

Professional Awards Committee: Call for Nominations
AGRICULTURE, FOOD, AND HUMAN VALUES SOCIETY
Call for 2024 Award Nominations

The Awards Committee of the Agriculture, Food and Human Values (AFHVS) seeks nominees for up to five awards to be presented at the joint AFHVS-ASFS (Association for the Study of Food and Society) annual meeting June 5-8, 2024. Please consider nominating a fellow member of the society—at any career stage—whose work you admire. The awards serve to both recognize and celebrate the great work of the society and affirm the value of interdisciplinary work in agriculture, food, and human values to unfamiliar audiences.

Nomination Procedure: An AFHVS member must prepare and submit a nomination package for an award nominee (see details below). Once complete, this nomination package should be submitted electronically. Please send all nominations and supporting material to Jill Clark, Professional Awards Committee Chair, ProfessionalAwards@afhvs.org, by **February 29, 2024**.

THE AWARDS

1. Richard P. Haynes Distinguished Lifetime Achievement in Agriculture, Food, and Human Values

Purpose: To honor current and past AFHVS members who have made outstanding contributions during their careers toward realizing the goals of the AFHVS through research, teaching, extension, public service and/or public policy.

The nomination package must include:

- A nomination letter from an AFHVS member that details the nominee's contributions and explains the rationale for making this award.
- A letter of support from two other AFHVS members and/or other professionals who are familiar with the nominee's contributions.
- The nominee's current vita.
- Three to five supporting artifacts, such as selected publications, student or peer evaluations, and/or other relevant materials.

See rubrics following the award descriptions.

2. Excellence in Scholarship

Purpose: To recognize AFHVS members (individuals, or teams with one or more AFHVS members) who have made outstanding research contributions to the interdisciplinary field of agriculture, food, and human values.

The nomination package must include:

- A nomination letter from an AFHVS member (including self-nominations) that details the member's contributions to interdisciplinary areas or works of scholarship related to agriculture, food, and human values.
- A letter of support from at least two other AFHVS members and/or other professionals familiar with the nominee's contributions.
- The lead nominee's current vita.
- Three examples of the nominees' research (publications or projects in progress).

See rubrics following the award descriptions.

3. Excellence in Instruction

Purpose: To recognize AFHVS members for outstanding teaching related to agriculture, food, and human values at the graduate and/or undergraduate level.

The nomination package must include:

- A nomination letter from an AFHVS member (including self-nominations) that details the member's innovations and commitment to teaching and learning related to a particular course, thematic area, population of students, and/or pedagogical approach or technique.
- A letter of support from two other AFHVS members and/or others familiar with the nominee's teaching.
- A current vita for the nominee.
- Three to five supporting artifacts, such as syllabi, student or peer evaluations, a teaching statement, or publications on pedagogy or other shared resources.

4. Excellence in Public Service and Community Engagement

Purpose: To honor AFHVS members and/or their collaborators who have made academic or non-academic contributions with a significant public service impact on the advancement of agriculture, food, and human values through their work in universities, colleges, government, non-government organizations, consultancies, and other forms of public service.

The nomination package must include:

- A nomination letter from an AFHVS member (including self-nominations) that details the member's significant contributions in extension, policy, program development, advocacy, and/or other areas as they pertain to this award.
- A letter of support from at least two other AFHVS members and/or another professional who is familiar with the nominee's contributions.
- A current vita for the nominee.
- Three to five supporting artifacts, which may include publications, websites, or other materials relevant to the nominee's public service and community engagement

contributions. Efforts may include but are not limited to contributions preparing educated, engaged citizens; strengthen democratic values and civic responsibility in food and agriculture; address critical social issues in food and agriculture.

See rubrics following the award descriptions.

5. Kenneth A. Dahlberg Early Career Excellence Award

Purpose: This award is made in honor of Kenneth A. Dahlberg, a longtime member of AFHVS, and former president from 1999 to 2000. Ken was a professor of political science and director of environmental studies at Western Michigan University in Kalamazoo. His work was multi-disciplinary, focused on long-term interests in food systems and sustainability and the evolution of industrial institutions and values. Thoughtful and kind, always ready to mentor and support early career individuals, Ken did extensive work updating the constitution and bylaws of the Society and was ahead of his time in pressing for political science to filter agrifood politics and policy through lenses of sustainability and systems change.

To honor AFHVS members who are less than five years removed from their terminal degree and who have made outstanding contributions toward realizing the goals of the AFHVS through research, teaching, extension, public service and/or public policy in one of Ken's focus areas: local, regional, and state food and environmental policies; the conservation of biological diversity; food security; and sustainable food systems.

The award includes a \$1000 prize, made possible by a generous donation from the Dahlberg family.

The nomination package must include:

- A nomination (or self-nomination) letter from an AFHVS member that explains how the nominee's research, teaching, extension, public service and/or public policy supports one of Ken's focus areas).
- A letter of support (a minimum of a short paragraph detailing how the nominee's research, teaching, extension, public service and/or public policy supports one of Ken's focus areas) from at least two other AFHVS members and/or another professional who is familiar with the nominee's contributions.
- Two to four supporting artifacts, which may include publications, reviews, websites, or other materials relevant to realizing the goals of the AFHVS through research, teaching, extension, public service and/or public policy in one of Ken's focus areas.

See rubrics following the award descriptions.

Please send all nominations and supporting material to Jill Clark, Professional Awards Committee Chair, ProfessionalAwards@afhvs.org, by February 28, 2024.

SEE THE FOLLOWING PAGES FOR THE AWARD RUBRICS

AFHVS Professional Awards: Richard P. Haynes Distinguished Lifetime Achievement in Agriculture, Food, and Human Values

Purpose: To honor current and past AFHVS members who have made outstanding contributions during their careers toward realizing the goals of the AFHVS through research, teaching, extension, public service and/or public policy.

	Introductory (0-5)	Good (6-11)	Competent (12-17)	Excellent (18-25)	Score
Impact on the field	Service to society has had an identifiable impact on the field of agriculture, food, and human values. Provided support in areas of their discipline. Impact can be demonstrated further.	Service to society has had impact identifiable within the field of agriculture, food, and human values for a period of 10 years.	Service to society has had an impact identified on the field of agriculture, food, and human values for 10-15 years. Has provided frequent support in areas of their discipline.	Service to society has had significant impact identified within the field of agriculture, food, and human values for a minimum of 15 years. Above and beyond in the scope of their service and scholarship.	
External Recognition	Service to society has been presented in the AFHVS community. Lack of demonstration used to support building partnerships and alliances.	Service to society has been presented locally or regionally with limited contributions to the AFHVS community. Service has supported partnerships and alliances.	Service to society has contributed to strong partnerships and alliances. Research has been accepted to present work consistently at regional or national meetings on a regular basis in the discipline and greater AFHVS community.	Has published numerous studies in peer-reviewed conference proceedings or other publications related to agriculture, food, and human values as well as the AFHVS community. Service to society has contributed to advanced partnerships and alliances, public service, as well as important contributions in public policy.	
Internal Recognition	Service to society, scholarship, teaching, and mentorship have limited recognizability in the community.	Service to society, scholarship, teaching, and mentorship have had suitable alignment supporting the local or national community.	Service to society, scholarship, teaching, and mentorship have had strong alignment through local awards, other internal (departmental or institutional) recognitions or letters of support.	Service to society, scholarship, teaching, and mentorship have had exceptional recognizable alignment multiple times through local/national/international awards, other internal recognitions, or letters of support.	
Originality, Creativity and Significance of Research, Teaching, and Outstanding Public Service/Engagement	Contributions to society lack competent methodologies relevant to the field. Commitment to student learning is addressed; but lacks critical high-impact practices.	Contributions to society are mostly relevant to the specific field. Commitment to student learning and high-impact practices are noted, but form is limited.	Contributions to society are original and appropriate. Makes a very relevant contribution to the field. Clearly demonstrated commitment to student learning and high-impact practices contributing to policy development.	Contributions to society have made a significant and unique contribution to the field. High-impact outcomes related to agriculture, food, and human values and introduced new ideas to the field over duration of their career. Exceptional and outstanding commitment to student learning and high-impact practices leading to policy development.	

AFHVS Professional Awards: Excellence in Scholarship

Purpose: To recognize AFHVS members (individuals, or teams with one or more AFHVS members) who have made outstanding research contributions to the interdisciplinary field of agriculture, food, and human values.

	Needs Improvement (5)	Developing (10)	Proficient (15)	Advanced (20)	Score
Presentation of Theoretical Support	Theories offered in support of agriculture, food, and human values were not connected or adequately explained.	Some of the theories offered in support of the interdisciplinary field of agriculture, food, and human values were explained minimally. Applications of theories or models lacked coherence and sufficient detail. Some elements of theories or models used were left out.	All theories offered were adequately rigorous and explained. Some parts of theories offered were not explained or connected. Application of theories and models were adequate and provided practical and coherent details. Few elements of theories or models used were left out.	All theories offered were rigorous, relevant, and fully detailed and explained. The manuscript makes an outstanding contribution to the field of agriculture, food, and human values.	
Integration of Knowledge	Does not demonstrate an understanding of the body of literature. Has not applied concepts related to the interdisciplinary field of agriculture, food, and human values.	Demonstrates, to a certain extent, an understanding of the body of literature and has applied concepts related to the interdisciplinary field of agriculture, food, and human values.	Demonstrates, for the most part, understanding of the body of literature and has applied concepts related to the interdisciplinary field of agriculture, food, and human values. Some of the conclusions, however, are not supported in the body of the manuscript.	Demonstrates complete understanding of the body of literature and has applied concepts related to the interdisciplinary field of agriculture, food, and human values. Concepts are integrated into the researcher's insights, analysis, and synthesis of ideas.	
Contribution to Field	Scholarship does not contribute to the field of agriculture food, and human values	Scholarship contributions to the field of agriculture food, and human values are limited	Scholarship contributions to the field of agriculture food, and human values are developed to a reasonable extent	Scholarship makes a significant contribution to the field of agriculture, food, and human values	
Methods, Data, Research Quality	Description of how the data was collected, what/how many data sources were analyzed, plan of analysis or measurement instrument, research context is not articulated sufficiently. Results are not clearly explained. Tables/figures are not clear/concise in conveying the data. Statistical analyses are not accurately interpreted.	Description of how the data was collected, what/how many data sources were analyzed, plan of analysis or measurement instrument, research context is limited and lacks insight. Results are not very clearly explained, level of detail is insufficient. Tables/figures are not clear/concise in conveying the data.	Description of how the data was collected, what/how many data sources were analyzed, plan of analysis or measurement instrument, research context is adequate. Results are explained to a reasonable extent. Tables/figures accurately convey the data. Statistical analyses are used appropriately.	Provides accurate, thorough description of how the data was collected, what/how many data sources were analyzed, plan of analysis or measurement instrument, research context. Work is thorough and insightful. Results are clearly explained in a comprehensive level of detail and are well-organized. Tables/figures clearly and concisely convey the data. Statistical analyses are appropriate tests and are accurately interpreted.	

Impact on Academy	Instruction lacks impact on the academy; instruction does not improve the teaching and practice of the profession related to agriculture, food, and human values.	Limited contributions to instruction that impacts the academy at the institutional, district, regional, and national levels. Instruction improves the teaching and practice of the profession related to agriculture, food, and human values.	Contributes to instruction that impacts the academy at the institutional, district, regional, and national levels. Instruction improves the teaching and practice of the profession related to agriculture, food, and human values.	Frequently contributes to instruction that impacts the academy at the institutional, district, regional, and national levels. Significantly improves the teaching and practice of the profession related to agriculture, food, and human values.	
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AFHVS Professional Awards: Excellence in Instruction

Purpose: To recognize AFHVS members for outstanding teaching related to agriculture, food, and human values at the graduate and/or undergraduate level.

	Introductory (5)	Good (10)	Competent (15)	Excellent (20)	Score
Instructional Activities	Commitment to student learning is addressed; but lacks high-impact practices related to agriculture, food and human values.	Commitment to student learning and high-impact practices is noted but lacks evidence.	Clearly demonstrated commitment to student learning or high-impact practices. Examples and evidence are adequately provided.	Exceptional commitment to student learning and high-impact practices.	
Student Success	Evidence to improve student success are not demonstrated. Student learning outcomes do not improve teaching related to agriculture, food, and human values.	Evidence to improve student success are limited. Student learning outcomes somewhat improve teaching related to agriculture, food, and human values.	Adequately demonstrates coordinated student activities or efforts to improve student success. Student learning outcomes improve teaching related to agriculture, food, and human values.	Led efforts to improve student success directly. Develops and uses appropriate student outcome assessments to continuously improve student learning experiences in keeping with stated course objectives. Student learning outcomes significantly improve teaching related to agriculture, food, and human values.	
Mentorship and Leadership	Does not show evidence of using appropriate methods to keep material relevant and adapt teaching style to accomplish successful student learning. a	Applies evidence of appropriate methods to help students with their learning goals. Shows evidence of mentorship through feedback, support, and professional development opportunities.	Applies relevant, engaging, and important material. Actively encourages students in participatory projects.	Employs a systematic approach to assess teaching. Makes appropriate changes to instruction and sets clear objectives that indicate the kind of thinking expected of students. Creates an environment that invites constructive student feedback. Evidence of frequently mentoring students.	
Commitment to Profession and Discipline	Has not actively participated in professional development workshops to support their instruction and mentorship.	Occasionally participates in professional development workshops to support their instruction and mentorship.	Demonstrates a commitment to educational growth and professional development; regularly attends professional development workshops to support their instruction and mentorship.	Possesses thorough knowledge of subject matter and demonstrates a high level of professionalism. Thinks critically about the discipline, consistently evaluates emerging changes and intellectual developments and related fields. Takes strong interest in broader topics.	

Quality of Writing	Scholarship does not cite sources. There are errors in spelling and grammar.	There are numerous errors in spelling, grammar, and mechanics. Uses mostly peer-reviewed journal articles or scholarly books. Cites most data obtained from other sources.	There are few errors in spelling, grammar, or writing mechanics. Stylistically, the manuscript is strong. Writing follows good academic form. Does not use peer-reviewed journal articles or scholarly books. Cites some data obtained from other sources.	There are no mistakes in spelling, grammar, or writing mechanics. Stylistically, the manuscript reflects academic writing and formatting with no editing required. Uses peer-reviewed journal articles or scholarly books. Cites all data obtained from other sources.	
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AFHVS Professional Awards: Excellence in Public Service and Community Engagement

Purpose: To honor AFHVS members and/or their collaborators who have made academic or non-academic contributions with a significant public service impact on the advancement of agriculture, food, and human values through their work in universities, colleges, government, non-government organizations, consultancies, and other forms of public service.

	Introductory (5)	Good (10)	Competent (15)	Excellent (20)	Score
Community-engaged learning	The community partner offers limited information about the local and global perspective(s) of the community using knowledge at the university, governmental, and nonprofit levels. Evidence of engagement lacks direction to support students, faculty, and the community to work with diverse communities related to agriculture, food, and human values. Not established around community-identified needs through their work in universities, colleges, government, non-government organizations, consultancies, and other forms of public service.	Evidence offers limited information about the perspective of the community using knowledge at the university, governmental, and nonprofit service. Engagement supports students, faculty, and the community for working with diverse communities using training programs, workshops, and readings are limited in increasing self-awareness and growth related to agriculture, food, and human values through their work in universities, colleges, government, non-government organizations, consultancies, and other forms of public service.	Offers information about the perspective of the community using knowledge at the university, governmental, and nonprofit service. Engagement supports students, faculty, and the community for working with diverse communities using training programs, workshops, and readings leading to self-awareness and growth related to agriculture, food, and human values through their work in universities, colleges, government, non-government organizations, consultancies, and other forms of public service.	Provides advanced information about the perspective of the community using local and global knowledge at the university, governmental, and nonprofit service. Engagement has significantly prepared enhanced self-awareness and advancement related to agriculture, food, and human values through their work in universities, colleges, government, non-government organizations, consultancies, and other forms of public service.	
Commitment to inclusive, sustainable communities	Does not demonstrate an attentiveness to the community in developing inclusive and sustainable communities. Does not show interest in the mission and vision of the organizations they are working with. Lack of reflecting to understand the human dimension of the community. Does not make adjustments for the betterment of the community.	Limited attentiveness to the community in developing inclusive and sustainable communities. Shows limited interest in the mission and vision of the organizations they are working with. Occasionally reflects to understand the human dimension of the community. Adapts to changes and make adjustments for the betterment of the community.	Attentive to the community in developing inclusive and sustainable communities. Takes an interest in the mission and vision of the organizations they are working with and seeks to understand the human dimension of the community. Shows flexibility to adapt to changes and make adjustments for the betterment of the community.	Actively attentive to the community in developing inclusive and sustainable communities. Takes a mutual interest in the mission and vision of the organizations they are working with and regularly seeks to understand the human dimension of the community. Regularly shows flexibility to adapt to changes and make adjustments for the betterment of the community.	
High-Impact Resources	Uses institutional and community resources to address challenges. Shows commitment to service but has not demonstrated scholarly activity related to research and/or teaching that involves the collaboration of students, community partners, and faculty as co-educators, co-learners, and co-contributors of knowledge.	Occasionally uses resources at the institutional and community level to address challenges. Limited focus on scholarly activities related to research and/or teaching that involve the collaboration of students, community partners, and faculty as co-educators, co-learners, and co-contributors of knowledge. Limited impact on the local and global community.	Uses resources at the institutional and community level to address challenges impacting public policy, governance, and agency. Focuses on scholarly activities related to research and/or teaching that involve the collaboration of students, community partners, and faculty as co-educators, co-learners, and co-contributors of knowledge and that address questions of public concern. Impacts the local and global community.	Actively uses resources at the institutional and community level to address challenges. Frequently works at the forefront of public policy and committees. Actively focuses on scholarly activities related to research and/or teaching that involve the collaboration of students, community partners, and faculty as co-educators, co-learners, and co-contributors of knowledge and that address questions	

	learners, and co-contributors of knowledge. No evidence of impact on the local and global community.			of public concern. Positively impacts the local and global community.	
Shared Governance	Does not demonstrate the ability to communicate expectations about academics, partnerships, and sustainability with new global community-engaged learning. Lacks support of existing program leaders in agriculture, food and human values to reflect on best practices and potential improvements. Does not demonstrate an understanding of the gaps in professional development and constituent needs.	Has the ability to communicate expectations about academics, partnerships, and sustainability with new global community-engaged learning. Shows support of existing program leaders in agriculture, food and human values to reflect on best practices and potential improvements. Limited understanding of the gaps between professional development and constituent needs.	Communicates expectations about academics, partnerships, and sustainability with new global community-engaged learning. Shows support of existing program leaders to reflect on best practices and potential improvements. Understands the gaps between current and best practices and creates appropriate professional development opportunities to close those gaps and assess the extent to which global community-engaged learning meets constituents' needs.	Communicates and sets expectations about academics, partnerships, and sustainability with new global community-engaged learning. Actively communicates with existing program leaders to reflect on best practices and potential improvements. Identifies gaps between current and best practices and creates appropriate professional development opportunities to close those gaps. Assesses the extent to which global community-engaged learning meets constituents' needs.	
Community Voices	Does not use systematic approaches to ensure various community voices are heard and incorporated in their service and engagement.	Limited supports for using systematic approaches to ensure various community voices are heard and incorporated in their service and engagement.	Supports systematic approaches to ensure various community voices are heard and incorporated in their service and engagement.	Uses systematic approaches to ensure various community voices are heard and incorporated in their service and engagement.	

AFHVS Professional Awards: Ken A. Dahlberg Early Career Excellence Award

Purpose: To honor AFHVS members who are less than five years removed from their terminal degree and who have made outstanding contributions toward realizing the goals of the AFHVS through research, teaching, extension, public service and/or public policy in one of Ken Dahlberg's focus areas.

	Introductory (0-5)	Good (6-11)	Competent (12-17)	Excellent (18-25)	Score
Impact on the field	Service to society is not likely to have a strong impact on the field of agriculture, food, and human values.	Service to society is likely to have a developing impact on the field of agriculture, food, and human values, based on prestige of publication/impact factor, presentations, and dissemination of knowledge.	Service to society has had a significant impact on the field of agriculture, food, and human values, based on letters of support, presentations, and dissemination of knowledge.	Service to society has had outstanding impact on the field of agriculture, food, and human values, based on service, mentorship, public policy contributions, presentations, and citations.	
Originality, Creativity and Significance of Research and Teaching	Scholarship lacks overall originality and creativity. Design/approach lacks innovation. Commitment to student learning is addressed; but lacks high-impact practices related to agriculture, food and human values.	Scholarship is somewhat limited in originality and creativity. Design/approach is marginally innovative. Commitment to student learning or high-impact practices is noted; but form is lacking examples.	Scholarship is moderately original and creative. Design/approach is very innovative, emerging, and relevant. Clearly demonstrated commitment to student learning and high-impact practices. Evidence is adequately provided.	Outstanding scholarship facilitated the exploration of new indicators and scholarly outcomes related to agriculture, food, and human values. Design/approach introduced new or expanded on established ideas. Exceptional commitment to student learning and high- impact practices.	
External Recognition	Has not presented research at conferences; has not established scholarly development goals or service to society.	Has plans to present results/work at conferences. Established limited goals related to serving society in the field.	Actively contributes to service in the academy and society. Presentation of evidence related to regional or national meetings in the relevant discipline. Developing an active interest in public service and engagement.	Has published results in peer-reviewed conference proceedings or other publications, outstanding service to the community and learned societies at the academic, organizational, and societal level.	
Internal Recognition	Service has been recognized in the community. Limited alliances and partnerships in their professional service.	Service has been recognized and supported in the local or national community.	Service has been recognized once or occasionally through local awards, other internal (departmental or institutional) recognition.	Service has been recognized through internal recognitions.	