

Association of Former Students

University-Level Distinguished Achievement Awards

Guidelines 2023-2024

The Association of Former Students University Level Distinguished Achievement awards honor Texas A&M University faculty and staff members in the areas of teaching, research, individual student engagement, graduate mentoring, extension/outreach/continuing education/professional development, administration, and staff support. Details of each award are described below. Each award consists of a \$4,000 monetary award, a framed certificate, and an engraved watch.

These awards are funded by The Association of Former Students. Faculty Affairs is responsible for issuing the award guidelines and managing the overall awards process.

Each college/school/area has its own coordinator who assists with the nomination process and the production of nomination packages. The names of the coordinators are listed in the Appendix I. Please contact those individuals with questions relating to nominations in a particular college/school or area. For general questions regarding these guidelines, you may contact Faculty Affairs at (979) 845-4274 or awardsprograms@tamu.edu.

Table 1. Timeline for the Association of Former Students Distinguished Achievement Awards

December 20, 2023	Colleges/schools/areas submit award nominations to awardsprograms@tamu.edu by 12:00 p.m.
January 10, 2024	Selection committee kick off meeting 1:30 p.m. – 3:30 p.m. Attendance <u>MANDATORY</u> for DAA selection committee members
March 4-18, 2024	Colleges/Schools/Areas must notify award recipients No later than 5:00 p.m. March 18, 2024
March 19-22, 2024	Recipient names released to the University community and news media
April 2024	Distinguished Achievement Awards Ceremony

Nominee Eligibility

1. A nominee must have completed 5 full years of service to the University by January 1, 2024. For teaching and research awards, the service need not be continuous so long as the nominee has been employed above the level of graduate student for a total of 5 years, and, for teaching awards only, so long as the person was budgeted at least part-time to teach for a total of 5 years.
2. Nominees must not have received a University-level Distinguished Achievement Award in the same category during the previous 10 years. However, nominees can receive up to 2 awards from different categories within a 5-year period.
3. An individual may be nominated in two different award categories in the same year; however, the college/school/unit must count that person twice in its allotted nominations (as outlined by the chart on page 4).

Nomination & Selection Process

There are four steps in selecting the recipients of the University-level Distinguished Achievement Awards:

1. Designation of Selection Committee members
2. Call for nominations
3. Preparation of nomination packets
4. Selection of recipients by the Selection Committee

The nomination process begins as soon as guidelines are released by Faculty Affairs. Each group specified on Table 2 is invited to solicit nominations by whatever means deemed appropriate. Individuals or groups not specified on Table 2 should contact one of the specified groups to submit a nomination.

Colleges, schools, and areas may submit up to the total number of nominations in each award category as shown in Table 2. Note, in cases where the total is divided evenly between the Student Council and the college/school committee, if either body chooses not to forward nominations, the other may nominate for that vacancy, up to the stated maximum for the college/school.

Selection Committee Information

Each selection committee member will be assigned to a sub-committee for a two-year term by Faculty Affairs and will participate in the evaluation of nomination packages and the selection of recipients in that award category both years.

Sub-committees should hold additional meetings, as needed, between the time of the first mandatory kick off meeting and the time that voting ballots are completed. Electronic deliberations are allowable.

1. The specific number of individuals per category for each college/school/area are provided by Faculty Affairs when committee members are solicited.
 - Colleges/schools/areas submit selection committee representatives through Faculty Affairs general awards selection committee recruitment process.
 - Administrative units and student associations will receive additional instructions via email from Faculty Affairs, at awardsprograms@tamu.edu.
2. Individuals with the title of department head, dean, director of an A&M System member, assistant vice president, associate vice president, vice president, executive vice president, and president are **not eligible to serve on the Selection Committee**. However, individuals with titles that include the modifiers of assistant or associate for department head, dean, or director of an A&M System member may serve.
3. Except for the Faculty Affairs designee, who serves as the chair of the selection committee, no member may serve on the committee for more than two consecutive years.
4. Individuals who are nominated for awards may not serve on the Selection Committee. If an individual that is chosen for the committee ends up being nominated, please email facultyawards@tamu.edu immediately with the name and contact information for a replacement committee member.
5. Selection committee members must be available to attend the mandatory selection committee meeting, participate in subsequent subcommittee meetings, and thoroughly review the nomination packages.
6. The identity of the members on the Selection Committee and the proceedings of the committee are confidential.
7. Great care shall be taken to ensure that all members of the Selection Committee fully understand the significance of the awards and the necessity for maintaining the integrity of the awards.
8. Diversity reflective of the constituencies of Texas A&M University should guide the choice of representatives for this selection committee.
9. The Distinguished Graduate Student Award selection committee is compiled by Faculty Affairs and is overseen by the Graduate and Professional School.
 - A. Graduate faculty members are preferred to serve on this selection committee.
 - B. The Graduate School office will be in contact regarding these awards and the corresponding selection committee process.

Table 2. Numbers of nominations per supervisory organization and per award category.

Type	Supervisory Organization	Administrati on	Extension, Outreach, Continuing Education & Professional Development	Graduate Mentorin g	Individual Student Engagem ent	Research	Staff	Teaching
		2 awards	1 award	2 awards	2 awards	6 awards	2 awards	10 awards
University	President	1			1		1	
	Provost	1	1		1		1	
	Academic and Strategic Collaborations	1	1		1		1	
	Faculty Affairs	1					1	
	Operations	3			2		8	
College, School, or Branch Campus Award Committee and/or Office of the Dean	Agriculture and Life Sciences	2	1	1	1	4	2	5
	Architecture	1	1	1	1	2	1	2
	Arts and Sciences	5	1	3	1	9	5	12
	Bush School of Government and Public Service	1	1	1	1	2	1	2
	Nursing	1	1	1	1	1	1	1
	Dentistry	1	1	1	1	1	1	3
	Education and Human Development	2	1	2	1	3	2	4
	Engineering	4	1	4	1	8	4	10
	Engineering Medicine	1	1	1	1	1	1	1
	Irma Lerma Rangel School of Pharmacy	1	1	1	1	1	1	1
	Law	1	1	1	1	1	1	2
	Mays Business School	1	1	1	1	2	1	3
	Medicine	1	1	1	1	2	1	2
	Public Health	1	1	1	1	1	1	1
	Texas A&M University at Galveston	1	1	1	1	2	1	2
	Texas A&M University at Qatar	1	1	1	1	1	1	1
Veterinary Medicine and Biomedical Sciences	3	1	1	1	3	3	4	
Performance, Visualization, & Fine Arts	1	1	1	1	1	1	1	
Agencies	Director AgriLife Research					1		
	Director of Texas A&M Engineering Experiment Station (TEES)					1		
	Director AgriLife Extension		1					
	Director of Texas A&M Engineering Extension Service (TEEX)		1					
Student Associated	Corp of Cadets Commandant				1			
	Graduate Student Council President			1	1			
	International Student Association President	1			1		1	
	MSC Council President				1			
	Resident Hall Association				1			
	Each College/School/ Branch Campus - Student Council				1 each		1	1 each

Submitting Nominations

Each nominating unit should email submissions to awardsprograms@tamu.edu by the deadline listed in Table 1 of these guidelines. Every submission should include the following items as attachments or Filex transfers:

1. Unit Nomination Summary Chart for the submitting college/school/area
Submissions will be accepted only if the provided template is used.
"Unit Nomination Summary.xlsx"
2. Nomination Packet for each nominee included in the Unit Nomination Summary Chart
Submissions will be accepted only if the provided template is used. See details below.
"Nomination Packet Template.pdf"
3. Professional Photo for each nominee included in the Unit Nomination Summary Chart
Please provide a recent close-crop headshot in full color that includes the shoulders and upper torso, 2X3 aspect ratio, minimum 1,000 kb.

Nomination Packet Details

Preparing a Packet

1. Collect and prepare all required materials.
2. Complete all fillable fields in the template (title page and letter of endorsement summary chart).
3. Insert required materials in appropriate sections of the template and save as a single PDF.

Required Packet Sections

1. Table of Contents
2. Letter of Nomination — **LIMIT: 4 pages**
3. Biographical Summary — **LIMIT: 300 words**
This brief biography should provide a concise background on the nominee, including major achievements relevant to the award category. It should be written as if it will be published. It should include the following information:
 - A. Name of the nominee including professional salutation
 - B. Current position and number of years employed at Texas A&M
 - C. Highest degree received in what field of study
 - D. Career highlights, especially those relevant to the award category, including select awards/honors
4. Detailed Biographical Data (CV style) — **LIMIT: 10 pages**
This document should provide the following information in the order listed:
 - A. The name of nominee
 - B. Current position (title, rank, department or unit)
 - C. Number of years in the position
 - D. Number of years at Texas A&M University
 - E. Degrees held (source and date)
 - F. Employment history (previous positions, years; list most recent first)
 - G. Honors and awards
 - H. Membership in professional and honorary societies (note offices held)
 - I. List of articles and books published and professional accomplishments within the last five years. Particularly significant earlier accomplishments may be described in the letter of nomination.
5. Letters of Endorsement — **LIMIT: 6 pages total, up to 6 distinct letters**
For Teaching and Individual Student Engagement categories, two student letters are REQUIRED (current or former).
6. Publications — **LIMIT: 2 publications**
For nominations in the Research category only, up to two links to outstanding publications, or equivalent evidence of professional accomplishments, may be included.

Additional Notes on Nomination Packets

1. Letters of endorsement
 - A. At least two letters from current and/or former students are REQUIRED for nominations in Teaching and Individual Student Engagement. These letters must be separate from the letter of nomination.
 - B. Please advise letter writers that the endorsements will be read and evaluated by selection committee members who may or may not be familiar with the discipline of the nominee.
 - C. While, all letters of endorsement should be *written* to:
 - [Selection Committee](#)
 - [The Association of Former Students Distinguished Achievement Awards](#)The letters are to be included in the nomination packet, rather than mailed separately. Those assembling the nomination packet should make this clear to letter writers.
2. Letters of nomination on teaching (Teaching Awards)—The letter writer should include indicators of teaching excellence and effectiveness such as:
 - A. Numbers and types of courses taught
 - B. Statements from student evaluations
 - C. Summaries of student evaluations. Should summaries be given, longitudinal perspective must also be given
 - D. Evidence of student outcomes as appropriate
3. Letters about teaching from colleagues (Teaching Awards)—Letters should include indicators of teaching excellence and effectiveness, such as:
 - A. Evaluation of course syllabi, assignments, examinations, and grading methods to determine levels of scope, rigor, and quality
 - B. Evaluation of nominee performance in classroom teaching situations
 - C. Evaluation of the development of new courses or substantial revision of existing courses
4. Letters from significant persons outside of the University—Letters of support from significant persons outside of the University tend to have a much greater impact. In teaching, these include letters from students who have gone on to clearly successful careers or to graduate school or who have realized other personal benefits from the influences of the teacher. In research, letters from recognized and respected peers or experts in the field are strongly influential. In extension, letters from officials at other institutions who have interacted with the nominee are also included as strong support.

NOTE: For Staff or Administration awards, letters should be sought from professional colleagues and others familiar with the nominee's accomplishments beyond the expectations of the position. In this category, it is often difficult to obtain letters from outside Texas A&M University, or from former or current students who may not be familiar with the contributions of the staff member or administrator within the University.
5. Where applicable, evidence of strong student involvement and input into the unit's nomination process should be included.
6. Nomination closely follows the format requirements—Pay careful attention to the number of letters, length of sections (where specified), packaging, etc.
7. Prepare a package that is professional in appearance and proofread all documents.

Appendix I: Area Coordinators

Bush School of Government & Public Service – Steven Oberhelman / s-oberhelman@tamu.edu

College of Agriculture & Life Sciences – Tabatha Gonzalez / tabatha.gonzalez@ag.tamu.edu

College of Arts & Sciences – Jennifer Holle / jholle@science.tamu.edu

College of Engineering & TEES – Angie Wilson / angie-wilson@tamu.edu

Irma Lerma Rangel School of Pharmacy - Kim Tanzer / kdtanzer@tamu.edu

Mays Business School – Shannon Deer / sdeer@mays.tamu.edu

School of Architecture – Ginger White / gwhite@tamu.edu

School of Dentistry – Lavern Holyfield / lholyfield@tamu.edu

School of Education & Human Development – Jeff Gagne / jeffgagne@tamu.edu

School of Engineering Medicine – Doug Baxter – baxter@tamu.edu

School of Law – Jennifer Merrywell / jennifermerrywell@tamu.edu

School of Medicine – Jane Welsh / c-welsh@tamu.edu

School of Nursing – Jennifer Morton / jmorton@tamu.edu

School of Performance, Visualization, & Fine Arts – Sarah Misemer / smisemer@tamu.edu

School of Public Health – Eric Wilson / eric.wilson@tamu.edu

School of Veterinary Medicine & Biomedical Sciences – Misty Skaggs / m-skaggs@tamu.edu

Texas A&M University at Galveston – Cari Bishop-Smith / bishopc@tamug.edu

Texas A&M University at Qatar – Abir Raslan / abir.raslan@tamu.edu

Faculty Affairs – Ana Rivera / anarivera@tamu.edu

Office of the President – Esperanza Mireles / [hopemireles@tamu.edu](mailto:hopenmireles@tamu.edu)

Office of the Provost and Vice President for Academic Affairs- Timothy Powers / tim_powers@tamu.edu

Operations – Patricia Mayland / mayland@tamu.edu

Division of Academic and Strategic Collaborations – Kelli Weatherman / kelliweatherman@tamu.edu

APPENDIX II: Award Category Descriptions and Rubrics

<i>Administration Award</i>	<i>p. 9</i>
<i>Extension, Outreach, Continuing Education, & Professional Development Award</i>	<i>p. 10</i>
<i>Graduate Mentoring Award</i>	<i>p. 11</i>
<i>Individual Student Engagement Award</i>	<i>p. 12</i>
<i>Research Award</i>	<i>p. 13</i>
<i>Staff Award</i>	<i>p. 14</i>
<i>Teaching Award</i>	<i>p. 15</i>

Administration (Two awards)

This award recognizes, rewards, and encourages an administrator who has contributed to the welfare of Texas A&M University through outstanding administrative service beyond the expectation of the position. This award is designed to recognize the individual whose normal scope of service has been outside the areas described in the awards listed previously.

NOTE: Those eligible for this award hold the title of vice president, provost, dean, department head, director of A&M System member (e.g., TEES, AgriLife Research), or variations of these titles.

Administration										
Measures	Candidates									
	Rate each of the candidates for each measure with 1 (adequate) to 5 (exceptional)									
	1	2	3	4	5	6	7	8	9	10
Operational Excellence Implements approaches that enhance productivity, efficiency, and quality. Demonstrated capacity for creative solutions.										
Exceptional Service Provides highly effective interactions with all stakeholders										
Impact Actions and accomplishments positively impact their unit and Texas A&M as a whole										
Leadership Provides the vision to inspire, and the development to enable, others to achieve excellence.										
Communication Clearly articulates a vision, invites and clearly considers input, internal and external stakeholders are informed										
Total Average										

Extension, Outreach, Continuing Education, & Professional Development (One award)

This award recognizes, encourages, and rewards a staff member, faculty member, or administrator who has brought credit to Texas A&M University through dedication, enthusiasm, attitude, and effectiveness in accomplishing his or her mission in a particular field of extension, continuing education, or professional development.

NOTE: Those eligible for this award must be actively and personally engaged in extension, outreach, continuing education, or professional development. The award is not designed for the oversight or administration of these activities.

Extension, Outreach, Continuing Education, & Professional Development										
Measures	Candidates									
	<i>Rate each of the candidates for each measure with 1 (adequate) to 10 (exceptional)</i>									
	1	2	3	4	5	6	7	8	9	10
Recognized Excellence National and international recognition within the discipline										
Productivity Includes but not limited to grants, publications, programs implemented, patents, etc.										
Impact Actions and accomplishments positively impact their unit and Texas A&M as a whole										
Quality Quality of the products for, and interactions with, stakeholders (internal and external)										
Communication Exemplary writing, speaking, listening and marketing skills										
Total Average										

Graduate Mentoring Award (Two awards)

This award recognizes, encourages, and rewards superior mentors of graduate students—those faculty or administrators who go well beyond advising by bringing their skills and commitment to a student’s learning and professional development as future teachers, practitioners, researchers, and scholars through mentoring. These mentors build the enthusiasm of others for their profession, help graduate students achieve their goals, and provide opportunities that will introduce students to a community of professionals who can also assist them in their development. Nominees for this award are dedicated to contributing to the overall development of their students as learners and future professionals.

NOTE: Both faculty members and administrators are eligible for this award, but nominees must be significantly engaged in mentoring. Administrators should be nominated only for their mentoring activities, not for their administrative activities. For this award, a distinction is being made between advising (giving advice or counsel, such as in course selection) and mentoring (professional guidance and coaching). Individuals whose activities are limited to part-time advising should not be nominated for this award.

Graduate Mentoring										
Measures	Candidates									
	<i>Rate each of the candidates for each measure with 1 (adequate) to 10 (exceptional)</i>									
	1	2	3	4	5	6	7	8	9	10
Chaired to completion doctoral and masters graduates (numbers considered in context of the departmental patterns)										
Placement/achievement/success of graduates in academia or profession (e.g. could be demonstrated through prestigious professional or tenure-track positions, students receiving dissertation awards, students successful in publishing, securing grants, etc.)(outcomes considered in context of the discipline norms)										
Provided high quality mentoring program, course, or publication on student professional development to assist students										
Demonstrates dedication to students as learners and future professionals (e.g. member of substantial number of graduate committees, received advising/mentoring award)										
Introduce student professionally (at conferences, through letters, co-presenting with students) and support student scholarship (coauthor, invite on research team, or in other ways support student outside the classroom expectations.)										
Total Average										

Individual Student Engagement (Two awards)

This award recognizes, encourages, and rewards those employees whose professional relationships with students are particularly helpful and inspiring. The recipients of this award should exhibit concern for the welfare and development of students and should have demonstrated a willingness to meet the special needs of students while ensuring that students accept their responsibilities and strive to meet their own potentials. The two recipients of this award go beyond the requirements of their appointments to give time and effort to student growth and service. They offer guidance and encouragement in a spirit of mutual questing and shared expectations.

Individual Student Relations										
Measures	Candidates									
	<i>Rate each of the candidates for each measure with 1 (adequate) to 10 (exceptional)</i>									
	1	2	3	4	5	6	7	8	9	10
Student welfare Interest in student health and mental well-being										
Student development Consult and advise with students to provide insight about their dilemmas and opportunities										
Student-centered Meets specific needs of students										
High expectations Ensure students accept responsibility and strive to their potential										
Exceeds expectations Give time and effort to student growth and service beyond the requirements of the position										
Total Average										

Research (Six awards)

This award recognizes, encourages, and rewards those individuals whose research efforts have been particularly significant and outstanding and are so recognized locally, nationally, and internationally. The results of these research efforts should have added substantially to the basic body of knowledge, have had significant societal impact, and/or inspired the discipline to expand in new research directions. These scholarly pursuits can take many forms. In the words of Vision 2020, “Research, as the creation of knowledge in the broadest sense, encompasses all forms of scholarship from creation of works of art and literature through evaluation and reorganization of knowledge to investigations into the preservation, transmission, and application of knowledge.

Research										
Measures	Candidates									
	Rate each of the candidates for each measure with 1 (adequate) to 10 (exceptional)									
	1	2	3	4	5	6	7	8	9	10
Distinguished record of scholarly contributions with a wide impact Authorship or co-authorship of peer-reviewed articles in premier journals, prestigious conference proceedings, widely used scholarly books, artistic works, software or other professional documents Extensive citations of published scholarly work Measurable impact of research on the local and national communities										
Distinction as a scholar of national and international reputation Demonstrated through memberships, awards, and fellowships in prestigious academies Major leadership roles in national academies and professional organizations Keynote speaker at premier conferences or professional meetings Membership on review panels for prestigious national academies										
Research innovation recognized through competitive and significant grants from major funding agencies. If this measure is not applicable to one’s discipline, the review team will take that into account during the evaluation										
Evidence of the impact on the careers of graduate students, post docs, and junior faculty colleagues via significant mentoring roles										
Professional recognition of research productivity through appointment as editor, associate editor, or guest editor of prestigious journals in one’s field.										
Total Average										

Staff (Two awards)

This award recognizes, rewards, and encourages a staff member who has contributed to the welfare of Texas A&M University through outstanding staff support beyond the expectations of the position. This award is designed to recognize individuals whose normal scope of service has been other than teaching, research, student relations, continuing education/extension/professional development, or administration.

NOTE: Persons eligible for this award may NOT hold the title of: vice-president, provost, dean, department head, director of A&M System member, or variations of these titles.

Staff										
Measures	Candidates									
	<i>Rate each of the candidates for each measure with 1 (adequate) to 10 (exceptional)</i>									
	1	2	3	4	5	6	7	8	9	10
Contributions toward job excellence – demonstrating performance on the job that is consistently outstanding and frequently outside the normal scope of prescribed duties.										
Innovation – demonstrating independent action and resourcefulness; encouraging new ideas and creativity; exhibiting leadership qualities within the context of position responsibilities; demonstrating other skills that exceed work expectations.										
Utilization of the University core values of respect, excellence, leadership, loyalty integrity, selfless service to guide their work.										
Overall contributions to their department, University and the Texas A&M System within the context of their job responsibilities.										
Total Average										

Teaching (Ten awards)

This award recognizes, encourages, and rewards superior classroom teachers—the individuals whose command of their respective discipline, teaching methodologies, pervasive caring, communication skills, and commitment to the learning process exemplify the meaning of teacher/mentor in its highest sense. This award is designed to distinguish those teachers who maintain high expectations of their students and ensure academic rigor in their courses. These teachers recognize their responsibilities in motivating and contributing to the overall development of their students as learners and future professionals.

Teaching										
Measures*	Candidates									
	Rate each of the candidates for each measure with 1 (adequate) to 10 (exceptional)									
	1	2	3	4	5	6	7	8	9	10
<u>Command of discipline and teaching methodologies</u>										
Demonstrates strong expertise and passion for the discipline and the teaching of the discipline										
Incorporates active and engaging learning strategies (e.g., in-class activities, group work, case studies, classroom assessment techniques)										
Engages in high impact educational practices (e.g., capstone projects, service learning, internships, study abroad, undergraduate research)										
Integrates technology or other innovations to enhance learning										
Evidence of exceptional effectiveness with the teaching methods used										
Has well-aligned course design with clear learning outcomes, learning activities, and assessments (both formative/low-stakes and summative/high-stakes)										
Evidence of improvement in student motivation and engagement, student learning outcomes, and related student achievement										
Student and peer comments directly relate candidate's pedagogy to extraordinary student results and products										
<u>Pervasive caring</u>										
Genuinely cares about the students, their learning, and their personal and professional development										
Creates sense of community and belonging in teaching/learning environment										
Designs and facilitates an environment to maximize learning through acknowledging and valuing students and the unique cultural backgrounds and experiences they bring to the classroom										
Actively listens to students; asks students for feedback										
Demonstrated accessibility and effectiveness in mentoring/advising										
Students written comments addressing care and positive impact of faculty										
<u>Communication skills</u>										
Communicates with students in ways that are clear, timely, understandable, reflective, and humanistic										
Demonstrates respect and fairness										
Evidence of student satisfaction with communication skills within teaching and learning environment										
<u>Maintain high expectations and ensure academic rigor</u>										
Sets high expectations for student learning and provide strong support for students to achieve the expectations										
Provide clear learning outcomes and their rationale for student learning and development										
Motivates and empowers students to challenge and push themselves in learning and growth										
Evidence of approaches used to support the learning of low, middle, and high performing students										
Evidence of improvement in student learning										
<u>Commitment to the learning process</u>										
Is committed to a learning-centered teaching philosophy and to the learning and development of all students										
Takes a scholarly approach to teaching – observe and identify a learning problem/opportunity, choose and implement an intervention based on literature/expert advice, collect evidence through assessments to evaluate the effect on learning, and inform the next steps for continuous improvement of teaching and learning										
Remains up to date with disciplinary research and pedagogy through professional development activities										
Actively engages in curricular improvements/innovations, e.g., develops teaching materials or resources for others or collaborates with other faculty on teaching or learning projects										
Engages in scholarship in teaching and learning, e.g., conducts research on use and effectiveness of different modalities in classroom or teaching methods, presents at disciplinary or general teaching and learning conferences, and publishes on teaching and learning issues/projects										
Mentors other faculty/graduate students in teaching and learning and engages in peer review of teaching										
Participates in/leads teaching and learning committee work on program assessment and curriculum design										
Engages in disciplinary pedagogical development, faculty development, and curricular/educational reform through professional societies										
Total Average										

*The evidence listed under each category are typical for nominees who “exemplify the meaning of teacher/mentor in its highest sense” however there could be other relevant evidence. Every nominee should exhibit most of these in their teaching practice and have exceptional strength in some of them, but is not expected that they exhibit all of them.