: Improving our Health

Topics:

- Wellness through Parks and the Natural Environment - RPTS
 - Physical activity and environments that provide places to experience nature contribute to the health of individuals and the larger community. Research and outreach that helps communities understand needs; provide access to recreation opportunities and to natural places support physical and mental health. This symposia will build a case for the role that recreation programs and parks play in community health

Faculty Contacts:

AGEC: Gary Williams and Parr Rosson

ALEC: Gary Briers (with former student Dr. Kim Alexander), Tim Murphy, Kirk Edney, Roger Hanagriff, and Jack Elliot

RPTS: Scott Shafer, Gary Ellis, Corliss Outley and Jim Petrick

Debbie King

From: Jack Elliot
Sent: Thursday, September 04, 2014 4:15 PM
To: ALEC - Faculty
Cc: Debbie King; Julie Harlin
Subject: FW: Grand Challenges Website and RFP

OK, here is the opportunity to prepare a grant proposal as highlighted on the website. Dr. Sams was quite impressed with our STEM Integration Laboratory yesterday and strongly encouraged that a broad proposal come from our department in the STEM area. Please keep me informed as you move forward with any of the Grand Challenge initiatives.

I intend to call a meeting next week of interested faculty who want to get involved. Also, remember that Dr. Harlin sits on the college committee and she can address questions about the program. JFE

From: Dr. Alan Sams [mailto:afutrell@tamu.edu]
Sent: Thursday, September 04, 2014 4:00 PM
To: Jack Elliot
Subject: Grand Challenges Website and RFP

[View this email in a web page](#)



Welcome to the start of a new school year!

There has been much activity over the summer in regards to the Grand Challenges. First, I'm excited to announce the enhanced [Grand Challenge website](#) which is now an all-inclusive portal for information on the College's Grand Challenge efforts. Some of the new features include:

- A searchable database of faculty expertise and interests;
- Information on active grand challenge projects underway across the College and Texas A&M AgriLife agencies;
- Faculty resource section which has information on funding sources and team initiatives; and
- Impacts, news and updates on the grand challenge initiative.

As you recall, in May we hosted six mini-symposia on major initiatives addressing one or more of the Grand Challenges. The six teams from these mini-symposia continue to grow and develop their plans. Start-up funding is available for these teams (and future ones) and the guidelines for the

Grand Challenge [Request for Proposals \(RFPs\)](#) can be found on the [website](#).

Also, the RFP has guidelines for **pre-proposals to form new integrative teams** for the next round of mini-symposia and start-up funding. Several faculty have asked about the possibility to assemble a new team around a Grand Challenge "big idea" and here is your chance!

The [Grand Challenge Council](#) also met over the summer and gave advice and input on the website and communications plans. They gave feedback on the mini-symposium process and will be part of the review of the upcoming proposals and pre-proposals.

Please visit the Grand Challenge page on the College website at <http://aglifesciences.tamu.edu> to learn more and get involved!

Alan Sams
Executive Associate Dean

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