

# Amber Michelle Houck Rice, Ph.D.

## Curriculum Vitae

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Agricultural Education, Technology and Innovation  
College of Agriculture and Life Sciences  
The University of Arizona  
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## Education

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University of Missouri, Columbia, MO  
Doctor of Philosophy in Agricultural Education and Leadership, May 2015  
Dissertation Title: *Shaping pedagogical content knowledge of experienced agriculture teachers in the plant sciences: A grounded theory*

University of Kentucky, Lexington, KY  
Master of Science in Career and Technical Education, August 2008  
Thesis Title: *Content preparation of pre-service agricultural education teachers and its influence on their content knowledge*

University of Kentucky, Lexington, KY  
Bachelor of Science in Agricultural Education, May 2007

## Professional Experience

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**Associate Professor of Agricultural Education (with Tenure)** (August 2021-present)  
**Assistant Professor of Agricultural Education** (August 2016-July 2021)

9-month appointment, August 2016-present  
(65% Teaching, 25% Research, 10% Service) Effective October 2017-present  
(70% Teaching, 30% Research) Effective August 2016-September 2017

**Director of Graduate Studies**, January 2020-present

Department of Agricultural Education, Technology and Innovation  
College of Agriculture and Life Sciences  
The University of Arizona, Tucson, AZ

**Assistant Professor of Agricultural Education**  
(75% Teaching, 25% Research)  
9-month appointment, August 2015-July 2016

Department of Agricultural Leadership, Education, and Communications  
College of Agricultural and Environmental Sciences  
University of Georgia, Tifton, GA

### **Graduate Teaching and Research Assistant**

University of Missouri, Columbia, MO, August 2012-July 2015

- Lead instructor for Verbal Communications and Introduction to Leadership courses
- Teaching assistant and lab instructor for the following undergraduate courses: Rationale and Structure of Agricultural Education Programs, Integrated Field Experience, Verbal Communications, Introduction to Leadership, and Methods of Teaching II
- Teaching assistant for the graduate level course Methods of Qualitative Research
- Transitioned in-person Introduction to Leadership course to online format
- University Supervisor for four student teachers
- Research assistant for university wide study on faculty needs for teaching and advising
- Curriculum writing and evaluation for the University of Missouri Cooperative Extension

### **Agricultural Educator**

Nelson County High School, Bardstown, KY, July 2008-June 2012

Agriculture Department Head, FFA Advisor, SAE Supervisor

- Provided agricultural education and biology education to students grades 9-12
- Instructed courses including: Agricultural Communications, Agri-Biology, Biology, Agriscience, Agricultural Leadership, Animal Science, Small Animal/Equine Science, Women in Agriculture, and Food Science
- Co-advisor Nelson County FFA Chapter, 3-star chapter
- Coached four national competing agricultural issues career development event teams
- Co-supervised agriculture experience projects of over 250 students annually
- Professional Learning Communities Leadership Team representative
- Served as a Supervising Practitioner for one student teacher, Spring 2012
- Obtained CDL license to drive school bus for educational field trips

### **Graduate Teaching and Research Assistant**

University of Kentucky, Lexington, KY, July 2007-July 2008

Teaching assistant for AED 586, AED 580, and AED 371; Research assistant

- Instructed lecture and laboratory sessions for Foundations of Teaching Agriculture, Methods of Teaching Agriculture, and Advising Student Organizations
- Mentored student teachers and observed student teachers in the classroom
- Assisted in research, which lead to five poster presentations, one paper presentation

### **Refereed Journal Publications [Blind Peer Review]**

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*\*denotes graduate students mentored*

Merrick, T. N.\*, **Rice, A.H.** (in press). A case study analysis of problem-based learning within a fabrication laboratory in a southwestern secondary charter school. *Journal of Agricultural Education*.

- Smalley, S., **Rice, A.H.**, & Hasselquist, L. (2023). The effectiveness of virtual CASE institute professional development: A participant perspective. *Journal of Agricultural Education*, 64(2), 85-97.
- Bowling, A., **Rice, A. H.**, Curry, K., & Marx, A. (2022). The essence of agricultural education teachers motivational beliefs across career stages. *Teaching and Teacher Education*, 114, 1-12. <https://doi.org/10.1016/j.tate.2022.103691>
- DeConcini, J.\*, **Rice, A. H.** (2021). The influence of social media content framing on audience perceptions of the wild horse and burro controversy. *Journal of Agricultural Education*, 62(4), 15-34. <http://doi.org/10.5032/jae.2021.04015>
- Austin, A. L., **Rice, A. H.**, & Vincent, S. K. (2021). Examining likeness among secondary agriculture youth. *Journal of Agricultural Education*, 62(2), 66-82. <http://doi.org/10.5032/jae.2021.0266>
- Bird, T. D.\*, & **Rice, A. H.** (2021). The influence of CASE on agriculture teachers' use of inquiry-based methods. *Journal of Agricultural Education*, 62(1), 260-275. <http://doi.org/10.5032/jae.2021.01260>
- McNall, S. \*, & **Rice, A. H.** (2020). Arizona agriculture teachers' mathematical content knowledge. *Journal of Agricultural Education*, 61(4), 109-126. <http://doi.org/10.5032/jae.2020.04109>
- Wooditch, A. M.\*, **Rice, A. H.**, Peake, J. B., & Rubenstein, E. D. (2018). The development of preservice agriculture teachers' pedagogical content knowledge through a greenhouse for teachers course. *Journal of Agricultural Education*, 59(3), 1-14. <http://doi.org/10.5032/jae.2018.03001>
- Jeffers-Sample, A., Mars, M. M., **Rice, A. H.**, & Torres, R. M. (2018). Examining the entrepreneurial leadership proclivities of Extension educators. *Journal of Extension*, 56(6). 6FEA4.
- Leggette, H. R., **Rice, A. H.**, Carraway, C., Baker, M. A., & Conner, N. (2018). Applying eye-tracking research in education and communication to agricultural education and communication: A review of literature. *Journal of Agricultural Education*, 59(2), 79-108. <http://doi.org/10.5032/jae.2018.02079>
- Rice, A. H.**, & Kitchel, T. (2018). Agriculture teachers' integrated belief systems and its influence on their pedagogical content knowledge. *Journal of Agricultural Education*, 59(1), 51-69. <http://doi.org/10.5032/jae.2018.01059>
- Dover, E., Kelsey, K., & **Rice, A. H.** (2018). A case study of technology mediated observation in pre-service teaching experiences for edTPA implementation. *NACTA Journal*, 62(1).
- Rice, A. H.**, & Kitchel, T. (2017). Shaping pedagogical content knowledge for experienced agriculture teachers in the plant science: A grounded theory. *Journal of Agricultural Education*, 58(4), 50-64. <http://doi.org/10.5032/jae.2017.04050>.

- Rice, A. H., & Kitchel, T.** (2017). Teachers' beliefs about the purpose of agricultural education and its influence on their pedagogical content knowledge. *Journal of Agricultural Education*, 58(2), 198-213. <http://doi.org/10.5032/jae/2017.02198>
- Rice, A. H., Vogelweid, C. M., & Kitchel, T.** (2017). The influence of crib sheets on veterinary students' exam performance, perceived stress, and retention of subject matter knowledge. *NACTA Journal*, 61(1), 66-72.
- Rice, A. H., & Kitchel, T.** (2016). Influence of knowledge of content and students on beginning agriculture teachers' approaches to teaching content. *Journal of Agricultural Education*, 57(4), 86-100. <http://doi.org/10.5032/jae.2016.04086>
- Rice, A. H., & Kitchel, T.** (2016). Deconstructing content knowledge: Coping strategies and their underlying influencers for beginning agriculture teachers. *Journal of Agricultural Education*, 57(3), 208-222. <http://doi.org/10.5032/jae/2016/03208>
- Rice, A. H., & Kitchel, T.** (2015). The relationship between agriculture knowledge bases for teaching and sources of knowledge. *Journal of Agricultural Education*, 56(4), 153-168. <http://doi.org/10.5032/jae.2015.04153>
- Rice, A. H., & Kitchel, T.** (2015). Preservice agricultural education teachers' experiences in and anticipation of content knowledge preparation. *Journal of Agricultural Education*, 56(3), 90-104. <http://doi.org/10.5032/jae.2015.03090>
- Vogelweid, C. M., Kitchel, T., & **Rice, A. H.** (2014). Veterinary students' use of crib sheets in preparing for learning and reducing stress. *NACTA Journal*, 58(2), 135-139.
- Houck, A. M., & Kitchel, T.** (2010). Assessing pre-service teachers' content preparation and content knowledge. *Journal of Assessment and Accountability in Educator Preparation*, (1)1, 29-36. <http://www.uni.edu/coe/jaaep/journals/Houck&Kitchel.pdf>

### **Journal Articles under Review [Blind Peer Review]**

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*\*denotes graduate students mentored*

- Rice, A. H., Hasselquist, L., & Smalley, S.** (under review). Lead teacher perspectives of virtual CASE institute professional development. *Journal of Agricultural Education*.
- Potts, W.\*, & **Rice, A. H.** (under review). Generation Z's philanthropic engagement in the United States agrifood sector: Perceptions, motivations, and intentions. *Journal of Agricultural Education*.
- Parker, H. C\*, **Rice, A. H.** (under review). Arizona agriculture teachers' perceived self-efficacy to teach science. *Journal of Agricultural Education*.

### **Journal Articles in Development**

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*\*denotes graduate students mentored*

**Rice, A. H., & Rubenstein, E. D.** A qualitative exploration of southwestern agriculture teachers' PCK in supervised agricultural experience programs. Target Journal: *Journal of Agricultural Education*.

Donaldson, A.\*, & **Rice, A. H.** Experiences of recently graduated women school based agricultural education students. Target Journal: *Journal of Agricultural Education*.

Schoeffling, A.\*, & **Rice, A.H.** The influence of COVID-19 and virtual learning on the PCK development of Arizona preservice SBAE teachers. Target Journal: *Journal of Agricultural Education*.

Arnold, M.\*, & **Rice, A. H.** Factors influencing the teaching of livestock production within Arizona school-based agricultural education. Target Journal: *Journal of Agricultural Education*.

Jarvis, S.\*, & **Rice, A. H.** The impact of 4-H instructors' personal beliefs on the teaching of animal food production to youth populations. Target Journal: *Journal of Extension Education*.

Troub, J.\*, & **Rice, A. H.** Western state FFA officer selection process: A case study analysis. Target Journal: *Journal of Leadership Education*.

Encinas, E.\*, & **Rice, A. H.** Exploring the university support networks of first-generation undergraduate students. Target Journal: *Journal of Academic Advising*.

## **Book Chapter**

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**Rice, A. H., & Mars, M. M.** (in press). Planning for effective instruction. In J. Elliott, S. Whittington, & R. Rudd (Eds.), *Powerful Teaching: 4 Keys to Dynamic Learning Environments*.

## **Research Conference Paper Presentations [Blind Peer Review]**

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*\*denotes graduate students mentored*

Donaldson, A.\*, & **Rice, A. H.** (2023). Experiences of recently graduated women school based agricultural education students. *Proceedings of the National American Association for Agricultural Education Research Conference*, Raleigh, NC.

Smalley, S. W., Hasselquist, L., & **Rice A.** (2022). The effectiveness of virtual CASE institutes. *Presented at the Association for Career and Technical Education Research*, Las Vegas, NV.

Hasselquist, L., Smalley, S. W., & **Rice A.** (2022). Virtual CASE institutes. *Proceedings of the North Central Region AAAE Research Conference and National Conference on Learner-Centered Teaching*, Columbia, MO.

- Schoeffling, A.\*, & **Rice, A.H.** (2022). The influence of COVID-19 and virtual learning on the PCK development of Arizona preservice SBAE teachers. *Proceedings of the Western Region AAAE Research Conference*, Las Cruces, NM.
- Rice, A. H.**, Hasselquist, L., & Smalley, S. (2022). Lead teacher perspectives of virtual CASE institute professional development. *Proceedings of the National American Association for Agricultural Education Research Conference*, Oklahoma City, OK.
- Arnold, M.\*, & **Rice, A. H.** (2022). Factors influencing the teaching of livestock production within Arizona school-based agricultural education. *Proceedings of the National American Association for Agricultural Education Research Conference*, Oklahoma City, OK.
- Jarvis, S.\*, & **Rice, A. H.** (2021). The influence of 4-H instructor beliefs on teaching animal food production. *Proceedings of the Western Region American Association for Agricultural Education Research Conference*, Bozeman, MT.
- Bird, T. D.\*, **Rice, A. H.**, Molina, Q. F., & Torres, R. M. (2020). The influence of CASE on agriculture teachers' use of inquiry-based methods. *Proceedings of the National American Association for Agricultural Education Research Conference*, Oklahoma City, OK. (virtual conference).
- Bowling, A. M., **Rice, A. M.**, Curry, K. W., & Marx, A. A. (2020, April 17-21). How do I motivate them? The transition of school based agricultural education teachers' motivational beliefs through the years [Paper Session]. *American Education Research Association National Conference*, San Francisco, CA. <http://tinyurl.com/uj6pry2> (conference canceled).
- Bowling, A. M., **Rice, A. H.**, Curry, K. W., & Marx, A. A. (2019). Motivational beliefs of school based agricultural education teachers through career stages. *Research Conference Proceedings of the North Central Region American Association for Agricultural Education*, Lansing, MI.
- Bowling, A. M., **Rice, A. H.**, Curry, K. W., & Marx, A. A. (2019). Shared motivational beliefs of school based agricultural education teachers. *Research Conference Proceedings of the North Central Region American Association for Agricultural Education*, Lansing, MI.
- Rubenstein, E. D., & **Rice, A. H.** (2019). A qualitative exploration of southwestern agriculture teachers' implementation of supervised agricultural experience programs. *Proceedings of the Western Region AAAE Research Conference*, Anchorage, AK.
- Argueta, A. J.\*, **Rice, A. H.**, Molina, Q. F., & Kaczowka, A. (2019). Preservice agriculture teachers' development of knowledge of content and students during their student teaching experience. *Proceedings of the National AAAE Research Conference*, Des Moines, IA.

- Argueta, A. J.\*, **Rice, A. H.**, Molina, Q. F., & Kaczowka, A. (2018). Preservice agriculture teachers' development of knowledge of content and students during their student teaching experience. *Proceedings of the Western Region AAAE Research Conference*, Boise, ID.
- Wooditch, A. M.\*, **Rice, A. H.**, Peake, J. B., & Rubenstein, E. D. (2018). The development of preservice agriculture teachers' pedagogical content knowledge through a greenhouse for teachers course. *Proceedings of the National AAAE Conference*, Charleston, SC.
- Phillips, C., Mars, M. M., **Rice, A. H.**, & Torres, R. M. (2017). How do college students learn about food systems? *Proceedings of the Western Region AAAE Research Conference*, Fort Collins, CO.
- Rice, A. H.**, & Kitchel, T. (2017). Shaping pedagogical content knowledge for experienced agriculture teachers in the plant sciences: A grounded theory. *Proceedings of the National AAAE Research Conference*, San Luis Obispo, CA.  
**Awarded Distinguished Manuscript (1 of 5)**
- Rice, A. H.**, & Kitchel, T. (2016). Teachers' beliefs about the purpose of agricultural education and its influence on their pedagogical content knowledge. *Proceedings of the National AAAE Research Conference*, Kansas City, MO.
- Rubenstein, E. D., Fuhrman, N. E., **Rice, A. H.**, & Frank, F. B. (2016). Producing teachers with a balance of content and pedagogical knowledge: Recommendations for success. *NACTA Journal Abstract Oral Presentations*, 60(1), 7-8.
- Rice, A. H.**, & Kitchel, T. (2016). Teachers' beliefs about the purpose of agricultural education and its influence on their pedagogical content knowledge. *Proceedings of the Southern Region AAAE Research Conference*, San Antonio, TX. 309-322.
- Rice, A. H.**, & Kitchel, T. (2015). Beginning agriculture teachers' approaches to teaching content. *Proceedings of the AAAE Research Conference*, San Antonio, TX. 490-506.
- Rice, A. H.**, & Kitchel, T. (2014). Deconstructing content knowledge: Coping strategies and their underlying influencers for beginning agriculture teachers. *Proceedings of the North Central Region AAAE Research Conference*, Morgantown, WV. 39-46.
- Rice, A. H.**, & Kitchel, T. (2014). Impact of knowledge of content and students on beginning agriculture teachers' approaches to teaching. *Proceedings of the North Central Region AAAE Research Conference*, Morgantown, WV.
- Rice, A. M.**, & Kitchel, T. (2014). Deconstructing content knowledge: Coping strategies and their underlying influencers for beginning agriculture teachers. *Proceedings of the National AAAE Research Conference*, Salt Lake City, UT. 756-770.  
**Awarded Distinguished Manuscript (1 of 5)**

- Rice, A. M., & Kitchel, T. (2014).** The relationship between agriculture knowledge bases for teaching and sources of knowledge. *Proceedings of the National AAAE Research Conference*, Salt Lake City, UT. 711-726.
- Rice, A. M., & Kitchel, T. (2014).** Deconstructing content knowledge: Coping strategies and their underlying influencers for beginning agriculture teachers. *31<sup>st</sup> Annual Research & Creative Activities Forum*, Columbia, MO.
- Rice, A. M., & Kitchel, T. (April, 2014).** The relationship between agriculture knowledge bases for teaching and sources of knowledge. *American Education Research Association (AERA) Conference*, Philadelphia, PA.
- Rice, A. M., & Kitchel, T. (2013).** Preservice agriculture teachers' facilitation of mastery learning of content. *Proceedings of the North Central Region AAAE Research Conference*, Platteville, WI.
- Rice, A. M., & Kitchel, T. (2013).** The relationship between agriculture knowledge bases for teaching and sources of knowledge. *Proceedings of the North Central Region AAAE Research Conference*, Platteville, WI.
- Houck, A. M., & Kitchel, T. (2009).** Content preparation of pre-service agricultural education teachers and its influence on their content knowledge. *Proceedings of the Southern Region AAAE Research Conference*, Atlanta, GA. 101-116.

### **Research Conference Research Poster Presentations [Blind Peer Review]**

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*\*denotes graduate students mentored*

- Bird, T. D.\*, & **Rice, A. H.** (2019). Preservice agriculture teachers' science content knowledge development through CASE. *Proceedings of the National AAAE Research Conference*, Des Moines, IA.
- Merrick, T. N.\*, Mars, M. M., & **Rice, A. H.** (2019). Leadership and entrepreneurship education through a collaborative, flipped classroom. *CALS Research Poster Forum*. Tucson, AZ.
- Bird, T. D.\*, & **Rice, A. H.** (2019). Preservice agriculture teachers' science content knowledge development through CASE. *CALS Research Poster Forum*. Tucson, AZ.
- Parker, H. C.\*, **Rice, A. H.**, Torres, R. M., & Molina, Q. F. (2017). New Mexico agriculture teachers perceived self-efficacy to teach science content. *Proceedings of the National AAAE Research Conference*, San Luis Obispo, CA.
- Phillips, C., Mars, M. M., **Rice, A. H.**, & Torres, R. M. (2017). How do college students learn about food systems? *Proceedings of the National AAAE Research Conference*, San Luis Obispo, CA.

**Rice, A. M.** & Kitchel, T. (2013). Agriculture teachers' deconstruction of content knowledge. *Proceedings of the North Central Region AAAE Research Conference*, Platteville, WI.

White, C. C., **Houck, A. M.**, & Peiter Horstmeier, R. (2008). Experiences of agricultural education student teachers. *Proceedings of the National AAAE Research Conference*, Reno, NV.

Peiter Horstmeier, R., Vincent, S., **Houck, A. M.**, & Morgan, J. A. (2008). A summation of the preparation level of first and second year Kentucky agricultural education teachers. *Proceedings of the Southern Region AAAE Research Conference*, Dallas, TX.

White, C. C., **Houck, A. M.**, & Peiter Horstmeier, R. (2008). First year agricultural education teacher experiences. *Proceedings of the Southern Region AAAE Research Conference*, Dallas, TX.

### **Research Conference Innovative Poster Presentations [Blind Peer Review]**

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*\*denotes graduate students mentored*

Merrick, T. N.\*, & **Rice, A. H.** (2019). One-page research summary series: Bridging research and practice. *Proceedings of the Western Region AAAE Research Conference*, Anchorage, AK.

Merrick, T. N.\*, & **Rice, A. H.** (2019). The development of a state-specific web-based platform for the Curriculum for Agricultural Science Education (CASE). *Proceedings of the Western Region AAAE Research Conference*, Anchorage, AK.

Merrick, T. N.\*, & **Rice, A. H.** (2019). Electrical application with Makey Makey: Enhancing agricultural mechanics in SBAE. *Proceedings of the National AAAE Research Conference*, Des Moines, IA.

Bird, T. D.\*, & **Rice, A. H.** (2019). The incorporation of micro-teaching experiences to enhance CASE AFNR integrated institutes for preservice teachers. *Proceedings of the National AAAE Research Conference*, Des Moines, IA.

Miller, A. C.\*, & **Rice, A. H.** (2016). Pedagogical content knowledge development in an agriscience for teachers course. *Proceedings of the National AAAE Research Conference*, Kansas City, MO.

Miller, A. C.\*, & **Rice, A. H.** (2016). Pedagogical content knowledge development in an agriscience for teachers course. *Proceedings of the Southern Region AAAE Research Conference*, San Antonio, TX.

**Houck, A. M.**, White, C. C., Smith, D., & Peiter Horstmeier, R. (2008). Reel me in! Using movies to reinforce foundations in teaching and learning. *Proceedings of the National AAAE Research Conference*, Reno, NV.

**Houck, A. M.,** Smith, D., White, C. C., & Peiter Horstmeier, R. (2008). Reel me in! Using movies to reinforce foundations in teaching and learning. *Proceedings of the Southern Region AAAE Research Conference*, Dallas, TX.

## Media Publications

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*\*denotes graduate students mentored*

Donaldson, A. \*, & **Rice, A. H.** (in press). Experiences of recently graduate women school based agricultural education students in Arizona. *The Agricultural Education Magazine*.

Bird, T. \*, & **Rice, A. H.** (May 23, 2022). The influence of CASE on agriculture teachers' use of inquiry-based methods. *Podcast for owl pellets-Tips for ag teachers*.  
<https://podcasts.apple.com/us/podcast/implementing-case/id1059718962?i=1000596908255>

**Rice, A. H.,** & Biciolis, J. (March/April, 2022). It's as simple as socializing! *The Agricultural Education Magazine*, 94(5) 6-7.

**Rice, A. H.** (November/December, 2021). Connecting with your community. *The Agricultural Education Magazine*, 93(4). Theme Editor.

**Rice, A. H.** (November/December, 2021). Rethinking our three-component model: The role of communities. *The Agricultural Education Magazine*, 94(3), 5-6.

**Rice, A. H.,** & Molina, Q. (January/February, 2021). An early introduction. *The Agricultural Education Magazine*, 93(4), 13-15.

Bowling, A. M., & **Rice, A. H.** (February 10, 2020). Motivational beliefs of school based agricultural education teachers through career stages and Shared motivational beliefs of school based agricultural education teachers. *Podcast for owl pellets-Tips for ag teachers*.

Troub, J. \*, & **Rice, A. H.** (November/December, 2019). Arizona implementation of SAE for All. *The Agricultural Education Magazine*, 92(3), 15-16.

Parker, H. C. \*, & **Rice, A. H.** (September/October, 2017). Agriscience literacy: Identifying the science in agricultural awareness. *The Agricultural Education Magazine*, 90(2), 21-23.

**Rice, A. H.** (November 14, 2017). Teaching ag like a boss- Developing your pedagogical content knowledge. *Podcast for Owl pellets-Tips for ag teachers*.

**Houck, A.** (November/December, 2012). A tradition of leadership, service, diversity, and community involvement. *The Agricultural Education Magazine*, 85(3), 12-13.

## Presentations and Workshops

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*\*denotes graduate/undergraduate students mentored*

- Rice, A. H., & McNall, S.** (July 17-18, 2023). CASE AgXplore BriefCASE. *Arizona ACTE Summer Teachers' Conference*, CASE lead teacher, Tucson, AZ.
- Torres, R. T., & **Rice, A.H.** (July 14, 2023). Unlock your strengths: Clifton Strengths. *Arizona ACTE Summer Teachers' Conference*, invited presentation, Tucson, AZ.
- Rice, A. H.,** Limesand, K., & Josephson, A. (April 21, 2023). Scientific communication session. *College of Agricultural and Life Sciences Impact Leader Fellows*, invited virtual panel participation.
- Watkins, B., & **Rice, A. H.** (April 20, 2023). Opening doors for communities in higher education. *Arizona Women in Higher Education Conference*, accepted presentation, Phoenix, AZ.
- Rice, A. H., & Brandt, R.** (April 7, 2023). Effective communication skills and media engagement. *College of Agricultural and Life Sciences Impact Leader Fellows*, invited presentation, Tucson, AZ.
- Rice, A. H.** (March 27, 2023). Feeding the pipeline: Teach Ag and Cullison. *Leadership Executives of Agriculture Education/FFA Development Spring Summit*, invited presentation, Glendale, AZ.
- Rice, A. H.** (March 23, 2023). Andragogy. *Curriculum for Agricultural Science Education Elite Elevation Conference*, invited presentation, Nashville, TN.
- Rice, A. H., & Bryant, C.\*** (January 20, 2023). Agricultural education degree pathway. *Arizona Association FFA Peoria Mini-Camp*, invited presentation, Peoria, AZ.
- Rice, A. H.** (December 5, 2022). AAEC Agriscience Fair Workshop, *AAEC South Mountain School District Science Faculty*, invited presentation, Mesa, AZ.
- Rice, A. H.** (October 6, 2022). Faculty panel. *CALS 195C Promoting Academic Learning Strategies for Success*, invited panel member.
- Rice, A. H.** (July 19, 2022). SAE for All refresh, *Arizona ACTE Summer Teachers' Conference*, invited presentation, Tucson, AZ.
- Limesand, K., Kacira, M., & **Rice, A. H.** (April 22, 2022). Scientific communication session. *College of Agricultural and Life Sciences Impact Leader Fellows*, invited virtual panel participation.
- Rice, A. H.** (April 11, 2022). Faculty panel. *CALS 195A Cultivating Academic Learning Strategies*, invited panel member, Tucson, AZ.
- Rice, A. H.** (February 26, 2022). Making the most of Agriscience Fair!, *AZ FFA Spring Conference*, Tucson, AZ.

- Rice, A. H.** (February 14, 2022). The three component model of agricultural education: Structure, initiatives, and challenges. *National FFA Organization*, invited virtual presentation to National FFA officers.
- Rice, A. H., & Donaldson, A.\*** (January 21, 2022). Agricultural education degree pathway. *Arizona Association FFA Peoria Mini-Camp*, invited presentation, Peoria, AZ.
- Rice, A. H.** (October 14, 2021). Faculty panel. *CALS 195C Promoting Academic Learning Strategies for Success*, invited panel member, Tucson, AZ.
- Rice, A. H.** (September 13, 2021). Agricultural education training: National officer selection committee. *National FFA Organization*, invited virtual presentation to National FFA officer nominating committee.
- Rice, A. H., & Biciolis, J.** (June 9, 2021). Teacher connectedness series. *Supporters of Beginning Agriculture Teachers Digital Conference*, invited virtual presentation.
- Rice, A. H.** (June 8, 2021). Curricular materials. *Supporters of Beginning Agriculture Teachers Digital Conference*, invited roundtable host.
- Limesand, K., Radcliff, B., & **Rice, A. H.** (March 26, 2021). Scientific communication session. *College of Agricultural and Life Sciences Impact Leader Fellows*, invited virtual panel participation.
- Rice, A. H.** (October 14, 2021). Faculty panel. *CALS 195A Cultivating Academic Learning Strategies*, invited virtual panel member.
- Bowling, A. M., **Rice, A. H.**, Curry, K. W., & Marx, A. A. (December, 2020). How do I motivate my students? Agricultural education teacher's motivational beliefs and strategies across career stage. *National Association of Agricultural Educators*, virtual presentation.
- Rice, A. H.** (October 12, 2020). Developing an intracurricular organization. *Second Mile! Multi-State Student Teacher Professional Development Series*, invited virtual presentation.
- Rice, A. H.** (September 26, 2020). Using simulations in the classroom. *University of Georgia Preservice Teacher Professional Development Series*, invited virtual presentation.
- Rice, A. H., & Schoeffling, A.\*** (September 25, 2020). Service learning SAEs. *Arizona SAE Symposium*, invited virtual presentation.
- Rice, A. H., Kaczowka, A., & Labut, E.\*** (August 10, 2020). Virtual curriculum delivery for high school educators. *AAEC South Mountain School District Faculty, Staff, and Administration*, invited virtual presentation.

- Rice, A. H.,** Kaczowka, A., Matos, B., & Labut, E.\* (July 13, 2020). Patience is a vir(tual classroom). *Arizona Agriculture Teacher's Summer Conference*, invited virtual presentation.
- Watkins, B., **Rice, A. H.,** & Labut, E.\* (June 4, 2020). Adventures with AETI. *Arizona FFA State Leadership Conference*, invited virtual presentation.
- Rice, A. H.,** Biciolis, J., & Labut, E.\* (June 3, 2020). Bootcamps, kickoffs, and before school workshops. *Supporters of Beginning Agriculture Teachers Digital Conference*, invited virtual presentation.
- Rice, A. H.** (April 20, 2020). Improving depth of knowledge in your instruction. *Second Mile! Multi-State Student Teacher Professional Development Series*, invited virtual presentation.
- Rice, A. H.** (February, 2020). Agriscience Fair teacher workshop, *AZ FFA Spring Conference*, Tucson, AZ.
- Rice, A. H.** (February, 2020). Motivational beliefs of school based agricultural education teachers through career stages, *Agricultural Education Department Brown Bag Research Series*, invited presentation in Tucson, AZ.
- Rice, A. H.,** & Farnsworth, C. (September, 2019). SAE for All South Central District teacher workshop. *AZ FFA Summit Conference*, invited presentation in Tucson, AZ.
- Rice, A. H.,** & Lewis, M. (September, 2019). SAE for All San Tan District teacher workshop. *AZ FFA Summit Conference*, invited presentation in Chandler, AZ.
- Rice, A. H.,** Planty, R., & Veo, M. (July, 2019). Grant writing workshop, *Arizona ACTE Summer Teachers' Conference*, invited presentation in Tucson, AZ.
- Rice, A. H.** (January, 2019). Teacher knowledge exploration: A grounded theory approach, *Agricultural Education Department Brown Bag Research Series*, invited presentation in Tucson, AZ.
- Rice, A. H.** (September, 2018). New faculty panel discussion, *Coffee and Conversations Panel Office of Instruction and Assessment*, invited panel participation in Tucson, AZ.
- Rice, A. H.,** & Bird, T.\* (September, 2018). Interviewing and elevator speeches, *Highland High School*, invited presentation in Gilbert, AZ.
- Rice, A. H.,** & Bird, T.\* (September, 2018). Agriscience Fair: Components for a successful project, *Highland High School*, invited presentation in Gilbert, AZ.

- Rice, A. H., & Argueta, A. J.\*** (February, 2018). What makes a teacher effective?: Demystifying pedagogical content knowledge, *Frontiers in Life Science Research Seminar*, Tucson, AZ.
- Rice, A. H.** (2017, November). Strengths Finder: What's right with you? *Journey Opportunities for Leaders of Tomorrow (JOLT) 4H program*, invited presentation in Tucson, AZ.
- Rice, A. H.** (2017, June). My FFA Experience. *Arizona FFA Foundation*, invited presentation at the Arizona FFA State Convention in Tucson, AZ.
- Rice, A. H.** (2017, February). Time management strategies. *Journey Opportunities for Leaders of Tomorrow (JOLT) 4H program*, invited presentation in Tucson, AZ.
- Rice, A. H., & Miller, A. C.\*** (March, 2016). Demystifying pedagogical content knowledge. *ALEC Graduate Student Association*, Athens, GA.
- Rice, A. H.** (March, 2016). Interviewing 101: How to land the perfect job! *UGA Student Teaching Seminar*, Athens, GA.
- Rice, A. H.** (March, 2016). Grounded theory methodology. *Methods of Qualitative Research Course*, invited distance presentation to Columbia, MO.
- Rubenstein, E., & **Rice, A. H.** (January, 2016). edTPA 101. *Georgia Vocational Agriculture Teachers Association*, Covington, GA.
- Rice, A. H.** (2015). Grounded theory methodology. *Methods of Qualitative Research Course*, Columbia, MO.
- Rice, A. H.** (2014). Introduction to qualitative research. *Research Methods and Design Course*, Columbia, MO.
- Cummins, C., Haug, K., Langley, G., Marx, A., **Rice, A.**, & Sharpless, J. (2014). Student Organization Leadership Academy. *Student Organization Development Workshop Presented for the College of Agriculture, Food, & Natural Resources Student Organizations at the University of Missouri on February 22, 2014. Columbia, MO.*
- Event coordinator and presenter
- Haug, K., Kovar, K., Langley, G., Martin, M., Marx, A., **Rice, A.**, Sharpless, J., & Thieman, E. (2013). Student Organization Leadership Academy. *Student Organization Development Workshop Presented for the College of Agriculture, Food, & Natural Resources Student Organizations at the University of Missouri on April 6, 2013. Columbia, MO.*
- Event coordinator and presenter
- Rice, A. H.** (2013). Do you have issues? How to train an agricultural issues team and impact your community. *Student Teaching Internship Seminar*, Columbia, MO.

Horstmeier, R., White, C. C., & Houck, A. M. (2008). Preparing today's CTE teacher: What successes and challenges do first year agricultural educators experience? *Kentucky CTTE-UCC Conference*, Lexington, KY.

## **Graduate/Undergraduate Advising and Committee Service**

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### **Advising**

Provided 31 graduate students with academic advising from August 2016 to present.

### **Mentoring and Career Counseling**

Provided 70 undergraduate students and 29 graduate students with mentoring and career counseling from August 2016 to present.

Specifically, I work closely with the preservice teacher cohort and provide mentorship and guidance including but not limited to: certification and licensure, job interviews, electronic portfolios, resumes, philosophy development, program visits, and professional development.

### **Directly Supervised Doctoral Students**

Katrina Dotzler, PhD Minor Advisor in Career and Technical Education (University of Arizona)  
Jose "Mike" Gaspar, PhD Committee Member (Murray State University)

### **Participation in Honors Program**

Directly Supervised Undergraduate Honor's Thesis Chair:  
Runyon, NaRayah. (2020). The legal analysis of water rights and water conservation in Arizona.

### **Directly Supervised Undergraduate Students**

Johnson, Paige. (Spring 2023). Undergraduate TA for *AED 450 Total Program Development*  
Buzard, Kaylin. (Spring 2022). Undergraduate TA for *AED 450 Total Program Development*  
Johnson, Paige. (2021-present). AETI Department Student Worker.  
Labut, Erynn. (Spring 2021). Undergraduate TA for *AED 450 Total Program Development*  
Labut, Erynn. (2019-2021). AETI Department Student Worker.  
Bethay, Logan. (2018-2019). AETI Department Student Worker.

### **Off Campus Internships, Service Learning, and Engagement Activities**

<b>Student Teaching Internship Supervision</b>			
<i>Semester</i>	<i>Student Name</i>	<i>Placement Site</i>	<i>Career Level</i>
Spring 2023	Samantha "Sammy" Saldana	Canyon View High School	Undergraduate
Spring 2023	Hailey Porter Comey	Valley Union High School	Undergraduate
Spring 2022	Katrina "Katie" Clontz	Flowing Wells High School	Undergraduate
Spring 2020	Mariah Shiner	Safford High School	Undergraduate
Spring 2020	Taylor Merrick	Highland High School	Graduate
Spring 2019	Sarah McNall	Coolidge High School	Graduate

Spring 2019	Joshua Troub	Mayer High School	Undergraduate
Spring 2018	Hannah Parker	Coolidge High School	Graduate
Spring 2018	Alexandra “Alex” Schoeffling	Chandler High School	Undergraduate
Spring 2018	Amber Ford	Chandler High School	Graduate
Spring 2017	Mariah McNevins	Desert Edge High School	Undergraduate

### **Independents Studies Directed and In-Progress**

<b>Independent Studies Directed or In-Progress</b>		
<i>Semester</i>	<i>Student Name and Credit Hours</i>	<i>Career Level</i>
Summer 2023	Robert “Bob” Geyer (3)	Graduate
Fall 2022	Hailey Porter Comey (3)	Undergraduate
Spring 2022	Weslee Green (3)	Graduate
Fall 2021	Stephanie Retrum (3)	Graduate
Summer 2020	Kristy Kinlicheenie (3)	Graduate
Fall 2020, Spring 2021	Alexandra “Alex” Schoeffling (6)	Graduate
Summer 2020	Theresa “Tracey” Waters (3)	Graduate
Spring 2020	Jamie DeConcini (3)	Graduate
Fall 2019	Elizabeth “Ellie” Rollins	Undergraduate
Spring 2018	Sarah McNall (3)	Graduate
Spring 2018	Arthur “AJ” Argueta (1)	Graduate
Spring 2018	Amber Ford (3)	Graduate

### **Capstone Projects Directed and In-Progress**

<b>Capstone Projects Directed or In-Progress: M.S. in Agricultural Education- Professional Emphasis</b>	
<i>Completed or Expected Completion Semester</i>	<i>Student Name</i>
Spring 2025 (in-progress)	Casey Way
Spring 2025 (in-progress)	Natalie Olsen
Spring 2025 (in-progress)	Jose Estrada
Spring 2024 (in-progress)	Rylee Rocca
Spring 2024 (in-progress)	Robert “Bob” Geyer
Spring 2024 (in-progress)	Jasmine Acosta
Spring 2024 (in-progress)	Chas Dillard
Summer 2021	Theresa “Tracey” Waters
Spring 2021	Kristy Kinlicheenie
Summer 2020	Gayle Gratop
Summer 2018	Jaciel “Jay” Lainez
Spring 2018	Amber Ford

### **Thesis Directed and In-Progress**

<b>Thesis Directed or In-Progress: M.S. in Agricultural Education- Research Emphasis</b>	
<i>Completed or Expected Completion Semester</i>	<i>Student Name</i>
Summer 2024 (in-progress)	Samantha “Sammy” Saldana

Winter 2023 (in-progress)	Courtney Bryant
Summer 2023 (in-progress)	Cody Young
Summer 2022	Angus Donaldson
Summer 2022	Weslee Green
Winter 2021	Montana Arnold
Winter 2021	Alexandra “Alex” Schoeffling
Summer 2020	Joshua Troub
Summer 2020	Shauni Jarvis
Spring 2020	Jamie DeConcini
Spring 2020	Taylor Merrick
Summer 2019	Austin Derma
Spring 2019	Taylor Bird
Spring 2019	Ericka Encinas
Spring 2019	Sarah McNall
Spring 2018	Hannah Parker
Spring 2018	Arthur “AJ” Argueta
Winter 2017	Amanda Miller (University of Georgia)
Spring 2016	Olivia Tate O’Rourke (University of Georgia)

### **Service on Graduate Committees**

<b>Service on Graduate Thesis (M.S.) Committees- Research Emphasis- Thesis</b>			
<i>Student Name</i>	<i>Program</i>	<i>Role</i>	<i>Status</i>
Natalie Kimble	Agricultural Education- Research Emphasis (Chair: Dr. Matthew Mars)	Committee Member	Completed (2022)
Andrew Hauser	Agricultural Education, University of Kentucky (Chair: Dr. Rebekah Epps)	Committee Member	Completed (2021)
Kaycie Waters	Agricultural Education- Research Emphasis (Chair: Dr. Matthew Mars)	Committee Member	Completed (2019)
Elizabeth Nguyen	Agricultural Education- Research Emphasis (Chair: Dr. Matthew Mars)	Committee Member	Completed (2018)
Cassandra Phillips	Agricultural Education- Research Emphasis (Chair: Dr. Matthew Mars)	Committee Member	Completed (2017)
Ashley Jeffers-Sample	Agricultural Education- Research Emphasis (Chair: Dr. Matthew Mars)	Committee Member	Completed (2017)
Lindsey Rizer	Agricultural Education- Research Emphasis (Chair: Dr. Robert Torres)	Committee Member	Completed (2017)

<b>Service on Graduate (M.S.) Committees- Professional Emphasis- Capstone Project</b>			
<i>Student Name</i>	<i>Program</i>	<i>Role</i>	<i>Status</i>
Marcela Alvarez	Agricultural Education- Professional Emphasis (Chair: Dr. Robert Torres)	Committee Member	Completed (2022)
Nathan Brawley	Agricultural Education- Professional Emphasis (Chair: Dr. Robert Torres)	Committee Member	Completed (2021)
Auburn Osborne	Agricultural Education- Professional Emphasis (Chair: Dr. Robert Torres)	Committee Member	Completed (2020)

### **Directly Supervised Master's Thesis Research Committee Chair**

Donaldson, Angus. (2022). Experiences of recently graduated women school based agricultural education students in Arizona: A critical feminist approach.

Green, Weslee. (2022). Generation Z's philanthropic engagement in the United States agrofood sector: Perceptions, motivations, and intentions.

Arnold, Montana. (2021). Factors influencing the teaching of livestock production within Arizona school-based agricultural education.

Schoeffling, Alexandra. (2021). The influence of COVID-19 and virtual learning modalities on the PCK development of Arizona preservice SBAE teachers.

Jarvis, Shauni. (2020). The impact of 4-H instructors' personal beliefs on the teaching of animal food production to youth populations.

Troub, Joshua. (2020). Western state FFA officer selection process: A case study analysis.

DeConcini, Jamie. (2020). The influence of written composition on audience perceptions of social media posts surrounding the wild horse and burro controversy.

Merrick, Taylor N. (2019). A case study analysis of problem-based learning via fabrication laboratory applications in a southwestern secondary school.

Derma, Austin A. (2019). Retention and attrition patterns of students pursuing a degree in Nutritional Sciences: A critical feminist perspective.

Bird, Taylor D. (2019). The influence of the CASE curriculum on agriculture teachers' science integration and use of inquiry-based methods.

Encinas, Ericka (2019). Exploring the university support networks of first-generation undergraduate students.

McNall, Sarah E. (2018). Southwestern agriculture teachers' mathematical content knowledge.

Argueta, Arthur J. (2018). Preservice agriculture teachers' development of knowledge of content and students during their student teaching experience.

Parker, Hannah C. (2018). Arizona agriculture teachers perceived self-efficacy to teach science.

Wooditch, Amanda M. (2017). The development of preservice agriculture teachers' pedagogical content knowledge through a greenhouse for teachers' course.

O'Rourke, Olivia Tate. (2016). Experiences of Georgia's women state legislators service on Agriculture and Consumer Affairs committees.

### **Master's Thesis Research Committee Member**

Kimble, Natalie. (2022). The influence of gender inequities experienced on the intended career pathways of women veterinary students.

Hauser, Andrew. (2021). The CASE for assessments: An evaluation of CASE end of course assessments and teacher motivation. University of Kentucky.

Waters, Kaycie. (2019). The influence of social media interactions on rancher perceptions of and attitudes toward Mexican gray wolves.

Nguyen, Elizabeth. (2018). Exploration of student perceptions of team-based learning in a collaborative space.

Phillips, Cassandra. (2017). Sources of food system knowledge: A preliminary analysis of student attendees at a campus farmers' market.

Jeffers-Sample, Ashley. (2017). Examining the entrepreneurial leadership proclivities of Extension educators.

Rizer, Lindsey J. (2017). The agriculture taste regime and college student interpretations of agricultural production information.

### **Directly Supervised Master's Capstone Chair- Professional Emphasis**

Kinlicheenie, Kristy. (2021). Bindii t'áá hǫ' bee na'nitin (Let the horse teach you).

Waters, Theresa. (2021). Southwest agriculture (SWAG) series.

Gratop, Gayle. (2020). Development and delivery of online master gardener course.

Ford, Amber. (2018). Natural resources curriculum.

Lainez, Jaciel S. (2018). University of Arizona undergraduate agriculture education student's perceptions and attitudes about environmental science.

### **Master's Project Committee Member**

Alamban, Adonis. (2023). Comprehensive Exam and Oral Defense.

Reise, Scott. (2022). Comprehensive Exam and Oral Defense.

Alvarez, Marcela. (2022). The perceptions of college students on women in STEM and factors assisting women in STEM towards degree attainment.

Brawley, Nathan. (2021). Growing beef through coordinating efforts.

Osborne, Auburn. (2020). Development and delivery of animal science curriculum.

## **Honors and Awards**

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### **Research Honors**

- Journal of Agricultural Education Second Runner-up – Volume 58, 2018
- Distinguished Manuscript (1 of 5)- National AAAE Conference, 2017
- Distinguished Manuscript (1 of 5)- National AAAE Conference, 2014
- 3<sup>rd</sup> Place in Social Sciences Qualitative Research Presentation- 31<sup>st</sup> Annual Research & Creative Activities Forum, 2014

### **Teaching Honors**

- Arizona Agriculture Teachers Association, Post-Secondary Educator of the Year, 2023
- Nominated, USDA Food and Agricultural Science Excellence in College Teaching, 2023
- Arizona Agriculture Teachers Association, Outstanding Service Citation, 2022
- American Association for Agricultural Education, Distinguished Agricultural Teacher Educator Award, 2022
- College of Agriculture & Life Sciences, David E. Cox Faculty Teaching Award, 2022
- Arizona Association FFA, Honorary State FFA Degree, 2021
- North American Colleges and Teachers of Agriculture, NACTA Educator Award, 2021
- Arizona Agriculture Teachers Association, Post-Secondary Educator of the Year, 2019
- College of Agriculture & Life Sciences, Bart Cardon Early Career Teaching Award, 2018
- North American Colleges and Teachers of Agriculture, Teaching Award of Merit, 2017

### **General Honors**

- American Association for Agricultural Education, Leadership Academy, 2022-2023
- Honorary Chapter Degree, Flowing Wells FFA, 2021
- Donald K. Anderson Outstanding Graduate Teaching Assistant Award, Nominated 2015
- Kentucky Farm Bureau LEAD Program, 2011-2012 Lead Class
- Honorary Chapter Degree, Nelson County FFA, 2009
- Honorary Chapter Degree, Spencer County FFA, 2008
- Visionary Award, University of Kentucky Collegiate FFA, 2006
- Outstanding New Member Award, Agribusiness Club, 2004
- American Degree, National FFA Organization, 2004

## Curriculum Development

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### The University of Arizona

- Redesign of AETI graduate program professional emphasis from capstone project to comprehensive exam and oral defense to meet the needs of 21<sup>st</sup> century master initiative, effective summer 2022.
- Contributed to the proposal for a Life Sciences Education Minor, approved 2021.
- Redesigning and curriculum development for online, asynchronous instruction for AED 537 *Methods of Facilitating Learning*, 2021-2022
- Redesigning and curriculum development for online, synchronous instruction for AED 437/537 *Methods of Facilitating Learning*, 2020-2021
  - Previously the course had been taught in the in-person modality only. Included redesign of D2L course site, significant changes to course assignments, and integration of Zoom, Padlet, and Playposit technologies (~65 hours of training and design). Collaboration with technology specialists from UArizona Office of Digital Learning.
- Redesigning and curriculum development for online, asynchronous instruction for AED 697c *Workshop on Teaching at the College Level*, 2020
  - Included recording an entire semester of course videos (~70 hours), redesign of D2L course site and assignments, integration of VoiceThread, Padlet, and Playposit technologies (~45 hours training and design).
- Redesigning and curriculum development for hybrid instruction for AED 496D/596D *Teaching Science and Math through Inquiry*, 2020
  - Significant changes made to facilitate the course in the hybrid modality including the integration of Google Classroom, guest speakers, assignment and curriculum alterations, and addition of CASE foundations curriculum (~75 hours training and design). First CASE AFNR certification opportunity in the country to be offered in a partially online setting.
- Curriculum additions and revisions for AED 438/538 *Teaching Secondary School Agriculture Science*, 2020
  - Added boundaries education and inclusive pedagogy practices (~20 hours of training and design).
- AETI Graduate Student Non-Term D2L Course Site
  - Created Summer 2020 and updated weekly.
- AETI Graduate Orientation for Online and In-person Master's Students
  - Developed Summer 2020 and delivered annually.
- AETI Graduate Student Handbook
  - Developed Spring 2020 and updated annually.
- Certification opportunity for CASE Agribusiness Foundations through *Senior Student Teaching Seminar*, Fall 2019-present
- Arizona CASE Website development, launch, and maintenance, Fall 2019-present
- Arizona Agricultural Education Curriculum Resource Guide, Fall 2019-present
- Restructuring and curriculum development for AED 496D/596D *Methods of Teaching Science in Agriculture*, 2017

- Provisional certification opportunity for CASE AFNR through AED 496D/596D *Teaching Science and Math through Inquiry*, Fall 2017-present
- Restructuring and curriculum development for AED 462/562 *Curriculum Development*, 2017-2019
- Creation of *Total Program Development* course for undergraduate teaching emphasis, 2017-2019
- Redesigning and curriculum development for AED 437/537 *Methods of Facilitating Learning*, 2017
- Developing and delivering online suite of *Career and Technical Education Professional Knowledge* courses, 2016-2019

### **University of Georgia**

- Redesigning and curriculum development for AG ED 7020E: *Methods of Instruction*, 2016
- Restructuring and curriculum development for AG ED 4360/6360 *Instructional Strategies in Agricultural Education* course, 2015
- Restructuring and curriculum development for AG ED 4370/6370 *Agriscience for Teachers* course, 2015
- Restructuring and curriculum development for AG ED 4350/6350 *Curriculum Planning in Agricultural Education* course, 2015
- Creation of Transfer Odyssey Course to be offered on Tifton Campus titled, *Training the Trainers: Behind the Scenes of CDE's*, 2015

### **University of Missouri**

- Led team in the creation of Missouri extension curriculum about estate and succession planning titled, *Your Farm, Your Business, Your Future: New Missouri Extension Curriculum for Transferring Assets Across Generations*, 2014-2015
- Transitioned in-person *Introduction to Leadership* course to online format, 2014

### **Certifications**

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- Curriculum for Agricultural Science Education (CASE) AgExplore, Certified December, 2022
- QPR Suicide Prevention Gatekeeper Program Training, Certified January, 2021
- University of Arizona Playposit Academy Training, Certified January, 2021
- Curriculum for Agricultural Science Education (CASE) Foundations, Certified July, 2020
- University of Arizona Safe Zone Network, Ally Development Workshop, Certified December, 2019
- Curriculum for Agricultural Science Education (CASE) Agribusiness Foundations, Certified August, 2019
- University of Arizona Safe Zone Network, General Education Workshop, Certified April 2019
- Curriculum for Agricultural Science Education (CASE) Agriculture, Food, and Natural Resources, Certified July, 2017

## Evaluation of Instruction

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### Academic Years (Fall 2016-Fall 2021) TCE Metrics and Ratings

#### TERM: FALL 2016

##### *Course: AED 697C 001 Workshop on Teaching at the College Level (in-person)*

<i>Question Category</i>	<i>M</i>	<i>SD</i>	<i>% f agree</i>
<i>Overall rating of teaching effectiveness</i>	5.00	0.00	100%
<i>Amount Learned</i>	4.43	0.53	100%
<i>Students treated with respect</i>	5.00	0.00	100%

#### TERM: SPRING 2017

##### *Course: AED 437/537 Methods of Facilitating Learning (in-person)*

<i>Question Category</i>	<i>M</i>	<i>SD</i>	<i>% f agree</i>
<i>Overall rating of teaching effectiveness</i>	4.86	0.36	100%
<i>Amount Learned</i>	4.29	0.99	100%
<i>Students treated with respect</i>	5.00	0.00	100%

##### *Course: AED 462/562 Curriculum Development (in-person)*

<i>Question Category</i>	<i>M</i>	<i>SD</i>	<i>% f agree</i>
<i>Overall rating of teaching effectiveness</i>	5.00	0.00	100%
<i>Amount Learned</i>	5.00	0.00	100%
<i>Students treated with respect</i>	5.00	0.00	100%

#### TERM: FALL 2017

##### *Course: AED 697C 001 Workshop on Teaching at the College Level (in-person)*

<i>Question Category</i>	<i>M</i>	<i>SD</i>	<i>% f agree</i>
<i>Overall rating of teaching effectiveness</i>	4.50	0.53	100%
<i>Amount Learned</i>	3.75	0.89	100%
<i>Students treated with respect</i>	5.00	0.00	100%

##### *Course: AED 438/538 Teaching Secondary School Agriculture Science (in-person)*

<i>Question Category</i>	<i>M</i>	<i>SD</i>	<i>% f agree</i>
<i>Overall rating of teaching effectiveness</i>	4.67	0.52	100%
<i>Amount Learned</i>	4.67	0.58	100%
<i>Students treated with respect</i>	4.33	0.58	100%

##### *Course: AED 496D/596D Teaching Science and Math Through Inquiry (in-person)*

<i>Question Category</i>	<i>M</i>	<i>SD</i>	<i>% f agree</i>
<i>Overall rating of teaching effectiveness</i>	4.60	0.52	100%
<i>Amount Learned</i>	4.00	0.76	100%
<i>Students treated with respect</i>	5.00	0.00	100%

**TERM: SPRING 2018****Course: AED 437/537 Methods of Facilitating Learning (in-person)**

<i>Question Category</i>	<i>M</i>	<i>SD</i>	<i>% f agree</i>
<i>Overall rating of teaching effectiveness</i>	4.67	0.49	100%
<i>Amount Learned</i>	3.75	1.14	80%
<i>Students treated with respect</i>	4.83	0.39	100%

**TERM: FALL 2018****Course: AED 697C 001 Workshop on Teaching at the College Level (in-person)**

<i>Question Category</i>	<i>M</i>	<i>SD</i>	<i>% f agree</i>
<i>Overall rating of teaching effectiveness</i>	5.00	0.00	100%
<i>Overall rating of the course</i>	5.00	0.00	100%
<i>Students treated with respect</i>	5.00	0.00	100%

**Course: AED 697C 201 Workshop on Teaching at the College Level (online, asynchronous)**

<i>Question Category</i>	<i>M</i>	<i>SD</i>	<i>% f agree</i>
<i>Overall rating of teaching effectiveness</i>	4.75	0.50	100%
<i>Amount Learned</i>	4.25	0.50	100%
<i>Students treated with respect</i>	4.75	0.50	100%

**TERM: SPRING 2019****Course: AED 437/537 Methods of Facilitating Learning (in-person)**

<i>Question Category</i>	<i>M</i>	<i>SD</i>	<i>% f agree</i>
<i>Overall rating of teaching effectiveness</i>	4.75	0.45	100%
<i>Amount Learned</i>	4.42	0.79	100%
<i>Students treated with respect</i>	5.00	0.00	100%

**Course: AED 450/550 Total Program Development (in-person)**

<i>Question Category</i>	<i>M</i>	<i>SD</i>	<i>% f agree</i>
<i>Overall rating of teaching effectiveness</i>	5.00	0.00	100%
<i>Amount Learned</i>	4.71	0.49	100%
<i>Students treated with respect</i>	5.00	0.00	100%

**Course: AED 462/562 Curriculum Development (in-person)**

<i>Question Category</i>	<i>M</i>	<i>SD</i>	<i>% f agree</i>
<i>Overall rating of teaching effectiveness</i>	5.00	0.00	100%
<i>Amount Learned</i>	4.75	0.50	100%
<i>Students treated with respect</i>	5.00	0.00	100%

**TERM: FALL 2019**

Please note that TCEs changed beginning this term and CSC reports were no longer available. Please see more detailed reports below. TCE questions vary between course modalities (online vs. in-person).

**Course: AED 697C 001 Workshop on Teaching at the College Level (in-person)**

<b>Question Category</b>	<b>M</b>	<b>% f agree</b>
<i>I was treated with respect in this course</i>	5.00	100%
<i>In this course, I was encourage to participate through class activities, projects, and/or assignments</i>	4.80	100%
<i>This course expanded my knowledge and skills in this subject matter</i>	4.80	100%
<i>I was encouraged to analyze and/or apply the concepts and skills taught in this course</i>	4.80	100%
<i>The learning goals for this course were clear to me</i>	4.80	100%
<i>This course helped me to connect the concepts and skills we learned to the world around me</i>	4.80	100%
<i>I feel I learned the subject matter well enough to help another student in this course</i>	4.80	100%
<i>The course presentations, materials, procedures, and deadlines were clearly organized</i>	4.80	100%
<i>I regularly/frequently had the opportunity to ask questions about concepts and skills in this course</i>	4.80	100%
<i>I received feedback on my course work/assignments throughout the semester</i>	4.80	100%
<i>I received feedback on course work/assignments that helped me learn</i>	4.60	100%
<i>The course material and activities (D2L site, assigned readings, presentations, etc.) helped me learn in this course</i>	4.80	100%

**Course: AED 697C 201 Workshop on Teaching at the College Level (online, asynchronous)**

<b>Question Category</b>	<b>M</b>	<b>% f agree</b>
<i>I was treated with respect in this course</i>	4.67	100%
<i>There were "getting started" instructions from the person teaching this course</i>	4.33	100%
<i>There was an introduction of the instructor and teaching assistants</i>	4.67	100%
<i>It was made clear how to communicate with the instructor and teaching assistants</i>	4.67	100%
<i>There were clear instructions on how to communicate with other classmates</i>	3.33	66.7%
<i>There were clear instructions explain the learning and performance expectations of the course</i>	4.67	100%
<i>The instructor showed respect and concern for students</i>	4.67	100%
<i>The instructor clearly communicated the concepts of the course content/lesson</i>	4.33	100%
<i>The instructor clarifies areas of confusion</i>	4.33	100%
<i>The instructor uses teaching methods that enhance my learning</i>	4.33	100%
<i>The instructor uses technology effectively to advance my learning</i>	4.67	100%
<i>The assignments and exams accurately measure what I have learned</i>	4.0	66.7%
<i>The instructor provided feedback that improved my understanding of the course content and the quality of my work</i>	4.67	100%
<i>The feedback provided on assignments and exams were returned in a timely manner to benefit my learning</i>	3.0	66.7%
<i>The instructor provides clear evaluation criteria</i>	4.33	100%
<i>The instructor grades consistently with evaluation criteria</i>	4.33	100%
<i>The instructor keeps us to date on course communication</i>	3.67	66.7%

<i>The content and information was well organized and easy to find</i>	4.33	100%
<i>The lessons and activities were thoughtfully prepared and well planned</i>	4.33	100%
<i>The lessons and activities prepared me for the graded assignments or exams</i>	4.33	100%
<i>The instructor used the online course tools (discussions, quizzes, groups, etc.) to promote engagement and learning</i>	3.67	66.7%
<i>In this course, I was encouraged to participate through class activities, projects, and/or assignments</i>	4.33	100%
<i>The course expanded my knowledge and skills in the subject matter</i>	5.0	100%
<i>I was encouraged to analyze and/or apply the concepts and skills taught in this course</i>	5.0	100%
<i>The learning goals were clear to me</i>	5.0	100%
<i>The course helped me to connect the concepts and skills we learned to the world around me</i>	4.67	100%
<i>I feel I learned the subject matter well enough to help another student in this course</i>	4.33	100%
<i>The course presentations, materials, procedures, and deadlines were clearly organized</i>	4.33	100%
<i>I regularly/frequently had the opportunity to ask questions about concepts and skills in this course</i>	4.67	100%
<i>I received feedback on my course work/assignments throughout the semester</i>	4.67	100%
<i>I received feedback on course work/assignments that helped me to learn</i>	4.67	100%
<i>The course material and activities (D2L site, assigned readings, presentations, etc.) helped me to learn in this course</i>	4.67	100%

**TERM: SPRING 2020**

*Due to the COVID-19 pandemic, TCE were suspended university wide for the Spring 2020 semester for all courses.*

**TERM: FALL 2020**

*It is important to note that courses in the Fall 2020 term were taken during the COVID-19 pandemic and TCEs were optional for instructors. I choose to request TCEs for all courses.*

**Course: AED 438/538 Teaching Secondary School Agriculture Science (flex in-person due to COVID)**

<b>Question Category</b>	<b>M</b>	<b>% f agree</b>
<i>I was treated with respect in this course</i>	5.0	100%
<i>In this course, I was encouraged to participate through class activities, projects, and/or assignments</i>	5.0	100%
<i>This course expanded my knowledge and skills in this subject matter</i>	5.0	100%
<i>I was encouraged to analyze and/or apply the concepts and skills taught in this course</i>	5.0	100%
<i>The learning goals for this course were clear to me</i>	5.0	100%
<i>This course helped me to connect the concepts and skills we learned to the world around me</i>	5.0	100%
<i>I feel I learned the subject matter well enough to help another student in this course</i>	5.0	100%
<i>The course presentations, materials, procedures, and deadlines were clearly organized</i>	5.0	100%
<i>I regularly/frequently had the opportunity to ask questions about concepts and skills in this course</i>	5.0	100%
<i>I received feedback on my course work/assignments throughout the semester</i>	5.0	100%
<i>I received feedback on course work/assignments that helped me learn</i>	5.0	100%

<i>The course material and activities (D2L site, assigned readings, presentations, etc.) helped me learn in this course</i>	5.0	100%
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**Course: AED 496D/596D Teaching Science and Math Through Inquiry (flex in-person due to COVID)**

<b>Question Category</b>	<b>M</b>	<b>% f agree</b>
<i>I was treated with respect in this course</i>	5.0	100%
<i>In this course, I was encouraged to participate through class activities, projects, and/or assignments</i>	5.0	100%
<i>This course expanded my knowledge and skills in this subject matter</i>	5.0	100%
<i>I was encouraged to analyze and/or apply the concepts and skills taught in this course</i>	5.0	100%
<i>The learning goals for this course were clear to me</i>	4.8	100%
<i>This course helped me to connect the concepts and skills we learned to the world around me</i>	4.8	100%
<i>I feel I learned the subject matter well enough to help another student in this course</i>	4.8	100%
<i>The course presentations, materials, procedures, and deadlines were clearly organized</i>	4.8	100%
<i>I regularly/frequently had the opportunity to ask questions about concepts and skills in this course</i>	4.8	100%
<i>I received feedback on my course work/assignments throughout the semester</i>	4.8	100%
<i>I received feedback on course work/assignments that helped me learn</i>	4.8	100%
<i>The course material and activities (D2L site, assigned readings, presentations, etc.) helped me learn in this course</i>	4.8	100%

**Course: AED 697C 201 Workshop on Teaching at the College Level (online, asynchronous)**

<b>Question Category</b>	<b>M</b>	<b>% f agree</b>
<i>I was treated with respect in this course</i>	5.0	100%
<i>There were “getting started” instructions from the person teaching this course</i>	5.0	100%
<i>There was an introduction of the instructor and teaching assistants</i>	5.0	100%
<i>It was made clear how to communicate with the instructor and teaching assistants</i>	5.0	100%
<i>There were clear instructions on how to communicate with other classmates</i>	5.0	100%
<i>There were clear instructions explain the learning and performance expectations of the course</i>	5.0	100%
<i>The instructor showed respect and concern for students</i>	5.0	100%
<i>The instructor clearly communicated the concepts of the course content/lesson</i>	5.0	100%
<i>The instructor clarifies areas of confusion</i>	5.0	100%
<i>The instructor uses teaching methods that enhance my learning</i>	5.0	100%
<i>The instructor uses technology effectively to advance my learning</i>	5.0	100%
<i>The assignments and exams accurately measure what I have learned</i>	4.75	100%
<i>The instructor provided feedback that improved my understanding of the course content and the quality of my work</i>	5.0	100%
<i>The feedback provided on assignments and exams were returned in a timely manner to benefit my learning</i>	5.0	100%
<i>The instructor provides clear evaluation criteria</i>	5.0	100%
<i>The instructor grades consistently with evaluation criteria</i>	5.0	100%
<i>The instructor keeps us to date on course communication</i>	5.0	100%

<i>The content and information was well organized and easy to find</i>	5.0	100%
<i>The lessons and activities were thoughtfully prepared and well planned</i>	5.0	100%
<i>The lessons and activities prepared me for the graded assignments or exams</i>	5.0	100%
<i>The instructor used the online course tools (discussions, quizzes, groups, etc.) to promote engagement and learning</i>	5.0	100%
<i>In this course, I was encouraged to participate through class activities, projects, and/or assignments</i>	5.0	100%
<i>The course expanded my knowledge and skills in the subject matter</i>	5.0	100%
<i>I was encouraged to analyze and/or apply the concepts and skills taught in this course</i>	5.0	100%
<i>The learning goals were clear to me</i>	5.0	100%
<i>The course helped me to connect the concepts and skills we learned to the world around me</i>	5.0	100%
<i>I feel I learned the subject matter well enough to help another student in this course</i>	4.75	100%
<i>The course presentations, materials, procedures, and deadlines were clearly organized</i>	5.0	100%
<i>I regularly/frequently had the opportunity to ask questions about concepts and skills in this course</i>	5.0	100%
<i>I received feedback on my course work/assignments throughout the semester</i>	5.0	100%
<i>I received feedback on course work/assignments that helped me to learn</i>	5.0	100%
<i>The course material and activities (D2L site, assigned readings, presentations, etc.) helped me to learn in this course</i>	5.0	100%

**Course: AED 697C 001 Workshop on Teaching at the College Level (fully online asynchronous due to COVID)**

<b>Question Category</b>	<b>M</b>	<b>% f agree</b>
<i>I was treated with respect in this course</i>	5.0	100%
<i>In this course, I was encouraged to participate through class activities, projects, and/or assignments</i>	5.0	100%
<i>This course expanded my knowledge and skills in this subject matter</i>	5.0	100%
<i>I was encouraged to analyze and/or apply the concepts and skills taught in this course</i>	5.0	100%
<i>The learning goals for this course were clear to me</i>	5.0	100%
<i>This course helped me to connect the concepts and skills we learned to the world around me</i>	4.8	100%
<i>I feel I learned the subject matter well enough to help another student in this course</i>	4.8	100%
<i>The course presentations, materials, procedures, and deadlines were clearly organized</i>	5.0	100%
<i>I regularly/frequently had the opportunity to ask questions about concepts and skills in this course</i>	5.0	100%
<i>I received feedback on my course work/assignments throughout the semester</i>	5.0	100%
<i>I received feedback on course work/assignments that helped me learn</i>	5.0	100%
<i>The course material and activities (D2L site, assigned readings, presentations, etc.) helped me learn in this course</i>	4.8	100%

## TERM SPRING 2021

### Course: AED 462/562 Curriculum Development (in-person)

<b>Question Category</b>	<b>M</b>	<b>% f agree</b>
<i>I was treated with respect in this course</i>	4.0	75%
<i>In this course, I was encouraged to participate through class activities, projects, and/or assignments</i>	5.0	100%
<i>This course expanded my knowledge and skills in this subject matter</i>	5.0	100%
<i>I was encouraged to analyze and/or apply the concepts and skills taught in this course</i>	5.0	100%
<i>The learning goals for this course were clear to me</i>	5.0	100%
<i>This course helped me to connect the concepts and skills we learned to the world around me</i>	5.0	100%
<i>I feel I learned the subject matter well enough to help another student in this course</i>	4.75	100%
<i>The course presentations, materials, procedures, and deadlines were clearly organized</i>	4.75	100%
<i>I regularly/frequently had the opportunity to ask questions about concepts and skills in this course</i>	5.0	100%
<i>I received feedback on my course work/assignments throughout the semester</i>	5.0	100%
<i>I received feedback on course work/assignments that helped me learn</i>	5.0	100%
<i>The course material and activities (D2L site, assigned readings, presentations, etc.) helped me learn in this course</i>	4.75	100%

### Course: AED 437/537 Methods of Facilitating Learning (online, synchronous due to COVID-19)

<b>Question Category</b>	<b>M</b>	<b>% f agree</b>
<i>I was treated with respect in this course</i>	5.0	100%
<i>In this course, I was encouraged to participate through class activities, projects, and/or assignments</i>	5.0	100%
<i>This course expanded my knowledge and skills in this subject matter</i>	5.0	100%
<i>I was encouraged to analyze and/or apply the concepts and skills taught in this course</i>	5.0	100%
<i>The learning goals for this course were clear to me</i>	5.0	100%
<i>This course helped me to connect the concepts and skills we learned to the world around me</i>	5.0	100%
<i>I feel I learned the subject matter well enough to help another student in this course</i>	5.0	100%
<i>The course presentations, materials, procedures, and deadlines were clearly organized</i>	5.0	100%
<i>I regularly/frequently had the opportunity to ask questions about concepts and skills in this course</i>	5.0	100%
<i>I received feedback on my course work/assignments throughout the semester</i>	5.0	100%
<i>I received feedback on course work/assignments that helped me learn</i>	5.0	100%
<i>The course material and activities (D2L site, assigned readings, presentations, etc.) helped me learn in this course</i>	5.0	100%

**Course: AED 450/550 Total Program Development (in-person)**

<b>Question Category</b>	<b>M</b>	<b>% f agree</b>
<i>I was treated with respect in this course</i>	5.0	100%
<i>In this course, I was encouraged to participate through class activities, projects, and/or assignments</i>	4.86	100%
<i>This course expanded my knowledge and skills in this subject matter</i>	5.0	100%
<i>I was encouraged to analyze and/or apply the concepts and skills taught in this course</i>	5.0	100%
<i>The learning goals for this course were clear to me</i>	5.0	100%
<i>This course helped me to connect the concepts and skills we learned to the world around me</i>	5.0	100%
<i>I feel I learned the subject matter well enough to help another student in this course</i>	4.86	100%
<i>The course presentations, materials, procedures, and deadlines were clearly organized</i>	5.0	100%
<i>I regularly/frequently had the opportunity to ask questions about concepts and skills in this course</i>	5.0	100%
<i>I received feedback on my course work/assignments throughout the semester</i>	5.0	100%
<i>I received feedback on course work/assignments that helped me learn</i>	5.0	100%
<i>The course material and activities (D2L site, assigned readings, presentations, etc.) helped me learn in this course</i>	5.0	100%

**TERM FALL 2021****Course: AED 697C 001 Workshop on Teaching at the College Level (in-person)**

<b>Question Category</b>	<b>M</b>	<b>% f agree</b>
<i>I was treated with respect in this course</i>	5.0	100%
<i>In this course, I was encouraged to participate through class activities, projects, and/or assignments</i>	5.0	100%
<i>This course expanded my knowledge and skills in this subject matter</i>	5.0	100%
<i>I was encouraged to analyze and/or apply the concepts and skills taught in this course</i>	5.0	100%
<i>The learning goals for this course were clear to me</i>	5.0	100%
<i>This course helped me to connect the concepts and skills we learned to the world around me</i>	5.0	100%
<i>I feel I learned the subject matter well enough to help another student in this course</i>	5.0	100%
<i>The course presentations, materials, procedures, and deadlines were clearly organized</i>	5.0	100%
<i>I regularly/frequently had the opportunity to ask questions about concepts and skills in this course</i>	5.0	100%
<i>I received feedback on my course work/assignments throughout the semester</i>	5.0	100%
<i>I received feedback on course work/assignments that helped me learn</i>	5.0	100%
<i>The course material and activities (D2L site, assigned readings, presentations, etc.) helped me learn in this course</i>	5.0	100%

## Professional Service Activities

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### National and Regional

- American Association for Agricultural Education (AAAE)
  - National Secretary, 2023-present
- Curriculum for Agricultural Science Education (CASE) Principles of Agricultural Science- Animal (ASA)
  - Institute Host, 2023
- National FFA Agricultural Issues Forum CDE
  - Committee member, 2022-present
- Curriculum for Agricultural Science Education (CASE) Principles of Agricultural Science- Plant (ASP)
  - Institute Host, 2022
- Agricultural Literacy Certification Program (ALCP)
  - Project content group, 2021-present
- National FFA Organization Officer Selection, 2020, 2022
  - Advocacy Stand and Deliver Round, invited expert
- American Association for Agricultural Education (AAAE)
  - 2020 Virtual Conference Planning Committee member
- National Agriculture Teachers Manual Revision Task Force, 2019
- National FFA Agriscience Fair Judge, 2019
- American Association for Agricultural Education (AAAE)
  - Professional Development Committee, Chair, 2019-2020
- Curriculum for Agricultural Science Education (CASE) Agriculture, Food, and Natural Resources (AFNR)
  - Institute Host, 2018, 2021
- National Teach Ag Advisory Board, Arizona Representative, 2018-present
- National SAE for All Advisory Committee, Arizona Representative, 2018-2019
- National SAE for All Executive Committee, 2018-2019
- National Curriculum for Agriscience Education (CASE) Executive Committee
  - Executive Committee Chair, 2022-2023 (elected two-year term)
  - At-Large Representative, 2021-present
  - Executive Committee Chair, 2020-2021 (elected two-year term)
  - Region I Representative, 2018-2021
  - Awards Selection Committee, 2019
- National FFA Agricultural Issues CDE, Judge, 2018, 2019, 2021, 2022
- American Association for Agricultural Education (AAAE)
  - Professional Development Committee, Committee Chair Elect, 2018-2019
- American Association for Agricultural Education (AAAE)
  - Professional Development Committee, Committee Secretary, 2017-2018
- National Curriculum for Agricultural Science Education (CASE) Advisory Committee
  - Arizona representative, 2017-present
- Reviewer, *International Journal of STEM Education*, 2019
- Reviewer, *Teaching and Teacher Education*, 2017-present

- Reviewer, *Journal of Agricultural Education*, 2016-present
- Reviewer, American Association for Agricultural Education (AAAE) National Research Conference, 2016-present
- Western Region AAAE Professional Development Committee, member, 2016-2020

#### **University Committees and Service (The University of Arizona)**

- 21<sup>st</sup> Century Master's Project Task Force
  - Objective three task force member, 2021-2022
- University of Arizona Undergraduate Council
  - Dean Appointed College of Agriculture and Life Sciences Representative, 2020-present
  - Curriculum and Policies Subcommittee member, 2020-present

#### **College Committees and Service (The University of Arizona)**

- College of Agriculture and Life Sciences Writing Efficiency Sessions (WES)
  - Host, 2021
- College of Agriculture and Life Sciences Faculty Council
  - AETI Department Representative, Fall 2017-Fall 2020
- Agriculture Future of America
  - Campus Liaison, Fall 2017-Fall 2018
- College of Agriculture and Life Sciences Curriculum and Assessment Committee
  - AETI Department Representative, Fall 2016-present
- College of Agriculture and Life Sciences CDE Committee
  - Employment Skills CDE Superintendent, Fall 2017-present
- University of Arizona College of Education Professional Preparation Board
  - AETI Faculty Representative, 2017-present

#### **Departmental Committees and Service (The University of Arizona)**

- AETI Department Seven Year Review Committee
  - Graduate Section Writing Lead, 2022
- AETI Unit Head Five Year Review Committee
  - Faculty Representative, 2020-2021
- Director of Graduate Studies, AETI Department, January 2020-present
- University of Arizona AETI Teach Ag Academy
  - Creator and Coordinator, 2019-present
- AETI Department Student Worker Supervisor, 2018-present
- AETI Department Search Committee Chair/Co-Chair
  - Professor of Practice in STEM Education, 2018
  - Professor of Practice in Leadership Education, 2017
- AETI Curriculum Committee member, 2016-present
- AETI Teaching Emphasis Program Co-Coordinator, 2016-present

## **State and Local (Arizona)**

- Curriculum for Agricultural Science Education (CASE) AgXplore Brief CASE
  - Institute Host and Lead Teacher, 2023
- Arizona Agriculture Teacher Chat
  - Coordinator, 2020-present
  - Developed to provide statewide agriculture teachers weekly online teaching and wellness support and to facilitate connections between teachers and programs.
  - Virtual Program Tours, 2022-present
- Chauncy Ranch
  - Curriculum Developer for Ag in a Bag Curriculum, 2020-2021
- Arizona Team Agricultural Education
  - Recruitment Committee Chair, 2021-present
  - Executive Leadership Team Representative AETI, 2020-present
  - Led Revamp of Committee, 2020-2021
  - Post-secondary representative, 2016-present
- Queen Creek FFA Advisory Board
  - Member, 2020-present
- Flowing Wells FFA Advisory Board
  - Member, 2020-present
  - Officer Election Committee, 2020, 2021
- Teach Ag Star Grant Recruitment and Retention Committee
  - State Coordinator, 2018-present
  - Teacher Connectedness Series, Workshop Developer and Coordinator, 2019-present
- Curriculum for Agricultural Science Education (CASE) Agribusiness Brief CASE
  - Institute Host, 2019
- Tombstone FFA Advisory Board
  - Member, 2019-present
- Arizona Study Abroad through Education First (EF) Tours
  - Chaperone and UA Coordinator, 2019-present
- Arizona SAE for All Committee
  - Chair, 2019-present
- Science City, Tucson Festival of Books, The University of Arizona
  - Volunteer at AETI booth, 2019
- Arizona Department of Education
  - Agriculture Standards Revision Committee, 2018
- National FFA Agricultural Education and FFA Inservice
  - Post-secondary representative for Arizona FFA, 2017
- Arizona Agriculture Teachers Association
  - Advisory Board, Post-Secondary Board Representative, 2018-present
  - Curriculum Committee Member, 2018-present
  - Communications Committee Member, 2017-2018
- Arizona FFA Association
  - State Proficiency Award Judge, 2019-present
  - State Creed Speaking Judge, 2018

- Job Interview CDE Superintendent, 2017-present
  - Name change to Employment Skills effective 2020
- Agriscience Fair CDE Superintendent, 2017-present

### **University, College, and Departmental Service (University of Georgia)**

#### **University of Georgia**

- CAES Academic Affairs Faculty Symposium
  - Invited participant, 2016

#### **University of Georgia College of Agricultural and Environmental Sciences (CAES)**

- CAES Faculty Affairs and Grievances Committee
  - Member, 2015-2016

#### **University of Georgia Tifton Campus**

- UGA Tifton Campus Search Committee for Program Coordinator, 2016
- UGA Tifton Campus Collegiate FFA (student organization)
  - Faculty Advisor, 2015-2016
- UGA Tifton Academic Programs Advisory Committee
  - Member, 2015-2016

#### **Department of Agricultural Leadership, Education, and Communications (ALEC)**

- GVATA UGA ALEC Advisory Committee
  - Department Liaison and Meeting Coordinator, 2015-2016
- Ph.D. Proposal Planning Committee
  - Agricultural Education Representative, 2015-2016
- ALEC Agriculture Teacher Preparation Committee (TAG Team)
  - Member, 2015-2016

### **State and Local (Georgia)**

- Georgia FFA Association
  - State FFA CDEs, Agriscience Fair Judge, 2016
  - Area V FFA Subarea CDEs, Creed Speaking Judge, 2016
- Tift County Agricultural Education Advisory Board
  - Member, 2015-2016

### **State and Local (Missouri)**

- Missouri Young Farmers
  - FFA Speaking Contest Judge, 2015
- University of Missouri Agricultural Education Society
  - Practice Speaking Contest Judge, 2014
- Missouri FFA Association
  - Career Development Event Department Liaison, Agronomy, 2014
  - Career Development Event Department Liaison, Ag Sales, 2013 & 2014
  - Career Development Event Judge, Agriscience Fair, 2013
  - Career Development Event Scorer, Ag Issues Portfolio, 2013
- University of Missouri Agriscience Fair Practice Contest, Judge, 2013 & 2014

## Professional Memberships

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- Arizona Agriculture Teachers Association, 2016-present
- Arizona Association for Career and Technical Education, 2016-present
- North American Colleges and Teachers of Agriculture, 2016-present
- Georgia Vocational Agriculture Teachers Association, 2015-2016
- American Association for Agricultural Education, 2012-present
- American Education Research Association, 2013-present
- University of Missouri Agricultural Education Graduate Student Association, 2012-2015
  - President, May 2013-May 2015
- University of Missouri Graduate Student Association, 2012-2015
  - Department Representative, 2012-2013
- Missouri Association for Agricultural Educators, 2012-2015
- National Association for Agricultural Educators, 2006-present
- Association for Career and Technical Education, 2006-present
- Kentucky Association for Career and Technical Education, 2006-2012
- Kentucky Association for Agricultural Educators, 2008-2012

## Organization Memberships

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- Kentucky Colonel, 2017-present
- University of Kentucky Alumni Member, 2010-present
- Nelson County Livestock Youth Investment Sale
  - Secretary, 2009-2012
- Nelson County Farm Bureau Scholarship, Horticulture, Safety and Rural Health, & County Projects Committee, 2009-2012
- Nelson County Farm Bureau, 2008-2012
- Friends of Wickland, 2008-2009

## Professional Development

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- AZ/ACTE Agriculture Teacher's Summer Conference (July, 2023). Tucson, AZ.
- Arizona Women in Higher Education Annual Conference (April, 2023). Phoenix, AZ.
- Curriculum for Agricultural Science Education (CASE) Elite Elevation Conference (March, 2023). Nashville, TN.
- National Association of Agricultural Educators (NAAE) Conference (November/December, 2022). Las Vegas, NV.
- Stronger Together: How to purposefully build more inclusive environments (September, 2022). Sponsored by *ALVSCE Diversity and Inclusion Council*. Tucson, AZ.
- AZ/ACTE Agriculture Teacher's Summer Conference (July, 2022). Tucson, AZ.
- Supporters of Beginning Agriculture Teachers Digital Conference (June, 2022). Virtual Conference.
- American Association for Agricultural Education (AAAE) Leadership Academy Year Long Faculty Mentorship Program (May, 2022-May, 2023).

- Curriculum for Agricultural Science Education (CASE) Elite Elevation Conference (March, 2022). Nashville, TN.
- National Association of Agricultural Educators (NAAE) Conference (December, 2021). New Orleans, LA.
- North American Colleges and Teachers of Agriculture Conference (June, 2021). Virtual Conference.
- Curriculum for Agricultural Science Education (CASE) Elite Elevation Conference (March, 2021). Virtual Conference.
- Curriculum for Agricultural Science Education (CASE) Thrive Digital Conference (January, 2021). Virtual Conference.
- National Association of Agricultural Educators (NAAE) Conference (December, 2020). Virtual Conference.
- American Association for Agricultural Education (AAAE) Inclusive Pedagogy Online Two Part Workshop (July, 2020).
- Curriculum for Agricultural Science Education (CASE) Elite Elevation Conference (March, 2020). Virtual Conference.
- National Association of Agricultural Educators (NAAE) Conference (December, 2019). Anaheim, CA.
- University of Arizona Safe Zone Network Online Training and Certification, Ally training workshop (December, 2019). Sponsored by *LGBTQ Affairs*. Online.
- Curriculum for Agricultural Science Education (CASE) Agribusiness Foundations (August, 2019). Mesa, AZ.
- Teaching with Interactive Notebooks Workshop (July, 2019). *AZ/ACTE Agriculture Teacher's Summer Conference*. Tucson, AZ.
- University of Arizona Safe Zone Network Online Training and Certification, general education workshop (April, 2019). Sponsored by *LGBTQ Affairs*. Online.
- Curriculum for Agricultural Science Education (CASE) Lead Teacher Orientation (April, 2019). Kansas City, MO.
- IncludiFIED: Promoting equity through inclusive teaching practices (March 11, 2019). Sponsored by *The Center for University Education Scholarship and Cardon Academy for Teaching Excellence*. Tucson, AZ.
- Curriculum for Agricultural Science Education (CASE) Agriculture, Food, and Natural Resources (June, 2017). Lexington, KY.
- Curriculum for Agricultural Science Education (CASE) Lead Teacher Orientation (April, 2017). Minneapolis, MN.
- Getting students to think: Promoting critical thinking in and out of the classroom (January, 2017). *CATE Fellows Presentation Series*. Tucson, AZ.
- Conducting peer assessments of teaching (January, 2017). *CATE Fellows Presentation Series*. Tucson, AZ.
- Tools for Effective Conflict Management in the Classroom (October, 2016). *The University of Arizona Ombuds Program*. Tucson, AZ.
- Women in Ag Leadership Luncheon (April, 2016). *UGA Women in Agriculture Leadership Initiative*. Tifton, GA.
- OMEGA: New Professionals in Agricultural Education Year-long Mentoring Program (2016). Sponsored by *American Association for Agricultural Education*.

- Greenhouse Operations and Management Summer Institute (June, 2015). Columbia, MO

## Grants Received

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- *Curriculum for Agricultural Science Education (CASE) Implementation Grant*. (PI) (Corteva funded in 2019 for \$5,000.)
- *2018 USDA “STEAM” Summer Residential Program at UA-Yuma (Pilot Project)*. (Co-PI) (With Tanya M. Hodges, AETI; USDA funded in 2018 for \$4,000).
- *The Biological Ecosystem Analysis of the Arizona Charter School Sector*. (Co-PI) (With Judith L. Bronstein, University Distinguished Professor, Ecology and Evolutionary Biology, The University of Arizona, & Matthew M. Mars, Assistant Professor, Agricultural Leadership and Innovation, The University of Arizona; Start for Success Grant funded in 2017 by The University of Arizona Office for Research & Discovery for \$22,500.00).
- *Multistate Agricultural Literacy Research* (Co-PI) (With Gigette Webb, Maricopa County Extension). Ongoing HATCH Project.

## Grants Submitted

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- USDA NIFA 2023 HECG Collaborative Grant, *Center for Research on Elementary Agriculture Teacher Education (CREATE)* (Co-PI, \$750,000, total; UA portion \$104,365). (Submitted).
- USDA NIFA 2023 HECG Collaborative Grant, *ACHIEVE Ambassadors: Using Agricultural Careers to Heighten Individuals Equity in Vicarious Environments* (Co-PI, \$750,000, total; UA portion \$144,098). (Submitted).
- USDA NIFA 2022 HECG Collaborative Grant, *Center for Research on Elementary Agriculture Teacher Education (CREATE)* (Co-PI, \$750,000, total; UA portion \$97,661). (Not funded).
- USDA NIFA 2022 HECG Collaborative Grant, *ACHIEVE Ambassadors: Using Agricultural Careers to Heighten Individuals Equity in Vicarious Environments* (Co-PI, \$750,000, total; UA portion \$140,001). (Not funded).
- USDA NIFA 2021 HECG Collaborative Grant, *Center for Research on Elementary Agriculture Teacher Education (CREATE)* (Co-PI, \$749,743, total; UA portion \$94,298). (Not funded).
- USDA NIFA Education and Workforce Development Program: COVID Rapid Response 2020, *The Curriculum for Agricultural Science Education (CASE) Immersive and Extended Learning* (Co-PI, \$3,000,000, total; UA portion, \$137,302). (Not funded).
- USDA NIFA, AFRI Sustainable Bioenergy and Bioproducts, *Regionally-Networked Biomass Feedstock Systems for Arid land Bioeconomy of the U.S. Southwest* (Co-PI). (Not funded).
- United States Environmental Protection Agency (EPA), Environmental Education Training Program, *TREE: Teacher Representatives for Environmental Education Consortium* (Co-PI, \$11,000,000). (Not funded).

- National Institute of Food and Agriculture (NIFA), Higher Education Challenge Grant, *Agricultural Systems and Technology Research and Extension Internship Opportunities for Undergraduate Students in Georgia* (Co-PI, \$300,000). (Not funded).

## **Arizona Agriculture Program Visits**

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### **High School Agriculture Program Visits in 2023**

- Flowing Wells High School, *Tucson*, AZ, July 13, 2023
- Canyon View High School, *Glendale*, AZ, March 1, 2023; April 17, 2023
- Valley Union High School, *Elfrida*, AZ, March 8, 2023; April 26, 2023
- Peoria High School, *Peoria*, AZ, January 20, 2023

### **High School Agriculture Program Visits in 2022**

- Payson High School, *Payson*, AZ, November 7, 2022
- Cienega High School, *Vail*, AZ, November 4, 2022
- Flowing Wells High School, *Tucson*, AZ, February 16, 2022; April 13, 2022
- Peoria High School, *Peoria*, AZ, January 21, 2022

### **High School Agriculture Program Visits in 2021\***

- Tombstone High School, *Tombstone*, AZ, April 29, 2021
- \*Additional travel efforts for schools halted by COVID-19 pandemic

### **High School Agriculture Program Visits in 2020\***

- Safford High School, *Safford*, AZ, February 26, 2020
- \*Additional travel efforts for schools halted by COVID-19 pandemic

### **High School Agriculture Program Visits in 2019**

- Flowing Wells High School, *Tucson*, AZ, September 27, 2019; November 8, 2019
- Gilbert High School, *Gilbert*, AZ, August 16, 2019
- AAEC Prescott Valley, *Prescott*, AZ, August 7, 2019
- Chino Valley High School, *Chino Valley*, AZ, August 6, 2019
- Snowflake Union High School, *Snowflake*, AZ, March 5, 2019
- Winslow High School, *Winslow*, AZ, March 4, 2019
- Mayer High School, *Mayer*, AZ, February 27, 2018; March 27, 2019
- Coolidge High School, *Coolidge*, AZ, February 20, 2019; March 20, 2019
- AAEC Paradise Valley, *Phoenix*, AZ, February 1, 2019
- Peoria High School, *Peoria*, AZ, January 15, 2019

### **High School Agriculture Program Visits in 2018**

- Queen Creek High School, *Queen Creek* AZ, December 18, 2018
- Mesquite High School, *Gilbert*, AZ, December 18, 2018
- Valley Union High School, *Elfrida*, AZ, December 11, 2018

- Douglas High School, *Douglas, AZ*, December 11, 2018
- Safford High School, *Safford, AZ*, December 11, 2018
- Rio Rico High School, *Rio Rico, AZ*, November 15, 2018
- Tanque Verde High School, *Tucson, AZ*, November 9, 2018
- Gilbert High School, *Gilbert, AZ*, November 2, 2018; December 10, 2018
- Cibola High School, *Yuma, AZ*, October 6, 2018
- Cienega High School, *Vail, AZ*, September 21, 2018; October 12, 2018
- Buckeye High School, *Buckeye, AZ*, September 14, 2018
- Highland High School, *Gilbert, AZ*, September 7, 2018; December 10, 2018
- Patagonia Union High School, *Patagonia, AZ*, May 19, 2018
- Basha High School, *Chandler, AZ*, March 9, 2018
- Mayer High School, *Mayer, AZ*, March 8, 2018
- Coolidge High School, *Coolidge, AZ*, January 31, 2018; April 4, 2018
- Marana High School, *Marana, AZ*, January 30, 2018
- Chandler High School, *Chandler, AZ*, January 26, 2018; February 28, 2018; April 20, 2018; December 10, 2018

#### **High School Agriculture Program Visits in 2017**

- Cienega High School, *Vail, AZ*, September 22, 2017
- AAEC South Mountain, *Phoenix, AZ*, September 21, 2017
- Casa Grande High School, *Casa Grande, AZ*, September 30, 2017
- Desert Edge High School, *Goodyear, AZ*, February 22, 2017; April 17, 2017

#### **High School Agriculture Program Visits in 2016**

- Wilcox High School, *Wilcox, AZ*, September 20, 2016