

**MINUTES**  
**Departmental Meeting**  
Tuesday, February 12, 2013, 2:00 p.m.  
129 AGLS

1. 2:00 – 2:20 Welcome/Announcements/Bus Recognition Elliot
- Kim and Larry Dooley are on the Carnival cruise ship that encountered problems at sea and is now being towed to the shores of Alabama.
- Congratulations to John Rayfield. He was selected as Outstanding Young Member at the annual Southern Region Conference of the American Association for Agricultural Education (SRAAAE) held at Orlando, Florida. Dr. Elliot said the conference was amazing. Other faculty and graduate students receiving awards can be found in 1a ii, iii, iv, and v in **ATTACHMENT A**.
- Thank you to Tanya and Debbie for their part in the recent successful move of offices.
- Dr. Tim Murphy was selected as the Distinguished Mystery Speaker at the Southern Association of Agricultural Sciences Banquet. Multiple reports of his presentation being the best in a couple of decades. Great job Dr. Murphy.
- Tracy Rutherford and Tobin Redwine are working on getting “pull-up” display units for the 7 student groups in the department. They will be both table top and stand alone. They can be used individually or set up together as an overall display. One volunteer from each group will be part of a subcommittee to select the units.
- Kevin Andrews is the voice on the self-guided walking tour of campus. You can access the site at <http://campustours.tamu.edu>.
- See 2c of **Attachment A** for details on free research survey mail outs.
- Buses were presented as follows:
- Cochran to Rutherford  
Boggus to Advisor Team (Lockett/Arnold/Redwine)  
Baldwin to Dunsford  
Cummings to King and Gunnels
- Scott Cummings announced that on February 22 at 11:00 a.m. two 45 gallon live oak trees and two benches will be installed at Christ United Methodist Church in remembrance of Tom Vestal (Dr. Andy Vestal’s son who passed away one year ago). Everyone is invited – please bring shovels. Expected planting time is two hours.
- Dr. Cummings announced that Kevin Andrews has been hired as an Extension Assistant. He will provide support for the Texas Extension Accountability System (TEXAS) and will create data visualization to demonstrate Extension’s value.

2. 2:20 – 2:25 Web Committee Cochran/Redwine  
 Bill Cochran said that the committee meets every Friday morning. A new website design is being prepped for release. This is after work by a focus group and a usability study. The change will be very visual – content will be modified. Release is expected this summer. An online communication system is being developed. It will incorporate tools such as Facebook, YouTube, Flickr and our Website. It will increase interaction online.
- Bill asked for input as far as a definition or concept of scholarship. He said it is pretty vague now and needs to be solidified.
3. 2:25 – 2:40 Discussion on Authorship Dr. Wendi Arant Kaspar  
 Excellent presentation on authorship. Dr. Kaspar utilized a power point (See attachments B and C). She provided time for questions from faculty.
4. 2:40 – 2:45 Awards Committee Moore/Murphrey  
 Dr. Theresa Murphrey shared that a draft of the proposed process for completing award nominations is being worked on at this time. All award information is being entered into a spread sheet. It is hoped this spreadsheet and accompanying document will be completed so that in April a call can be put out for award nominations generated for the fall semester.
- Dr. Murphrey reiterated that the committee would not be completing award packets. This will fall on the shoulders of the nominator and nominee with assistance from the Assistant to the Department Head, Debbie King.
5. 2:45 – 2:55 Alumni Relations and Development Baldwin/Elliot  
 Ambrya Baldwin introduced herself and explained what her position entailed. She shared a Prezi presentation which explained what she hopes to accomplish. (<http://prezi.com/h8yaixp-rbzt/departement-presentation/?kw=view-h8yaixp-rbzt&rc=ref-30376825>)
6. 2:55 – 3:00 AGSS Andrews/Pannone  
 Kevin Andrews reported that with the opening of baseball season this Saturday there would be a tailgate AFTER the game. He invited everyone to stop by for a hot dog.
- Student Research Week is March 25-29. Awards are up to \$300. Kevin invited graduate students to keep an eye out for additional information
- Big Event is March 23. AGSS will have a team in place.
- Plans are being looked out for a road trip to the Houston Livestock Show and Rodeo.
- Additional “Practice Days” are being planned. These days assist students as they prepare to defend and/or make presentations at conferences.
- OTHER** Study Abroad Planning Meeting was held on January 29<sup>th</sup>. (See Attachments D, E, & F). Dr. Rutherford reminded faculty that all trips would be handled by the Study Abroad Office using their standard services. Nothing will go through the department. The approximately \$300 charge per students covers all administrative costs and insurance.

Graduate Assistants traveling on Study Abroad trips will not be funded with Study Abroad fees. If faculty choose to take graduate assistants with them, funds will have to come from non-Study Abroad sources.

March 1 is the deadline for study abroad applications and scholarship information.

March 1 is also the deadline for winter study abroad applications.

#### **Travel Request Form Deadlines**

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

International (60 days prior to trip): e.g., travel April 1, 2013 due by February 1, 2013

#### **Upcoming Events**

Spring Break, Friday, March 15<sup>th</sup>

Awards Reception, AgriLife Center, Friday, April 12 (2-4)

#### **Future Departmental Meetings**

March 7, Thursday, 9:00 am

April 2, Tuesday, 2:00 pm

May 6, Monday, 9:00 am

1. Congratulations, Thank You, and Welcome:
  - a. Congratulations to our SAAS (63rd Annual Southern Region Conference of the American Association for Agricultural Education, Orlando, FL) winners:
    - i. **John Rayfield** - Outstanding Young Member SRAAAE
    - ii. **Will Doss, Roger Hanagriff, & John Rayfield** - Distinguished Research Poster Presentation
    - iii. **Erynne Treptow & Tim Murphy** - Distinguished Innovative Poster Presentation
    - iv. **Irby, T. L., & Strong, R.** - Distinguished Research Poster Award
    - v. **Sandlin, Murphrey, Lindner, & Dooley** - 1st Runner-Up Research Presentation Award
  - b. Thank you to our ALEC family members who moved and who were involved in the move.
  - c. **Dr. Tim Murphy** was selected as the Distinguished Mystery Speaker at the Southern Association of Agricultural Sciences AAAE Banquet by SRAAAE President-elect David Jones from NCSU.
  - d. The Texas A&M College of Agriculture Development Council approved 10 organizations for our Council's Student Organization Proposal Program for 2012-2013 - **ALEC Aggie Reps** received \$500.
  - e. **Tobin & Christine** have a presentation accepted to present at the Annual University Advisors and Counselors Symposium in late March.
  - f. Borlaug Institute Photo Contest:
    - i. **Kevin Fath** 1<sup>st</sup> in the Miscellaneous category and 3<sup>rd</sup> in the People category
    - ii. **Ory Pratt** 1<sup>st</sup> in the People category
  - g. The Organizational Development unit of the Texas A&M AgriLife Extension Service has hired **Kevin Andrews** as an Extension Assistant. Previously a graduate assistant for the department, Kevin started in his new position on February 11. He will be providing support for the Texas Extension Accountability System (TEXAS) and creating data visualizations to demonstrate Extension's value.
  - h. **Landry Lockett** received a Neuhaus-Shepardson grant to attend Wakonse South Teaching Conference.
  - i. The Center for Housing and Urban Development (CHUD) in the College of Architecture has invited **Kevin Andrews** to be part of their team as they work to redevelop the center and possibly start an urban planning extension program.
2. Announcements:
  - a. Student Group Advisors: please work with **Dr. Rutherford** and **Tobin** so that your group can receive a "pull-up" display unit.
  - b. Visitors to Texas A&M can now take a self-guided walking tour of campus by visiting <http://campustours.tamu.edu>. You may recognize the voice guiding you along the tour. ALEC doctoral student **Kevin Andrews** provided the vocal talents for this audio podcast.
  - c. Here is a way to enable our students to conduct mail survey research without adding cost for the department. The university, college, and the department qualify for "free" standard non-profit postage: <http://logistics.tamu.edu/media/19148/requirements-for-standard-non-profit-mailings.pdf>. Although there are several size, weight, and sorting requirements, this may allow more students to conduct survey research without a large expense to the students or the department.
3. Publications/Presentations:
  - a. **Coppedge, R., & Strong, R.** (in-press). Vocational programs in the Federal Bureau of Prisons: Examining the potential of agricultural education programs for prisoners. *Journal of Agricultural Education*.
  - b. Harder, A., Ganpat, W., Moore, A., **Strong, R., & Lindner, J. R.** (in-press). An assessment of extension officers' self-perceived programming competencies in selected Caribbean countries. *Journal of International Agricultural and Extension Education*.
  - c. Bading, C., **Boyd, B.L.**, Lawver, D., Ulmer, J., & Boleman, C. (2012). Youth voice: Developing

- future leaders. *Journal of Youth Development - Bridging Research and Practice*, 7(4), 37-49.
- d. Proceedings of the Southern Region AAAE Research Conference, Feb. 3-5, Orlando, FL.
    - i. **Wooten, K., Rayfield, J., & Moore, L.L.** (2013). Identifying STEM Concepts Associated with Junior Livestock Projects.
    - ii. **Doss, W., Hanagriff, R., & Rayfield J.** (2013). Perceptions of Texas FFA Scholarship Recipients Regarding their Level of FFA Involvement, Post-Secondary Preparation, Value of FFA Scholarship Support and Self-Perceived Success in Higher Education.
    - iii. **Sandlin, M. R., Murphrey, T. P., Lindner, J. R., & Dooley, K. E.** (2013). Agricultural students' attitudes and opinions: Can reusable learning objects alter students' perceptions of an international setting?
    - iv. **Sandlin, M. R., & Odom, S. F.** (2013). Using critical reflection as a means of promoting social change in leadership development students.
    - v. **Sandlin, M., Murphrey, T., Dooley, K., Lindner, J., Lombardini, L., & Lineberger, D.** (2013). Extending the International Experience in the Horticulture Classroom: The Creation and Use of Reusable Learning Objects (RLOs).
    - vi. Robinson, S., Irani, R., Newman, M., & **Williams, J.** (2013). Enhancing Public and Policy Maker Understanding of Agriculture and Natural Resources: Research Perspectives from Teacher Education, Communications, Leadership, and Extension.
  - e. **Ferrell, S. K., Boyd, B. L., & Rayfield, J.** (2013). Texas FFA officer perceptions of good followership. *Journal of Leadership Education*, 12(1), 174-187.
  - f. **Rayfield, J., Murphy, T., Briers, G. & Lewis, L.J.** (2012). Identifying Innovative Agricultural Education Programs. *Journal of Career and Technical Education*, 27(2), 38-50.
4. Grant Management 101 (should provide 3 out of 4 of these to the Department - meaning faculty become managers or facilitators of the grants).
- a. Salary Savings (100% to Department [50% - department] and PIs [50%] - restricted discretionary)
  - b. Indirect (40% to be split 60/40 between Department and PIs - discretionary)
  - c. Personnel (project director, support staff, GTAs, etc.)
  - d. Operations (e.g., travel, supplies, copying, printing, etc.)
  - e. Received:
    - i. **Wingenbach, Rutherford, & McKim** - Program to Enhance Scholarly and Creative Activities (PESCA). \$25,000.00.
  - f. Submitted:
    - i. NIFA-HEC Challenge Grant
      - (1) Drs. **Boyd & Dooley**: The Academy for Critical Thinking
      - (2) Drs. **Wingenbach, Rutherford, & Jones, & Redwine**: Broadening Students' Experiences and Expanding Their Career Competencies through International Experiential Learning Opportunities
      - (3) Drs. **Moore & Wingenbach**: Developing Leaders without Borders through International Service-Learning
      - (4) Drs. **Lindner, Dooley, & Strong**: Using Global Food Security and Hunger as a Context for Developing the Next Generation of Qualified and Diverse Agricultural Scientists
5. Dutch treat lunch with Dr. E. -
- a. Contact Debbie King to schedule and leave a contact number (for rescheduling): February 13, 14, 15, 25, 28; March 1, 5, 6, 11, 12, 13, 14, 18, 19, 25, 26; April 2, 3, 4, 5, 10, 11, 19, 22, 23, 24, 25, 26, 29, 30; May 1, 2, 3, 7, 8, 9, 10

# Strategies for Getting Published: Understanding the Journal Publication Process

Wendi Arant Kaspar

Associate Professor, Texas A&M University  
Co-Editor, Journal of Academic Librarianship  
Co-Editor, Library Leadership & Management

Faculty Workshop for the University of Houston Libraries



...but it's really about you



# What is your motivation?

- Contributing to the professional literature and the process of inquiry (doing research)
- Disseminating information about practice
  - Tying research to a job can help save time (and develop focus) but
  - Be aware that your job will likely change over the years (either through advancement or changes in the profession)
- Getting promoted (publish or perish)
  - Pay attention to standards/criteria for promotion and evaluation;
  - If a focus or cohesive specialization is required, think on it carefully;
  - Look at what counts and what doesn't.

# What is meaningful to you?

- Find an interest that inspires passion or a question that speaks to you
  - Easier to immerse yourself in it
  - Inspire interest in others
- Do your research - Read up on it and stay current
  - Build on the literature (avoid researching in a vacuum)
  - Know the experts in this area – even if you don't cite them, you need to know the topic well enough to know about them.
  - Look at the standards/guidelines for profession and the specific venue
- If you publish outside the profession
  - Held to a different standard for publication?
  - May lend you credibility if you work in a subject discipline
  - May impact how your publications are considered in P&T

# Publishing venues

## **How do you find the right publications for your topic?**

- Make sure to do a literature review
- Look at citations: those journals will likely be relevant to your topic
- Build on presentations/posters
- Ask the editor, publisher, colleagues

If you are having trouble getting started, look at CFPs

- Then you are not writing on spec
- There is a specific venue, guidelines and deadline to work toward

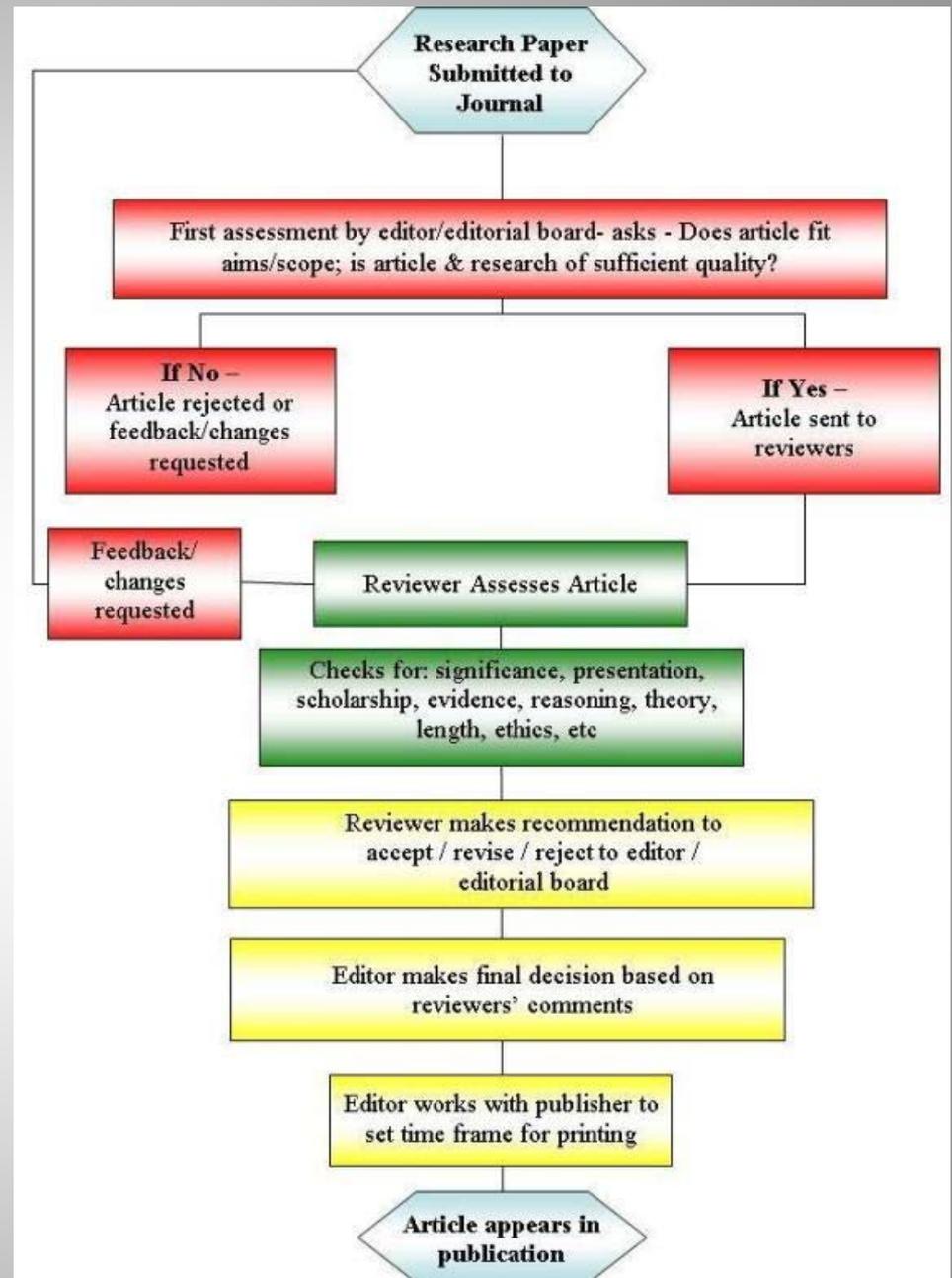
## **What about publishing in open access journals? Or online publications?**

- Format is less important now; print or online is less significant
- Open access is appealing as it is a fundamental value of the profession; where you publish says something about what you value
- Fundamentally - Look at the quality of the publication

# Understanding the Article Publication Process

What key element is missing from this chart?

[http://www.elsevier.com/wps/find/reviewershome.reviewers/peer\\_diagram](http://www.elsevier.com/wps/find/reviewershome.reviewers/peer_diagram)



# So what do editors look for?

## It depends...

- The best indicators for a specific journal are its:
  - Instructions for authors and style guidelines
  - Previously published articles
- Contacting the editor?
  - Also, depends.
  - Initial inquiries are okay but follow the established process as much as possible. And do your homework beforehand.
  - If a journal asks for submissions through an online system, follow that process (it makes tracking the article easier).

\*\* The editor's perspective is not always the same as the journal's...

# What do I look for (as an editor)?

1. That the topic is timely and important and meets the scope of the journal;
2. That the author has some professional standing or some expertise in an area relevant to their submission;
3. That they are aware of the prior research on their topic and acknowledge it as needed;
4. That the submission is well-written with extra points for more engaging pieces;
5. That the idea is innovative and contributes to the literature and the profession.

What Editors Look For in Submitted Manuscripts: Some Insights-  
<https://journals.tdl.org/llm/article/view/2152/5566>

# Some other options...

## Alternative Publishing

- White papers and work-for-hire products
- Digital projects
- Blogs and other social media
- Grants and government reports
- Datasets
- Apps

## Alternative Roles

- Editor or journal manager
- Columnist or regular contributor
- Peer reviewer or editorial board
- Book reviewer or commentary
- Bibliographer or indexer

# Be strategic

## Leverage your research effectively

- Ongoing research may lend itself to several publications
- Ideally, your work should evolve and change, build on itself and on new innovations in the field.
- It is a conversation.

## Have a Back-up Plan (before a submission is rejected)

- Have a list of top 3 pubs to send it to before it goes out
- Edit (based on feedback) or not
- Be gracious and take it as constructive
- Solicit feedback from editors after rejection

A plan will help move you forward and avoid the self-doubt and lack of action that sometimes comes with rejection (and we have all been there)

# Be empowered

## Author's rights

- Copyright
  - <http://www.knowyourcopyrights.org/>
- Express yourself
- Model your professional values
  - Open access vs. commercial (or for-profit)
  - Contributing to practice

## Author's responsibilities

- Submit the best possible paper
- Discipline and accountability
  - keep your commitments to yourself, co-authors, editors, publishers
- Know yourself
  - “Can't write to a schedule” then do what works for you
- Know your rights
  - and read the fine print

# There really isn't an app for that...



## Writing is not easy

- The process is arduous and iterative
- The product is just the tip of the iceberg
  - Necessitates self-awareness
  - Assumes knowledge of the topic
  - Requires innovation or discovery
- The result leaves you open to criticism
  - in the review process
  - after publication

## No one else can do it for you.

<http://latimesblogs.latimes.com/jacketcopy/2012/06/not-writing-theres-an-app-for-that-write-or-die-app.html>

<http://www.slideshare.net/charbooth/insert-clever-title-ala-pubilshing-panel-2012>

# ...but technology can help (Tools for Authors)

- Cloud computing – Google Docs, EverNote
- Data management – Excel, SPSS/SAS
- Content analysis – Atlas ti, word maps
- Citation analysis (cited reference searching) – Google scholar, ISI, Scopus
- Spatial data tools - Fusion tables, ARCMAP
- Bibliographic management – RefWorks, EndNote

**\*\*Back up your data and your research!**

# ... and you are not alone

Even though research and publication is ultimately up to you, there is help -

- Develop a support network
  - Join a mentoring program
  - Seek out constructive criticism
  - Find good, thorough editors
  - Faculty writing group (thanks to Candace Benefiel)
- Look for opps for collaboration (co-authors)
  - Balance out the gaps in knowledge or experience
  - Lend credibility and perspective to a specific project
  - Share the work
  - Built-in accountability

# Some things to consider (*as a practitioner*)...

The nature of our work is very collaborative:

- Who gets credit when someone “publishes” on a project?
  - Is citation of a grant, study or dataset enough?
  - When should someone be a co-author? Cited reference? Acknowledgement?
- Many grants are based on programmatic efforts, requiring administrative or collaborative support (in terms of time, personnel and funding), so who “owns” the effort?
- What is the role of academic freedom?

[http://sciencecareers.sciencemag.org/career\\_magazine/previous\\_issues/articles/2001\\_03\\_30/noDOI.1470170286102423077](http://sciencecareers.sciencemag.org/career_magazine/previous_issues/articles/2001_03_30/noDOI.1470170286102423077)

# More things to consider (*as an author/co-author*)...

- Discuss at the start how to decide who is first author.
- Don't give credit where none is due
  - Self-citation or citing an advisor
  - Citing the seminal articles in the field?
- Submit papers to publications edited by colleagues (how does this look?)
- Double-dipping – publish something already “published” elsewhere
  - Exception is presentation/poster if there is no substantive record of it
  - Blogs are published (although not usually scholarly)
  - Don't submit to 2 journals at the same time – it blows credibility away.

<http://www.research.umn.edu/ethics/curriculum/authorship.html>

<http://nationalethicscenter.org/keyissuesinethics/published/authorship>

# What editors consider...

- In assisting with rewriting, how much of it is editing and how much is authoring?
  - i.e., an editor/columnist helping to rewrite a submission and putting their name on it as co-author.
- The peer review process
  - maintain the blind;
  - maintain the standard (where some are held to peer-reviewed standard and some are not).
- Contribute to the profession, builds on the literature

<http://www.lis-editors.org/best-practices/>

<http://publicationethics.org/>

- I. **What challenges should authors be aware of during the process?**
- II. **Communicating with editors? When and how can you contact editors?**
- III. **What about timelines? How do you effectively plan for the timeline, start to finish**
- IV. **Tips and suggestions for co-authoring?**
- V. **What have you seen gone wrong?**
- VI. **When something has gone smoothly, what worked?**
- VII. **Strategies for making sure that your writing is good and ready for submission?**
- VIII. **Suggestions for following all the rules, from submission guidelines to citation style?**
- IX. **Can or should you rework, or create more options, from successful/previous publications?**

### **Strategies for getting started**

A. Decide what is important to you - What is your purpose in writing and getting published?

1. Contributing to the professional literature and the process of inquiry (doing research)
2. Getting promoted (publish or perish)
  - a. Pay close attention to the standards/criteria for promotion and evaluation.
  - b. If a focus or a cohesive specialization is required, think on it.

Tying research to a job can help save time (and develop focus) but –

- Be aware that your job will likely change over the years (either through advancement or changes in the profession), so take that into account with research focus
- Look at what counts and what doesn't
  - Presentations
  - Grants
  - Service - Membership vs officers
  - Impact or work
  - Articles - Refereed vs not; Impact factor (of journal) and cited references
  - Monographs – huge time commitment (you may not get enough bang for your buck)
  - Editing - May count as research or service (or neither); Lots of work – best left for senior level promotion (in terms of time and in terms of collegiality issues)
  - Non-traditional works

B. Do your research

**C. What are tips for finding and selecting good topics?**

1. Find an area of interest that speaks to you
2. Read up on it and stay current
  1. Don't write and then try to find quotes to fit your ideas – build on the literature (it is both easier and more appropriate than doing research in a vacuum)
  2. Know the experts in this area – even if you don't cite them because you don't quote them, you need to know the topic well enough to know about them.
  3. Look at the standards/guidelines for the profession and the specific venue (see Pixey's piece)
- b. If you publish outside the profession
  1. You may be held to a different standard for publication
  2. It may lend you credibility if you work in a subject discipline
  3. It may impact how your publications are considered in P&T
- c. Develop a support network
  1. Seek out constructive criticism - Find good, thorough editors
  2. Vet possible co-authors
  3. Faculty writing group (attributed to Candace Benefiel)

**D. What can you do to determine whether or not your topic will work? And with what publication?**

**E. How do you shop for and find the right publications for your topic?**

**F. What are the alternatives in publishing venues?**

**G. What about publishing in open access journals? Or online publications?**

**H. What should you consider regarding author rights and permissions?**

**Know your copyrights - site**

**Editor or publisher does not need to discuss this with you – they only need post their policy and will likely send you the agreement (read the fine print).**

**I. How do you move forward after rejection?**

**J. Can/should you solicit feedback from editors after rejection?**

**K. Have a back-up plan**

a. make a plan before a submission is rejected for what you are going to do:

1. Edit (based on feedback)

2. Have a list of top 3 pubs to send it to before it goes out
- b. If you are having trouble getting started, look at CFPs
    1. Then you are not writing on spec
    2. Have a venue and guidelines in mind

## **X. Ideas for handling and presenting data effectively?**

### **Alternative publishing**

#### **What Journal Editors Look for:**

That the author has some professional standing and some expertise in an area relevant to their submission

That they are aware of the prior research on their topic and acknowledge it as needed

That the submission is well-written enough to understand.

That the idea is innovative and contributes to the literature and the profession.

That the topic is timely and engaging.

Look at the guidelines to authors and review articles that have been published –if journal asks for submissions through an online system, do it that way. Initial inquiries are okay but follow the established process as much as possible.

What Editors Look For in Submitted Manuscripts: Some Insights-

<https://journals.tdl.org/llm/article/view/2152/5566>

#### **Some ethical questions ...**

##### *A. As a practitioner:*

1. The nature of our work is very collaborative, so who gets credit when someone “publishes” on it? Is citation of a grant or a study enough? When should someone be a co-author?
2. Many grants are based on programmatic efforts, requiring administrative or collaborative support (in terms of time, personnel and funding), so who “owns” the effort?

##### *B. As an author/co-author:*

1. Having discussion at the start of a project about how to decide who is first author.

- a. Give credit where credit is due – i.e. , Citing (or not) significant pieces of another’s work (text or figures); using a dataset that someone else compiled
  - i. Co-author
  - ii. Acknowledgment
  - iii. Citation
  
- a. Don’t give credit where none is due
  
- b. Submitting papers to publications edited by colleagues
- c. Don’t submit to 2 journals at the same time – I have actually had that happen and it blows your credibility away.

C. *As an editor:*

- 1. Self-citation
  
- 2. Doubledipping – publishing on a topic/project that you have already “published” somewhere else
 

Possible exception is presentation/poster if there is no substantive record of it
  
- 3. In assisting with rewriting, how much of it is editing and how much is authoring? The issue with an editor/columnist helping to rewrite a submission and putting their name on it.
  
- 4. The peer review process
  - a. maintain the blind;
  - b. maintain the standard (where some are held to peer-reviewed standard and some are not).
    - o Innovation
    - o Engagingly written (even if grammar is an issue)
    - o Contributes to profession/builds on literature

D. Open Access vs. commercial

E. Other resources

- 1. <http://publicationethics.org/>
- 2. [http://sciencecareers.sciencemag.org/career\\_magazine/previous\\_issues/articles/2001\\_03\\_30/noDOI.1470170286102423077](http://sciencecareers.sciencemag.org/career_magazine/previous_issues/articles/2001_03_30/noDOI.1470170286102423077)
- 3. <http://nationaethicscenter.org/keyissuesinethics/published/authorship>
- 4. <http://www.research.umn.edu/ethics/curriculum/authorship.html>

Changes in Services and Fee Structure for Study Abroad Trips  
January 29, 2013  
Notes

I. Service Level

- A. From this day forward all Study Abroad trips will be using the standard form (Page 2). The Study Abroad Office will now arrange all administrative responsibilities. Kenny will no longer be responsible for these tasks.

II. Policy on Graduate Assistants on Study Abroad

There is the option to take graduate assistants on study abroad trips. These graduate assistants need to be funded through sources other than Study Abroad resources. Graduate assistants will not be funded through student fees traveling on the study abroad. For example, Tobin Redwine will be traveling to Namibia funded through student fees, however, he is the instructor of record for this course. Samantha Alvis attended the Costa Rica study abroad and was funded by other sources.

III. Tips & Don'ts

- A. Robert Strong and Kim Dooley – In Costa Rica, students participated in ecotourism activities. Each student is given the cash needed to pay for their own activity.
- B. Kim Dooley – Problems arise when carrying debit cards because it was hard to find ATM's/banks open after business hours or on weekends. When using cash, students signed a dated log each time they received money and the second instructor verifies the log. Carry carbon copy receipt book in a waterproof bag.
- C. Robert Strong – Keep an electronic copy of daily agenda in case something happens. The second instructor can easily take over. Future instructors will have a guide to use.
- D. Landry Lockett – It's very helpful when the partnered organization can pre-plan and allows prepayment of activities/meals.
- E. Jonathan Howell – learned to carry a receipt book for meals/activities that do not provide receipts.
- F. Tracy Rutherford – Bus driver in Namibia was given cash, three students needed to verify money was given to bus driver. Having a bus in Namibia was the best decision.
- G. Robert Strong – Relied heavily on our advisors to promote the study abroad trips to students. Kim Dooley noted this is the reason why HIP Advisor funding has

been made available. It is important for the advisors to be able to tell students that it will not delay graduation and what the student can gain from this experience.

- H. Tracy Rutherford – In Namibia, they had a hard time finding banks that would accept Mastercard. Most accepted Visa.
- I. Jack Elliot – CISI provides a month long global phone through the Study Abroad Office that should be factored into the budget.
- J. Tracy Rutherford – Make sure we have a health kit including cough drops, Dramamine, first-aid items, feminine products.
- K. Gary Wingenbach – As the Instructor on a study abroad trip, you are on call 24/7 with the students. It is a strain on the instructor, during this time grants are not being written, journal articles are not being written. This is an opportunity cost of study abroad trips.
- L. Kim Dooley – The funding for faculty is being evaluated currently. Concerns were raised about inequities in funding faculty on 10 day study abroad trips versus 5 week trips. Dr. Elliot is on the committee for this. The committee is looking at a student credit hour formula for funding. Dr. Elliot believes that length of the trip should also play into the formula.
- M. Jack Elliot – Looking at summer fund allocations for this opportunity cost. Looking at splitting faculty time during extended study abroad trips. For example, one instructor stays for three weeks and second instructor stays for the last two weeks of a five week study abroad.
- N. Robert Strong – If Costa Rica study abroad happens next year, the group will leave before New Year's Eve as it did this year.
- O. Tracy Rutherford – When asking dietary needs of students, considering how well you will stick to the dietary needs if the student decides to go outside of their needs. When taking gifts consider what is really needed in the location, such as pens, pencils, paper.
- P. Jack Elliot – Verify each traveler's arrival/departure flights and times before the start of the trip.

# Faculty led Program Agreements



## SERVICE LEVEL MATRIX

### Study Abroad Programs Office

The purpose of the matrix is to summarize the different levels of service (limited and standard) the Study Abroad Programs Office offers. This is not an exhaustive list.

| SERVICES   |   | Limited | Standard |
|--|---|---------|----------|
| <b>Marketing &amp; Student Recruitment</b>               | Webpage and brochure designs  |         | X        |
|  | Featuring on website and SAPO search engine   | X       | X        |
|  | Program representation at study abroad events and general presentations               | X       | X        |
|  | Participation in program promotion in the college                                     |         | X        |
|  | Walk-in student advising  | X       | X        |
| <b>Program Development &amp; Coordination</b>            | Submit study abroad courses to Coordinating Board                                     | X       | X        |
|  | Provide faculty briefing prior to departure   | X       | X        |
|  | Assist in facilitation of arrangements for students in need of special accommodations | X       | X        |
|  | Set up program profile and student applications in SAPO portal                        | X       | X        |
|  | Screen and approve students with faculty  |         | X        |
|  | Assist with itinerary and logistical arrangements                                     |         | X        |
|  | Create, maintain program budget   |         | X        |
|  | Route vendor contracts for payment approvals  |         | X        |
|  | Process invoices and liaise with Academic Affairs Business Office                     |         | X        |
|  | Facilitate faculty travel arrangements  |         | X        |
|  | Liaise with Student Business Services   |         | X        |
|  | Liaise with Office of Scholarships & Financial Aid                                    | X       | X        |
|  | Liaise with Office of Admissions and Office of the Registrar                          | X       | X        |
|  | Post program charges and monitor students' accounts                                   |         | X        |
| Post-program evaluations and debrief with faculty leader |   | X       |          |
| <b>Orientations &amp; Student Advising</b>               | Assist walk-in students with questions and application                                | X       | X        |
|  | Inform walk-in students of funding options  | X       | X        |
|  | Provide sessions on funding: "Money Talks"  | X       | X        |
|  | Deliver ONE orientation on Health and Safety for Limited Service (optional)           | X       |          |
|  | Deliver TWO orientations (program specific and Health/Safety)                         |         | X        |
|  | Facilitate group visas and flight information for students                            |         | X        |
| <b>Emergency &amp; Health</b>                            | Enroll students and faculty in CISI International Insurance                           | X       | X        |
|  | Serve as a central point-of-contact in case of emergency                              | X       | X        |
|  | Collect and distribute emergency and contact information                              |         | X        |
|  | Assist faculty with emergency and risk assessments                                    | X       | X        |
|  | Monitor country safety with government agencies                                       | X       | X        |
|  | Register the group with the US Department of State                                    |         | X        |

# Faculty Led Program Agreement

## STUDY ABROAD SERVICES



## Study Abroad Programs Office

The mission of the Study Abroad Programs Office (SAPO) is to provide all Aggies a wide range of educational experiences abroad. SAPO works closely with colleges and faculty members to develop and implement faculty led programs. A study abroad advisor will be assigned to the specific programs and will work directly with you. Please read the agreement, sign, and return to the Study Abroad Programs Office at Bizzell Hall West, 1<sup>st</sup> Floor, MS 3262 – tel: 979-845-0544, fax: 979-458-3623.

### **Approved Administrative Fee: \$300 per student**

The fee listed above is approved by Texas A&M University. It is charged to pay a portion of the SAPO staff and resource expenses to provide these services. The fee is built into the total program cost and billed directly to the students. Students have full disclosure regarding this fee.

*SAPO will provide the following services:*

#### **Marketing and Student Recruitment**

1. Promote a broad range of programs through walk-in advising with students and promotional literature.
2. Conduct annual fairs, campus presentations, and provide opportunities for promotion at Overseas Day, New Student conferences, student fairs and other events.
3. Program specific promotion: in collaboration with the faculty leader, SAPO liaison can create a program handout, assist with scheduling promotion in classes, informationals, and college events, as needed.
4. Website: create and update program page within SAPO search engine. General website information and resources will be maintained and updated by SAPO as needed.

#### **Program Development and Coordination**

*Proposal and Courses:*

1. Obtain and maintain Texas Higher Education Coordinating Board (THECB) approval for courses being taught outside of the U.S. Monitor compliance with state regulations.
2. Assist faculty with course changes and SAPPC Proposal Modification Form requirements.
3. Liaise with the Office of the Registrar regarding study abroad courses. Input course attributes for study abroad and code confirmed students to allow registration.

*Coordination, Budgeting, Payments:*

4. Meet and communicate regularly with faculty to follow programming timeline and university guidelines.
5. Assist faculty with identifying and assessing program itinerary, lecture and/or lab facilities, transportation, lodging, meals, equipment, field trips, and excursions as needed.
6. Assist with the coordination and finalization of on-site arrangements. Liaise with vendors as needed.
7. Facilitate negotiation and approval of institution and vendor contracts as per requirements from Contracts Administration (allow two-three months for routing).
8. Create budget in coordination with the faculty based on itinerary and program activities.
9. Coordinate with the Academic Affairs Business Office (AABS) on fee approval, program account setup, processing of invoices, payment, working fund abroad, and Concur registration.
10. Post program fees to student accounts and monitor their payments.

*Liaison with Campus Administrative Offices:*

11. Liaise with Student Business Services regarding student account issues and program fee postings.
12. Liaise with the Office of Scholarship & Financial Aid regarding financial aid, scholarships, and grants.
13. Provide Faculty Briefing to discuss overseas consideration with students, emergency response, and financial matters.
14. Coordinate travel, visa (if applicable), and other arrangements for faculty participating in the program. Purchase faculty airfare upon request as per university guidelines and Concur requirements.
15. Provide post-program evaluations to assess the success of the program.
16. Coordinate with faculty for requests for special accommodation due to disability or medical condition.
17. During the program, serve as the university main contact for questions that may arise.
18. Upon return, conduct a debriefing meeting with faculty.

*Student Applications:*

19. Provide faculty with access to online web portal to review and track students' applications.
20. Based on qualifications set by the program leader and SAPO policy, screen and process applications.
21. Advise students on application process, funding opportunities, additional budgeted expenses, travel preparation and requirements.
22. Assist students with travel arrangements for group reservations, visas (if needed).

*Note: students will purchase international airfare individually.*

*Student Orientations:*

23. Provide program information and orientation material on SAPO website.
24. Provide general financial aid information sessions (in the fall and spring).
25. Develop and deliver up to two program specific orientations for students:  
Orientation 1: Travel, finances, logistics, country information.  
Orientation 2: Safety, health, emergency preparation.

*Faculty will typically organize additional sessions for the group.*

|                             |
|-----------------------------|
| <b>Emergency and Health</b> |
|-----------------------------|

1. SAPO serves as a central point-of-contact in case of emergency (available 24 hours/day, 7 days/week).
2. Assist faculty with emergency and risk assessments based on itinerary.
3. Monitor and notify faculty about Department of State travel alerts, warnings, and updated consular information sheets.
4. Purchase international insurance and emergency coverage through CISI for faculty and students. Provide information and insurance cards before departure.
5. Collect copies of students' passports, medical authorization and information, and emergency contact information for faculty.
6. Register students and faculty with the U.S. Department of State.
7. Guide faculty and students when emergency system has been activated.

I have read the above document and understand the role the Study Abroad Programs Office provides to support my program..

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Name of Program

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Session / Year

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Faculty/Program Leader(s)

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Advisor  
Study Abroad Programs Office