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AA. Did you Know This About the College of Agriculture and Life Sciences?
Charge Letter to Review Team

July 20, 2009

Charge to the Peer Review Team
Agricultural Leadership, Education, and Communications

This letter provides you with background on the Department of Agricultural Leadership, Education, and Communications at Texas A&M University, and explains the expectations for our upcoming external review. The first formal agricultural development courses were taught in 1911, and the Department of Agricultural Education (AGED) was chartered in the School of Agriculture in 1916. In 2006, the AGED Department name was changed to Agricultural Leadership, Education, and Communications (ALEC).

Three Bachelor of Science (BS) degrees were offered by the AGED Department. A BS in Agricultural Education was first offered in 1911, and was changed to Agricultural Science in 1990. A BS in Agricultural Journalism was first offered in 1918 as an interdisciplinary degree program, where students graduated under the AGED Department. In 2006, the degree name was changed to Agricultural Communication and Journalism, and was no longer offered as an interdisciplinary degree. A BS degree in Agricultural Development was first offered in 1989, and was changed to Agricultural Leadership and Development in 2006.

The AGED Department first offered a Master of Science (MS) degree and a Master of Education (MEd) degree in 1924 and 1931, respectively. The Master of Agriculture (MAgr) degree in Agricultural Development was authorized in 1972. The need for doctoral study in agricultural education was recognized in the early 1960's and the first doctoral degree was awarded in 1969 under the auspices of the Department of Educational Psychology and chaired by Professor Earl Webb of the AGED Department. Doctor of Philosophy (PhD) and Doctor of Education (EdD) degrees were authorized by the Texas Higher Education Coordinating Board (THECB) in 1982. The joint EdD in Agricultural Education degree between Texas A&M University and Texas Tech University was approved in April 2000 to be delivered at a distance. This collaborative joint-degree effort was the first of its kind.

A degree name change was approved by the THECB in January 2009 changing all graduate degree programs, with the exception of the MAgr, to Agricultural Leadership, Education, and Communications. The undergraduate degree names have remained the same as mentioned above. For most of these degree programs, approximately 15 - 25 students are awarded degrees each semester. The BS in Agricultural Leadership and Development awards approximately 150 students each semester.

This activity is part of a periodic review of all Texas A&M University academic programs, and offers an opportunity to assess the standards of the programs and to learn from review team members’ experiences with similar programs.

I request that the review team examine the undergraduate, graduate, and research programs of the ALEC Department using the materials that will be provided, information you gain through personal interactions while visiting Texas A&M, and any additional information that you might request. While evaluating the program, please consider the allocation of resources within the Department (both human and fiscal) and the absolute level of support the Department receives from the University. Please comment as appropriate on current and potential leveraging of these resources, as well as the current and potential interaction with other departments and groups, both on campus and off.
Also, please address the issue of learning-based outcomes:

- Does the Department have ongoing and integrated planning and evaluation processes that assess its programs and services, that result in continuing improvement, and that demonstrate that the Department is effectively accomplishing its mission?
- Has the Department identified expected outcomes for its educational programs?
- Does the Department have evidence of improvement based upon analysis of results?

In addition, I ask that you address the impact of the Faculty Reinvestment Program, started by Texas A&M University in 2003. The reinvestment program has resulted in the hiring of almost 500 new faculty members dispersed throughout the University. The goal is to improve the quality of education for Texas A&M students by having more faculty available for mentoring and advising, whether more courses and sections are available, or by simply being more responsive to student needs. Through this review we plan to track and measure real increases and improvements in the quality of the graduate and undergraduate experiences across all dimensions. We ask that you assess the success of the Department in moving their teaching and research agendas forward with these hires. Thus far, the Department has benefitted by the reinvestment program by adding two permanent faculty lines in the Department in key high demand academic areas. Even though the original hires are no longer with the Department, new faculty have been hired for both positions.

I look forward to meeting with you and the entire committee in March of 2010. If you have any questions or require additional information, please contact me.

(The above charge to the External Review Team is copied from the letter written by the Interim Executive Director of the Office of Graduate Studies, Dr. Robert Webb.)
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## A Self-Study of Academic Programs

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<th>Year</th>
<th>Summary of Events or Activity</th>
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<td>1911</td>
<td>First formal undergraduate courses taught in agricultural education</td>
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<tr>
<td>1915</td>
<td>&quot;Expert&quot; hired to help secondary agricultural teachers</td>
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<tr>
<td>1916</td>
<td>Department of Agricultural Education created in School of Agriculture</td>
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<tr>
<td>1918</td>
<td>First Bachelor of Science (BS) offered in agricultural journalism as an interdisciplinary program</td>
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<td>1920</td>
<td>Department became Department of Vocational Teaching</td>
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<td>1924</td>
<td>Department became part of a new School of Vocational Training</td>
</tr>
<tr>
<td>1924</td>
<td>Master of Science (MS) authorized</td>
</tr>
<tr>
<td>1926</td>
<td>First Master of Science (MS) in agricultural education awarded</td>
</tr>
<tr>
<td>1931</td>
<td>Master of Education (MEd) authorized; first degree in agricultural education awarded</td>
</tr>
<tr>
<td>1935</td>
<td>Department again became part of School of Agriculture</td>
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<tr>
<td>1960</td>
<td>First &quot;resident credit&quot; graduate course taught off-campus</td>
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<tr>
<td>1966</td>
<td>Graduate faculty in agricultural education began chairing doctoral committees in Department of Education for students with program of study in agricultural education</td>
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<tr>
<td>1969</td>
<td>College of Education established, Department of Agricultural Education in both colleges, administratively and financially in College of Agriculture</td>
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<tr>
<td>1969</td>
<td>Three people with major fields of study in agricultural education received doctorates</td>
</tr>
<tr>
<td>1971</td>
<td>Doctor of Philosophy (PhD) and Doctor of Education (EdD) in vocational education authorized in College of Education; departmental faculty chaired advisory committees of students</td>
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<td>1972</td>
<td>Doctoral programs in adult and extension education approved by Coordinating Board</td>
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<td>1972</td>
<td>Master of Agriculture (MAg) in agricultural development authorized</td>
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<tr>
<td>1973</td>
<td>First doctoral degree in vocational education chaired by AgEd faculty awarded to student</td>
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<td>1974</td>
<td>First MAg in agricultural development awarded</td>
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<td>1982</td>
<td>PhD and EdD degree programs in agricultural education approved by Texas Higher Education Coordinating Board</td>
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<td>1985</td>
<td>First two PhD degrees in agricultural education awarded</td>
</tr>
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<td>1989</td>
<td>First Bachelor of Science (BS) in agricultural development awarded</td>
</tr>
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<td>1990</td>
<td>BS majors in agricultural education change to agricultural science</td>
</tr>
<tr>
<td>1990</td>
<td>Last off-campus &quot;resident&quot; credit graduate course taught; 160 taught since 1960</td>
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<tr>
<td>1991</td>
<td>First Doctor of Education (EdD) in agricultural education awarded</td>
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<td>1996</td>
<td>Extension training and evaluation unit of TAEX (7 people) became part of department</td>
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<td>2000</td>
<td>Joint Doctor of Education (EdD) in Agricultural Education at a Distance authorized by Texas Higher Education Coordinating Board (joint degree with Texas Tech University)</td>
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<td>2001</td>
<td>Data at the time of the last program</td>
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<td></td>
<td>139 MS degrees awarded since 1936</td>
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<td></td>
<td>109 MEd degrees awarded since 1987</td>
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<td></td>
<td>115 MAg degrees awarded since 1974</td>
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<td></td>
<td>114 doctorate degrees awarded since 1969 under supervision of departmental faculty</td>
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<td></td>
<td>60 doctoral degrees in Agricultural Education awarded since 1985</td>
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<td></td>
<td>61 enrolled in Masters' programs</td>
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<td></td>
<td>32 enrolled in on-campus doctoral programs</td>
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<td></td>
<td>18 enrolled in joint doctoral program</td>
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<td>23 &quot;on-campus&quot; graduate students hold graduate assistantships</td>
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<td>19 of the 34 people on the faculty are on the graduate faculty</td>
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<td>8 joint graduate faculty members approved at Texas A&amp;M University</td>
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<td></td>
<td>12 joint graduate faculty members approved at Texas Tech University</td>
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Brief Historical Perspective

2002  Last Academic Program Review for Doctoral programs only
2003  Induction of the second cohort - Joint Doctor of Education at a Distance
2003  Began to offer the Master of Agriculture (MAg) in agricultural development at a distance
2006  BS in agricultural development changed to today’s degree name, agricultural leadership and
development
2006  BS in agricultural journalism changed to today’s degree name, agricultural communications and
journalism
2006  Department name changed to Agricultural Leadership, Education, and Communications (ALEC)
2006  Induction of the third cohort - Joint Doctor of Education at a Distance
2009  The Texas Higher Education Coordinating Board approved all graduate degree programs with
the exception of the MAg program be changed to Agricultural Leadership, Education, and
Communications major
2009  Induction of the fourth cohort - Joint Doctor of Education at a Distance

A study completed in May 2009, ranked the Department of Agricultural Leadership, Education, and
Communications at Texas A&M University as the second most distinguished program in agricultural
education in the United States. Faculty were cited as a distinguishing feature along with research,
graduate programs, range of programs, communication program, and teacher education.

The Department of Agricultural Leadership, Education, and Communications (ALEC) includes a
student–centered faculty and staff that offers undergraduate and graduate degrees leading to
professional careers. Graduates are uniquely equipped for leadership, education, communications,
and training roles in the broad field of agricultural sciences and human performance. Faculty and
staff engage in research, development, and extension activities that investigate and augment
positive change in teaching, learning, and communicating with stakeholders in state, national, and
international settings.

A program in agricultural education began at the Agricultural and Mechanical College of Texas in
1911. The purpose was to prepare teachers of agriculture for public schools. The Department was
designated by the State Board for Vocational Education as the Texas “Smith-Hughes” teacher-
education institution on December 10, 1917. Around the same time, courses in agricultural
journalism were offered to future Extension agents. In 1918, degrees in agricultural journalism were
added to the offerings at the College. During the next eight decades, the vision, mission, and
accomplishments of the Department expanded from a focus on teacher preparation to broadened
education in agriculture and leadership. Efforts through undergraduate and graduate education
programs, instructional materials services, professional development and outreach, extension staff
development, international activities, and research have made significant contributions to the
quality of life throughout Texas and the world. The spirit of the pioneer continues. Detailed history
of the Department is Appendix A.
JUST THE FACTS

Research
Our collective research, through rigorous and collaborative methods, contributes to theory and practice in agricultural leadership education, agricultural teacher education, agricultural communications, evaluation and accountability, planned change, planning and needs assessment, research methods and tools, and teaching and learning. Our collective scholarship reflects the results of sound research and validated practice.

Extension Component
We have a strong Extension component involved in a multitude of major projects:

Hurricane Ike Evaluation – The Organizational Development Unit has been contracted to conduct an evaluation of post-Hurricane Ike disaster management recovery. This project is in cooperation with the Health and Human Services Commission of Texas and FEMA. The project is just now under way and is scheduled for completion in June 2010.

eLearning – The Extension eLearning team recently moved from AgriLife Information Technology to the Organizational Development Unit in the Department. This team supports the development of online modules and other technology-based education strategies for Texas. The team also has a contract to provide Moodle support for the national extension effort.

Emergency Prep – The Department, in cooperation with our Extension Family Development and Resource Management (FDRM) Unit, led employees of Texas AgriLife Extension Service through a comprehensive After Action Report (AAR) following the 2009 Hurricane Season to provide a forum by which Extension personnel across the agency provide input to the agency’s continuously improved hurricane preparedness, mitigation, response, and recovery plans.

Distance Education Component
The Distance Education-Technology Enhanced Instruction component of the department is comprised of faculty actively involved in providing the technologies needed for students to obtain a degree entirely at a distance. The Department offers two graduate degree programs and a Certificate in Agriculture eLearning Development at a distance that enables individuals to pursue a degree program that will enhance their career goals wherever they may be.

Instructional Materials Service (IMS)
Instructional Materials Service (IMS) is a component within the Department of Agricultural Leadership, Education, and Communications (ALEC) in the College of Agriculture and Life Sciences at Texas A&M University. Joe Dettling is the Coordinator and oversees long-term, as well as daily, operations of IMS along with development of curriculum materials within the Environmental and Natural Resources System. IMS consists of three support staff and three faculty. IMS maintains a close working relationship with the Texas Education Agency and the professional organizations that serve both Agriculture, Foods, and Natural Resources and Trade and Industrial Education.

Faculty
- 11 professors
- 7 associate professors
- 9 assistant professors
- 2 senior lecturers
- 1 Extension associate
- 6 Extension assistants
- 4 Extension program specialists
- 1 Extension project specialist
- 2 assistant lecturers
- 1 academic advisor
Brief Historical Perspective

Degree Programs
Bachelor of Science, Agricultural Communications and Journalism (AGCJ)
Bachelor of Science, Agricultural Leadership and Development (ALED)
Bachelor of Science, Agricultural Science (AGSC)
Master of Science, Agricultural Leadership, Education & Communications (ALEC)
Master of Agriculture, Agricultural Development (ADEV)
Master of Education, Agricultural Leadership, Education & Communications (ALEC)
Doctor of Philosophy, Agricultural Leadership, Education & Communications (ALEC)
Doctor of Education, Agricultural Leadership, Education & Communications (ALEC)–includes Joint EdD
Certificate Programs:
Certificate in Agriculture eLearning Development
Certificate in Leadership, Education, Theory, and Practice

Scholarships Awarded
34 scholarships totaling $30,050 awarded yearly

Student Groups
Agricultural Communicators of Tomorrow (ACT)
Agricultural Education Graduate Student Society (AGSS)
Aggie Reps
Future Agricultural Science Teachers (FAST)
Peer Advisors
Public Relations Student Society of America (PRSSA)

Staff Recognition
Summer Odom, lecturer and program leader, received the President’s Award for Academic Advising
Charlene Boggus, lead office associate, received the President’s Meritorious Service Award
Tanya Gunnels, Business Coordinator III, received the Texas AgriLife Extension Superior Service Award
Paul Pope, Extension Program Specialist II, received the Texas AgriLife Extension Superior Service Award
Program Specialist Category
Debbie King, Assistant to Department Head, received the President’s Meritorious Service Award
Highlighted Changes Since Last Program Review

The Department of Agricultural Leadership, Education, and Communications was last reviewed in 2001 and a report was submitted in January 2002. At that time, as mentioned, the department name was Agricultural Education. (The Final Report of the External Review Team from 2002 is provided as Appendix B).

Currently, with a name change in Fall 2006 to Agricultural Leadership, Education, and Communications, the Department has an enrollment of 912 undergraduate and 143 graduate students. In Fall 2002, the enrollment was 1113 undergraduates and 115 graduate students. Student Enrollment Profile comparison below (Table 1); a detailed headcount by major chart in Appendix C.

<table>
<thead>
<tr>
<th>Undergraduate Student Enrollment</th>
<th>Fall 2009</th>
<th>Fall 2002</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural Communications and Journalism (AGCJ)</td>
<td>138</td>
<td>77</td>
</tr>
<tr>
<td>Agricultural Leadership and Development (ALED)</td>
<td>542</td>
<td>841</td>
</tr>
<tr>
<td>University Studies–Leadership Studies (USAL-LED)</td>
<td>111</td>
<td>0</td>
</tr>
<tr>
<td>Agricultural Science (teacher prep-AGSC)</td>
<td>121</td>
<td>195</td>
</tr>
<tr>
<td><strong>Total undergraduates</strong>:</td>
<td><strong>912</strong></td>
<td><strong>1113</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Graduate Student Enrollment</th>
<th>Fall 2009</th>
<th>Fall 2002</th>
</tr>
</thead>
<tbody>
<tr>
<td>MS, Agricultural Leadership, Education, &amp; Communications (ALEC)</td>
<td>32</td>
<td>26</td>
</tr>
<tr>
<td>MAg, Agricultural Development (ADEV)</td>
<td>30</td>
<td>11</td>
</tr>
<tr>
<td>MEd, Agricultural Leadership, Education, &amp; Communications (ALEC)</td>
<td>24</td>
<td>29</td>
</tr>
<tr>
<td>PhD, Agricultural Leadership, Education, &amp; Communications (ALEC)</td>
<td>25</td>
<td>27</td>
</tr>
<tr>
<td>EdD, Agricultural Leadership, Education, &amp; Communications (ALEC)</td>
<td>32</td>
<td>22</td>
</tr>
<tr>
<td><strong>Total graduates: (12 of this total are completing eLearning certificate)</strong></td>
<td><strong>143</strong></td>
<td><strong>115</strong></td>
</tr>
</tbody>
</table>

Faculty/Staff Hiring Changes
The Department/Unit has substantially increased faculty and professional staff positions over the past several years, requiring more effort for support staff in areas of payroll, HR issues, payments, reimbursements, and undergraduate and graduate student program responsibilities. In addition, an increase in the enrollment of undergraduate and graduate students has required increased workload and research responsibility, establishing a need for new faculty and staff hires.

Graduate Faculty Policy Changes
The Graduate Faculty have made several changes to policy since 2002. The departmental policy for Graduate Admissions has changed three times from a “vote of the whole,” to a five-member admissions committee, to admissions based on the support of a single faculty member, to the current policy. A Graduate Curriculum Committee has been established to evaluate proposed courses. Graduate Departmentally-Funded Assistantships policy has changed twice in that time, from a ranking by the whole faculty, to a ranking within each workgroup, to the current policy of prioritizing Assistant Professors selections, then workgroup consensus selections, then Associate Professor selections.
Brief Historical Perspective

Graduate Assistantship Stipend Increase
Departmentally-Funded Assistantships policy has changed twice in that time, from a ranking by the whole faculty, to a ranking within each workgroup, to the current policy of prioritizing Assistant Professors selections, then workgroup consensus selections, then Associate Professor selections.

Following the last departmental review, the salary and benefits provided to graduate assistants were reviewed. In 2002, the departmental master’s stipend was found to be the lowest among our peer universities. Subsequently the package was increased by approximately 50%. For example, in 2002, a Departmentally-funded Doctoral Assistant in their final year would make approximately $15,000 and pay all tuition and fees. In 2009, they would make $21,600, and have their tuition paid (~$5,500). In addition, health insurance has increased dramatically in cost from 2002-2009, but basic coverage remains a benefit. In 2002, Drs. Shinn and Murphy estimated the necessary increase in resources to maintain the number of Graduate Assistants at $195,200. This number, adjusted for inflation, remains accurate in 2009. We have been somewhat successful in securing additional resources. The number of Departmentally-funded Graduate Assistants has gone down approximately 33% rather than 50%. In 2002 there were 15 Masters and 6 Doctoral students on Departmentally-funded Assistantships. In 2009, there are 11 Masters and 3 Doctoral (33% decrease).

Overall, the number of Graduate Assistants in ALEC on all sources of funds has increased approximately 10%.

The salary and benefits of Graduate Assistants on grant and contract funds are determined by the Principle Investigators. Since 2002, the number of these project-funded Graduate Assistants has increased, and the salary and benefits packages have increased as well. In 2002, there was one Doctoral Student. In 2009, one Doctoral and six Master’s students are funded from project funds. We are aggressively pursuing this path to funding graduate education.

We have also seen an increase in the number of International Graduate Assistants since 2002. Many are funded, or partially funded, through creative arrangements of collaborative funds (Fulbright, University Fellowships, etc.). Two students, one Doctoral and one Masters, are currently on these collaborative Assistantships.

In addition to increasing the graduate stipends, we have moved aggressively to provide incentives for scholarly productivity among our Graduate Assistants. Since 2002, approximately $12,000 per year has been dedicated for Graduate Assistant travel. Beginning in 2008, this was provided to all graduate assistants on a sliding scale ($500 to attend a research conference, $750 if they submitted a piece of scholarship for the conference, $1,000 if they will present their research at the conference). We have seen an increase in scholarly productivity since implementing this policy. Efforts to reward scholarly productivity even further are being explored.

Recruiting Objectives
The graduate faculty has adopted a global orientation, and an aggressive recruitment plan to attract top graduate students from throughout the nation and around the world. Strategies to enhance recruiting include aggressive communication with potential students, clear admission policies, rapid response to admission decisions, competitive stipends, and fringe benefit packages that support academic excellence.
In the past year, the Department hired a graduate program coordinator and a Microcomputer/LAN administrator. Together with other staff, they have developed a new Department web site, http://alec.tamu.edu. The new site is user friendly and provides easy access to find admission information, departmental forms, course information, and faculty resources. The site is a great basis for recruiting students and a useful resource for campus and distance students, staff and faculty. In addition, the Department utilizes the services of new hire, Bill Gibbs, Director of Marketing and Communications in the College of Agriculture and Life Sciences.

Other strategies for recruiting include providing faculty with resources such as travel, brochures and participation with the joint Texas Tech faculty. Faculty members actively participate in conferences across the nation and around the world, including the AAAE, AIAEE, ACE, ACT, ALE, NACTA, National FFA, and the Vocational Agriculture Teachers of Texas Conferences to name a few. We provide assistantship position announcements through the AAAE list serv. In addition, the Department hosts and invites prospective applicants to the campus to tour the community and meet with faculty, staff, and other students. If funds are available, the College of Agriculture and Life Sciences provides opportunities for selected individuals to be reviewed for travel grants to offset expenses.

Assistant to the Head, Debbie King, and the Graduate Program Coordinator, Clarice Fulton are reviewing departmental recruiting materials and procedures. A recommendation to edit the materials and update the procedures is expected in late spring 2010.
Vision and Goals

Vision and Mission Statements

Vision (Very Short Version)
To discover, educate, serve, and inspire.

Vision (Short Version)
We advance the scholarship in our field of study through innovative approaches to teaching, research, and outreach. We provide balanced academic curricula that link science, technology, leadership, education, communications, and human performance systems. We are recognized as one of the premier programs of agricultural leadership, education, and communications worldwide and forge interdependent relationships with other world-class programs that share complementary missions, and we assist those programs aspiring to serve their countries and the world better.

The Vision of the Department (Long Version)
Collectively, we contribute to our field of study through multiple forms of scholarship, student education in the broad field of agricultural sciences and human performance, and of serving stakeholders with vested interests in agricultural leadership, education, and communications.

We strive to be great teachers and caring mentors. We seek new insight and understanding of relevant public issues through innovative approaches that validate our scholarship. We provide public service, extension, and outreach as proactive citizens who desire progressive, empowered communities. We are a learning community that integrates each member's unique knowledge, skills, and abilities for collaborative outcomes. We measure success through both the value stakeholders place on our work and its impact on society.

We are a worldwide leader for agricultural leadership, education, and communications, focusing our collective efforts on important issues. Our goal is to make a positive difference in our stakeholders' lives through the communication of crucial information related to agricultural sciences and human performance.

Mission
The mission of the Department is to improve the quality of life and well-being of individuals and communities in Texas, in the nation, and in the world through high-quality teaching, research, extension, and outreach programs that communicate crucial information for agricultural sciences and human performance.
Texas A&M University's strategic plan, "Vision 2020: Creating a Culture of Excellence," articulates what is needed to achieve its vision and mission. In 1999, the University identified 12 specific imperatives that define accepted precepts and goals that the university plans to target over the next two decades. Approaching the half way mark in 2008, Texas A&M focused on the development of the Academic Master Plan 2010-2015, which is intended to build on the success from the previous decade and to reaffirm the commitment to Vision 2020.

The Twelve Imperatives

- Elevate Our Faculty and Their Teaching, Research, and Scholarship
- Strengthen Our Graduate Programs
- Enhance the Undergraduate Academic Experience
- Build the Letters, Arts, and Sciences Core
- Build on the Tradition of Professional Education
- Diversify and Globalize the A&M Community
- Increase Access to Knowledge Resources
- Enrich Our Campus
- Build Community and Metropolitan Connections
- Demand Enlightened Governance and Leadership
- Attain Resource Parity with the Best Public Universities
- Meet Our Commitment to Texas

In a commitment by a previous Texas A&M University president to hire 447 additional faculty over a four-year period, the Department of Agricultural Leadership, Education, and Communications added two new faculty in 2002. Another faculty line was added in 2005. During the past year, a senior lecturer position was approved to be converted to a tenure-track position; a visiting assistant professor position is now a tenure-track position, and a new international agriculture position was added.

Academic Master Plan 2010-2015

The Master Plan outlines three fundamental components: Teaching-Learning Roadmap, Research Roadmap, and Engagement Roadmap.

Common to all three roadmaps will be overarching enablers of success, including:

- Developing human potential and diversity at Texas A&M
  - Recruiting and mentoring for excellence
  - Enhancing support systems (campus-wide research centers or institutes, interdisciplinary programs, learning communities, technology mediated instruction, etc.)
  - Quality of life
- Engaging and integrating international programs and globalization endeavors
- Enhancing facilities and infrastructure
- Marshalling financial resources
- Providing comprehensive offerings in service of the state and beyond
In the fall of 2008 and spring of 2009, The University formulated an Academic Master Plan—Accelerating Excellence. It is composed of three components:

- Research Roadmap
- Teaching Roadmap
- Engagement Roadmap

Concurrent with this process and the first phase, the College of Agriculture and Life Sciences developed a Research Roadmap, which contains the following:

- 10-year Vision, Mission and Goals
- Signature Research Areas
- White Papers submitted to the Provost Web Site
- White Paper Titles in Preparation
- Cross-cutting Matrix between Signature Research Areas and White Papers

The College is facilitating the development of the other two roadmaps. Refer to College Research Road Map and White Papers, Appendix D.

**College Signature Areas**

The charge to the colleges is to develop 3-5 Signature Areas that:

- Capitalize on “rare” research strengths within the College
- Must contribute to University excellence
- Involve interdisciplinary/multidisciplinary strengths

Six possible Signature Areas were drafted by the College Research Roadmap Committee utilizing:

1. Exceptional Items defined by AgriLife Research for funding in the 82st session;
2. the AgriLife Research Science Roadmap (http://agriliferesearch.tamu.edu/about/scienceroadmap.php);
3. priority research areas identified on a national level in the NASULGIC and ESCOP Science Roadmap (http://www.csrees.usda.gov/business/reporting/stakeholder/pdfs/roadmap.pdf); and
4. faculty input.

- Fundamental Biology
- Food: Security, Safety, Nutrition and Health
- Prosperity of Agricultural Systems
- Healthy Ecosystems and Conservation of Natural Resources
- Bioenergy and Alternative Energy
- Communities, Families, and Youth
Vision and Goals

Department Strategic Plan

The Department of Agricultural Leadership, Education, and Communications (ALEC) is one of 14 departments in the College of Agriculture and Life Sciences. Administrative changes over the past four years resulted in the process of updating the vision, mission, and strategic plan for the Department.

In support of our vision and mission statements, mentioned above, and the College and University’s Strategic Plans, the Department identifies the following long-term goals and strategies to follow for our Department to discover, educate, serve, and inspire our stakeholders. There are four main areas: Research, Scholarship Engagement, Teaching, and Organizational Development.

**RESEARCH**

**Goal 1**
Research – Increase research focus, productivity, and value

**Program Objective**
To examine theories, test models, and integrate best practices within the research priority areas of the department and those of our stakeholder groups and collaborating partners

**Benchmarks**
Investments in funded research, quantity of collaborative and/or multi-disciplinary research, number of staff studies, quantity and value of communicated knowledge (journal articles, conference papers and presentations, posters, demonstrations, portfolios, reports and publications), graduate student research productivity, graduate student placement, and acknowledgement of value by stakeholders

**Keywords**
agricultural communications and journalism, agricultural education, agricultural leadership and development, agricultural science, contextual applications, delivery strategies, evaluation, instructional design, international agricultural development, knowledge base, learning and cognition, needs assessment, organizational development

**Strategy 1**
Communicate systematic planning efforts across the field of study focusing on research priorities and individual academic areas

- **Measure**
  2010-2015: creation of a database-driven departmental web interface to communicate our mission, stakeholders, priorities, and research problem areas
- **Oversight**
  IT specialist, graduate faculty members, graduate students

**Strategy 2**
Seek and secure funds to advance focused research priority areas

- **Measure**
  2010-2015: communicate funding sources and due dates; number of submitted proposals and funded projects; 20% increase in proposal submissions over the five-year rolling average, 2004-2009
- **Oversight**
  PI’s and administrative personnel on grants, contracts and staff studies
Vision and Goals

**Strategy 3**
Collaborate with agencies, organizations, and individuals to enhance and extend focused additive research efforts for stakeholders

  **Measure**
  2010-2015: web-based database; increase collaborative projects by 20% over the five-year rolling average, 2004-2009

  **Oversight**
  IT specialist, graduate faculty members

**Strategy 4**
Report impacts of research among agencies, organizations, stakeholder groups and individuals

  **Measure**
  2010-2015: web-based database; post measures of impact as return on investment; increase research outputs by 10% over the five-year rolling average, 2004-2009

  **Oversight**
  IT specialist, graduate faculty members

**Goal 2**
Research - Transforming ALEC Research Knowledge Base for a Changing World

**Program Objective**
To examine the knowledge base against dynamic global environments to better create, design, and deliver systems for life-long learning for today’s target audiences, including state, national and international programs at the elementary, middle school, high school, post-secondary, collegiate, and industry settings

**Benchmark**
2009 competencies and knowledge objects in present curricula and degree plans; new findings that identify high priority knowledge essential for ALEC graduate success; follow-up assessment of all graduates

**Keywords**
accreditation; agricultural communications; agricultural teacher education; Agriculture and Life Sciences; AgriLife Extension; AgriLife Research; higher agricultural education; international agricultural and extension education; knowledge base; leadership education

**Strategy 1**
Engage in persistent strategic planning to reinvent learning and teaching for today’s target audiences

  **Measure**
  2009-2013: minutes of workgroup discussions; stakeholder opinions; descriptive research tools; working drafts of curriculum frameworks;

  **Oversight**
  Chair of individual work groups

**Strategy 2**
Align undergraduate degree plans to prepare practitioners with diverse experience for careers that apply science, technology, leadership, education, communications, and human performance systems in the global context of food, natural resources, and environment

  **Measure**
  2009-2013: minutes of workgroup discussions; stakeholder opinions; descriptive research tools; working drafts of curriculum frameworks; evaluation of integration of science, technology, leadership, education, communications, and human performance systems within the field of study

  **Oversight**
  Chair of each undergraduate degree emphasis area: AGSC, ALED; AGCJ; USAL-LED
Vision and Goals

**Strategy 3**
Align master’s degree plans to prepare specialists to integrate science, technology, leadership, education, communications, and human performance systems in the global context of food, natural resources, and environment.

**Measure**
2009-2013: minutes of graduate faculty discussions; stakeholder research; descriptive research tools; working drafts of curriculum frameworks; evaluation of integration of science, technology, leadership, education, communications, and human performance systems within the field of study

**Oversight**
Associate department head for research and graduate study; Chair of each graduate degree emphasis area: AGSC, ALED; AGCJ; TEI; IAE

**Strategy 4**
Align doctoral degree plans to prepare social scientists to examine theories, test models, and integrate best practices within high priority research initiatives in the global context of food, natural resources, and environment.

**Measure**
2009-2013: minutes of graduate faculty discussions; stakeholder research; descriptive research tools; working drafts of curriculum frameworks; evaluation of integration of science, technology, leadership, education, communications, and human performance systems within the field of study

**Oversight**
Associate department head for research and graduate study; Chair of each graduate degree emphasis area: AGSC, ALED; AGCJ; TEI; IAE

**Strategy 5**
Publish an annual “State of the Transformation” to document the transformation process

**Measure**
2009-2013: white paper by each departmental workgroup describing a SWOT analysis of progress in the transformation of ALEC research for a changing world.

**Oversight**
Individual work groups; Department Head and Associate Department Heads

**SCHOLARSHIP ENGAGEMENT**

**Goal 3**
Scholarly Engagement—To enhance interactions, collaborations, and capacity building of the Department of Agricultural Leadership, Education, and Communications with the public and clientele beyond traditional teaching, research, and service expected of faculty members: scholarly engagement occurs outside the Texas A&M University academy.

Scholarly engagement arises from service to and with our clientele and the public; this engagement results in discovery, integration, translation, and application of knowledge; the results must be documented, communicated, and validated by peers in order to meet the definition of scholarly engagement.

**Program Objective**
ALEC’s plan for scholarly engagement is consistent with and supportive of the Report of the Scholarly Engagement Roadmap Committee (available at [http://provost.tamu.edu/documents/EngagementRoadmapReport2009May22.pdf](http://provost.tamu.edu/documents/EngagementRoadmapReport2009May22.pdf)). ALEC embraces the Committee distinctions between service, engagement, and scholarly engagement. Service occurs in the Texas A&M University academy and engagement occurs outside the academe. Key areas served by faculty include Pre-Kindergarten though community college/vocational school students and teachers, governments...
Vision and Goals

and non-governmental organizations, non-profit organizations, international development agencies, rural
and community development organizations, Extension professionals, and clientele both domestically and
internationally.

**Strategy 1**
Convene a departmental committee to document scholarly engagement activities of teaching and research
faculty and extension specialists

*Measure*
Detailed annual report documenting scholarly engagement activities

*Oversight*
Department Head, faculty, and scholarly engagement committee

**Strategy 2**
Based on the information collected, develop a web presence and print media to communicate scholarly
engagement activities of the faculty

*Measure*
On an annual basis, up to date web pages and print materials

*Oversight*
Scholarly engagement committee and microcomputer/LAN Administrator

**Strategy 3**
Faculty members should document their involvement in scholarly engagement and communicate such
yearly

*Measure*
This effort should result in at least one scholarly output annually.

*Oversight*
Department Head

**TEACHING**

**Goal 4**
Teaching—Attract and retain students with high potential who represent diverse backgrounds and
experiences

**Program Objective**
Adjust student numbers to a level that can be managed by current faculty

- ALED: adjust to 500 student majors (2009-542)
- AGSC: adjust to 200 student majors (2009-121)
- AGCJ: adjust to 200 student majors (2009-138)
- USAL-LED: adjust to 300 student majors (2009-111)
- Graduate Masters: 100 students (2009-86)
- Graduate Doctoral: 50 students (2009-55)

**Strategy 1**
Recruit majors for AGSC, AGCJ, and University Studies degree in Leadership and Master’s and Doctoral
students

*Measure*
Continue recruiting until goals are reached by seeking internal/external transfers, guest lecturing in introductory
courses, providing accurate information on the web site, and through representation at conferences and conventions.

*Oversight*
Each Learning Community
Vision and Goals

Strategy 2
Adjust numbers in ALED to reach target of 500

Measure
Ensure high quality through GPA, essay, and other indicators of quality and interest in the major

Oversight
ALED Learning Community

Strategy 3
Recruit high quality students that illustrate goal of meeting Texas demography

Measure
Select Aggie Reps who represent Texas population; recruit students involved in 4H and FFA; recruit graduate students through professional conference activities as well as communicating with peer institutions; continue recruitment via programs like Big City, Big Country and other avenues for reaching diverse, high quality students; develop recruitment materials, such as major pagers, that reflect high quality and diverse students

Oversight
Selected faculty, AGJC Learning Community, and AGCJ workgroup

Strategy 4
Increase teaching faculty representing a diverse population reflective of the general population

Measure
Ensure that all new positions are advertised and recruited in such a way as to attract top quality applicants who reflect diversity

Oversight
Department Head and Chairs of Search Committees

Strategy 5
Provide high quality advising for students at all levels in all programs

Measure
Ensure advisors are adequately and properly trained; adjust advising load based on student numbers in degree programs so that the maximum ratio is 200 students/FTE advisor; increase advisors in ALED/USAL-LED to reflect a ratio is 200 students/FTE advisor

Oversight
Department Head, Associate Heads, and Workgroup Leaders

Strategy 6
Develop and integrate active research (scholarship) programs based on student recruitment/retention (advising) issues

Measure
Workgroup or faculty initiated research programs focused on student recruitment and retention issues, that are externally funded, provide graduate teaching assistantships, contribute to the body of knowledge, and validate ALEC as the world leader in agricultural leadership, education, and communications are needed in all programmatic areas

Oversight
All Faculty

Goal 5
Teaching--Improve teaching effectiveness and learning excellence in graduate programs

Program Objective
Enhance ALEC graduate degree programs
Vision and Goals

**Strategy 1**
Identify Core courses in the graduate curriculum

**Measure**
Include identification and description of core courses in graduate faculty handbook

**Oversight**
Graduate Curriculum Committee

**Strategy 2**
Clarify criteria for graduate admission

**Measure**
Include graduate admission criteria in graduate faculty handbook

**Oversight**
Graduate Admissions Criteria Committee

**Strategy 3**
Continue Joint Doctor of Education Cohorts

**Measure**
Cohort III has 17 remaining students, Cohort IV has 12 students admitted and 11 beginning in Fall 2009; secure funding and recruit/hire one new faculty member; restructure fee structure to cover the major cost of O&M of the program

**Oversight**
Joint Doctor of Education faculty

**Strategy 4**
Offer graduate certificates in Leadership and eLearning

**Measure**
Continue offering certificates; recruit students from other departments for certificate programs as appropriate

**Oversight**
Graduate faculty

**Strategy 5**
Begin developing an interdisciplinary graduate program with an emphasis in Youth Leadership

**Measure**
Submit certificate paperwork for interdisciplinary program with RPTS and Extension; recruit students and offer program as appropriate

**Oversight**
Faculty interested in graduate level extension education

**Strategy 6**
Develop technology-assisted courses for graduate programs at a distance and increase ALEC graduate WSCH as funding allows

**Measure**
Expand to courses offerings online as funding and time allow; create equivalency course list with Texas Tech courses for Joint Doctor of Education

**Oversight**
Graduate faculty
Vision and Goals

**Strategy 7**
Improve curriculum, course offerings, and rotation of courses to meet student needs

- **Measure**
  The graduate faculty should meet periodically to discuss courses, propose new courses, and course rotations; course rotations should be posted two years in advance if possible

- **Oversight**
  Associate Head for Graduate Programs and Graduate Program Coordinator

**Strategy 8**
Continue extension education courses to enhance teaching methodology of future Texas Agrilife Extension faculty; develop new course in Extension History/Philosophy of Education

- **Measure**
  Offer extension education courses as appropriate based on faculty, funding, and student interest.

- **Oversight**
  Graduate faculty

**Strategy 9**
Develop and teach international agricultural development courses; develop the international agricultural development graduate research area; advise students interested in international agricultural development; continue to internationalize and globalize the curriculum

- **Measure**
  Continue to partner with the Norman Borlaug Institute; develop additional graduate courses in international agriculture; reinstate ALEC 647 Field Study

- **Oversight**
  Department Head, Associate Head for Graduate Programs, and faculty interested in International Agriculture

**Strategy 10**
Increase number of faculty participating in teaching professional development activities

- **Measure**
  Currently less than 30% participate; increase to 50% attending at least 2 activities, including Peer Review of Teaching

- **Oversight**
  Department Head and Associate Heads

**Strategy 11**
Develop and integrate active research (scholarship) programs based on graduate teaching effectiveness and learning excellence

- **Measure**
  Workgroup or faculty initiated research programs focused on graduate teaching effectiveness and learning excellence, that are externally funded, provide graduate research assistantships, contribute to the body of knowledge, and validate ALEC as the world leader in graduate education are needed in all programmatic areas

- **Oversight**
  All Faculty

**Goal 6**
Teaching - Improve teaching effectiveness and learning excellence in undergraduate programs

**Program Objective**
Enhance flexibility of courses; ensure students are engaged in quality programs
Vision and Goals

Strategy 1
Increase ALEC Graduate Assistantship funding to enhance undergraduate and graduate education

Measure
Roughly 60% of the ALEC GAs salary budget comes from "hard funds," (funds dedicated to GA Salaries), while 40% comes from fees (IEEF, Graduate Enhancement, etc.); by 2015: Secure additional funds dedicated to GA salaries to increase the proportion of “hard” graduate assistantship funding to 80%; this will free up fee-based funds to enhance the quality of the educational experience for current students

Oversight
Department Head and Associate Heads

Strategy 2
Increase number of faculty participating in teaching professional development activities

Measure
Currently less than 30% participate; increase to 50% attending at least 2 activities, including Peer Review of Teaching

Oversight
Department Head and Associate Heads

Strategy 3
Improve curriculum, course offerings, and rotation of courses to meet student needs

Measure
Each workgroup should meet periodically, to discuss courses, propose new courses, course rotations, and core competencies of programs; course rotations should be posted two years in advance if possible

Oversight
Workgroup Leaders

Strategy 4
Protect faculty load of assistant professors

Measure
Maximum course load should follow university guidelines to ensure proper balance between teaching and research

Oversight
Department Head

Strategy 5
Enhance internships, clinical experiences, study abroad, and professional preparation programs

Measure
Develop cooperative relationships for quality new and diverse internships; foster existing relationships

Oversight
ALED, AGSC, AGCJ and USAL-LED Learning Communities

Strategy 6
Increase participation in undergraduate research projects

Measure
Encourage student and faculty participation in undergraduate research projects as appropriate

Oversight
All Faculty
Vision and Goals

**Strategy 7**
Develop and integrate active research (scholarship) programs based on undergraduate teaching effectiveness and learning excellence

*Measure*
Workgroup or faculty initiated research programs focused on undergraduate teaching effectiveness and learning excellence, that are externally funded, provide graduate teaching assistantships, contribute to the body of knowledge, and validate ALEC as the world leader in undergraduate education are needed in all programmatic areas

*Oversight*
All Faculty

**ORGANIZATIONAL DEVELOPMENT**

The Strategic Plan for the Organizational Development Unit reflects the vision and mission for the unit as it supports Texas AgriLife Extension Service and the Department of Agricultural Leadership, Education, and Communications in the areas of teaching, research, extension, and service. Imbedded in scholarly work are strong commitments to the preparation of students to become future employees, the development of new Extension employees, and continued support for those professionals currently employed by AgriLife Extension. Innovation, cutting-edge educational techniques, excellence, customer service, and the sharing of our work are our core values.

**Employee Development**

*Imperative*
AgriLife Extension will provide employees with relevant employee development to enhance their ability to provide quality, relevant outreach, and education programs and services to the citizens of Texas.

**Goal 1**
Employee Development—AgriLife Extension will provide a work environment along with resources that will promote new employee satisfaction, effectiveness and retention

*Strategy*
AgriLife Extension will implement a coordinated strategy to onboard new employees.

*Measure A*
Organizational Development will work in partnership with administration and mid-management in resource development for new employees

*Oversight*
L. Lockett, R. Luckey

*Measure B*
AgriLife Extension will conduct face-to-face trainings (Extension Foundations) bi-annually for new Agents, Specialists and Support Staff to attend within their first eight months of employment

*Oversight*
L. Lockett, R. Luckey

*Measure C:* AgriLife Extension will conduct two face-to-face trainings (Program Excellence Academy) with advanced subject matter for new County Extension Agents who have previously attended Extension Foundation.

*Oversight:*
J. Ripley

**Goal 2**
Employee Development—AgriLife Extension will provide a work environment along with resources that will promote tenured employee satisfaction, effectiveness and retention
Strategy
AgriLife Extension will implement a purposeful strategy for tenured employee development

Measure
Organizational Development will work in partnership with administration and mid-management in resource development for tenured employees.

Oversight
L. Lockett, R. Luckey

Goal 3
Employee Development—AgriLife Extension will create a system where new employees can benefit from the experience and wisdom of tenured employees

Strategy 1
Organizational Development will work in partnership with administration, county programs, and mid-management to develop, conduct, and evaluate an effective statewide mentor program

Measure
Provide annual training for identified tenured employees in becoming new mentors within Extension

Oversight
R. Luckey

Strategy 2
Organizational Development will work in partnership with administration, county programs, and mid-management to develop, conduct, and evaluate mentor update trainings for existing mentors bi-annually providing tips and techniques

Measure A
Provide bi-annual mentoring update resources for existing mentors.

Oversight
R. Luckey

Measure B
Provide resources for preparing new employees to become effective mentees within the mentoring program

Oversight
R. Luckey

eLearning

Imperative
eLearning will be utilized as a common educational method for Extension clientele outreach and employee development

Goal 1
eLearning—Extension will offer employee development courses online

Strategy
Extension eLearning will contribute to the design and development of online employee development courses for Extension employees in Texas

Measure
Contribute to the design and development of four or more online employee development courses a year

Oversight
J. Jahedkar
Vision and Goals

Goal 2
eLearning–Extension employees in Texas and nationally will be aware of and educated about eLearning tools and technologies for the design, development, and delivery of online courses

Strategy
Varying types of employee development opportunities will be offered to Extension employees in Texas and nationally

Measure
Provide six or more employee-development opportunities a year on eLearning topics

Oversight
J. Jahedkar

Goal 3
eLearning–Extension employees in Texas and nationally will participate in online employee development courses

Strategy
Extension eLearning will offer assistance and provide mentoring to Extension employees in Texas and nationally to encourage participation in online employee development courses

Measure
The number of registered users on the employee development site pdc.extension.org will grow. Benchmark 1400 users Sept 2009

Oversight
J. Jahedkar

Goal 4
eLearning - Outreach courses for Extension clientele will be offered online

Strategy
Extension eLearning will contribute to the design and development of online outreach courses for Extension clientele in Texas

Measure
Contribute to the design and development of four or more online outreach courses a year

Oversight
J. Jahedkar

Goal 5
eLearning–Extension clientele will participate in online outreach education

Strategy
Support will be provided to Extension employees and clientele in Texas and nationally to encourage participation in online outreach courses

Measure
The number of registered users on the outreach site campus.extension.org will grow. Benchmark 2700 users Sept 2009

Oversight
J. Jahedkar
Vision and Goals

Evaluation & Accountability

**Imperative**
AgriLife Extension will provide relevant and meaningful evidence as to the value of Extension to the citizens of Texas.

**Goal 1**
Evaluation & Accountability—AgriLife Extension will collect, process, summarize, and report customer satisfaction data associated with its educational programs as a matter of accountability and in pursuit of program excellent and continuing improvement

**Strategy**
Organizational Development will create positive incentives for participation including use of scanning technology to facilitate data collection and processing, making a variety of scan form templates available, and providing faculty with relevant and accurate results in a timely manner. Tools will be provided to assist appropriate personnel in tracking and managing participation

**Measure A**
AgriLife Extension will comply with state-mandated reporting of customer satisfaction data. As baseline measures, the percentage of required counties in compliance was 98% and 100% for FY08 and FY09 respectively

**Measure B**
AgriLife Extension will encourage and facilitate active participation of nonrequired counties in collecting and reporting of customer satisfaction data. As baseline measures, the percentage of non-required counties participating in customer satisfaction reporting was 38% and 48% for FY08 and FY09 respectively

**Goal 2**
Evaluation & Accountability—AgriLife Extension will increase the capacity of all employees to evaluate and report results associated with their educational programs

**Strategy**
For all employees, Organizational Development will update, consolidate, and provide online access to training modules and other evaluation resources. For new employees, Organizational Development will provide introductory and advanced training on evaluation techniques and best practices via online training modules, Extension Foundations, and the Program Excellence Academy

**Measure A**
Online Extension Evaluation Resource Center for revised training materials and other evaluation resources by December 31, 2010

**Measure B**
Each new employee will complete: pre-Foundations online training modules, Foundations, and two sessions of the Academy. Participants in the Academy will show a percent change on knowledge of at least 35% on evaluation topics

P. Pope

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Vision and Goals

**Measure C**
Employees will utilize scanning technology, analysis software, Web-surveys, and other technologies/tools in evaluating output and outcome programs

**Oversight**
P. Pope

**Goal 3**
Evaluation & Accountability—AgriLife Extension will conduct high quality, timely evaluation for selected projects

**Strategy**
Organizational Development will design and implement major evaluation projects as opportunities arise—from defining study requirements through writing the final report—for both internal and external clients. Utilize best practices and technologies as appropriate and feasible. Seek subject matter and methodological expertise of other Extension faculty as needed

**Measure**
Successful completion of major evaluation projects

**Oversight**
P. Pope

**Goal 4**
Evaluation & Accountability – AgriLife Extension will meet required federal mandates for evidence of accountability

**Strategy**
Organizational Development will work in partnership with administration and mid-management in the development of systems to ensure federal accountability requirements are met in a timely manner

**Measure A**
Submit and have accepted the Federal Plan of Work to the National Institute of Food and Agriculture on an annual basis

**Oversight**
S. Cummings

**Measure B**
Submit and have accepted the Federal Report of Accomplishments to the National Institute of Food and Agriculture on an annual basis.

**Oversight**
S. Cummings

**Goal 5**
Evaluation & Accountability – AgriLife Extension will meet required state mandates for evidence of accountability.

**Strategy**
Organizational Development will work in partnership with administration and mid-management in the development of systems to ensure that state accountability requirements are met in a timely manner

**Measure**
Submit and have accepted the state LBB quarterly and annual performance measures to the Legislative Budget Board

**Oversight**
S. Cummings

**Goal 6**
Evaluation & Accountability – AgriLife Extension will provide and maintain a system to collect and document accountability information
Vision and Goals

Strategy
Organizational Development will work in partnership with administration, mid-management, specialists, and agents to collect and document accountability information

Measure A
Implement ongoing reviews of information collection and documentation strategies to ensure effective and efficient operation of the system

Oversight
S. Cummings

Measure B
Provide ongoing assistance through training, Help Desk support and other strategies in the operation of the system to all levels of agency personnel

Oversight
S. Cummings

Program Development

Imperative
Education and training on the Program Development Process is paramount to the success of Extension professionals in delivering quality relevant educational programs to the clientele we serve.

Goal 1
Program Development – AgriLife Extension will increase the capacity of new employees to develop quality, relevant educational programs

Strategy 1
Organizational Development will coordinate a Program Excellence Academy for all new employees to fully integrate the Extension Program Development Model into their local programs

Measure
Each new employee will complete two sessions of the Academy, and will show a percent change on knowledge of selected topics of at least 35%

Oversight
J. Ripley

Strategy 2
Texas AgriLife Extension will invest time and effort into employee development in an effort to improve teaching effectiveness

Measure
Organization Development will provide resources and trainings for Extension employees to become more effective educators

Oversight
L. Lockett

Goal 2
Program Development – Create a heightened awareness of the program development process and an understanding of the model across all counties and units within Texas AgriLife Extension

Strategy 1
Resources will be developed, publicized and distributed agency-wide to better equip faculty in the program development process
Vision and Goals

Measure
Revised Program Development publication available to County Extension Agents by September 1, 2010. Publication will be reviewed and vetted with the county Leadership Advisory Board (LAB) and Program Area Committees (PAC) sounding boards prior to publication
Oversight:
J. Ripley, M. Wright

Strategy 2
Organizational Development will increase communication with County Extension Agents, Specialists and Administrators regarding the program development process, and its implementation at the local level

Measure A
Organizational Development will produce and distribute a Program Development Briefs newsletter on a quarterly basis to all Extension employees to include timely tips and topics related to program development and accountability
Oversight
J. Ripley, M. Wright

Measure B
Website and Blog will be updated and maintained to include the most current information related to program development
Oversight
J. Ripley, M. Wright

Goal 3
Program Development – AgriLife Extension will increase the capacity of employees to effectively interpret the results of evaluation efforts to market to stakeholders

Strategy
Organizational Development will continue to provide training to County Extension Agents to increase the quality and effectiveness of outcome summaries to fully describe the local impact of programs

Measure
A standardized outcome summary format will be developed and followed by County Extension Agents, creating a consistent look of outcome summaries across the State
Oversight
J. Ripley, M. Wright

Volunteerism

Imperative
Managing volunteers is essential for the future growth and programmatic impact of the Texas AgriLife Extension Service. A volunteer system in the Texas AgriLife Extension Service that adheres to our grassroots mission will be implemented.

Goal 1
Volunteerism – Develop competencies of Extension faculty and provide incentives that allow for more effective volunteer management
Vision and Goals

**Strategy 1**
Strengthen Texas AgriLife Extension Service’s commitment and support for a volunteer-driven, Extension-supported delivery approach

**Measure A**
Training for County Extension Agents on empowering volunteers and increasing Extension educational program delivery by volunteers

Oversight
C. Dodd, L. Lockett

**Measure B**
Facilitate youth issue identification process among Youth Boards, and develop summary of youth issues being addressed in each region and the state

Oversight
C. Dodd

**Measure C**
Develop online learning modules for County Extension Agents

Oversight
C. Dodd, L. Lockett

**Measure D**
Provide training and resources on the fundamentals and basics of Program Area Committees and Leadership Advisory Boards

Oversight
C. Dodd, L. Lockett

**Measure E**
Provide training directly to Extension volunteers to enhance volunteer impact

Oversight
C. Dodd, L. Lockett

**Measure F**
Gather INVEST Steering Committee on bi-annual basis to provide guidance and direction for future volunteer efforts

Oversight
C. Dodd, L. Lockett

**Strategy 2**
Advancing the field of youth development volunteerism through a Professional Development Plan for Extension personnel

**Measure A**
A 4-H professional development opportunity (Youth Summit) will be conducted biennially for county Extension agents, program assistants, and special programs coordinators

Oversight
C. Dodd

**Strategy 3**
Supporting volunteer development and training

**Measure A**
Develop online trainings and resources for volunteers

Oversight
C. Dodd, L. Lockett

**Measure B**
Host 4-H Volunteer Forum

Oversight
C. Dodd
Vision and Goals

Goal 2
Volunteerism – Further develop the relationship volunteers have with paid staff in order to maximize Extension’s ability to provide excellence in educational programs

Strategy 1
Define the programmatic function of Extension volunteers

Measure A
Annually monitor the number of Extension volunteers through the volunteer survey, providing values of volunteer time and interpretation data for use by County Extension Agents

Oversight
C. Dodd, L. Lockett

Measure B
Train County Extension Agents on how to work more effectively with volunteers in urban settings (urban and urban initiative counties)

Oversight
C. Dodd, L. Lockett

Strategy 2
Develop a volunteer system that is more representative to address expectations, roles, and responsibilities of today’s citizens

Measure A
Develop strategies for encouraging and enhancing diversity among volunteers

Oversight
C. Dodd, L. Lockett

Measure B
Development/adoPTION of model for working with episodic (short-term) volunteers in order to expand volunteer opportunities

Oversight
C. Dodd, L. Lockett

Strategy 3
Support the Youth Protection Standards Program to ensure a safe environment for youth

Measure A
Transition 4-H volunteer enrollment and screening procedures to be facilitated online via 4-H CONNECT

Oversight
C. Dodd, T. Lepley

Measure B
Annually review the Youth Protection Standards program, guidelines, and procedures

Oversight
C. Dodd

Measure C
Provide training for new employees on volunteer qualifications and the screening process during New Employee Orientation

Oversight
C. Dodd
This section of the document provides an overview of the composition of our departmental organization. Primary authority begins with the Department Head, along with three Associate Heads; Undergraduate Programs, Graduate Programs and Research, and Extension. As our organizational chart indicates beyond this executive team, specific departmental committees are also utilized to address other departmental issues or needs.

During the 1990s, the faculty organized around work groups that include functional responsibilities in agricultural development and leadership education, agricultural science, agricultural communications and journalism, distance education, Extension education, instructional materials service, international agricultural development, research and development, technology-assisted learning systems, undergraduate education, and administrative services. The faculty accepted responsibility in creating and expanding our knowledge base and defining and re-defining the contexts in which we apply that knowledge. These contextual settings are the expressions of the knowledge through (1) the mission, philosophy, functions, structures, and processes; (2) the available resources and the means by which those resources are allocated; and (3) the historical relationships to other educational and training organizations.

Utilization of Contextual Application Workgroups

Each workgroup comprises undergraduate and graduate faculty, a staff member, and most include graduate students, which meet on a regular basis to utilize their expertise to discuss and assess the needs of the faculty, staff, and students while providing support to the Department as a whole. Specific responsibilities of each academic workgroup are defined in a workgroup report at the end of the document, Appendices E, F, G, H, and I. Each composition of the workgroups is listed below:

- **Agricultural Communications and Journalism**
  - Chair: Deb Dunsford
  - Members: Traci Naile, Tracy Rutherford, Douglas Starr
  - Staff: Charlene Boggus

- **Agricultural Science/Teacher Education**
  - Chair: Julie Harlin
  - Members: Gary Briers, Alvin Larke, Jr, Tim Murphy, John Rayfield
  - Staff: Jovonna Ivester

- **Extension**
  - Chair: Scott Cummings
  - Members: Patrick Allen, Susanna Coppennoll, Shannon Degenhart, Megan Forman, Tayla Hightower, Jennifer Jahedkar, Lynette Kirchner, Landry Lockett, Shavahn Loux, Rebecca Luckey, Megan McClure, Billy McKim, William Patton, Michelle Payne, Paul Pope, Virginia Reese, Jeffrey Ripley, Caleb Shane, Amber Signoretta, Arian Stull, Jean Suh, Tom Vestal, Kelsey Willberg, Megan Wright, Cameron Wright
  - Staff: Tanya Gunnels

- **Graduate**
  - Chair: Tim Murphy
  - Members: Chris Boleman, Barry Boyd, Gary Briers, James Christiansen, Scott Cummings, Kim Dooley, Chanda Elbert, Jack Elliot, Julie Harlin, Alvin Larke, Jr., James Lindner, Landry Lockett, Mike McCormick, Lori Moore, Theresa Murphrey, Tim Murphy, Traci Naile, John Rayfield, Manda Rosser, Tracy Rutherford, Glen Shinn, Douglas Starr, Christine Townsend, Tom Vestal, Jennifer Williams, Gary Wingenbach
  - Staff: Clarice Fulton
Departmental Organization

Instructional Materials Service
Chair: Joe Dettling
Members: Kirk Edney, Keith Zamzow
Staff: Joan Charanza, Chris Stetter, Joyce Wilkerson

International Agricultural Development
Chair: Gary Wingenbach
Members: Gary Briers, James Christiansen, Cathryn Clement, Kim Dooley, Jack Elliot, James Lindner, Theresa Murphrey, Manuel Pina, Glen Shinn
Staff: Elke Aguilar

Leadership (ALED/USAL-LED)
Chair: Summer Odom
Members: Barry Boyd, Chanda Elbert, Mike McCormick, Lori Moore, Manda Rosser, Katie Scott, Lexi Wied, Jennifer Williams
Staff: Charlene Boggus

Technology-Enhanced Instruction
Chair: James Lindner
Members: Gary Briers, Kim Dooley, Jack Elliot, Tim Murphy, Theresa Murphrey, Glen Shinn, Gary Wingenbach
Staff: Clarice Fulton

Departmental Committees

Promotion and Tenure Committee
The Department of Agricultural Leadership, Education, and Communications (ALEC) proactively seeks tenure and/or promotion (T&P) of faculty members who contribute significantly to the productivity of the missions of the Department, College, Texas AgriLife Research, Texas AgriLife Extension Service, and Texas A&M University. To that end, ALEC follows the Rules and Standard Operating Procedures of Texas A&M University and the College of Agriculture and Life Sciences. (See Appendix J for Tenure and Promotion Committee Activities).

Navigating the Tenure and Promotion Process: One and Only One Perspective
February 17, 2010
Gary E. Briers, Professor and Chair,
Departmental Promotion and Tenure Committee

The purpose of this document is to supplement the official documents available from the Office of the Dean of Faculties and Associate Provost and website of http://dof.tamu.edu/admin/tp/

The documents on the website include the following three documents

1. Guidelines for Tenure and Promotion (hot button title on website), or Tenure and Promotion Packages: Submission Guidelines (actual title on document online),

2. College of Agriculture and Life Sciences, Texas A&M University, Promotion and Tenure Recommendations, [While this document is perhaps more appropriate for Texas AgriLIFE faculty, remember that professorial titles reflect professorial activity and achievement (i.e., teaching, research, service and outreach). ALL candidates for promotion and/or tenure should follow: There are titles OTHER THAN PROFESSOR to reflect other kinds of important and valuable activities of universities and related agencies (e.g., coach, academic advisor, commandant, provost, president, dean, director, specialist, head, ombudsman, chancellor, trainer, coordinator).]
3. Tenure and Promotion Policy—Department of Agricultural Leadership, Education, and Communications, Texas A&M University.

“The Candidate’s CV. Description: The curriculum vitae will reflect experiences and development in the candidate’s career as a teacher and scholar [emphasis mine]. It provides an overview of the candidate’s academic accomplishments” (1., p. 11). And “The faculty achievement report/curriculum vitae should represent the faculty member’s entire academic career [emphasis mine] and contain a precise narrative of accomplishments” (2., p. 6). My point here is that your journey toward tenure and promotion at Texas A&M University began long before you arrived here as a faculty member. I reiterate, your CV should represent your entire academic career/your career as a teacher and scholar.

Develop a drop file to store artifacts and evidence of your academic accomplishments. Your CV might be open and accessible on your desktop computer at all times. Periodically, pause for a bit, reflect, and chronicle in your CV recent academic accomplishments. Remember that it’s easier to DELETE items no longer germane than it is to remember long ago accomplishments not documented previously.

READ carefully the three documents referenced above. Make hard copies and put THEM in your drop file for P&T materials. Refer to them and UPDATE them annually.

Begin to develop your dossier items NOW—if you haven’t already. Your CV is Item 2 in your dossier. Item 1 is your Statement(s) on Teaching, Research, and Service. Use the dossier Check-Off List For Candidate, T&P Committee and Head Items to ensure that you have necessary items. (You are technically responsible for following the General Instructions and providing Dossier Items 1, 2, and 3 only. However, notice what is required for Items 4-7; note that these 4 items are provided by the department (read: ALEC P&T Committee). Similarly, Item 8 comprises letters of outside reviewers. There are specific guidelines and instructions to follow by you as a candidate, by the department head, by the chair of the P&T committee, etc.

Use your annual evaluations and your third-year review as waypoints in your journey.

Visit often with the department head, senior faculty members, the associate dean for graduate programs and faculty development in COALS, your mentor(s), and others whom you trust for guidance and answers to questions. Recognize that ANY FACULTY MEMBER can give you ONLY his or her take on the proper way to navigate the process. Because MANY members of the community ultimately make relatively independent judgments of your CV/dossier and vote only YES or NO on their recommendation for your promotion/tenure, it is IMPOSSIBLE for ANY person to know precisely and absolutely the outcome of a decision that has not been made yet BY THE BOARD OF REGENTS. For this very reason, all of us tend to use our best judgment, history, guidelines, metrics, etc, to answer questions about your path. Any or all of us should qualify our replies to your questions about “how do I navigate successfully” by saying, “in my opinion” or “history would suggest” or something similar. PLEASE do not take this kind of response to your questions as vague or hiding something or wishy-washy. Simply put, promotion in professorial rank and/or awarding of tenure is/are among the most important decisions that the academy makes. This ultimately singular decision is the result of input from often scores of individuals—humans—people—each with her or his own set of lenses. So, while we may all look at the same documents using the same metrics and same criteria, each of us has a different weight or scale or way of applying the rubric to the metrics. The evidence would suggest that the decision is rarely completely objective. Why do I write that? If every decision was entirely objective, then EVERY INDIVIDUAL who evaluates a candidate would arrive at exactly the same decision. Because votes are rarely unanimous, there is evidence to suggest that those decisions were subjective rather than objective.
Departmental Organization

A wise person, a senior faculty member, once told me the following, “Tenure is earned by achievement/excellence, but it is CONFIRMED/VALIDATED ONE VOTE AT A TIME.” I couldn’t say it better.

One purpose of this document is to accomplish this:

May you never be able to say: “I wish I had been told.”


Graduate Admission Policy Committee
During the Fall 2009 semester, an adhoc committee of the graduate faculty revised the graduate admissions criteria and procedures for all ALEC graduate applicants. The committee sought to establish standards for evaluating graduate applicants, and a process to insure adequate input from graduate faculty members. The report of the committee was adopted during the January 14, 2010 meeting of the Graduate Faculty and will be implemented on March 2, 2010. (See the new admissions policy in Appendix K).

Graduate Curriculum Committee
The Graduate Curriculum Committee includes at least one graduate faculty member from each workgroup. The primary responsibility of this committee is to review all new course requests before they are submitted to the College Graduate Curriculum Committee. The committee, however, does not approve actual course offerings for any given semester. Course offerings are approved by the Graduate Faculty as a whole during a special meeting called each long semester. The 2009-2010 Graduate Curriculum Committee members are Scott Cummings, Kim Dooley, Barry Boyd, James Lindner, Gary Briers, and Gary Wingenbach.

Undergraduate Curriculum
Decisions for the undergraduate curriculum that includes the course offerings and new course requests are discussed and assessed by the individual workgroups.

Collaboration
AgriLife Advanced Leadership Program
The AgriLife Advanced Leadership Program is targeted at developing a cohort of 16-21 advanced leaders from across AgriLife who want to enhance their leadership and personal development skills. Faculty and professional staff from each of the five AgriLife components are selected to participate in the 18 month program. Participants will gain core and contextual leadership competencies through group and individualized experiences with the aim to cultivate AgriLife leaders with a state and national outlook. Participants will interact with administrators, leadership professionals, and their peers to enhance their effectiveness as leaders. The ALEC Department has two faculty members and one graduate student serving on the program’s executive committee that reports to the Vice Chancellor for Texas A&M AgriLife, Dr. Mark Hussey. The three executive committee members from ALEC are Dr. Jack Elliot, Dr. Scott Cummings, and John Hall.
**Youth Development Initiatives**

The Youth Development Initiative (YDI) resulted from funding provided by Texas A&M University’s College of Agriculture and Life Sciences (specifically the departments of Recreation, Parks and Tourism and Agricultural Leadership, Education, and Communications), and the Texas AgriLife Extension Service. The mission statement of the TDI is: “The YDI meets needs of public and not-for-profit agency managers, staff, and researchers for science-based information to improve youth program staff competencies, program design and evaluation. We serve as a resource for further developing, improving, and evaluating the impact of current youth development programs and services.” See [http://www.ydi.tamu.edu/](http://www.ydi.tamu.edu/)

Faculty members in ALEC serve in important roles in the YDI and specifically see themselves as providing leadership, direction, and effort to education and training. The YDI plans to develop a series of trainings and train-the-trainer programs for youth development agencies and workers throughout Texas using online and site-based training delivery systems. Training will also be available for community leaders and policy makers. In addition, the YDI will develop and administer a youth workers certificate program for non-degree seeking youth workers. (See Appendix L).

**Hispanic Leaders in Agriculture and the Environment (HLAE)**

The goal of the HLAE is to increase the number of Hispanic leaders in governmental and non-governmental organizations, colleges and universities, and private industries related to “agriculture and the environment.” The areas of study represented by “agriculture and the environment” include such disciplines as food production, processing, and marketing; conservation and management of natural resources; protection of the environment; bioenergy; biosecurity; climate change; human health and nutrition; and related disciplines. HLAE accomplishes this goal by funding MS and PhD graduate fellowships and offering programs that include four overlapping and complementary components: 1) Graduate Studies – that make up MS and PhD degree programs; 2) Research – that links the universities with Hispanic communities; 3) Policy Analysis Capacity Building – to enable Fellows to analyze policy to make adjustments in policies, traditions, and programs to improve access to programs related to agriculture and the environment by Hispanic Americans; and 4) Leadership Development – to hone or develop organizational leadership skills that young professionals will need to become change agents in their professions. The total number of students to date: 99 (includes TAMU, TAMUK, TAMUCC and UTSA). Dr. Manuel Piña, Jr. is the Project Director of the HLAE housed in the ALEC department and his objective is to provide leadership within the College of Agriculture and Life Sciences to improve ethnic and gender diversity among graduate students. In addition, Dr. Pina develops, administers, implements, and evaluates special projects and to seek external grant and contract support for initiatives that concentrate on promoting diversity. HLAE collaborates with other departments, colleges, and universities of the Texas A&M University System, other Texas universities, and international universities on special projects of benefit to Texas.

**Minorities in Agriculture Natural Resources and Related Sciences (MANRRS)**

MANRRS functions through the support and goodwill of individuals, businesses, government agencies, foundations, academic institutions and other non-profit organizations in a collaborative endeavor that benefits all involved. Through contributions and grants, MANRRS is an avenue for building a diverse, professional workforce. MANRRS is a national society that welcomes membership of people of all racial and ethnic group participation in agricultural and related sciences careers. Dr. Alvin Larke, Jr. and Dr. Chanda Elbert are co-advisors to the chapter in College Station.
Departmental Organization

The Norman Borlaug Institute
The Norman Borlaug Institute for International Agriculture is engaged in a variety of activities critical to international agricultural development, offering exchange programs of particular interest for students in the College of Agriculture and Life Sciences. Study and research abroad programs are offered in Australia, Denmark, France, Germany, Japan, Mexico, Tunisia, and the United Kingdom. Short courses and certificate programs provide excellent opportunities for students seeking knowledge and practical experiences for future careers in international agricultural development. The faculty included in the International Agricultural Education workgroup work closely with the Borlaug Institute with students engaging in degree programs and certificate programs.

Leadership Living Learning Community (L3C)
Leadership Living Learning Community (L3C) is a developmental partnership between the Department of Residence Life and the Department of Agricultural Leadership, Education, & Communications. The program was named "Leadership Program of the Year" in 2006 by the Association of Leadership Educators, an international professional organization. It is open to first year undergraduate students of all majors at Texas A&M University who have accepted to live in Texas A&M University residence halls through the Department of Residence Life, with the exception of the Corps of Cadets.

C.L.U.E.S.
The Cultural Leadership Understanding and Exploration for Sophomores (C.L.U.E.S.) is a sophomore learning community developed by the Department of Multicultural Services and the Department of Agricultural Leadership, Education, & Communications. It emphasizes multiculturalism, diversity/sensitivity, and leadership.

Student Organizations
The Department has several student organizations which allow current and prospective students to interact with other students and obtain valuable information about the department, faculty, and the degrees we offer. At the undergraduate level, we have five student organizations that students are involved in, Aggie Reps, Agricultural Communicators of Tomorrow (ACT), ALEC Peer Advisors, Future Ag Science Teachers (FAST), and Public Relations Student Society of America (PRSSA). The department provides faculty advisors for these organizations. At the graduate level, we promote the students to become a member of the Agricultural Graduate Student Society (AGSS).

The Aggie Reps
The Aggie Reps are a group of Agricultural Leadership and Development, Agricultural Science and Agricultural Communications and Journalism students who represent the Department and provide service and leadership to current and prospective A&M students and supporters, while always upholding the importance of leadership, communication and education. In addition, The Aggie Reps assist with events as Howdy Bar-B-Q, Parent’s Weekend Breakfast, and leadership workshops.

Agricultural Communicators of Tomorrow (ACT)
Agricultural Communicators of Tomorrow (ACT) is a national student organization offering leadership to college students in agricultural communications. The goal of ACT is to foster career development skills and networking opportunities for agricultural communicators. Membership is open to anyone who is interested in an agricultural communications career.
**ALEC Peer Advisors**
The ALEC Peer Advisors are Agricultural Science and Agricultural Leadership and Development students which assist others students in contacting professors and other faculty members, assist in answering questions about other majors in ALEC, and offer advice on courses to select for registration. In addition, the organization maintains a quiz file that students may review.

**Future Ag Science Teachers (FAST)**
Future Ag Science Teachers (FAST) is an organization developed specifically for our agricultural science majors. The organization provides professional development and social networking for members in meetings each month through invited guest speakers on a variety of topics. Students form committees and put on two events each year for FFA members and advisors. In the Fall semester, FAST hosts a leadership development event where members serve as event coordinators and judges of FFA members competing in FFA creed, quiz, chapter conducting, public relations, ag issues and radio. In the Spring, FAST hosts an invitations speaking event where members serve as event coordinators and judges for both manuscripts and speaking events in prepared, extemporaneous, and soil stewardship public speaking.

**Public Relations Student Society of America (PRSSA)**
Public Relations Student Society of America opens the door to the PR profession by providing speakers and tours of PR offices. Membership in PRSSA is a stepping stone to membership in the international professional association, Public Relations Society of America, and immediate access to organizations and members who seeking PR graduates.

The Texas A&M University chapter faculty advisor is Douglas Perret Starr, professor of Agricultural Communications and Journalism. Professional advisors are Jason Cook, Vice President for Marketing and Communications and Wayne Larson, Public Affairs, Chief of City of College Station. For information, contact Josh Storie at joshuawadestorie@neo.tamu.edu

**Agricultural Graduate Student Society (AGSS)**
The Agricultural Graduate Student Society (AGSS) is an organization that provides students opportunities to become involved in agricultural leadership, education, and communications through research, scholarly activities, service, and fellowship. AGSS meets every month to discuss upcoming issues or concerns that anyone may have. Activities are planned during the semesters to enhance the opportunity to communicate often. Membership is open to all graduate students.
Undergraduate Components

Within its 10 colleges, Texas A&M offers 146 fields of undergraduate study. Since awarding its first degree in 1878, Texas A&M has awarded more than 320,000 undergraduate degrees. Seven of the 10 colleges rank among the nation’s largest in terms of enrolled students. Undergraduate enrollment during the 1990s averaged 34,000 with 13 percent of Texas A&M’s student body from underrepresented groups. Currently, enrollment is more than 48,000 students with 18 percent from underrepresented groups. Texas A&M’s Corps of Cadets also is the largest uniformed body of students outside the United States service academies. Based on the available data, the Department of Agricultural Leadership, Education, and Communications enrolled 2,364 undergraduate students since Fall 2002.

Several of Texas A&M’s colleges have the distinction of being among the largest in the nation. For instance, the College of Agriculture and Life Sciences has one of the two largest undergraduate enrollments of any agriculture program in the country. In addition to many outstanding academic programs, Texas A&M has a strong tradition in developing student leadership skills. Students also become experienced leaders in the approximately 800 student organizations.

Primary Focus of Undergraduate Academic Programs
The Department’s primary objective of our undergraduate programs is: (1) to develop leadership for organizations, businesses, governmental agencies, and communities; (2) to prepare teachers for the agricultural science classroom; and (3) to prepare graduates who can integrate into society and perform as professionals in the fields of communications and journalism.

Undergraduate programs in Agricultural Leadership, Education, and Communications (ALEC) offer a unique combination of practical, hands-on skills and the critical people skills required for success in today’s fast-moving careers. ALEC offers four BS degrees:

- Agricultural Communications and Journalism
- Agricultural Leadership and Development
- University Studies–Leadership Studies
- Agricultural Science, and

Most students take up to 33 hours of coursework in their specific major, 30 hours in technical agriculture or business, and 43 hours in University mandated core curriculum. University Studies-Leadership Studies majors do not take technical agriculture courses, but choose two minors to compliment the leadership studies curriculum. All four majors allow for free electives, and many students opt to do minors or double majors in complementary fields. To provide more information, each degree program and workgroup responsibilities are outlined in detail below. The Undergraduate Course Descriptions and History of Courses taught with enrollment are provided as Appendix M at the end of the document.
Undergraduate Components

**Agricultural Communications and Journalism (AGCJ)**

The first agricultural journalism courses were taught at Texas Agricultural and Mechanical College in 1908. The intent, at the time, was to provide future Extension personnel with the skills needed for their jobs. In 1918, Texas A&M College began offering agricultural journalism degrees; the program has been part of the university for more than 90 years. Although it was originally housed in agriculture, the program was moved into the College of Liberal Arts when the university established a journalism program in the late 1940s. The program returned to agriculture in 2002 when it was fully integrated into what was then the agricultural education department. The name changed to agricultural communications and journalism in 2006. Key activities of the program include a vibrant Agricultural Communicators of Tomorrow chapter, the Public Relations Student Society of America chapter, and well-established internship programs with the Houston Livestock Show and Rodeo and the State Fair of Texas. Alumni support has been active and generous and informal feedback from former students and their employers has all been positive. In 2002 the then agricultural journalism major had 40 students and two faculty members. The spring 2010 enrollment in agricultural communications and journalism is more than 140 students and four faculty members. The program’s steady growth is a testament to the dedicated faculty and the support received from the department, the college and alumni.

**Agricultural Communications and Journalism Work Group**

The agricultural communications and journalism work group held a retreat in fall of 2009. At that time, the faculty reviewed the learning outcomes, reviewed the curriculum, and made plans to move the program forward. (See also AGCJ Workgroup report, leader responsibilities and five-year course rotation, Appendix E).

**Learning Outcomes**

Feedback from alumni and industry professionals have informed and supported the agricultural communications and journalism curriculum. The program’s learning outcomes represent the faculty’s goals for the program as a whole and help keep the program in line with new technology and current research in our field.

- Students will write professional level articles for news, feature, news releases, and technical documents.
- The successful student will have a clear overall understanding of communications, journalism, and agricultural communications and journalism.
- Demonstrate technical competency in producing electronic media, photography, Web design, or magazine production.
- Students will attain experience with real-world professional applications.

Students in TAMU’s AGCJ take a core of courses including writing, editing, design, and senior seminar, in principles and in professional skills. The skills courses include publications production, public relations, and Internet communications. Graduates are prepared to work in news/magazine, broadcast, public relations, advertising, or multimedia. Some will work in fields of digital cable and satellite communications.
Planned Changes in Undergraduate Curriculum

- Adding Television Production as a permanent course (currently being taught as a trial course). The syllabus is attached with other course syllabuses.
- Making AGCJ 307, Electronic Media for Print and making AGCJ 281, Journalism Concepts in Agriculture, required courses. This will bring our total number of required hours to 31 of the 120-hour degree.
- We are working to ramp up the number of seats offered in AGCJ 404, Communicating Agricultural Information to the Public. This course meets the university core curriculum communications requirement. Adding sections and seats will help the college and university as the English department is cutting back on technical writing courses. We plan to use adjunct faculty to help teach the course initially with plans to move toward an additional faculty member at a later date.
- Adding a Master of Science thesis only degree with the name Agricultural Communications and Journalism. Preliminary work has already been completed including getting university approval to develop the program to be presented to the Texas Coordinating Board of Higher Education.
  - Courses planned for the degree include:
    - History and Philosophy of AGCJ (AgIdea)
    - Communication Theory (AgIdea)
    - Ethics (scheduled for Fall 2010, Naile)
    - Risk and Crisis Communication (AgIdea)
    - Visual Communications (taught by Rutherford)
    - Frontiers of Research (ALEC 695)
    - Statistics (existing university course)
    - Qualitative or Quantitative research course (ALEC 690 or 696)
    - Seminar
    - Thesis hours
    - ALEC 604, currently on the books as Writing for Scholarly Publication, will become a service course for the department.
- To facilitate this master’s program, the AGCJ faculty would like to take part in AgIdea as a means of offering a larger variety of courses for our students with a relatively small faculty.
- Other courses that are on our list for development include:
  - Public Relations Writing
  - Advertising
  - Advanced Web design
  - Feature writing
  - Advanced Television Production
- To facilitate this growth, we will need additional faculty. Our immediate wish list includes an additional Senior Lecturer and an additional tenure-track faculty member.

The AGCJ workgroup generates additional funding:
- Tom Curl Fund: Generates about $7,000 per year
- G. Rollie Fund: Generates about $4,000 per year
- Ag. Journalism Fund: Generates about $5,500 per year
  - Total: $16,500 per year
Jobs and Careers

Former students of the agricultural communications and journalism program hold or have held a variety of jobs in agriculture and in non-agriculture organizations. The list below is a partial list of jobs and careers.

- Financial news broadcaster for Bloomberg Financial News Network
- Chief Operating Officer, Houston Livestock Show and Rodeo
- Senior Director of Publications, American Quarter Horse Association
- President, A&M Foundation and Interim President of Texas A&M University
- Former Publisher, Reiman Publications (recently purchased by Readers Digest)
- Contributing Editor, Progressive Farmer
- Sports Writer, Roswell, New Mexico
- Editor
- Writer, Kiplinger Newsletter Division, Washington, D.C.
- Account Executive, Fleishman-Hillard International Communications, Houston (2); Dallas (1)
- Farm Service Agency, Austin
- Communications Specialist, National Cutting Horse Association
- Communications Specialist, Texas Cooperative Extension Service
- Owner, Public Relations and Communications Firm
- Lawyers
- Law School
- Graduate Students
- Communications and Marketing Manager, Allflex, Dallas
- Operations Manager and Marketing Coordinator, Shenandoah, Texas, Chamber of Commerce
- Sports Information Director, Texas A&M University Women’s Softball and Soccer
- Communications Department, Regency Publishing, Houston
- Photographer, Dockery Publishing, Dallas
- Publisher, 12th-Man On Campus Magazine
- Communications Manager, San Antonio Livestock Exposition
- Public Relations Representative, Texas Brush Program, San Angelo
- Teacher, Journalism (School newspaper and yearbook), Burnett High School
- Writer, V.G. Young Institute of County Government, College Station
Agricultural Leadership and Development (ALED/USAL-LED)

The purpose of Agricultural Leadership and Development (ALED) is to provide a major that allows students to study leadership, communication, and the applied sciences of agriculture. Required core coursework in the major field of study is made up of 16 hours, including an introductory seminar for the major, introduction to leadership, leadership theory, personal leadership development, ethics in leadership, organizational change theory, and a professional development capstone course. Six hours of ALED electives are also part of the ALED curriculum, making the total number of hours in the major field of study 22. ALED electives consist of diverse content, including multiculturalism in agriculture, learning organizations, team theory, human resource management, leadership of volunteers, methods of adult education, program planning in extension and women in leadership, among others. The Life Science portion of the degree plan includes courses ranging from agricultural economics, plant science, animal science, natural resources and human performance. Also within the degree plan are areas for agricultural elective courses and what is called an Emphasis Area. An Emphasis Area is a 12-hour combination of courses, selected by the individual student and their academic advisor, that provide concentrated study in a particular area. The Emphasis Area courses may also work toward a minor and are intended to make students more marketable as potential employees in their specific desired professions. ALED students may also participate in study abroad programs through the university and internships related to their field of interest, as both of these opportunities can be planned into the ALED curriculum. As previously mentioned, of the 2,364 undergraduate students in the ALEC Department, Agricultural Leadership and Development students represent over 75% of that number.

ALED faculty have established a workgroup of individuals which meets on a regular basis to discuss new ideas and the needs of the ALED program. The faculty and graduate students have also developed a Leadership Learning Community which meets regularly to discuss current events in the field, emerging research and project collaboration ideas. (Refer to appendix F for ALED workgroup report, five-year course rotation, and responsibilities of the program leader).

Active Involvement in Their Learning

The Department offers multiple experiential programs to ALED students.

Internships
Approximately 10% of ALED students complete a 3-6 credit hour internship as part of their degree plan. Internships help students apply the leadership theories that they learn in the classroom. Internships are diverse and include working cattle and wildlife ranches, agribusinesses, real estate, and government and public policy.

Study Abroad
Students are also encouraged to travel/study abroad. Studying abroad allows students to observe leadership in different cultural contexts and provides them with international experience that global companies find attractive among college graduates.

Dr. Joe D. Townsend '67 ALEC Leadership Fellows Program
The Dr. Joe D. Townsend '67 ALEC Leadership Fellows program was created to bridge the educational gap between learning/understanding and grasping/implementation. Leadership students who desired to expand their knowledge of leadership theory and application proposed the creation of the program. With the support of several donors, the program was successfully launched in Spring, 2009 and is now beginning its second year.
Program Goals

The Dr. Joe D. Townsend ‘67 ALEC Leadership Fellows will change the world through graduates with enhanced leadership capacity for positive relationships in the global community. The program is a prestigious, rigorous, and unique environment where students selected from the Department of Agricultural Leadership, Education, and Communications (ALEC) augment their leadership skills in a context—beyond the traditional classroom—that supports the fellows’ trials, errors, and successes. The program is organized to explore four leadership competencies: Expanding One’s Vision, Developing Self and Others, Serving Organizations, and Reinforcing Positive Values.

• Collaborations

C.L.U.E.S.
The Cultural Leadership Understanding and Exploration for Sophomores (C.L.U.E.S.) is a sophomore learning community developed by the Department of Multicultural Services and the Department of Agricultural Leadership, Education, & Communications. It emphasizes multiculturalism, diversity/sensitivity, and leadership.

Leadership Living Learning Community (L3C)
Leadership Living Learning Community (L3C) is a developmental partnership between the Department of Residence Life and the Department of Agricultural Leadership, Education, & Communications. The program was named "Leadership Program of the Year" in 2006 by the Association of Leadership Educators, an international professional organization. It is open to first year students of all majors at Texas A&M University who have accepted to live in Texas A&M University residence halls through the Department of Residence Life, with the exception of the Corps of Cadets.

It’s objectives are to:
• expose students to theoretically based concepts of leadership, including a relational leadership model centered in social justice,
• challenge freshmen to be increasingly global-oriented,
• stretch students in their development of self and others, and
• support Texas A&M University’s core purpose of developing leaders of character dedicated to serving the greater good.

ALED provides students with technical, conceptual and human relations skills that employers continually tell us they are seeking. To date, students who actively seek employment are finding placement in many different highly profitable areas, such as:

• Communications/Public Relations
• Politics
• Extension
• Youth Development
• Retail Sales
Undergraduate Components

**University Studies-Leadership Studies (USAL-LED)**

University Studies—Leadership is an interdisciplinary program that allows students to customize their higher educational experience to their future career goals. This innovative degree allows the student to develop an understanding of foundational leadership theory in their chosen context. Their context being the two minors the student chooses.

The Leadership Studies Area of Concentration realizes a difference between socialization of a leader and leadership studies. Students will learn that many successful leaders obtain their leadership skills from practice and have experienced "socialized leadership." These leaders develop from success and failure during experiential practice. A collegiate leadership studies program demonstrates an intentional exploration of leadership theory to enhance the socialization process. It provides the environment where students study the scholarly discipline of leadership theory and enhance the process to successful leadership development. In the leadership studies concentration, students learn theories and models of the leadership process and they use analysis and evaluation to synthesize multiple leadership theories.

Graduates of University Studies—Leadership pursue careers in non-profit organization, social and public service, politics and law. Specific fields are determined by the student’s area of interest.

**Agricultural Science/Teacher Certification Program (AGSC)**

Students in the agricultural science program complete coursework in the required university core curriculum; technical agriculture electives in the areas of animal science, plant and soil science, agricultural systems management, and agricultural economics; as well as courses in educational psychology and special populations. In addition, students complete agricultural science core courses and student teaching in order to obtain a Bachelor of Science degree in Agricultural Science as well as teacher certification in agricultural science and technology grades 6-12. A minimum grade point of 2.5 is required for students to complete the degree program and certification.

The agricultural science (AGSC) program of study focuses on learner centered instruction, instructional design, and delivery strategies. The program is accomplished through a combination of classroom instruction, laboratory instruction, field trips, and structured field experiences. Students begin taking AGSC courses their first semester junior year in sequential order with the student teaching internship serving as the capstone experience. (See Appendix G for workgroup report and leader responsibilities).

Student experiences in the agricultural science program are based on a several tenants of teaching and learning, including Kolb’s *Experiential Learning*, Lancelot’s *Permanent Learning*, Gardner’s *Multiple Intelligences*, and Dewey’s *Experience and Education*. Please see below for the list of selected references frequently utilized in agricultural science. These serve as the foundational cornerstone of our courses as we prepare future teachers for their chosen profession.


Undergraduate Components


**AGSC Core Courses**

**AGSC 301—Introduction to Agricultural Science Teaching.** Introduction to agricultural science teaching at the secondary level; an overview of preparing teachers for a changing world including knowledge of learners, subject matter and teaching within the context of agricultural science. Prerequisite: Junior or senior classification (3 hours credit). Taught every Fall and Spring by Dr. Larke.

**AGSC 384—Clinical Professional Experience in AGSC.** Clinical field experience for students preparing to teach agricultural science in public schools of Texas; through first hand observation, students will study learning theories, individual differences, teaching methods, classroom management, curriculum, school climate and culture, and teacher roles and responsibilities. Prerequisite: AGSC 301 (3 hours credit). Taught every Fall and Spring by Briers.

**AGSC 402—Designing Instruction for Secondary Agricultural Science Programs.** Theory and practice in designing instruction for secondary agricultural science programs including effective planning and delivery methods; designed for students preparing to teach agricultural science in Texas public schools. Prerequisites: AGSC 384 and concurrent enrollment in AGSC 405 (3 hours credit). Taught every fall and spring by Dr. Harlin.

**AGSC 405—Facilitating Complete Secondary Agricultural Science Programs.** Theory and practice in facilitating secondary agricultural science programs; includes classroom instruction, supervised experience, and youth leadership development; designed for students preparing to teach agricultural science in Texas public school. Prerequisites: AGSC 384 and concurrent enrollment in AGSC 402 (3 hours credit). Taught every Fall and Spring by Dr. Rayfield.
Student Teaching Placement Process
The AGSC student teaching internship semester begins with the student teacher placement process. The extensive placement process begins with completion of the core AGSC courses. For Fall student teachers, students begin the placement process in the Spring semester while enrolled in AGSC 402/405; Spring student teachers begin the placement process over the summer, before enrolling in AGSC 402/405. Students submit a digital web-based portfolio created during AGSC 384 and 402 that is sent to prospective cooperating centers. In addition to required paperwork (resume, autobiography, pre-interview questionnaire, and criminal background check consent form), students complete two interviews with members of the workgroup faculty. Placements are based on student need in terms of type, location, and size of school, type of classes, as well as SAE and FFA activities that are desired. Faculty base placement decisions on the desire of the student as well as the observed needs of the student.

Over sixty schools across the state work with the faculty to provide options for student teacher placements. Teachers are selected based on their expertise, as well as their ability and interest in mentoring pre-service teachers. Prior to serving as a cooperating teacher, teachers fill out a “cooperating teacher application” which is then approved by their principal.

AGSC Student Teaching Internship Semester
During the student teaching internship semester, students are enrolled in 15 hours of coursework, 14 of which is offered by the Department. Students start their student teaching internship by observing in their assigned school for a week prior to the semester beginning on campus. While on campus for two weeks, students develop two units of instruction to be taught in the school, teach two full lessons (45 minutes) to their peers, evaluate the work of their peers, reflect on their own teaching by watching themselves on DVD, and obtain hands-on experience in the area of animal SAE projects. They also hear from a variety of guest instructors from the field as well as within the Department.

Students are in their cooperating center for fourteen weeks (including the one week observation before the semester begins). Students come back to campus two times, once in the middle for a mid-semester conference and once at the end for an end of semester conference. Students are observed twice by their university supervisor during their off-campus experience. At the final semester conference, students submit a revised digital portfolio with samples of work, resume, and a legacy project completed at their cooperating center. They also submit a student teaching notebook that contains all teaching materials, weekly unit plans, mock interview feedback from an administrator, an evaluation of their cooperating teacher, biweekly reports from their cooperating teacher, as well as a final report/reflection of their experience. Students are both encouraged and required to reflect upon and share their experiences with their classmates and supervisors during the two on campus meetings.

AGSC 425—Learner Centered Instruction in Agricultural Science. Preparing curriculum materials for secondary agricultural science and adult education programs. Prerequisites: AGSC 402, 405; senior classification; or approval of department head (3 hours credit). Coordinated by Drs. Harlin and Rayfield; topics taught by all AGSC faculty.

AGSC 436—Professional Teaching Internship in AGSC. Planning for and teaching secondary agricultural science in selected high schools in Texas; includes 12 weeks of professional teaching experience under the guidance of a university supervisor and a cooperating teacher in the school. Prerequisites: Senior classification; completion of the prerequisite sequence of professional courses in agricultural education; full admission into student teaching (6 hours credit). Coordinated by Drs. Harlin and Rayfield; topics taught by all AGSC faculty.
AGSC 481—Seminar. Review of current literature and research as related to program development in light of legislation and policies affecting education in agriculture. Prerequisite: Approval of department head (one hour credit). Coordinated by all AGSC faculty.

AGSC 484—Field Experience. An on-the-job supervised experience program conducted in the area of the student’s specialization. Prerequisites: Senior classification; 2.0 GPR; approval of department head (4 hours credit). Coordinated by Dr. Harlin; supervision provided by all AGSC faculty.

AGSC Elective Courses
AGSC 383—Teaching Agricultural Mechanics. Methods of teaching and motivating students in agricultural mechanics; designed for students preparing to teach agricultural science in Texas public schools. Prerequisite: AGSC 301. Taught every fall and spring by Dr. Murphy. Students are strongly encouraged to take this class. It counts as 3 hours toward the agricultural systems/mechanics elective requirement.

AGSC 380—Workshop in Agricultural Science. The study, understanding, and solution of human-agricultural problems based on theory learned in the classroom, library, laboratory and fieldwork completed by individuals and teams. (3 hours). Taught every summer II session by Dr. Harlin. Students are strongly encouraged to take this class as they attend structured activities at the State FFA Convention and State Ag Teachers Conference each July. It counts as 3 hours toward an ag elective or elective requirement.

AGSC Student Organization
FAST—Future Agricultural Science Teachers is an organization developed specifically for our agricultural science majors. The organization provides professional development and social networking for members in meetings each month through invited guest speakers on a variety of topics. Students form committees and put on two events each year for FFA members and advisors. In the Fall semester, FAST hosts a leadership development event where members serve as event coordinators and judges of FFA members competing in FFA creed, quiz, chapter conducting, public relations, ag issues and radio. In the Spring, FAST hosts an invitations speaking event where members serve as event coordinators and judges for both manuscripts and speaking events in prepared, extemporaneous, and soil stewardship public speaking.

AGSC Former Student Outreach
Each summer, the agricultural science workgroup in conjunction with AGSC 380, hosts the Aggie Ag Teacher Reunion (AATR/Aggie Bash). The purpose of Aggie Bash is to reunite aggie ag teachers, friends, and family as well as welcome new aggie ag teachers to the agricultural science teaching profession. Aggie Bash is held during the summer agricultural science teacher professional development conference which rotates around the state. The evening program for the event includes dinner, live and silent auctions, and recognition of new aggie ag teachers. Funds raised at this event pay for all new teachers in attendance professional dues in the Vocational Agricultural Teachers Association of Texas.

AGSC Partnerships and Collaboration
The agricultural science workgroup utilizes a “Team AGED” approach when working with our partners in the area of pre-service teacher preparation. Primary collaborators in this partnership include the Vocational Agricultural Teachers Association of Texas (VATAT), Texas Education Agency (TEA), Texas FFA, Texas FFA Foundation, National FFA, and the Council.
**Student Profile**

**Undergraduate Admissions**
At the undergraduate level, students are generally admitted to Texas A&M University at the freshman level or as a transfer student at sophomore level. Review initially takes place at the College level and then it is coordinated with the Department for selected candidates.

Fall 2009 undergraduate enrollment and degrees granted (Table 2), refer to Enrollment Profile-Fall 2009, Appendix N:

<table>
<thead>
<tr>
<th>Undergraduate Student Enrollment</th>
<th>Fall 2009</th>
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<tbody>
<tr>
<td>Agricultural Communications and Journalism (AGCJ)</td>
<td>138</td>
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<tr>
<td>Agricultural Leadership and Development (ALED)</td>
<td>542</td>
</tr>
<tr>
<td>University Studies–Leadership Studies (USAL-LED)</td>
<td>111</td>
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<tr>
<td>Agricultural Science (teacher prep-AGSC)</td>
<td>121</td>
</tr>
<tr>
<td><strong>Total undergraduates:</strong></td>
<td><strong>912</strong></td>
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**Undergraduate Degrees Granted**

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</thead>
<tbody>
<tr>
<td>Academic Year</td>
<td>AGCJ</td>
<td>ALED</td>
<td>USAL-LED</td>
<td>AGSC</td>
<td></td>
</tr>
<tr>
<td>2004-05</td>
<td>19 (AGJR)</td>
<td>0</td>
<td>0</td>
<td>42</td>
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<tr>
<td>2005-06</td>
<td>31</td>
<td>41</td>
<td>0</td>
<td>40</td>
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<td>2006-07</td>
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<tr>
<td>2007-08</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>2008-09</td>
<td>21</td>
<td>122</td>
<td>25</td>
<td>21</td>
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</table>

A detailed appendix summarizing a five year degree profile broken down by ethnic origin, age, entry type, degree, etc., is Appendix O at the end of the document.

**Student Awards**
Currently, we offer twelve departmental undergraduate scholarships on a competitive basis. Students complete applications each spring that are reviewed by a panel of judges.

**2005**

**Henry Ross Scholastic Achievement Award**
Shari Crawford, AGSC
Melissa D. Muegge, AGJR
Joshua M. Tunnell, ADEV

**Chris Townsend Scholarship**
Hannah M. Boedeker, ALED

**Sowell Scholarship**
Amy M. Pustka, AGSC
Amanda S. Giorgini, AGSC

**Herman S. Brown Scholarship**
Stephanie L. Franzen, ALED
Johanna Brooks, ALED
Amy Castenson, ALED
J. Dale Sandlin, ALED

**Susie Kendall**
Emily A. Palasota
R. Curtis Duncan
## Undergraduate Components

<table>
<thead>
<tr>
<th>Scholarship</th>
<th>Recipient 1</th>
<th>Recipient 2</th>
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</thead>
<tbody>
<tr>
<td>Charlie B. and Jean G. Smith Fund for Excellence in Agricultural Leadership Education</td>
<td>Jonathan E. Glueck, ALED</td>
<td>Heather E. Hann, ALED</td>
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<tr>
<td><strong>2006</strong></td>
<td></td>
<td></td>
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<tr>
<td>Henry Ross Scholastic Achievement Award</td>
<td>Bailey K. Holubec, AGJR</td>
<td>Adam M. Skinner, AGSC</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Brian F. Williams, ADEV</td>
</tr>
<tr>
<td>Chris Townsend Scholarship</td>
<td>Jonathan E. Glueck, ALED</td>
<td></td>
</tr>
<tr>
<td>Sowell Scholarship</td>
<td>Christopher M. Estepp, AGSC</td>
<td></td>
</tr>
<tr>
<td>Herman S. Brown Scholarship</td>
<td>Cody A. Mauck, ALED</td>
<td>Betsy Chapa, ALED</td>
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<tr>
<td></td>
<td></td>
<td>Haley Moore, ALED</td>
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<tr>
<td></td>
<td></td>
<td>Kendall D. Hart, ALED</td>
</tr>
<tr>
<td>Susie Kendall</td>
<td>Alexander H. Gonzales, ALED</td>
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</tr>
<tr>
<td>Charlie B. and Jean G. Smith Fund for Excellence in Agricultural Leadership Education</td>
<td>Christina H. Chavez, ALED</td>
<td>Katie L. Lane, ALED</td>
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<tr>
<td>Christopher David Breen ’97Endowed Scholarship</td>
<td>Grant R. Castleberry, ALED</td>
<td>Alexander D. Burnette, ALED</td>
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<tr>
<td>G. Rollie White</td>
<td>Leslie S. Harris, AGSC</td>
<td>Kyle J. Merten, AGSC</td>
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<td></td>
<td>Luis A. Rodriguez, AGSC</td>
<td>Roxanne R. Ely, AGSC</td>
</tr>
<tr>
<td></td>
<td>Roxanne N. Herbrich, AGSC</td>
<td>Tara D. Simpson, AGSC</td>
</tr>
<tr>
<td></td>
<td>Andrea N. Watts, AGSC</td>
<td></td>
</tr>
<tr>
<td><strong>2007</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Henry Ross Scholastic Achievement Award</td>
<td>Megan L. Mathis, AGCJ</td>
<td>Roxanne E. Ely, AGSC</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Farrah R. Stricker, ALED</td>
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<tr>
<td>Chris Townsend Scholarship</td>
<td>Brian Hogue, ALED</td>
<td>Kayla Leonard, ALED</td>
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<tr>
<td></td>
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<td>Kimberly Mackey, ALED</td>
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<tr>
<td></td>
<td></td>
<td>Megan Wright, ALED</td>
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<tr>
<td>Sowell Scholarship</td>
<td>Chelsea Taft, ALED</td>
<td>Jaron Hennig, ALED</td>
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<tr>
<td></td>
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<td>Katie Lane, ALED</td>
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<tr>
<td></td>
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<td>Emily Dyer, ALED</td>
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</table>
# Undergraduate Components

<table>
<thead>
<tr>
<th>Scholarship</th>
<th>Recipients</th>
</tr>
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</table>
| Herman S. Brown Scholarship                          | Jared Cochran, ALED  
|                                                       | Jonathan Howell, ALED  |
| Susie Kendall                                         | John Galindo, ALED  
|                                                       | Alex Gonzales, ALED  |
| Charlie B. and Jean G. Smith                         | Daniel Noack, ALED  
| Fund for Excellence in Agricultural                   | Grant Stoesser, ALED  |
| Leadership Education                                  |            |
| Christopher David Breen ‘97Endowed Scholarship        | Hugh a. Lewis II, ALED  
|                                                       | Isaiah Montemayor, ALED  |
| G. Rollie White                                       | Travis Clark, AGSC  
|                                                       | Roger Baldwin, AGSC  
|                                                       | Charles Carden, AGSC  
|                                                       | Vanessa Steinmann, AGSC  
|                                                       | Brandon Scheu, AGSC  
|                                                       | Amber Vincent, AGSC  
|                                                       | Elizabeth Watkins, AGSC  
|                                                       | Misty Richter, AGSC  
|                                                       | Jacob Brown, AGSC  |
| Agricultural Communications and Journalism            |            |
| Freshman                                              | Kalee Bumguardner |
| Sophomore                                             | Emily Whitmoyer |
| Junior                                                | Ide Gonzales |
| Non-Resident                                          | Emily Whitmoyer |
| 2008                                                  |            |
| Henry Ross Scholastic Achievement Award               | Heather Jennings, AGCJ  
|                                                       | Randa Rachelle Finch, AGSC  
|                                                       | James T. Dillon, ALED  |
| Chris Townsend Scholarship - $1500 Total              | Jessica Holub, ALED  
|                                                       | Steven Tays, ALED  |
| Sowell Scholarship                                    | Jaron Hennig, ALED  
| $3,000 to $4,000 total                                | Whitney Swinson, ALED  
|                                                       | Elizabeth Watkins, ALED  
|                                                       | Matthew Trout, ALED  
|                                                       | Emily Bibb, ALED  
|                                                       | Kelly McNair, ALED  
|                                                       | Jeremy Brehm, ALED  
|                                                       | Emily Dyer, ALED |
| Herman D. Brown Scholarship - $1500 Total             | Blayne Thompson, ALED  
|                                                       | Zach Davis, ALED |
### Undergraduate Components

<table>
<thead>
<tr>
<th>Scholarship</th>
<th>Grant</th>
<th>Recipient</th>
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<tr>
<td>Susie Kendall - $1,000 Total</td>
<td>Alex Gonzales, ALED</td>
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<tr>
<td>Ralph Ward $500</td>
<td>Erin Kendall Koch (incoming transfer), ALED</td>
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<td>Christopher David Breen ’97 Endowed Scholarship - $1,000 Total</td>
<td>Jordan Light, ALED</td>
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<td>Charles David Breen ’97 Endowed Scholarship</td>
<td>Ryan Wied, ALED</td>
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<td>Charlie B. and Jean G. Smith Fund for Excellence in Agricultural Leadership Education - $3,000 Total</td>
<td>Candace Lusk, ALED</td>
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<td>Marcus Hill</td>
<td>Janice Schulz, AGSC</td>
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<td>G. Rollie White $5000 Total</td>
<td>Kelli Duch, AGSC</td>
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<td>Agricultural Communications and Journalism</td>
<td>Brandon Scheu, AGSC</td>
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<td>Freshman, $500</td>
<td>Rachel Valenti, AGSC</td>
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<td>In-Coming $500</td>
<td>Katie Lane, AGSC</td>
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<td>Sophomore, $750</td>
<td>Mary Rodriguez, AGSC</td>
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<td>Junior, $750</td>
<td>Josie Nichols, AGSC</td>
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<td>Senior, $750</td>
<td>Misty Richter, AGSC</td>
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<td>2009 Chris Townsend Scholarship - $1500</td>
<td>Joelle Petrosky, ALED</td>
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<td>Herman D. Brown Scholarship - $1,000</td>
<td>Desta Briele Franks, ALED</td>
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<td>Ford Alan Peters, ALED</td>
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<td>Sarah Lauren Gervais, ALED</td>
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<td>Jeremy Brehm, ALED</td>
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</tr>
<tr>
<td></td>
<td>Audra Rod, ALED</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cade Taylor, ALED</td>
<td></td>
</tr>
<tr>
<td>Susie Kendall - $1500</td>
<td>William Eckel, ALED</td>
<td></td>
</tr>
<tr>
<td>Ralph Ward</td>
<td>Erin Kendall Koch, ALED</td>
<td></td>
</tr>
</tbody>
</table>
Undergraduate Components

Charlie B. and Jean G. Smith Fund for Excellence in Agricultural Leadership Education - $1,000
  Alexandra Lynn Farnsworth, ALED
  Angela Marie Harmon, ALED
  Alexandria Nicole Howell-Moore, ALED
  Nathan Don Linder, ALED
  Katelyn Louise Snider, ALED
  Megan Allena Sharp, ALED

Christopher David Breen ’97 Endowed Scholarship - $1,000
  Robert Austin Miles, ALED

Whitley DeKoch Lowry ’10 - $2,000
  Tatum Elise Gunn, AELD

Horace McQueen - $1,000
  Cody Lillich, AGCJ

Marcus Hill - $700
  Misty Richter, AGSC
  Sam Schmittgens, AGSC

G. Rollie White - $700
  Billy Browning, AGSC
  Mackenzie Haag, AGSC
  Jason Sams, AGSC
  Elizabeth Zuilhof, AGSC

Agricultural Communications and Journalism
  Sophomore
  Tara Christiansen
  McKenzie Watkins
  Senior
  Blayne Thompson
  Non-Resident
  Kasey Miller

One new scholarship was established for ALEC undergraduates in Fall 2009, Whitley DeKoch Lowry ’10 Memorial Scholarship.

AGCJ Student Honors (last 5 years)
  • Melissa Muegge, College of Agriculture and Life Sciences Gamma Sigma Delta Outstanding Senior
  • Jessica DuBois, College of Agriculture and Life Sciences Gamma Sigma Delta Outstanding Junior
  • Heather Jennings, College of Agriculture and Life Sciences Gamma Sigma Delta Outstanding Junior
  • Livestock Publications Council Forrest Bassford Award (Top national ACT members), Emily Whitmoyer and Garrett Wilkerson
  • National ACT Officers: Megan Knight, National Vice President
  • Lacey Lively, National ACT Award of Excellence for Electronic Media
  • Lacey Fraze, National ACT Award of Excellence for Photography
  • Numerous placings in the National ACT Contest every year
Graduates from our four undergraduate programs follow many diverse career paths, such as:

- Graduate school
- Secondary and primary school teachers
- Communications specialists
- School Principals, Superintendents
- College Professors
- Chief Operating Officers
- County Extension Agents
- Insurance Specialists
- Publication designers
- Public Relations
- Sales Representatives
- Photographers
- Politics
- Law School
- Law Enforcement
- Reporters, editors, and writers
- Non-Profit Organizations
Texas A&M University offers more than 240 master’s and doctoral degrees in approximately 125 fields. A number of these programs have attained national recognition for quality as indicated by the rankings published by the National Research Council (NRC) in Research-Doctorate Programs in the United States: Continuity and Change. Many degree programs are ranked among the top 10 in the country. In 2009-10, this research-intensive flagship university with 10 colleges was recently ranked first in the nation by The Washington Monthly for “tangible contributions to the public interest.” The Washington Monthly rates schools based on their contribution to the public good in three broad categories: Social Mobility (recruiting and graduating low-income students), Research (producing cutting-edge scholarship and PhDs), and Service (encouraging students to give something back to their country). (See Appendix P). In addition, mentioned in The Chronicle of Higher Education-Campus Viewpoints, Texas A&M was ranked among the top 10 public “best value” colleges by The Princeton Review—the only public institution in Texas to be included in the 2010 top-tier ratings by the education services and test-prep company best known for its annual college listings. Texas A&M placed ninth on the public list headed by the University of Virginia.

Over the past five years, Texas A&M University has awarded more than 2,700 doctoral degrees and more than 6,600 master's degrees. The graduate faculty numbers approximately 2,500, and doctoral production has averaged approximately 550 per year over the past five years with master’s degrees averaging 1,300 per year. Texas A&M consistently ranks in the top-10 universities nationally in the number of science and engineering doctorates produced and in the top-20 in the number of doctorate awarded to students from underrepresented groups.

Graduate programs in the Department of Agricultural Leadership, Education, and Communications are dedicated to the education and development of future leaders in the larger community of agriculture, natural resources, and human performance. We offer three masters and two doctoral degrees, as well as a joint Doctor of Education. With a unique and diverse faculty, the department provides a unifying vision and philosophy for the field of study. The abundant but finite resources of the department and those of the College of Agriculture and Life Sciences and Texas A&M University are available to all qualified students whose breadth of academic experience and fitness for the specific field of study suggest the potential for scholarly achievement and career success.

Graduate Program Rankings
According to Robert Birkenholz and Jon Simonsen, authors of a study entitled “Characteristics of Distinguished Programs of Agricultural Education,” Texas A&M’s University’s Department of Agricultural Leadership, Education, and Communications has been named a “distinguished program” and ranked second in the nation among 82 universities offering similar degrees. This study was published in American Association for Agricultural Education Research Conference Proceedings (May, 2009).

Graduate Program Information
Each of our three masters and two doctoral degrees prepare students for leadership roles in the broad field agriculture, food, and natural resource management. Students may choose to focus their studies among one or more of the contextual fields of the department, namely:

- Agricultural Communications/Agricultural Journalism
- eLearning and Professional Development
- Extension Education
- International Agricultural Development
- Organizational and Community Leadership
- Teacher Education
All students are allowed the flexibility to tailor their graduate program to match their academic interests and career aspirations, with at least 12 to 15 hours permitted from any field of study. In 2007, the graduate faculty adopted a required research sequence for each of the degree programs consisting of specific research tools courses. All graduate students are required to acquire a basic knowledge of social science research; to become at minimum critical consumers of research. Students in degree programs with a formal research requirement must become more expert consumers and producers of research in both the quantitative and qualitative paradigms. Four new graduate courses were developed to implement this research sequence; Frontiers of Research, Qualitative Research Methods, Instrumentation and Survey Methods, and Data Analysis and Interpretation. In practice, students often enter the graduate program having secured some of these required skills. Those students may include more advanced research tools courses in their graduate degree plans. The minimum credit hour requirements in research tools for each degree program remain constant.

**Master’s Degrees**

**MASTER OF SCIENCE** (thesis required) minimum 32 credit hours—Coursework in the supporting fields in the MS program may be in any academic area that contributes to a students career objectives. Examples include agricultural and life sciences, management, change management, adult education, research methods and sociology.

**MASTER OF EDUCATION** (teacher certification option-non thesis) minimum 36 credit hours -- Students whose career objectives are concerned with formal or informal education in agriculture seek the Master of Education: e.g., teaching agricultural sciences or working as an Extension educator or in training and development.

**MASTER OF AGRICULTURE IN AGRICULTURAL DEVELOPMENT** (on-campus or distance education-non thesis) minimum 36 credit hours. Students pursuing careers in fields such as agribusiness, international agricultural development, agricultural communication, or rural community development might seek the Master of Agriculture in Agricultural Development. An internship is required.

**Research Sequence for Master’s Degrees:**

- MEd and MAg – minimum 3 credit hours (Frontiers in Research, STATS)
- MS – minimum 6 credit hours (Frontiers in Research, STATS, Basic Qualitative or Quantitative Methods)

**Doctoral Degrees**

**DOCTOR OF PHILOSOPHY** (dissertation required) minimum 64 credit hours—A specialized, research-oriented degree. Coursework gives the candidate a thorough and comprehensive knowledge in the field of study and methods of research.

**DOCTOR OF EDUCATION** (on-campus or distance education: record of study required) minimum 64 credit hours—The program is designed for the practitioner; a graduate may be expected to fill instructional, supervisory, administrative, and policy positions in agricultural, educational, and corporate settings. A record of study and an internship are completed.

**Research Sequence for Doctoral Degrees:**

- PhD – minimum 18 credit hours (Frontiers in Research, STATS, Advanced Qualitative and Quantitative Methods)
- EdD – minimum 12 credit hours (Frontiers in Research, STATS, Qualitative and Quantitative Methods)
The College of Agriculture and Life Sciences required every department within the College to provide a student profile for their doctoral programs. The data collected is outlined in the document, “The 18 Characteristics of Texas Public Doctoral Programs.” (See Appendix Q).

Graduate Cycle Admissions and Criteria
Several changes have occurred in the last five years in the way the department reviews and admits graduate students. Currently, there are two admission cycles; March for Summer and Fall, and October for Spring. Effective for students entering in the Fall of 2010, an applicant may be admitted to one of our graduate programs in one of the following four ways:

1) Auto-Admit – Reviewed for admission at any time with complete application materials and meeting the following criteria:
   - Masters: 3.1 GPR, GRE-V of at least 410, GRE-Q of at least 500, GRE-W of at least 4, and a declared Departmental Graduate Faculty member as interim major advisor;
   - Doctoral: 3.7 GPR, GRE-V of at least 450, GRE-Q of at least 500, GRE-W of at least 4, minimum of three years of related professional experience, and a Departmental Graduate Faculty member as interim major advisor.

2) Regular Admission (admitted during one of the two regular cycles). Students considered for Regular Admission must receive a majority vote of the graduate faculty members voting. For an applicant to be considered, the individual must have; complete application materials, a Departmental Graduate Faculty member as interim major advisor, and the following ALEC Criterion Score (GRE-V.%ile + GRE-Q.%ile + GRE-W.%ile + (GPR x 100) = ALEC Criterion Score):

   **Table 3: Minimum ALEC Criterion Score for Master’s: 350**

<table>
<thead>
<tr>
<th>V</th>
<th>Q</th>
<th>W</th>
<th>GPR</th>
<th>Criterion Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>410</td>
<td>500</td>
<td>4</td>
<td>3.1</td>
<td></td>
</tr>
<tr>
<td>38</td>
<td>28</td>
<td>41</td>
<td>310</td>
<td>417 auto-admissible</td>
</tr>
<tr>
<td>800</td>
<td>490</td>
<td>6</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>99</td>
<td>26</td>
<td>98</td>
<td>400</td>
<td>624 not auto-admissible</td>
</tr>
<tr>
<td>350</td>
<td>310</td>
<td>2.5</td>
<td>3.2</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>5</td>
<td>3</td>
<td>320</td>
<td>350 admissible</td>
</tr>
<tr>
<td>450</td>
<td>440</td>
<td>3.5</td>
<td>2.6</td>
<td></td>
</tr>
<tr>
<td>49</td>
<td>18</td>
<td>23</td>
<td>260</td>
<td>350 admissible</td>
</tr>
</tbody>
</table>

Examples:
Graduate Components

Table 4: Minimum ALEC Criterion Score for Doctoral: 400

Examples:

<table>
<thead>
<tr>
<th>V</th>
<th>Q</th>
<th>W</th>
<th>GPR</th>
<th>Criterion Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>450</td>
<td>500</td>
<td>4</td>
<td>3.7</td>
<td></td>
</tr>
<tr>
<td>49</td>
<td>28</td>
<td>41</td>
<td>370</td>
<td>488 auto-admissible</td>
</tr>
<tr>
<td>440</td>
<td>800</td>
<td>6</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>46</td>
<td>94</td>
<td>98</td>
<td>400</td>
<td>638 not auto-admissible</td>
</tr>
<tr>
<td>450</td>
<td>500</td>
<td>3.5</td>
<td>3.05</td>
<td></td>
</tr>
<tr>
<td>46</td>
<td>28</td>
<td>23</td>
<td>305</td>
<td>402 admissible</td>
</tr>
<tr>
<td>430</td>
<td>370</td>
<td>3.5</td>
<td>3.25</td>
<td></td>
</tr>
<tr>
<td>43</td>
<td>10</td>
<td>23</td>
<td>325</td>
<td>401 admissible</td>
</tr>
</tbody>
</table>

During the admission review, faculty will review the criterion score and vote for a final decision.

3) Transfer Admission – Student requesting to transfer from another TAMU department are reviewed for admission at any time with complete transfer materials and a Department Graduate Faculty member as interim major advisor. Graduate Faculty members review applicants and vote online. Admissions decisions are based on a majority of those members voting.

4) Non-degree (G6) Admission – Students may be admitted in non-degree (G6) status at any time with a complete application, final transcript indicating completing a baccalaureate degree, and a request for admission from a Graduate Faculty member.

Graduate Record Examination (GRE) Scores and GPR’s of Students

- In the 2002 program review, the average for Master’s students was:
  Verbal: range of 320-550 with a mean of 425
  Quantitative: range of 400-680 with a mean of 551.5
  Analytical: range of 390-790 with a mean of 565

  The mean undergraduate GPR (last 60 hours) of current master’s students was 3.33.

  The average for doctoral students was:
  Verbal: range of 320-660 with a mean of 446
  Quantitative: range of 410-790 with a mean of 589
  Analytical: range of 410-770 with a mean of 564

  The mean master’s GPR of doctoral students was 3.71.

- Currently, the average GRE score of enrolled master’s students is as follows:
  Verbal: range of 270-570 with a mean of 416.7
  Quantitative: range of 250-760 with a mean of 509.01
  Writing: range of 2-5.5 with a mean of 3.837

  The mean undergraduate GPR (last 60 hours) of current master’s students is 3.16
Graduate Components

- The average GRE score of currently enrolled doctoral students is as follows:
  - Verbal: range of 230-640 with a mean of 430.13
  - Quantitative: range of 240-770 with a mean of 494.29
  - Writing: range of 3-5.5 with a mean of 4.048

The mean master’s GPR of current doctoral students is 3.65

Courses Offerings and Course Descriptions
Almost all of our graduate courses are offered at least once annually. Some are offered every other year. Occasionally, we offer may-mester courses which are offered in between the full semesters. As indicated with our distance education involvement, we also offer online and interactive video courses. (See Appendix R for History of Courses Taught with enrollment, course descriptions and graduate course five–year rotation).

New Course Demands
Due to the growth of the graduate enrollment and the need for additional courses, several new courses have been developed since our last program review in 2002.
ALEC 606 – Foundations of Leadership Theory
ALEC 616 – Facilitation of Leadership Programs
ALEC 617 – Advanced Leadership Theory
ALEC 620 – Instrumentation and Survey Research Methods
ALEC 622 – Data Collection, Analysis, and Interpretation in Research in Agricultural Leadership, Education, and Communications
ALEC 624 – Developing Funded Research Projects
ALEC 625 – Program Evaluation and Organizational Accountability
ALEC 695 – Frontiers of Research
ALEC 696 – Qualitative Research Methods

We are in the process of developing two more new graduate courses for the next fiscal year.
ALEC 623 – Survey of Evaluation Strategies for Agriculture
ALEC 631 – Development and Planning of Community Education

Certificate Programs
The Department offers two types of certificates within our field of study: The Certificate in Agriculture eLearning Development and Certificate in Leadership, Education, Theory, and Practice. The Agriculture eLearning Development certificate can be obtained at a distance, however, the Leadership certificate is obtained by taking on-campus courses.

Certificate in Agriculture eLearning Development
The Agriculture eLearning Development Certificate is an innovative program offered by the Department of Agricultural Education at Texas A&M University. This program prepares students and professionals across the many fields of agriculture to develop sophisticated eLearning courses and programs to serve the eTraining needs of both public and private sectors of agriculture. Students are required to complete five online courses (14 credit hours) to earn the certificate. The required courses consist of ALEC 610, ALEC 611, ALEC 612, ALEC 613, and ALEC 685 (a Directed Study as a capstone course). Cost for academic credit is based on Texas A&M University tuition. Cost for continuing education credit is $525/course. These costs do not include expenses related to required software or textbooks.
Certificate in Leadership Education, Theory, and Practice

The Leadership Education, Theory, and Practice Certificate is a new certificate approved in 2009. It is an innovative program offered within the Department. The first of the required course work will be offered Spring 2010 in which students will be eligible to apply for the certificate. This program prepares student with the unique knowledge and skills required to apply leadership theory and put into practice these theories at any level in an organization. Students gain a substantive foundation of leadership theory, with the institutional focus on leadership situations and how to apply leadership theories to all professional organizations, including professional and civic. This emphasis consists of 14 credit hours. Required courses include, ALEC 606, ALEC 609 and ALEC 685 (a Directed Study as a capstone course). Students select 6 credit hours from either, ALEC 607, ALEC 608, ALEC 616, ALEC 617*, or ALEC 625. Cost for academic credit is based on Texas A&M University tuition. These costs do not include expenses related to required software or textbooks.

*ALEC 617 is being sent forth as a new course offering.

Of the six contextual areas within the department, two are primarily graduate programs. Unlike the other workgroups that have undergraduate program offerings, the International Agricultural Education and Distance Education-Technology Enhanced Instruction workgroups are more focused within the graduate program.

International Agricultural Education

Countries are interconnected by a web of culture, economics, environment, knowledge, technology, and social relationships. Forecasts point toward increasing global connections and expanding applications of intersecting educational technologies and networks.

The International Agricultural Education workgroup comprises faculty who teach undergraduate and graduate courses in global issues, conduct research with international agricultural and extension education foci, actively participate in projects and programs worldwide, and includes graduate students who study for, aspire to, and participate in similar roles. Monthly meetings include discussions on improving the curricula, determining strategies to increase faculty and student study and/or research abroad opportunities, formulating proposals for externally-funded international programs, and seeking solutions to assist the department, college, and university achieve their missions of teaching, research, and outreach and to enhance the institution’s reputation as an international leader in those missions.

The purpose of international agricultural education is to assist stakeholders in understanding how they can apply knowledge, skills, and abilities to improve social, economical, or technological conditions in an agricultural development setting, while being particularly cognizant of social-cultural consequences. It includes making comparisons among programs and functions, strengths and weaknesses, and the organization of and relationships among institutions and agencies in national, international, private, and public sectors designed to serve agriculture in developing nations. It involves learning the processes by which development projects originate, are carried out and managed, and are evaluated. Master’s and doctoral students interested in international agricultural education may pursue degrees of Master of Education, Master of Agriculture, Master of Science, Doctor of Education, or Doctor of Philosophy with concentrations in international agricultural education and development. In addition, workgroup faculty members participate in the Peace Corps Master’s International Program; ALEC is one of ten departments where students can integrate coursework and research with Peace Corps service.

International agricultural education, as a context, focuses on applying and balancing appropriate knowledge, skills, technologies, and policies in educational strategies associated with food, fiber, natural resources, environment, and rural development. Interwoven throughout this context is the development of cross-cultural understanding, change processes, and cultural sensitivity while working with people of
diverse backgrounds, values, and beliefs. International agricultural education also involves preparing people in both formal and informal agricultural and natural resource programming, including participatory programming that values indigenous knowledge. The workgroup has a knowledge base that includes planning and needs assessment, educational design, delivery strategies, and evaluation and accountability. Workgroup members apply this knowledge base to international agricultural development projects focusing on higher agricultural education, agricultural development, and post-conflict development. (See Appendix H for workgroup report and leader responsibilities).

Workgroup members collaborate with the Norman Borlaug Institute for International Agriculture in a multiple activities critical to international agricultural development. The Borlaug Institute offers a variety of study and research abroad and student exchange programs in the College of Agriculture and Life Sciences. Short courses and certificate programs provide excellent opportunities for those seeking knowledge and practical experiences for future participation in international agricultural development.

**Distance Education-Technology Enhanced Instruction**

The world is ever changing, therefore, finding the right degree program is a challenge. The development of distance education has opened many doors for individuals to pursue degrees from wherever they may be and allow dreams to come true with these opportunities. The Department is very much involved in and supports distance education offering online and interactive video (ITV) course formats.

The technology enhance instruction workgroup selects a program coordinator every two years. The term runs from beginning of Fall semester in even years to the end of summer in even years. The incoming program coordinator will be selected during the Fall semester of the coordinators last year to allow for smooth transition. (Refer to the workgroup report in appendix I).

- Lindner—selected Fall 2008—serves Fall 2008 to Summer 2010
- Dooley—selected Fall 2009—serves Fall 2010 to Summer 2012
- Next—selected Fall 2011—serves Fall 2012 to Summer 2014
- Next—selected Fall 2013—serves Fall 2014 to Summer 2016
- Next—selected Fall 2015—serves Fall 2016 to Summer 2018

We offer two degree programs and one certificate program taught at a distance, the Master of Agriculture in Agricultural Development and the joint Doctor of Education with Texas Tech University and a Certificate in Agriculture eLearning Development.

**Certificate in Agriculture eLearning Development**
The Agriculture eLearning Development certificate is an innovative program that prepares students and professionals to develop sophisticated eLearning courses and programs to serve the eTraining needs of both public and private sectors of agriculture. Students are required to complete five online courses (14 credit hours) to earn the certificate which consist of ALEC 610, ALEC 611, ALEC 612, ALEC 613, and ALEC 685 (a Directed Study as a capstone course). Cost for academic credit is based on Texas A&M University tuition. Cost for continuing education credit is $525/course. These costs do not include expenses related to required software or textbooks.

**Master of Agriculture**
The Master of Agriculture in agricultural development became operational in 1972, however, not as a distance degree program. Because there were already a large number of distance courses offered by the College of Agriculture and Life Sciences, a proposal was sent forth to request the program to be offered via distance education. Approval was granted in 2003, giving individuals the opportunity to earn all or part of the Master of Agriculture degree by distance. Graduates pursue careers in fields such as agribusiness, international agricultural development, agricultural communication, and rural community development to prepare individuals for leadership roles in education, natural resource
Graduate Components

management, cooperative extension service, and many other professional careers in agriculture and life sciences. Although this program is generally completed at a distance, individuals do have the option to complete on-campus or at-a-distance, which poses more interest for individuals to choose our degree program over others. Admission into this program occurs with the regular admission cycles along with all of our other master’s programs.

The degree is a non-thesis program in which the course requirements are determined by the student and the committee, which are tailored to an individual’s career goals. There are two course requirements, completion of ALEC 695–Frontiers in Research, and a professional internship that involves either paid or un-paid employment with a cooperating business or agency. Planned in concert by the student and university advisor, the internship normally lasts from three to six months. Four to six credits may be earned for the internship and professional goals and a professional paper is submitted at the completion of the program. One-half or more of the 36 credit hours consists of courses in the department.

Joint Doctor of Education (Doc@Distance)
The Joint Doctor of Education in agricultural education delivered at a distance is offered with the ALEC Department and the Department of Agricultural Education and Communications at Texas Tech University. Implemented in fall 2000, the joint program is the only doctoral-level agricultural education program offered by distance education in Texas. The major purposes of this joint doctoral degree are: (1) to strengthen the application and integration acknowledge of agricultural education in the professional communities of Texas; and (2) to provide agricultural professionals with academic and geographic access to advanced degrees.

A needs assessment revealed more than 120 professional who need a doctoral degree to meet their career objectives but who are unable to do so because of the lack of accessibility. With the program still growing, there are now more than 250 professional that have shown interest in this program. Mid-career professionals enter as members of a cohort and advance through the program over four years. Since 2002, individuals enrolling in a cohort have originated from various states and other countries, such as, Arizona, Indiana, Florida, Montana, Nevada, Tennessee, and Canada.

Since the induction of the first cohort in 2000, a new cohort has been inducted every two years. Today, there are two active cohorts (one at the end of their program to complete by Fall 2010 and the other which are new inductees in Fall 2009).

The joint faculty is a team of 19 faculty members (8 at Texas A&M University and 11 at Texas Tech University) who hold their original academic appointment at Texas A&M University and Texas Tech University. Each faculty member brings expertise and experience that will enhance the individual’s academic and professional career. (Appendix S, Joint Doctor of Education Faculty Vitae).

Admission Criteria
Applicants must meet minimum entrance requirements as set by Texas A&M University and Texas Tech University. Because this program prepares individuals for professional careers in agriculture, life experiences will be evaluated prior to making recommendations concerning admission. In addition, an applicant’s ability to connect to the program’s various technology systems is tested prior to granting final admission.

Cohort 4–Degree Requirements
Course offerings may vary by cohort; however, the current course requirements for Cohort 4 to complete are provided in Appendix T along with the five year course rotation).
Graduate Components

Student Profile

Masters
Currently, we have 86 active master's students. “Active” is defined as enrolled in one or more semester credits during Fall semester 2009.

Doctoral
We have 57 active doctoral students pursuing their degrees on campus. Of this 57, there are 28 students enrolled in the joint doctor of education degree with Texas Tech University.

Additionally, we currently have 10 students enrolled in “G6” Non-degree seeking graduate status. (See Enrollment Profile—Fall 2009, Appendix N).

Table 5: Fall 2009 Graduate Student Enrollment by Degree

<table>
<thead>
<tr>
<th>Graduate Student Enrollment</th>
<th>Fall 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>MS, Agricultural Leadership, Education &amp; Communications (ALEC)</td>
<td>32</td>
</tr>
<tr>
<td>MAg, Agricultural Development (ADEV)</td>
<td>30</td>
</tr>
<tr>
<td>MEd, Agricultural Leadership, Education &amp; Communications (ALEC)</td>
<td>24</td>
</tr>
<tr>
<td>PhD, Agricultural Leadership, Education &amp; Communications (ALEC)</td>
<td>25</td>
</tr>
<tr>
<td>EdD, Agricultural Leadership, Education &amp; Communications (ALEC)</td>
<td>32</td>
</tr>
<tr>
<td><strong>Total graduates:</strong> (12 of this total are completing eLearning certificate)</td>
<td><strong>143</strong></td>
</tr>
</tbody>
</table>

Methods of financial support/levels of financial support to graduate students
Graduate students are supported primarily through funds for graduate assistantships provided for teaching, research, or curriculum development. Approximately $220,000 has been committed to graduate assistants for the last four years. Master’s students generally receive $13,008 annually during their first year of study and $15,300 annually during the second year of their program. Doctoral students are paid $17,400 annually, $20,400, and $21,600, first, second, and third years of study, respectively. For international and out-of-state students, these assistantships waive out-of-state tuition which is approximately $5,200 annually. In addition to salary, all graduate students on assistantship are eligible for medical and life insurance benefits identical to those of a full-time faculty or staff member. Several students are employed on-campus as graduate assistants in other departments or units as student technicians, or in faculty roles as Extension associates. Most graduate students – with or without a graduate assistantship – secure student loans to complete the financing of their graduate education.

Graduate Assistant Selection Process
Graduate Assistants are hired to complete tasks related to their source of funds. Assistantships may be funded by projects, grants, and contracts. A limited number of Graduate Assistantships are available on a competitive basis from Departmental funds. These positions are filled by the PI of the projects working with the Associate Head for Graduate Programs. The duties of these graduate assistants are determined by the PI directing the project. Applicants cannot be considered for these positions until all admission materials are received from the Office of Graduate Admission and the ALEC Department. Specific assignments are made based upon the needs of the Department and the experience of the students.

Following the admission process, graduate assistant applications and letters of interest are reviewed by the workgroups. Recommendations are sent from the workgroups to the Associate Head for Graduate Programs. The number of GAs for each workgroup fluctuates with funding and the relative number of PhD vs. MS students, but the target is: AGSC 3; AGCJ 3; ALED 5; TEI 1.
Graduate assistants are required to complete the Teaching Assistant Training and Evaluation Program (TATEP) offered by the Center for Teaching Excellence. New hires are automatically enrolled in the program prior to start date. Most students are encouraged to complete a graduate course taught by the College of Education and Human Development, EDAD 601–College Teaching. This course focuses on the basic skills, strategies and issues common to university teaching which will prepare individuals for instruction at the college level.

Active involvement of students in their learning, i.e., internships, practica, teaching, assistantships
Of the 143 graduate students enrolled, 21 currently hold graduate assistantships that require some teaching. When hired as a graduate assistant, each assistant completes three teaching assignments and one scholarship assignment. The Department sets aside $12,000 a year for the graduate assistants to use for travel to national conferences. In 2008-2009, 11 students participated at regional conferences and for the 2009-2010 fiscal year, 7 students have participated.

Some of the students, especially those enrolled in the joint doctor of education program, have professional experience as teachers in formal or informal settings. Although they do not have teaching assistantships for experiential learning, all have completed or will complete a professional internship as one requirement for graduation. All EdD and MAg students are required to complete an internship as part of their degree program. Some students seeking the other degree programs also do internships as these programs are tailored to the individuals’ career goals. All doctoral candidates are required to have professional experience in teaching in formal or informal settings before they are awarded their degree. Many of our master’s and doctoral student gains experience in curriculum and instructional materials development through assistantships or work experiences with Instructional Materials Services.

Student Awards
We offer two scholarships on a competitive basis, the R.B Dooley ’39 Endowed Scholarship and Frank Shepperd Scholarship. The first nominations for the Frank Shepperd Scholarship will be considered for Fall 2010.

2007 R. B. Dooley ’39 Endowed Scholarship
Amy Lindblom
2009 R. B. Dooley ’39 Endowed Scholarship
Laici Wedel
2009 Distinguished Manuscript-Western Region AAAE meeting
Billy McKim
2009 Outstanding Innovative Poster SAAS-Ag Communications
Rebecca McGovney-Ingram
2009 Runner-up Outstanding Research Poster-Southern Region AAAE meeting
Billy McKim

Number of Graduate Degrees Granted:
The number of graduate degrees granted has varied since the last review, with an increase in 2006 and 2007 fiscal years. A detailed appendix summarizing a five year degree profile broken down by ethnic origin, age, entry type, degree, etc., is Appendix O at the end of the document.

Table 6: Graduate Degrees Granted

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Master’s</th>
<th>Doctorate</th>
<th>Total</th>
</tr>
</thead>
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<tr>
<td>2003-04</td>
<td>31</td>
<td>13</td>
<td>44</td>
</tr>
<tr>
<td>2004-05</td>
<td>33</td>
<td>9</td>
<td>42</td>
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<tr>
<td>2005-06</td>
<td>34</td>
<td>6</td>
<td>40</td>
</tr>
<tr>
<td>2006-07</td>
<td>27</td>
<td>20</td>
<td>47</td>
</tr>
<tr>
<td>2007-08</td>
<td>30</td>
<td>12</td>
<td>42</td>
</tr>
<tr>
<td>2008-09</td>
<td>36</td>
<td>7</td>
<td>43</td>
</tr>
</tbody>
</table>
Graduate Former Student Information
Our students leave prepared for leadership roles in professional careers in agriculture and life sciences with graduates employed as:

- Faculty members
- Academic advisors
- Teachers and teachers educators
- Executive directors
- International agriculture development consultants
- Instructional designers
- Extension agents
- Communications specialists
- Organizational program coordinators
Beginning early in 2009 and throughout the rest of the year, the Department met as a group twice a month to review and update all departmental materials. The Strategic Plan, SWOT, vision and mission statements, and a system addressing faculty merit were among the specific documents discussed for revisions by internal committees.

**Strengths, Weaknesses, Opportunities, and Threats (SWOT)**

**STRENGTHS: What advantages does ALEC have?**

**TEACHING**

1. Research and discovery in theoretical development and application of teaching and learning
   - On-line Teaching
2. Significant impact on the educational mission of the college
   - ALEC graduates 29% of the COALS graduates (2,389 out of 8,272, OISP FY 07-08)
   - University Studies - Leadership Studies
   - 4 undergraduate and 6 graduate degrees offered
3. Collaboration on and off campus.
   - TCE faculty teach undergraduate and graduate courses
   - TAMU Residence Life (Leadership Living Learning Community)
   - TAMU Corps (Leadership Certificate Program)
   - TAMU Student Activities (section of ALED 340 for student leaders)
   - TAMU Multicultural Services Department (ALED 289 Larke & Elbert)
   - National FFA (collaborative academic leadership course)
   - Prairie View Partnership
   - Angelo State
   - Moscow State AgroEngineer
   - 2+2 Blinn
   - Joint Doctor of Education
4. Interaction with secondary agri-science teachers and TCE county faculty
   - Instructional Materials Service group
   - TCE Program Planning and Evaluation unit
5. Awards
   - Montague Scholars
   - Top 25% recognition
   - Distinguished Professor
   - SLATE Awards

**RESEARCH**

1. Faculty have recognized expertise in social science quantitative and qualitative methodologies
   - Participation on USDA SSSC
   - Participation on W-1006 Multi-state Research Projection Agricultural Literacy
2. Faculty have recognized expertise in contextual applications in agricultural communications, evaluation and accountability, leadership education, planned change, planning and needs assessment, research methods, and teaching and learning.
3. Partnerships to provide and contribute to responsible leadership, and provide services that address global learner, community, and industry needs:
   - USDA Higher Education Challenge Grants
   - Neuhaus-Sheppard Awards
Program Evaluation and Analysis

- NIH grant - College of Veterinary Medicine
- Hurricane Ike Disaster Case Management Evaluation Project
- USAID/HED – with the University of Namibia

**DIVERSITY – 31 faculty (college, research, extension)**

<table>
<thead>
<tr>
<th>White</th>
<th>Hispanic</th>
<th>Black</th>
<th>Male</th>
<th>Female</th>
<th>Professor</th>
<th>Associate Professor</th>
<th>Assistant Professor</th>
<th>Senior Lecturers</th>
<th>Assistant Lecturers</th>
</tr>
</thead>
<tbody>
<tr>
<td>27</td>
<td>2</td>
<td>2</td>
<td>19</td>
<td>12</td>
<td>11</td>
<td>7</td>
<td>9</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tenured</th>
<th>14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenure Track</td>
<td>5</td>
</tr>
<tr>
<td>Non-Tenure Track</td>
<td>12</td>
</tr>
</tbody>
</table>

**ENGAGEMENT**

- Hispanic Leadership Forum
- SLOAN Scholarship
- Houston Livestock Show and Rodeo
- Agrileader
- Partner University - UT-SA, UT-Pan American, A&M Kingsville, A&M Corpus Christi
- TAMU Greek Life (development of leadership seminar series)
- 1,500 Texas agri-science teachers, 105,000 Texas agri-science students
- 700 county faculty and 1,000,000 4-H members
- 4 of 5 major professional journals have ALEC editors or board members
- USAID/HED Africa-Us Initiative
- Texas Department of Agriculture, TAMU Congressional Internship Programs
- Texas Education Agency, FFA, 4H
- TAMU: Residential Life, Corps of Cadets, Athletics, Student Activities, Multi-Cultural Service
- Abriendo Puertas
WEAKNESSES: What could ALEC do to improve its effectiveness?

FUNDING
1. Create and hire key staff and graduate student positions with Instructional Educational and Enhancement Funds (IEEF).
2. Increase external funding opportunities (grants) to fund staff and graduate assistant positions
   a. Increase scholarship and funding for faculty and graduate students, especially PhD students.
3. Enhance Instructional Materials Service (IMS) longevity by adopting an operational paradigm that is visionary, contemporary, and market driven.
4. Explore merit and equitable salary ranges by institution, academic discipline or function of position
   a. Based on exploratory results, provide equity in faculty salaries
   b. Seek to lead the discipline and institution in faculty salaries.
5. Hire appropriate staff for grant management and academic advisors.

FACULTY AND TEACHING
1. Increase graduate teaching assistants in relation to Weighted Student Credit Hours (WSCH) production.
2. Enhance minority graduation to mirror demographics of Texas (2006 grad data).

<table>
<thead>
<tr>
<th>White</th>
<th>Black</th>
<th>Hisp</th>
<th>Asian</th>
<th>Nat. Am.</th>
<th>Intrl</th>
<th>Unknown</th>
</tr>
</thead>
<tbody>
<tr>
<td>State (2000) 71%</td>
<td>11.5%</td>
<td>32%</td>
<td>2.7%</td>
<td>.06%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ALEC Dept 387</td>
<td>12</td>
<td>34</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>COALS 1,721</td>
<td>29</td>
<td>108</td>
<td>30</td>
<td>7</td>
<td>99</td>
<td>22</td>
</tr>
<tr>
<td>% of COALS 22.5%</td>
<td>41%</td>
<td>31%</td>
<td>13%</td>
<td>43%</td>
<td>3%</td>
<td>18%</td>
</tr>
</tbody>
</table>
3. Create continuity with TCE and COALS to enhance ALED 441 (extension course).
4. Establish a 2-year graduate teaching rotation and 5-year course for graduate courses.
5. Increase faculty and staff diversity.
6. Establish credible standards for undergraduate and graduate student entry into department programs
7. eLearning Certificate (suspended)

SERVICE
1. Seek service opportunities to recruit underrepresented students.
   a. Utilize MANRRS
2. Collaborate across the University to provide expertise for projects, budgets, evaluation, instructional methodology, etc.

RESEARCH
1. Grant management planning
2. Increase scholarship of faculty and graduate students, especially Ph.D. students.
3. Increase visibility for evaluation projects with other COALS units.
4. Establish reputation for expertise in evaluation, instructional methodology, communications, etc.
   a. Become part of line item in project budgets from other departments, programs, centers, etc.
5. Increase collaboration for information education technology components of research grants.

EXTENSION
1. Increase e-learning opportunities and training of Texas AgriLife Extension Service faculty through ALEC unit.
2. Include IT personnel in ALEC Texas AgriLife Extension Service for administration and updates of Texas system.
3. Increase student workers to support faculty preparation for new Texas AgriLife Extension Service employee training, etc.
OPPORTUNITIES: What are the opportunities facing ALEC?

TEACHING
1. International influence or options at undergraduate/graduate level.
2. Certificate programs to enhance graduate degrees.
3. Convert appropriate ALEC graduate courses with online formats.
4. Promote University Studies-Leadership degree plan and new course ALED 201 to increase undergraduate enrollment to 300 students; currently at 111 after 2 years.
5. Stabilize teaching of International Agriculture graduate courses to increase graduate Weighted Student Credit Hours (WSCH).
6. Explore academic advising staff as a budget line item.
7. New faculty position: International Agricultural Education.
8. Pursue funding from former students and friends.

RESEARCH
1. Identify departmental research agenda.
2. Assist and evaluate COALS departments with learning assessments (via ALEC 625).
3. Enhance global leadership research via leadership workgroup.
4. Integrate into Iraq project with Borlaug Institute.
5. Use the WFSC IGERT approach as a model to develop future ALEC IGERT programs.
7. Utilize students and faculty to investigate client and stakeholder needs and actions.
8. Pursue additional grant funding from all sources.

SERVICE
1. Continue to support student events, such as “Leadership Forum,” to enhance student development.
2. Continue presence and recruiting for ALEC and COALS at State and National FFA Conferences.
3. All service activities to be enhanced by underlying research questions.
4. Develop AFNR teacher-mentoring program for 1-3 year teachers.
5. Develop AFNR summer in-service workshops to provide training within the new TENS.
6. Provide leadership camps for high school students.
7. Provide hands on camps/training for high school students.
8. Formalize community service completed by faculty to enhance research in leadership and service learning.
THREATS: What obstacles does ALEC face?

TEACHING
1. Examine program standards/rigor.
2. Reversal of ALEC/TAMU mentality that bigger student population is better (only if #3 is met).
3. Balance teaching needs of 1,000+ undergraduate students and 150 graduate students with research obligations of faculty.
4. Reduce class size (teacher/student ratio) while maintaining large WSCH production.
5. Find classrooms with positive teaching/learning environments.
6. Make best use of professorial time when GA dollars are scarce.
7. Review advisor/student ratios to maximize student and faculty contributions

RESEARCH
1. Insufficient IDC when traditional social science research does not allow for large IDC commitment
2. COALS lack of understanding of the scholarship of social science research by biological scientists.
3. Insufficient assistantship funding to compete with peer institutions. Need to increase funding through grants
4. Misunderstanding of TCE evaluation results as research findings Misunderstanding on grant management

SERVICE
1. Over commitment by some department faculty members to service
   a. Reduce service commitment
   b. Develop a plan to recognize the value of service (recruiting, visibility for ALEC, and support for other units).
   c. Spread service opportunities throughout ALEC.
2. Translating ALEC research findings to other units in TAMU Agriculture (teaching methodologies, service learning, assessment, etc.).

DIVERSITY AND FLEXIBILITY
1. Attract faculty who reflect under-represented populations. Recruit students – best and brightest worldwide

OTHER
1. Faculty and staff retention
Assessment Plans

Visions, goals and objectives have been identified within each program area of the department as well as outcome measures and achievements.

Conducting assessments within each program area requires a systematic collection of qualitative and quantitative data which will be used for continuous program improvement and development. Currently, we are in the process of collecting data to determine which action plans will be feasible if needed.

Each program has provided the assessment plan guide, indicated as Appendix U.
Multiple new hires and promotions have taken place over the past several years. All new instructors are mentored by faculty members. All are encouraged to participate in programs offered by the Center for Teaching Excellence. Based on tenure reviews of our faculty, three faculty members have been promoted and granted tenure. Four faculty members have been promoted to professor and one to assistant professor. In addition, we have five new faculty hires. Two faculty members have retired in the past five years. Each is designated by legend below; bold are members on Graduate Faculty:

* Promotion   # New Hire   (Non-Tenure)

Table 7: Current Faculty by Rank, Years in Rank Total (YIR)

<table>
<thead>
<tr>
<th>Name</th>
<th>Rank</th>
<th>MOS</th>
<th>YIR (TAMU)</th>
<th>YIR (TOTAL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Glen Shinn</td>
<td>Professor</td>
<td>198</td>
<td>16</td>
<td>31</td>
</tr>
<tr>
<td>Doug Starr</td>
<td>Professor</td>
<td>407</td>
<td>23</td>
<td>30</td>
</tr>
<tr>
<td>Gary Briers</td>
<td>Professor</td>
<td>384</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>Alvin Larke, Jr.</td>
<td>Professor</td>
<td>307</td>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td>Christine Townsend</td>
<td>Professor (retired January 2010)</td>
<td>305</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td># Jack Elliot</td>
<td>Professor and Head</td>
<td>14</td>
<td>14 mo</td>
<td>8</td>
</tr>
<tr>
<td>* Kim Dooley</td>
<td>Professor</td>
<td>243</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>* James Lindner</td>
<td>Professor</td>
<td>113</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>* Tim Murphy</td>
<td>Professor / Associate Head</td>
<td>174</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>* Gary Wingenbach</td>
<td>Professor</td>
<td>101</td>
<td>6 mo</td>
<td>6 mo</td>
</tr>
<tr>
<td>Manuel Pina</td>
<td>Associate Professor</td>
<td>234</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Barry Boyd</td>
<td>Associate Professor / Associate Head</td>
<td>336</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>* Chanda Elbert</td>
<td>Associate Professor</td>
<td>110</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>* Julie Harlin</td>
<td>Associate Professor</td>
<td>155</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>* Tracy Rutherford</td>
<td>Associate Professor</td>
<td>133</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td># Lori Moore</td>
<td>Assistant Professor</td>
<td>45</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>Manda Rosser</td>
<td>Assistant Professor</td>
<td>154</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td># John Rayfield</td>
<td>Assistant Professor</td>
<td>9</td>
<td>9 mo</td>
<td>3 yrs</td>
</tr>
<tr>
<td># Jennifer Williams</td>
<td>Assistant Professor</td>
<td>1</td>
<td>1 mo</td>
<td>2</td>
</tr>
<tr>
<td>* Theresa Murphyrey</td>
<td>Assistant Professor</td>
<td>240</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td># Traci Naile</td>
<td>Assistant Professor</td>
<td>7</td>
<td>7 mo</td>
<td>7 mo</td>
</tr>
<tr>
<td>(Deborah Dunsford)</td>
<td>Senior Lecturer</td>
<td>187</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>(Mike McCormick)</td>
<td>Senior Lecturer</td>
<td>124</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>(Summer Felton Odom)</td>
<td>Assistant Lecturer</td>
<td>153</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>(Lexi Wied)</td>
<td>Assistant Lecturer</td>
<td>54</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>(Katie Scott)</td>
<td>Academic Advisor</td>
<td>39</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Extension Unit</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scott Cummings</td>
<td>Associate Professor / Associate Head</td>
<td>260</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>T. A. Vestal</td>
<td>Professor</td>
<td>385</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td># Landry Lockett</td>
<td>Assistant Professor</td>
<td>102</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td># Jeff Ripley</td>
<td>Assistant Professor</td>
<td>248</td>
<td>11 mo</td>
<td>11 mo</td>
</tr>
</tbody>
</table>
Teaching Load
The teaching faculty maintain a minimum workload of 9 semester credits per semester per FTE. Undergraduate courses “count” 1.0 times per 3 credit hour course. Graduate courses “count” 1.5 times. Therefore, a faculty member teaching all undergraduate courses would teach a minimum of 3 courses of 3 semester credits each. Similarly, a faculty member teaching only graduate courses would teach a minimum of 2 graduate courses of 3 semester credits each. Equivalent credit is computed for research credits (master’s or doctoral dissertation), directed studies, and internship supervision (including student teachers), practica, and laboratory teaching. Teaching credit is computed for advising undergraduate majors, for developing new courses or revising old courses significantly in content and/or delivery mode, and for departmental administration. (Weighted student credit hour report and History of Courses taught with enrollment are listed in Appendix V).

Outstanding Performance

Chris Boleman, Associate Professor
2007 Vice Chancellor’s Award in Excellence. Award was for developing and implementing the Quality Counts Program. Co-recipient with K. Smith, K. Chilek, L. Kieth, and J. Sterle.
2007 Superior Service Award Individual Specialist Category.

Barry Boyd, Associate Professor
2006 Distinguished Leadership & Service Award, Association of Leadership Educators, Awarded at Annual ALE Leadership Conference, Big Sky, MT.
2004 Montague – Center for Teaching Excellence Scholar, College of Agriculture and Life Sciences
2004 Southern Region American Association of Agricultural Education Outstanding Young Agricultural Educator Award

Gary Briers, Professor
2009 Senior Fellow, American Association for Agricultural Education
2009 1st Knapp Lecture, American Association for Agricultural Education
2006 Fellow, American Association for Agricultural Education
2006 Russell Guin Outstanding Agricultural Educator Award, American Association for Agricultural Education

James Christiansen, Emeritus Faculty
2004 Texas A&M University Bush Excellence Award for Faculty in International Teaching
2004 Distinguished Service Award, Association for Agricultural Education, Western Region
2004 International Interdisciplinary Service Award, College of Education and Human Development, Texas A&M University
2004 Phi Beta Delta Norman Borlaug International Research and Service Award
2003 Outstanding Leadership Award, Assn. for International Agric. and Extension Education

Scott Cummings, Associate Professor
2008 Governor’s Executive Development Program
2003 National Extension Leadership Development Program, Class IX
2003 Certificate of Completion for the Governor’s Center for Leadership Development, Senior Management Program
2002 Award of Recognition for work on and service to the Texas Cooperative Extension Evaluation Committee
Faculty Profile

Kim Dooley, Professor
2008 Distinguished Research Award, AAAE Southern Region
2008 Outstanding International Agricultural Education Award (Western Region)
2005 United States Department of Agriculture’s Food and Agriculture Sciences Excellence in Teaching Award (Southern Region)
2005 Outstanding Professional Skill Award – Distance Education and Instructional Design presented by Association for Communication Excellence
2005 Critique & Awards Program – Gold Award for Educational Project from the Association for Communication Excellence
2005 ADEC Excellence in College and University Distance Education Awards – Roadmap to Effective Distance Education Instructional Design

Deborah Dunsford, Senior Lecturer
2006 Melvin and Annette Peters Academic Advising Award - Fish Camp Namesake
2005 Awarded the TAMU Association of Former Students Undergraduate Teaching Award in the College of Agriculture and Life Sciences

Kirk Edney, Assistant Professor & Extension Specialist
2006-2009 Association for Instructional Materials (ACTE) Award of Excellence for Curriculum Materials Development

Chanda Elbert, Associate Professor
2008 Texas A&M Agrilife Conference -Vice Chancellor’s Awards in Excellence in Diversity

Jack Elliot, Department Head and Professor
2008 Meritorious Service, Association for Career and Technical Education Research
2006 Outstanding Research Presentation, National Research Meeting, American Association for Agricultural Education
2006 Outstanding Research Presentation, Western Region Research Meeting, American Association for Agricultural Education
2006 Outstanding Symposia, Association for Career and Technical Education Research
2003 Outstanding Service Award, Association for International Agricultural and Extension Education
2002 Outstanding Research Presentation, Western Region Research Meeting, American Association for Agricultural Education
2002 Excellence in Teaching Regional Award, United States Department of Agriculture

Julie Harlin, Associate Professor
2009 Student Lead Award for Teaching Excellence (SLATE) Finalist, Texas A&M University
2009 Student Lead Award for Teaching Excellence (SLATE) Recipient, Texas A&M University.
2008 2nd Place Author of the Year, Journal of Agricultural Education.
2008 Student Lead Award for Teaching Excellence (SLATE) Finalist, Texas A&M University.
2005 Excellence in Teaching Award-New Teacher Division, United States Department of Agriculture, Food and Agricultural Sciences

Alvin Larke, Jr., Professor
2008 Black Former Student Network Legacy Award, Texas A&M University
Faculty Profile

James Lindner, Professor
2009 Association for International Agricultural and Extension Education, Outstanding Service Award.
2005 Association for International Agricultural and Extension Education, Outstanding Achievement Award.
2004 North American Colleges and Teachers of Agriculture (NACTA), Teaching Award of Merit
2002 The Ohio State University, Alumni Society Board of Directors, Young Professional Achievement Award, College of Food, Agricultural, and Environmental Sciences

Landry Lockett, Assistant Professor and Extension Specialist
2007 Extension Achievement Award - District IV. Award given by the TCAAAN Agriculture and Natural Resource County Extension Agents in each Extension District for quality Extension work.
2005 Outstanding Early Career - Award given by the members of TCAAAN in Extension District IV for notable Extension work performed by an Extension AG/NR County Extension Agent with five or less years in Extension.

Lori Moore, Assistant Professor
2008 Western Region American Association for Agricultural Education (AAAE) Outstanding Young Member
2007 Apple Polisher Award, University of Idaho Student Alumni Relations Board (SARB), University of Idaho
2004 Alan A. Kahler Outstanding Dissertation Award, American Association for Agricultural Education (AAAE)
2004 North American Colleges and Teachers of Agriculture (NACTA) Teaching Award of Merit Certificate

Theresa Murphrey, Assistant Professor
2008 Outstanding Paper Runner Up - Southern Association of Agricultural Scientists, Dallas, Texas
2007 Outstanding Poster Presentation - Association for International Agricultural and Extension Education (AIAEE) Conference, Polson, Montana

Tim Murphy, Professor
2009 Fellow, American Association for Agricultural Education
2008 Outstanding Agricultural Educator Award, American Association for Agricultural Education
2007 Southern Region Distinguished Research Award, American Association for Agricultural Education
2006 Teaching Fellow by North American Colleges and Teachers of Agriculture

Traci Naile, Assistant Professor
2009 Graduate Student Teaching Award, North American Colleges and Teachers of Agriculture
2009 Graduate College Research Fellowship, Oklahoma State University
2009 Phoenix Outstanding Doctoral Student Award, Oklahoma State University
2009 Outstanding Student Paper and Presentation, 106th Annual Meeting of the Southern Association of Agricultural Scientists – Agricultural Communications Section
2008 Gamma Sigma Delta Honor Society of Agriculture, Oklahoma State University
2007-2009 Williams Fellowship, Oklahoma State University
Summer Odom, Assistant Lecturer
2009 President’s Award for Academic Advising
2008 ING Texas A&M Professor of Excellence
2007-08 Selected to the Texas A&M University Advisor Assessment Team
2006-07 Elected President of University Advisors & Counselors (UAC)

Manuel Pina, Associate Professor
2009 Vice Chancellor’s Award in Excellence – System Academic Partnership, College of Agriculture and Life Sciences, Texas A&M University
2009 Diversity Service Award – Faculty, Texas A&M University
2005 Distinguished Graduate, Department of Agricultural Education, College of Agriculture and Life Sciences, Texas A&M University
2003 Office of the Executive Vice President and Provost Diversity Individual Achievement Award, Texas A&M University

John Rayfield, Assistant Professor
2008 Author of the Year (3rd Place), Journal of Agricultural Education, Volume 49, No.4
2008 Outstanding Research Poster, Association for Career and Technical Education Research Conference, Charlotte, NC
2007 Outstanding Research Presentation, Honorable Mention, Career and Technical Education Research and Professional Development Conference, Las Vegas, NV
2007 Outstanding Research Poster, National Agricultural Education Research Conference, Minneapolis, MN

Jeffery Ripley, Assistant Professor & Extension Specialist
2007 Honored Lifetime Board Member Award from the Travis County Junior Livestock Association
2007 Honorary Director – Star of Texas Fair and Rodeo
2005 National Extension Leadership Development Program Graduate

Manda Rosser, Assistant Professor
2008 Gamma Sigma Delta College of Agriculture and Life Sciences Teaching Award
2008 TAMU College of Agriculture and Life Sciences Student Council Honor Professor
2008 Montague Scholar Teacher, 11 given university wide
2009 Student Lead Award in Teaching Excellence
2006 Malcolm S. Knowles Dissertation Award and finalist for Dissertation of the Year, Academy of Human Resource Development
2005,2007 Academy of HRD Cutting Edge Award - Top Ten Conference Paper Award

Tracy Rutherford, Associate Professor
2009 Student Led Award for Teaching Excellence
2007 Texas A&M University T(transfer)-Camp Namesake
2006 The Association of Former Students Distinguished Achievement Award
2004 Honorary American FFA Degree

Glenn Shinn, Professor
2009 Senior Fellow, American Association for Agricultural Education
2009 1st Knapp Lecture, American Association for Agricultural Education
2007 Memorable Gold Medal of Armenian State Agrarian University awarded by the Scientific Council of ASAU and presented by Rector Arshaluys Tarverdyan, Yerevan, Armenia
Douglas Starr, Professor
2008  Distinguished Teaching Award, College Level, by the Association of Former Students
2006  Honored by Texas A&M University Corps of Cadets for Interest and Enthusiasm in Teaching,
       Supporting, and Counseling Students

Christine Townsend, Professor
2009  Guerra Ranch Educator of the Year
2009  Texas Legislator Recognition
2008  Professional Agriculture Workers of Texas Education Award
2004  Distinguished Service Award, national recognition from the Association of Leadership Educators

T.A. Vestal, Professor & Extension Specialist
2009  Partnership Award, in recognition of effective and efficient use of resources, U.S.D.A. Cooperative
       State Research, Education, and Extension Service, Washington, D.C.
2009  Educational Aids Blue Ribbon Award; Comprehensive Publication Category, in recognition of
       outstanding field guide “Managing Contaminated Animal and Plant Materials’ American Society of
       Agricultural and Biological Engineering, Reno, NV

Lexi Wied, Assistant Lecturer
2007  Corps of Cadets “Enthusiasm While Teaching, Supervising & Counseling Students” award

Jennifer Williams, Assistant Professor
2009-2011  University of Georgia Lilly Teaching Fellow
2009  Outstanding Research Presentation Award-Faculty Division: Southern Region Conference, American
       Association for Agricultural Education
2008-2009  University of Georgia Service Learning Fellow
2008  North American Colleges and Teachers of Agriculture Graduate Student Teaching Award

Gary Wingenbach, Professor
2008  Outstanding Poster, Agricultural Comm., Southern Association of Agricultural Scientists
2008  Outstanding Innovative Poster, AAEE Southern Region
2008  Honorable Mention NACTA Journal Article, NACTA Journal Award Committee
2007  Alumni Fellow, Department of Agriculture, Dickinson State University, North Dakota
2007  Outstanding Journal Article, Journal of International Agricultural and Extension Education
2007  Outstanding Poster, Association for International Agricultural and Extension Education
2007  Outstanding International Agricultural Education Award, AAEE Western Region
2005  Outstanding Service, Association for International Agricultural and Extension Education

Keith Zamzow, Continuing Education Assistant Professor
2008  Award of Excellence from Association for Instructional Materials (AIM) Awards Committee for the
       Landscape Design, Construction, & Maintenance curriculum materials
2004  Honorable Mention from Association for Instructional Materials (AIM) Awards Committee for the
       Advanced Floral Design curriculum materials
Faculty Profile

Our teaching faculty who were recognized in the top 25% of teachers according to the Measurement and Testing Services Spring, 2004 report as follows:

Barry Boyd, AGED 301/ADEV 340  
Scott Cummings, ADEV 441  
Kim Dooley, ADEV 426/ADEV 481/AGED 611  
Deb Dunsford, AGJR 304/AGJR 306  
Summer Felton, AGED 102  
Julie Harlin, AGED 325/AGED 327/AGED 384  
Jimmy Lindner, ADEV 343  
Tim Murphy, AGED 601  
Tracy Rutherford, AGED 489/AGJR 405  
Chris Townsend, ADEV 340/AGED 481  
Joe Townsend, AGLS 101  
Jennifer Williams, ADEV 340/AGED 380/AGED 481  
Gary Wingenbach, AGED 481/AGED 484/AGJR 407

Extramural Grants

2009 was an exceptional year for funding for the department. Several faculty members were included in the awarding of almost $2.3 million in state, federal, corporate, and university grants.

The department was awarded three USDA Higher Education Challenge (HEC) grants.  
Tracy Rutherford and Theresa Murphrey (with Leslie Edgar and David Doerfert) - $460,320 for the grant entitled “Educational Effectiveness of Utilizing Second Life in Teaching Agricultural Crisis Communications.”  
Kim Dooley, Jimmy Lindner, Theresa Murphrey (with Florida and Georgia) - $459,770  
Gary Wingenbach - $137,840.

Gary Wingenbach is part of a USDA-NIFA grant for $148,000 that promotes experiential learning opportunities for undergraduate minorities.

Jimmy Lindner and Kim Dooley received a $2,650.00 Neuhaus-Shepardson Faculty Development Grant.

Glen Shinn received a $3,000 Neuhaus-Shepardson Faculty Development Grant.  
John Rayfield received a $15,000 grant from the National Council for Agricultural Education for “Innovative Agricultural Education That Address New Markets.”

Chanda Elbert is the Co-Principal Investigator for a $850,000, The National Science Foundation grant, Successfully Navigating Your Career-Advancing Women Faculty in Engineering and Technology at HBCU’s. Other PI’s Felecia Nave and Karen Butler-Purry.

Cathryn Clement, ALEC adjunct faculty member, and Gary Wingenbach received a U.S. Department of State grant for $100,000 to establish student travel programs in Honduras, Trinidad, and Namibia that will promote international study and research programs in the agricultural sciences.

Department head Jack Elliot, along with Gary Wingenbach and other contributors, received a $50,000 planning grant from the U.S. Agency for International Development’s Africa-U.S. Higher Education Initiative (USAID-HED). The initiative is intended to strengthen the University of Namibia’s agricultural education programs. Of the 20 proposals awarded from 300 applications, 10 will have the opportunity to receive $1 million per year for 10 years.
Faculty Profile

John Rayfield received a $15,000 grant from the National Council for Agricultural Education for “Innovative Agricultural Education That Address New Markets.”

Scott Cummings is the principal investigator for a $908,000 Texas Health and Human Services Commission (HHSC) grant-funded project designed to evaluate disaster management efforts as part of the Hurricane Ike recovery. Other participating faculty members of the Organizational Development Unit project are Shannon Degenhart, T.A. Vestal, Paul Pope and Billy McKim. The evaluation is being conducted in coordination with the Federal Emergency Management Agency (FEMA) and is scheduled for completion in December 2010.

Andy Vestal, Shannon Degenhart, and Theresa Murphrey were part of a team who received a $191,000 grant from the U. S. Department of Homeland Security’s National Center for Foreign Animal and Zoonotic Disease Defense (FAZD) Extension Outreach Project.

The department also submitted proposals for future grant funding:

Tim Murphy and Bart Gill submitted a $2,144,384 multi-year NSF proposal, “Increasing science competence of CTE teachers and students through the implementation of Academically Integrated Methods of Enhanced Demonstration (AIMED) Learning Modules.”

Gary Briers and Chanda Elbert submitted a multi-year Department of Education Grant, “Improving Educational Outcomes for At-Risk Hispanic Students through Abriendo Puertas (Opening Doors): Development of a Parental Involvement Intervention,” for $1,184,240.

Each faculty member provided a two-page vitae for this document. (See Appendix W).

Course Evaluations
At the end of each semester, all students are requested to participate in course evaluations in which they are anonymously giving the opportunity to evaluate and rate the productivity of the instructor of record. We have included a collection of summary course evaluation data for review. (See Appendix X).

Merit Criteria
As part of this document, the faculty met several times to discuss the merit criteria. The criteria, factors, and weights of merit are noted in Appendix Y at the end of the document.
All work groups function with specific budgets. Gold Plate Graduate Assistantships have substantially increased since 2002, from $83,092 to $103,092. Faculty salaries have increased significantly, refer to Table 8:

**Table 8: Budget Comparison by Rank (FY 2002, FY 2009)**

<table>
<thead>
<tr>
<th>Rank</th>
<th>FY 2009</th>
<th>FY 2002</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenured Professor</td>
<td>100,827 – 149,336</td>
<td>83,223 – 129,345</td>
</tr>
<tr>
<td>Tenured Associate Professor</td>
<td>84,082 – 96,261</td>
<td>57,319 – 84,319</td>
</tr>
<tr>
<td>Assistant Professor (Tenure-track)</td>
<td>63,873 – 85,000</td>
<td>60,000 – 62,000</td>
</tr>
<tr>
<td>Non-Tenure Track</td>
<td>69,211 – 96,261</td>
<td>48,785 – 76,431</td>
</tr>
</tbody>
</table>

A College of Agriculture/Texas A&M University salary comparison summary for FY 2008-2009 and FY 2002-2003 is Appendix Z at the end of the document. The Department’s summarized budget expenditures are outlined below:

**Table 9: ALEC Budget Summary (FY 2009, FY 2002)**

<table>
<thead>
<tr>
<th>FY 09 Budget</th>
<th>FY 02 Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Revenue</strong></td>
<td><strong>Revenue</strong></td>
</tr>
<tr>
<td>Fees</td>
<td>$194,476</td>
</tr>
<tr>
<td>Sales And Services</td>
<td>$676,039</td>
</tr>
<tr>
<td><strong>Sum:</strong></td>
<td>$870,515</td>
</tr>
<tr>
<td><strong>Transfer</strong></td>
<td><strong>Transfer</strong></td>
</tr>
<tr>
<td>Budget Alloc/Tran In</td>
<td>$238,9532</td>
</tr>
<tr>
<td><strong>Sum:</strong></td>
<td>$238,9532</td>
</tr>
<tr>
<td><strong>Expense</strong></td>
<td><strong>Expense</strong></td>
</tr>
<tr>
<td>Salaries-Faculty</td>
<td>$231,8658</td>
</tr>
<tr>
<td>Salaries-Non-Faculty</td>
<td>$468,414</td>
</tr>
<tr>
<td>Wages</td>
<td>$5760</td>
</tr>
<tr>
<td>Benefits</td>
<td>$112,079</td>
</tr>
<tr>
<td>Operations And Maintenance</td>
<td>$95,000</td>
</tr>
<tr>
<td>Equipment (Capitalized)</td>
<td>$3722</td>
</tr>
<tr>
<td><strong>Sum:</strong></td>
<td>$300,363</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FY 02 Budget</th>
<th>FY 02 Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Revenue</strong></td>
<td><strong>Revenue</strong></td>
</tr>
<tr>
<td>Fees</td>
<td>$45,972</td>
</tr>
<tr>
<td>Sales And Services</td>
<td>$998,011</td>
</tr>
<tr>
<td><strong>Sum:</strong></td>
<td>$1,043,983</td>
</tr>
<tr>
<td><strong>Transfer</strong></td>
<td><strong>Transfer</strong></td>
</tr>
<tr>
<td>Budget Alloc/Tran In</td>
<td>$119,7796</td>
</tr>
<tr>
<td><strong>Sum:</strong></td>
<td>$119,7796</td>
</tr>
<tr>
<td><strong>Expense</strong></td>
<td><strong>Expense</strong></td>
</tr>
<tr>
<td>Salaries-Faculty</td>
<td>$133,6013</td>
</tr>
<tr>
<td>Salaries-Non-Faculty</td>
<td>$402,961</td>
</tr>
<tr>
<td>Wages</td>
<td>$21,942</td>
</tr>
<tr>
<td>Benefits</td>
<td>$21,2194</td>
</tr>
<tr>
<td>Operations And Maintenance</td>
<td>$25,000</td>
</tr>
<tr>
<td>Equipment (Capitalized)</td>
<td>$16,874</td>
</tr>
<tr>
<td><strong>Sum:</strong></td>
<td>$201,4984</td>
</tr>
</tbody>
</table>
Document Preparation

The Department held regular scheduled meetings every month for over a year. At these meetings, specific internal committees were formed to address different components required for this review. Departmental documents were discussed and updated. This final document was sent out to the department for all to review for suggestions and comments prior to mailing.

Role of Students
The Department formed a four member committee consisting of two undergraduate and two graduate students that reviewed the document prior to mailing to the review team. All students provided suggestions on content, comments, and wording changes. Their suggestions and comments are reflected in this report.

As a conclusion to this document, we have highlighted some information about the College of Agriculture and Life Sciences that you might know, but we would like to share. (Appendix AA).
Appendices (A – AA)

ALEC Academic Program Review
Appendix A

Background History of the Department
Early History
On February 28, 1910, seven years before the passage of the federal Vocational Education Act of 1917 (Smith-Hughes Act), the A&M College of Texas announced that it would offer special instruction in agriculture to prepare young men to teach agriculture in the public schools. Formal courses in agricultural education were first offered and taught by the Department of Agriculture in the School of Agriculture at the Agricultural and Mechanical College of Texas in 1911. They were taught by E.J. Kyle in the Division of Horticulture. In 1915, "an expert in agricultural education was available to agriculture teachers and school directors for help."

The Department of Agricultural Education was created in 1916 (same year that General Pershing invaded Mexico in pursuit of Pancho Villa) with one professor (M.L Hayes), one associate professor (J. D. Blackwell) and one assistant professor (W. A. Broyles). With the passage of the federal Smith-Hughes Vocational Education Act of 1917, the Department began to prepare teachers of agriculture for public schools and was designated by the Texas State Board for Vocational Education as the Texas "Smith-Hughes" teacher-education institution on December 10, 1917.

The Department became the Department of Vocational Teaching in 1920 in the School of Agriculture and expanded its efforts to include industrial education, rural education, and school administration. Four years later, in 1924 (the same year that Miriam "Ma" Ferguson was elected first woman governor of Texas), the Department became part of a newly organized School of Vocational Training that included three divisions of agricultural education, industrial education, and rural education, and was still a part of the School of Agriculture. In 1925, because of problems with the program of Industrial Education, that program was removed and reconstituted as a separate Department of Industrial Education. The two remaining departments remained in a renamed School of Vocational Teaching established separate from the School of Agriculture. It remained separate until 1935 when it was dissolved and the Department of Agricultural Education again became a part of the School of Agriculture. C. H. Winkler, Professor of Agricultural Education, also served as Dean of the School of Vocational Training from 1926 to its dissolution in 1935.

Graduate Degrees and Professional Certifications
The Master of Science (M.S.) degree in agricultural education was authorized in 1924, along with M.S. degrees in other departments in agriculture. The first M.S. degree in agricultural education was awarded in August 1926 (E.R. Alexander). Fifty-seven M.S. degrees were awarded between 1926 and 1990, broken down as follows: 1920s = 5, 1930s = 22, 1940s = 15, 1950s = 4, 1960s = 11, 1970s = 0, 1980s = 3, 1990s to August 2001 = 82. The reduction in numbers of M.S. degrees during the 1970s and 1980s is accounted for, in part, by the introduction of the Master of Agriculture degree in Agricultural Development in 1972. Note, however, that since 1990, 82 M.S. degrees in agricultural education have been awarded, with 24 of them in the thesis option.

The Master of Education (M.Ed.) degree in agricultural education was authorized in 1931 and the first M.Ed. degree was awarded that same year. While the total number of people earning the M.Ed. degree from 1931 through 1986 is unknown, the largest number of the M.Ed. degrees was awarded in the 1970s and 1980s. The M.Ed. degrees tended to be pursued by working educators, e.g., teachers of vocational agriculture and county extension agents who could not take enough time away from their jobs to meet the residence requirements for the M.S. degree. The M.Ed. degree still is sought after as shown by 109 M.Ed. degrees in agricultural education being awarded from 1987 through the summer of 2001.

The Master of Agriculture (M.Ag.) program was first authorized in January 1969, but did not become operational in agricultural education as a Master of Agriculture degree in Agricultural Development until
1972, under the guidance of Professor John Holcomb. The M.Ag. degree was the first professional graduate degree program offered in a college of agriculture in the United States. The first M.Ag. degree in agricultural development was awarded in 1974 (Dennis Engelke). From 1974 through 1986, 71 people, including 14 women, earned M.Ag. degrees. From 1987 through Summer of 2001, 44 people earned the M.Ag. degree in Agricultural Development, making a total of 115 since it was first granted in 1974.

While the Ed.D. degree in industrial education was authorized in 1961, other doctoral programs in education at Texas A&M University were not authorized until 1964. When authorized, they were for the Department of Education in the College of Liberal Arts. In 1966, through an arrangement with the Department of Education, the graduate faculty in Agricultural Education began chairing committees for doctoral students whose program of study was in agricultural education, even though the degree awarded would be in education.

When the College of Education was established in 1969, the Department of Agricultural Education was considered to be one of the six departments making up the new college, even though it would remain in the College of Agriculture, both administratively and financially. The new college authorized additional doctoral degrees in educational psychology, educational curriculum and instruction, educational administration, and health and kinesiology. In 1969, the first three people whose major field of study was agricultural education and who were supervised by faculty in agricultural education received doctoral degrees in educational psychology and educational curriculum and instruction under this cooperative arrangement.

During the late 1960s through the 1980s, departmental faculty members John Holcomb, O.M. Holt, Earl S. Webb, Earl H. Knebel, Don R. Herring, and James E. Christiansen were heavily involved in the College of Education, particularly in preparing and certifying vocational administrators and vocational counselors. This activity, along with the provision of in-service courses for teachers in vocational programs, the passage of the federal Educational Professions Development Act (EPDA), and the implementation of Section 552 of that Act, led to a graduate program in vocational education with Ph.D. and Ed.D. degrees in vocational education being authorized by the Coordinating Board of the Texas College and University System in 1971. The departmental faculty chaired doctoral students in this program, including many who had degree programs in agricultural education. In 1973, the first degree in vocational education chaired by a professor in agricultural education was awarded to a student. Thus, for about 10 years, many of the department's doctoral students earned doctoral degrees in vocational education as well as through educational curriculum and instruction and educational psychology.

In 1972, the Coordinating Board of the Texas College and University System approved the addition of doctoral programs in adult and extension education to the existing doctoral degree programs in the College of Education. Faculty in agricultural education then chaired graduate advisory committees and directed doctoral students in that program as well, some of whose field of concentration was in agricultural education.

Finally, after two previous attempts to do so were turned down (July 1972 and August 1974), the Doctor of Philosophy (Ph.D.) and Doctor of Education (Ed. D.) degree programs in agricultural education were authorized by the Texas Higher Education Coordinating Board in 1982. The first two Ph.D. degrees in agricultural education were awarded in 1985 (Dreisbach and Ede). The first Ed.D. degree in agricultural education was awarded in 1991. From May 1969 through August 2001, 114 doctoral degrees were earned by students under the guidance of faculty in agricultural education, with 60 of them being earned in agricultural education since 1985.
In April 2000, the Joint Doctor of Education degree in Agricultural Education at a Distance was authorized by the Texas Higher Education Coordinating Board. Twenty students were enrolled in the first cohort in this degree program conducted jointly by the Department of Agricultural Education at Texas A&M University and the Department of Agricultural Education and Communications at Texas Tech University.

Prior to 2005, only doctoral programs were part of the Academic Programs review. For this history, we provide a snapshot of the graduate enrollments and assistants at the time of our last review, Fall semester of 2001. The total is 111, broken down as follows.

<table>
<thead>
<tr>
<th>Master's programs</th>
<th>Doctoral programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>28 first time enrollees</td>
<td>8 first time enrollees, fall semester</td>
</tr>
<tr>
<td>33 continuing enrollees</td>
<td>24 continuing enrollees (main campus)</td>
</tr>
<tr>
<td>61 total in master's programs</td>
<td>50 total in doctoral programs</td>
</tr>
</tbody>
</table>

Twenty-three of the "on-campus" graduate students held graduate assistantships in the department.

**Expanded Breadth and Roles of Graduate Programs**

During the nine decades since 1911, the vision, mission, and accomplishments of the department expanded from a focus on preparing teachers of vocational agriculture to broadened education in agriculture and leadership. Efforts through undergraduate and graduate education programs, providing instructional materials and related services, in-service teacher education, international development activities, extension staff development, and research have made significant contributions to the quality of life throughout Texas and the world.

During the early 1970s, the training and studies specialist for the Texas Agricultural Extension Service became a member of the faculty in the department. That faculty member, Ben Cook, and his successor, Kenneth Denmark, both served on the graduate faculty teaching graduate courses, chairing and serving on graduate students' advisory committees, and bringing an Extension dimension to the department's programs. In 1972, the department was given the reins to establish a program leading to the Master of Agriculture in Agricultural Development. This program lent greater recognition to the broad mission of preparing human resource specialists in agriculture, which was broader than simply preparing teachers of vocational agriculture.

In the 1980s, three significant developments at the undergraduate level occurred that helped to increase interest in and that affected the scope of graduate programs positively. They were the following.

1. A change in the undergraduate program in "general agriculture" to "agricultural development" - first as an option in the major in agricultural education (1985) and then as a separate major in agricultural development (1989).
2. A change in the undergraduate major in agricultural education, teaching option, to a major in agricultural science, teaching option.
3. The development of and enormous growth in the popularity of two service courses offered by the department: AGLS 201, "Computer Applications in Agriculture," and AGED 340, "Professional Leadership Development." The latter course and related seminars, special topics courses, and directed studies courses contributed greatly to developing a critical mass of students associated with the emphasis on leadership development in the graduate programs.

During the 1990s, the faculty have organized around work groups that include functional responsibilities in undergraduate education, graduate education, leadership education, extension education, distance
education, instructional materials services, international agricultural development and education, agriscience teacher education, and administrative services. The faculty have accepted responsibility in creating and expanding the knowledge base of the department and in defining and re-defining the context in which the faculty and students apply that knowledge.

At the graduate level, the recognition of a mission beyond educating teachers of vocational agriculture has existed for many years. This was reflected in the 1992 internal review of the doctoral programs in education conducted by the College of Education. In 2001, an external review of the doctoral program in agricultural education was completed and its 2002 report is included in the appendices. In addition, an internal review was undertaken while preparing the request for the degree program for Joint Doctor of Education in Agricultural Education at a Distance. While one goal of the department was to further the education of teachers, a broader mission was to educate professionals for public school administration and guidance fields related to agriculture, for international agricultural development, and for extension education and administration.

With respect to the latter area, the extension training and evaluation unit of the Texas Agricultural Extension Service (now Texas Cooperative Extension) consisting of five faculty and two support staff became part of the Department in 1996. Those faculty were Scott Cummings, Betty Franklin Harrelson, Howard Ladewig, Mary Marshall, and Barbara Stone.

The department's role in international education and development activities had its roots in the 1950s, with the department's involvement in A&M College international projects in Tunisia and East Pakistan (now Bangladesh) and the introduction of the graduate course, AGED 640, "Methods of Technological Change," taught by Professor Henry Ross. The role was expanded when John Holcomb and Lester Buford were assigned to work in an A&M/USAID/Ford Foundation project in the Dominican Republic in the middle 1960s and when James Christiansen was hired in 1968 to conduct training programs for A&M personnel going abroad on international projects (1/4 time) and to teach departmental courses (3/4 time). Also, in the 1960s and 1970s, faculty members Lester Buford, John Holcomb, Earl Knebel, Charles Palmer (Vocational Instructional Services, now Instructional Materials Service), and James Christiansen worked in Uruguay, Dominican Republic, Tunisia, Tanzania, and Costa Rica respectively.

During the 1980s, John Holcomb worked in Jamaica and Sri Lanka; Dan Pfannstiel worked in Panama, Saudi Arabia, Ecuador, and five countries in Africa; and James Christiansen worked in Cameroon, Costa Rica, and Paraguay. During this period, a set of four departmental graduate courses in international agricultural development was developed to provide the core of a graduate option in that area for both master's and doctoral programs. Three of them have been taught every year since 1980.

Other faculty members who have worked on behalf of the department in international settings include Gary Briers in Russia and Iraq; James Christiansen in Cameroon, Costa Rica, Dominican Republic, Ecuador, El Salvador, Mexico, Nicaragua, and Paraguay; Kim Dooley in Belize, Mexico and Costa Rica; Jack Elliot in Chile, Russia, Namibia, Costa Rica, and Ghana; James Lindner in Trinidad Tobago and Costa Rica; Theresa Murphrey in Costa Rica and Peru; Manuel Pina in El Salvador, Mexico, and Peru; Glen Shinn in Russia, Albania, Iraq, and Afghanistan; and Christine Townsend in Mexico and England; Gary Wingenbach in Kenya, Ethiopia, and Mexico. Consequently, graduate students also work with faculty in research or directed study related to the international arena, e.g., Sabrina Tuttle with Peru, Bill Lazenby with Mexico, Henry Musoma with Zambia, Anna Toness with Paraguay, and Sergio Arispe with Mexico.

Similarly, outreach graduate education began in 1960 with the offering of graduate courses at locations as distant as Overton, Weslaco, Amarillo, and El Paso. By 1990, 160 courses had been taught off-campus in 36
locations across the state. Approximately 12% of the people who entered a departmental graduate program from 1960-1990 took an off-campus course as their first graduate course. Currently, 30% of the graduate courses are offered through distance technologies.

While not directly connected with the graduate programs, the Instructional Materials Service (IMS) of the department has provided opportunities for many graduate students at both the master's and doctoral level to gain experience in developing curricula, writing curriculum materials, conducting in-service workshops, and evaluating curricula. It has been departmental policy for graduate students, especially doctoral students who pursue a program emphasis in instructional design and teacher education, to work at least one semester at IMS to gain relevant experience.

The program of IMS began in 1965 as the Agricultural Education Teaching Materials Program under the leadership of Professor John Holcomb with a $40,000 "loan" from the Office of the University President. The original and primary purpose of the program was to produce and distribute instructional materials in "off-farm" agricultural occupations for teachers of vocational agriculture in the secondary schools of Texas. The program has expanded today to develop or locate, evaluate, and disseminate instructional materials for a full scope of curricula in agricultural science and technology and in vocational industrial education. Now known as the Instructional Materials Service or IMS, the program is housed on the TAMU Riverside campus. It employs 6 people, including three professional staff holding continuing education assistant professor, associate professor faculty appointments. In 2000, IMS sold $1,296,000 dollars worth of curriculum materials in all 50 states and several foreign countries. If one bought a single item of each curriculum product produced by IMS, one would buy 3,100 publications, videos, and/or slide sets and would write a check for slightly more than $50,000. In 2009, IMS sold $676,039 worth of materials.

The Rear View Mirror and the Road Ahead
Many changes have taken place among the faculty and courses in the past 99 years. In 1911, there was one faculty member (and it cost students $189 to attend A&M College for one year, including all fees, uniforms, books, room and board). In 1916, there were three teaching faculty members, four in 1926, five in 1936, six in 1950, seven in 1968, 10 in 1976, 10 in 1986, 14 in 1996, 22 teaching faculty (three of whom are not on the graduate faculty) in 2001 and 33 faculty in 2009. While the departmental faculty totaled 34 people in 2001, the 22 teaching faculty taught, mentored, and supervised 815 undergraduate agricultural science and agricultural development majors and 110 graduate majors in agricultural education. Dr. Edna L. McBreen became the first woman on the faculty in 1981. Today, 12 women are on the faculty, including nine on the graduate faculty (Dooley, Elbert, Harlin, Moore, Murphrey, Naile, Rosser, Rutherford, Townsend, Williams).

Collectively, the developments in the graduate program of agricultural education at Texas A&M University have reflected considerably the developments in the institution in which the Department resides: growth in numbers and diversity of clients served, growth in breadth and scope of programs and services offered, and, perhaps most importantly, growth in increased quality. These developments have positioned the Department to assume its roles in the "world university," to meet its current challenges, and to create its preferred future. The Department is still pioneering.
Appendix B

Final External Academic Review Report-2002
February 12, 2002

Dr. John R. Giardino, Dean
Office of Graduate Studies
125 Olin E. Teague Research Center
1113 TAMU
College Station, TX 77843-1113

Dear Dr. Giardino

Enclosed is the report of Review Committee charged with the responsibility of reviewing the doctoral programs of your Department of Agricultural Education. The Review Committee was favorably impressed with these programs given the Department’s long, rich history of excellence. The Committee is of the unanimous opinion that the programs are commendable given that only 90+ universities across the U.S. offer instruction in agricultural education and only about 10 of these institutions offer doctoral preparation. The Committee placed the Department within the latter peer group and reviewed it within that context. The Committee’s conclusions and recommendations must also be viewed within the context of TAMU’s Vision 2020 document and the aspiration to become one of America’s top 10 public research and land grant universities.

Please contact me if you have questions about the report. On behalf of the Committee, I extend our sincere appreciation for the superb cooperation and candor extended during our visit to your excellent university.

Sincerely,

Blannie E. Bowen
Review Committee Chair
Professor and Head
C. Lee Rumberger and Family Chair

Enclosure: Review Report

c: Edward A. Hiler, Vice Chancellor
    Glen C. Shinn, Head
    Henry Bahn
    Richard L. Carter
    M. Susie Whittington

An Equal Opportunity Employer
REPORT OF THE EXTERNAL DOCTORAL REVIEW COMMITTEE FOR THE DEPARTMENT OF AGRICULTURAL EDUCATION COLLEGE OF AGRICULTURE AND LIFE SCIENCES TEXAS A&M UNIVERSITY

Submitted to the
Office of the Dean of Graduate Studies
Texas A&M University

By the Peer Review Committee

Henry (JH) Bahn, Director
Higher Education Programs
Cooperative State Research, Education, & Extension Service
U.S. Department of Agriculture
Washington, DC

Blannie E. Bowen, Review Committee Chair
Professor, Head, and C. Lee Rumberger and Family Chair
Department of Agricultural and Extension Education
The Pennsylvania State University
University Park, PA

Richard I. Carter, Director
Brenton Center for Agricultural Instruction and Technology Transfer
Professor, Department of Agricultural Education and Studies
Iowa State University
Ames, IA

M. Susie Whittington,
Associate Professor
Department of Human and Community Development
The Ohio State University
Columbus, OH

February 12, 2002
I. Executive Summary

An analysis of graduate programs within the Department of Agricultural Education was conducted by the Review Committee consisting of Drs. Bahn, Bowen, Carter, and Whittington on January 28-30, 2002. This summary document was predicated primarily upon the comprehensive review document that the Department prepared and additional materials provided to the Review Committee. During our visit to the University, we held candid and detailed discussions with administrators, faculty, staff, and students. Our major conclusions are summarized below:

A. The Department is a thriving academic unit that enjoys a positive national reputation based largely upon excellent performance in delivering high caliber credit instruction.

B. Students are generally pleased with the caliber of instruction and mentoring they receive.

C. The Department has recruited a very good group of faculty within the last 5-6 years.

D. The off-campus DOC@Distance doctoral program offered collaboratively with Texas Tech has the potential to serve as a model for other units and institutions desiring to deliver high caliber graduate education.

E. The Department’s facilities are adequate, but are in need of attention to make them more efficient and productive in serving and mentoring students, and fostering collaboration among faculty and staff.

F. More students from across the U.S. and internationally should be recruited to provide the desired diversity, but to do so, the Department’s graduate student support (stipends and tuition waivers) must be increased to compete with peer universities.

G. The Department has a strong administrative leadership team comprised of a Department Head, an Associate Head, and an Assistant Head. The Department is poised to become one of America’s top centers for graduate education.

H. Morale within the Department is high as evident by very positive relationships among its graduate students, staff, and faculty.

I. Stronger faculty driven research programs are needed to attract more competitive graduate students who join the research programs of the faculty.
A core of courses is needed to provide all students with fundamental concepts in the discipline, which is needed to be competitive with graduate programs within Texas A&M's peer group.

II. Review Process
The External Review Committee consisted of Drs. Bahn, Bowen, Carter, and Whittington who were selected because of their positive national reputations within the agricultural education community. The Department had completed a thorough and comprehensive assessment that was contained in an excellent self-study document. Candid discussions were held during the Review Committee's January 28-30 visit with the Department's faculty, staff, and students as well as with administrators linked to the Department. These discussions were held with key groups as well as individually with the Department's major constituents. All meetings were extremely informative and candid. The participants made special efforts to engage in substantive yet relevant discussions. The schedule of meetings was followed and supplemented by interactions with other knowledgeable individuals. In total, the Review Committee believes that it was provided with the necessary information and interactions to conduct a thorough assessment of the Department's capacity to deliver graduate instruction consistent with an institution aspiring to become one of America's top 10 public universities.

III. Status of the Program

A. Strengths: Over 90 universities throughout the U.S. offer agricultural education programs. About 10 of these institutions also offer doctoral degrees in agricultural education and closely related fields. Texas A&M falls within the latter peer group and its Department of Agricultural Education is considered one of the strongest such programs. Most aspects of its two doctoral programs (and its master's programs) favorably impressed the Review Committee. Several highlights are as follows to substantiate this level of recognition:

1. Administration: The Department Head is highly regarded by COALS administrators, peer department heads, and faculty, staff, and students in the Department. Individuals the Review Committee interviewed frequently complimented Dr. Glen Shinn (Head) for his visionary leadership that has strengthened the Department's teaching, research, and service components during his tenure the last eight years. In addition, the Department's administrative team consisting of Drs. Gary Briers (Associate Head) and Chris Townsend (Assistant Head) contributes significantly to the Department's overall functioning and effectiveness.

2. Reputation: The Department is known across the University for its excellence in teaching, distance education, leadership education, and international development.

3. Quality of Faculty: The graduate faculty are energetic and synergistic in their quest to deliver first-rate, student-centered instruction. As a group, they are committed to delivering high quality instruction. Their individual talents blend well to mold and deliver diverse graduate programs.
4. **Diversity of Faculty:** The Department has very good gender and ethnic diversity among its graduate faculty. This level of diversity places the Department among the top institutions in its peer group.

5. **Quality of Students:** The Department attracts top quality students who are enthusiastic about TAMU, COALS, and the Department.

6. **Teaching Experiences:** The Department provides its graduate students with high quality, in-depth teaching experiences in a positive mentoring environment that permeates its major instructional areas of agricultural education, agricultural development, and leadership education. Its value-added identity rests within its graduate level coursework in technology transfer and diffusion-adoption, learner-centered instructional design, and distance technologies education.

7. **Affiliated “Off-Campus” Program:** Innovative course delivery via distance technology is the envy of other departments. In particular, the DOC@Distance Ed.D. program is a source of pride and a pillar of collaboration and creativity that has the potential to serve as a model for other TAMU academic units.

8. **Faculty Morale:** The faculty are collegial and unified in their passion to educate students effectively. Students and staff frequently used terms such as “family”, “fun”, and “trust” to describe the faculty. No evidence was found to suggest that divisive cliques exist within the Department even with the diversity of academic offerings and research efforts.

9. **Institutional Wisdom:** The longevity of dedicated faculty and staff contributes to the Department’s success through institutional wisdom, guidance, and mentoring.

10. **Student Organization:** The Agricultural Education Graduate Student Society contributes significantly to the overall strength of the Department by providing informal opportunities for student-to-student and faculty-to-student interaction through intramural teams, visits to the homes of faculty, tailgates, and meetings and activities that have a strong professional orientation.

11. **Student Resources:** The Department’s students receive ample support through the graduate student enhancement fund for travel to professional conferences, computers, printing of research displays and posters, and teaching materials.
B. Issues and Potential Constraints: The Department has achieved a better measure of balance between its teaching, service, and research functions over the past decade. Also, recent hires have strengthened the scholarly work of the Department and have broadened its instructional programs. With the expansion of graduate degree offerings, the Review Committee noted several potential pressure points.

1. Sustainability: The Department is fully employed in terms of its faculty, facilities, and financial resources. Specifically, the Department's two doctoral programs are classroom time and resource intensive. Competition for resources, including faculty time, will increase substantially as the first cohort of Doc@Distance students begins its research and progresses toward graduation and job placement. The on-site Ph.D. program and its students should not suffer from increased demand generated by delivering the Doc@Distance program.

2. Aspirations: The Department has a proud history of teacher preparation dating to 1911. This tradition of student service is labor intensive and may be the beginning of a conflict of aspirations with the goal of strengthening the Department's research and scholarly output. In particular, the Review Committee found that the research agenda is unclear and is viewed by some as interfering with their service to students. Some faculty write their papers and proposals at home, in their "spare" time, to avoid perceptions by peers and students that they are not committed to serving the needs of students.

3. Balance of Department Functions: The Department has a tripartite mission within a contemporary Research I, Land Grant University. The Review Committee observed that the Department’s teaching and service outputs disproportionately exceed its research output. Historically, student credit hours are the main source of financial and faculty resources, but this source is insufficient to support all three functions commensurate with the expectations of Vision 2020. The unbalance is a result of a historic teacher preparation mission versus a Land Grant, Research I, top 10 public university aspiration. The Review Committee noted the need for deliberate, well-conceived trade-offs to achieve balance, i.e., the reduction of labor intensive, student-focused activities versus difficult and initially time consuming efforts to increase its resources (Experiment Station and extramural funds).

4. Clarity: In discussions with students, the Review Committee found a lack of clarity concerning the role of the research function in the Ed.D. Doc@Distance and the Ph.D. program. Some Ed.D. students perceived virtually no difference between the two degrees while some Ph.D. students expressed a desire for more rigor in their research preparation. Regarding graduate coursework for the Ph.D., the Review Committee observed what appears to be a series of graduate courses, that, despite the existence of different contextual areas, most students appear to take. The only differentiating Ph.D. coursework appears centered outside of the Department. What are the differentiating factors? What “makes” a TAMU agricultural education doctorate?
5. **Placement:** Perhaps the best indicator of the efficacy of doctoral programs is the placement of graduates. Thus, the Department should monitor the placement of its graduates from both the Doc@Distance and the Ph.D. graduate programs to ensure that appropriate numbers of students are placed in the desired settings.

IV. **Future Potential of Agricultural Education at Texas A&M**

The Department has a long, rich history of excellence. Continuation of such excellence in the 21st Century, however, requires the graduate faculty to engage in considerable introspection. The Review Committee noted that many current graduate students are Texas natives and tend to have degrees from Texas A&M and other Texas universities, as do the faculty. This mixture of students has served the Department well while Texas A&M functioned primarily as a regional university. Also, the Department has a commendable record of graduating doctoral students who assume significant leadership roles within Texas and the surrounding states. However, this level of functioning is insufficient for a university aspiring to be one of America’s top 10 public research and land grant institutions. Universities within the top 10 cohort enjoy international reputations built largely on the functioning of their doctoral graduates. Consequently, the Department needs to adopt more of a national orientation. To do so, more graduate students from across the U.S. must be attracted via an aggressive recruitment plan that also attracts more international students. Such a recruitment effort, however, cannot succeed without serious attention to support issues. In particular, the level of graduate student stipends is low compared to peer institutions. This issue is compounded when peer institutions tend to cover the tuition of graduate assistants. Consequently, to become more competitive requires concerted attention to both critical issues.

Also, more multi-disciplinary research efforts are needed to programatically link the Department with other COALS academic units. The Review Committee acknowledges the existence of one such partnership with Range Science that appears to be the exception. Serious attention to this issue is needed in an era when complex societal problems cannot be solved in isolation. For example, the Department has a long history of excellence in educational methodology and has recently developed similar expertise in distance education and leadership development. These strengths should be used to forge functional partnerships with peer COALS units so faculty can build productive relationships that expand the scope and depth of the Department’s research and graduate initiatives.

A related issue involves the Department’s funding base that tends to be one-dimensional. Most of its resources are derived through the generation of student credit hours. This approach has historically served the Department well as it functioned primarily with a teaching and service mentality. However, this approach is not sustainable for a Department that wishes to excel in a college and university aspiring to become a top 10 public research university. Serious attention is needed to the generation of external funding to support faculty-driven research programs. Success in this arena cannot be achieved without the faculty first identifying contemporary research programs that address major societal issues. Once this research agenda has
been articulated, external funding must be sought aggressively. In addition, clear and defensible success indicators must be identified to guide this culture change, which requires that graduate students join the research programs of faculty. The Review Committee observed that the Department’s graduate students tend to take the primary initiative to propose research topics and faculty then assist them in conducting the research. This paradigm is not sustainable, nor is it desirable, for a department that wishes to thrive in a top 10 public research university environment.

Finally, the Review Committee did not observe formidable barriers that might preclude the attainment of the desired level of functioning. The *esprit de corps* between faculty and graduate students and among the faculty and staff tended to be excellent. Few institutional and disciplinary barriers were observed. Also, most of the faculty were hired within the last 10 years which suggests that, as a whole, they have contemporary research skills. Consequently, the major obstacle to the attainment of the desired level of functioning relates to the issue of balance. Given their strong and excellent history of teaching and service, the faculty are fully engaged. This reality means that conscious, deliberate, and difficult decisions regarding balance must be made to achieve international prominence that is based primarily upon successes within the research and doctoral realms. The Review Committee is of the strong opinion that the desired prominence can be attained by striking an appropriate balance between the teaching, service, and research tenets of the land grant system.

V. **Recommendations**

Based upon the observations of the Review Committee, supporting materials that were provided, and the interviews, several recommendations are formulated to strengthen the Department and its graduate programs. To attain the stated aspirations and goals related to graduate programs, consideration should be given to the following:

1. Evaluate and address the capacity of the 19 graduate faculty (functionally less than 19) to offer seven (7) graduate degree programs. The Review Committee recommends that the Department:
   - Focus more efforts on quality of programs not quantity of students who complete the programs.
   - Seek to develop a ‘balance’ of traditional roles with activities necessary for national prominence in research.
   - Evaluate all graduate degree programs in terms of what each can contribute to realizing long-term goals of TAMU, COALS, and the Department.
   - Target areas of strength and those contextual areas that have the greatest potential for national prominence and leadership. The Department should utilize the other contextual areas to support and enhance targeted programs.
   - Define the uniqueness of each of the contextual areas in terms of preparation and career goals of students.
   - Concentrate graduate faculty efforts on the graduate programs and specifically on mentoring and research.
   - Identify strategies for addressing ‘growing pains’ while enabling a supportive environment for scholarly activities.
• Clearly identify and communicate to students the expectations, competencies, goals, and career paths for all graduate programs and clarify the differences between the Ed.D. and Ph.D. programs.

2. Conduct a comprehensive review of all curricula and the requirements for each graduate program. Also, the graduate faculty should:
   • Focus on providing complete, comprehensive graduate programs comprised of integrated coursework, relevant professional and social experiences, faculty mentoring, and research.
   • Identify the desired learning and competency outcomes for each of the contextual areas within the graduate degree programs offered.
   • Connect learning outcomes to course offerings, required experiences, and research, including methodologies.
   • Formalize skill sets for each contextual area and connect with career opportunities.
   • Increase the statistics and research design course requirements for students enrolled in the Ph.D. program.
   • Consider developing a ‘core’ of courses to provide a common framework for all students completing an advanced degree in agricultural education to help define the discipline of agricultural education.
   • Expand the means of benchmarking success of graduate programs to include evaluation of outcomes, placement of graduates, and scholarly products including refereed journal articles, posters, and presentations.

3. Actively seek more extramural funding to support focused faculty-driven research.

4. Reorganize, renovate, and seek additional space to create better synergy among graduate faculty, staff, and students.

5. Increase graduate student stipends and tuition waivers to be more competitive with peer universities.

6. Develop a comprehensive recruitment and retention plan that emphasizes program outcomes and strengths.

7. Analyze the graduate student application and admission processes to reduce response and notification times.

8. Continue to conduct comprehensive evaluations of the DOC@Distance program and share findings, conclusions, and experiences with other COALS departments.

9. Formalize Departmental and faculty research agendas with the goal of generating more focused research by both faculty and students.

10. Make grant writing and statistical services available to faculty at the college level.

11. Provide DOC@Distance students more extensive orientation that includes utilization of online library resources.
Appendix C

Student Enrollment Profile
Comparison–Fall 2002 and Fall 2009
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**Fall 2002**

Headcount by Major by Level

Office of Institutional Studies and Planning

Texas A&M University
## Fall 2009
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*Office of Institutional Studies and Planning*
*Texas A&M University*
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<th>Date</th>
<th>Time</th>
<th>Fee</th>
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</table>

*Office of Instruction and Planning*

*Texas A&M University*

*Official 1st Class Data Sheet - Fall 2009*
Appendix D

- College Strategic Plan Research Road Map
- White Papers
College Research Roadmap

(agroadmaps.tamu.edu)

The University Academic Master Plan - Accelerating Excellence will be composed of three components:

- Research Roadmap
- Teaching Roadmap
- Engagement Roadmap

The first phase of the Academic Master Plan is for each College to develop its College Research Roadmap. The following is a flow chart of the process (Academic Master Plan Steering Committee Flow Chart.ppt).

Vision
To develop preeminence by leading multidisciplinary approaches to utilize agriculture and life science systems to solve biological, environmental and societal issues facing today’s world.
Mission
To elevate the quality of life through cutting-edge efforts in the following Signature Areas:

- Fundamental Biology
- Food: Security, Safety, Nutrition and Health
- Prosperity of Agricultural Systems
- Healthy Ecosystems and Conservation of Natural Resources
- Bioenergy and Alternative Energy
- Communities, Families and Youth

Strategic Goals

- To develop multidisciplinary efforts in each of the above Signature Areas.
- To enhance the stability, efficiency and economic competitiveness of agricultural and life science systems.
- To increase discovery that allows agriculture and life science systems to solve biological, environmental and societal issues.
- To adapt agricultural and life science systems to other fields of study to solve biological, environmental and societal issues

Connections with Vision 2020, the Murano Report and the President’s Five Priorities

The Signature Areas identified by the College and White Papers developed by its faculty will contribute to the following Imperative/Priorities of the following reports.

Imperatives of Vision 2020

- Imperative 1: Elevate Our Faculty and Their Teaching, Research, and Scholarship
- Imperative 2: Strengthen Our Graduate Programs
- Imperative 3: Enhance the Undergraduate Academic Experience
- Imperative 6: Diversify and Globalize the A&M Community
- Imperative 12: Meet Our Commitment to Texas

Recommendations of the Murano Report

- 3. Undergraduate Research
- 9. In- and Out-of-Classroom Learning Experience

President’s Five Priorities

- 1. Academics
- 2. Globalization
- 3. Great Value

The Signature Areas will guide hiring faculty to enhance the critical mass in key research areas. Current and new faculty will recruit and incorporate top quality graduate students into their research programs. We will recruit graduate students of diverse backgrounds and partner funding with the IGERT on Biodiversity, the Hispanic Leaders in Agriculture and the Environment program, Merit Fellowships, etc. Faculty will encourage undergraduate students to conduct special projects and undergraduate research projects in their laboratories. Both graduate students and undergraduate students will be encouraged to present their findings at scientific meetings and Student Research Week. All of the Signature Areas have a strong national and international focus and each has the potential for societal impact. Partnering with the Norman E. Borlaug Institute for International Agriculture will strengthen global impact. The underlying
principle will be to enhance the Flagship stature of Texas A&M University in solving problems important to the State of Texas as well as the nation and the world.

**Time Frame to Achieve Vision, Mission and Strategic Goals**

**Short Term**
- Develop Signature Areas that:
  - represent “rare strengths” within the College
  - contain a “critical mass” of faculty collaborators
  - contribute to University excellence
  - involve interdisciplinary and multidisciplinary strengths
- Develop multi-disciplinary White Papers that:
  - contribute to at least one Signature Area
  - preferably cross-cut multiple Signature Areas

**Intermediate Term**
- Encourage “synergist critical mass” by continued growth of multi-disciplinary interaction between units, colleges and agencies.
- Partner with departments to hire faculty to give breadth and depth to the current “critical mass”.

**Sustained Long Term Growth**
- Develop a plan of growth in each Signature Area to increase depth and breadth by:
  - Increasing number of faculty
  - Increasing number of graduate students
  - Increasing involvement of undergraduate students involved in research experiences
  - Increasing grant competitiveness and success
  - Developing Graduate Certificates in specialized areas where appropriate
  - Seeking facilities where appropriate

**Ultimate Impact**
- Raise the statue of Signature Areas to a level of being competitive for recognition as a Center/Institute

**Development of the College Research Roadmap**

The focal point of the College Research Roadmap is to identify Signature Areas by December 1st. The second phase of the process is for faculty groups to develop White Papers on Signature Areas by January 12th.

**Charge**
The charge to the colleges is to develop 3-5 Signature Areas that:
- capitalize on “rare” research strengths within the College
- contribute to University excellence
- involve interdisciplinary/multidisciplinary strengths
- involve faculty, graduate students and staff in the process
Development of Signature Areas

A College Research Roadmap committee was formed that was composed of faculty, unit heads and unit administrators. A Call for Research Areas was made to faculty across the agriculture program. Relevant and current Research Roadmaps were consulted. With this information, possible Signature Areas were formulated, and they were presented to Departments for vetting. Based on input from departmental faculty, staff and students, the final Signature Areas were formulated. Details of the process are as follows.

Several documents provided background for this effort in the College:
1. Exceptional Items defined by AgriLife Research for funding in the 82nd session.
2. The AgriLife Research Science Roadmap (agriliferesearch.tamu.edu/about/scienceroadmap.php)
3. Priority research areas identified on a national level in the NASULGC and ESCOP Science Roadmap (http://www.csrees.usda.gov/business/reporting/stakeholder/pdfs/roadmap.pdf)

Based upon these documents and faculty input, the College distilled six Signature Areas that:
- represent “rare” strengths present amongst the faculty in the College of Agriculture and Life Sciences, most of which hold joint appointments with AgriLife Research.
- have the potential for societal impact.

The following matrix links the Signature Areas to the above roadmaps and documents.

<table>
<thead>
<tr>
<th>Signature Areas and current Research Roadmaps Cross-Cutting Matrix</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Food:</strong> Security, Safety, Nutrition &amp; Health</td>
</tr>
<tr>
<td>AgriLife Research Science Roadmap: Priorities for Research in Agriculture, Life Sciences, and Natural Resources</td>
</tr>
<tr>
<td>AgriLife Research Exceptional Items 2010-2011: Improving Life through Science and Technology</td>
</tr>
<tr>
<td>A Science Roadmap for Agriculture: Task Force on Building a Science Roadmap 2001, NASULGC &amp; ESCOP</td>
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</tbody>
</table>
Refinement of Signature Areas based on Specific Faculty Research Areas in the College

In the very beginning of the process, a call was made to the faculty for specific research areas that represent “rare strengths” within the College. Sixty plus specific research areas were received from faculty across the College. Each research area was fitted to Signature Areas. This process yielded an additional Signature Area in Fundamental Biology. Fundamental Biology reflects one of the strengths of the College’s basic research programs, i.e. the concurrent contribution to an understanding of the fundamental nature of biological processes and application to mission orientated Signature Areas. The following cross-cutting matrix demonstrates both the breadth and depth of research in the College. The faculty research areas represent basic and applied research in biological and social sciences. Many of these research areas have been or are being developed into White Papers by our faculty,

<table>
<thead>
<tr>
<th>Signature Areas and Specific Faculty Research Areas Cross-Cutting Matrix</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fundamental Biology</strong></td>
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<tr>
<td>------------------------</td>
</tr>
<tr>
<td><strong>Specific Research Areas Submitted by Faculty and Faculty Groups</strong></td>
</tr>
<tr>
<td>Structural Biology, including its 3 principle components: X-ray crystallography, NMR spectroscopy, and Imaging</td>
</tr>
<tr>
<td>Chemical and Systems Biology, including molecular and cellular level investigations of nutrition, metabolism, intercellular communication, hormone action, host/pathogen interactions and drug design and mechanisms of action</td>
</tr>
<tr>
<td>Hormonal, cellular and molecular mechanisms regulating reproductive development and function in livestock</td>
</tr>
<tr>
<td>Basic understanding of Life Sciences at the eco-system, whole organism, cellular, and molecular levels</td>
</tr>
<tr>
<td>Post Genomic Biology, including proteomics, functional genomics, and intracellular molecular analyses</td>
</tr>
<tr>
<td>Computational Biology, including genomic analysis, protein structure prediction, evolution pattern analysis, imaging analysis, virtual screening applications, etc</td>
</tr>
<tr>
<td>Plant-invading microbes as tools in plant transformation systems</td>
</tr>
<tr>
<td>Plant resistance to biotic and abiotic stresses for improved food and fiber crop</td>
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<tr>
<td>Category</td>
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</tr>
<tr>
<td>Fundamental studies of microbial secondary metabolites</td>
</tr>
<tr>
<td>Feeding the World</td>
</tr>
<tr>
<td>Center for genomics and functional genomics applications towards novel discoveries in plant protection and in control of vectors and vector borne diseases of humans and animals</td>
</tr>
<tr>
<td>Aflatoxin</td>
</tr>
<tr>
<td>Bioenergy – feedstock development (emphasis on cellulosics, sugar crops and oilseeds), production and management, conversion processes, and life cycle analysis</td>
</tr>
<tr>
<td>Sustainable energy resources</td>
</tr>
<tr>
<td>Bioenergy and ecosystems management, including biomaterials and bioremediation</td>
</tr>
<tr>
<td>Bioenergy and microbial processes critical to the conversion of biomass to biofuels</td>
</tr>
<tr>
<td>Biodiversity Science: Discovery, Description, Analysis and Application.</td>
</tr>
<tr>
<td>Nutritional requirements for long duration space flights</td>
</tr>
<tr>
<td>Center for forensic studies</td>
</tr>
<tr>
<td>Center for ending global poverty through agriculture</td>
</tr>
<tr>
<td>Control of vectors and vector borne diseases of humans and animals</td>
</tr>
<tr>
<td>Plant biosecurity and environmental microbiology</td>
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<tr>
<td>Nutritional pharmacometrics of bioactive compounds in foods</td>
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<tr>
<td>Quality, safe foods for health</td>
</tr>
<tr>
<td>Dietary interventions for obesity/diabetes abatement in children</td>
</tr>
<tr>
<td>Verification systems to assure process control for safety in food of animal and horticultural origin</td>
</tr>
<tr>
<td>Quality, consistency, safety and nutrition of beef products</td>
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<tr>
<td>Foods for Health and Nutrition/Value-Added</td>
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<tr>
<td>Towards a More Responsible and Profitable Seafood Industry for Texas</td>
</tr>
<tr>
<td>Category</td>
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<tr>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Understanding and managing risk: Improving rural and societal resiliency to the increasingly risky environment as caused by climate changes, water competition, financial and credit markets, globalization, poverty, consumer preferences, pest incidence, etc.</td>
</tr>
<tr>
<td>Improving public policy: Contributing to the economic and environmental effectiveness of public policy directed toward agriculture, food, food safety, nutrition and the rural environment</td>
</tr>
<tr>
<td>Production competitiveness: Enhancing the economic competitiveness, nutritional contribution and environmental citizenship of agriculture as it produces and moves the food, fiber, and energy commodities of today to consumption or international trade</td>
</tr>
<tr>
<td>Efficiency in the use of natural resources: Improving the economic and environmental efficiency of the use of scarce rural resources, such as water and land, in meeting societies uses for commodities, environmental services and growing urbanization</td>
</tr>
<tr>
<td>Efficient and Responsible Environmental Systems</td>
</tr>
<tr>
<td>Environmental quality</td>
</tr>
<tr>
<td>Water quality and water quantity to improve nutrient management to optimize production and the environment</td>
</tr>
<tr>
<td>Water resources</td>
</tr>
<tr>
<td>Youth Development</td>
</tr>
<tr>
<td>People/Plant Interactions/Urban and Consumer Systems</td>
</tr>
</tbody>
</table>
College White Papers

The focal point of the Research Roadmap is the development of White Papers. The following White Papers have been submitted or are in preparation by faculty groups within the College of Agriculture and Life Sciences.

White Papers Posted on the Provost’s Web Site (as of Dec. 22)
Drafts of White Papers submitted can be downloaded from the Provost’s web site at:
https://amplan.tamu.edu/documents/view/list

Applied Biodiversity Science: Integrating Ecology, Culture and Governance for Effective Conservation

Cancer Core Research Group
College Co-Authors: Robert Chapkin

Center for E-Beam and X-ray Technologies
College Co-Authors: Suresh Pillai

Center for Nanotechnology Solutions to Disease Mitigation and Security (NaSDiMS)
College Co-Authors: Michael Plymenis, Timothy Devarenne, Dennis Gross, Martin Dickman, Paul deFiguireido, Won-Bo Shim, Young-Ki Jo, Kevin Ong, Peter Murano and Suresh Pillai

Food Safety: A multidisciplinary approach to address scientific, technological, regulatory and societal needs
College Co-Authors: Gary Acuff and Kerri Harris

From Genes to Gerontology: Tracking the Protective Effects of Physical Activity in Aging Populations
College Co-Authors: Fuller Bazer, Robert Chapkin, Susanne Talcott, Nancy Turner and Guoyao Wu

Integrative Center for Reproduction and Health
College Co-Authors: Fuller Bazer, David Forrest, Thomas Spencer

Institute for Sustainability Science and Engineering
College Co-Authors: Gary Riskowski, David Reed

Multidisciplinary Effort: Exploring Benefits of Fruits and Vegetables on Bone and Heart Health
College Co-Authors: Bhimu Patil, David Byrne, Luis Cisneros, Robert Chapkin, Kevin Crosby, Kendal Hirschi, Hisashi Koiwa, Daniel Leskovar, G.K. Jayaprakasha, and Kilsun Yoo

Need for a Texas A&M University Coordinated Program Addressing Climate Change Vulnerability, Impacts, Adaptation, Mitigation and Policy
College Co-Authors: Bruce McCarl
Need for a Texas A&M University Coordinated Program on Sustainable Energy Planning for Texas (SEPTEX)
College Co-Authors: Bruce McCarl, Clyde Munster, John Richardson

Program in Fungal Biology
College Co-Authors:

Texas A&M Center for Chemical Defense
College Co-Authors: Jim Wild

Texas A&M Center for Integrative Biosciences and Optics Research (CIBOR)
College Co-Authors: Greg Reinhart

Texas A&M Renewable Energy Center
College Co-Authors: Heather Wilkinson, Terry Gentry, Daniel Ebbole, Mark Holtzapple

The Center for Biological Clocks Research (CBCR): From molecules and mechanisms to agricultural productivity and human health
College Co-Authors: Robert Chapkin, Michael Bailey, Tatyana Igumenova

White Papers In Preparation by Faculty Groups

Beachell-Borlaug Center for Plant Breeding
College Co-Authors: Wayne Smith, Steve Hague, Amir Ibrahim, William Rooney, Seth Murray, Russell Jessup, David Byrne, Creighton Miller, Stephen King, Kevin Crosby, David Stelly, Dirk Hays, Keerti Rathore, James Starr, Marvin Harris,

Bioenergy Research Center
College Co-Authors: Clyde Munster, Sergio Capareda, San Fernando, Steve Search, Alex Thomason, Zivko Nikolov, Don Vietor, Tony Provin, Bill Rooney, YouJun Deng, Marco Palma, Bruce McCarl, Lee Tarpley, Rodante Tabien, John Jifon, John Sloan and Bob Avant

Biological and Cultural Diversity: Integrating Collections-based Research and Distributed Information Networks
College Co-Authors: Jim Woolley, John Oswald, Bob Wharton, Lee Fitzgerald, Gary Voelker, Mariana Mateos, Luis Hurtado, Tazim Jamal, Stephan Hatch

Center for Vector Biology and Vector Borne Disease Research
College Co-Authors: Albert Mulenga, Keyan Zhou-Salzman, Patricia Pietrantonio

Consortium for Systems and Synthetic Biology
College Co-Authors: Johua Yuan, Mike Kilomiots, Xiuren Zhang

Health Promotion for Positive Children, Youth and Family Well Being.
College Co-Authors: Corliss Outley

Institute on Global Environmental Change
College Co-Authors: Mark Tjoelker, Carol Loopstra, Jianbang and David Briske

International watershed and ecosystem services center: A distributed, multi-institutional center of excellence
College Co-Authors: Raghavan Srinivasan
Multi-disciplinary Graduate Program in the Forensic Sciences
College Co-Authors: Kevin Heinz, Pete Teel, Jeff Tomberlin

Resilient Youth, Families and Communities
College Co-Authors: Peter Witt, Corliss Outley, Chris Boleman

Urban Ecology
College Co-Authors: Richard White

Water Cycle Science, Engineering, and Technology
College Co-Authors: Binayak P Mohanty
Relationships between White Papers and Signature Areas

Criteria for White Papers
White Papers will be judged by seven criteria: (amplan.tamu.edu)

1. Merit and potential for societal and scholarly impact.
2. Multidisciplinary nature of topic—participation, leveraging potential, and organization.
3. Synergies with Vision 2020, the "President's Five Priorities," College plans, and potential Texas A&M competitive advantage.
5. Space and infrastructure feasibility (including proposed plans).
6. Corporate, federal, and foundation interest and award potential.
7. Needed resources and cost effectiveness.

Criteria 3 specifies “Synergies with ..... College plans”, i.e. Signature Areas. The following cross-cutting matrix indicates how the White Papers relate to the College Signature Areas.

<table>
<thead>
<tr>
<th>Signature Area and White Paper Cross-Cutting Matrix</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>White Paper Titles</strong></td>
</tr>
<tr>
<td>Applied Biodiversity Science: Integrating Ecology, Culture and Governance for Effective Conservation</td>
</tr>
<tr>
<td>Cancer Core Research Group</td>
</tr>
<tr>
<td>Center for E-Beam and X-ray technologies</td>
</tr>
<tr>
<td>Center for Nanotechnology Solutions to Disease Mitigation and Security (NaSDiMS)</td>
</tr>
<tr>
<td>Food Safety: A multidisciplinary approach to address scientific, technological, regulatory and societal needs</td>
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</tr>
<tr>
<td>Multidisciplinary Effort: Exploring Benefits of Fruits and Vegetables on Bone and Heart Health</td>
</tr>
</tbody>
</table>

White Papers Posted on the Provost's Web Site (as of Dec. 22)
### Need for a Texas A&M University Coordinated Program Addressing Climate Change Vulnerability, Impacts, Adaptation, Mitigation and Policy

### Need for a Texas A&M University Coordinated Program on Sustainable Energy Planning for Texas (SEPTEX)

### Program in Fungal Biology

### Texas A&M Center for Chemical Defense

### Texas A&M Center for Integrative Biosciences and Optics Research (CIBOR)

### Texas A&M Renewable Energy Center

### Center for Biological Clocks Research (CBCR): From molecules and mechanisms to agricultural productivity and human health

## Signature Area and White Paper Cross-Cutting Matrix

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<tbody>
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<td>Beachell-Borlaug Center for Plant Breeding</td>
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<td>X</td>
<td></td>
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<td>Bioenergy Research Center</td>
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<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Biological and Cultural Diversity: Integrating Collections-based Research and Distributed Information Networks</td>
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<td></td>
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<td></td>
<td></td>
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<tr>
<td>Center for Vector Biology and Vector Borne Disease Research</td>
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<td></td>
<td>X</td>
<td>X</td>
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<tr>
<td>Consortium for Systems and Synthetic Biology</td>
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<td></td>
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<td>X</td>
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<td>Health Promotion for Positive Children, Youth and Family Well Being</td>
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<td></td>
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<td>Institute on Global Environmental Change</td>
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<td>X</td>
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<tr>
<td>International watershed and ecosystem services center: A distributed, multi-institutional center of excellence</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
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</tr>
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<td>Multi-disciplinary Graduate Program in the Forensic Sciences</td>
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<td>Resilient Youth, Families and Communities</td>
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<td>Urban Ecology</td>
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<td></td>
<td>X</td>
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<tr>
<td>Water Cycle Science, Engineering, and Technology</td>
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<td>X</td>
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</table>

**Summary of College Involvement in the University Research Roadmap**

Faculty in the College of Agriculture and Life Sciences are Co-Authors on 28 White Papers, 16 of which currently are posted on the Provost’s Intended White Paper web site and 12 are in progress. In addition, there are several other White Papers in preparation. All of the White Papers contribute to at least one College Signature Area, and most White Papers cross-cut multiple Signature Areas. This demonstrates the depth and breadth of involvement of College faculty in developing both the College’s Research Roadmap and the University’s Research Roadmap.
Appendix E

Agricultural Communications and Journalism Workgroup Report
AGCJ Five Year Course Rotation
Agricultural Communications and Journalism Work Group Report

Work Group Leadership
The current work group leader, Deb Dunsford, was selected by default in 2002 when the department had two faculty members: Dunsford and Gary Wingenbach. Dunsford had previous experience with the university’s computer advising system and her working with the program coordination and advising allowed Wingenbach to concentrate on research. With the addition of Tracy Rutherford in 2002 and Douglas Starr in 2005, Dunsford continued in her role, with the exception of sharing advising with Rutherford. Traci Naile replaced Wingenbach in 2009 and the workgroup decided on a three-year rotation for the work group leadership. Rutherford will assume the leadership duties in September 2010 and will serve until the end of August in 2013. The workgroup plans to select a leader in training in fall of 2012 to allow for a smooth transition.

Core courses/competencies/curriculum
Our program of study in Agricultural Communications and Journalism is a 120-credit hour bachelors of science degree. Of the 120 hours, at least 27 hours and no more than 33 hours are in agricultural communications and journalism courses; 31 hours are in agriculture and life sciences classes; 43 hours are in state-mandated university core curriculum classes; 3 hours of statistics; and 13 to 19 hours of free electives.

The AGCJ curriculum is divided into three sections (Core courses, Core electives, Professional skills) that are detailed in the list below. Our core courses (the classes that we will not substitute) are Agricultural Media Writing I (AGCJ 203), Agricultural Media Writing II (AGCJ 303) and Editing for Ag Audiences (AGCJ 304). Introduction to Agricultural Communication (AGCJ 105) and Agricultural Media Writing I (AGCJ 203) or prerequisites for many of the courses.

AGCJ Core Courses (12 hours):

• 105. Introduction to Agricultural Communication. (2-0) Credit 2. Introduction to mass communication, its history, role in society, and especially its role in agriculture. The course will provide an understanding how the importance of mass communication and various communication methods in modern society and will lay the groundwork for an understanding of agricultural news and information as it relates to various audiences.

• 203. Agricultural Media Writing I. (2-3) Credit 3. Newsgathering, writing, editing and ethics for all types of media used in agricultural communication. Limited to AGCJ majors and others with approval of department head. Prerequisites: C or better in AGCJ 105.

• 303. Agricultural Media Writing II. (2-3) Credit 3. Interpretative news gathering and writing for all types of media. Basic media law and ethics; interviewing skills with assigned practice writing about agriculture; science and technology topics and off campus. Prerequisites: AGCJ.

• 304. Editing for Agricultural Audiences. (2-2) Credit 3. Principles and practices of editing for an agricultural and technical audience including improving and tightening copy, writing headlines, titles and subheads, photo editing and captions, graphics and layout. Prerequisites: AGCJ.

• 281. Journalism Concepts in Agriculture. (1-0) Credit 1. Explanation of government entities involved that control, oversee and influence agricultural production and practices. How the entities work and how they can be covered by agricultural journalists. Includes planning and zoning, EPA, USDA and others.

• 481. Senior Seminar. (1-0) Credit 1. Seminar for students within 2 semesters of graduation. Overview of Agricultural Communication, communication methods and the industry. Includes introduction to professionals in the industry and interview strategies.

Core Electives (6 hours)

• 305. Agricultural Publishing. (3-0) Credit 3. Agricultural producers still use agricultural publications as their number one source of information. Audience identification, publication content, management and design. Prerequisites: AGCJ 105.
• **306. Agricultural Public Relations. (3-0) Credit 3.** The unique relationship between agricultural producers and their suppliers makes public relations a critical part of agricultural communication. Public relations objectives, strategies, tactics, evaluation, writing and execution. Prerequisites: AGCJ 105.

• **307. Electronic Media Production in Agricultural Communication. (2-2) Credit 3.** Principles, concepts, and practices of agricultural industry uses for electronic media used to produce printed, Web and electronic media pieces. Includes instruction using Adobe Creative Suite and other programs. Prerequisites: AGCJ 105, computer usage course and instructor approval.

• **308. Agricultural Photojournalism. (2-2). Credit 3.** This course is intended to explore digital photography as a component of skills necessary for agricultural journalists and communicators. Students will actively engage in photo shoots and use software to enhance and improve digital photographs. A final portfolio will demonstrate skills learned and applied during the course.

**Professional Skills Courses (9 Hours):**

• **404. Communicating Agricultural Information to the Public (2-2) Credit 3.** Using the principles of agricultural education to communicate scientific information relevant to agriculture, agribusiness, natural resources, and life sciences to the general public. Medium identification, writing, editing and production.

• **405. Agricultural Publication Production. (1-3) Credit 3.** Designing, writing, editing, producing, distributing and authoring the *AgriLeader* magazine and Web site. Includes practical applications of writing feature articles, magazine and Web site design, advertising sales, layout, and graphics. Prerequisites: AGCJ 305 and instructor approval.

• **406. Agricultural Public Relations Methods. (2-2) Credit 3.** Agricultural public relations campaign analysis including objectives, strategies and tactics. Course includes writing public relations campaigns for agricultural entities, and producing public relations products including news releases, backgrounders, speeches, advertorials and other public relations products used in agricultural company or brand campaigns. Prerequisites: AGCJ 306 and instructor approval.

• **407. Web Authoring in Agricultural Communication. (2-2) Credit 3.** Basic Web site design theories, principles, and writing, Web authoring software (not a programming class) used to create online publications tailored for agricultural audiences; emphasizes informative content and functional design. Prerequisites: AGCJ 307 and instructor approval.

• **489 (new course – eventual number will be 409) Television Production. (2-2) Credit 3.** Agricultural journalists must have an understanding of this means of visual communications to enable them to work in a variety of digital media that utilize video. This course provides the student with the fundamental concepts required to put together a broadcast quality video production. It utilizes the high definition facilities of KAMU-TV and TTVN and provides a hands-on approach to immerse students with no prior video experience into a fast paced learning environment.

*Students may take an additional 6 hours of AGCJ courses that will count toward their degree. No more than 33 hours total of AGCJ courses may be counted.*

**Five-year course rotations (attached)**

**Departmental Advisory Committee Nominations**

Jim Jennings, Senior Director of Publications, American Quarterhorse Association  
Tom Curl, form Vice President, Reiman Publications  
Leroy Shafer, COO, Houston Livestock Show and Rodeo  
Deborah Kostrun, reporter, Bloomberg Financial News Network  
Tom Hargrove, author, editor and writer (Galveston, Texas, at the moment)  
Horace McQueen, radio network executive  
Roddy Peeples, Southwest Ag Radio Network (retired)
Duties of the Agricultural Communications and Journalism Program Leader:

- Communicate with Department Head as requested or needed
- Answer requests from the Assoc. Dept. Head for Undergraduate Studies as requested or needed
- Conduct graduation audits on all graduation seniors each semester; make adjustments to degree plans; notify students of clear status/missing courses
- Manage problem students in the program
  - Coordinate workgroup meetings and decisions regarding specific student issues
  - Assist students and parents with follow-through on workgroup decisions
  - Determine academic probation requirements for students with GPR issues. Produce and print probation contracts to be sent by Charlene with notification letters
  - Determine which students will be dismissed and see that letters are sent (Charlene)
  - Review student letters appealing their dismissals. Discuss appeals with Assoc. Dept. Head and then write letters to students or ghost write letters for assoc. head to be sent back to students.
  - Work with students in the College’s AGLS program who are sponsored by AGCJ.
- Coordinate student awards in AGCJ each January
  - See that AGCJ Scholarship application is sent out and arrange return date
  - Coordinate submission and selection process, dates, and deadlines
  - Write letters of support for students selected for Senior Merit, Alpha Zeta, and Gamma Sigma College Awards
  - Submit award packets to the college on time
- Coordinate and oversee AGCJ budget each August
  - Submit the AGCJ budget each August in terms of student numbers and course enrollments, technology, field trips, and workgroup travel
  - Write purchase requests for above items and others as determined by the workgroup.
  - Work with Kenny to identify which funds to use for each purchase.
- Coordinate the State Fair of Texas Internship based on the submitted requests. Write student excuse letters
- Review internal transfer, external transfer, and readmit applications each semester and notify college/admission representatives of decisions to admit/deny
- Call workgroup meetings as needed
  - Coordinate with workgroup to determine course schedules each semester and handle AGCJ portion of course paperwork to go to the registrar’s office
  - Verify room and time assignments
- Arranged workgroup retreat and took minutes
- Conduct overrides for student registration in COMPASS
- Adjust course enrollment numbers for AGCJ courses in COMPASS
- Submit required documentation for program evaluation for WEAVE Online System
- Revise degree progress sheet every fall
- Oversee course development and course change paperwork for AGCJ
- First stop for advising and transfer questions relating to AGCJ
- Coordinate internal transfer application process
  - Get student online applications and written entrance examinations
  - Look up student GPR and GPR on relevant courses
  - Route applications to the faculty
  - Identify admitted or denied students for Charlene
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Appendix F

Leadership (ALED/USAL-LED) Workgroup Report
ALED/USAL-LED Five Year Course Rotation
Leadership (ALED/USAL-LED) Workgroup Report

Leadership Workgroup Program Leader Rotation:
1) We would like for there just to be a Leadership workgroup, not an ALED and a USAL-LED separate group.
2) 3-yr. term with first year being an apprentice year (in training with the current leader), second year on own as leader, third year training next person.
3) Summer Odom will stay in this role until August 2010 and Lexi Wied will take over at this point. 2009-2010 will be considered Lexi’s apprentice year. Terms will start and end with the academic year.
4) We would also like to designate Katie Scott to be in charge of USAL-LED advising issues like transfers (internal and external) and readmits, probation, dismissals, clearing graduating seniors, athlete certification, etc. The ALED advising team will divide up responsibilities for advising issues like transfers, readmits, forces, clearing graduation seniors, athlete certification, probation, dismissals, etc.; Dr. Chanda Elbert would be in charge of graduate issues and concerns in regards to graduate leadership curriculum.
5) The actual Leadership Workgroup Program Leader would handle budgets for ALED courses, plan workgroup meetings, maintain/update the ALED course content webpage, and be responsible for course scheduling for all ALED courses (call a meeting, submit changes, turn in paperwork for courses, etc.). This person would also be the point of contact for any new courses, revisions to catalogs, or other curriculum changes.
6) Program Leader will be selected in the future by members of the Leadership Workgroup during the second year of the current program leader.

Core Courses in Leadership:
Explore resources in the department; research career and internship possibilities; identify, name and describe career setting for agricultural leadership and development; plan course of study and select courses in an emphasis area.

ALED 201. Introduction to Leadership. Credit 2. (currently, it is core for USAL-LED majors, but starting in Cat. 133, it will be a core requirement for ALED majors as well).
Introduction to the academic and scholarly development of leadership theory and leadership models; investigation of leadership theory when applied to a specific context; development of a leadership definition as an inquiry investigation. Prerequisite: USAL-LED major or approval of department advisor.

ALED 301. Topics in Agricultural Leadership. Credit 3. (name change being proposed to Personal Leadership Education).
Gain insights into their personal leadership strengths, styles, motivation and values; plan a course for self-improvement as a leader. Prerequisite: ALED and USAL-LED major. (ALED 201 will also be added as a prerequisite).

ALED 340. Professional Leadership Development. Credit 3. (name change being proposed to Survey of Leadership Theory)
Identification of styles and roles of leadership; development of leadership techniques and skills required in working with organizations and youth groups; methods of resolving conflict, of communicating, of guiding and of evaluating; ethical consideration for leaders. Prerequisite: Junior or senior classification.
Processes by which professional change agents influence the introduction, adoption and diffusion of technological change. Applicable to persons who work closely with people. Prerequisite: Junior or senior classification.

Department Advisory Committee Nominations from the Leadership Workgroup:

1) Paul Kruse, President of Blue Bell Creameries (Katie ??)
2) Carter Hall, Chick-Fil-A Manager and B.S.-ADEV ’04, carter@carterhall.com
3) Jennifer Emerson, Target and B.S.-ADEV ’05, Jennifer.Emerson@target.com
4) Rodney James, Financial Planner (Does Katie have his contact info?)
5) Farm Credit-(Lexi Wied’s cousins have contacts)
6) Ryan Busse, B.S.-ADEV ‘97, 956-425-0500
7) Keaton Askew, B.S.-ALED ’06, U.S. Air Force, keaton.askew@gmail.com
8) Corey Rosenbusch, B.S.-ADEV ‘01, 703-309-6631

Development list:

1) Paul Kruse, Blue Bell Creameries
2) Acie Law, B.S.-ALED ’07, Professional Basketball Player, Atlanta Hawks, acielaw@yahoo.com
3) Larcel McGhee, PhD-Leadership ‘97, Consulting, Director of Human Capital, Flippen & Associates, Larcelm@hotmail.com
4) Cody Miller, B.S.-ADEV ’00 & M.S. –Leadership, Attorney, 217-979-9010, cmiller@aggienetwork.com
5) Jonathan Lusk, B.S.-ADEV ’04 , former yell leader, jklusk04@yahoo.com
6) Brooke Leslie Rollins, B.S. –ADEV ’94, Deputy General Counsel, State of Texas, brollins@tppf.org
7) Dat Nguyen, B.S.-ADEV, ’98, Defensive Coach for the Dallas Cowboys; Datwear@hotmail.com
8) Melvin Bullitt, B.S.-ALED, ’07, Professional Football player for the Indianapolis Colts; dirtyred18@tamu.edu
9) Kyle Salmon, B.S. ADEV ’94 & M.S.- Leadership MEKYLES@IOL19.com

Executive Committee:

1) Brooke Leslie Rollins, B.S. –ADEV ’94, Deputy General Counsel, State of Texas, brollins@tppf.org
2) Corey Rosenbusch, B.S.-ADEV ’01, 703-309-6631
3) Cody Miller, B.S.-ADEV ’00 & M.S. –Leadership, Attorney, 217-979-9010, cmiller@aggienetwork.com
4) Larcel McGhee, PhD-Leadership ‘97, Consulting, Director of Human Capital, Flippen & Associates, Larcelm@hotmail.com

Future Plans of the Leadership Workgroup

Course Changes:
ALED 340 will be renamed Survey of Leadership Theory. Course was previously titled Professional Leadership Development. The description of the course will also change to better reflect content currently being taught.
ALED 340 will undergo some changes to make it a Communication course instead of a Writing Intensive Course. This will involve some oral communication components. Dr. Rosser will handle the paperwork on getting this process started. Students graduating from Texas A&M can either take 2 Writing courses or 1 Writing course and 1 Communication course so this should work well with our major.

ALED 201: Starting in Fall 2010 and on the 133 Catalog, all ALED students will be required to take this course. It will replace one of their ALED elective courses on their degree plan. Currently there are 9 hours of ALED electives, but this will change the number of ALED electives to 6. ALED 201 will become a prerequisite for ALED 301. Students will optimally take this course during their sophomore year. In the Spring 2011 semester, we will begin to offer multiple sections of this course in order to account for the demand. USAL-LED students currently are required to take this course on their degree plan.

ALED 301 will be renamed Personal Leadership Education. Course was previously titled Topics in Ag Leadership.

ALED 102 will no longer be substituted freely on an ALED major’s degree plan. All students will be required to take this course, though they will be encouraged to take it early in their college career.

ALED 426 will be renamed Leading and Training Adult Learners. Course was previously titled Methods in Adult Agricultural Education.

Curriculum Gaps:
After reviewing the leadership curriculum from 3 universities that had leadership degrees, the leadership workgroup foresees the following changes need to be made to our leadership curriculum.

1) Need an undergraduate and graduate ethics course. This course would include decision making/process/critical thinking. Dr. Williams has taught a course like this before and is planning to teach this in the summer semester. Tentative number is 444 and this will become a CORE leadership course. It will be added to the total number of hours of ALED course requirements making the number of ALED course hours required to 22 instead of 19. The AGEC elective currently on student's degree plans will be moved into the upper level business elective as an option for students to fulfill this requirement.

2) Need an organizational leadership course (if we can get more faculty/resources to teach).

3) Other graduate courses needed: ALEC 656 (Advanced Leadership Course), ALEC 644 (Ethics in Leadership), ALEC ____ (Leadership in Thinking, Critical Thinking, Decision Making).

Other ideas for further discussion:
Institute an ALED-wide uniform attendance and late policy. In regards to acceptance of late work, students would be allowed 1 late coupon, but no other late work will be accepted by instructors. This would ensure consistency among all ALED instructors. Instructors would have the liberty to decide on assignments for which the late coupon could not be used.

In regards to attendance, students would have the number of “free unexcused absences” as the number of days the course meets per week. After this number of free unexcused absences, any absence after this results in a 10% drop in the student’s grade. For example, if a student is enrolled in ALED 340, a 3 credit hour course that meets three times a week, they could miss class 3 times with no penalty. Starting with the 4th absence, there is a 10% drop in their grade for every absence after this one.
Duties of the ALED/USAL-LED Program Leader:

- Communicate with Department Head as requested or needed; report on happenings in faculty meetings
- Answer requests from the Assoc. Dept. Head for Undergraduate Studies as requested or needed
- Conduct graduation audits on all graduation seniors each semester; make adjustments to degree plans; notify students of clear status/missing courses (USAL-LED advisor would do this for this major)
- Work with athletics to certify student athletes in ALED. Athletes need to maintain certain percentages on their degree program and this requires adjustments to their degree plans periodically.
- Manage problem students in the program (USAL-LED advisor would do the same for this major)
  - Coordinate workgroup meetings and decisions regarding specific student issues
  - Assist students and parents with follow-through on workgroup decisions
  - Determine academic probation requirements for students with GPR issues. Produce and print probation contracts to be sent by Charlene with notification letters
  - Determine which students will be dismissed and see that letters are sent (Charlene)
  - Review student letters appealing their dismissals. Discuss appeals with Assoc. Dept. Head and then write letters to students or ghost write letters for assoc. head to be sent back to students.
  - Work with students in the College’s AGLS program who are sponsored by ALED.
- Coordinate student awards in ALED/USAL-LED each January (could be divided up with USAL-LED advisor)
  - Coordinate submission and selection process, dates, and deadlines
  - Write letters of support for students selected for Senior Merit, Alpha Zeta, and Gamma Sigma College Awards
  - Submit award packets to the college on time
- Coordinate and oversee ALED budget each August
  - Submit the ALED budget each August in terms of student numbers and course enrollments, technology, field trips, and workgroup travel
  - Write purchase requests for above items and others as determined by the workgroup.
  - Work with Kenny to identify which funds to use for each purchase.
- Review internal transfer, external transfer, and readmit applications each semester and notify college/admission representatives of decisions to admit/deny (USAL-LED advisor would do this for students in this major because it involves working with General Studies)
- Call workgroup meetings as needed
  - Coordinate with workgroup to determine course schedules each semester and handle ALED/USAL-LED portion of course paperwork to go to the registrar’s office
  - Verify room and time assignments
- Arrange workgroup retreat and take minutes
- Conduct overrides for student registration in COMPASS
- Adjust course enrollment numbers for ALED courses in COMPASS
- Submit required documentation for program evaluation for WEAVE Online System
- Revise degree progress sheet every fall
- Oversee course development and course change paperwork for ALED/USAL-LED
- First stop for advising and transfer questions relating to ALED (USAL-LED advisor for this major)
- Update website as needed with advising issues and entrance requirements for ALED and USAL-LED
- Communicate with students in ALED and USAL-LED through TAMUdirect email function and/or listserv
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<td>ALED 340 (Survey of Lead. Theory)</td>
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<td>ALED 426</td>
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<td>ALED 343</td>
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<tr>
<td>ALED 340 (Survey of Lead. Theory)</td>
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<td>ALED 481 (Seminar)</td>
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Appendix G

Agricultural Science/Teacher Education Workgroup Report
Agricultural Science/Teacher Education Workgroup Report

Workgroup Leadership
The AGSC workgroup will re-evaluate workgroup leadership each January.

Core Courses/Competencies/Curriculum
The AGSC program of study focuses on learner centered instruction, instructional design, and delivery strategies. The program is accomplished through a combination of classroom instruction, laboratory instruction, field trips, and structured field experiences. Students begin taking AGSC courses their first semester junior year in sequential order with the student teaching internship serving as the capstone experience.

AGSC Core Courses:

AGSC 301—Introduction to Agricultural Science Teaching. Introduction to agricultural science teaching at the secondary level; an overview of preparing teachers for a changing world including knowledge of learners, subject matter and teaching within the context of agricultural science. Prerequisite: Junior or senior classification (3 hours credit). Taught every Fall and Spring by Dr. Larke.

AGSC 384—Clinical Professional Experience in AGSC. Clinical field experience for students preparing to teach agricultural science in public schools of Texas; through first hand observation, students will study learning theories, individual differences, teaching methods, classroom management, curriculum, school climate and culture, and teacher roles and responsibilities. Prerequisite: AGSC 301 (3 hours credit). Taught every Fall and Spring by Harlin or Briers.

AGSC 402—Designing Instruction for Secondary Agricultural Science Programs. Theory and practice in designing instruction for secondary agricultural science programs including effective planning and delivery methods; designed for students preparing to teach agricultural science in Texas public schools. Prerequisites: AGSC 384 and concurrent enrollment in AGSC 405 (3 hours credit). Taught every fall and spring by Dr. Harlin.

AGSC 405—Facilitating Complete Secondary Agricultural Science Programs. Theory and practice in facilitating secondary agricultural science programs; includes classroom instruction, supervised experience, and youth leadership development; designed for students preparing to teach agricultural science in Texas public school. Prerequisites: AGSC 384 and concurrent enrollment in AGSC 402 (3 hours credit). Taught every fall and spring by Dr. Rayfield.

AGSC Student Teaching Internship Semester Courses:

AGSC 425—Learner Centered Instruction in Agricultural Science. Preparing curriculum materials for secondary agricultural science and adult education programs. Prerequisites: AGSC 402, 405, senior classification; or approval of department head (3 hours credit). Coordinated by Drs. Harlin and Rayfield; topics taught by all AGSC faculty.

AGSC 436—Professional Teaching Internship in AGSC. Planning for and teaching secondary agricultural science in selected high schools in Texas; includes 12 weeks of professional teaching experience under the guidance of a university supervisor and a cooperating teacher in the school. Prerequisites: Senior classification; completion of the prerequisite sequence of professional courses in agricultural education; full admission into student teaching (6 hours credit). Coordinated by Drs. Harlin and Rayfield; topics taught by all AGSC faculty.

AGSC 481—Seminar. Review of current literature and research as related to program development in light of legislation and policies affecting education in agriculture. Prerequisite: Approval of department head (one hour credit). Coordinated by all AGSC faculty.
AGSC 484—Field Experience. An on-the-job supervised experience program conducted in the area of the student’s specialization. Prerequisites: Senior classification; 2.0 GPR; approval of department head (4 hours credit). Coordinated by Dr. Harlin; supervision provided by all AGSC faculty.

AGSC Elective courses:
AGSC 383—Teaching Agricultural Mechanics. Methods of teaching and motivating students in agricultural mechanics; designed for students preparing to teach agricultural science in Texas public schools. Prerequisite: AGSC 301. Taught every fall and spring by Dr. Murphy. Students are strongly encouraged to take this class. It counts as 3 hours toward the agricultural systems/mechanics elective requirement.

AGSC 380—Workshop in Agricultural Science. The study, understanding, and solution of human-agricultural problems based on theory learned in the classroom, library, laboratory and fieldwork completed by individuals and teams. (3 hours). Taught every summer II session by Dr. Harlin. Students are strongly encouraged to take this class as they attend structured activities at the State FFA Convention and State Ag Teachers Conference each July. It counts as 3 hours toward an ag elective or elective requirement.

Departmental Advisory Council Nominations:
Randy Berryhill, Superintendent—Caldwell ISD
Thomas Randall, Superintendent—Lamar Consolidated ISD
Adren Pilger, CTE Director—Bryan ISD
Stacy Ely, Principal, Franklin High School
Gail Pienziak, Dean of Students, East Central High School
Rod Vincent, Agricultural Science Teacher, Bellville High School
Lynita Foster, Agricultural Science Teacher, Madisonville High School
Ron Whitson, Director of Agriculture, Food and Natural Resources, Texas Education Agency
Gerald Young, Executive Director, Vocational Ag Teachers Association of Texas
Jared Metzgar, Director, Heart of Texas Fair and Rodeo
Joel Calley, Director, Houston Livestock Show and Rodeo

Development Nominations:
Char Brown, Herman D. Brown’s Wife
Marcus Hill, President and Chair, Ag Workers Mutual Insurance
Tim Martini, President, Martini Services
Mark Seitz, President, Sietz Fundraising
Jimmy Wheeler, Owner, Fresh Country Fund Raising

Duties of the Agricultural Science Program Leader:
- Communicate with Department Head as requested or needed
- Conduct graduation audits on all graduation seniors each semester; make adjustments to degree plans; notify students of clear status/missing courses
- Coordinate the student teaching placement process each fall and spring semester:
  - Update the list of potential cooperating centers
  - Maintain accurate website information for prospective student teachers
  - Ensure students have completed all required documents
  - Coordinate workgroup in making placements
  - Send placement emails to cooperating teachers
  - Communicate with teachers concerning placements
• Coordinate the student teaching block each fall and spring semester:
  o Make room assignments for block
  o Oversee the schedule of block activities
  o Prepare the student teaching handbook
  o Communicate with student teachers and cooperating teachers concerning deadlines, grades, and assignments
• Communicate with College of Education on certification of students
  o Submit names for teacher education fee each fall and spring semester
  o Coordinate with Kenny to obtain funds from COE
  o Oversee student teacher certification processing
• Maintain accurate website information for Agricultural Science majors and potential transfer students
• Manage problem students in the program
  o Coordinate workgroup meetings and decisions regarding specific student issues
  o Assist students and parents with follow-through on workgroup decisions
• Coordinate student awards in Agricultural Science each January
  o Update scholarship and award application on the website
  o Coordinate submission and selection process, dates, and deadlines
  o Write letters of support for students selected for Senior Merit, Alpha Zeta, and Gamma Sigma College Awards
  o Submit award packets to the college on time
• Coordinate and submit the agricultural science budget each August in terms of student numbers and course enrollments, technology, field trips, and workgroup travel
• Coordinate workgroup travel for State Degree Check in June, State FFA Convention in July, and Ag Teacher Conference in July
• Review internal transfer, external transfer, and readmit applications each semester and notify college/admission representatives of decisions to admit/deny
• Coordinate process for evaluating potential agricultural science teaching assistants
  o Receive letters of application each admission cycle
  o Coordinate with workgroup to determine course needs, graduating students, and potential needs of workgroup
• Submit Agricultural Science class schedules each semester by the deadline:
  o Identify course instructors and teaching assistants for each course
  o Verify room and time assignments
• Conduct overrides for student registration in COMPASS
• Adjust course enrollment numbers for Agricultural Science courses in COMPASS
• Email agricultural science majors concerning opportunities for professional growth, teaching positions, and other opportunities as the need arises
• Submit required documentation for program evaluation for WEAVE Online System
• Maintain records for Aggie Ag Teacher Reunion (AATR)
  o Coordinate Aggie Bash each July
  o Record students taking agricultural science teaching positions
  o Communicate with VATAT on new aggie ag teachers
  o Make deposits, write checks, and maintain records file for AATR
Appendix H

International Agriculture Education Workgroup Report and Leader Responsibilities
International Agriculture Development - Workgroup Report

Workgroup Leadership:
A process to determine the ALEC international workgroup leadership was determined by consensus of active workgroup members (Aguilar, Briers, Clement, Dooley, Lindner, Murphrey, Piña, Shinn, and Wingenbach) at the November 2009 meeting. The agreed upon rotation will be for the workgroup to have a Chair, Vice-chair, and Past-chair member for one-year terms. Workgroup leadership positions will rotate on September 1st annually.

A call for nominations for the Vice-chair position was issued on November 18, 2009; Dr. Glen Shinn was elected to serve as Vice-chair, starting on January 1, 2010. Dr. Shinn will become the active workgroup Chair on September 1, 2010, at which time Dr. Wingenbach will become the Past-chair, and a new Vice-chair will be elected at that same time.

Core Courses, Competencies, and Curriculum:
Core Courses:
  Two core courses, ALEC 640: Methods of Technological Change, and ALEC 681: International Seminar, are considered core to the workgroup's program of study and cannot be substituted for other courses for students seeking participation in the International Agriculture and Resource Management Graduate Certificate Program.

Course Competencies:
The international workgroup is in the process of identifying competencies for each ALEC course in the International Agriculture and Resource Management Graduate Certificate Program.

The international workgroup program of study (graduate level only) follows the current curricula listed for the International Agriculture and Resource Management Graduate Certificate Program. ALEC courses listed for this certificate program include:
  • ALEC 641: Transfer of Technology by Institutions
  • ALEC 644: The Agricultural Advisor in Developing Nations
  • ALEC 645: Initiating, Managing, and Monitoring Projects of International Agricultural Development
  • ALEC 646: Institutions Serving Agriculture in Developing Nations
  • ALEC 681: International Seminar

Five-year course rotations with two years’ teaching assignments:
The international workgroup will follow the current five-year course rotations and two-year teaching assignments listed within the ALEC graduate curriculum.
Department Advisory Committee:
The international workgroup suggests contacting the following selected individuals, pursuant to their active involvement in international agricultural and extension education roles, for service on the ALEC departmental advisory committee.

Daniel J. Gustafson
Director, Liaison Office for North America at Food and Agriculture Organization of the UN
2175 K Street NW, Suite 500
Washington, DC 20037
Tel: (202) 653-2400
Fax: (202) 653-5760
Email: Daniel.Gustafson@fao.org

Michael McGirr
National Program Leader
Science and Education Resources Development
3328 Waterfront Centre
Phone: (202) 205 – 3739
Fax: (202) 690 – 2355
Email: mmcgirr@nifa.usda.gov

Kristin Davis
International Food Policy Research Institute
PO Box 5689
Addis Ababa, Ethiopia
Phone: +251 11 645 8812
Fax: +251 11 646 2927
Email: k.davis@cgiar.org

Sam Goff
Food Security and Agriculture Program Coordinator
Food for the Hungry - Washington DC Office
236 Massachusetts Ave., NE Suite 305
Washington DC 20002
Tel: 202-547-0560 ext 102
Mobile: 202-340-4803
Fax: 202-547-0523
Email: sgoff@fh.org

Jim Butler
Dr. James G. Butler,
Deputy Director-General
Food and Agriculture Organization of the United Nations
Rome
Email: jgb9611@aol.com

ALEC Development List:
The international workgroup had one suggestion:
Pablo D. Marvin (TAMU ’66), Honored as 2006 Outstanding International Alumnus
Appendix I

Technology-Enhanced Instruction Workgroup Report
Technology Enhanced Instruction Workgroup

The world is ever changing, therefore, finding the right degree program for you is a challenge. We offer degree programs at a distance which enable individuals to pursue a degree program that will enhance their career goals where ever they may be. We offer two distance degree programs, a Master of Agriculture and a Doctor of Education joint degree program with Texas Tech University.

The technology enhance instruction workgroup selects a program coordinator every two years. The term runs from beginning of Fall semester in even years to the end of summer in even years. The incoming program coordinator will be selected during the Fall semester of the coordinators last year to allow for smooth transition.

- Lindner—selected Fall 2008—serves Fall 2008 to Summer 2010
- Dooley—selected Fall 2009—serves Fall 2010 to Summer 2012
- Next—selected Fall 2011—serves Fall 2012 to Summer 2014
- Next—selected Fall 2013—serves Fall 2014 to Summer 2016
- Next—selected Fall 2015—serves Fall 2016 to Summer 2018

Master of Agriculture (MAg)

Students pursuing careers in fields such as agribusiness, international agricultural development, agricultural communication, or rural community development might seek the Master of Agriculture in Agricultural Development. The program prepares individuals for leadership roles in education, natural resource management, cooperative extension service, and many other professional careers in agriculture and life sciences. The program is generally completed at a distance; however, individuals do have the option to complete on-campus or at-a-distance.

- Non-thesis degree program - emphasizes the development of problem-solving skills involved in applying science and technology to benefit humanity.
- One-half or more of the 36 semester hour program consists of courses in the department.
- Residence requirement of 12 semester hours of coursework must be completed on the main campus in College Station.
- Degree plans will vary considerably and are generally unique for each individual.
- Required internship is a unique feature of the MAg program, whether pursued on-campus or at-a-distance. The internship is completed at the end of formal coursework, and involves either paid or un-paid employment with a cooperating business or agency. Planned in concert by the student, university advisor and business supervisor, the internship normally lasts from three to six months.
- A professional paper is required. Four to six credits may be earned for the internship and professional goals.

Joint Doctor of Education (Ed.D.)

The Joint EdD in agricultural education delivered at a distance is offered with the Department of Agricultural Education and Communications at Texas Tech University. Mid-career professionals enter as members of a cohort and advance through the program over four years.

This unique joint program was established in 2000 with the induction of twenty mid-career professionals from Texas. The second induction in 2004 included 14 mid-career professionals from five states with the United States; Arizona, Indiana, Montana, Nevada, and Texas. Graduates can be are found in a variety of instructional, supervisory, and administrative positions across the education and training professions.
The joint faculty is a team of 20 faculty members that hold their original academic appointment at Texas A&M University and Texas Tech University. Each faculty member brings expertise and experience that will enhance your academic and professional career. For more information on the specific details of this unique program, click the link provided.

**eLearning Development Certificate**
The eLearning Development Certificate in Agriculture is an innovative program offered by the Department of Agricultural Leadership, Education, and Communications at Texas A&M University. This program prepares students and professionals to develop sophisticated eLearning courses and programs to serve the eTraining needs of both public and private sectors of agriculture. Students are required to complete five online courses to earn the certificate.

**Department Advisory Committee Nominations**

Thomas Randle  
Superintendent of School  
Lamar Consolidated ISD  
Rosenberg, TX

Kim Alexander  
Superintendent of Schools  
Roscoe ISD  
Roscoe, TX

Rebecca Hall  
Texas AgriLife Extension Service

Ruben Saldana  
Texas AgriLife Extension Service

Galen Chandler  
Texas AgriLife Extension Service

Darlene Locke  
Texas AgriLife Extension Service

Leah Wickersham  
Texas A&M University-Commerce

Jason Peake  
University of Georgia—Tifton

Amy Harder  
University of Florida
Appendix J

Tenure and Promotion Committee Activities
“Informal” Activities of the Tenure and Promotion Committee—2009-2010

Meetings with “Junior Faculty” Concerning Tenure and Promotion Processes

September 8 and 17, 2009: Department Head and Chair of Tenure and Promotion Committee met with associate professors in ALEC to discuss procedures for promotion to professor. Distributed Departmental Policies and Procedures for Tenure and Promotion.

September 9, 2009: Department Head and Chair of Tenure and Promotion Committee met with Associate Dean for Faculty Development, COALS, to discuss procedures for promotion of non-tenured, continuing education faculty members. Distributed Departmental Policies and Procedures for Tenure and Promotion.

September 11 and 30, 2009: Department Head and Chair of Tenure and Promotion Committee met with assistant professors in ALEC to discuss procedures for promotion to associate professor.

September 21, 28, and 30 and October 7, 2009: Chair of Tenure and Promotion Committee met individually with four candidates for assistant professor position in ALEC to discuss procedures tenure and promotion procedures.

October 12, 2009: Department Head and Chair of Tenure and Promotion Committee met with continuing education faculty members to discuss procedures for promotion to next rank, as appropriate.

January 11, 2010: Chair of Tenure and Promotion Committee and several junior faculty members attended seminar led by Associate Dean for Faculty Development, COALS, to learn more about procedures for tenure and promotion. Seminar, part of the 2010 Texas A&M AgriLife Staff Conference, was titled “Understanding the Expectations for Promotion and/or Tenure.”

February 17, 2010: Chair of Tenure and Promotion Committee led a workshop on procedures for promotion and/or tenure, with primary emphasis on dossier preparation. Distributed Departmental Policies and Procedures for Tenure and Promotion. All ALEC professors, members of the Tenure and Promotion Committee, were invited and many attended; they provided insights and recommendations concerning tenure and promotion and information on dossier preparation.

February 24, 2010: Dean of Faculties and Associate Provost presented workshop entitled “Is This the Right Time or Not? Preparing for Promotion to Full Professor.” ALEC associate professors urged to attend.

April 22, 2010: Dean of Faculties and Associate Provost will present workshop titled “Understanding the Tenure and Promotion Process.” ALEC faculty members urged to attend.
Appendix K

Graduate Admissions Policy
Department of Agricultural Leadership, Education, and Communications
Departmental Graduate Faculty
Texas A&M University

Graduate Admission Guidelines

Our graduate degrees—
Graduate programs in the Department of Agricultural Leadership, Education, and Communications are dedicated to the education and development of future leaders in the larger community of agriculture, natural resources, and human performance. We offer three master and two doctoral degrees, and a joint doctoral degree. Our unique and diverse faculty provides a unifying vision and philosophy for the field of study. The abundant resources of the department, those of the College of Agriculture and Life Sciences, and Texas A&M University are available to all qualified students whose breadth of academic experience and fitness for the specific field of study suggest the potential for scholarly achievement and career success.

Our admission criteria—
In general, only applicants holding the BS or equivalent, with distinguished undergraduate records, are admitted to our graduate programs. Faculty recommendations and the applicant’s statement of purpose are carefully weighed. Research papers, publications, and other original works may also be considered by the admissions committees during their evaluations.

All of our graduate programs require current General GRE test scores that measure quantitative and verbal reasoning, and analytical writing. The GRE scores—verbal, quantitative, and analytical writing—are important elements in the admission decision. These, along with the Grade Point Ratio, are used to calculate a “criterion score” of academic achievement and potential.

Grounded in application and best practice, graduate faculty members value professional experience. Admission preference will be given to applicants who have demonstrated and validated professional experience related to their chosen field of study.

Graduate Admission Policies

The application requirements—
The following items are considered for admission to all graduate degree programs:

• Official Graduate Record Examination scores reported to University Admissions within 5 years of the application date. In special cases, the graduate faculty may consider unofficial GRE scores, or other norm-referenced graduate admissions exams (GMAT, LSAT, etc.).
• For international applicants, Official TOEFL or IELTS scores reported to the Office of Admissions. A minimum TOEFL score is 550 for paper-based testing, 213 for computer-based testing, or 80 for Internet-based testing, or a minimum IELTS score of 6.0.
• Official Transcripts of all undergraduate and graduate work reported to the Office of Admissions.
• A personal statement describing the applicant’s professional experience, their rationale for the degree choice, and future goals compatible with the academic degree.
• A current résumé.
• A professional portfolio, showcasing the applicant’s best work, is recommended.

Criteria for master’s degree admission
• Professional work experience is preferred but not required for admission to a master’s degree.
• Minimum ALEC Criterion Score of 350.
• Minimum of three letters of recommendations from individuals outside the department who are in a position to assess the applicant’s professional qualifications, achievements, and potential for scholarly work.

• Agreement of a departmental graduate faculty member to serve as interim major advisor. (Subsequent to admission and in order to develop a degree plan, you must have two faculty members in the department and one outside of the department who agree to serve on the advisory committee.)

Criteria for doctoral degree admission
• Minimum of three years of professional work experience.
• Master’s degree in a related area from a college or university of recognized standing.
• Minimum ALEC Criterion Score of 400.
• Minimum of five letters of recommendation from individuals in a position to assess the applicant’s professional qualifications, achievements, and potential for scholarly work.
• Agreement of a departmental graduate faculty member to serve as interim major advisor. (Subsequent to admission and in order to develop a degree plan and advance in the degree, three faculty members in the department and one outside of the department must agree to serve on the advisory committee.)

The departmental admissions process—
Potential applicants should visit the departmental website to learn the deadline dates for application for admission. The graduate faculty meets to discuss and review applications twice a year (mid fall semester and mid spring semester). An applicant may be admitted to our graduate program in one of four ways. These are:

1) **Auto-Admit** – Applicants are reviewed for admission at any time with complete application materials, pending available space and resources, and meeting the following criteria:
   - Applicants for the Master Degree: 3.1 GPR, 500 GRE-Q, 410 GRE-V, 4 GRE-Writing, and the agreement of a departmental graduate faculty member to serve as interim major advisor.
   - Applicants for Doctoral Degree: 3.7 GPR, 500 GRE-Q, 450 GRE-V, 4 GRE-Writing, minimum of three years of related professional experience, and the agreement of a departmental graduate faculty member to serve as interim major advisor.

2) **Semester Review (Regular) Admission** (deadlines October 1 for spring semester; March 1 for summer and fall semesters). Students with complete application materials, meeting the minimum application criteria, will be considered for admission during a face-to-face meeting of the Graduate Faculty. Summary information will be distributed at least one week prior to the meeting. Following the meeting, all graduate faculty members may vote electronically (admit/deny). The vote will be tallied 5 working days after the admissions meeting. Admissions recommendations are based on the votes of those graduate faculty members voting within the time period.

3) **Transfer (interdepartmental TAMU) Admission** – Transfer admission requests with complete application materials, meeting the minimum application criteria, are processed at any time. Summary information will be distributed to graduate faculty members along with a link to application materials requesting a vote. All graduate faculty members may vote electronically (admit/deny). The vote will be tallied 5 working days after the request has been distributed. Recommendations for Transfer of Major Petitions are based on the votes of those graduate faculty members voting within the time period.

4) **Non-degree (G6) Admission** – Students may be admitted into the non-degree-seeking (G6) program at any time with a complete application and a request for admission from a graduate faculty member. G6 students will be unable to register in high-demand graduate courses in ALEC until after the 1st day of classes.
Appendix L

Youth Development Initiatives
November 2009 Update

Mission
- We established an outcome-based mission statement: The YDI meets needs of public and not-for-profit agency managers, staff, and researchers for science-based information to improve youth program staff competencies, program design and evaluation. We serve as a resource for further developing, improving, and evaluating the impact of current youth development programs and services.

Infrastructure
- We formed Internal and External Advisory Committees consisting of key constituents and authorities
- We recruited Affiliated Faculty (’20 to date) to take part in YDI development and activities
- Through consultation with Ag Communications, we completed branding of YDI materials

Applied Research and Evaluation
- We completed 2009 Needs Assessment – 500 Texas Youth Workers responded – results provide basis for future YDI involvements
- We received CYFAR Grant ($40K; national collaborative) to develop life skills measurement tools
- We completed a panel study of the economic impact of economy downturn on youth serving agencies
- We initiated an experimental study of Quality Youth Program Experiences through our 4H program

Youth Development Information Dissemination
- We developed and launched a YDI Website (www.ydi.tamu.edu) that addresses key areas of needed information for youth-serving agencies and professionals:
  - Successful Program Profiles (several listed, more to come)
  - Best Practice Briefs (several listed, more to come)
  - Research Briefs (e.g., Nature and Youth Development)- 10 by June 2010
  - Created database of links to youth development related internet resources (up and running)
  - Articles (e.g., TRAPS Magazine)
  - News Releases regarding YDI activities

Technical Assistance, Training and Education
- We established collaborative Partnerships with Texas Youth Networks (YDI will be lead partner in the development of Mott Foundation state-wide capacity building grant)
- We will contribute a session to the 2010 Texas Youth Work Professionals Conference (Austin, April, 2010)
- We have planned a series of one-day workshops on application of scientific knowledge to youth development practice (at least three in 2010)
- We are in the process of developing on-line Youth Worker Training Modules

Project Leadership Group
Dr. Chris Boleman, Co-Chair. Texas 4-H and Youth Development
Dr. Peter Witt, Co-Chair. Bradberry Recreation and Youth Development Chair, Rec, Park and Tourism Sciences
Dr. Tim Murphy, Professor, Ag. Leadership, Education, and Communication
Dr. Corliss Outley, Assistant Professor, Recreation, Park and Tourism Sciences
Dr. John Rayfield, Assistant Professor, Ag. Leadership, Education, and Communication
Dr. Mat Duerden, Project Coordinator
Appendix M

- Undergraduate Course Descriptions
- History of Courses Taught with Enrollment (2008-09)
Undergraduate Course Descriptions

Agricultural Communications and Journalism (AGCJ)

105. Introduction to Agricultural Communications. (2-0). Credit 2.
Introduction to mass communication, its history, role in society, and especially its unique role in agriculture; importance of mass communication and the communication methods used in modern society; foundation for an understanding of agricultural news and information; credit cannot be given for both AGCJ 105 and JOUR 102.

203. Agricultural Media Writing I. (2-2). Credit 3.
News gathering, writing, editing and ethics for current and emerging mediums used in agricultural communication; includes news identification, basic news writing methods, introduction to public relations, broadcast and Internet writing; interviewing skills, proper use of direct quotes and other news style; credit cannot be given for both AGCJ 203 and JOUR 203. Prerequisite: Grade of C or better in AGCJ 105.

The role of the news media in covering government, the court systems, corporations, taxation, and insurance; a practical perspective on how journalists interact with public and private institutions from a legal, ethical and social standpoint.

Directed study of selected issue in field of agricultural communications with emphasis on collection, synthesis and interpretation of information. Prerequisite: Approval of department advisor.

289. Special Topics in... Credit 1 to 4.
Special topics in an identified area of agricultural development. May be repeated for credit. Prerequisite: Approval of department advisor.

Research conducted under the direction of faculty member in agricultural communications and journalism. May be repeated 2 times for credit. Prerequisites: Freshman or sophomore classification and approval of department advisor.

303. Agricultural Media Writing II. (2-2). Credit 3.
Interpretative agricultural news gathering and writing for all media types; basic media law and ethics, interviewing skills with assigned practice writing about agriculture, and science and technology, including meeting and event coverage both on and off campus; print, broadcast, Interactive and other media; credit cannot be given for both AGCJ 303 and JOUR 303. Prerequisites: Grade of C or better in AGCJ 203; junior or senior classification.

304. Editing for Agricultural Audiences. (2-2). Credit 3.
Principles and practices of editing for agricultural and technical audiences including improving and tightening copy; writing headlines, titles, and subheads; photo editing and captions, graphics and layout; print, broadcast, Interactive and other media; credit cannot be given for both AGCJ 304 and JOUR 304. Prerequisites: Grade of C or better in AGCJ 203; junior or senior classification.

305. Theory and Practice of Agricultural Publishing. (3-0). Credit 3.
Audience identification, publication content, management and design; analyze existing agricultural publications, identify audiences, advertising base and content; credit cannot be given for both AGCJ 305 and JOUR 321. Prerequisites: AGCJ 105; junior or senior classification.

306. Theory and Practice of Agricultural Public Relations. (3-0). Credit 3.
Public relations between agricultural producers and their suppliers as a critical part of agricultural communication; public relations objectives, strategies, tactics, evaluation and execution theory and practice examined; credit cannot be given for both AGCJ 306 and JOUR 324. Prerequisites: AGCJ 105; junior or senior classification.
Study of the principles, concepts, and practices of agricultural industry uses of electronic media production (radio, television and computer) for advertising, informational videos, computer-mediated instruction and distance education. Prerequisites: Computer usage course and AGCJ 105; junior or senior classification.

Develop knowledge of photography, editing software, and composition techniques used in the agricultural communications field; develop photography and photo editing skills to a satisfactory level as demonstrated by performance on assignments and exams. Prerequisite: Junior or senior classification.

380. Workshop in Agricultural Communications and Journalism. Credit 1 to 4.
The study, understanding and solution of human-agricultural problems based on theory learned in the classroom, library, laboratory and fieldwork completed by individuals and teams. Prerequisite: Junior or senior classification.

404. Communicating Agricultural Information to the Public. (2-2). Credit 3.
Use of agricultural journalism principles and techniques to communicate scientific information related to agriculture, agribusiness, natural resources and life sciences to the general public; communication processes include audience identification, writing, editing and production of agricultural science-based manuscripts for popular and refereed publications. Prerequisite: Junior or senior classification.

Study and practice of the principles and concepts of designing, writing, editing, producing and distributing the AgriLeader magazine and Web site; includes practical applications of writing feature articles, magazine and Web site design, advertising sales, layout and graphics. May be repeated one time for credit. Prerequisites: AGCJ 203; AGCJ 305 and approval of instructor; junior or senior classification.

Agricultural public relations campaign analysis; public relations case studies and methods including writing public relations plans for agricultural entities, producing public relations components and evaluating public relations objectives, strategies and tactics. Prerequisites: AGCJ 306; junior or senior classification.

Study and practice of basic Web site design theories, principles and writing for the Web; use of Web authoring software (not a programming class) to create online publications tailored for agricultural audiences; emphasizes informative content and functional design. Prerequisites: AGCJ 307; junior or senior classification.

481. Senior Seminar. (1-0). Credit 1.
Seminar for students within 2 semesters or graduation; overview of agricultural communications, communication methods and careers in the profession; includes an introduction to professionals in agricultural communications and interview strategies. Prerequisites: Junior or senior classification.

Directed individual study of selected problems in agricultural communications, communication methods and the communication profession with emphasis on collection, analysis and presentation of information. Prerequisites: Junior or senior classification; approval of department advisor.

489. Special Topics in... Credit 1 to 4.
Special topics in an identified area of agricultural communications and journalism. May be repeated for credit. Prerequisite: Junior or senior classification.
491. Research. Credit 1 to 4.
Research conducted under the direction of faculty member in agricultural communications and journalism. May be repeated 3 times for credit. Registration in multiple sections of this course are possible within a given semester provided that the per semester credit hour limit is not exceeded. Prerequisites: Junior or senior classification and approval of department advisor.

494. Internship. Credit 1 to 6.
Supervised internship and independent study related to the student’s professional interest. Prerequisites: Junior or senior classification; approval of department advisor.

Agricultural Leadership and Development (ALED)

102. Critical Issues in Agricultural Leadership. (1-0). Credit 1. I, II
Explore resources in the department; research career and internship possibilities; identify, name and describe career setting for agricultural leadership and development; plan course of study and select courses in an emphasis area.

Offered to students living in the Freshmen Leadership Living Learning Community; fundamentals of developing personal leadership while participating in co-curricular activities; emphasis on the relational model of leadership and global perspective building. Prerequisites: Freshman classification or approval of instructor; on-campus residence.

201. Introduction to Leadership. (2-0). Credit 2.
Introduction to the academic and scholarly development of leadership theory and leadership models; investigation of leadership theory when applied to a specific context; development of a leadership definition as an inquiry investigation. Prerequisite: USAL-LED major or approval of department advisor.

225. Leadership Learning Community II. (1-0). Credit 1.
Offered to students living in the Freshmen Leadership Living Learning Community; fundamentals of peer mentoring while participating in co-curricular activities; emphasis on building supportive relationships on a college campus. Prerequisites: Freshman classification or approval of instructor; on-campus residence.

Directed study of selected issue in agricultural leadership and development with emphasis on collection, synthesis and interpretation of information. Prerequisite: Approval of department advisor.

289. Special Topics in... Credit 1 to 4.
Special topics in an identified area of agricultural development. May be repeated for credit. Prerequisite: Approval of department advisor.

Research conducted under the direction of faculty member in agricultural development. May be repeated 2 times for credit. Please see academic advisor in department. Prerequisites: Freshman or sophomore classification and approval of instructor.

301. Topics in Agricultural Leadership. (3-0). Credit 3. I, II
Gain insights into their personal leadership strengths, styles, motivation and values; plan a course for self-improvement as a leader. Prerequisite: ALED and USAL-LED major.

340. Professional Leadership Development. (3-0). Credit 3. I, II, S
Identification of styles and roles of leadership; development of leadership techniques and skills required in working with organizations and youth groups; methods of resolving conflict, of communicating, of guiding and of evaluating; ethical consideration for leaders. Prerequisite: Junior or senior classification.
341. Team Learning. (3-0). Credit 3.
Team development theory; emphasizes research on team member behaviors, team decision making models and positive conflict in team environments. Prerequisites: ALED 340; junior or senior classification.

342. Learning Organizations. (3-0). Credit 3.
Social systems language and archetypes; systems thinking theory including mental models, mastery, team learning, concept models of human organizations. Prerequisites: ALED 340; junior or senior classification.

Principles, theories, concepts, techniques and applications for managing human resources in food and agricultural organizations and in local communities; attracting, staffing, training, developing and compensating human talent. Not intended for majors in business. Prerequisites: ALED 340; junior or senior classification.

344. Leadership of Volunteers. (3-0). Credit 3.
Principles, theories, concepts, techniques and applications for leading volunteers in agriculture and life sciences nonprofit, governmental and community organizations. Prerequisites: ALED 340; junior or senior classification.

380. Workshop in Agricultural Leadership and Development. Credit 1 to 4.
The study, understanding and solution of human-agricultural problems based on theory learned in the classroom, library, laboratory and fieldwork completed by individuals and teams. Prerequisite: Junior or senior classification.

400. Public Leadership Development. (3-0). Credit 3.
Major issues in the study of public leadership, development of leadership skills, and a field investigation done in conjunction with local public leaders. Prerequisites: Junior classification and approval of instructor. Cross-listed with CARC 400 and ENGR 400.

422. Cultural Pluralism in Agriculture. (3-0). Credit 3.
Selected topics on the diversity of human resources in agriculture; emphasis on working in a multicultural society and developing a sensitivity toward different cultures; explores the interrelationships between the contributions of diverse individuals and the state, nation and global success of agriculture. Prerequisite: Junior or senior classification.

Evaluation principles applied to education programs in agriculture and life sciences; conceptual understanding of and skills in program evaluation theory, development, process and practice; application of evaluation design and processes for youth and adults in extension, community and school-based programs. Prerequisites: ALED 340; junior or senior classification.

426. Methods in Adult Agricultural Education. (3-0). Credit 3.
Planning educational programs for adults in agriculture. Developing skill in use of group processes in teaching. Prerequisite: Junior or senior classification.

Processes by which professional change agents influence the introduction, adoption and diffusion of technological change. Applicable to persons who work closely with people. Prerequisite: Junior or senior classification.

441. Agricultural Extension Organization and Methods. (3-0). Credit 3.
Cooperative extension in agriculture and home economics; development, objectives, organization, program building and methods of teaching. Prerequisite: Junior or senior classification.

442. Professional Communications in Agriculture and Life Sciences. (2-2). Credit 3.
Technological communication theory; instructional and presentation models; teaching strategies; multimedia development. Prerequisite: Junior or senior classification.
481. Seminar. (1-0). Credit 1.
Review of current literature and research as related to program development in light of legislation and policies affecting leadership, the broader fields of agriculture and life sciences and issues critical to the future of agriculture. Prerequisite: ALED or USAL-LED major.

Directed individual study of selected problems in agricultural leadership and development with emphasis on collection, analysis and presentation of information. Prerequisites: Junior or senior classification and approval of instructor.

489. Special Topics in... Credit 1 to 4.
Special topics in an identified area of agricultural development. May be repeated for credit. Prerequisite: Junior or senior classification.

491. Research. Credit 1 to 4.
Research conducted under the direction of faculty member in agricultural development. May be repeated 2 times for credit. Registration in multiple sections of this course are possible within a given semester provided that the per semester credit hour limit is not exceeded. Please see academic advisor in department. Prerequisites: Junior or senior classification and approval of instructor.

494. Internship. Credit 1 to 6. I, II, S
Supervised internship and independent study related to student’s professional interest. Prerequisites: ALED 301; junior or senior classification; 2.0 GPR; approval of instructor.

Agricultural Science (AGSC)

289. Special Topics in... Credit 1 to 4.
Special topics in an identified area of agricultural science. May be repeated for credit. Prerequisite: Approval of department head.

Research conducted under the direction of faculty member in agricultural science. May be repeated 2 times for credit. Prerequisites: Freshman or sophomore classification and approval of instructor.

301. Introduction to Agricultural Science Teaching. (3-0). Credit 3. I, II
Introduction to agricultural science teaching at the secondary level; an overview of preparing teachers for a changing world including knowledge of learners, subject matter and teaching within the context of agricultural science. Prerequisite: Junior or senior classification.

325. Instructional Design in Agricultural Science. (1-2). Credit 2. I, II
Instructional design as it relates to teaching agricultural science, including topics on effective teaching, principles of learning, learning styles, lesson planning, instructional media and teaching methods. Prerequisites: AGSC 384; junior or senior classification or approval of instructor.

327. Program Planning in Teaching Agricultural Science. (1-2). Credit 2. I, II
Planning and supervising experiences and activities for students enrolled in secondary agricultural science programs. Prerequisites: AGSC 384; junior classification or approval of instructor.

380. Workshop in Agricultural Science. (4-0). Credit 1 to 4.
The study, understanding and solution of human-agricultural problems based on theory learned in the classroom, library, laboratory and fieldwork completed by individuals and teams. Prerequisite: Junior or senior classification.
Methods of teaching and motivating students in agricultural mechanics; designed for students preparing to teach agricultural science in Texas public schools. Prerequisite: AGSC 301.

Clinical field experience for students preparing to teach agricultural science in public schools of Texas; through first-hand observation, students will study learning theories, individual differences, teaching methods, classroom management, curriculum, school climate and culture, and teacher roles and responsibilities. Prerequisite: AGSC 301.

Theory and practice in designing instruction for secondary agricultural science programs including effective planning and delivery methods; designed for students preparing to teach agricultural science in Texas public schools. Prerequisites: AGSC 384; concurrent enrollment in AGSC 405.

Theory and practice in facilitating secondary agricultural science programs: includes classroom instruction, supervised experience, and youth leadership development; designed for students preparing to teach agricultural science in Texas public schools. Prerequisites: AGSC 384; concurrent enrollment in AGSC 402.

425. Learner Centered Instruction in Agricultural Science. (3-0). Credit 3. I, II
Preparing curriculum materials for secondary agricultural science and adult education programs. Prerequisites: AGSC 402, 405; senior classification; or approval of department head.

436. Professional Teaching Internship in AGSC. (2-12). Credit 6. I, II
Planning for and teaching secondary agricultural science in selected high schools in Texas; includes 12 weeks of professional teaching experience under the guidance of a university supervisor and a cooperating teacher in the school. Prerequisites: Senior classification; completion of the prerequisite sequence of professional courses in agricultural education; full admission into student teaching.

481. Seminar. (1-0). Credit 1. I, II
Review of current literature and research as related to program development in light of legislation and policies affecting education in agriculture. Prerequisite: Approval of department head.

484. Field Experience. Credit 1 to 6 each semester. I, II, S
An on-the-job supervised experience program conducted in the area of the student’s specialization. Prerequisites: Senior classification; 2.0 GPR; approval of department head.

489. Special Topics in... Credit 1 to 4.
Special topics in an identified area of agricultural science. May be repeated for credit. Prerequisite: Approval of department head.

491. Research. Credit 1 to 4.
Research conducted under the direction of faculty member in agricultural science. May be repeated 3 times for credit. Registration in multiple sections of this course are possible within a given semester provided that the per semester credit hour limit is not exceeded. Prerequisites: Junior or senior classification and approval of instructor.

494. Internship. Credit 1 to 6. I, II, S
Supervised internship and independent study related to student’s professional interest. Prerequisites: AGSC 301; junior or senior classification; 2.0 GPR; approval of instructor.
# History of Courses Taught
## Agriculture and Life Sciences
### Department: ALEC

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* College and Department are as defined in the Approved Course Inventory posted at [http://www.tamu.edu/oisp/course-reports/](http://www.tamu.edu/oisp/course-reports/)

Prepared by Office of Institutional Studies and Planning
Texas A&M University

oisp.tamu.edu/cognos8

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* College and Department are as defined in the Approved Course Inventory posted at http://www.tamu.edu/oisp/course-reports/
Prepared by Office of Institutional Studies and Planning
Texas A&M University

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Sep 21, 2009
Appendix N

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- **Tuesday:**
- **Wednesday:**
- **Thursday:**
- **Friday:**

*Details of classes provided by Texas A&M University*
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*Note: Table representing data for 2009 education.*

Office of Instructional Studies and Planning.

Fees: NA (Unspecified)
Appendix O

Five Year Degree Profile
(Undergraduate and Graduate Combined)
# Five Year Degree Profile
## Agriculture and Life Sciences
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Prepared by Office of Institutional Studies and Planning
Texas A&M University

oisp.tamu.edu/cognos8

Jan 20, 2010
### Five Year Degree Profile

**Agriculture and Life Sciences**

**Degree Level: Baccalaureate**

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**Notes:**

- Prepared by Office of Institutional Studies and Planning
- Texas A&M University
- oisp.tamu.edu/cognos8
- Jun 20, 2010
Five Year Degree Profile
University Summary
Ethnicity: Black-Non-Hispanic

Sex, Ethnic Origin
- Female
- Male
- Black Non-Hispanic
- 5-Year Mean

Degree College
Agriculture and Life Sciences

Degree Level
Baccalaureate
Masters
Doctoral

First Generation Student
First Generation
Not First Generation
Unknown

Age Group
18 to 21
22 to 25
26 to 30
31 to 39

Honor at Graduation
Magna Cum Laude
Not Honors

Entry Type
Freshman
Graduate
Re-Admit
Transfer

Degree Semester
Fall
Spring
Summer

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## Five Year Degree Profile
### University Summary
#### Ethnicity: Hispanic

### Degree College
- Agriculture and Life Sciences
- [Degree Level](#)
- [First Generation Student](#)
- [Age Group](#)
- [Honors at Graduation](#)
- [Entry Type](#)
- [Degree Semester](#)

### Degree Level
- Bachelor's
- Masters
- Doctoral

### First Generation Student
- [First Generation](#)
- Not First Generation
- Unknown

### Age Group
- 18 to 21
- 22 to 25
- 26 to 30
- 31 to 39
- 40+

### Honors at Graduation
- Magna Cum Laude
- Cum Laude
- Not Honors

### Entry Type
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- Graduate
- Re-Admit
- Transfer

### Degree Semester
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- Spring
- Summer

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#### Ethnicity: International

![Graph showing degree profile over five years]

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#### Honors at Graduation

|------------|---------|---------|---------|---------|---------|

#### Entry Type

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#### Degree Semester

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<td>Fall</td>
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<td>Summer</td>
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# Five Year Degree Profile

**University Summary**

**Ethnicity: Unknown or Not Reported**

![Line graph showing degree count by academic year and sex/ethnic origin categories.](image)

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Prepared by Office of Institutional Studies and Planning
Texas A&M University

oisp.tamu.edu/cognos8

Jan 20, 2010
<table>
<thead>
<tr>
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<th>Overall Score</th>
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<th>Research</th>
<th>Service</th>
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<td>Actual grad rate</td>
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<td>88%</td>
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<td>84%</td>
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<tr>
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<td>90%</td>
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<td>95%</td>
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<td>78%</td>
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<tr>
<td>University of Texas, Austin*</td>
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<td>78%</td>
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<td>University of California, Davis*</td>
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<td>79%</td>
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<td>55</td>
<td>80%</td>
<td>81%</td>
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</table>
Appendix Q

The 18 Characteristics of Texas Public Doctoral Programs
### Texas A&M University  18 Characteristics of Texas Public Doctoral Programs

Programs included only if in existence 3 or more years. Program is defined at the 8-digit CIP code level.

<table>
<thead>
<tr>
<th>Department</th>
<th>Doctoral Degree Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural Leadership, Education, and Communications</td>
<td></td>
</tr>
</tbody>
</table>

**1. Number of Degrees Per Year**
- **Average, 2007-2009**
- **Rolling three-year average of the number of degrees awarded per academic year**
- **12**

**2. Graduation Rates**
- **Students Starting 1997-1999**
- **Rolling three-year average of the percent of first-year doctoral students who graduated within ten years. First-year doctoral students: Those students who have been coded as doctoral students by the institution and have either completed a master's program or at least 30 SCH towards a graduate degree.**
- **85.00%**

**3. Average Time to Degree**
- **Students Starting 1997-1999**
- **Rolling three-year average of the registered time to degree of first-year doctoral students within a ten year period. Registered time to degree: The number of semesters enrolled starting when a student first appears as a doctoral student until she completes a degree, excluding any time taken off during graduate study. The number of years is obtained by dividing the number semesters by three.**
- **3.88**

**4. Employment Profile**
- **(In field within one year of graduation). Percentage of the last three years of graduates employed in academia, post-doctorates, industry/professional, government, and those still seeking employment (in Texas and outside Texas).**
- **Employed in Academia**: 59.00%
- **Employed as Post-Doctorates**: 0.00%
- **Employed in Industry/Professional**: 25.00%
- **Employed in Government**: 16.00%
- **Still seeking employment**: 0.00%

**5. Admissions Criteria**
- **Description of admission factors**
- **Academic performance and potential (GPR, GRE, Transcripts), professional experience, statement of**

**6. Percentage Full-time Students (FTS) with Financial Support**
- **In the prior year, the percentage of FTS (≥ 18 SCH) with support/the number of FTS**
- **42.80%**

**7. Average Financial Support Provided**
- **For those receiving financial support, the average financial support provided per full-time graduate student (including tuition rebate) for the prior year, including research assistantships, teaching assistantships, fellowships, tuition, benefits, etc. that is "out-of-pocket"**
- **$  19,000.00**
<table>
<thead>
<tr>
<th><strong>Student-Core Faculty Ratio</strong></th>
<th>1.43</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rolling three-year average of full-time student equivalent (FTSE) / rolling three-year average of full-time faculty equivalent (FTFE) of core faculty. Core Faculty: Full-time tenured and tenure-track faculty who teach 50 percent or more in the doctoral program or other individuals integral to the doctoral program who can direct dissertation research.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Core Faculty Publications</strong></th>
<th>4.9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rolling three-year average of the number of discipline-related refereed papers/publications, juried creative/performance accomplishments, book chapters, notices of discoveries filed/patents issued, and books per year per core faculty member.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Core Faculty External Grants</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Rolling three-year average of the number of core faculty receiving external funds, average external grant $ per faculty, and total external grant $ per program per academic year. All external funds received from any source including research grants, training grants, gifts from foundations, etc.</td>
<td></td>
</tr>
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</table>

| **Average of the Number of Core Faculty receiving external funds** | 3 |
| Average External Grant $ per Faculty | $49,333.33 |
| Total External Grant $ | $148,000.00 |

<table>
<thead>
<tr>
<th><strong>Percentage Full-Time Students</strong></th>
<th>22.30%</th>
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<td>Rolling three-year average of the FTS (≥ 9 SCH)/number students enrolled (headcount) for last three fall semesters</td>
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<table>
<thead>
<tr>
<th><strong>Number of Core Faculty</strong></th>
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<tr>
<td>Number of core faculty in the prior year</td>
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<table>
<thead>
<tr>
<th><strong>Faculty Teaching Load</strong></th>
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<td>Total number of semester credit hours in organized teaching courses taught per academic year by core faculty divided by the number of core faculty in the prior year</td>
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<table>
<thead>
<tr>
<th><strong>Faculty Diversity</strong></th>
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</thead>
<tbody>
<tr>
<td>Core faculty by ethnicity (White, Black, Hispanic, Other) and gender, updated when changed</td>
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</table>

<table>
<thead>
<tr>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>9</td>
</tr>
<tr>
<td>Black</td>
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</tr>
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<td>Hispanic</td>
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<tr>
<td>Other</td>
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<table>
<thead>
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<th><strong>Student Diversity</strong></th>
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<tbody>
<tr>
<td>Enrollment headcount by ethnicity (White, Black, Hispanic, Other) and gender in program in the prior year</td>
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</table>

<table>
<thead>
<tr>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>20</td>
</tr>
<tr>
<td>Black</td>
<td>4</td>
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<td>Hispanic</td>
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<td>18</td>
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<tr>
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<td>-----------------------------------</td>
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<tr>
<td></td>
<td>Rolling three-year average of the number of discipline-related refereed papers/publications, juried creative/performance</td>
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NOTE: It is acceptable to add a “comments” field to explain any anomalies.
Appendix R

- History of Courses Taught with Enrollment
- Graduate Course Descriptions
- Five Year Graduate Course Rotation
<table>
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<th>Course Code</th>
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<td>AGCJ 203</td>
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<td>2</td>
<td>41</td>
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* College and Department are as defined in the Approved Course Inventory posted at [http://www.tamu.edu/oisp/course-reports/](http://www.tamu.edu/oisp/course-reports/)

Prepared by Office of Institutional Studies and Planning
Texas A&M University

oisp.tamu.edu/cognos8
Sep 21, 2009
### History of Courses Taught 2008-09

#### Agriculture and Life Sciences

**Department: ALEC**

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Prepared by Office of Institutional Studies and Planning
Texas A&M University

oisp.tamu.edu/cognos8
Sep 21, 2009
Graduate Course Descriptions (ALEC)

601. Advanced Methods in Agricultural Education. (3-0). Credit 3.
Learning theories; techniques and procedures to enhance the teaching-learning process; methods to evaluate learning.

602. Advanced Instructional Design in Agricultural Science. (3-0). Credit 3.
Designing instruction to meet learning outcomes, motivate students, and evaluate objectives; learning theories and their impact on the teaching and learning process; choosing appropriate teaching methods for specific content; evaluating the teaching-learning process for improvement within the context of secondary agricultural science classrooms. Prerequisites: Approval of instructor, graduate classification.

603. Experiential Learning. (3-0). Credit 3.
Theory and practice in facilitating learning from experiences in formal, informal, and non-formal settings; experiential learning in classroom/laboratory settings, guided inquiry, internships/externships, service learning, project-based learning, and outdoor/adventure learning. Prerequisite: Graduate classification.

604. Writing for Professional Publication. (3-0). Credit 3.
Course will provide students in Agricultural and Extension Education with the skills necessary to compose research manuscripts, conference papers, and journal articles. Prerequisites: Introductory research course and graduate classification.

Theory and practice in facilitating secondary agricultural science programs that include classroom instruction, supervised experience, and youth leadership development. Designed for students preparing to teach agricultural science in Texas public schools.

Theory and Practice of Leadership theory foundational to leadership education. Focus on analysis of leadership theories and models; synthesis of leadership theory as a philosophy; and application of leadership theories in various professional settings. Stacked with ALED 340.

607. Youth Leadership Programs. (3-0). Credit 3.
Methods and procedures of organizing and conducting youth leadership programs in school and non-school settings. Prerequisite: Professional experience or approval of department head.

608. Leadership of Volunteers. (3-0). Credit 3.
Models of volunteerism; reasons for volunteers; assessment and evaluation techniques; task descriptions; organizational relationships.

609. Learning Organizations. (3-0). Credit 3.
Theory of instruction to support education in social systems language and archetypes; systems thinking theory including mental models; mastery, team learning, concept models of human organizations. Prerequisites: ALED 340; Graduate classification.

610. Principles of Adult Education. (3-0). Credit 3.
Identification of basic principles motivating adults to learn. Procedures to implement these principles in bringing about changes in adult behavior. Prerequisite: Professional experience or approval of department head.
611. Advanced Methods in Distance Education. (3-0). Credit 3.
Course design theory for synchronous and asynchronous instructional methodology; teaching and training models for distance education.

612. Advanced Instructional Design for Online Learning. (3-0). Credit 3.
Emphasis on applying learning and teaching theory as the foundation for developing engaging online instruction; designed to pull together theory, concepts, and strategies for a broad understanding of the fundamentals of online learning from the conceptual stage to the development and delivery stages. Prerequisites: Majors only and graduate classification.

613. Techniques in eLearning Development and Delivery. (3-0). Credit 3.
The emphasis of the course is to provide the knowledge and skills necessary to develop and deliver effective online courses, training programs, and learning units. Specific topics to be covered include: management of eLearning projects, needs assessment and audience analysis, creation and editing of documents, images, audio, and video. Prerequisites: Majors only and graduate classification.

616. Facilitation of Leadership Programs. (3-0). Credit 3.
Investigate models to design leadership education programs; incorporate strategies to enhance the leadership education process; critically analyze leadership education research and group leadership education processes. Prerequisite: ALED 340 or ALEC 606.

615. Philosophy of Agricultural Education. (3-0). Credit 3.
Historical and philosophical developments in education that brought about education in agriculture; ideas of individuals that culminated in agricultural education institutions and organizations.

620. Instrumentation and Survey Research Methods. (3-0). Credit 3.
Principles, theories, techniques, and applications for developing survey questionnaires and conducting survey research in agriculture; developing questions; constructing instruments; implementing surveys; and reducing coverage and sampling errors.

Students explore the technical requirements necessary to correctly establish and administer online social science data collection instruments. Specific skills include writing *.asp code, database design and management, verification/permission sets, creating informational pop-ups, drop-down menus, and assorted graphics. Prerequisite: ALEC 690 or similar Theory of Research course.

622. Data Collection, Analysis, and Interpretation in Research in Agricultural Leadership, Education, and Communications. (3-0). Credit 3.
Principles and techniques of data collection, analysis, and interpretation in agricultural leadership, education, and communications; interpretation and implications of finds/results in relation to current research; data analysis performed using statistical package software; collection, analysis and interpretation to conform to published research in agricultural leadership, education, and communications. Prerequisite: Research methods and basic statistics courses.

Students team with faculty mentor to develop a proposal for external funding from a federal agency; principles discussed to produce competitive proposals; proposal steps adapted to fit interests of the students and faculty. Prerequisite: Instructor approval.
625. Program Evaluation and Organizational Accountability. (3-0). Credit 3.
Examines the philosophy, methods, and issues of accountability and evaluation necessary to meet expectations of institutional mandates. Special emphasis on analytical tools and performance measures. Prerequisite: Professional experience or approval of department head.

630. Guidance and Counseling for Rural Youth. (3-0). Credit 3.
Problems of youth with special attention given to rural youth; theories of vocational development reviewed and techniques and procedures developed to help youth make career choices.

640. Methods of Technological Change. (3-0). Credit 3.
Dynamics of cultural change as theoretical framework for planned technological change; methods of planning and implementing change, its effects and how it can be predicted.

641. The Transfer of Technology by Institutions. (3-0). Credit 3.
Role and organization of institutions for effective transfer of technology; institutional models, assignment of priorities, institutional linkages, communications, special program design, program strategies and program evaluation. Prerequisite: Professional experience or approval of department head.

644. The Agricultural Advisor in Developing Nations. (3-0). Credit 3.
Trends, conditions, critical incidents, techniques, roles and preparation affecting the success of persons desiring to provide technical assistance in projects of agricultural development by serving as agricultural advisors in developing nations, especially in cross-cultural settings. Prerequisite: Approval of instructor.

645. Initiating, Managing and Monitoring Projects of International Agricultural Development. (3-0). Credit 3. Origin of projects in agricultural development involving host governments; procedures in developing contracts with sponsors; duties and responsibilities of contract administrators, project leaders and the home institution; reporting systems, project reviews and evaluation procedures; procedures effective in managing projects. Prerequisite: ALEC 640 or approval of instructor.

646. Institutions Serving Agriculture in Developing Nations. (3-0). Credit 3.
Comparisons among programs and functions, strengths and weaknesses, organization, and relationships of institutions and agencies in public sectors serving agriculture in developing nations; includes those responsible for agricultural extension, agricultural research, agrarian reform, price stabilization, agricultural credit and agricultural cooperatives. Prerequisite: ALEC 641 or approval of instructor.

681. Seminar. Credit 1 each semester.
Group study and discussion of current developments in agricultural education; research and legislation as they affect programs in teacher education, agricultural science and related areas of education.

684. Professional Internship. Credit 1 to 6 each semester.
On-the-job supervised experience program conducted in the area of the student’s specialization. Prerequisites: Graduate classification.

685. Directed Studies. Credit 1 to 4 each semester.
Studies related to classroom, laboratory, supervised activities in agriculture, work experience, extension education and adult educational activities in agricultural programs.

689. Special Topics in... Credit 1 to 4.
Selected topics in an identified area of agricultural education. May be repeated for credit.
690. Theory of Agricultural Education Research. (3-0). Credit 3.
Theory and design of research problems in agricultural education; communication of research proposal and results of research; evaluation of current research of faculty and students; review of current research literature. May be taken three times for credit. Prerequisite: Approval of major advisor.

691. Research. Credit 1 or more each semester.
Initiation and completion of research for advanced degree. Prerequisite: Approval of department head.

692. Professional Study. Credit 1 or more each semester.
Approved professional study of project undertaken as the terminal requirement for degree of Doctor of Education; preparation of a record of study summarizing the rationale, procedure and results of the completed project. Prerequisite: Approval of major advisor.

693. Professional Study in Agricultural Leadership Education and Communications. (3-0). Credit 3.
Approved professional paper undertaken as the requirement for the Master of Agriculture. May be taken more than once, but not to exceed 3 hours of credit toward a degree. Prerequisite: Graduate classification.

695. Frontiers in Research. (3-0). Credit 3.
Basic concepts of quantitative and qualitative research; understanding the social science research process; using appropriate methods to address research problems; enabling students to effectively evaluate, consume, and communicate research findings.

696. Qualitative Research Methods. (3-0). Credit 3.
Overview of qualitative research in agricultural education including conducting a literature review, writing a working hypothesis, keeping methodological and reflexive journals, developing data gathering tools, performing data analysis, ensuring trustworthiness measures, and writing a research manuscript. Prerequisites: ALEC 690 or 695 and graduate classification.
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<td>(Moore)</td>
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1. Distance delivery as web-based
2. Delivery is web enhanced
3. For Joint Ed.D. program
4. Summer Mini-semester
5. Winter Mini-semester (Study Abroad)

Updated October 2009
Appendix S

Joint Doctor of Education Faculty Vitae
Cindy L. Akers  
Associate Professor, Member of the Graduate Faculty  
Department of Agricultural Education and Communications  
Texas Tech University

Office Address:  Box 42131 Lubbock, Texas 79409-2131  
Office Phone:  806-742-2816  
E-Mail:  cindy.akers@ttu.edu

Formal Education:  
   EdD  2000  Texas Tech University, Curriculum and Instruction with an emphasis in Agricultural Education  
   MS  1992  Texas Tech University, Agricultural Education  
   BS  1991  Texas Tech University, Agricultural Communications

Professional Experience:  
Texas Tech University Department of Agricultural Education   Fall 2008 to Present  
   Associate Professor and Director of Student Services  
   Associate Professor   September 2006 to Fall 2008  
   Assistant Professor   August 2000 to August 2006  
   Instructor   August 1997 to June 2000

Scholarly Activity:  
Extramural Funding:  
   Participant  $2,360,987 in funding.  Akers portion is $475,958

Key Publications:  


**Current Teaching:**

**Graduate Teaching**

AGED 5303 Advanced Computer Applications in Agricultural and Extension Education
AGED 7000 Research
AGED 8000 Doctoral Dissertation

**Graduate Advisement** - Graduate Student Committees

Degrees Completed: Chair – Co Chair: 26
Member: 49

Degrees in Progress: Chair or Co-chair: 9
Member: 4

**Professional Service/Engagement:**

Member, North American Colleges and Teachers of Agriculture 2009 - Present
Member, American Association for Agricultural Education (AAAE)
Member, Gamma Sigma Delta
Member, Association for Communication Excellence (ACE)

**Honor and Awards:**

Outstanding Advising Award, College of Agricultural Sciences and Natural Resources - 2009
Outstanding Teaching Award, College of Agricultural Sciences and Natural Resources - 2008
Western Agricultural Education Research Conference, 1st Place Research Presentation – 2008
Journal of Southern Agricultural Education Research Outstanding Article – 2008
Outstanding Young Member, Western Region American Association for Agricultural Education – 2006
Award of Excellence in Academic Programs, ACE – 2006
Best Research Article Published in the Journal of Applied Communications, ACE – 2005
National Association of College Teachers of Agriculture (NACTA), Teaching Award of Merit - 2005
American Distance Education Consortium, National Excellence in College and University Distance Education Award, Honorable Mention (Team) for the Roadmap to Effective Distance Education Instructional Design – 2005
Gold Award for Educational Project (Team), ACE - 2005
Outstanding Professional Skill Award (Team), ACE - 2005
Departmental Excellence in Teaching Award, Texas Tech University - 2005
President’s Excellence in Teaching Award, Texas Tech University - 2005
Hemphill-Wells New Professor of Excellence in Teaching Award, TTU Parents Association – 2005
Christopher T. Boleman  
Assistant Professor & Extension Specialist, Member of the Graduate Faculty  
Department of Agricultural Leadership, Education, and Communications  
Texas A&M University  

Office Address: 7607 Eastmark Dr., Suite 101, 2116 TAMU, College Station, TX 77843-2116  
Office Phone: 979-845-1211  
E-Mail: cboleman@ag.tamu.edu

Formal Education:  
- PhD 2003 Texas A&M University, Agricultural Education  
- MS 2000 Texas A&M University, Animal Science  
- BS 1996 Texas A&M University, Animal Science  

Professional Experience:  
Texas A&M University  Department of Agricultural Leadership, Education, and Communications  
Program Director for Texas 4-H & Youth Development  
Assistant Professor & Extension Specialist – 100% Extension, 2003 – 2008  
   Promotion on Sept 1, 2008: Associate Professor & Extension Specialist (75%) and Assistant Program Leader for Ag. & Natural Resources and Community Resource & Economic Development (25%) - effective June 1, 2008  
Extension Program Specialist - 100% Extension 2002 – 2003  
The Texas A&M University System  Texas AgriLife Extension Service  
   Graduate Assistant - Texas 4-H Youth Development Program  
Texas A&M University  Department of Animal Science  
   Assistant Lecturer, Judging Team Coach, Graduate Student 1998 – 2000  
Texas AgriLife Extension Service, Bell County, Belton, Texas  
   Assistant County Extension Agent 1997 – 1998  

Scholar Activity:  
Listed below is a list of presentations that have been planned, implemented, and delivered from the period of March 2002 to December 2007 on the topics identified above.
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<th>Program Type</th>
<th>Strategic Planning</th>
<th>Program Development and Evaluation</th>
<th>Volunteer Development</th>
<th>4-H, Youth, &amp; Leadership</th>
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¹As of December 31, 2007.

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<th>Program Development</th>
<th>Leadership</th>
<th>4-H and Youth</th>
<th>Volunteer</th>
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<td>TOTAL</td>
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<td>13</td>
<td>32</td>
<td>22</td>
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¹There were an additional nine publications that did not fit in any of these four categories

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<th>Accomplishments</th>
<th>TOTAL</th>
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<td>Contracts, Grants, and Donorship to Programs</td>
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<td>Research and Journal Publications (including abstracts, professional papers, and executive summaries)</td>
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<td>Popular Press Articles</td>
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¹As of December 31, 2007.
²Total of $966,050.

Teaching Activities:

Honors and Awards:
Vice Chancellor’s Award in Excellence. (2007). Award was for developing and implementing the Quality Counts Program. Co-recipient with K. Smith, K. Chilek, L. Kieth, and J. Sterle.
Superior Service Award Individual Specialist Category. (2007).
Barry L. Boyd  
Associate Professor & Associate Head  
Department of Agricultural Leadership, Education, and Communications  
Texas A&M University

Office Address: 130 Scoates Hall, 2116 TAMU, College Station, TX 77842-2116  
Office Phone: 979-862-3693  
E-Mail: b-boyd@tamu.edu

Formal Education:
- PhD 1991 Texas A&M University, Agricultural Education  
- MS 1983 Texas A&M University, Agricultural Education  
- BS 1982 Texas A&M University, Animal Science

Professional Experience:
Texas A&M University  
- Associate Professor and Associate Head  
  Department of Agricultural Leadership, Education, and Communications  
  2005 – Present
- Assistant Professor  
  Department of Agricultural Education  
  1999 – 2005

Scholarly Activity:
Summary:  
Published 28 peer-reviewed articles in seven journals; two additional articles are under review.  
Presented 28 research/practice papers at national and regional conferences. Each paper is published in the corresponding conference proceedings.

Extramural Funding:  
Principal Investigator, 2004-2007, USDA Challenge Grant, $68,000  
Developing Volunteer Administration Skills: A Competency-Based Approach, The purpose is to develop online learning modules for Extension professionals and other volunteer administrators.

Key Publications:


**Current Teaching:**
ALED 340 – Professional Leadership Development  
ALED 301 – Topics in Agricultural Leadership & Education  
ALED 344 – Leadership of Volunteers  
ALEC 607 – Youth Leadership Programs  
ALEC 608 – Leadership of Volunteers

**Professional Service/Engagement:**
*Association of Leadership Educators (ALE), 1999-present.*  
• Interim-Co-Editor of the *Journal of Leadership Education*, Winter 2009-Spring 2010 issues.  
• Past-President & Nominating Committee Chair of ALE, 2008-2009; President, 2007-2008; Vice-President, 2006-2007; 2007 Annual Conference Coordinator; Secretary, 2004-2006.  
• *Journal of Leadership Education*, Editorial Board, 2003-present

*American Association of Agricultural Educators, 1999- present.*  
• AAAE Research Committee, Elected Chair, 2007  
• AAAE Research Committee, Elected Vice-Chair, 2006  
• *Journal of Agricultural Education* Editorial Board, 2004-2006.

*Journal of Extension* – Peer Reviewer, 2003-2009

**Honor and Awards:**
2006 Distinguished Leadership & Service Award, Association of Leadership Educators, Awarded at Annual ALE Leadership Conference, Big Sky, MT.  
2004 Montague – Center for Teaching Excellence Scholar, College of Agriculture and Life Sciences  
2004 Southern Region American Association of Agricultural Education Outstanding Young Agricultural Educator Award
Michael Todd Brashears
Assistant Professor, Member of the Graduate Faculty
Department of Agricultural Education and Communications
Texas Tech University

Office Address: Box 42131, Lubbock, TX  79409-2131
Office Phone: 806-742-2816
E-Mail: todd.brashears@ttu.edu

Formal Education:
- EdD 2004  Texas Tech University, Agricultural Education
- MS 1997  Oklahoma State University, Agricultural Education
- BS 1992  Texas Tech University, Agricultural Economics

Professional Experience:
- Texas Tech University
  - Assistant Professor
  - Department of Agricultural Education and Communications 2004-present
  - Teaching Assistant 2001-2003
- Norris High School, Nebraska
  - Agri-Science Instructor 1998-2001
- Lewiston High School, Nebraska
  - Agri-Science Instructor 1997-1998

Scholarly Activity:
Key Publications:


**Honors and Awards:**
- CASNR Outstanding Jr. Faculty Award, 2008
- Texas Tech Alumni Association New Faculty Award, 2007.
- Collegiate FFA Teacher of the Semester, Spring, 2006.
- Outstanding University Teaching Department, Texas Tech University, 2005.
- Gamma Sigma Delta, Outstanding Graduate Student, Department of Agricultural Education and Communications, 2004.
- Outstanding Graduate Student, Department of Agricultural Education and Communications, Texas Tech University, 2003.
- Agri-Science Teacher of the Year, Nebraska FFA Organization, 2000.
Gary E. Briers  
Professor, Member of the Graduate Faculty  
Department of Agricultural Leadership, Education, and Communications  
Texas A&M University

Office Address: 105A Scoates Hall, 2116 TAMU, College Station, TX 77843-2116  
Office Phone: 979-862-3000  
E-Mail: g-briers@tamu.edu

Formal Education:  
PhD 1978 Iowa State University, Agricultural Education  
MEd 1974 Texas A&M University, Agricultural Education  
BS 1971 Texas A&M University, Agricultural Education

Professional Experience:  
Texas A&M University  
Professor Department of Agricultural Leadership, Education, and Communications 2005-current  
Professor and Associate Head for Academic and Research Programs Department of Agricultural Education 1993-2005  
Professor and Interim Head Department of Agricultural Education 1991-1993  
Associate Professor and Coordinator of Teacher Education Program Department of Agricultural Education 1980-1991  
Iowa State University  
Assistant Professor Department of Agricultural Education and of Secondary Education 1978-1980  
Instructor of Agricultural Education Department of Agricultural Education and of Secondary Education 1975-1978  
Sweeny Independent School District, Sweeny, Texas  
Teacher of Vocational Agriculture 1972-1975

Scholarly Activity:  
Extramural Funding:  

USDA-FAS, CADI Award, 2006-2007, $760,000, Professional Development and Curriculum Revitalization of the Armenian State Agrarian University
Key Publications:


Current Teaching:
ALEC 622: Data Collection, Analysis, and Interpretation in Research in Agricultural Leadership, Education, and Communications. (spring semesters)
ALEC 690: Theory of Research in Agricultural Education. (fall semesters)
AGSC 384: Clinical Experience in Teaching Agricultural Science. (fall and spring semesters)
AGSC 436: Professional Teaching Internship in Agricultural Science.

Professional Service/Engagement:
Extension and Livestock Specialist, Norman E. Borlaug Institute for International Agriculture Iraqi Agricultural Advisory Team (“Team Borlaug”) member, Iraq, 2008.

Supervisor of Student Teachers and Professional Interns—4-8 students annually in 2-6 Texas public schools.

Honor and Awards:
Fellow, American Association for Agricultural Education (AAAE), 2006
Russell Guin Outstanding Agricultural Educator Award, AAAE, 2006
Senior Fellow, AAAE, 2009
Scott Burris  
Assistant Professor, Member of the Graduate Faculty  
Department of Agricultural Education and Communications  
Texas Tech University

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Office Phone: 806-742-2816
E-mail: Scott.burris@ttu.edu

Formal Education:
- PhD 2005 University of Missouri, Agricultural Education
- MS 2003 University of Missouri, Agricultural Education
- BS 1992 Texas Tech University, Interdisciplinary Agriculture

Professional Experience
- Texas Tech University Department of Agricultural Education and Communications  
  Assistant Professor August 2005-present
- University of Missouri Department of Agricultural Education  
  Graduate Teaching/Research Assistant August 2002-present
- Idalou Independent School District, Idalou, Texas  
  Agriculture Science Teacher July 1995-July 2002
- Lazbuddie Independent School District, Lazbuddie, Texas  
  Agriculture Science Teacher July 1995-July 2002

Key Publications


*Awarded Outstanding Paper and Presentation*

**Professional and Academic Association**

- Association of Leadership Educators 2005-P
- North American College Teachers of Agriculture (NACTA) 2005-P
- Gamma Sigma Delta (Honor Society of Agriculture) 2004-P
- American Association for Agricultural Education (AAAE) 2002–P
- Vocational Agriculture Teachers Association of Texas (VATAT) 1992-02

**Honors and Awards**

- Teaching Academy Member, Texas Tech University, November 2009.
- Outstanding Jr. Faculty Member, College of Agricultural Sciences and Natural Resources, Texas Tech University, September 2009.
- First Runner-up Outstanding Research Presentation, American Association for Agricultural Education Conference, Reno, NV, 2008
- Outstanding Research Paper Presentation Award, AAAE Western Region Research Conference, Park City, UT, 2008.
- Outstanding Faculty Member of the Semester, College of Agricultural Sciences and Natural Resources, Fall 2006
- Alan A. Kahler Outstanding Dissertation Award, American Association for Agricultural Education, 2006.
- Donald K. Anderson Graduate Teaching Award, University of Missouri, 2004
Scott Cummings  
Associate Professor, Program Leader & Associate Head,  
Member of the Graduate Faculty  
Department of Agricultural Leadership, Education, and Communications  
Texas A&M University

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Office Phone: 979-847-9388  
E-Mail: s-cummings@tamu.edu

Formal Education:  
Dr.PH 1995 The University of Texas School of Public Health  
MPH 1989 The University of Texas School of Public Health  
BS 1985 Texas A&M University, Health Education  

Professional Experience:  
Texas A&M University Department of Agricultural Leadership, Education, and Communications, Texas AgriLife Extension Service  
Associate Department Head; Associate Professor & Program Leader  
Assistant Professor & Extension Specialist, Interim Program Leader

Texas A&M University Department of Agricultural Leadership, Education, and Communications, Texas AgriLife Extension Service  
Assistant Professor & Extension Specialist, Interim Program Leader  

U.T. M.D. Anderson Cancer Center, Houston, Texas  
Research Associate/Project Director  
Cancer Prevention Project Specialist/Project Director  
Evaluation Coordinator/Assistant Epidemiologist  
U.T. School of Public Health, Center for Health Promotion, Research and Development

Scholarly Activity:  
Summary:  
Research focused on program development and evaluation, including an emphasis on behavioral change.

Extramural Funding:  
Evaluation of Disaster Case Management for Hurricane Ike, Texas Health and Human Services Commission, June 2009 – July 2010, $908,000.
Key Publications:


Current Teaching:
Program Planning and Program Development, Summer 2010 (graduate level)

Professional Service/Engagement:

2009 National Program and Staff Development Virtual Conference Chair

2005 to Present Measuring Excellence in Extension National Work Group

2004 to Present Southern Region Economic Impact Working Group

2004 to 2005 Southern Region Program Development Conference Work Group, Co-Chair

2004 Southern Region Program Development Conference Work Group, Co-Chair

2004 Southern Rural Development Center Evaluation Task Force

2002 to Present Southern Region Extension Program Leaders, Program and Staff Development Committee Chair, 2005-2006

Vice-Chair, 2004-2005

Secretary, 2003-2004

Member, 2002 - Present

Honors and Awards:

• Governor’s Executive Development Program, 2008.


• Certificate of Completion for the Governor’s Center for Leadership Development, Senior Management Program, 2003.

• Award of Recognition for work on and service to the Texas Cooperative Extension Evaluation Committee, 2002.

• Team Award for Superior Service, 4-H Research and Evaluation Team, August, 2001.

• Award of Recognition for work on and service to the 1999 State Extension Conference, 1999.
David L. Doerfert
Professor, Member of the Graduate Faculty
Department of Agricultural Education and Communications
Texas Tech University

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Formal Education:
- PhD 1989 The Ohio State University, Agricultural Education
- MS 1989 The Ohio State University, Agricultural Education
- BS 1982 University of Wisconsin-River Falls, Agricultural Education

Professional Experience:
- Texas Tech University Department of Agricultural Education Professor September 1, 2009 to present
  and Communications
  - Associate Professor Agricultural Communications July 2002 to August 2009
- FFA New Horizons Education Division and Publisher, National magazine FFA Organization, Indianapolis, IN 46268 February 1998 to June 2002
- National FFA Foundation, Madison, WI 53744 Regional Director, Nonprofit Development January 1996 to February 1998
- Iowa State University Dept. of Agricultural Education & Studies Assistant Professor, Agricultural Education & Professor-in-Charge of Agriculture Distance Education Programs August 1993 - December 1995
- Wisconsin Department of Public Instruction Madison, WI Education Consultant - Agriculture December 1990 – August 1993
- Texas Tech University Department of Agricultural Education Assistant Professor and Communications August 1989 - December 1990
- The Ohio State University Department of Agricultural Education Graduate Associate August 1986 - August 1989

Scholarly Activity:
Summary:
I have chaired or co-chaired 19 graduate committees and served as a committee member for 40 additional graduate students. I have authored or co-authored 13 refereed journal articles, 85 refereed research conference manuscripts, 25 refereed research posters as well as several other non-refereed creative and research works. Research program has focused on two interwoven areas: (a) Knowledge Management — variables that influence the use of information to solve
problems and make decisions; and (b) Science Communication — communicating the complexities of agriculture to industry stakeholders and the public.

**Extramural Funding:**
Have been involved with grant projects that secured $7,302,655 of external funding since July 2002. Of that, personal share has been $886,115.47 with current involvement in $252,181.49 of research projects.

**Key Publications:**

**Current Teaching:**
ACOM 4310 Development of Agricultural Publications (Fall & Spring terms)
ACOM 5302 Knowledge Management in Agriculture and Natural Resources (new course in 2009, Spring)
ACOM 5304 Risk & Crisis Communications in Agriculture and Natural Resources (Fall term)
AGED 5305 Program Development in Agricultural and Extension Education (Summer term)

**Professional Service/Engagement:**
Chair, Committee to Develop the AAAE National Research Agenda (2nd edition; due out 2011)
Chair, AAAE National Scholarly Activities Task Force, 2008-present
Chair, AAAE Research Committee, 2008-present
Reviewer, *Journal of Applied Communications* and *Journal of Agricultural Education*

**Honor and Awards:**
Distinguished Research Award, Association for Communication Excellence in Agriculture, Natural Resources, and Life and Human Sciences Annual Meeting, 2006 and 2009
*Journal of Applied Communications* Professional Development Article of the Year Award. Awarded by the Association for Communication Excellence in Agriculture, Natural Resources, and Life and Human Sciences (ACE) at the 2009 Annual Meeting. Co-authored with J. Evans, D. Cartmell, & T. Irani.
2008 1st Place Research Poster Award, American Association for Agricultural Education Annual Meeting
CASNR Master Teacher Award, Texas Tech University, 2008
2007 Distinguished Research Award, Western Region American Association for Agricultural Education
Kim E. Dooley  
Professor, Member of the Graduate Faculty  
Department of Agricultural Leadership, Education, and Communications  
Texas A&M University

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E-Mail: k-dooley@tamu.edu

Formal Education:  
PhD 1995  Texas A&M University, Educational Human Resource Development  
MEd 1987  Texas A&M University, Educational Curriculum and Instruction  
BS 1984  Texas A&M University, Educational Curriculum and Instruction

Professional Experience:  
Texas A&M University, Department of Agricultural Leadership, Education and Communications  
Professor  September 2007-present  
Associate Department Head for Graduate Programs and Research  June 2005-August 2008  
Associate Professor  September 2003-present  
Assistant Professor  September 1997-September 2003

Texas A&M University, College of Agriculture and Life Sciences  
Distance Education Coordinator  March 1996-October 1997

The Texas A&M University System, The Agriculture Program  
Extension Associate  October 1995 – March 1996

The Texas A&M University System, Texas Agricultural Extension Service  
Research Assistant  May 1995 – August 1995

Scholarly Activity:  
Summary:  
Publications include 50 refereed journal articles and a book titled *Advanced Methods in Distance Education: Applications and Practices for Educators, Administrators, and Learners*. Managing editor of the *Journal of International Agricultural and Extension Education* and regional representative for the *Journal of Agricultural Education* Editorial Board.

Extramural Funding (in 2009):  
Key Publications (selected over last 3 years):

Current Teaching:
ALEC 611 (600/700)-Advanced Methods in Distance Education
ALEC 696 (600/700)-Qualitative Research in AGED
ALEC 696 (600)-Qualitative Research in AGED
ALEC 695 (700/701/721)

Professional Service/Engagement (sample):
Closing Speaker for Freshman Advancing Leadership Conference (MSC Aggie Leaders of Tomorrow), *Navigating the Road to Leadership (Even Through Construction)*, October 2009
Employee Services Training, Instructional Planning for eLearning, September, 2008
Agriculture Peer Review Committee (College-level Tenure and Promotion), 2007-2009
Peer Review Team for Department of Greek Life, 2009
Council of Principal Investigators-elected as COALS representative, 2009-present
Provost Academic Master Plan Steering Committee, 2008-2009

Honor and Awards (last 5 years):
2008 Distinguished Research Award, AAAE Southern Region
2008 Outstanding International Agricultural Education Award (Western Region)
2005 United States Department of Agriculture’s Food and Agriculture Sciences Excellence in Teaching Award (Southern Region)
2005 Outstanding Professional Skill Award – Distance Education and Instructional Design presented by Association for Communication Excellence
2005 Critique & Awards Program – Gold Award for Educational Project from the Association for Communication Excellence
2005 ADEC Excellence in College and University Distance Education Awards – Roadmap to Effective Distance Education Instructional Design
Chanda D. Elbert
Associate Professor, Member of the Graduate Faculty
Department of Agricultural Leadership, Education, and Communications
Texas A&M University

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E-Mail: celbert@tamu.edu

Formal Education:
- PhD 2000 The Pennsylvania State University, Agricultural and Extension Education
- MS 1996 University of Nebraska, Agricultural Education
- BS 1995 Southern University Agriculture and Mechanical College, Agricultural Business Management

Professional Experience:
- Texas A&M University Department of Agricultural Leadership, Education, Dec. 2000 - present
  Associate Professor and Communications
  Graduate Faculty Member –Texas Tech

  Graduate Teaching Assistant/Research Assistant

- United States Department of Agriculture (USDA) January 1997-December 1997
  Centralized Servicing Center, St. Louis, MO
  Workflow Coordinator for Risk Management Division

- United States Department of Agriculture (USDA) May 1996-January 1997
  Rural Development, formerly (FmHA), Omaha, NE
  Community Development Specialist

Scholarly Activity:
Extramural Funding:

- Co-Principal Investigator (Funded 2009) The National Science Foundation Successfully Navigating Your Career-Advancing Women Faculty in Engineering and Technology at HBCU’s. (850,000). Other PI’s Felecia Nave and Karen Butler-Purry.

Key Publications:


Boyd, B., Rosser, M., Moore L. & Elbert, C. (under review) Developing an international leadership program to meet the needs of a global community. *Journal of Leadership Education.*


Current Teaching:

- Developed and currently teach graduate Program Evaluation and Accountability course for graduate and undergraduates
- Developed and currently teach Women’s Leadership Course-graduate and undergraduate
- Developed and currently teach Multicultural Leadership Course-undergraduate sophomores in conjunction with the Department of Multicultural Services at Texas A&M
- Developing Cross Culturally Leadership Course-graduate

International Experiences with Students

Instructor Travel Abroad Experiences with students from Texas A&M University

Professional Service/Engagement:

- American Association of Agricultural Educators (AAAE)
- Association of Leadership Educators (ALE)
- The National Society for Minorities in Agricultural, Natural Resources and Related Sciences (MANRRS)

- I was nominated and selected to conduct a national speaking contest from all chapters involved with the MANRRS organization. My responsibilities included selecting judges, sending out manuscripts for evaluations, and oversee ratings of students during the speaking contest, announcements and introduction of student winner(s).

Namesake (Mentor), Aggie Access 2005, 2006
- A University program that offers an interdisciplinary learning experience for new freshmen at the university to assist them a great academic start. Various programs are provided to students throughout the academic year working with peer advisors and faculty mentors.

Co-Advisor, for Texas A&M University Chapter of Minorities in Agriculture, Natural Resources and Related Sciences (MANRRS) 2005, 2006, 2007
- A university and national student organization to meet the needs of underrepresented populations within the field of agricultural and life sciences.

Honor and Awards:

2008 Texas A&M Agrilife Conference -Vice Chancellor’s Awards in Excellence in Diversity (2007)
Jack Elliot  
Professor & Department Head, Member of the Graduate Faculty  
Department of Agricultural Leadership, Education, and Communications  
Texas A&M University  

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E-Mail: jelliot@aged.tamu.edu

Formal Education:  
PhD 1988 The Ohio State University, Agricultural Education  
MA 1978 Washington State University, Agricultural Economics  
B.S. 1975 Washington State University, Agricultural Education

Professional Experience:  
Texas A&M University  
Professor and Head Department of Agricultural Leadership, Education, and Communications Professor and Head 2008-Present  
The University of Arizona  
Professor & Head Department of Agricultural Education, Arid Lands Resource Sciences (Interdisciplinary Doctoral Degree Program) 2002-2008  
Assistant Dean & Faculty Associate College of Agriculture and Life Sciences Office of Academic Programs 2000-2005  
The University of Arizona  
Associate Professor Department of Agricultural Education, Arid Lands Resource Sciences (Interdisciplinary Doctoral Degree Program) 1996-2002  
The University of Arizona  
Assistant Professor Department of Agricultural Education 1992-1996  
Michigan State University  
Assistant Professor Department of Agricultural and Extension Education (AEE) 1988-1992  
Adjunct Assistant Professor Department of Fisheries and Wildlife

Extramural Grants:  
2000/04 100% PI: Rural Rehabilitation, “Agricultural Education Enhancement for 2001/02,” $25,000.00 funded; (01-02).  
2001 100% PI: SMARTer Kids Foundation, “Smart Board Grant,” $5,000 funded; (01).  
2000/01 40% PI: Arizona Department of Education, "Professional Development for Vocational Technological Education," 01FVE-SL18-PT4.2: $100,000 funded; (00-01).  
2000/01 100% PI: Arizona Department of Education, "Research in Career and Technological Education," 01FVE-SL18-PT4.2: $48,000 funded; (00-01).
2000/03  100% PI: United States Department of Agriculture, “MOA Universities of Namibia and Arizona,” $73,000 funded; (00-01).
2000/04  100% PI: Rural Rehabilitation, “Agricultural Education Enhancement for 2000/01,” $20,000.00 funded; (00-01).
1999/00  50% PI: Arizona Department of Education, "Professional Development for Vocational Technological Education," 00FVE-SL18-PT4.2: $125,000 funded; (99-00).
1999/00  10% PI: National Science Foundation, “Globe Soil Moisture Investigation,” $164,956 funded; (99-00).
1999/00  100% PI: Distributed Learning Team for the College of Agriculture, “Connecting with our Audience,” $2,568 funded; (99/00).

Key Publications:

Honors and Awards:
2008  Meritorious Service, Association for Career and Technical Education Research
2006  Outstanding Research Presentation, National Research Meeting, American Association for Agricultural Education
2006  Outstanding Research Presentation, Western Region Research Meeting, American Association for Agricultural Education
2006  Outstanding Symposia, Association for Career and Technical Education Research
2003  Outstanding Service Award, Association for International Agricultural and Extension Education
2002  Outstanding Research Presentation, Western Region Research Meeting, American Association for Agricultural Education
2002  Excellence in Teaching Regional Award, United States Department of Agriculture
Steven Fraze  
Department Chair/Garrison Professor, Member of the Graduate Faculty  
Department of Agricultural Education and Communications  
Texas Tech University

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Office Phone:  806-742-2816  
E-Mail:  steven.fraze@ttu.edu

Formal Education:
- PhD  1986  Texas A&M University, Texas A&M University  
- MEd  1978  Texas Tech University, Agricultural Education  
- 1976  Teacher Certification, Agricultural Education, Texas Tech University  
- BS  1975  Lubbock Christian College, Animal Science

Professional Experience:
- Texas Tech University  
  Department of Agricultural Education and Communications  
  Sept 1, 2008-Present
  - Interim Department Chair  
    May 1-August 31, 2008
- Director Agricultural College of Agricultural Sciences and Natural Resources  
  2007-Sept 2008
- Professor  
  Department of Agricultural Education and Communications  
  2004-Present
  - Associate Professor  
    1996-2004
  - Assistant Professor  
    1988-1996
  - Assistant Professor & Curriculum Specialist  
    1987-1988
  - Visiting Lecturer  
    1986-1987
  - Visiting Instructor  
    1985-1986
  - Graduate Fellow  
    1984-1985
  - Graduate Assistant  
    1983-1984

Scholarly Activity:
- PI or Co-PI of Projects/proposals funded totaling $1,587,053.00
- 12 Refereed Journal Articles
- 72 Refereed Proceedings Articles
- 12 Research Critiques
- 16 Invited Articles/Publications
Teaching /Advisement:
- Served or serving as Chair/Co-Chair of 12 doctoral students completing a dissertation
- Served or serving on Dissertation Committees of 11 more doctoral students
- Chaired the thesis committee of 16 graduate students completing a Master’s degree
- Served on the thesis committees of an additional 21 graduate students completing a Master’s degree
- Chaired sixty-three non-thesis graduate students completing a Master’s degree.
- Served on 69 non-thesis graduate students completing a Master’s degree

Professional Service/Engagement:
- AAAE National Agricultural Education Research Conference Co-Chair (2009)
- AAAE Western Region President (2011-2013)
- AAAE Western Region President-Elect (2009-2011)
- AAAE Western Region Secretary (2007-2009)
- AAAE Western Region: National Research Committee (2007-2009)
- AAAE Western Region: Consultant to National FFA Board of Directors (2004-2006)
- National FFA Foundation Board of Directors (2005-2006)
- AAAE Western Region: Program Improvement Committee (2003-2005)
- Texas Tech University, University Tenure Hearing Committee (2001-2003)

Honors and Awards:
- 2nd Runner-up Outstanding Poster Presentation, 2009 AAAE Western Region Research Conference, Lake Tahoe, Nevada
- Outstanding Professor of the Semester - College of Agricultural Sciences and Natural Resources, Texas Tech University, Fall 2008
- Outstanding Service/Outreach Award, 2008, College of Agricultural Sciences and Natural Resources, Texas Tech University
- 1st Runner-up Outstanding Paper Presentation Award, 2008 National Agricultural Education Research Conference, Reno, Nevada
- 2008 Journal of Southern Agricultural Education Research Outstanding Paper, Southern Region conference of the American Association for Agricultural Education, Dallas, Texas
- Honorable Mention Outstanding Research Presentation Award, 2007, Association for Career and Technical Education Research Conference, Las Vegas, Nevada
- College of Agricultural Sciences and Natural Resources nominee for Chancellor’s Distinguished Teaching Award (2007)
- Outstanding Teaching Award, 2007, College of Agricultural Sciences and Natural Resources, Texas Tech University
- Distinguished Service Award, 2006, Western Region American Association for Agricultural Education
- 2nd Runner-up Outstanding Research Poster, 2006 Western Region Agricultural Education Research Conference, Boise, Idaho
- Service to Agriculture Award, 2005, Gamma Sigma Delta, Texas Tech University
- Outstanding Research Paper & Presentation, 2005, Southern Association Agricultural Scientists, Agricultural Communications section, Little Rock, Arkansas
- Outstanding Research Paper Presentation Award, 2004 National Agricultural Education Research Conference, St. Louis, Missouri
Erica Irlbeck
Assistant Professor, Member of the Graduate Faculty
Department of Agricultural Education and Communications
Texas Tech University

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E-Mail: Erica.irlbeck@ttu.edu

Formal Education:
- EdD 2009 Texas Tech University, Agricultural Education
- MS 2007 Texas Tech University, Agricultural Communications
- BS 1998 Oklahoma State University, Agricultural Communications

Professional Experience:
- Texas Tech University Department of Agricultural Education 2006–2009
  Instructor and Communications
- KLBK-TV (CBS), Lubbock, TX 2004-2006
  Advertising Account Executive
- High Plains Underground Water Conservation District No. 1, Lubbock, TX 2002-2004
  Information/Education Specialist
- AgDay Television, South Bend, IN 2000-2002
  National Reporter
- Clear Channel Ag Radio Networks, Little Rock, AR March-September 2000
  Regional Reporter
- KLBK-TV (CBS)/KAMC-TV (ABC), Lubbock, TX 1998-March 2000
  Agricultural Reporter/General Assignments Reporter/Back-up Anchor
  Agricultural Reporter/Anchor/Producer

Scholarly Activity:
Summary:
Conduct research pertaining to agricultural communications, specifically agriculture in television news. Other interest areas include agricultural communications curriculum development.
Extramural Funding:

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<th>Proposal Title</th>
<th>Submitted to</th>
<th>Amount</th>
<th>Percent</th>
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<td>2009</td>
<td>Texas Tech University and United Sorghum Checkoff Program Research Web Database</td>
<td>United Sorghum Checkoff Program</td>
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<td>2009</td>
<td>Harvesting the Power of Farm Broadcasting curriculum</td>
<td>National Association of Farm Broadcasting Foundation</td>
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<td>2009</td>
<td>Carbon Cycling for Sustainable Agroecosystems in the Texas High Plains</td>
<td>USDA AFRI</td>
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Key Publications:

Current Teaching:
ACOM 3301—Video Production in Agriculture
ACOM 4000—Internship in Agricultural Communications
ACOM 4001—Agricultural Products & Promotions
ACOM 7100—Graduate Seminar

Professional Service/Engagement:
ACE Academic Programs Special Interest Group Vice-Chair Elect
Agricultural Communicators of Tomorrow (Co-adviser)
National FFA Association—Agricultural Communications Career Development Event advisory committee member
Texas FFA Association Career Development Events Agricultural Communications contest superintendent

Honors and Awards:
Texas Tech University, College of Agricultural Sciences and Natural Resources Instructor Award
Outstanding Doctoral Student, Department of Agricultural Education and Communications, Texas Tech University
Alvin Larke, Jr.
Professor, Member of the Graduate Faculty
Department of Agricultural Leadership, Education, and Communications
Texas A&M University

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E-Mail: a-larke@tamu.edu

Formal Education:
- PhD 1982 University of Missouri-Columbia, Houston Graduate School of Theology
- MEd 1974 SC State College, Special Education
- BS 1968 SC State College, Agricultural Education

Professional Experience:
- Texas A&M University
  Professor Department of Agricultural Leadership, Education, and Communications September 1996-Present
  - Associate Professor and Coordinator of Student Teaching September 1, 1990-August 31, 1996
  - Assistant Professor and Coordinator of Agricultural Development Program July 16, 1984-August 31, 1982
- University Missouri-Columbia
  - Assistant Professor and Assistant Dean of Resident Instructor September 1, 1982-July 13, 1984
  - Graduate Assistant, Dean of Resident Instruction July 21, 1980-August 31, 1982
- Calhoun County Public Schools, St. Matthews, SC
  Vocational Agriculture Teacher July 1, 1968-June 30, 1980

Scholarly Activity:
Summary:

Key Publications:
Journals

Research Papers

**Posters**


**Current Teaching:**

AGSC 301, The Introduction to Teaching Agriculture Science (27)
ALED, Cultural Pluralism in Agriculture (53)
ALEC, Guidance and Counseling for Rural Youth (17)

**Professional Service/Engagement:**

Pi Alpha Lambda, Alpha Phi Alpha Fraternity, Inc. 1986-present
Prison Ministry, Sandy Point Unit, 2007-present
Collaborative Effort in Teaching, Prairie View A&M University, 2008-present
Search Committee, Vice President for Undergraduate Studies, presently
Chair, Institutional Review Board (IRB), September 1, 2001-August 31, 2008
Director of the Century Scholars Program (50% time), September 1, 2001-August 31, 2002
Special Assistant to the Executive Vice President and Provost, August 1, 1998-August 31, 2001
Director of Ag Jumpstart, COALS, January 1991-August 31, 1994
American Council on Education Fellow, Baylor University, August 1, 1997-July 31, 1998

**Honors and Awards:**

2008 Black Former Student Network Legacy Award, Texas A&M University
David E. Lawver  
Professor, Member of the Graduate Faculty  
Department of Agricultural Education and Communications  
Texas Tech University

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E-Mail:  david.lawver@ttu.edu

Formal Education:
- EdD  1988  Mississippi State University, Agricultural and Extension Education  
- MEd  1983  University Of Missouri, Practical Arts and Vocational-Technical Education  
- BS  1977  University Of Missouri, Agricultural Education

Professional Experience:
- Texas Tech University  
  Department of Agricultural Education and Communications  
  Professor  
  1989-present
- Texas A&M University  
  Graduate Faculty  
  Extension Specialist  
  2008-present
- Egerton University  
  Agricultural Education and Extension, Njoro, Kenya, Fulbright Scholar  
  2009
- Texas A&I University  
  Department of Agricultural Education  
  Assistant Professor  
  1988-1989

Scholarly Activity:
Summary:  4 career books, 108 career refereed publications

Extramural Funding:  (most recent)
- Fulbright Scholarship. Lecture and Research Appointment at Egerton University, Njoro, Kenya. CIES - $28,880 (100%). August 2009 to December 2009.
- Faculty Appointment with Texas AgriLife Extension Service. Texas AgriLife Extension - $25,070 (100%). September 2008 to August 2009.
- Faculty Appointment with Texas AgriLife Extension Service. Texas AgriLife Extension - $25,070 (100%). September 2008 to August 2009.

Key Publications:
Refereed Journals:


**Refereed Proceedings:**


**Current Teaching:**

AGED 5311 -- Human Dimensions of International Agricultural Education
AGED 5309 -- Evaluation of Programs in Vocational, Technical, and Extension Education
AGED 5308 -- Advanced Methods in Agricultural Education
AGED 5305 -- Program Development in Agricultural and Extension Education
AGED 5001 -- Contemporary Issues: Distance Education,
AGED 4304 -- Teaching Agricultural Science in Secondary Schools
AGSM 4302 -- Agricultural Buildings and Environmental Control

**Professional Service/Engagement: (most recent)**

Association for International Agricultural and Extension Education, President Elect, (will serve as President-Elect 2009-2010, President 2010-2011, and Past President 2011-2012).


**Honor and Awards: (most recent)**


James Lindner  
Professor, Member of the Graduate Faculty  
Department of Agricultural Leadership, Education, and Communications  
Texas A&M University

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E-Mail: j-lindner@tamu.edu

Formal Education:
- PhD 2000  The Ohio State University, Agricultural Education, Emphasis: Extension Education  
  Minor emphasis: Research and Human Resource Management  
- MBA 1992  Auburn University, Business Administration  
- BS 1988  Auburn University, Business Administration, Marketing

Professional Experience:
- Texas A&M University Department of Agriculture Leadership, Education and Communications  
  Professor 2007 – Present  
  Associate Professor 2004 – 2007  
  Assistant Professor 2000 – 2004  
- Ohio State University Distance Learning Center  
  Senior Research Associate and Coordinator 1992 - 2000

Scholarly Activity:
Summary:
3 Books, 6 Book Chapters, 103 Refereed Articles or Abstracts appearing Journals, 120+ Refereed Conference papers or abstracts, 150+ presentations at international, national, and regional meetings, 17 publications in peer-reviewed extension/national media, 34 departmental publications, 20 technical reports, 50+ funded projects totally over $7.0 million

Extramural Funding: (Selected)
- Lindner, J. R. (Principal Investigator).  Teaching Locally Engaging Globally: Enhancing the Undergraduate Curricula. (USDA)
- Lindner, J. R. (Co-Principal Investigator).  GK-12: Fellows integrate math/science in rural middle schools. National Science Foundation (NSF), Graduate Teaching Fellows in K–12 Education (GK-12)

Key Publications:


**Current Teaching:**
ALEC 620—Instrumentation and Survey Research Methods
ALEC 622—Data Collection, Analysis, and Interpretation
ALEC 695—Frontiers in Research
ALEC 690—Graduate Seminar
ALEC 610—Principles of Adult Education
ALEC 343—Management of Human Resources

**Professional Service/Engagement:**
*Association for International Agricultural and Extension Education (AIAEE)*
The American Center for the Study of Distance Education
*American Association for Agricultural Education (AAAE)*
The Texas Journal of Distance Learning
*Journal of Extension Systems*
Graduate Curriculum Review Committee
Promotion and Tenure Committee, Chair, Vice-chair

**Honor and Awards: (Selected)**
2009 Association for International Agricultural and Extension Education, *Outstanding Service Award*.
2008 Association for International Agricultural and Extension Education’s Journal of International Agricultural and Extension Education, *JIAEE Article of the Year for 2007*.
2005 Association for International Agricultural and Extension Education, *Outstanding Achievement Award*.
2004 North American Colleges and Teachers of Agriculture (NACTA), *Teaching Award of Merit*.
2002 The Ohio State University, Alumni Society Board of Directors, *Young Professional Achievement Award*, College of Food, Agricultural, and Environmental Sciences
Courtney Meyers  
Assistant Professor, Member of the Graduate Faculty  
Department of Agricultural Education and Communications  
Texas Tech University

Office Address: Box 42131, Lubbock, TX 79409-2131  
Office Phone: 806-742-2816  
E-Mail: courtney.meyers@ttu.edu

Formal Education:  
PhD 2008 University of Florida, Agricultural Education and Communication  
MS 2005 University of Arkansas, Agricultural and Extension Education  
BS 2003 Kansas State University, Agricultural Communications and Journalism, Minor in Animal Sciences and Industry

Professional Experience:  
Texas Tech University    Department of Agricultural Education    2008-present  
   Assistant Professor and Communications

University of Florida    Graduate Research & Teaching Assistant    2005-2008

University of Arkansas    Graduate Research & Teaching Assistant    2003-2005

K-State International Grains Program    Communications Specialist    2000-2003

Scholarly Activity:  
Summary:  
Extramural Funding:  
• Ogallala Aquifer Program $60,000, “Enhancing Agriculture Teacher’s Ability to Teach Effective Water Management” (2008)  
• Texas Department of Agriculture, $79,200, “Texas Agricultural Research Database Expansion Project” (2009)  
• USDA, $199,937, “The Texas High Plains: a Candidate Site for Long-Term Agroecosystem Research and Education” (2009, Project Member)

Refereed Journal Articles  
• Journal of Agricultural and Human Values (1)  
• Journal of Applied Communication (6)  
• Journal of International Agricultural and Extension Education (1)

Refereed Conference Papers  
• Association for Communication Excellence (8)  
• Southern Association of Agricultural Scientists Agricultural Communications Section (5)  
• AAAE Western Region Research Conference (3)  
• AAAE National Research Conference (1)  
• North American Colleges & Teachers of Agriculture (1)  
• Association for International Agricultural Extension and Education (2)
Refereed Poster Presentations
- Association of Leadership Educators (2)
- Southern Association of Agricultural Scientists Agricultural Communications Section (8)
- AAAE National Research Conference (4)

Invited Presentations
- National Association of Agricultural Educators Conference (3)
- Vocational Agriculture Teachers Association of Texas (1)
- Association for Communication Excellence Conference (1)

Key Publications:

Current Teaching:
- ACOM 3300: Communicating Agriculture to the Public
- ACOM 4300: Web Design in Agricultural Sciences & Natural Resources
- ACOM 5201: Contemporary Issues in Agricultural Communications
- AGED 5307: Methods of Technological Change
- AGED 7100: Graduate Seminar

Professional Service/Engagement:
Texas Tech University
*Agricultural Education and Communications Department*
- Co-Adviser, Agricultural Communicators of Tomorrow, August 2008-present

*College of Agricultural Sciences & Natural Resources*
- Marketing and Outreach Committee, August 2008-present

Association for Communication Excellence
- Academic Programs vice-chair (2008-2011 term)
- Research Paper Reviewer

American Association of Agricultural Educators
- Research Paper Reviewer
- Western Region Program Improvement Committee member (2009-2012)

Honor and Awards:
Outstanding Dissertation Award, Association for Communication Excellence (2009)
Outstanding Graduate Student Research Paper
- Southern Association of Agricultural Scientists Agricultural Communications Section (2008)
- Association for Communication Excellence Conference (co-author) (2007)

Outstanding Research Poster Award
- Southern Association of Agricultural Scientists Agricultural Communications Section (2008)

Best Research Article, *Journal of Applied Communications* 2006, volume 90
Graduate Student Teaching Award
- North American Colleges and Teachers of Agriculture (2007)
Runner-up Outstanding Graduate Student Research Paper
- Association for Communication Excellence Conference (lead author) (2007)
Theresa Pesl Murphrey  
Assistant Professor, Member of the Graduate Faculty  
Department of Agricultural Leadership, Education, and Communications  
Texas A&M University

Office Address: 228A Scoates Hall, College Station, Texas  77843-2116  
Office Phone: 979-458-2749  
E-Mail: t-murphrey@tamu.edu

Formal Education:  
PhD 1997  Texas A&M University, Agricultural Education  
MS 1993  Texas A&M University, Agricultural Education  
BS 1992  Texas A&M University, Agricultural Development

Professional Experience:  
Texas A&M University  
Assistant Professor  
Department of Agricultural Leadership, Education, and Communications  
November 2008-Present  
Visiting Assistant Professor & Curriculum Designer  
September 1999 – October 2008  
Curriculum Designer  
Center for Intl Business Studies, Mays Business School  
March 2003; March 2006  
Intl Potato Center, Lima, Peru, Instructional Designer & Instructor  
January 2000–May 2003  
Texas A&M University  
The Agriculture Program  
Special Assistant to the Ex. Assoc. Dean  
Sept. 1999–July 2002  
Adjunct Assistant Professor  
Department of Agricultural Education  
Sept. 1998 - 1999  
Curriculum Designer  
Intl Agricultural Programs  
June 1998 - August 1999

Scholarly Activity:  
Summary:  
Publications include 16 refereed journal articles, 4 publications as book reviews, encyclopedia entries, and magazine articles, and over 30 peer-reviewed presentations.

Extramural Funding:  
- **CSREES Higher Education Challenge Grant.** (October 2009; Funded: $460,320). The Educational Effectiveness of Utilizing Second Life (SL) in Teaching Graduate-level Agricultural Crisis Communications. Leads: Rutherford, Doerfert, **Murphrey**, & Edgar. Texas A&M University with collaboration with the University of Arkansas (Edgar) and Texas Tech University (Doerfert). Tracking #: GRANT00561696.


**Key Publications:**


**Current Teaching:**
- Methods of Technological Change (ALEC 640)
- Advanced Instructional Design for Online Learning (ALEC 612)
- Survey of Evaluation Strategies for Agriculture (ALEC 689)
- Online Seminar: Sharing Research through Posters (ALEC 681)

**Professional Service/Engagement:**
- American Association for Agricultural Education (AAAE)
- Association for International Agricultural and Extension Education (AIAEE)
- North American Colleges and Teachers of Agriculture (NACTA)
- eLearning Guild
- ASTD (Formerly known as the American Society for Training & Development)
- American Evaluation Association

**Honor and Awards:**
- Outstanding Paper Runner Up - Southern Association of Agricultural Scientists, Dallas, Texas (February, 2008).
- 2nd Place Outstanding Poster Presentation - Association for International Agricultural and Extension Education (AIAEE) Conference, Polson, Montana (May, 2007).
Timothy H. Murphy  
Professor and Associate Head, Member of the Graduate Faculty  
Department of Agricultural Leadership, Education, and Communications  
Texas A&M University

Office Address: 110 Scoates Hall, 2116 TAMU, College Station, TX 77843-2116  
Office Phone: 979-862-3419  
E-Mail: tmurphy@tamu.edu

Formal Education:
- PhD 1995 Texas A&M University, Agricultural Education  
- MEd 1990 University of Missouri-Columbia, Practical Arts Vocational Technical Education  
- BS 1985 University of Missouri-Columbia, Agriculture

Professional Experience:
- Texas A&M University  
  Department of Agricultural Leadership, Education, and Communications  
  Professor, Assoc. Head for Graduate Programs & Research  
  Member of the Graduate Faculty  
  2008 – Present  
- The Graduate School, Texas Tech University  
  Associate Professor  
  Department of Agricultural Education  
  2001 – Present  
- Research Fellow  
  Center for Distance Learning Research (CDLR)  
  1999-2008  
- Assistant Professor  
  Department of Agricultural Education  
  1997-2005  
- University of Idaho  
  Assistant Professor  
  Department of Agricultural and Extension Education  
  1995-1997

Scholarly Activity:
Summary:  
Dr. Murphy has published 25 research-based articles in 11 scholarly journals, and 41 articles in referred conference proceedings. He was Principal Investigator, Co-Investigator, Project Director, Collaborator, or Consultant for 42 funded research and development projects involving over $3.5 million in external funding.

Extramural Funding:  
Principal Investigator, 2010 NSF DRL - Discovery Research K-12 $2,144,384  
Project Director, 2010 ESRI GIS Grant Program $3,500


Key Publications:

Current Teaching:
AGED 615: Philosophy, History, and Policy of Agricultural Education
AGED 601: Advanced Methods in Agricultural Education
AGSC 383: Teaching Agricultural Mechanics
AGSC 436: Field Experience

Professional Service/Engagement:
Texas A&M University Educational Environment Council 2007-Present
Faculty Senate Representative. Appointed by Dr. Gates to examine the Educational Environment.
Texas A&M University Disciplinary Appeals Panel 2005-Present
Faculty Senate, Senator for Place 4 2007-Present
Member, Graduate Programs Council College of Agriculture and Life Sciences 2008-Present
Advisor, Agricultural Graduate Student Society 2000-Present
Technology Assisted Learning Workgroup 2000-Present
Dr. Murphy served for ten years as Treasurer of the American Association for Agricultural Education.

Honor and Awards:
Dr. Murphy was named the AAAE Southern Region Outstanding Young Agricultural Educator in 2000, selected as a Teaching Fellow by North American Colleges and Teachers of Agriculture in 2006, received the AAAE Southern Region Distinguished Research Award in 2007, the AAAE Outstanding Agricultural Educator Award in 2008, and was named a AAAE Fellow in 2009.
Tracy Rutherford  
**Associate Professor, Member of the Graduate Faculty**  
Department of Agricultural Leadership, Education, and Communications  
Texas A&M University

**Office Address:**  
125 Scoates Hall, 2116 TAMU, College Station, TX  77843-2116

**Office Phone:**  
979-458-2744

**E-Mail:**  
rutherford@tamu.edu

**Formal Education:**
- PhD  1998  Texas A&M University, Agricultural Education
- MA  1996  Texas A&M University, Speech Communication
- BS  1994  Cornell University, Animal Science

**Professional Experience:**
- **Texas A&M University**  
  Department of Agricultural Leadership, Education and Communications  
  - Associate Professor  
    - 2008-present
  - Assistant Professor  
    - 2002-2008

- **Kansas State University, Manhattan, Kansas**  
  Department of Communication-Agricultural Journalism program  
  - Assistant Professor  
    - 1999-2002

**Scholarly Activity**

**Extramural Funding:**

**Key Publications:**


**Current Teaching:**
AGCJ 307, Electronic Media Production in Agricultural Communications (Fall)
AGCJ 308, Agricultural Digital Photography (Fall/Spring)
AGCJ 405, Agricultural Publication Production (Fall/Spring)

**Professional Service/Engagement:**
AAAE Newsletter Editor
ACT Adviser
TAMU Second Life Development Committee

**Honors and Awards**
2009 Student Led Award for Teaching Excellence
2007 Texas A&M University T(transfer)-Camp Namesake
2006 The Association of Former Students Distinguished Achievement Award
2004 Honorary American FFA Degree
2000 KSU College of Agriculture Faculty of the Semester, 2000, $1,000

**Selected Thesis and Dissertation Advisers**
Glen Clark Shinn  
Professor, Member of the Graduate Faculty  
Department of Agricultural Leadership, Education, and Communications  
Texas A&M University

**Office Address:** 227 Scoates Hall, 2116 TAMU, College Station, TX 77843-2116  
**Office Phone:** 979-862-3012  
**E-Mail:** g-shinn@tamu.edu

**Formal Education:**
- PhD 1971 University of Missouri-Columbia, Agricultural Education, Agricultural Engineering, Higher & Adult Education, Research Methods
- MEd 1970 University of Missouri-Columbia, Agricultural Education, Agricultural Engineering
- BS 1963 Oklahoma State University, Agricultural Education

**Professional Experience:**
- Texas A&M University Department of Agricultural Leadership, Education, and Communications 2008 - present  
  - Professor
  - Team Leader Afghanistan Agricultural Assessment Team September–December 2009
- Armenian State Agrarian University 2006 – 2007  
  - Professor & Resident Advisor
- Texas A&M University 2005  
  - Professor, Professional development and sabbatical study: (1) Instituto Tecnologico de Estudios Superiores de Monterrey in Monterrey Mexico; (2) Wageningen University RC in Wageningen the Netherlands; (3) American Farm School and European Centre for the Development of Vocational Training (CEDEFOP) in Thessaloniki Greece; and (4) University of Melbourne, and Charles Sturt University in Australia. The study investigated business models for eLearning, technologies for adults in rural settings, and relevant partners for international collaboration.
- Texas A&M University Department of Agricultural Education 1993 – 2005  
  - Professor & Head

**Scholarly Activity:**
**Summary:**
Published 53 research-based articles in nine scholarly journals and presented 81 refereed or invited papers, abstracts, and posters in international, national, and regional agricultural education or agricultural engineering professional meetings. Published four textbooks and three chapters. Outstanding Research Presentation by National Agricultural Education Research Meeting in 1989 and 1998. First Runner-Up Author of the Year by Journal of Agricultural Education, 1993 and 1996. Invited 2009 Knapp Seminar (AAAE).

**Extramural Funding:**
Principal Investigator, Co-Investigator, and/or Project Director for seventy-one research and development projects. Current research projects include *Accelerating Curricular Change in Transitional Universities* (FY07-08, $751,341) and *International Knowledge Base & Conceptual Framework of*
Agricultural Education (Departmental Self-Study). Collaborator and Team Leader for Department of Defense Post-Conflict Agricultural Assessment in Iraq and Afghanistan ($5,222,222) Personal research foci include higher education planning and needs assessment, diffusion of innovations, agricultural technology, and distance & eLearning.

Key Publications:

Current Teaching:
ALEC 610 - Principles of Adult Education
ALEC 644 - The Agricultural Advisor in Developing Nations
ALEC 645 - Initiating, Managing, and Monitoring Projects of International Agricultural Development
ALEC 646 - Institutions Serving Agriculture in Developing Nations
ALEC 681 - Seminar

Professional Service/Engagement:
Scholarly engagement arises from service to and with our clientele and the public. I am currently engaging with individuals and institutions serving agriculture, including ADCI/VOCA, the American Farm School, CGIAR, FAO, Food for the Hungry, Heifer International, Minnesota Army National Guard (Fort Lewis WA), National Pork Board, Peace Corps, Seoul Technological National University, Slovak University of Agriculture (Bratislava, SK), State University of Tetovo (Republic of Macedonia), Texas Army National Guard (Austin, TX), USDA/FAS, and Iraqi and Afghan agricultural leaders. This professional service and engagement explores sustainable collaboration and the development of better agricultural development models. The process and outcomes are documented as email and personal communication and is undergoing validation by peers.

Honor and Awards:
2009 Senior Fellow in American Association for Agricultural Education
2007 Memorable Gold Medal of Armenian State Agrarian University awarded by the Scientific Council of ASAU and presented by Rector Arshaluys Tarverdyan, Yerevan, Armenia
Jonathan D. Ulmer  
Assistant Professor, Member of the Graduate Faculty  
Department of Agricultural Education and Communications  
Texas Tech University

Office Address: Box 42131, Lubbock, TX 79409-2131  
Office Phone: 806-742-2816  
E-Mail: jon.ulmer@ttu.edu

Formal Education:
- PhD 2005 University of Missouri-Columbia, Agricultural Education, Concentration: Teacher Education, Minor: College Teaching
- MS 2003 Oklahoma State University, Agricultural Education
- BS 1997 University of Nebraska-Lincoln, Agricultural Education

Professional Experience:
- Texas Tech University Department of Agricultural Education 2008 – Present  
  Assistant Professor and Communications
- University of Missouri-Columbia, Department of Agricultural Education 2005 – 2008  
  Professional Development Specialist
- Graduate Assistant 2003 – 2005
- Oklahoma State University 2001 – 2003  
  Graduate Assistant
- Medicine Valley High School, Curtis, Nebraska 1997 – 2001  
  Comprehensive High School, Single Teacher Department  
  Agri-Science Teacher & FFA Advisor

Scholarly Activities:
Primary investigator or Co-investigator on proposed $3,442,742  
Funded: $1,230,048

Publications
Five referred journals articles  
One referred journal article in review  
Seven referred national conference papers  
Ten referred regional conference papers  
One non-referred national conference paper  
One popular publication article
Presentations
Nine national or regional conference paper presentations
Three national or regional conference poster presentations
Six college level invited presentations

Evaluation Projects

Research Interests
Teacher Development
Teacher Discourse and Behavior
Survey Methodology
Instrumentation
Data Collection Methodologies

Current Teaching:
- Agricultural Education 5310 – College Teaching of Agriculture
- Agricultural Education 5306 – History and Philosophy of Ag Ed and Comm.
- Agricultural Education 5308 – Foundations of Adult Education
- Agricultural Education 5302 – Research Methods and Analysis in Ag Ed and Comm.
- Agricultural Education 2300 – Introduction to Agricultural Education

Honors and Awards:
Research Related Awards
Oklahoma State University Excellence in Research Award – Education: Master's Division, 2003

Professional and Service Honors
AAAE North Central Region Research Conference, Second Runner-up Outstanding Paper Presentation, 2006
AAAE North Central Region Research Conference, First Honorable Mention Poster, 2006
AAAE North Central Region Research Conference, Second Runner-up Outstanding Paper Presentation, 2004
Dr. Tom A. “Andy” Vestal  
Regent’s Fellow, Professor and Extension Specialist  
Member of the Graduate Faculty  
Department of Agricultural Leadership, Education, and Communications  
Texas A&M University

Office Address: 115 Scoates Hall, 2116 TAMU, College Station, TX 77843-2116 
Office Phone: 979-862-3013 
E-Mail: t-vestal@tamu.edu

Formal Education:

PhD  1998  Texas A&M University, Agricultural Education  
MEd  1982  Texas A&M University, Agricultural Education  
BS  1977  Tarleton State University, Agricultural Education

Professional Experience:

Texas A&M University  
Professor & Extension Specialist  
Department of Agricultural Leadership, Education, and Communications, Texas AgriLife Extension Service  
Appt: Extension 100%  
2006 - present

Associate Professor & Extension Education  
Director-Institute of Food Science & Engineering  
Appt: Extension 50%, Research 25%, Teaching 25%  
2000-2005

Extension Specialist & State Coordinator  
Department of Agricultural Education, AgriFood  
Appt: Extension 50%, Research 25%, Teaching 25%  
1994 - 2000

Texas Agricultural Extension Service, San Antonio, TX  
County Extension Agent – Agriculture & Agricultural Program Leader  
Appt: Extension 100%  
1990 – 1994

Texas Agricultural Extension Service, Levelland, TX  
County Extension Agent – Agriculture & Trainer Agent  
Appt: Extension 100%  
1988 – 1990

Texas AgriLife Extension Service, Crosbyton, TX  
County Extension Agent – Agriculture & 4-H and Youth Coordinator  
Appt: Extension 100%  
1981 - 1988

Scholarly Activity:

Summary:
Throughout his 32-year career, Dr. Vestal has cultivated a knowledge-base on diffusion of innovations in social systems to improve his program development and management of practical food and agricultural sciences and public policy educational delivery strategies. His passion as an agricultural leader and educator are best describe in the following professional goals.

Advance dialogue among opinion leaders (i.e. scientists, industry, educators, mass media, and elected officials) to improve public and private decision-making aptitudes regarding the biological and physical nature of agricultural sciences and the complex related social, behavioral, political, economic and legal systems.

Foster our collective success in extension, research and teaching to enhance contributions of agriculture to environmental quality and a safe and abundant supply of food, essential to human health and well being.
Extramural Funding:

<table>
<thead>
<tr>
<th>Year</th>
<th>Grant Value</th>
<th>Vestal Share</th>
</tr>
</thead>
<tbody>
<tr>
<td>1990-2009</td>
<td>$3,064,300</td>
<td>$2,219,900</td>
</tr>
</tbody>
</table>

Key Publications:


Current Teaching:

No teaching appointment; Current Graduate Committees: Ph.D. (2); M.S. (4)

Professional Service/Engagement:

- (2010) – Member-Department of Homeland Security Workgroup for Homeland Infrastructure Threat and Risk Analysis Center Criticality in the Food and Agriculture Sector, Argonne National Laboratory, Argonne, IL
- (2007-2009) Member – Selection Advisory Committee for Vice Chancellor’s Awards In Excellence, Texas A&M AgriLife, College Station, TX
- (2008-2009) Member – Public Policy & Regulatory Outreach Advisory Panel, Institute of Food Technologists, Chicago, IL

Honor and Awards:


2009 Educational Aids Blue Ribbon Award; Comprehensive Publication Category, in recognition of outstanding field guide ‘Managing Contaminated Animal and Plant Materials’ American Society of Agricultural and Biological Engineering, Reno, NV
Gary J. Wingenbach  
Professor, Member of the Graduate Faculty  
Department of Agricultural Leadership, Education, and Communications  
Texas A&M University

**Office Address:** 218 Scoates Hall, 2116 TAMU, College Station, Texas 77843-2116  
**Office Phone:** 979-862-1507  
**E-Mail:** g-wingenbach@tamu.edu

**Formal Education:**
- **PhD** 1995  Iowa State University, Agricultural Education
- **MAT** 1993  Oregon State University, Agricultural Education
- **MAg** 1992  Oregon State University, Agricultural and Resource Economics
- **BS** 1991  Oregon State University, Agricultural and Resource Economics

**Professional Experience:**
- **Texas A&M University**
  - Professor (Promoted on September 1, 2009) 2009 to present
  - Associate Professor (Tenured and Promoted on September 1, 2004) 2004-2009
  - Assistant Professor 2001-2004

- **Mississippi State University**
  - Assistant Professor 1999-2001

- **West Virginia University**
  - Assistant Professor 1995-1999

**Scholarly Activity:**
**Summary:**
My current position is 85% teaching and 15% research, with primary responsibilities in International Agriculture; conduct research through HATCH Project H-8934 (CSREES-TEX08934: Globalizations Issues in Texas’ Colleges of Agriculture); scholarship is demonstrated primarily through 50+ refereed journal articles in 15 scholarly journals representing agricultural communications, education, extension, and international agriculture knowledge bases. Extramural funding activities include grants and contracts submitted to the USDA, US Department of State, and USAID, resulting in 27 funded projects totaling $5,671,440. Collaborated on more than 300 forms of scholarship with more than 50 faculty members, graduate, and undergraduate students.

**Extramural Funding:**


**Key Publications:**


**Current Teaching:**

Undergraduate: Global Agricultural Issues (3 cr.); Cultivating Global Leaders (1 cr.)

Graduate: Online Research Methods (3 cr.); Professional Publications (3 cr.); Seminar (1 cr.)

**Professional Service/Engagement:**

President: Association for International Agricultural and Extension Education, 2009-2010

Senator: Texas A&M University Faculty Senate and Core Curriculum Council, 2007-2010

Adviser: Alpha Gamma Rho Fraternity, Beta Nu Chapter, 2005-present

Editor: *Journal of International Agricultural and Extension Education, 2002-2007*

Web Editor: *Journal of Extension Systems Online, 1998-present*

Member: National Association of Colleges and Teachers of Agriculture, 2000 to present

Member: American Association for Agricultural Education, 1995 to present

Member: Association for International Agricultural and Extension Education, 1993 to present

**Honor and Awards:**

2008 Outstanding Poster, Agricultural Comm., Southern Association of Agricultural Scientists

2008 Outstanding Innovative Poster, AAAE Southern Region

2008 Honorable Mention NACTA Journal Article, NACTA Journal Award Committee

2007 Alumni Fellow, Department of Agriculture, Dickinson State University, North Dakota

2007 Outstanding Journal Article, *Journal of International Agricultural and Extension Education*

2007 Outstanding Poster, Association for International Agricultural and Extension Education

2007 Outstanding International Agricultural Education Award, AAAE Western Region

2005 Outstanding Service, Association for International Agricultural and Extension Education
Appendix T

- Joint Doctor of Education Course Requirements
- Five-Year Course Rotation
### Joint Doctor of Education Degree Program in Agricultural Education

#### Course Curriculum

**REQUIRED CORE COURSES (29 credits)**

<table>
<thead>
<tr>
<th>Term</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2009</td>
<td>ALEC 695 Frontiers in Research</td>
<td>3 hours</td>
</tr>
<tr>
<td></td>
<td>AGED 5306 History &amp; Philosophy of AGED &amp; Communications</td>
<td>3 hours</td>
</tr>
<tr>
<td></td>
<td>AGED 7100 Graduate Seminar</td>
<td>1 hour</td>
</tr>
<tr>
<td>Spring 2010</td>
<td>STAT 651 Statistics I</td>
<td>3 hours</td>
</tr>
<tr>
<td></td>
<td>AGLS 5304 Advanced Methods in Agricultural Leadership</td>
<td>3 hours</td>
</tr>
<tr>
<td>Summer 2010</td>
<td>ACOM 5307 Methods of Technological Transfer</td>
<td>3 hours</td>
</tr>
<tr>
<td></td>
<td>ALEC 681 Seminar – Communications</td>
<td>1 hour</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>AGED 5305 Program Development in AGED &amp; Communications</td>
<td>3 hours</td>
</tr>
<tr>
<td></td>
<td>ALEC 610 Principles of Adult Education</td>
<td>3 hours</td>
</tr>
<tr>
<td>Spring 2011</td>
<td>AGED 5309 Evaluation of Programs in Vocational, Technical, &amp; Extension Education</td>
<td>3 hours</td>
</tr>
<tr>
<td></td>
<td>ALEC 601 Advanced Methods in AGED</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

**Total hours** **Required Qualifying Examination** 29 hours

** Qualifying Exams are scheduled prior to the completion of 30 credit hours of coursework. Upon successful performance, the student will advance to doctoral pre-candidacy status. A comprehensive examination (qualifying) will be given at the completion of all course work. The student will advance to candidacy upon satisfactory performance. Specific times for the examinations will be provided in advance.

**PROGRAM SPECIFIC (35 credits)**

<table>
<thead>
<tr>
<th>Term</th>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Summer 2011</td>
<td>Seminar – Extension (1 credit - TAMU)</td>
<td>1 hour</td>
</tr>
<tr>
<td></td>
<td>Internship (3 hours)</td>
<td>3 hours</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>Support Field (TAMU)</td>
<td>3 hours</td>
</tr>
<tr>
<td></td>
<td>Support Field (TTU)</td>
<td>3 hours</td>
</tr>
<tr>
<td></td>
<td>Seminar (2 credits – TTU)</td>
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<tr>
<td>Spring 2012</td>
<td>Support Field (TAMU)</td>
<td>3 hours</td>
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<tr>
<td></td>
<td>Support Field (TTU)</td>
<td>3 hours</td>
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<tr>
<td></td>
<td>Seminar (1 credit – TAMU)</td>
<td>1 hour</td>
</tr>
<tr>
<td>Summer 2012</td>
<td>Internship (3 hours)</td>
<td>3 hours</td>
</tr>
<tr>
<td></td>
<td>Seminar (1 credit – TTU)</td>
<td>1 hour</td>
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<tr>
<td>Fall 2012</td>
<td>Dissertation (TAMU)</td>
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<td>Dissertation (TTU)</td>
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<td>Spring 2013</td>
<td>Dissertation (TAMU)</td>
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<td>Dissertation (TTU)</td>
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</table>

**Total hours** 64 hours
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<tr>
<th>FALL</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
</tr>
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<tbody>
<tr>
<td>ALEC 610 Principles of Adult Education (Lindner)</td>
<td>ALEC 610 Principles of Adult Education (Lindner)</td>
<td>ALEC Support Field (TAMU)</td>
<td>ALEC 610 Principles of Adult Education (Lindner)</td>
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</tr>
<tr>
<td>ALEC 611 Advanced Methods in Distance Education (Murphy)</td>
<td>ALEC 611 Advanced Methods in Distance Education (Murphy)</td>
<td>AGED 7100 Graduate Seminar (TTU)</td>
<td>AGED 695 Frontiers in Research (TAMU)</td>
<td>AGED 695 Frontiers in Research (TAMU)</td>
<td></td>
</tr>
<tr>
<td>AGED 5305 History &amp; Philosophy of AGED &amp; Communications - (Ulmer-TTU)</td>
<td>AGED 5305 Program Development in AGED &amp; Communications (Ulmer-TTU)</td>
<td>ALEC 610 Principles of Adult Education (Lindner)</td>
<td>ALEC 5305 Program Development in AGED &amp; Communications (TTU)</td>
<td>ALEC 601 Advanced Methods in AGED (Murphy-TAMU)</td>
<td></td>
</tr>
<tr>
<td>AGED 7100 Graduate Seminar – (Fraze-TTU)</td>
<td>ALEC 610 Principles of Adult Education (Lindner)</td>
<td>ALEC 610 Principles of Adult Education (Lindner)</td>
<td>ALEC 610 Principles of Adult Education (Lindner)</td>
<td>ALEC 610 Principles of Adult Education (Lindner)</td>
<td></td>
</tr>
<tr>
<td>SPRING</td>
<td>ALEC 612 Advanced Instructional Design for Online Learning (Murphrey)</td>
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ALEC Graduate Course Offering Schedule for D@D & eLearning Certificate Courses (Five Year)
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¹ Cohort 4 Courses
² Cohort 5 Courses
³ Cohort 6 Courses
⁴ eLearning Courses
Appendix U

Assessment Plans
Assessment Plan Guide

Please save this document and fill in the fields below; use the tab key to navigate between the fields. Space in each field is unlimited, but additional sheets may be attached if necessary. Note: You may find it easier to type your responses in another document and paste them here. In addition, spell check does not run in the fields.

### Identifying Information

- **Academic Year:** 2009-2010
- **College:** Agriculture and Life Sciences
- **Department:** ALEC
- **Program:** Agricultural Communications & Journalism
- **Date:** January 2010
- **Mail Stop:** 2116

<table>
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<tr>
<th>Author/Contact</th>
<th>Email</th>
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<tr>
<td>Deb Dunsford</td>
<td><a href="mailto:dunsford@tamu.edu">dunsford@tamu.edu</a></td>
<td>979-458-3389</td>
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</tbody>
</table>

### Program Mission/Purpose

Use the field below to type your program’s mission or purpose.

To prepare graduates who can integrate into society as responsible citizens, and perform as professionals using modern communication technologies in fields such as reporting and processing copy for newspapers, radio, television, and the World Wide Web, as feature writing, photography, advertising, and page design for magazines, and as writer, photographer, designer, and planner in public relations in business, industry, education, government, and related areas.

### Student Learning Outcomes

**Student Learning Outcomes:** Use the fields below to enter student learning outcomes. An outcome is a specific, measurable, and/or identifiable learning goal focusing on the end result of learning, rather than the process. A student learning outcome is an identified action that a student is expected to demonstrate in terms of knowledge, skills, and/or attitudes upon the completion of an educational program. Outcomes should be measurable or observable, manageable, and meaningful. They are more easily formed when filling in this blank: “The successful student will be able to _______ (define, apply, analyze, etc.).” To see examples, use this link: [http://assessment.tamu.edu/asmt_help/writing_learning_outcomes.pdf](http://assessment.tamu.edu/asmt_help/writing_learning_outcomes.pdf)

**Assessment Methods:** There are direct and indirect, quantitative and qualitative assessment methods. Direct methods require students to produce work so that reviewers can assess how well students meet expectations. Indirect methods provide opportunities for students to reflect on their learning. Indirect methods are often helpful in interpreting the findings of direct methods. Use the fields below to describe the assessment methods for each student learning outcome. To see examples, use this link: [http://assessment.tamu.edu/asmt/methods.htm](http://assessment.tamu.edu/asmt/methods.htm)

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**Student Learning Outcome #1:**

Students will write professional level articles for news, feature, news releases, and technical documents.

**Assessment Methods for Outcome #1:**

Seventy-five percent of the students will receive an 80 percent or better evaluation on their feature packages, public relations plans, Web sites, and technical media products in AGCJ 404, 405, 406, and 407.

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**Student Learning Outcome #2:**

The successful student will have a clear overall understanding of communications, journalism and agricultural communications, and journalism.
Assessment Plan Guide

Assessment Methods for Outcome #2:
Seventy-five percent of students in AGCJ 105, 281, 305, 306 and 481 will receive an 80 percent or better grade on their examinations or final discussions.

Student Learning Outcome #3:
Demonstrate technical competency in producing electronic media, photography, Web design, or magazine production.

Assessment Methods for Outcome #3:
Seventy-five percent of students in AGCJ 307, 308, 405, 406, and 407 will receive evaluations of 80 percent or better on their final products.

Student Learning Outcome #4:
Students will attain experience with real-world professional applications.

Assessment Methods for Outcome #4:
Student-produced portfolios and final discussions from AGCJ 281, 481, and 494 will reflect hands-on experience in agicultural communications and journalism and/or journalism and communications.

Student Learning Outcome #5:

Assessment Methods for Outcome #5:

Student Learning Outcome #6:

Assessment Methods for Outcome #6:

If space is needed for more outcomes, please type and attach additional sheets.

OTHER PROGRAM OUTCOMES

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Program Outcome #1:
Students receive regular advice on course selection and career planning.
Assessment Plan Guide

**Assessment Methods for Outcome #1:**
100 percent of students have a personal session with at least one AGCJ faculty member.

**Program Outcome #2:**
Ninty percent of graduates will complete their degrees in four years or less.

**Assessment Methods for Outcome #2:**
Graduation numbers and rates.

**Program Outcome #3:**
Students are prepared for entry-level jobs in communications and journalism.

**Assessment Methods for Outcome #3:**
Eighty percent of graduates are placed in positions within one year of graduation or are pursuing graduate or professional school degrees.

**Program Outcome #4:**
Students participate in student professional organizations.

**Assessment Methods for Outcome #4:**
Seventy percent of students report involvement in at least one professional organization during their tenure at Texas A&M.

If space is needed for more outcomes, please type and attach additional sheets.
Assessment Plan Guide

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<tr>
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<td>Barry L. Boyd</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:b-boyd@tamu.edu">b-boyd@tamu.edu</a></td>
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PROGRAM MISSION/PURPOSE

Use the field below to type your program’s mission or purpose.
The mission of Agricultural Leadership and Development is to discover, teach and disseminate leadership theory, principles, and practices to develop leadership for organizations, businesses, governmental agencies, and communities.

STUDENT LEARNING OUTCOMES

Student Learning Outcomes: Use the fields below to enter student learning outcomes. An outcome is a specific, measurable, and/or identifiable learning goal focusing on the end result of learning, rather than the process. A student learning outcome is an identified action that a student is expected to demonstrate in terms of knowledge, skills, and/or attitudes upon the completion of an educational program. Outcomes should be measurable or observable, manageable, and meaningful. They are more easily formed when filling in this blank: “The successful student will be able to _______ (define, apply, analyze, etc.).” To see examples, use this link: http://assessment.tamu.edu/asmt_help/writing_learning_outcomes.pdf

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Student Learning Outcome #1:
Improve students’ communication skills to enhance their ability to apply leadership theories in a variety of contexts.

Assessment Methods for Outcome #1:
Written papers, reflections with critical feedback, observation, learning portfolios, and oral presentations.

Student Learning Outcome #2:
Students become more aware of, discover, and communicate about their personal leadership attributes.

Assessment Methods for Outcome #2:
Student self-assessments, written reflections, and experiential learning activities
**Student Learning Outcome #3:**
Students will increase their capacity to analyze and integrate historical and contemporary scholarly works of leadership theory.

**Assessment Methods for Outcome #3:**
Case studies, leadership simulations, reflections, and critical feedback.

**Student Learning Outcome #4:**
Students will demonstrate the ability to think critically about leading change in organizations.

**Assessment Methods for Outcome #4:**
Instruction, reflection and critical feedback, and experientially-based learning assessments.

**Student Learning Outcome #5:**

**Assessment Methods for Outcome #5:**

**Student Learning Outcome #6:**

**Assessment Methods for Outcome #6:**

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If space is needed for more outcomes, please type and attach additional sheets.

### OTHER PROGRAM OUTCOMES

**Program Outcomes:** In addition to student learning outcomes, many departments have other program outcomes. These are the end results of what a program is to do, achieve, or accomplish. To create a meaningful outcome, it is helpful to try to assess the effectiveness of what the program wants to accomplish. Program outcomes, just like learning outcomes, should be measurable, manageable, and meaningful. Use the fields below to enter other program outcomes. To see examples, use this link: http://assessment.tamu.edu/asmt_help/writing_progm_outcomes.pdf

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**Program Outcome #1:**

**Assessment Methods for Outcome #1:**

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Assessment Plan Guide

Program Outcome #2:
Assessment Methods for Outcome #2:

Program Outcome #3:
Assessment Methods for Outcome #3:

Program Outcome #4:
Assessment Methods for Outcome #4:

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Assessment Plan Guide

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PROGRAM MISSION/PURPOSE

Use the field below to type your program’s mission or purpose.
As part of the Department of Agricultural Leadership, Education, and Communications, the purpose of the Agricultural Science undergraduate major is to develop professionals who are both competent and certified to teach secondary Agricultural Science and Technology in Texas public schools.

STUDENT LEARNING OUTCOMES

Student Learning Outcomes: Use the fields below to enter student learning outcomes. An outcome is a specific, measurable, and/or identifiable learning goal focusing on the end result of learning, rather than the process. A student learning outcome is an identified action that a student is expected to demonstrate in terms of knowledge, skills, and/or attitudes upon the completion of an educational program. Outcomes should be measurable or observable, manageable, and meaningful. They are more easily formed when filling in this blank: “The successful student will be able to _______ (define, apply, analyze, etc.).” To see examples, use this link: http://assessment.tamu.edu/asmt_help/writing_learning_outcomes.pdf

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Student Learning Outcome #1:
AGSC majors will be able to describe the teaching and learning process and identify appropriate teaching methods for conveying agricultural content to secondary agricultural science students.

Assessment Methods for Outcome #1:
Lesson presentations will be evaluated during student teaching by a cooperating teacher and a university supervisor.

Student Learning Outcome #2:
AGSC majors will be able to integrate FFA activities into the secondary agricultural science program to provide opportunities for secondary students to apply content learned in the classroom.

Assessment Methods for Outcome #2:
AGSC majors will be responsible for training and preparing at least one team for a career or leadership development event related to a class taught during student teaching.
Student Learning Outcome #3:
AGSC majors will be able to implement supervised agricultural experience programs within the context of the secondary agricultural science program.

Assessment Methods for Outcome #3:
Students will submit record book pages for at least one class during student teaching as well as submit a report on a long range plan for a freshman student which includes implementation of a supervised experience program with plans for growth.

Student Learning Outcome #4:
AGSC majors will be able to demonstrate sensitivity and embrace differences in student populations, encouraging all students to become involved in secondary agricultural science programs.

Assessment Methods for Outcome #4:
Students will perform an analysis of their student teaching center with regard to diversity and special populations.

Student Learning Outcome #5:

Assessment Methods for Outcome #5:

Student Learning Outcome #6:

Assessment Methods for Outcome #6:

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OTHER PROGRAM OUTCOMES

Program Outcomes: In addition to student learning outcomes, many departments have other program outcomes. These are the end results of what a program is to do, achieve, or accomplish. To create a meaningful outcome, it is helpful to try to assess the effectiveness of what the program wants to accomplish. Program outcomes, just like learning outcomes, should be measurable, manageable, and meaningful. Use the fields below to enter other program outcomes. To see examples, use this link: http://assessment.tamu.edu/asmt_help/writing_progm_outcomes.pdf

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Program Outcome #1:
AGSC majors will complete certification requirements for Agricultural Science and Technology, grades 6-12, for the state of Texas.

Assessment Methods for Outcome #1:
All students will pass the TeXeS Agricultural Science and Technology Exam and the TeXeS Personal and Professional
Program Outcome #2:
Meet the needs of Agricultural Science teacher retirements and new openings.

Assessment Methods for Outcome #2:
At least 25% of program completers will enter the agricultural science teaching field.

Program Outcome #3:

Assessment Methods for Outcome #3:

Program Outcome #4:

Assessment Methods for Outcome #4:

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Assessment Plan Guide

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<td>Author/Contact: Tim Murphy</td>
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<td>Email: <a href="mailto:tmurphy@tamu.edu">tmurphy@tamu.edu</a></td>
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PROGRAM MISSION/PURPOSE

Use the field below to type your program’s mission or purpose.  
The Department of Agricultural Leadership, Education, and Communications (ALEC) includes a student-centered faculty and staff that offers graduate degrees leading to professional careers. Graduates are uniquely equipped for leadership, education, and journalism roles in the broad field of agricultural sciences and human performance.

STUDENT LEARNING OUTCOMES

Student Learning Outcomes: Use the fields below to enter student learning outcomes. An outcome is a specific, measurable, and/or identifiable learning goal focusing on the end result of learning, rather than the process. A student learning outcome is an identified action that a student is expected to demonstrate in terms of knowledge, skills, and/or attitudes upon the completion of an educational program. Outcomes should be measurable or observable, manageable, and meaningful. They are more easily formed when filling in this blank: “The successful student will be able to _______ (define, apply, analyze, etc.).” To see examples, use this link: http://assessment.tamu.edu/asmt_help/writing_learning_outcomes.pdf

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Student Learning Outcome #1:  
As consumers of research, Master of Agriculture students will be able to describe research methods and determine if findings/conclusion are valid/reliable.

Assessment Methods for Outcome #1:  
Required course: ALEC 695 - quizzes are incorporated to measure research conceptual understanding.

Student Learning Outcome #2:  
Master of Agriculture students will be able to conduct a literature review and clearly articulate a thesis statement or argument in written assignments using acceptable grammar and the American Psychological Association guidelines for manuscript preparation.
Assessment Plan Guide

Assessment Methods for Outcome #2:
Most ALEC graduate courses require written assignments/papers and use evaluation rubrics to measure writing skills.

Student Learning Outcome #3:
Master of Agriculture students will be able to integrate knowledge from the agricultural, educational, and communication theory-bases in an applied context.

Assessment Methods for Outcome #3:
ALEC graduate courses include the following theoretical foundations: change, learning, communication, leadership education, program development, instructional design, and evaluation. Graduate course assignments include projects to integrate these theories into professional work settings.

Student Learning Outcome #4:
Master of Agriculture students will be able to convey the importance of context, culture, and diversity.

Assessment Methods for Outcome #4:
ALEC graduate courses include oral presentations and projects working in team settings.

Student Learning Outcome #5:
Master of Agriculture students will demonstrate information literacy.

Assessment Methods for Outcome #5:
ALEC graduate courses use technological tools such as Blackboard Vista, Camtasia, and Centra. Many courses use TurnItIn to demonstrate proper citation techniques.

Student Learning Outcome #6:

Assessment Methods for Outcome #6:

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Program Outcome #1:
The student must demonstrate problem solving capabilities. Degree candidates may gain such capabilities by completing a
Assessment Plan Guide

A professional internship that is designed to provide meaningful, applied, practical experiences.

**Assessment Methods for Outcome #1:**
A professional paper or portfolio is required. The student's graduate committee conducts an oral examination during the last semester to document the synthesis of knowledge and application.

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**Program Outcome #2:**

**Assessment Methods for Outcome #2:**

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**Program Outcome #3:**

**Assessment Methods for Outcome #3:**

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**Program Outcome #4:**

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ALEC graduate courses use technological tools such as Blackboard Vista, Camtasia, and Centra. Many courses use Turnitin to demonstrate proper citation techniques.

Other Program Outcomes:
In addition to student learning outcomes, many departments have other program outcomes. These are the end results of what a program is to do, achieve, or accomplish. To create a meaningful outcome, it is helpful to try to assess the effectiveness of what the program wants to accomplish. Program outcomes, just like learning outcomes, should be measurable, manageable, and meaningful. Use the fields below to enter other program outcomes. To see examples, use this link:
http://assessment.tamu.edu/asmt_help/writing_progm_outcomes.pdf

Assessment Methods:
Means of assessment describes the process employed to gather data that will measure each stated outcome. It is best to use a variety of methods, direct and indirect, quantitative and qualitative, to gather adequate information to determine the extent the outcome has been achieved. Direct methods require subjects to display their knowledge, behavior, or thought processes, and indirect methods ask subjects to reflect upon their knowledge, behaviors, or thought processes. Use the fields below to describe the assessment methods for each program outcome. To see examples, use this link:
http://assessment.tamu.edu/asmt_help/writing_progm_outcomes.pdf

Program Outcome #1:
This is a non-thesis degree which requires a minimum of 36 hours of course work and a satisfactory comprehensive final
Assessment Plan Guide

Assessment Methods for Outcome #1:
All students in the MEd program complete an oral examination administered by the student's graduate committee to document the synthesis of knowledge and application.

Program Outcome #2:
For the Master of Education degree, many graduate students are pursuing teacher certification as a part of their program of study.

Assessment Methods for Outcome #2:
If seeking certification, these students are required to go through an extensive training program (student teaching block) including an assignment in the public school. Students seeking certification must take the TeXes Personal and Professional Responsibility Exam.

Program Outcome #3:
Assessment Methods for Outcome #3:

Program Outcome #4:
Assessment Methods for Outcome #4:

If space is needed for more outcomes, please type and attach additional sheets.
Assessment Plan Guide

Please save this document and fill in the fields below; use the tab key to navigate between the fields. Space in each field is unlimited, but additional sheets may be attached if necessary. 

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<td>Use the field below to type your program’s mission or purpose. The Department of Agricultural Leadership, Education, and Communications (ALEC) includes a student-centered faculty and staff that offers graduate degrees leading to professional careers. Graduates are uniquely equipped for leadership, education, and journalism roles in the broad field of agricultural sciences and human performance.</td>
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<th>STUDENT LEARNING OUTCOMES</th>
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| **Student Learning Outcomes:** Use the fields below to enter student learning outcomes. An outcome is a specific, measurable, and/or identifiable learning goal focusing on the end result of learning, rather than the process. A student learning outcome is an identified action that a student is expected to demonstrate in terms of knowledge, skills, and/or attitudes upon the completion of an educational program. Outcomes should be measurable or observable, manageable, and meaningful. They are more easily formed when filling in this blank: “The successful student will be able to ________ (define, apply, analyze, etc.).” To see examples, use this link: [http://assessment.tamu.edu/asmt_help/writing_learning_outcomes.pdf](http://assessment.tamu.edu/asmt_help/writing_learning_outcomes.pdf)

**Assessment Methods:** There are direct and indirect, quantitative and qualitative assessment methods. Direct methods require students to produce work so that reviewers can assess how well students meet expectations. Indirect methods provide opportunities for students to reflect on their learning. Indirect methods are often helpful in interpreting the findings of direct methods. Use the fields below to describe the assessment methods for each student learning outcome. To see examples, use this link: [http://assessment.tamu.edu/asmt/methods.htm](http://assessment.tamu.edu/asmt/methods.htm)

**Student Learning Outcome #1:**
Master of Science students will be able to design and conduct original research.

**Assessment Methods for Outcome #1:**
Master of Science students are required to take ALEC 695 (Frontiers of Research) and Statistics or Qualitative Research Methods. Students create a research proposal for their thesis that is approved by the student’s graduate committee. The student conducts the research and writes the results according to thesis or journal manuscript guidelines. The student must defend the research to the graduate committee.

**Student Learning Outcome #2:**
Master of Science students will be able to conduct a literature review and clearly articulate a thesis statement or argument in written assignments using acceptable grammar and the American Psychological Association guidelines for manuscript preparation.
Assessment Plan Guide

**Assessment Methods for Outcome #2:**
Most ALEC graduate courses require written assignments/papers and use evaluation rubrics to measure writing skills. Students create a research proposal for their thesis that is approved by the student’s graduate committee. The student conducts the research and writes the results according to thesis or journal manuscript guidelines.

**Student Learning Outcome #3:**
Master of Science students will be able to integrate knowledge from the agricultural, educational, and communication theory-bases. Students will create new knowledge to contribute to the theory and applications of the discipline.

**Assessment Methods for Outcome #3:**
ALEC graduate courses include the following theoretical foundations: change, learning, communication, leadership education, program development, instructional design, and evaluation. Graduate course assignments include projects to integrate these theories into professional work settings. Additionally, these students will use the theory to guide an independent research project.

**Student Learning Outcome #4:**
Master of Science students will be able to convey the importance of context, culture, and diversity.

**Assessment Methods for Outcome #4:**
ALEC graduate courses include oral presentations and projects working in team settings.

**Student Learning Outcome #5:**
Master of Science students will demonstrate information literacy.

**Assessment Methods for Outcome #5:**
ALEC graduate courses use technological tools such as Blackboard Vista, Camtasia, and Centra. Many courses use TurnItIn to demonstrate proper citation techniques.

**Student Learning Outcome #6:**

**Assessment Methods for Outcome #6:**

*If space is needed for more outcomes, please type and attach additional sheets.*

**OTHER PROGRAM OUTCOMES**

**Program Outcomes:** In addition to student learning outcomes, many departments have other program outcomes. These are the end results of what a program is to do, achieve, or accomplish. To create a meaningful outcome, it is helpful to try to assess the effectiveness of what the program wants to accomplish. Program outcomes, just like learning outcomes, should be measurable, manageable, and meaningful. Use the fields below to enter other program outcomes. To see examples, use this link: [http://assessment.tamu.edu/asmt_help/writing_progm_outcomes.pdf](http://assessment.tamu.edu/asmt_help/writing_progm_outcomes.pdf)

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Program Outcome #1:
The Master of Science (MS) curriculum is designed to develop new understanding through research and creativity.

Assessment Methods for Outcome #1:
The student must create a substantial research paper (thesis). The student's graduate committee conducts an oral final examination (defense) to document research competence and synthesis of coursework.

Program Outcome #2:

Assessment Methods for Outcome #2:

Program Outcome #3:

Assessment Methods for Outcome #3:

Program Outcome #4:

Assessment Methods for Outcome #4:

If space is needed for more outcomes, please type and attach additional sheets.
Assessment Plan Guide

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<tr>
<td>Author/Contact:</td>
<td>Tim Murphy</td>
</tr>
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### Program Mission/Purpose

Use the field below to type your program’s mission or purpose.
The Department of Agricultural Leadership, Education, and Communications (ALEC) includes a student-centered faculty and staff that offers graduate degrees leading to professional careers. Graduates are uniquely equipped for leadership, education, and journalism roles in the broad field of agricultural sciences and human performance.

### Student Learning Outcomes

**Student Learning Outcomes:** Use the fields below to enter student learning outcomes. An outcome is a specific, measurable, and/or identifiable learning goal focusing on the end result of learning, rather than the process. A student learning outcome is an identified action that a student is expected to demonstrate in terms of knowledge, skills, and/or attitudes upon the completion of an educational program. Outcomes should be measurable or observable, manageable, and meaningful. They are more easily formed when filling in this blank: “The successful student will be able to _______ (define, apply, analyze, etc.).” To see examples, use this link: [http://assessment.tamu.edu/asmt_help/writing_learning_outcomes.pdf](http://assessment.tamu.edu/asmt_help/writing_learning_outcomes.pdf)

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#### Student Learning Outcome #1:

Doctor of Philosophy students will be able to design and conduct original research.

**Assessment Methods for Outcome #1:**

PhD students are required to take ALEC 620 or 621 (instrumentation), ALEC 622 (data analysis), ALEC 690 (theory of research), and ALEC 696 (qualitative research). Students must complete two statistics courses and an additional advanced quantitative or qualitative course related to the appropriate research tools needed for the dissertation. Students create a research proposal for their dissertation that is approved by the student’s graduate committee. The student conducts the research and writes the results according to dissertation or journal manuscript guidelines. The student must defend the research to the graduate committee.

#### Student Learning Outcome #2:

Doctor of Philosophy students will be able to conduct a literature review and clearly articulate a thesis statement or argument in written assignments using acceptable grammar and the American Psychological Association guidelines for...
Assessment Plan Guide

Assessment Methods for Outcome #2:
Most ALEC graduate courses require written assignments/papers and use evaluation rubrics to measure writing skills. Students create a research proposal for their dissertation that is approved by the student's graduate committee. The student conducts the research and writes the results according to dissertation or journal manuscript guidelines.

Student Learning Outcome #3:
Doctor of Philosophy students will be able to integrate knowledge from the agricultural, educational, and communication theory-bases. Students will create new knowledge to contribute to the theory and applications of the discipline.

Assessment Methods for Outcome #3:
ALEC graduate courses include the following theoretical foundations: change, learning, communication, leadership education, program development, instructional design, and evaluation. Graduate course assignments include projects to integrate these theories into professional work settings. Additionally, these students will use the theory to guide an independent research project.

Student Learning Outcome #4:
Doctor of Philosophy students will be able to convey the importance of context, culture, and diversity.

Assessment Methods for Outcome #4:
ALEC graduate courses include oral presentations and projects working in team settings.

Student Learning Outcome #5:
Doctor of Philosophy students will demonstrate information literacy.

Assessment Methods for Outcome #5:
ALEC graduate courses use technological tools such as Blackboard Vista, Camtasia, and Centra. Many courses use TurnItIn to demonstrate proper citation techniques.

Student Learning Outcome #6:

Assessment Methods for Outcome #6:

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Program Outcome #1:
Work leading to the degree of Doctor of Philosophy (PhD) is designed to give the candidate a thorough and comprehensive knowledge of his or her professional field and training in methods of research. The final basis for granting the degree shall be the candidate's grasp of the subject matter of a broad field of study and a demonstrated ability to do independent research.

Assessment Methods for Outcome #1:
The student must create a substantial research paper (dissertation). The student's graduate committee conducts a final examination (defense) to document research competence.

Program Outcome #2:
The candidate must have acquired the ability to express thoughts clearly and forcefully in both oral and written languages.

Assessment Methods for Outcome #2:
The student takes written and oral preliminary exams when they are within 6 hours of completion of the coursework.

Program Outcome #3:

Assessment Methods for Outcome #3:

Program Outcome #4:

Assessment Methods for Outcome #4:

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### Student Learning Outcome #1:
Doctor of Education students will be able to design and conduct original research.

**Assessment Methods for Outcome #1:**

EdD students are required to take research tools courses for instrumentation, data analysis, theory of research, statistics, and qualitative research. Students create a research proposal for their record of study that is approved by the student's graduate committee. The student conducts the research and writes the results according to record of study or journal manuscript guidelines. The student must defend the research to the graduate committee.

### Student Learning Outcome #2:
Doctor of Education students will be able to conduct a literature review and clearly articulate a thesis statement or argument in written assignments using acceptable grammar and the American Psychological Association guidelines for manuscript preparation.
Assessment Plan Guide

**Assessment Methods for Outcome #2:**
Most ALEC graduate courses require written assignments/papers and use evaluation rubrics to measure writing skills. Students create a research proposal for their record of study that is approved by the student’s graduate committee. The student conducts the research and writes the results according to record of study or journal manuscript guidelines.

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ALEC graduate courses include the following theoretical foundations: change, learning, communication, leadership education, program development, instructional design, and evaluation. Graduate course assignments include projects to integrate these theories into professional work settings. Additionally, these students will use the theory to guide an independent research project.

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**Assessment Methods for Outcome #5:**
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**Student Learning Outcome #6:**

**Assessment Methods for Outcome #6:**

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**Program Outcome #1:**
The Doctor of Education (EdD) degree is a professional degree designed to prepare a candidate for a position of leadership in the full range of education settings. The program is designed for the practitioner; a graduate may be expected to fill instructional, supervisory and administrative positions in which educational services are to be rendered.

**Assessment Methods for Outcome #1:**
The student must create a substantial research paper (record of study). The student's graduate committee conducts a final examination (defense) to document research competence.

---

**Program Outcome #2:**
The candidate must have acquired the ability to express thoughts clearly and forcefully in both oral and written languages.

**Assessment Methods for Outcome #2:**
The student takes written and oral preliminary exams when they are within 6 hours of completion of the coursework.

---

**Program Outcome #3:**
Graduates of the program are expected to demonstrate a high level of professional skill and educational statesmanship.

**Assessment Methods for Outcome #3:**
A professional internship of at least 6 semester hours related to the professional role is required.

---

**Program Outcome #4:**

**Assessment Methods for Outcome #4:**

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*If space is needed for more outcomes, please type and attach additional sheets.*
Appendix V

- Weighted Student Credit Hour (WSCH)
- History of Courses Taught with Enrollment (2008-09)
<table>
<thead>
<tr>
<th>Department</th>
<th>LD WSCH</th>
<th>UD WSCH</th>
<th>MS WSCH</th>
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<th>LD Teaching Supplement</th>
<th>UD Teaching Supplement</th>
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<td>3,800</td>
<td>1,047</td>
<td>28,361</td>
<td>75</td>
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<td>AG-Total</td>
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<td>52,848</td>
<td>212,829</td>
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</tbody>
</table>

*WSCH is computed from funded SCH using the Final Attempted Hour Cost Study Weighting Matrix for 2010-11. All excess has been removed, and Veterinary Medicine Professional WSCH are excluded. WSCH will be recomputed when the final weighting matrix is approved.*

**Subtotal WSCH and Total WSCH may be slightly off due to rounding.**

Prepared by Office of Institutional Studies and Planning, 03-Dec-09, 10:34 AM
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* College and Department are as defined in the Approved Course Inventory posted at http://www.tamu.edu/oisp/course-reports/
Prepared by Office of Institutional Studies and Planning
Texas A&M University
oisp.tamu.edu/cognos8
Sep 21, 2009
### History of Courses Taught 2008-09

#### Agriculture and Life Sciences

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Prepared by Office of Institutional Studies and Planning
Texas A&M University

oisp.tamu.edu/cognos8

Sep 21, 2009
Appendix W

ALEC Faculty Vitae
Christopher T. Boleman  
Assistant Professor & Extension Specialist, Member of the Graduate Faculty  
Department of Agricultural Leadership, Education, and Communications  
Texas A&M University

Office Address: 7607 Eastmark Dr., Suite 101, 2116 TAMU, College Station, TX 77843-2116  
Office Phone: 979-845-1211  
E-Mail: cboleman@ag.tamu.edu

Formal Education:  
PhD 2003 Texas A&M University, Agricultural Education  
MS 2000 Texas A&M University, Animal Science  
BS 1996 Texas A&M University, Animal Science

Professional Experience:  
Texas A&M University Department of Agricultural Leadership, Education, and Communications  
Program Director for Texas 4-H & Youth Development  
2008- Current

Assistant Professor & Extension Specialist – 100% Extension,  
2003 – 2008

Promotion on Sept 1, 2008: Associate Professor & Extension Specialist (75%) and Assistant Program Leader for Ag. & Natural Resources and Community Resource & Economic Development (25%) - effective June 1, 2008

Extension Program Specialist - 100% Extension  
2002 – 2003

The Texas A&M University System Texas AgriLife Extension Service  
Graduate Assistant - Texas 4-H Youth Development Program  
2000 – 2002

Texas A&M University Department of Animal Science  
Assistant Lecturer, Judging Team Coach, Graduate Student  
1998 – 2000

Texas AgriLife Extension Service, Bell County, Belton, Texas  
Assistant County Extension Agent  
1997 – 1998

Scholar Activity:  
Listed below is a list of presentations that have been planned, implemented, and delivered from the period of March 2002 to December 2007 on the topics identified above.
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¹As of December 31, 2007.

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¹There were an additional nine publications that did not fit in any of these four categories

Summary of Major Accomplishments¹

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<td>Popular Press Articles</td>
<td>9</td>
</tr>
<tr>
<td>Presentations and Seminars</td>
<td>408</td>
</tr>
</tbody>
</table>

¹As of December 31, 2007.

²Total of $966,050.

Teaching Activities:


Honors and Awards:

Vice Chancellor’s Award in Excellence. (2007). Award was for developing and implementing the Quality Counts Program. Co-recipient with K. Smith, K. Chilek, L. Kieth, and J. Sterle.

Superior Service Award Individual Specialist Category. (2007).


Barry L. Boyd
Associate Professor & Associate Head
Department of Agricultural Leadership, Education, and Communications
Texas A&M University

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Formal Education:

<table>
<thead>
<tr>
<th>Degree</th>
<th>Year</th>
<th>Institution</th>
<th>Field</th>
</tr>
</thead>
<tbody>
<tr>
<td>PhD</td>
<td>1991</td>
<td>Texas A&amp;M University</td>
<td>Agricultural Education</td>
</tr>
<tr>
<td>MS</td>
<td>1983</td>
<td>Texas A&amp;M University</td>
<td>Agricultural Education</td>
</tr>
<tr>
<td>BS</td>
<td>1982</td>
<td>Texas A&amp;M University</td>
<td>Animal Science</td>
</tr>
</tbody>
</table>

Professional Experience:

<table>
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<tr>
<th>Role</th>
<th>Institution</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Professor and Associate Head</td>
<td>Department of Agricultural Leadership, Education, and Communications</td>
<td>2005 – Present</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>Department of Agricultural Education</td>
<td>1999 – 2005</td>
</tr>
</tbody>
</table>

Scholarly Activity:

Summary:
Published 28 peer-reviewed articles in seven journals; two additional articles are under review. Presented 28 research/practice papers at national and regional conferences. Each paper is published in the corresponding conference proceedings.

Extramural Funding:
Principal Investigator, 2004-2007, USDA Challenge Grant, **$68,000**

**Developing Volunteer Administration Skills: A Competency-Based Approach**, The purpose is to develop online learning modules for Extension professionals and other volunteer administrators.

Key Publications:


**Current Teaching:**
ALED 340 – Professional Leadership Development
ALED 301 – Topics in Agricultural Leadership & Education
ALED 344 – Leadership of Volunteers
ALEC 607 – Youth Leadership Programs
ALEC 608 – Leadership of Volunteers

**Professional Service/Engagement:**
*Association of Leadership Educators (ALE), 1999-present.*
- Past-President & Nominating Committee Chair of ALE, 2008-2009; President, 2007-2008; Vice-President, 2006-2007; 2007 Annual Conference Coordinator; Secretary, 2004-2006.

*American Association of Agricultural Educators, 1999- present.*
- AAAE Research Committee, Elected Chair, 2007
- AAAE Research Committee, Elected Vice-Chair, 2006

*Journal of Extension* – Peer Reviewer, 2003-2009

**Honor and Awards:**
2006 Distinguished Leadership & Service Award, Association of Leadership Educators, Awarded at Annual ALE Leadership Conference, Big Sky, MT.
2004 *Montague – Center for Teaching Excellence Scholar*, College of Agriculture and Life Sciences
2004 Southern Region American Association of Agricultural Education Outstanding Young Agricultural Educator Award
Gary E. Briers  
Professor, Member of the Graduate Faculty 
Department of Agricultural Leadership, Education, and Communications  
Texas A&M University

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Office Phone: 979-862-3000  
E-Mail: g-briers@tamu.edu

Formal Education:
- PhD 1978 Iowa State University, Agricultural Education  
- MEd 1974 Texas A&M University, Agricultural Education  
- BS 1971 Texas A&M University, Agricultural Education

Professional Experience:
Texas A&M University  
Professor  
Department of Agricultural Leadership, Education, and Communications  
2005-current

Professor and Associate Head for Academic and Research Programs  
Department of Agricultural Education  
1993-2005

Professor and Interim Head  
Department of Agricultural Education  
1991-1993

Associate Professor and Coordinator of Teacher Education Program  
Department of Agricultural Education  
1980-1991

Iowa State University  
Assistant Professor  
Department of Agricultural Education and of Secondary Education  
1978-1980

Instructor of Agricultural Education  
Department of Agricultural Education and of Secondary Education  
1975-1978

Sweeny Independent School District, Sweeny, Texas  
Teacher of Vocational Agriculture  
1972-1975

Scholarly Activity:
Extramural Funding:  
USDA-FAS, CADI Award, 2006-2007, $760,000, Professional Development and Curriculum Revitalization of the Armenian State Agrarian University
Key Publications:


Current Teaching:
ALEC 622: Data Collection, Analysis, and Interpretation in Research in Agricultural Leadership, Education, and Communications. (spring semesters)
ALEC 690: Theory of Research in Agricultural Education. (fall semesters)
AGSC 384: Clinical Experience in Teaching Agricultural Science. (fall and spring semesters)
AGSC 436: Professional Teaching Internship in Agricultural Science.

Professional Service/Engagement:
Extension and Livestock Specialist, Norman E. Borlaug Institute for International Agriculture Iraqi Agricultural Advisory Team (“Team Borlaug”) member, Iraq, 2008.

Supervisor of Student Teachers and Professional Interns—4-8 students annually in 2-6 Texas public schools.

Honor and Awards:
Fellow, American Association for Agricultural Education (AAAE), 2006
Russell Guin Outstanding Agricultural Educator Award, AAAE, 2006
Senior Fellow, AAAE, 2009
James E. Christiansen  
Professor Emeritus  
Department of Agricultural Leadership, Education, and Communications  
Texas A&M University

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E-Mail: j-christiansen@tamu.edu

Formal Education:  
- PhD 1965 The Ohio State University, Agricultural Education  
- MAgEd 1957 University of Arizona, Agricultural Education  
- BS 1951 University of Arizona, Agricultural Education

Professional Experience:  
- Texas A&M University  
  Professor Emeritus Department of Agricultural Education December 2004  
  Professor Department of Agricultural Education 1976 – 2004  
- Texas Tech University  
  Professor Department of Agricultural Educ. and Communications 2002 – 2005  
- Texas A&M University  
  Associate Professor Department of Agricultural Education 1968 – 1976  
- University of Florida  
  Assistant Professor Department of Agricultural Education 1966 – 1968  
- The Ohio State University  
  Consultant Center for Vocational-Technical Education 1965  
  Assistant Instructor Department of Agricultural Education 1964  
- Resht Agricultural Teacher Training School for Near East Foundation under contract with Government of Iran, Resht, Iran  
  Co-Administrator and Project Manager 1961 – 1963  
- Arizona high school systems of Tolleson, Snowflake, and Tempe  
  Teacher, Vocational Agriculture, Industrial Arts, and Biology 1954 – 1961  
  U. S. Army, Corps of Engineers, Engineering Design Technician, Honorable Discharge with rank of Sgt. (1951 – 1953)

Scholarly Activity:  
Summary:  
- Author or co-author of 47 bulletins, articles, papers, and books.  
- Gave 37 invited presentations to professional organizations and groups.

Extramural Funding:  
- Directed 19 funded research and development proposals and grants, eight of which were international in application.
Key Publications:

Current Teaching:
Currently not teaching after retirement in 2004. Assist occasionally with ALEC 640, 645, 646

Professional Service/Engagement:
Led development of a graduate level departmental emphasis area in international agricultural development for master’s and doctoral degrees in agricultural education.

Developed and taught four graduate courses in international agricultural development (including one with a required two-week field trip to a developing nation), developed and taught an undergraduate course on principles of technological change, co-developed and taught a graduate course on transfer of technology by institutions.

Coordinated development of accepted proposal for doctoral programs in agricultural education (approved by Texas Higher Education Coordinating Board in 1982).

Organized and conducted field trips in agricultural development for graduate students to Nicaragua (1994), Ecuador (1991), Mexico (1984), and Dominican Republic (1981).

Served as major advisor for 47 doctoral students and 61 Masters’ students. Of those students, 20 doctoral students and six master’s students conducted dissertation and thesis research with international or country-specific applications and 28 M.S. non-thesis option students engaged in international research and development activities as part of their graduate study; 25 of those students were from other countries.

Worked actively as a member of the COALS and Office of International Agricultural Programs committee that developed the graduate certificate program in International Agriculture and Resource Management for majors in any department of COALS. Directed the first seven graduate seminars (66 students) required in that program.

Honors and Awards:
Texas A&M University Bush Excellence Award for Faculty in International Teaching, 2004
Distinguished Service Award, Association for Agricultural Education, Western Region, 2004
International Interdisciplinary Service Award, College of Education and Human Development, Texas A&M University, 2004
Phi Beta Delta Norman Borlaug International Research and Service Award, 2004
Outstanding Leadership Award, Assn. for International Agric. and Extension Education, 2003
Distinguished Lecturer, American Association for Agricultural Education, December 7, 2000.
FFA Blue and Gold Award, Texas FFA Association, 1999.
International Education Award, American Association for Agricultural Education, Western Region, 1996.
International Excellence Award, Texas A&M University, 1996.
Distinguished Service Award, Vocational Agriculture Teachers’ Association of Texas, 1992.
Distinguished Service Award, American Association of Teacher Educators in Agriculture, 1985
Distinguished Service Award, American Association of Teacher Educators in Agriculture, Southern Region, 1984.
Distinguished Teaching Award, College Level, Texas A&M University, Association of Former Students, 1983.
Outstanding Teacher Educator Award, Vocational Agriculture Teachers’ Assn. of Texas, 1979.

Scott Cummings
Associate Professor, Program Leader & Associate Head,
Member of the Graduate Faculty
Department of Agricultural Leadership, Education, and Communications
Texas A&M University

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Formal Education:
Dr.PH  1995  The University of Texas School of Public Health
MPH   1989  The University of Texas School of Public Health
BS    1985  Texas A&M University, Health Education

Professional Experience:
Texas A&M University  Department of Agricultural Leadership, Education, Current
Associate Department Head; Associate Professor
& Program Leader

Assistant Professor & Extension Specialist, Interim Program Leader

Assistant Professor & Extension Specialist, Department of Agricultural Leadership, Education, September 2001-May 2002
and Communications, Texas AgriLife Extension Service

Assistant Professor & Extension Specialist, Department of Agricultural Leadership, Education, March 1997-August 2001
and Communications, Texas AgriLife Extension Service

U.T. M.D. Anderson Cancer Center, Houston, Texas  December 1995-February 1997
Research Associate/Project Director

Cancer Prevention Project Specialist/Project Director  May 1991-December 1995

Evaluation Coordinator/Assistant Epidemiologist  January 1990-May 1991

U.T. School of Public Health,  Center for Health Promotion, Research and Development  January 1989-August 1989
Sr. Research Assistant

Scholarly Activity:
Summary:
Research focused on program development and evaluation, including an emphasis on behavioral change.

Extramural Funding:
Evaluation of Disaster Case Management for Hurricane Ike, Texas Health and Human Services Commission, June 2009 – July 2010, $908,000.
**Key Publications:**


**Current Teaching:**

Program Planning and Program Development, Summer 2010 (graduate level)

**Professional Service/Engagement:**

- 2009 National Program and Staff Development Virtual Conference Chair
- 2005 to Present Measuring Excellence in Extension National Work Group
- 2004 to Present Southern Region Economic Impact Working Group
- 2004 to 2005 Southern Region Program Development Conference Work Group, Co-Chair
- 2004 to 2005 Southern Region Program Development Conference Work Group, Co-Chair
- 2004 Southern Rural Development Center Evaluation Task Force
- 2002 to Present Southern Region Extension Program Leaders, Program and Staff Development Committee
  - Chair, 2005-2006
  - Vice-Chair, 2004-2005
  - Secretary, 2003-2004
  - Member, 2002 - Present

**Honors and Awards:**

- Governor’s Executive Development Program, 2008.
- Award of Recognition for work on and service to the Texas Cooperative Extension Evaluation Committee, 2002.
- Team Award for Superior Service, 4-H Research and Evaluation Team, August, 2001.
- Award of Recognition for work on and service to the 1999 State Extension Conference, 1999.
Joseph M. Dettling
Associate Professor and Coordinator, Instructional Materials Service
Department of Agricultural Leadership, Education, and Communications
Texas A&M University

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Formal Education:
- PhD 1996 Texas A&M University, Agricultural Education
- MEd 1977 Texas A&M University, Agricultural Education
- BS 1970 Texas A&M University, Agricultural Education

Professional Experience:
Texas A&M University Department of Agricultural Leadership, Education, & Communications, Instructional Materials Service
- Coordinator and Associate Professor of Continuing Education 2007-Current
- Interim Coordinator, Associate Professor of Continuing Education 2005-2007
- Associate Professor of Continuing Education 1988-2005

Sweeny ISD, Sweeny High School, Sweeny, Texas
- Teacher, Department of Vocational Agriculture – Production, Vocational Agriculture - Cooperative Part-time Training 1975-1988

Scholarly Activity:
Summary: Currently, duties revolve around managing the daily operations of Instructional Materials Service. IMS generates approximately $700,000 in annual sales and also is the grant holder for the 2009/2010 Texas Education Agency Educational Excellence Grant, of which, I am the primary investigator. In addition to these duties, I work with materials development for the Natural Resources System and Trades & Industrial Education.

Extramural Funding:
2009/2010 Texas Education Agency Educational Excellence Grant, $300,000, duties – Primary Investigator

Key Publications:
- 9411 NC Region I/State Plant CD (2009)
- 9412 NC Region II/State Plant CD (2009)
- 9413 NC Region III/State Plant CD (2009)
- 9414 NC Region IV/State Plant CD (2009)
- 9415 NC Region V/State Plant CD (2009)
- 9440NC 2009 WRM CDE Competitions: Region III; Region IV; State, San Antonio Livestock Show; Houston Livestock Show; Texas State University
IMS Online Record Keeping System. Lead in the development of the EZ-Book, an abbreviated record keeping book designed for the student without an entrepreneurial SAE program. 2008
IMS Online Academy, lead in the development of this online delivery of teacher-based materials. Currently includes eight online courses, Career Preparation, and Employability Characteristics of Worker in the Modern Workplace. Began 2006. In progress.
Worked to restructure IMS business operations to that of sales only after the loss of the 2007 Texas Education Agency Educational Excellence Grant.
Wildlife and Recreation Management State Study Guide - 2005
“Unit C – Use and Abuse of Natural Resources” - Agriscience 284 Material (2004)
Agricultural Science and Technology Facility Guidelines (2001)

Professional Service/Engagement:
Texas A&M University representative to the State and Region III Wildlife Alliance for Youth and ex-officio member of the state Wildlife Alliance for Youth Development Event Committee (Current)
Houston Livestock Show and Rodeo, Wildlife and Recreation Management Contest, Superintendent (Current)
San Antonio Livestock Show Wildlife and Recreation Management Contest, Superintendent (Current)
Texas State University Invitational CDE, Wildlife and Recreation Management Contest, Contest Consultant (Current)
Member of Texas Aquaculture Association and the Education Section.
Administrative consultant to the IMS duplication and collation department (1988-Current)
Kim E. Dooley
Professor, Member of the Graduate Faculty
Department of Agricultural Leadership, Education, and Communications
Texas A&M University

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E-Mail: k-dooley@tamu.edu

Formal Education:
- PhD 1995  Texas A&M University, Educational Human Resource Development
- MEd 1987  Texas A&M University, Educational Curriculum and Instruction
- BS 1984  Texas A&M University, Educational Curriculum and Instruction

Professional Experience:
- Texas A&M University, Department of Agricultural Leadership, Education and Communications
  - Professor  September 2007-present
  - Associate Department Head for Graduate Programs and Research  June 2005-August 2008
  - Associate Professor  September 2003-present
  - Assistant Professor  September 1997-September 2003
- Texas A&M University, College of Agriculture and Life Sciences
  - Distance Education Coordinator  March 1996-October 1997
- The Texas A&M University System, The Agriculture Program
  - Extension Associate  October 1995 – March 1996
- The Texas A&M University System, Texas Agricultural Extension Service
  - Research Assistant  May 1995 – August 1995

Scholarly Activity:
Summary:
Publications include 50 refereed journal articles and a book titled "Advanced Methods in Distance Education: Applications and Practices for Educators, Administrators, and Learners." Managing editor of the Journal of International Agricultural and Extension Education and regional representative for the Journal of Agricultural Education Editorial Board.

Extramural Funding (in 2009):
**Key Publications (selected over last 3 years):**

**Current Teaching:**
ALEC 611 (600/700)-Advanced Methods in Distance Education
ALEC 696 (600/700)-Qualitative Research in AGED
ALEC 696 (600)-Qualitative Research in AGED
ALEC 695 (700/701/721)

**Professional Service/Engagement (sample):**
Closing Speaker for Freshman Advancing Leadership Conference (MSC Aggie Leaders of Tomorrow), *Navigating the Road to Leadership (Even Through Construction)*, October 2009
Employee Services Training, Instructional Planning for eLearning, September, 2008
Agriculture Peer Review Committee (College-level Tenure and Promotion), 2007-2009
Peer Review Team for Department of Greek Life, 2009
Council of Principal Investigators-elected as COALS representative, 2009-present
Provost Academic Master Plan Steering Committee, 2008-2009

**Honor and Awards (last 5 years):**
2008  Distinguished Research Award, AAAE Southern Region
2008  Outstanding International Agricultural Education Award (Western Region)
2005  United States Department of Agriculture’s Food and Agriculture Sciences Excellence in Teaching Award (Southern Region)
2005  Outstanding Professional Skill Award – Distance Education and Instructional Design presented by Association for Communication Excellence
2005  Critique & Awards Program – Gold Award for Educational Project from the Association for Communication Excellence
2005  ADEC Excellence in College and University Distance Education Awards – *Roadmap to Effective Distance Education Instructional Design*
Deborah W. Dunsford  
Senior Lecturer  
Department of Agricultural Leadership, Education, and Communications  
Texas A&M University

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Office Phone: 979-458-3389  
E-Mail: dunsford@tamu.edu

Formal Education:  
Ph D 1991  Texas A&M University, English Rhetoric and Composition  
MA 1987  Texas A&M University, English  
BS 1979  Kansas State University, Agricultural Journalism

Professional Experience:  
Texas A&M University, Department of Agricultural Leadership, Education, and Communications; Department of Agricultural Education  
Senior Lecturer 2001 - present  
Agricultural Communications and Journalism Program Coordinator 2001 - present  
Curriculum Coordinator 2005 - present

Texas A&M University, Department of Journalism  
Assistant Professor for Agricultural Journalism 1994-1996  
Lecturer 1987-1990

Biggs|Gilmore, Kalamazoo, MI  
Director of Public Relations 2000-2001  
Account Supervisor 1999-2000

Fleishman-Hillard International Communications, Kansas City, MO.  
Managing Supervisor 1997-1999

Kansas State University, Manhattan, Department of Agricultural Communications  
News Unit Coordinator 1996-1997

North Carolina State University, Department of Agricultural Communications  
Assistant Editor 1993-1994  
Naval Air Station, Norfolk, VA,  

Scholarly Activity:  
Summary:  
Four scholarly journal articles, one as sole author; Two book reviews; one electronic publication.
Extramural Funding:
$25,000, (Spring 2004-2005), Texas A&M University Writing Center to develop and launch a Writing Intensive Course Web Site for the College of Agriculture and Life Sciences. Site launched Spring 2005.

Key Publications:


Current Teaching:
Agricultural Media Writing I, Agricultural Media Writing II; Introduction to Agricultural Magazines; Introduction to Agricultural Public Relations; Advanced Agricultural Public Relations; Electronic Media for Print, Senior Seminar and Freshman Seminar

Professional Service/Engagement:
National Advisor, Agricultural Communicators of Tomorrow, July 2006- July 2009
American Horse Publications Critique Contest Judge, 2005. 2007

Honor and Awards:
2006 Melvin and Annette Peters Advising Award
Fish Camp Namesake
2005 Awarded the TAMU Association of Former Students Undergraduate Teaching Award in the College of Agriculture and Life Sciences
1995-96 Honor Professor for the College of Agriculture and Life Sciences, Texas A&M University
Kirk Clowe Edney, Ph. D.
Continuing Education Assistant Professor
Department of Agricultural Leadership, Education, and Communications
Texas A&M University

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E-Mail: kc-edney@tamu.edu

Formal Education:
PhD 2009 Texas A&M University, Agricultural Leadership, Education and Communications
MS 1983 Tarleton State University, Teaching, Agricultural Education
BS 1975 Texas A&M University, Agricultural Education

Professional Experience:
Texas A&M University Instructional Materials Service; Department of Agricultural Leadership, Education and Communications 1998 to date
Texas Education Agency Division of Career and Technology Education 1994 to 1998
Azle High School Agricultural science department head 1981 to 1989
Arlington High School Agricultural science teacher 1978 to 1981

Scholarly Activity:
Summary:
Poster accepted, 2010 AAAE Southern Region, February 2010

Key Publications:
Recharge CTE curriculum with CTSO participation. (2008 June) The Career and Technical Education Advisor

**Professional Service/Engagement:**
National FFA Poultry Evaluation CDE; secretary for Texas Agricultural Mechanics Committee;

**Honor and Awards:**
Association for Instructional Materials (ACTE) Award of Excellence for Curriculum Materials Development, 2006 - 2009
Honorary Lone Star FFA Degree, Texas FFA Association
Honorary American FFA Degree, National FFA Organization.
Chanda D. Elbert
Associate Professor, Member of the Graduate Faculty
Department of Agricultural Leadership, Education, and Communications
Texas A&M University

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E-Mail: celbert@tamu.edu

Formal Education:
- PhD 2000 The Pennsylvania State University, Agricultural and Extension Education
- MS 1996 University of Nebraska, Agricultural Education
- BS 1995 Southern University Agriculture and Mechanical College, Agricultural Business Management

Professional Experience:
- Texas A&M University Department of Agricultural Leadership, Education, Dec. 2000 - present
  Associate Professor and Communications
  Graduate Faculty Member –Texas Tech
- The Pennsylvania State University Graduate Teaching Assistant/Research Assistant January 1998-December 2000
- United States Department of Agriculture (USDA) Centralized Servicing Center, St. Louis, MO
  Workflow Coordinator for Risk Management Division January 1997-December 1997
- United States Department of Agriculture (USDA) Rural Development, formerly (FmHA), Omaha, NE
  Community Development Specialist May 1996-January 1997

Scholarly Activity:
Extramural Funding:

- Co-Principal Investigator (Funded 2009) The National Science Foundation Successfully Navigating Your Career-Advancing Women Faculty in Engineering and Technology at HBCU’s. (850,000). Other PI’s Felecia Nave and Karen Butler-Purry.

Key Publications:
Boyd, B., Rosser, M., Moore L. & Elbert, C. (under review) Developing an international leadership program to meet the needs of a global community. *Journal of Leadership Education*.

Current Teaching:
- Developed and currently teach graduate Program Evaluation and Accountability course for graduate and undergraduates
- Developed and currently teach Women’s Leadership Course-graduate and undergraduate
- Developed and currently teach Multicultural Leadership Course-undergraduate sophomores in conjunction with the Department of Multicultural Services at Texas A&M
- Developing Cross Culturally Leadership Course-graduate

International Experiences with Students
Instructor Travel Abroad Experiences with students from Texas A&M University

Professional Service/Engagement:
- American Association of Agricultural Educators (AAAE)
- Association of Leadership Educators (ALE)
- The National Society for Minorities in Agricultural, Natural Resources and Related Sciences (MANRRS)
  - I was nominated and selected to conduct a national speaking contest from all chapters involved with the MANRRS organization. My responsibilities included selecting judges, sending out manuscripts for evaluations, and oversee ratings of students during the speaking contest, announcements and introduction of student winner(s).
Namesake (Mentor), Aggie Access 2005, 2006
  - A University program that offers an interdisciplinary learning experience for new freshmen at the university to assist them a great academic start. Various programs are provided to students throughout the academic year working with peer advisors and faculty mentors.
Co-Advisor, for Texas A&M University Chapter of Minorities in Agriculture, Natural Resources and Related Sciences (MANRRS) 2005, 2006, 2007
  - A university and national student organization to meet the needs of underrepresented populations within the field of agricultural and life sciences.

Honor and Awards:
2008 Texas A&M Agrilife Conference -Vice Chancellor’s Awards in Excellence in Diversity (2007)
Jack Elliot
Professor & Department Head, Member of the Graduate Faculty
Department of Agricultural Leadership, Education, and Communications
Texas A&M University

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Formal Education:
PhD 1988 The Ohio State University, Agricultural Education
MA 1978 Washington State University, Agricultural Economics
B.S. 1975 Washington State University, Agricultural Education

Professional Experience:
Texas A&M University Department of Agricultural Leadership, Education, and Communications Professor and Head 2008-Present
The University of Arizona Department of Agricultural Education, Arid Lands Resource Sciences (Interdisciplinary Doctoral Degree Program) Professor & Head 2002-2008
Assistant Dean & Faculty Associate College of Agriculture and Life Sciences Office of Academic Programs 2000-2005
The University of Arizona Department of Agricultural Education, Arid Lands Resource Sciences (Interdisciplinary Doctoral Degree Program) Associate Professor 1996-2002
The University of Arizona Department of Agricultural Education Assistant Professor 1992-1996
Michigan State University Department of Agricultural and Extension Education (AEE) Assistant Professor 1988-1992
Adjunct Assistant Professor Department of Fisheries and Wildlife
The Ohio State University The National Center for Research in Vocational Education Graduate Research Associate and Departments of Agricultural Engineering and Agricultural Education 1986-1988

Extramural Grants:
2000/04 100% PI: Rural Rehabilitation, “Agricultural Education Enhancement for 2001/02,” $25,000.00 funded; (01-02).
2001 100% PI: SMARTer Kids Foundation, “Smart Board Grant,” $5,000 funded; (01).
2000/01 40% PI: Arizona Department of Education, “Professional Development for Vocational Technological Education,” 01FVE-SL18-PT4.2: $100,000 funded; (00-01).
2000/01 100% PI: Arizona Department of Education, “Research in Career and Technological Education,” 01FVE-SL18-PT4.2: $48,000 funded; (00-01).
2000/03  100% PI: United States Department of Agriculture, “MOA Universities of Namibia and Arizona,” $73,000 funded; (00-01).
2000/04  100% PI: Rural Rehabilitation, “Agricultural Education Enhancement for 2000/01,” $20,000.00 funded; (00-01).
1999/00  50% PI: Arizona Department of Education, "Professional Development for Vocational Technological Education," 00FVE-SL18-PT4.2: $125,000 funded; (99-00).
1999/00  10% PI: National Science Foundation, “Globe Soil Moisture Investigation,” $164,956 funded; (99-00).
1999/00  100% PI: Distributed Learning Team for the College of Agriculture, “Connecting with our Audience,” $2,568 funded; (99/00).

Key Publications:

Honors and Awards:
2008  Meritorious Service, Association for Career and Technical Education Research
2006  Outstanding Research Presentation, National Research Meeting, American Association for Agricultural Education
2006  Outstanding Research Presentation, Western Region Research Meeting, American Association for Agricultural Education
2006  Outstanding Symposia, Association for Career and Technical Education Research
2003  Outstanding Service Award, Association for International Agricultural and Extension Education
2002  Outstanding Research Presentation, Western Region Research Meeting, American Association for Agricultural Education
2002  Excellence in Teaching Regional Award, United States Department of Agriculture
Julie Harlin
Associate Professor, Member of the Graduate Faculty
Department of Agricultural Leadership, Education, and Communications
Texas A&M University

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Formal Education:
- PhD 1999 Oklahoma State University, Agricultural Education
- MS 1994 Texas A&M University, Agricultural Education
- BS 1993 Texas A&M University, Agricultural Science

Professional Experience:
- Texas A&M University Department of Agricultural Leadership, Education, and Communications
  - Associate Professor 2001-present
  - Assistant Professor 2001-2008
- Texas Tech University
  - Visiting Assistant Professor 1999-2001

Scholarly Activity:
Summary:
Grant and award activity includes $3,508,401 total with $360,800 allocated to my program. I have authored 17 refereed journal articles in five scholarly journals, 28 national and regional conference proceedings and abstracts, and 28 national and regional presentations.

Extramural Funding:
- Co-Principal Investigator, 2009, Neuhaus-Shepardson Faculty Development $3,000 Grant to develop ALEC 681-Professionalism and Ethics in ALEC as an online course for distance students. Co-PI Theresa Murphrey.
- Co-Investigator, 2007-2009, Continuing GK-12: $1,647,601 Fellows integrate math/science in rural middle schools. National Science Foundation (NSF), Graduate Teaching Fellows in K–12 Education (GK-12) (NSF-0638738) (5% of time) PI Larry Johnson.

Key Publications:


**Current Teaching:**
AGSC 380—Workshop in Agricultural Science (3 hours)
AGSC 402—Designing Instruction for Secondary Agricultural Science Programs (3 hours)
AGSC 425, 436, 481, 484—Student Teaching Internship (14 hours)
ALEC 602—Advanced Instructional Design in Agricultural Science (3 hours-stacked with 402)

**Professional Service/Engagement:**
- Member, Faculty Advisory Council to the President of Student Affairs, Fall 2008-present.
- Member, Council of Teacher Education, Texas A&M University, Fall 1999–present. Served as sub-committee member on ExCET remediation
- Member, College Recruitment and Marketing Committee, College of Agriculture and Life Sciences, 2008-present.
- Member, University Programs Committee, College of Agriculture and Life Sciences, 2008-present.

**Honor and Awards:**
2009  *Student Lead Award for Teaching Excellence (SLATE)* Finalist, Fall 2009, Texas A&M University.
2009  *Student Lead Award for Teaching Excellence (SLATE)* Recipient, Spring 2009, Texas A&M University.
2008  *2nd Place Author of the Year, Journal of Agricultural Education.*
2008  *Student Lead Award for Teaching Excellence (SLATE)* Finalist, Fall 2008, Texas A&M University.
2005  *Excellence in Teaching Award-New Teacher Division*, United States Department of Agriculture, Food and Agricultural Sciences.
Alvin Larke, Jr.
Professor, Member of the Graduate Faculty
Department of Agricultural Leadership, Education, and Communications
Texas A&M University

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E-Mail: a-larke@tamu.edu

Formal Education:
PhD 1982 University of Missouri-Columbia, Houston Graduate School of Theology
MEd 1974 SC State College, Special Education
BS 1968 SC State College, Agricultural Education

Professional Experience:
Texas A&M University Department of Agricultural Leadership, Education, and Communications September 1996-Present
Professor
Associate Professor and Coordinator of Student Teaching September 1, 1990-August 31, 1996
Assistant Professor and Coordinator of Agricultural Development Program July 16, 1984-August 31, 1982

University Missouri-Columbia
Assistant Professor and Assistant Dean of Resident Instructor September 1, 1982-July 13, 1984
Graduate Assistant, Dean of Resident Instruction July 21, 1980-August 31, 1982

Calhoun County Public Schools, St. Matthews, SC
Vocational Agriculture Teacher July 1, 1968-June 30, 1980

Scholarly Activity:
Summary:

Key Publications:
Journals

Research Papers

**Posters**


**Current Teaching:**
AGSC 301, The Introduction to Teaching Agriculture Science (27)
ALED, Cultural Pluralism in Agriculture (53)
ALEC, Guidance and Counseling for Rural Youth (17)

**Professional Service/Engagement:**
Pi Alpha Lambda, Alpha Phi Alpha Fraternity, Inc. 1986-present
Prison Ministry, Sandy Point Unit, 2007-present
Collaborative Effort in Teaching, Prairie View A&M University, 2008-present
Search Committee, Vice President for Undergraduate Studies, presently
Chair, Institutional Review Board (IRB), September 1, 2001-August 31, 2008
Director of the Century Scholars Program (50% time), September 1, 2001-August 31, 2002
Special Assistant to the Executive Vice President and Provost, August 1, 1998-August 31, 2001
Director of Ag Jumpstart, COALS, January 1991-August 31, 1994
American Council on Education Fellow, Baylor University, August 1, 1997-July 31, 1998

**Honors and Awards:**
2008   Black Former Student Network Legacy Award, Texas A&M University
James Lindner  
Professor, Member of the Graduate Faculty  
Department of Agricultural Leadership, Education, and Communications  
Texas A&M University

Office Address: 224 Scoates Hall, 2116 TAMU, College Station, TX 77843  
Office Phone: 979-458-2701  
E-Mail: j-lindner@tamu.edu

Formal Education:  
- PhD 2000: The Ohio State University, Agricultural Education, Emphasis: Extension Education, Minor emphasis: Research and Human Resource Management  
- MBA 1992: Auburn University, Business Administration  
- BS 1988: Auburn University, Business Administration, Marketing

Professional Experience:  
- Texas A&M University: Department of Agriculture Leadership, Education and Communications 2007 – Present  
  - Professor  
  - Associate Professor 2004 – 2007  
  - Assistant Professor 2000 – 2004  
- Ohio State University: Distance Learning Center 1992 - 2000  
  - Senior Research Associate and Coordinator

Scholarly Activity:  
Summary:  
- 3 Books, 6 Book Chapters, 103 Refereed Articles or Abstracts appearing Journals, 120+ Refereed Conference papers or abstracts, 150+ presentations at international, national, and regional meetings, 17 publications in peer-reviewed extension/national media, 34 departmental publications, 20 technical reports, 50+ funded projects totally over $7.0 million

Extramural Funding: (Selected)  
Lindner, J. R. (Principal Investigator). Teaching Locally Engaging Globally: Enhancing the Undergraduate Curricula. (USDA)  
Lindner, J. R. (Co-Principal Investigator). GK-12: Fellows integrate math/science in rural middle schools. National Science Foundation (NSF), Graduate Teaching Fellows in K–12 Education (GK-12)  

Key Publications:  


Current Teaching:
ALEC 620—Instrumentation and Survey Research Methods
ALEC 622—Data Collection, Analysis, and Interpretation
ALEC 695—Frontiers in Research
ALEC 690—Graduate Seminar
ALEC 610—Principles of Adult Education
ALEC 343—Management of Human Resources

Professional Service/Engagement:
Association for International Agricultural and Extension Education (AIAEE)
The American Center for the Study of Distance Education
American Association for Agricultural Education (AAAE)
The Texas Journal of Distance Learning
Journal of Extension Systems
Graduate Curriculum Review Committee
Promotion and Tenure Committee, Chair, Vice-chair

Honor and Awards: (Selected)
2009 Association for International Agricultural and Extension Education, Outstanding Service Award.
2005 Association for International Agricultural and Extension Education, Outstanding Achievement Award.
2004 North American Colleges and Teachers of Agriculture (NACTA), Teaching Award of Merit
2002 The Ohio State University, Alumni Society Board of Directors, Young Professional Achievement Award, College of Food, Agricultural, and Environmental Sciences
Landry Lynn Lockett  
Assistant Professor and Extension Specialist, Member of the Graduate Faculty  
Department of Agricultural Leadership, Education, and Communications  
Texas A&M University

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Office Phone: 979-845-2250  
E-Mail: l-lockett@tamu.edu

Formal Education:  
EdD 2007  Texas A&M University & Texas Tech University, Agricultural Education,  
(Joint Doctoral distance program)  
MS 2000  Texas Tech University, Ornamental Horticulture  
BS 1997  Texas Tech University, Ornamental Horticulture

Professional Experience:  
Texas A&M University, Department of Agricultural Leadership, Education and Communications, Texas AgriLife Extension Service  
Assistant Professor & Extension Specialist, Extension Organizational Development  
August 2007 – Present

Texas AgriLife Extension, Collin County, Texas  
Extension Agent – Horticulture  
August 2001 – August 2007

Davey Tree Expert Company, Austin, Texas  
Arborist  
June 2000 - August 2001

Scholarly Activity:  
Summary:  
Lockett’s scholarly activity is focused on the knowledge bases of volunteerism, teaching effectiveness, and new employee onboarding; all within the context of Cooperative Extension. A combination of research activities and real-world application guide these scholarly efforts.

Extramural Funding:  
None in current position. Lockett brought in over $42,000 in the position as County Extension Agent – Horticulture in Collin County, Texas.

Key Publications:  
Texas AgriLife Extension Manuscript Publications  


**Refereed Journal Publication**


**Current Teaching:**

Dr. Lockett does not have a University Teaching Appointment; however, he is the lead instructor for the following courses:

Fall 2009: “Agricultural Extension Philosophy & the Land-Grant Mission” (ALED 489, 3 credit hrs)

Spring 2010: “Leadership of Volunteers” (ALEC 608)

**Professional Service/Engagement:**

*Strengthening Extension Advisory Leadership* (SEAL) – Committee Member of the SEAL conference held every two years in the Southern Region. This conference is targeted toward advisory group members and Extension educators that are heavily involved in developing and sustaining successful county and or statewide advisory groups (2008 - Present).

*Kappa Upsilon Chi* – Serving as Texas A&M University’s Faculty Advisor for this social fraternity. January 2009 to present.

**Honor and Awards:**

2007  Extension Achievement Award - District IV. Award given by the TCAAA Agriculture and Natural Resource County Extension Agents in each Extension District for quality Extension work.

2005  Outstanding Early Career. Award given by the members of TCAAA in Extension District IV for notable Extension work performed by an Extension AG/NR County Extension Agent with five or less years in Extension.
Michael McCormick  
Senior Lecturer, Member of the Graduate Faculty  
Department of Agricultural Leadership, Education, and Communications  
Texas A&M University

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Office Phone: 979-845-2954  
E-Mail: mmccormick@aged.tamu.edu

Formal Education:  
Ph.D. 1999 Texas A&M University, Industrial/Organizational Psychology  
M.A. 1993 St. Mary’s University, Industrial Psychology  
Juris Doctor 1976 University of Mississippi  
B.S. 1972 Mississippi State University, Mechanical Engineering

Professional Experience  
Texas A&M University  
Department of Agricultural Leadership, Education, and Communications  
Assistant Professor  
August 2004-Present

University of Houston - Clear Lake  
Assistant Professor of I/O Psychology  
August 1999-July 2004

Graduate School of Business at the Instituto Tecnológico y de Estudios Superiores de Monterrey – Campus Querétaro in Querétaro, Mexico.  
Visiting Professor of Leadership (teaching a course)  
June 2000 and 2001

San Antonio College, San Antonio, TX  
Program Director, Legal Assistant Training Program  
1985-1990

Assistant Professor  
1983-1990

Trinity University, San Antonio, TX  
Adjunct Professor of Business Law  
1983-1985

Mississippi State University, Mississippi State, MS  
Adjunct Professor of Business Law  
1978-1983

Scholarly Activity:  
Key Publications:  


**Current Teaching:**
ALED 341: Team Learning and ALED 343: Human Resources for the Ag Sciences.

**Professional Service/Engagement:**
Member, university committee, Who’s Who Among Students in American Universities and Colleges for 2007-2008.
Served as a judge for the Student Research Poster Competition during the 2008 Texas A&M AgriLife Conference.
Member. Graduate Faculty Committee
Served as a judge for the Student Research Poster Competition during the 2008 Texas A&M AgriLife Conference.
Served as on ad hoc reviewer for *Journal of Leadership Education*
Member, Association of Leadership Educators
Member, International Leadership Association
Department Attendee to “BioEnergy Workshop” on June 29, 2007, sponsored by TAES.
Lori L. Moore  
Assistant Professor, Member of the Graduate Faculty  
Department of Agricultural Leadership, Education, and Communications  
Texas A&M University  

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E-Mail: llmoore@tamu.edu

Formal Education:  
- PhD 2003 University of Florida, Agricultural Education and Communication  
- MS 1996 Texas A&M University, Animal Science  
- BS 1994 Texas A&M University, Agricultural Science

Professional Experience:  
- Texas A&M University Department of Agricultural Leadership, Education, and Communications Assistant Professor June 2008 – Present  
- University of Idaho Agricultural and Extension Education Assistant Professor May 2003 – May 2008  
- University of Florida Agricultural Education and Communication Graduate Assistant August 2000 – May 2003  
- Alvin High School, Alvin, Texas Agricultural Science and Technology Instructor August 1996 – July 1998

Scholarly Activity:  
Summary:  
Primary research interest in the area of collegiate leadership programming including delivery strategies and learning communities; Published 16 referred journal articles and 12 refereed papers.

Extramural Funding:  
- Learning Outcome Assessment – Making it Work for the College of Agricultural and Life Sciences. Foltz, J. (PI), Moore, L. L., and Shirley, L. Funded by the UI Assessment Assistance Grant, Office of the Vice Provost of Academic Affairs, University of Idaho; 2007; $3419.  
- Proposal for the Modernization of the Georgian State Agricultural University. Pannkuk, C. (Co-PI), Haggerty, R. (Co-PI), and Moore, L. L. Funded by the United States Department of Agriculture – Foreign Agricultural Service; 2006; $158,495.
**Key Publications:**


**Current Teaching:**
- ALEC 616 Leadership Program Facilitation
- ALEC 609 Learning Organizations
- ALED 340 Professional Leadership Development
- ALED 201 Introduction to Leadership
- ALED 225 Leadership Learning Community II
- ALED 125 Leadership Learning Community I

**Professional Service/Engagement:**
- Journal of Leadership Education Managing Board, 2008-10
- Journal of Agricultural Education Editing-Managing Board, 2008-present
- American Association for Agricultural Education Research Committee, 2005 – present, 2007 Vice-Chairman, 2008 Chairman
- Association of Leadership Educators Board of Directors – Awards & Recognition Chair, 2004-06
- National FFA Food Science & Technology Career Development Event Committee, 2003 – present; Assistant Superintendent, 2004; Superintendent, 2005 – present

**Honor and Awards:**
- Western Region American Association for Agricultural Education (AAAE) Outstanding Young Member, April 2008
- Apple Polisher Award, University of Idaho Student Alumni Relations Board (SARB), University of Idaho, March 2007
- 2004 Alan A. Kahler Outstanding Dissertation Award, American Association for Agricultural Education (AAAE), May 2004
- North American Colleges and Teachers of Agriculture (NACTA) Teaching Award of Merit Certificate, 2004
Theresa Pesl Murphrey  
Assistant Professor, Member of the Graduate Faculty  
Department of Agricultural Leadership, Education, and Communications  
Texas A&M University

<table>
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<td><a href="mailto:t-murphrey@tamu.edu">t-murphrey@tamu.edu</a></td>
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**Formal Education:**

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<td>PhD</td>
<td>1997</td>
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<td>Agricultural Education</td>
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<td>1993</td>
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<td>BS</td>
<td>1992</td>
<td>Texas A&amp;M University</td>
<td>Agricultural Development</td>
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**Professional Experience:**

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<th>Position/Role</th>
<th>Location/Other Information</th>
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<tr>
<td>Texas A&amp;M University</td>
<td>Assistant Professor</td>
<td>Department of Agricultural Leadership, Education, and Communications</td>
</tr>
<tr>
<td></td>
<td>Visiting Assistant Professor &amp; Curriculum Designer</td>
<td>September 1999 – October 2008</td>
</tr>
<tr>
<td></td>
<td>Curriculum Designer</td>
<td>Center for Intl Business Studies, Mays Business School</td>
</tr>
<tr>
<td></td>
<td>Intl Potato Center, Lima, Peru, Instructional Designer &amp; Instructor</td>
<td>January 2000–May 2003</td>
</tr>
<tr>
<td>Texas A&amp;M University</td>
<td>Special Assistant to the Ex. Assoc. Dean</td>
<td>The Agriculture Program</td>
</tr>
<tr>
<td></td>
<td>Adjunct Assistant Professor</td>
<td>Department of Agricultural Education Sept. 1998 - 1999</td>
</tr>
<tr>
<td></td>
<td>Curriculum Designer</td>
<td>Intl Agricultural Programs June 1998 - August 1999</td>
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</table>

**Scholarly Activity:**

**Summary:**

Publications include 16 refereed journal articles, 4 publications as book reviews, encyclopedia entries, and magazine articles, and over 30 peer-reviewed presentations.

**Extramural Funding:**

- **CSREES Higher Education Challenge Grant.** (October 2009; Funded: **$460,320**). The Educational Effectiveness of Utilizing Second Life (SL) in Teaching Graduate-level Agricultural Crisis Communications. Leads: Rutherford, Doerfert, Murphrey, & Edgar. Texas A&M University with collaboration with the University of Arkansas (Edgar) and Texas Tech University (Doerfert). Tracking #: GRANT00561696.


Key Publications:


Current Teaching:
- Methods of Technological Change (ALEC 640)
- Advanced Instructional Design for Online Learning (ALEC 612)
- Survey of Evaluation Strategies for Agriculture (ALEC 689)
- Online Seminar: Sharing Research through Posters (ALEC 681)

Professional Service/Engagement:
- American Association for Agricultural Education (AAAE)
- Association for International Agricultural and Extension Education (AIAEE)
- North American Colleges and Teachers of Agriculture (NACTA)
- eLearning Guild
- ASTD (Formerly known as the American Society for Training & Development)
- American Evaluation Association

Honor and Awards:
- Outstanding Paper Runner Up - Southern Association of Agricultural Scientists, Dallas, Texas (February, 2008).
- 2nd Place Outstanding Poster Presentation - Association for International Agricultural and Extension Education (AIAEE) Conference, Polson, Montana (May, 2007).
Timothy H. Murphy  
Professor and Associate Head, Member of the Graduate Faculty  
Department of Agricultural Leadership, Education, and Communications  
Texas A&M University

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Office Phone: 979-862-3419  
E-Mail: tmurphy@tamu.edu  

Formal Education:  
PhD 1995  Texas A&M University, Agricultural Education  
MEd 1990  University of Missouri-Columbia, Practical Arts Vocational Technical Education  
BS 1985  University of Missouri-Columbia, Agriculture

Professional Experience:  
Texas A&M University  
Professor, Assoc. Head for Graduate Programs & Research  
Member of the Graduate Faculty  
The Graduate School, Texas Tech University  
2008 – Present  
2001 – Present

Assistant Professor  Department of Agricultural Education  
1997-2005

University of Idaho  
Assistant Professor  
Department of Agricultural and Extension Education  
1995-1997

Scholarly Activity:  
Summary:  
Dr. Murphy has published 25 research-based articles in 11 scholarly journals, and 41 articles in referred conference proceedings. He was Principal Investigator, Co-Investigator, Project Director, Collaborator, or Consultant for 42 funded research and development projects involving over $3.5 million in external funding.

Extramural Funding:  
Principal Investigator, 2010 NSF DRL - Discovery Research K-12  
$2,144,384
Project Director, 2010 ESRI GIS Grant Program $3,500

Key Publications:

Current Teaching:
AGED 615: Philosophy, History, and Policy of Agricultural Education
AGED 601: Advanced Methods in Agricultural Education
AGSC 383: Teaching Agricultural Mechanics
AGSC 436: Field Experience

Professional Service/Engagement:
Texas A&M University Educational Environment Council 2007-Present
Faculty Senate Representative. Appointed by Dr. Gates to examine the Educational Environment.
Texas A&M University Disciplinary Appeals Panel 2005-Present
Faculty Senate, Senator for Place 4 2007-Present
Member, Graduate Programs Council College of Agriculture and Life Sciences 2008-Present
Advisor, Agricultural Graduate Student Society 2000-Present
Technology Assisted Learning Workgroup 2000-Present
Dr. Murphy served for ten years as Treasurer of the American Association for Agricultural Education.

Honor and Awards:
Dr. Murphy was named the AAAE Southern Region Outstanding Young Agricultural Educator in 2000, selected as a Teaching Fellow by North American Colleges and Teachers of Agriculture in 2006, received the AAAE Southern Region Distinguished Research Award in 2007, the AAAE Outstanding Agricultural Educator Award in 2008, and was named a AAAE Fellow in 2009.
Traci L. Naile  
Assistant Professor, Member of the Graduate Faculty  
Department of Agricultural Leadership, Education, and Communications  
Texas A&M University

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Formal Education:  
Ph.D.  2009 Oklahoma State University, Agricultural Education  
M.S.  2006 Oklahoma State University, Agricultural Communications  
M.S.  2003 Oklahoma State University, Animal Science  
B.S.  2001 Purdue University, Animal Science

Professional Experience:  
Texas A&M University  
Assistant Professor  Department of Agricultural Leadership, Education and Communications  
August 2009 – present

Oklahoma State University, Stillwater, OK  
Graduate Research Associate  Department of Agricultural Education, Communications and Leadership  
August 2008 – July 2009

Oklahoma AgrAbility Project, Stillwater, OK  
Coordinator  
April 2006 – December 2008

Oklahoma State University, Stillwater, OK  
Adjunct Instructor  Department of Agricultural Education, Communications and Leadership  
January 2007 – August 2008

O’Neill Marketing Communications, Stillwater, OK  
Communications Coordinator  
November 2005 – April 2006

OSU Career Services, Stillwater, OK  
Graduate Assistant  
March 2004 – June 2005

Oklahoma State University, Stillwater, OK  
School of Journalism and Broadcasting  
Graduate Assistant  
October 2004 – May 2005

Scholarly Activity:  
Extramural Funding:  
USDA-NSF Disaster Resilience in Rural Communities Program Proposal, $400,000  
($179,060, Texas A&M University, $220,940, Oklahoma State University). Submitted.  
NSF Ethics Education in Science and Engineering, $370,274 ($295,274, Texas A&M University; $75,000, Pennsylvania State University). Internal proposal approved for full proposal submission.
Key Publications:
Naile, T. L., Robertson, J. T., & Sitton, S. (2009, June). A student-centered approach to teaching an introductory, writing-intensive course [Abstract]. Oral presentation at the 55th annual meeting of the North American Colleges and Teachers of Agriculture, Stillwater, OK.

Current Teaching:
AGCJ 105, Introduction to Agricultural Communications, fall 2009
AGCJ 404, Communicating Agricultural Information to the Public, fall 2009
AGCJ 407, Web Authoring in Agricultural Communications, spring 2010
ALEC 604, Writing for Professional Publication, spring 2010

Professional Service/Engagement:
American Association for Agricultural Education
Association for Communication Excellence in Agriculture, Natural Resources, and Life and Human Sciences
North American Colleges and Teachers of Agriculture

Honor and Awards:
2009 Graduate Student Teaching Award, North American Colleges and Teachers of Agriculture
2009 Graduate College Research Fellowship, Oklahoma State University
2009 Phoenix Outstanding Doctoral Student Award, Oklahoma State University
2009 Outstanding Student Paper and Presentation, 106th Annual Meeting of the Southern Association of Agricultural Scientists – Agricultural Communications Section
2008 Gamma Sigma Delta Honor Society of Agriculture, Oklahoma State University
2007-2009 Williams Fellowship, Oklahoma State University
Summer R. Felton Odom  
Advisor & Assistant Lecturer, Leadership Undergraduate Program Leader  
Department of Agricultural Leadership, Education, and Communications  
Texas A&M University

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Formal Education:  
PhD 2010 Texas A&M University, Candidate, Education & Human Resource Development  
MS 2001 Texas A&M University, Agricultural Education  
BS 1999 Texas A&M University, Food Science & Technology

Professional Experience:  
Texas A&M University  Department of Agricultural Leadership, Education & Communications (ALED)  
Advisor & Asst. Lecturer  ALED Undergraduate Program Leader 2005-Present  
Graduate Assistant  Department of Agricultural Education 1999-2000  
Americana Foods,  Lab Technician, Summer Intern 1999  
The MinuteMaid Company, Scientific & Regulatory Affairs, Summer Intern 1998

Scholarly Activity:  
Summary: Primary research interests in the area of personal leadership development, followers in the leadership process, and assessment. Published 5 refereed papers and conducted 7 refereed presentations.

Extramural Funding:  
2009 Neuhaus Teaching Enhancement Grant, $2,000  
2002-2003 Peer Review Project, Center for Teaching Excellence, $1,500 to use for teaching initiatives  
2004-2009 COALS Development Council Grant; $300-400 per year to help with peer advisors

Key Publications:  


Rutherford T. A., Stedman, N. P., Felton, S., Wingenbach, G. J. and Harlin, J. (2007). Developing skills for the future: Graduates’ perceptions of career skill preparedness and importance after a four-year undergraduate program. Proceedings, the Agricultural Education section of the 104th Annual Southern Association of Agricultural Scientists, Mobile, AL.


Current Teaching:
- Undergraduate Student Advising: Total Students in ALED = 650, Total advised= 250+
- Coordinate Peer Advising Program

ALED 102 Critical Issues in Agricultural Leadership, Education, & Communications
ALED 494 Student internships
ALED 301 Personal Leadership Education
ALED 342 Learning Organizations

Professional Service/Engagement:
Association of Leadership Educators (ALE) 2005-Present
- Member, Conference Planning Committee (2009)

University Advisors & Counselors (UAC) 2001-Present
- TAMU Academic Advising Assessment Team (appointed rep) 2007-Present
- President, Past President, VP of Programs, VP of Communications 2003-2008
- Chair, New Advisor Training Committee 2004-2006
- Member, Aggie Community Relief Efforts for Hurricanes Katrina & Rita 2005, 2008
- Member, Symposium Planning Committee & Advisor Briefing Day Committee 2002-2005

Participated in interviews for Century Scholars to determine scholarships Spring 2008

Academic Operations Committee (AOC) Member 2006-2007
New Student Conference Committee Member 2005-2006
Member, COALS Scholarship Committee 2000-Present
Member, ATMentors, Texas A&M University 2000-Present
Member, Faculty Screening Committee, Ag/Natural Resource Policy Congressional Internship Program 2002-2004, 2008

Honor and Awards:
- President’s Award for Academic Advising 2009
- President of University Advisors & Counselors (UAC) 2006-07
- Selected to the Texas A&M University Advisor Assessment Team 2007-08
- ING Texas A&M Professor of Excellence 2008
Manuel Piña, Jr.
Associate Professor, Member of the Graduate Faculty
Department of Agricultural Leadership, Education, and Communications
Texas A&M University

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E-Mail: m-pina@tamu.edu

Formal Education:
PMD 1985 Harvard University, Graduate School of Business Administration
PhD 1978 Texas A&M University, Adult Education
MS 1974 Texas A&M University, Educational Administration
BS 1958 Texas A&M University, Agricultural Education
BS 1968 Texas A&M University, Agricultural Journalism

Professional Experience:
Texas A&M University Associate Professor Department of Agricultural Leadership, Education, and Communications 2007-present
Associate Director Mexican American and U.S. Latino Research Center 2005
The Agriculture Program of the Texas A&M University System Assistant Vice Chancellor for Special Programs 1993-2005
Texas A&M University Associate Professor Department of Agricultural Leadership, Education, and Communications 1993-2004
W.K. Kellogg Foundation Program Director Agriculture and Rural Development 1989-1992
International Potato Center, Lima, Peru Head of Training and Communication 1978-1989

Scholarly Activity:
Summary: Scholarship in grants; total $16,155,306 since 1993; see examples below.
Extramural Funding: (Principal Investigator, Co-Principal Investigator, Writer, or Collaborator)
- “A Graduate Training Program in Forest Resources: Developing Integrated Expertise in Forest Resource Management, Conservation, and Restoration,” (Ecosystem Science and Management), USDA. October 1, 2009-September 30, 2014 ($234,000)
- “Hispanic Leaders in Agriculture and the Environment,” USDA,APHIS, October 1, 2009-September 30, 2012 ($83,700)
- “Preparing Underrepresented Scholars for Challenges in Poultry Food Safety—A Research, Internship, and Leadership Development M.S. Program,” (Department of Poultry Science), USDA, October 1, 2009-September 30, 2014 ($120,000)
“Cultivating Global Leaders in Agriculture: Enhancing Participation in Undergraduate Experiential Learning Opportunities for Minorities, mentor and collaborator, (Department of Horticultural Science), USDA, September 1, 2009-August 31, 2011 ($137,840)

“Research Experiences for Undergraduates,” (Plant Pathology and Microbiology), Office of the Chancellor, Texas A&M University System March 31, 2009-March 30, 2010 ($32,000)

“The Status of Hispanics in America: Challenges and Opportunities, American Association of Hispanics in Higher Education. AT&T Foundation. ($98,950)

“Hispanic Leaders in Agriculture and the Environment,” Foreign Animal and Zoonotic Diseases Center, Texas A&M University. ($210,000)


“Preparing Underrepresented Scholars for Research Careers in Biological and Agricultural Engineering and Veterinary Medicine” (Department of Biological and Agricultural Engineering and College of Veterinary Medicine, USDA, October 1, 2007-September 30, 2009 ($164,000)

Key Publications:


Current Teaching:
ALEC 624 – Developing Funded Research Projects

Professional Service/Engagement:
Texas A&M University Press, faculty advisory committee, September 2003-present.
Mexican American and Latino Faculty Association, an association to promote support and advocacy for faculty at Texas A&M University, October 2002-present.
Task Force for Creating the Mexican American and U.S. Latino Research Center, a research center to support recruitment, retention, and success of faculty at Texas A&M University, October-present.

Honor and Awards:
Vice Chancellor’s Award in Excellence – System Academic Partnership, College of Agriculture and Life Sciences, Texas A&M University, 2009
Diversity Service Award – Faculty, Texas A&M University, 2009
Distinguished Graduate, Department of Agricultural Education, College of Agriculture and Life Sciences, Texas A&M University, Spring 2005.
Office of the Executive Vice President and Provost Diversity Individual Achievement Award, Texas A&M University, 2003
John Rayfield
Assistant Professor, Member of the Graduate Faculty
Department of Agricultural Leadership, Education, and Communications
Texas A&M University

Office Address: 104-A Scoates Hall MS 2116 TAMU, College Station, TX 77843-2116
Office Phone: 979-862-3707
E-Mail: jrayfield@tamu.edu

Formal Education:
- PhD 2006 Texas Tech University, Agricultural Education
- MAgExt 1997 University of Georgia, Agricultural Extension Education
- BS 1993 Auburn University, Agricultural Education

Professional Experience:
- Texas A&M University Department of Agricultural Leadership, Education 2009 – Present
  Assistant Professor
- North Carolina State University Agricultural and Extension Education 2006-2009
  Assistant Professor
- Texas Tech University Department of Agricultural Education 2004-2006
  Graduate Teaching Assistant
- Lee County High School, Leesburg, Georgia Agricultural Education Instructor 2002-2004
- Worth County Middle School, Sylvester, Georgia Agricultural Education Instructor 1996-2002
- University of Georgia Cooperative Extension Service 1993–1996
  County Extension Agent

Scholarly Activity:
Extramural Funding:
- National FFA Supervised Agricultural Experience Videos, National FFA Organization, 2004-2005, Co-directed by Steve Fraze (50%), Cindy Akers (25%), John Rayfield (25%), $15,000

Key Publications:


**Current Teaching:**
AGSC 405/ALEC 605 Facilitating Complete Secondary AGSC Programs
AGSC 425 Learner Centered Instruction in AGSC
ALEC 603 Experiential Learning

**Professional Service/Engagement:**
Chair, Editing and Managing Board, Journal of Career and Technical Education Research
National FFA Career Development Advisory Board, Member 2008 – Present
National FFA Livestock Career Development Event Assistant Superintendent, 2006-present

**Honor and Awards:**
Author of the Year (3rd Place), Journal of Agricultural Education, Volume 49, No.4, 2008
Outstanding Research Poster, Association for Career and Technical Education Research Conference, Charlotte, NC, 2008
Outstanding Research Poster, National Agricultural Education Research Conference, Minneapolis, MN, 2007
Jeff Ripley
Assistant Professor and Extension Specialist
Department of Agricultural Leadership, Education, and Communications
Texas A&M University

Office Address: 148 Scoates Hall, 2116 TAMU, College Station, Texas 77843-2116
Office Phone: 979-845-7280
E-Mail: j-ripley@tamu.edu

Formal Education:
- PhD 2008 Texas A&M University, Agricultural Education
- MEd 1993 Southwest Texas State University, Agricultural Education
- BS 1989 Tarleton State University, Agri-Business with major emphasis on Economics, Accounting, Finance, and Agricultural Economics.

Professional Experience:
- Texas A&M University Department of Agricultural Leadership, Education and Communications, Texas AgriLife Extension Service 2009 – Present
  Assistant Professor & Extension Specialist
- Texas AgriLife Extension Service, Corpus Christi, Texas
  District Extension Administrator 2007 – 2008
- Texas AgriLife Extension Service, Austin, Texas
  County Extension Director 2000 - 2007
- Texas AgriLife Extension Service - San Angelo, Texas
  County Extension Agent 1995 - 2000
- Texas AgriLife Extension Service – Palo Pinto, Texas
  County Extension Agent 1993 - 1995
- Texas AgriLife Extension Service – Georgetown, Texas
  County Extension Agent 1991 - 1993
- Texas AgriLife Extension Service – Seguin, Texas
  County Extension Agent 1989 - 1991

Scholarly Activity:
Summary: 20 years in Extension, having been in the current position only since February, 2009. Most activity has been in support of County Extension programs, including development, deliver, evaluation, and interpretation of programs of all types.
Extramural Funding:
Most grants and contracts have been received at the County level, as a County Extension Agent/County Extension Director. In Travis County, the yearly grant and contract support for County Programs was in excess of $500,000 annually.

Key Publications:
Publications to date have all been informal, non-refereed publications to support County Programs. Currently working on publications (2) for Journal of Extension.

Current Teaching:
Fall, 2009 – ALEC 610 Principles of Adult Education
Spring 2010 – ALED 441 Agricultural Extension Organization and Methods

Professional Service/Engagement:
Texas AgriLife Extension Enhancing Quality Local 4-H Experience Committee
Texas AgriLife Extension Managing 4-H Livestock and Horse Project Committee
Texas AgriLife Extension Service Volunteer Steering Committee
Texas AgriLife Extension Expanding the Quality Local 4-H Experience Task Force
Texas Cooperative Extension Professional Development Trust
Texas 4-H Center Advisory Committee
Texas Cooperative Extension Organizational Excellence Committee
Co-Chair – Texas Cooperative Extension New Faculty Orientation Committee
Texas Cooperative Extension Community Development Program Committee
State Expanded Nutrition Program Advisory Committee
Texas Cooperative Extension Mentoring Committee
Texas Cooperative Extension Staff Conference Committee
District 10 Marketing and Interpretation Committee
District 10 Awards and Recognition Committee
Texas Cooperative Extension Community Development Program Committee
District 7 Marketing and Interpretation Committee
District 7 Program Development Committee

Honor and Awards:
2007 Honored Lifetime Board Member Award from the Travis County Junior Livestock Association
2007 Honorary Director – Star of Texas Fair and Rodeo
2005 National Extension Leadership Development Program Graduate
2001 Texas Cooperative Extension Leadership Program Graduate
2000 Result Demonstration Handbook Award from the Texas County Agricultural Agents Association
1996 Pursell Pinnacle Award for Outstanding Community Service and Leadership from the Texas County Agricultural Agents Association.
1995 Outstanding Service Award – Mineral Wells Chamber of Commerce
Manda H. Rosser  
Assistant Professor, Member of the Graduate Faculty  
Department of Agricultural Leadership, Education, and Communications  
Texas A&M University

Office Address: 119A Scoates Hall, 2116 TAMU, College Station, TX  77843-2116  
Office Phone: 979-862-3015  
E-Mail: mrosser@tamu.edu

Formal Education:  
PhD 2004 Texas A&M University, Human Resource Development  
MS 1999 Texas A&M University, Agricultural Education  
BS 1997 Texas A&M University, Agricultural Development

Professional Experience:  
Texas A&M University  
Assistant Professor Department of Agricultural Leadership, Education, and Communications  Sept. 2005-present  
Visiting Assistant Professor Department of Agricultural Leadership, Education, and Communications  Sept. 2004-Aug. 2005  
Director, Public Policy Internship Program Office of Associate Provost for Academic Affairs & Dean Undergraduate Studies  Sept. 2003-Aug. 2005  
Student Development Specialist Department of Student Activities  Sept. 2002-Aug. 2003  
Student Development Coordinator Office of Honors Programs and Academic Scholarships  Sept. 2000-Aug. 2002  
Advisory/Lecturer Department of Agricultural Education  Sept. 2002-Aug. 2000

Scholarly Activity:  
Summary:  
Research focused on leadership education in three primary areas: collegiate leadership, leadership development in dyadic relationships, popular culture in teaching leadership

Grants and Contracts Awarded:  
Principle Investigator (2006). 50 Texas Teachers Study, Center for Research, Evaluation, and Assessment of Teacher Education, $33,000. (100% provided for research)  

Key Publications:  

**Current Teaching:**
ALED 340, Professional Leadership Development
ALED 489, Dr. Joe Townsend Leadership Fellows
ALED 606, Foundations in Leadership Theory

**Professional Service/Engagement:**
American Association for Agricultural Education (AAAE)
Association of Leadership Educators (ALE), Conference Planning Committee
Academy of Human Resource Development (AHRD), Reviewer

**Honor and Awards:**

*Teaching Awards*
- Gamma Sigma Delta College of Agriculture and Life Sciences Teaching Award, 2008
- TAMU College of Agriculture and Life Sciences Student Council Honor Professor, 2008
- Montague Scholar Teacher, 11 given university wide, 2008
- Student Lead Award in Teaching Excellence, 2009

*Research Awards*
- Academy of HRD Cutting Edge Award - Top Ten Conference Paper Award, 2005, 2007
Tracy Rutherford  
Associate Professor, Member of the Graduate Faculty  
Department of Agricultural Leadership, Education, and Communications  
Texas A&M University  

Office Address: 125 Scoates Hall, 2116 TAMU, College Station, TX 77843-2116  
Office Phone: 979-458-2744  
E-Mail: rutherford@tamu.edu  

Formal Education:  
- PhD 1998 Texas A&M University, Agricultural Education  
- MA 1996 Texas A&M University, Speech Communication  
- BS 1994 Cornell University, Animal Science  

Professional Experience:  
- Texas A&M University, Department of Agricultural Leadership, Education and Communications  
  Associate Professor 2008-present  
  Assistant Professor 2002-2008  
- Kansas State University, Department of Communication-Agricultural Journalism program  
  Manhattan, Kansas  
  Assistant Professor 1999-2002  

Scholarly Activity  
Extramural Funding:  

Key Publications:  


**Current Teaching:**
AGCJ 307, Electronic Media Production in Agricultural Communications (Fall)
AGCJ 308, Agricultural Digital Photography (Fall/Spring)
AGCJ 405, Agricultural Publication Production (Fall/Spring)

**Professional Service/Engagement:**
AAAE Newsletter Editor
ACT Adviser
TAMU Second Life Development Committee

**Honors and Awards**
2009       Student Led Award for Teaching Excellence
2007       Texas A&M University T(transfer)-Camp Namesake
2006       The Association of Former Students Distinguished Achievement Award
2004       Honorary American FFA Degree
2000       KSU College of Agriculture Faculty of the Semester, 2000, $1,000

**Selected Thesis and Dissertation Adviserships**
Katherine “Katie” Scott
Program Coordinator & Academic Advisor II for University Studies—Leadership
Department of Agricultural Leadership, Education, and Communications
Texas A&M University

Office Address: 122-B Scoates Hall, 2116 TAMU, College Station, TX  77843-2116
Office Phone: 979-458-1213
E-Mail: kscott@aged.tamu.edu

Formal Education:
- MEd 2009  Texas A&M University, Agricultural Leadership, Education, and Communications
- BS  2003  Texas A&M University, Agricultural Leadership and Development

Professional Experience:
Texas A&M University Department of Agricultural Leadership, Education and Communications
Program Coordinator & Academic Advisor II for University Studies—Leadership

- Program Coordinator & Academic Advisor II for University Studies—Leadership
  September 2007-Present

  Instructor of record for ALED 481 – Senior Seminar
  June 2007, June 2008
  • Prepared and taught curriculum to assist students in the job search and
    issue that arise with the transition out of the college setting

  Co-instructor of record for ALED 440 – Principles of Technological Change
  June 2007
  • Prepared and taught curriculum to 40 junior/senior students
  • Writing intensive course

  Instructor of record for ALED 440 – Principles of Technological Change
  January – May 2007
  • Prepared and taught curriculum to 40 junior/senior students
  • Writing intensive course

  Teaching Assistant - ALED 481-501 & 502, Dr. Boyd & Dr. McCormick
  August 2006-Present
  • Responsible for grading assignments & posting grades on WebCT
  • Track student’s attendance
  • Answer student’s questions concerning job hunting, interviewing, resumes & life after college
  • Guest speaker to classes – topic Surviving 9-5 & Other Useful Tips
  • Assist Dr. Boyd & Dr. McCormick in class as needed

Blue Bell Creameries, L.P., Brenham, Texas
Consumer Relations Representative & Administrative Assistant
July 2003-June 2006
Scholarly Activity:

Current Teaching:
ALED 481-Senior Seminar

Professional Service/Engagement:
Advisor to Agricultural Leadership, Education & Communications Aggie Reps January 2008-Present
Association of Leadership Educators—member 2007-Present
Glen Clark Shinn  
Professor, Member of the Graduate Faculty  
Department of Agricultural Leadership, Education, and Communications  
Texas A&M University

Office Address: 227 Scoates Hall, 2116 TAMU, College Station, TX 77843-2116  
Office Phone: 979-862-3012  
E-Mail: g-shinn@tamu.edu

Formal Education:  
- PhD 1971 University of Missouri-Columbia, Agricultural Education, Agricultural Engineering, Higher & Adult Education, Research Methods  
- MEd 1970 University of Missouri-Columbia, Agricultural Education, Agricultural Engineering  
- BS 1963 Oklahoma State University, Agricultural Education

Professional Experience:  
- Texas A&M University Department of Agricultural Leadership, Education, and Communications  
  Professor  
  Team Leader Afghanistan Agricultural Assessment Team  
  September–December 2009  
  Iraq Agricultural Advisory Group (Team Borlaug)  
  May 2008 – December 2008  
- Armenian State Agrarian University  
  Professor & Resident Advisor  
  2006 – 2007  
- Texas A&M University  
  Professor, Professional development and sabbatical study: (1) Instituto Tecnologico de Estudios Superiores de Monterrey in Monterrey Mexico; (2) Wageningen University RC in Wageningen the Netherlands; (3) American Farm School and European Centre for the Development of Vocational Training (CEDEFOP) in Thessaloniki Greece; and (4) University of Melbourne, and Charles Sturt University in Australia. The study investigated business models for eLearning, technologies for adults in rural settings, and relevant partners for international collaboration.  
  2005

Scholarly Activity:  
Summary:  
Published 53 research-based articles in nine scholarly journals and presented 81 refereed or invited papers, abstracts, and posters in international, national, and regional agricultural education or agricultural engineering professional meetings. Published four textbooks and three chapters. Outstanding Research Presentation by National Agricultural Education Research Meeting in 1989 and 1998. First Runner-Up Author of the Year by Journal of Agricultural Education, 1993 and 1996. Invited 2009 Knapp Seminar (AAAE).

Extramural Funding:  
Principal Investigator, Co-Investigator, and/or Project Director for seventy-one research and development projects. Current research projects include Accelerating Curricular Change in Transitional Universities (FY07-08, $751,341) and International Knowledge Base & Conceptual Framework of
Agricultural Education (Departmental Self-Study). Collaborator and Team Leader for Department of Defense Post-Conflict Agricultural Assessment in Iraq and Afghanistan ($5,222,222) Personal research foci include higher education planning and needs assessment, diffusion of innovations, agricultural technology, and distance & eLearning.

Key Publications:

Current Teaching:
ALEC 610 - Principles of Adult Education
ALEC 644 - The Agricultural Advisor in Developing Nations
ALEC 645 - Initiating, Managing, and Monitoring Projects of International Agricultural Development
ALEC 646 - Institutions Serving Agriculture in Developing Nations
ALEC 681 - Seminar

Professional Service/Engagement:
Scholarly engagement arises from service to and with our clientele and the public. I am currently engaging with individuals and institutions serving agriculture, including ADCI/VOCA, the American Farm School, CGIAR, FAO, Food for the Hungry, Heifer International, Minnesota Army National Guard (Fort Lewis WA), National Pork Board, Peace Corps, Seoul Technological National University, Slovak University of Agriculture (Bratislava, SK), State University of Tetovo (Republic of Macedonia), Texas Army National Guard (Austin, TX), USDA/FAS, and Iraqi and Afghan agricultural leaders. This professional service and engagement explores sustainable collaboration and the development of better agricultural development models. The process and outcomes are documented as email and personal communication and is undergoing validation by peers.

Honor and Awards:
2009 Senior Fellow in American Association for Agricultural Education
Baghdad, Iraq
2007 Memorable Gold Medal of Armenian State Agrarian University awarded by the Scientific Council of ASAU and presented by Rector Arshaluys Tarverdyan, Yerevan, Armenia
Douglas Perret Starr  
Professor, Member of Graduate Faculty  
Department of Agricultural Leadership, Education, and Communications  
Texas A&M University, College Station 77843–2116

Office Address: 217 Scoates Hall, 2116 TAMU, College Station, TX 77843-2116  
Office Phone: 979–458–3039  
E-Mail: d-starr@tamu.edu

Formal Education

<table>
<thead>
<tr>
<th>Degree</th>
<th>Year</th>
<th>Institution</th>
<th>Field</th>
</tr>
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<tbody>
<tr>
<td>PhD</td>
<td>1972</td>
<td>Florida State University</td>
<td>Communication Theory</td>
</tr>
<tr>
<td>MA</td>
<td>1970</td>
<td>Florida State University</td>
<td>Rhetoric and Public Address</td>
</tr>
<tr>
<td>BA</td>
<td>1950</td>
<td>Louisiana State University</td>
<td>Journalism</td>
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<tr>
<td></td>
<td>1984</td>
<td>Accredited in Public Relations (APR) by examination, Public Relations Society of America</td>
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</table>

Professional Experience

Texas A&M University  
Department of Agricultural Leadership, Education, and Communications  
Professor  
2004 -present

Texas A&M University  
Department of Journalism  
Professor  
1986-2004

University of North Texas, Denton  
Associate Professor  
1974–1986

Austin College, Sherman Texas  
1981  
Visiting Professor of Journalism

Florida State University, Tallahassee  
Visiting Professor of Communication  
1971–1974

Florida State University, Tallahassee  
College of Communication  
Instructor  
1969–1971

United States Coast Guard Reserve: retired as Commander. 20 years reserve duty, Coast Guard; 13 years active and reserve duty, United States Navy. World War II, Korean War, Cold War  
1985

United States Coast Guard Headquarters, Washington DC, 45–89 days each of six summers, public affairs officer (Commander), Division of Safety Programs under Chief of Staff. Wrote, edited safety manuals  
1980–1985

Scholarly Activity:  
Summary — My strength lies in teaching writing news, columns, feature stories; copyediting and headline writing; and speech ghostwriting.
Extramural Funding:  None

Key Publications:
2006 — Speech Ghostwriting: Crafting Effective Speeches for Other People, Oak Park IL: Marion Street Press Inc.
  Fall 1971 — “Permit Them To See that Note Pad Used,” Journalism Educator XXVI (Fall), 19–20.

Current Teaching — AGCJ 203 — Agricultural Media Writing I ... AGCJ 281 — Journalism Concepts for Agriculture ... AGCJ 303 — Agricultural Media Writing II ... AGCJ 304 — Editing for Agricultural Audiences

Professional Service/Engagement:
2009 — Elected to Faculty Senate
Member of appropriate professional associations — Society of Professional Journalists, Public Relations Society of America, International Association of Weekly Newspaper Editors — and agricultural scholarly associations — ACT, ACE, AIAEE, NACTA, AEJMC.

Honor and Awards:
2008 — Distinguished Teaching Award, College Level, by the Association of Former Students
2006 — Honored by Texas A&M University Corps of Cadets for Interest and Enthusiasm in Teaching, Supporting, and Counseling Students
1999 — Honored by the International Office for “contributions and strong support of the international efforts of Texas A&M University”
1998 — Faculty Distinguished Achievement Award in Teaching by the Association of Former Students
1997 — Cited by students for service to International Studies Degree Program
1996 — Fish Camp Starr
1993 — Elected to the College of Fellows, Poynter Institute
1992 — Elected to the College of Fellows of Public Relations Society of America
1953 — Member of the reporting team that helped the Vicksburg (MS) Post–Herald win the 1954 Pulitzer Prize

Multiple Certificates of Appreciation, Awards of Merit, and Awards of Excellence, Certificate of Honor, God and Silver Awards by various professional societies; United States Coast Guard Achievement Medal, Meritorious Commendation Ribbon, Commendation Ribbon, Commandant’s Award for excellence in training
Christine D. Townsend  
Professor, Member of the Graduate Faculty  
Department of Agricultural Leadership, Education, and Communications  
Texas A&M University

Office Address: 113 E. Dolphin Street, South Padre Island, TX  
Office Phone: 979-255-1387  
E-Mail: cdtleader@gmail.com

Formal Education:
- PhD 1981 Iowa State University, Agricultural Education  
- MS 1979 Ohio State University, Agricultural Education  
- BS 1975 Ohio State University, Horticulture Business

Professional Experience:
Texas A&M University  
Professor Department of Agricultural Leadership, Education, and Communications 2008-present  
Professor and Head Department of Agricultural Leadership, Education, and Communications 2005-2007  
University Professor for Undergraduate Teaching Excellence  
Professor, University Department of Agricultural Education 2002-2004  
Professor for Undergraduate Teaching Excellence, (See Section III)  
Professor and Assistant Department of Agricultural Education 1999-2002  
Department Head, University Professor for Undergraduate Teaching Excellence  
Associate Professor Department of Agricultural Education 1990-1999  
Senior Lecturer Department of Horticultural Sciences 1985-1990

Scholarly Activity:  
Summary:  
Successful learn tech simul teacher styles nology ations traits/style  
Leadership = f ([correct theory + (appropriate delivery) + reflection] [Post Class])  
Education (see Exploration of Variables) Real Men Reflec  
Extramural Funding: None
Key Publications:
Townsend, Christine. There is no FRAUD in Leadership, Editorial, Journal of Leadership Education, volume 7, #3, Winter 2009 (+ 12 similar)

Current Teaching:
ALED 342 – Leadership of Learning Organizations (online, developed by C. Townsend)
ALED 440 – Methods of Technological Change (online, developed by C. Townsend)
Numerous variable credit classes

Professional Service/Engagement:
Editor, Journal of Leadership Education (JOLE), present
Expert Developer, Leadership Research Agenda, National AgEd Research Agenda Meeting, University of Florida, December, 2005
Mentor, National FFA Omega Project, September, 2006 – June, 2007
Reviewer, The Journal of Agricultural Education, 1999-present
• Completion of Department name change to Agricultural Leadership, Education, and Communications
• Completion of name changes for 2 undergraduate majors: Agricultural Leadership and Development and Agricultural Communications and Journalism
• Completion of Scoates Hall 1st Floor Renovation Development of the “Leadership Studies” Area of Concentration for the “University Studies” degree program

Honor and Awards:
Distinguished Teaching Award, University Level, 1994, Texas A&M University
Honors Program Teacher Scholar, 1995, Texas A&M University
Cintron University Professor for Undergraduate Teaching Excellence, 1996-2001
Outstanding Leadership Program, 1990, national award, Association of Leadership Educators
Excellence in College and University Teaching Award, 1999, United States Dept of Agriculture Southern Region
Distinguished Service Award, 2004, national recognition from the Association of Leadership Educators
Professional Agriculture Workers of Texas Education Award, 2008
Guerra Ranch Educator of the Year, 2009
Texas Legislator Recognition, 2009
**Office Address:** 115 Scoates Hall, 2116 TAMU, College Station, TX 77843-2116  
**Office Phone:** 979-862-3013  
**E-Mail:** t-vestal@tamu.edu  

**Formal Education:**  
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<th>Year</th>
<th>Institution</th>
<th>Field of Study</th>
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<tr>
<td>PhD</td>
<td>1998</td>
<td>Texas A&amp;M University</td>
<td>Agricultural Education</td>
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<tr>
<td>MEd</td>
<td>1982</td>
<td>Texas A&amp;M University</td>
<td>Agricultural Education</td>
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<tr>
<td>BS</td>
<td>1977</td>
<td>Tarleton State University</td>
<td>Agricultural Education</td>
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**Professional Experience:**  
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<th>Organization</th>
<th>Position</th>
<th>Years</th>
<th>Appt:</th>
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<tbody>
<tr>
<td>Texas A&amp;M University</td>
<td>Professor &amp; Extension Specialist</td>
<td>2006 - present</td>
<td>Extension 100%</td>
</tr>
<tr>
<td>&amp; Communications, Texas AgriLife Extension Service</td>
<td></td>
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</tr>
<tr>
<td>Associate Professor &amp; Extension Education</td>
<td>2000-2005</td>
<td></td>
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</tr>
<tr>
<td>Director-Institute of Food Science &amp; Engineering</td>
<td></td>
<td>Appt: Extension 50%, Research 25%, Teaching 25%</td>
<td></td>
</tr>
<tr>
<td>Texas Agricultural Extension Service, San Antonio, TX</td>
<td>County Extension Agent – Agriculture &amp; Agricultural Program Leader</td>
<td>1990 – 1994</td>
<td>Appt: Extension 100%</td>
</tr>
<tr>
<td>Texas Agricultural Extension Service, Levelland, TX</td>
<td>County Extension Agent – Agriculture &amp; Trainer Agent</td>
<td>1988 – 1990</td>
<td>Appt: Extension 100%</td>
</tr>
<tr>
<td>Texas AgriLife Extension Service, Crosbyton, TX</td>
<td>County Extension Agent – Agriculture &amp; 4-H and Youth Coordinator</td>
<td>1981 - 1988</td>
<td>Appt: Extension 100%</td>
</tr>
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</table>

**Scholarly Activity:**  
**Summary:**  
Throughout his 32-year career, Dr. Vestal has cultivated a knowledge-base on diffusion of innovations in social systems to improve his program development and management of practical food and agricultural sciences and public policy educational delivery strategies. His passion as an agricultural leader and educator are best describe in the following professional goals.

*Advance dialogue among opinion leaders (i.e. scientists, industry, educators, mass media, and elected officials) to improve public and private decision-making aptitudes regarding the biological and physical nature of agricultural sciences and the complex related social, behavioral, political, economic and legal systems.*

*Foster our collective success in extension, research and teaching to enhance contributions of agriculture to environmental quality and a safe and abundant supply of food, essential to human health and well being.*
Extramural Funding:

<table>
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<th>Year</th>
<th>Grant Value</th>
<th>Vestal Share</th>
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<tr>
<td>1990-2009</td>
<td>$3,064,300</td>
<td>$2,219,900</td>
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</table>

Key Publications:


Current Teaching:
No teaching appointment; Current Graduate Committees: Ph.D. (2); M.S. (4)

Professional Service/Engagement:
- (2010) – Member-Department of Homeland Security Workgroup for Homeland Infrastructure Threat and Risk Analysis Center Criticality in the Food and Agriculture Sector, Argonne National Laboratory, Argonne, IL
- (2007-2009) Member – Selection Advisory Committee for Vice Chancellor’s Awards In Excellence, Texas A&M AgriLife, College Station, TX
- (2008-2009) Member – Public Policy & Regulatory Outreach Advisory Panel, Institute of Food Technologists, Chicago, IL

Honor and Awards:
2009 Educational Aids Blue Ribbon Award; Comprehensive Publication Category, in recognition of outstanding field guide ‘Managing Contaminated Animal and Plant Materials’ American Society of Agricultural and Biological Engineering, Reno, NV
Lexi M. Wied  
Assistant Lecturer and Academic Advisor  
Department of Agricultural Leadership, Education, and Communications  
Texas A&M University

Office Address: 126 Scoates Hall, 2116 TAMU, College Station, TX 77846-2116
Office Phone: 979-458-0390
E-Mail: lwied@aged.tamu.edu

Formal Education:
- MEd 2006  Texas A&M University, Agricultural Leadership and Education
- BS 2004  Texas Tech University, Interdisciplinary Agricultural

Professional Experience:
- Texas A&M University  Department of Agricultural Leadership, Education and Communications  2008-Present
  - Assistant Lecturer & Academic Advisor
  - Assistant Lecturer  2007-2008
  - Graduate Assistant  2005-2006
- United States House of Representatives, Congressman Lamar Smith  2004
  - Congressional Intern  Spring 2004
- Texas Tech University  Information Systems  2000-2003
  - Student Assistant/Receptionist

Scholarly Activity:
Summary: My Scholarly Activity primarily consists of teaching, learning and advising. I participate in various service activities in the university and the community and attended my first professional conference in the summer of 2009.

Extramural Funding: None

Key Publications: None

Current Teaching:
Agricultural Leadership and Development 485—Directed Studies
  Collaboratively create, develop, manage and grade numerous directed studies projects each semester
Agricultural Leadership and Development 440—Principles of Planned Change
  Spring 2008—2 sections, 40 students each
  Fall 2007—1 section, 40 students
  Spring 2007—2 sections, 40 students each
Agricultural Leadership and Development 426—Methods in Adult Agricultural Education
Fall 2008—1 section, 25 students
Summer I & II 2008—1 section each session, 25 students in each
Fall 2007—2 sections, 30 students in each
Summer I 2007—1 section, 25 students
Spring 2007—2 sections, 25 students in each
Agricultural Leadership and Development 344—Leadership of Volunteers
Spring 2009—1 section, 42 students
Fall 2009—1 section, 42 students
Agricultural Leadership and Development 301—Personal Leadership
Summer I 2009—1 section, 40 students
Spring 2008—2 sections, 40 students each
Fall 2007—1 section, 40 students
Summer II 2007—1 section, 40 students

Professional Service/Engagement:
ALED workgroup leader “in training”
Association of Leadership Educators
   2009  Conference attendee
   2010  Conference Planning Committee member
University Advisors and Counselors organization, Texas A&M, 2008-present
   Attend Advisor Briefing Days
   Attend Advisor Symposium
ALED Scholarship Committee – 2009-2010
Research participant / teacher observer, Professional Learning Community Model for Entry into
   Teaching Science (PLC-METS) - Department of Geology and Geophysics - Texas A&M
   University, Fall 2008 - Spring 2009.
Committee member, Whitley Lowry Endowed Scholarship Committee—ALEC, Texas A&M
   University - Spring 2009
ALED workgroup and ALEC advisors workgroup – Fall 2008-present
ALED Leadership Learning Community – Spring 2007-present
Texas A&M University, Guest Lecturer, ALED 426 - Fall 2008
Prairie View A&M University, Co-Guest Lecturer, AGHR 4413 (collaborative course between PVAMU
   & TAMU faculty)
Texas A&M University, Panel Member, EDAD 601 – College Teaching

Honor and Awards:
   Corps of Cadets “Enthusiasm While Teaching, Supervising & Counseling Students” award – Fall 2007
Jennifer Williams  
Assistant Professor, Member of the Graduate Faculty  
Department of Agricultural Leadership, Education, and Communications  
Texas A&M University  

Office Address: 119 D Scoates Hall, 2116 TAMU, College Station, TX 77843-2116  
Office Phone: 979-862-1423  
E-Mail: dr.jen@tamu.edu

Formal Education:  
- PhD 2007 Oklahoma State University, Agricultural Education  
- MS 2003 Texas A&M University, Agricultural Education  
- BS 2001 Texas A&M University, Agricultural Leadership and Development

Professional Experience:  
- Texas A&M University  
  Assistant Professor  
  Department of Agricultural Leadership, Education and Communications  
  2010-Present
- University of Georgia  
  Assistant Professor  
  Department of Agricultural Leadership, Education and Communications  
  2008-2010
- Oklahoma State University  
  Graduate Associate  
  Department of Agricultural Education, Communications, and Leadership, Leadership Educators Institute (USDA Challenge Grant)  
  2006-2007
- Graduate Assistant & Senior Academic Advisor  
  University Academic Services  
  Summer 2006
- Graduate Assistant & Freshman in Transition Coordinator  
  College of Agriculture, Science, and Natural Resources  
  2005-2006
- Texas A&M University  
  Lecturer and Advisor  
  Department of Agricultural Education  
  2002-2005

Scholarly Activity:  
Extramural Funding:  
Empowering Faculty to Deliver Distance Education Courses  
- Higher Education Challenge Grant  
- $132,000  
- Developing a Distance Education Fellowship program to teach faculty how to effectively utilize distance education teaching strategies

Key Publications:  
Williams, J. R., Blackwell, C., & Bailey, L. (Accepted). The conceptualization and investment of leadership development by department heads in colleges of agriculture at land grant universities. *Journal of Agricultural Education.*


**Current Teaching:**
Topics in Agricultural Leadership and Education: ALED 301 (Spring 2010)
Principles of Technological Change: ALED 440 (Spring 2010)

**Professional Service/Engagement:**

**Honor and Awards:**
2009-2011 University of Georgia Lilly Teaching Fellow

2009 Outstanding Research Presentation Award-Faculty Division: Southern Region Conference of the American Association for Agricultural Education

2008-2009 University of Georgia Service Learning Fellow

2008 North American Colleges and Teachers of Agriculture Graduate Student Teaching Award
Gary J. Wingenbach  
Professor, Member of the Graduate Faculty  
Department of Agricultural Leadership, Education, and Communications  
Texas A&M University

Office Address: 218 Scoates Hall, 2116 TAMU, College Station, Texas 77843-2116
Office Phone: 979-862-1507
E-Mail: g-wingenbach@tamu.edu

Formal Education:
- PhD 1995  Iowa State University, Agricultural Education
- MAT 1993  Oregon State University, Agricultural Education
- MAg 1992  Oregon State University, Agricultural and Resource Economics
- BS  1991  Oregon State University, Agricultural and Resource Economics

Professional Experience:
Texas A&M University
- Professor (Promoted on September 1, 2009) 2009 to present
- Associate Professor (Tenured and Promoted on September 1, 2004) 2004-2009
- Assistant Professor 2001-2004

Mississippi State University
- Assistant Professor 1999-2001

West Virginia University
- Assistant Professor 1995-1999

Scholarly Activity:
Summary:
My current position is 85% teaching and 15% research, with primary responsibilities in International Agriculture; conduct research through HATCH Project H-8934 (CSREES-TEX8934: Globalizations Issues in Texas’ Colleges of Agriculture); scholarship is demonstrated primarily through 50+ refereed journal articles in 15 scholarly journals representing agricultural communications, education, extension, and international agriculture knowledge bases. Extramural funding activities include grants and contracts submitted to the USDA, US Department of State, and USAID, resulting in 27 funded projects totaling $5,671,440. Collaborated on more than 300 forms of scholarship with more than 50 faculty members, graduate, and undergraduate students.

Extramural Funding:


**Key Publications:**


**Current Teaching:**

Undergraduate: Global Agricultural Issues (3 cr.); Cultivating Global Leaders (1 cr.)
Graduate: Online Research Methods (3 cr.); Professional Publications (3 cr.); Seminar (1 cr.)

**Professional Service/Engagement:**

President: Association for International Agricultural and Extension Education, 2009-2010
Senator: Texas A&M University Faculty Senate and Core Curriculum Council, 2007-2010
Adviser: Alpha Gamma Rho Fraternity, Beta Nu Chapter, 2005-present
Editor: *Journal of International Agricultural and Extension Education*, 2002-2007
Web Editor: *Journal of Extension Systems Online*, 1998-present
Member: National Association of Colleges and Teachers of Agriculture, 2000 to present
Member: American Association for Agricultural Education, 1995 to present
Member: Association for International Agricultural and Extension Education, 1993 to present

**Honor and Awards:**

2008 Outstanding Poster, Agricultural Comm., Southern Association of Agricultural Scientists
2008 Outstanding Innovative Poster, AAAE Southern Region
2008 Honorable Mention NACTA Journal Article, NACTA Journal Award Committee
2007 Alumni Fellow, Department of Agriculture, Dickinson State University, North Dakota
2007 Outstanding Journal Article, *Journal of International Agricultural and Extension Education*
2007 Outstanding Poster, Association for International Agricultural and Extension Education
2007 Outstanding International Agricultural Education Award, AAAE Western Region
2005 Outstanding Service, Association for International Agricultural and Extension Education
Keith W. Zamzow  
Continuing Education Assistant Professor  
Department of Agricultural Leadership, Education, and Communications  
Texas A&M University

Office Address:  
Riverside Campus, Instructional Materials Services, College Station, TX  77843-2588
Office Phone:  
979-845-6601
E-Mail:  
k-zamzow@tamu.edu

Formal Education:

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<th>Year</th>
<th>Institution and Field</th>
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<tr>
<td>BS</td>
<td>1987</td>
<td>Secondary Education Teacher Certification in Horticulture</td>
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Professional Experience

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<td>Department of Agricultural Leadership, Education and Communications, Instructional Materials Service</td>
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<td>Graduate Assistant</td>
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<td>Plano East Senior High School, Plano, Texas</td>
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<td>Fall 1987</td>
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<td>Lone Star Growers, Inc., San Antonio, Texas</td>
<td>Student Intern</td>
<td>Summer 1986</td>
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<td>Texas A&amp;M University</td>
<td>Department of Horticultural Sciences</td>
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<td>Laboratory Student Worker</td>
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Scholarly Activity:

**AgSc 363 – Floral Design & Interior Landscape Development (first edition)**
Curriculum Guide for Agriscience 363
Complete Set Agriscience 363 Student Material topics (28 topics, 244 pages)
Teacher’s Key for Agriscience 363 Student Material topics
Topic Tests for Agriscience 363
Teacher’s Key to Topic Tests for Agriscience 363
SAEP Activities for Agriscience 363

**AgSc 362 – Horticultural Plant Production**
Curriculum Guide for Agriscience 362
Complete Set Agriscience 362 Student Material topics (26 topics, 444 pages)
Teacher’s Key for Agriscience 362 Student Material topics
Topic Tests for Agriscience 362
Teacher’s Key to Topic Tests for Agriscience 362
SAEP Activities for Agriscience 362
AgSc 361 – Landscape Design, Construction, & Maintenance (first edition)
Curriculum Guide for Agriscience 361
Complete Set Agriscience 361 Student Material topics (26 topics, 420 pages)
Teacher’s Key for Agriscience 361 Student Material topics
Topic Tests for Agriscience 361
Teacher’s Key to Topic Tests for Agriscience 361
SAEP Activities for Agriscience 361

AgBu 461 – Horticulture – Agricultural Industry
Curriculum Guide for Agribusiness 461
Complete Set Agribusiness 461 Student Material topics (63 topics, 1004 pages)
Teacher’s Key for Agribusiness 461 Student Material topics
Topic Tests for Agribusiness 461
Teacher’s Key to Topic Tests for Agribusiness 461

AgSc 261 – Introduction to Horticultural Sciences
Curriculum Guide for Agriscience 261
Complete Set Agriscience 261 Student Material topics (32 topics, 444 pages)
Teacher’s Key for Agriscience 261 Student Material topics
Topic Tests for Agriscience 261
Teacher’s Key to Topic Tests for Agriscience 261
SAEP Activities for Agriscience 261

AgSc 365 – Advanced Floral Design
Curriculum Guide for Agriscience 365
Complete Set Agriscience 365 Student Material topics (22 topics, 304 pages)
Teacher’s Key for Agriscience 365 Student Material topics
Topic Tests for Agriscience 365
Teacher’s Key to Topic Tests for Agriscience 365
SAEP Activities for Agriscience 365

**Workshop and In-Service Presentations**
Horticulture Workshops for Agriscience Teachers
IMS Curriculum and TEA Grant Related Workshop Presentations at the Annual Agricultural Science Teachers Professional Improvement Conferences
IMS Online Academy & SAEP Recordkeeping Workshops and Presentations for Agriscience Teachers and Student Teachers

**Professional Service/Engagement**
Agriculture Teachers Association of Texas (Since 1990)
Co-chair state degree check committee for American FFA Degree applicants (2006-2009)
Wheelock 4-H Club Manager (2007 -- Present)

**Honors and Awards**
Honorable Mention from Association for Instructional Materials (AIM) Awards Committee for the Advanced Floral Design curriculum materials. (December 2004)
Award of Excellence from Association for Instructional Materials (AIM) Awards Committee for the Landscape Design, Construction, & Maintenance curriculum materials. (December 2008)
Appendix X

Course Evaluation Summaries (Fall 2002, Fall 2009)
Questions

I would like another course from this instructor.
3. The amount of work and/or grading was reasonable for the course.
4. The exams/precis were prepared and graded fairly.
5. The amount of work and/or grading was unreasonable for the course.
6. I believe this instructor was an effective teacher.
7. Help was readily available for questions and/or homework.

Response Description

Department of AGRICULTURAL EDUCATION
Texas A&M University

Semester: Fall, 2002
Overall Summary Report...
Question

(mean = 4.66, SD = 0.16)

overall mean: 4.75
Total option form = 1366

Semester: Fall 2009

Overall Summary Report • 611
Appendix Y

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

Research (70%)
1. Refereed Research Publications in Leading Journals in the Field ........................................ (Z-score x 5)
2. Refereed Research Publications in other Journals in the Field or other Discipline .................. (Z-score x 3)
3. Non-research Based Refereed Publications in Leading Journals in the Field ............................... (Z-score x 2)
4. Non-research Based Refereed Publications in other Journals in the Field or other Discipline .... (Z-score x 1)
5. Books/Book Chapters .................................................................................................................. (Z-score x 1)
6. Conference Proceedings ............................................................................................................. (Z-score x 1)
7. Other Scholarly Publications ..................................................................................................... (Z-score x .5)
8. Scholarly Award/Recognition/Impact .......................................................................................... (Z-score x 1)
9. # Local/State Grant Proposals Submitted .................................................................................... (Z-score x .25)
10. # National Competitive Grant Proposals Submitted ................................................................. (Z-score x .75)
11. # Grants Received ..................................................................................................................... (Z-score x 1.5)
12. Grant $ Received [portion attributed to you - under your control - contributes to department] ........ (Z-score x 5)

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

Teaching (20%)
1. Weighted Student Credit Hours .................................................................................................. (Z-score x 3.5)
2. Compliance Load ....................................................................................................................... (Z-score x 3.5)
3. Course generated fees ............................................................................................................... (Z-score x 3.5)
4. Teaching Evaluations .................................................................................................................. (Z-score x 2)
5. Teaching Awards/ Recognition .................................................................................................. (Z-score x 1)
6. MS-Chair ..................................................................................................................................... (Z-score x 2)
7. MS-Member ............................................................................................................................... (Z-score x .5)
8. MAG/MED-Chair ......................................................................................................................... (Z-score x .75)
9. MAG/MED-Member .................................................................................................................... (Z-score x .25)
10. Doctoral Chair .......................................................................................................................... (Z-score x 3)
11. Doctoral Member ...................................................................................................................... (Z-score x 1)
12. Club Advisor ............................................................................................................................. (Z-score x 1)

Service (10%)
1. Department Leadership/Service .................................................................................................. (Z-score x 3)
2. College Leadership/Service ........................................................................................................ (Z-score x 4)
3. University Leadership/Service .................................................................................................... (Z-score x 5)
4. Professional Association Leadership/Service ............................................................................... (Z-score x 5)
5. Editor or Editorial Board ............................................................................................................ (Z-score x 5)

Step 1: Calculate Z-scores
Step 2: Multiply by the factor in parenthesis
Step 3: Sum items in each of the three areas (i.e., research, teaching, and service)
Step 4: Multiply by the respective weights assigned to each area (i.e., research - 70%, teaching 20%, and service 10%)
Step 5: Sum a total for each faculty
Step 6: Rank faculty according to their total score
Step 7: Department Head will use this information as the main influence for merit. The Department Head will use collegiality and other more qualitative attributes to make minor adjustments to merit.
Appendix Z

College of Agriculture/Texas A&M University
Salaries Summary (FY 2002-03, FY 2008-09)
# Texas A&M University
College of Agriculture & Life Sciences
Salaries for 2002-2003

<table>
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<tr>
<th>DEPT</th>
<th>Faculty Rank</th>
<th>Texas A&amp;M</th>
<th>Peer Group</th>
<th>Rel. Mkt*</th>
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<td>Avg. Salary</td>
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* TAMU average salary divided by peer average salary
(1) Peer averages are weighted by TAMU faculty distribution

Prepared by Office of Institutional Studies and Planning, 18-Jun-03, 03:36 PM
# Texas A&M University
College of Agriculture & Life Sciences
Salaries for 2002-2003

<table>
<thead>
<tr>
<th>DEPT</th>
<th>Faculty Rank</th>
<th>Texas A&amp;M</th>
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<td>Avg. Salary</td>
<td># Faculty</td>
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* TAMU average salary divided by peer average salary

(1) Peer averages are weighted by TAMU faculty distribution

Prepared by Office of Institutional Studies and Planning, 18-Jun-03, 03:36 PM
Texas A&M Salaries vs Aggregated College Peer Groups
COLLEGE OF AGRICULTURE & LIFE SCIENCES

All Ranks

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Professor

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Note: Percentage labels represent TAMU average salary divided by peer average salary.
Texas A&M Salaries vs Aggregated College Peer Groups
COLLEGE OF AGRICULTURE & LIFE SCIENCES

**Associate Professor**

![Graph showing salary comparison between TAMU and peer average for Associate Professor positions from 1998-1999 to 2002-2003.](image)

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<td>2001-2002</td>
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<tr>
<td>2002-2003</td>
<td>$61,286</td>
<td>$64,103</td>
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**Assistant Professor**

![Graph showing salary comparison between TAMU and peer average for Assistant Professor positions from 1998-1999 to 2002-2003.](image)

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<td>2002-2003</td>
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<td>$54,787</td>
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Note: Percentage labels represent TAMU average salary divided by peer average salary.
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<th>Peer Group Avg. Salary</th>
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</table>

* TAMU average salary divided by peer average salary

(1) Peer averages are weighted by TAMU faculty distribution
Texas A&M Salaries vs Aggregated College Peer Groups
UNIVERSITY SUMMARY

All Ranks

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Professor

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Note: Percentage labels represent TAMU average salary divided by peer average salary.
*Prepared by Texas A&M Office of Institutional Studies, June 13, 2003*
Texas A&M Salaries vs Aggregated College Peer Groups
UNIVERSITY SUMMARY

Associate Professor

<table>
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Assistant Professor

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Note: Percentage labels represent TAMU average salary divided by peer average salary.
<table>
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<tr>
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<th>Texas A&amp;M</th>
<th>Peer Group</th>
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* TAMU average salary divided by peer average salary

(1) Peer averages are weighted by TAMU faculty distribution

Prepared by Office of Institutional Studies and Planning, 30-Mar-09, 10:02 AM
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<td>Avg. Salary</td>
<td># Faculty</td>
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<td>All Ranks</td>
<td>$83,351</td>
<td>315</td>
<td>$90,460</td>
</tr>
</tbody>
</table>

* TAMU average salary divided by peer average salary

(1) Peer averages are weighted by TAMU faculty distribution
Texas A&M Salaries vs Aggregated College Peer Groups

College of Agriculture & Life Sciences

All Ranks

<table>
<thead>
<tr>
<th>Year</th>
<th>TAMU</th>
<th>Peer Avg</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004-2005</td>
<td>$74,309</td>
<td>$79,520</td>
</tr>
<tr>
<td>2005-2006</td>
<td>$75,588</td>
<td>$82,876</td>
</tr>
<tr>
<td>2006-2007</td>
<td>$78,015</td>
<td>$82,006</td>
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<td>2007-2008</td>
<td>$80,591</td>
<td>$87,956</td>
</tr>
<tr>
<td>2008-2009</td>
<td>$83,351</td>
<td>$90,460</td>
</tr>
</tbody>
</table>

% of peer

93% 91% 95% 92% 92%

Professor

<table>
<thead>
<tr>
<th>Year</th>
<th>TAMU</th>
<th>Peer Avg</th>
</tr>
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<tbody>
<tr>
<td>2004-2005</td>
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<td>2005-2006</td>
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<td>2007-2008</td>
<td>$95,336</td>
<td>$104,039</td>
</tr>
<tr>
<td>2008-2009</td>
<td>$99,292</td>
<td>$107,353</td>
</tr>
</tbody>
</table>

% of peer

93% 92% 95% 92% 92%

Note: Percentage labels represent TAMU average salary divided by peer average salary.
Texas A&M Salaries vs Aggregated College Peer Groups

College of Agriculture & Life Sciences

**Associate Professor**

![Graph showing salary comparison between TAMU and peer averages for Associate Professor from 2004-2005 to 2008-2009.]

- **TAMU**:
  - 2004-2005: $63,367
  - 2005-2006: $63,526
  - 2006-2007: $65,350
  - 2007-2008: $67,972
  - 2008-2009: $70,468

- **Peer Avg**:
  - 2004-2005: $67,196
  - 2005-2006: $70,298
  - 2006-2007: $68,770
  - 2007-2008: $75,458
  - 2008-2009: $77,874

- **% of peer**:
  - 2004-2005: 94%
  - 2005-2006: 90%
  - 2006-2007: 95%
  - 2007-2008: 90%
  - 2008-2009: 90%

**Assistant Professor**

![Graph showing salary comparison between TAMU and peer averages for Assistant Professor from 2004-2005 to 2008-2009.]

- **TAMU**:
  - 2004-2005: $52,878
  - 2005-2006: $54,779
  - 2006-2007: $57,236
  - 2007-2008: $59,539
  - 2008-2009: $61,191

- **Peer Avg**:
  - 2004-2005: $57,287
  - 2005-2006: $60,383
  - 2006-2007: $59,668
  - 2007-2008: $63,590
  - 2008-2009: $65,694

- **% of peer**:
  - 2004-2005: 92%
  - 2005-2006: 91%
  - 2006-2007: 96%
  - 2007-2008: 94%
  - 2008-2009: 93%

Note: Percentage labels represent TAMU average salary divided by peer average salary.

*Prepared by Texas A&M Office of Institutional Studies, 3/30/2009*
<table>
<thead>
<tr>
<th>College</th>
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<th>Group Mkt</th>
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<tbody>
<tr>
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<tr>
<td>Professor</td>
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<td>$107,353</td>
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<tr>
<td>Assoc Prof</td>
<td>$70,468</td>
<td>$77,874</td>
</tr>
<tr>
<td>Assist Prof</td>
<td>$61,191</td>
<td>$65,694</td>
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<tr>
<td>All Ranks</td>
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<tr>
<td>All Ranks</td>
<td>$87,467</td>
<td>$101,373</td>
</tr>
</tbody>
</table>

* TAMU average salary divided by peer average salary
(1) Peer averages are weighted by TAMU faculty distribution

Prepared by Office of Institutional Studies and Planning, 30-Mar-09, 10:08 AM
<table>
<thead>
<tr>
<th>College</th>
<th>Faculty Rank</th>
<th>Texas A&amp;M Avg. Salary</th>
<th># Faculty</th>
<th>Peer Group Avg. Salary</th>
<th># Faculty</th>
<th>Rel. Mkt*</th>
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</thead>
<tbody>
<tr>
<td>Texas A&amp;M University</td>
<td>Professor</td>
<td>$116,902</td>
<td>832</td>
<td>$126,105</td>
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<td>0.93</td>
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<td>Assoc Prof</td>
<td>$81,885</td>
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<td>$87,263</td>
<td>(1) 3,336</td>
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<td></td>
<td>Assist Prof</td>
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<td>$102,281</td>
<td>(1) 12,707</td>
<td>0.94</td>
</tr>
</tbody>
</table>

* TAMU average salary divided by peer average salary
(1) Peer averages are weighted by TAMU faculty distribution

Prepared by Office of Institutional Studies and Planning, 30-Mar-09, 10:08 AM
Texas A&M Salaries vs Aggregated College Peer Groups

UNIVERSITY SUMMARY

All Ranks

![Graph showing salary comparison over years for TAMU and Peer Avg.]

Professor

![Graph showing salary comparison for Professor rank over years for TAMU and Peer Avg.]

Note: Percentage labels represent TAMU average salary divided by peer average salary.

Texas A&M Salaries vs Aggregated College Peer Groups

UNIVERSITY SUMMARY

Associate Professor

![Graph showing salary comparison for Associate Professor for the years 2004-2005 to 2008-2009]

<table>
<thead>
<tr>
<th>Year</th>
<th>TAMU</th>
<th>Peer Avg</th>
<th>% of peer</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004-2005</td>
<td>$70,420</td>
<td>$75,615</td>
<td>93%</td>
</tr>
<tr>
<td>2005-2006</td>
<td>$73,067</td>
<td>$78,474</td>
<td>93%</td>
</tr>
<tr>
<td>2006-2007</td>
<td>$76,211</td>
<td>$81,057</td>
<td>94%</td>
</tr>
<tr>
<td>2007-2008</td>
<td>$79,607</td>
<td>$85,089</td>
<td>94%</td>
</tr>
<tr>
<td>2008-2009</td>
<td>$81,885</td>
<td>$87,263</td>
<td>94%</td>
</tr>
</tbody>
</table>

Assistant Professor

![Graph showing salary comparison for Assistant Professor for the years 2004-2005 to 2008-2009]

<table>
<thead>
<tr>
<th>Year</th>
<th>TAMU</th>
<th>Peer Avg</th>
<th>% of peer</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004-2005</td>
<td>$60,445</td>
<td>$65,465</td>
<td>92%</td>
</tr>
<tr>
<td>2005-2006</td>
<td>$65,693</td>
<td>$68,221</td>
<td>96%</td>
</tr>
<tr>
<td>2006-2007</td>
<td>$67,668</td>
<td>$70,839</td>
<td>96%</td>
</tr>
<tr>
<td>2007-2008</td>
<td>$70,992</td>
<td>$74,361</td>
<td>95%</td>
</tr>
<tr>
<td>2008-2009</td>
<td>$72,845</td>
<td>$75,569</td>
<td>96%</td>
</tr>
</tbody>
</table>

Note: Percentage labels represent TAMU average salary divided by peer average salary.
Appendix AA

Did You Know This About the College of Agriculture and Life Sciences?
Did You Know?

Top Ten Things You Might Not Know about the College of Agriculture and Life Sciences

1. **Agriculture is Life!** What we do impacts every person on the planet at the most fundamental level: the food we eat, the water we drink, the clothes we wear. We work to improve life by studying highly diverse subjects, such as food safety, the ecosystem, engineering, agribusiness, and entomology. We teach the life sciences, too, which include a wide range of science-based academic subjects.

2. **Land Grant Mission.** Texas A&M is a land grant university. That means we offer life-long education to the general public, focus on solving society’s problems through research, and provide education in local communities through extension outreach programs. Many of the top universities in the U.S. are at land grant universities (e.g., LSU, Penn State, Virginia Tech, Tennessee, Florida, Auburn, Ohio State, and Nebraska), and offer agriculture in some form. But no one does it better than Texas A&M.

3. **Largest in the U.S.** We are the largest college of agriculture and related sciences in the U.S. (based on number of graduate and undergraduate degrees awarded each year) and are still growing! We have over 6,500 students.

4. **First Generation Students.** We have the highest number of first generation students (first one ever in their family to attend college) at A&M University. That means we know how to work with students and families who have never had anyone attend college.

5. **World Class Advising.** We have the most helpful, friendly faculty and staff at Texas A&M, a university known for its “Big as the State of Texas” friendliness. They are not only the best, but are the best at serving others. The College has OUTSTANDING academic advisors who really care about the students. We have more advisors than any other college in the University. Students consistently rate our advisors No. 1.

6. **Huge Range of Majors.** The breadth of our majors is phenomenal: 31 of the 120 undergraduate majors in the entire University. They range from Genetics and Biochemistry to Forestry and Nutritional Sciences. We embrace our agricultural roots, but we are so much more than just “Ag.”

7. **Outstanding Faculty.** One of our faculty is Dr. Bruce McCarl, a world expert on global warming. He is just one of over 400 hundred of exceptional faculty. We have distinguished professors who are the foremost experts in the world on curing tuberculosis, creating biofuels, studying climate change, and keeping our food safe.

8. **Successful Students.** Our students are bright and successful, too. Last year, more than 40 of them served as congressional interns in Washington D.C. Students also succeed in learning to be leaders and team players for life. Our Nutritional Sciences graduates have a 78% success rate in getting accepted into medical school. In most majors, all seniors have job offers before graduation. In some, such as Poultry Science, the average is FIVE offers.

9. **Friends in High Places.** You will find our former students in leadership positions all over the world. The governor of Texas, the Honorable Rick Perry, is one of our graduates.

10. **21st Century Programs.** Hi-tech equipment and advanced techniques are used in every degree program we offer. And, our new Forensics and Investigative Sciences degree is one of the few bachelor’s degrees of its kind anywhere.