

# Julie Harlin

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Associate Dean | Graduate and Professional School  
Associate Professor | Department of Agricultural Leadership, Education, and Communications  
Texas A&M University  
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| Input | Arranger | Responsibility | Intellection | Connectedness | ISTJ |

## DEGREES

Ph.D. Agricultural Education	Department of Agricultural Education, 1999 Oklahoma State University, Stillwater, OK
M.S. Agricultural Education	Department of Agricultural Education, 1994 Texas A&M University, College Station, TX
B.S. Agricultural Science	Department of Agricultural Education, 1993 Texas A&M University, College Station, TX

## PROFESSIONAL HISTORY

### Associate Dean

September 1, 2020-Present

Graduate and Professional School-75% Appointment  
Texas A&M University

*Institutionalize high quality graduate mentoring* | Developed detailed plans for professional development on mentoring for graduate and professional students, faculty, and others who engage with our students to institutionalize a culture of high-quality graduate mentoring. Over 80 workshops delivered with over 1000 engagements from faculty, staff, and students across all colleges at Texas A&M University.

*Strengthen the pipeline for graduate efforts with Prairie View A&M University* | Obtained approval for the PVAMU Partnership MOA and two addendums by engaging campus partners at both institutions and ensure future success of these activities.

*Lead efforts for teaching assistant compliance and evaluation* | Improve the feedback and effectiveness of graduate teaching assistants. Created a working group was to explore best practices related to graduate teaching assistant evaluation and feedback. This group formed recommendations that provided a menu of options for departments and units to consider in the evaluation and feedback of graduate teaching assistants that provides for continuous improvement and includes opportunities for professional growth and development. Updated reporting forms to ensure compliance and feedback.

*Serve as institutional lead for the Center for the Integration of Research, Teaching, and Learning (CIRTL) national programming | Coordinate and deliver professional development to campus and system students and faculty through local learning communities and teaching as research programming.*

*Supervise Special Projects for the Graduate and Professional School | Oversee the development of the Academic Requirements Completion System (ARCS) for campus-wide rollout in Fall 2023; Oversee the graduate graduation ceremony, moving from a doctoral hooding ceremony of 200 students to a doctoral and master's combined ceremony with over 1100 students at two ceremonies; Oversee the conversion of the Doctoral Profile and Feedback System from the Interfolio platform to the SLATE platform.*

*Leadership Team Member | Provide support to the Associate Provost and Dean as a member of the Leadership Team in the development of strategic planning, coordination of the Graduate Operations Council, and provide support for all events hosted by the Graduate and Professional School in service to graduate and professional students, faculty, and staff. Serve as Ombuds to the graduate community as needed when the primary Ombuds is unavailable.*

**Associate Professor** **Effective September 1, 2008 – Present**  
**Assistant Professor** **2001 – 2008**

25% Research Appointment since September 1, 2020

Department of Agricultural Leadership, Education, and Communications  
Texas A&M University

*Duties:* Advance theory and practice in instructional design, delivery strategies, and evaluation, conduct research relevant to instructional design, delivery strategies, and evaluation, teach undergraduate and graduate courses, supervise student teachers (2001-2015), provide leadership to the agricultural science teaching workgroup as AGSC Program Leader (2001-2014), advise undergraduate agricultural science majors (2001-2015), convert courses to online delivery and teach courses in graduate program and leadership major (2015-2022), serve as a member of the TAMU graduate faculty, serve on departmental, college, and university committees as needed and requested.

**Visiting Assistant Professor** **1999 – 2001**

Department of Agricultural Leadership, Education, and Communications  
Texas A&M University  
(100% teaching appointment)

Date of Appointment: August 1, 1999

*Duties:* Teach undergraduate and graduate courses, provide leadership to the agricultural science teaching workgroup, advise undergraduate agricultural science majors, and serve as an adviser and member of the TAMU graduate faculty.

**Graduate Faculty Member** **2001 – Present**

Texas Tech University

*Duties:* Provide instruction and advisement in the direction of research for graduate students in the Joint Doctor of Education in Agricultural Education degree program. This degree is delivered at-a-distance.

**Graduate Teaching Assistant** **1997 - 1999**  
Department of Agricultural Education – Oklahoma State University  
*Duties:* Taught undergraduate courses related to teacher certification in agricultural science.  
Developed grant proposals to support teaching.

**Teacher Intern** **Summer 1997**  
National FFA Center – Alexandria, Virginia  
*Duties:* Assisted the Partner Development and Student Services Teams developing career center information, writing feature articles, marketing a video series and presenting updates to Washington Leadership Conference teachers.

**Agricultural Science Teacher** **1994 - 1997**  
Sinton High School – Sinton, Texas  
*Duties:* Taught students in grades 9-12 a variety of agriculturally related courses.  
Supervised agriculture experience programs and assisted students with record keeping.  
Served as FFA chapter adviser; encouraged participation in career development events and developed students' leadership development skills through their attendance of camps, conferences, and conventions.

**Graduate Teaching Assistant** **1993 - 1994**  
Department of Agricultural Education – Texas A&M University  
*Duties:* Taught Computer Applications in Agriculture to students to effectively use word processing, spreadsheet, and database programs. Helped coordinate all State FFA contests and Houston Livestock Show and Rodeo Dairy Cattle and Livestock Contests.

**Program Assistant** **Summers 1990, 1991, 1993**  
Texas Cooperative Extension Service – College Station, Texas  
*Duties:* Taught horsemanship clinics to 4-H members and adult leaders throughout Texas.

### **Awards and Recognition**

- 2018 *Speaker of the Faculty Senate*, Texas A&M University, 2018-2019.
- 2018 *Chancellor's Academy of Teacher Educators Award*, Texas A&M University System
- 2017 *Richard Stadelman Faculty Senate Service Award*, Faculty Senate, Texas A&M University.
- 2017 *Speaker-Elect of the Faculty Senate*, Texas A&M University, 2017-2018.
- 2015 *College of Agriculture and Life Sciences Dean's Distinguished Achievement Award for Teaching*.
- 2014 *CTER Best Article Award for 2013*, Association for Career and Technical Education Research.
- 2014 *Distinguished Teaching Award*, Southern Region AAEE.
- 2014 *ADVANCE Women's Travel Grant*, visited The Ohio State University
- 2008 *2<sup>nd</sup> Place Author of the Year*, Journal of Agricultural Education.
- 2008 *Faculty Abroad Seminar*, Texas A&M University, Mexico Immersion Experience
- 2006 *Silver Star – Teacher of Teachers Award*, Texas Professional Improvement

- 2006 Conference for Agricultural Science and Technology Teachers.  
*Big 12 Faculty Fellowship*, visited University of Missouri
- 2005 *Excellence in Teaching Award-New Teacher Division*, United States Department of Agriculture, Food and Agricultural Sciences.
- 2005 *National Association for Agricultural Educators*, 2<sup>nd</sup> Runner up outstanding poster presentation.
- 2004 *Fish Camp Namesake*, Texas A&M University, Camp Harlin.
- 2003 *National Association of Agricultural Educators*, 2<sup>nd</sup> Runner up outstanding research paper presentation.
- 2002 *Honor Professor Award*, College of Agriculture and Life Sciences, Texas A&M University.
- 1997 *President's Scholarship Award*, Oklahoma State University.
- 1997 *Teacher of the Year*, Sinton High School.
- 1997 *Honorary State FFA Degree*, Texas FFA Association.

### **Other Recognition**

- 2023 *Association of Former Students University Level Award for Extension, Outreach, Continuing Education, & Professional Development*, Nominee from the Graduate and Professional School and the Office of the Provost.
- 2015 *Texas A&M University President's Award for Academic Advising* Nominee.
- 2009 *Student Lead Award for Teaching Excellence (SLATE)* Recipient, Fall 2009, Texas A&M University.
- 2009 *Student Lead Award for Teaching Excellence (SLATE)* Recipient, Spring 2009, Texas A&M University.
- 2009 *Bus Award Recipient*, Department of Agricultural Leadership, Education, and Communications.
- 2008 *Student Lead Award for Teaching Excellence (SLATE)* Finalist, Fall 2008, Texas A&M University.
- 2005 Recognized by Measurement and Research Services, TAMU, as among the top 25% of instructors of 300-level courses.
- 2004 Recognized by Measurement and Research Services, TAMU, as among the top 25% of instructors of 300-level courses.
- 2003 Recognized by Measurement and Research Services, TAMU, as among the top 25% of instructors of 300-level courses.
- 2002 Recognized by Measurement and Research Services, TAMU, as among the top 25% of instructors of 300-level courses.

### **Professional Development for Continuous Improvement**

- Certificate in Preventing Toxic Work Cultures as a Manager, LinkedIn Learning, 2023.
- Certificate in Multicultural Mentoring, University of Florida, 2022.
- Administrative Leadership Learning Community, Selected for Participation, workshop series by Dean of Faculties, 2021.
- Mid-Career Faculty Learning Community, Selected for Participation, workshop series by Dean of Faculties, 2020.

- Teaching Entering Mentoring in an Online Environment, CIMER Facilitation Workshop, 2020.
- Center for the Improvement of Mentored Experiences in Research (CIMER), Facilitating Entering Mentoring Training, Selected for Participation, Dean of Faculties, 2019.
- Certified Mediator, Department of Agricultural Leadership, Education, and Communications, 2019
- Myers Briggs Training, Executive Committee of Faculty Senate Retreat, 2018.
- Clifton Strengths Training, Executive Committee of Faculty Senate Retreat, 2018
- Advanced Leaders Program Executive Team, College of Agriculture and Life Sciences, Cohort IV, 2016-2018.
- Pedagogy Project Open Forum Attendee, 2016.
- Advanced Leaders Program, College of Agriculture and Life Sciences, Cohort III Participant, 2014-2016.
- ADVANCE Women Leaders Luncheon, 2015.
- ADVANCE Women Leaders Writing Workshop, 2015.
- Center for Teaching Excellence, Mentoring Workshop, 2015.
- Texas Research Data Center Workshop, 2015.
- University Undergraduate Think Tank Workshop, 2015
- Sam Houston State University, Program Evaluation Committee, Fall 2014.
- ADVANCE Women Leaders Seminars Participant, 2013
- Wakonse South Participant, 2011
- Women's Faculty Network Luncheon Participant, 2010
- College of Agriculture and Life Sciences Honors Workshop Participant, 2010
- Faculty Teaching Academy, Participant, Center for Teaching Excellence, 2008-2009.
- Faculty Abroad Seminar, one of eight faculty traveling to Mexico for professional development and cultural experience, May 13-22, 2008.
- Women's Leadership Forum participant, April 2008.
- Advising Symposium, University Advisors and Counselors Symposium, February 2004, 2005, 2006, 2007, 2011.
- Excellence in Teaching Session, College of Agriculture and Life Sciences, Ag Program Conference, 2005, 2006, 2007.
- Scholarship of Teaching Workshop, Center for Teaching Excellence, 2005.
- Barrick Symposium on Teacher Education, May 2005, May 2006, May 2007.
- National Agricultural Education Research Meetings, Las Vegas, NV, 1997, New Orleans, LA, 1998, San Diego, CA, 2000, Orlando, FL, 2003, San Antonio, TX, 2005, Charlotte, NC, 2006, Minneapolis, MN, 2007, Louisville, KY, 2009, Omaha, NE, 2010, Coerdelene, ID, 2011, Asheville, NC, 2012.
- QPR Suicide Prevention Training, February 2005.
- ATmentors Advising Workshop, Fall and Spring 2002-2005.
- Negotiating Skills for Women, Women's Faculty Network, Fall 2004.
- Peer Review Course Portfolio Project, Pugh Charitable Trust and Center for Teaching Excellence, TAMU, Fall 2002; Spring 2003.
- National Agricultural Education In-Service in Indianapolis, IN, February 1999, 2001.
- Western Agricultural Education Research Meeting, Corpus Christi, TX, 1999, Las Cruces, NM, 2000, Monterrey, CA, 2001.

- Southern Agricultural Education Research Meetings, Little Rock, AR, 1998; Memphis, TN, 1999; Lexington, KY, 2000; Fort Worth, TX, 2001.
- Dreamweaver Software Workshop, Texas A&M University, June 2000.
- WebCT Training Workshop, Texas A&M University, May 2000.
- Basic Web Design Workshop, Texas A&M University, March 2000.
- Instructional Design Workshop, Texas A&M University, March 2000.
- National Thoroughbred Curriculum Training Workshop, Arcadia, CA, February 2000.
- Participated in the Local Program Success seminar and National FFA activity updates.
- Peer Review of Teaching Workshop, Center for Teaching Excellence, TAMU, May 2000.
- Teaching Portfolio Workshop, Center for Teaching Excellence, TAMU, November 1999.
- Teacher Expectation-Student Achievement (TESA) Training Program, Sinton High School, Sinton, TX, 1997.

## SUMMARY OF TEACHING EFFECTIVENESS

### Development of New Certificate Programs

#### **Certificate in Advanced Pedagogy in Agriculture**

Created a certificate to document specific courses in the ALEC program that would advance knowledge in the area of teaching. The certificate may be used as part of the masters or doctoral level degrees taught on campus or at a distance. The certificate is in the process of approval (began in Fall 2015) with implementation in Fall 2017.

### Development of New Courses

#### **AGSC 301—Introduction to AGSC Teaching**

Though this wasn't a new course, with the retirement of Dr. Alvin Larke, Jr. who had previously taught the course, the course required a complete redesign including a new textbook, determination of topics to be covered, and development of related teaching materials and activities in Fall 2014.

#### **AGSC 325 – *Instructional Design in Agricultural Science***

In order to alleviate a gap in student's preparation, I developed AGSC 325 to teach students about learner needs, course development, lesson planning, and lesson presentation. Previously, students did not receive this instruction until the student teaching semester. This course helps students feel more comfortable with the lesson development process and assists them in becoming competent teachers. The course was developed in 2000-2001 and was first taught in Fall 2001. Since then, over 300 students have enrolled in the course. I revised this course to meet approval for the W course designation for writing intensive.

#### **AGSC 384 – *Early Field Experience***

This course was developed to replace a similar course taught through another College that was not specific enough to meet the needs of AGSC majors. Co-developed with another faculty member, this course provides the vehicle for students to develop into competent practitioners through development of a reflective portfolio centered on student-teacher classroom interactions. This web-assisted course was developed in 1999 and was first taught in Spring 2000. Since then, over 360 students have enrolled in this course (Taught as AGED 484 and 489, before approved as AGSC 384). I revised this course to meet approval for the W course designation for writing intensive; I also gained re-certification of this course again in 2008.

#### **AGSC 380 – *Workshop in Agricultural Education***

This repeatable credit course was developed in Spring 2003 to meet the needs of students who wanted a structured experience in attending summer agricultural science activities. Students in this course meet on-campus for classroom instruction, then travel across the state to designated locations for a student convention and a teacher professional development conference. The course requires that students maintain a reflective journal of the experience as well as student participation in several group reflection activities. This course has been taught each Summer since 2003 with over 45 students enrolled.

#### **AGSC 402—*Designing Instruction for Agricultural Science Programs***

AGSC 402 is based on the AGSC 325 course. It was completely redesigned in 2008 and offered for the first time in Fall 2009 to accommodate a condensed two-week student teaching block. The course went from a two hour course to a three hour course which includes a 2 hour per week lab. Only students preparing to student teach the following semester are allowed to enroll in this course.

### **AGSC 425, 436, 481 – *Student Teaching Block Courses***

Though these are not new courses, they were significantly redesigned with regard to course content and structure beginning Spring 2000. As a result of the structural and content changes, courses are better able to meet student needs.

### **ALEC 602 – Advanced Instructional Design in AGSC**

I developed this course for M.Ed. students seeking AGSC teacher certification to content taught at the undergraduate level in AGSC 325/402. I teach this course each fall and spring semester for teacher certification graduate students only. This way, I can be certain that these students have the competencies needed for the undergraduate course as well as the additional theory and discussions characteristic of graduate courses. In order to maximize time and resources, graduate student attend the undergraduate class meetings for AGSC 402, completing all the requirements for that course; however, they also attend a one hour session each week as an ALEC 602 class to discuss the additional readings, theories, etc. associated with the topics for that week. In addition, the ALEC 602 students do in depth assignments and presentations, including a take home final that reviews all the competencies discussed in class. Though this format would not work for many graduate courses, it does allow a specific group of graduate students the opportunity to get all the *content* of an undergraduate course while integrating the *theory* of a graduate course.

### **ALEC 601 – Advanced Methods in Agricultural Education**

I redesigned this course to be taught online in an asynchronous environment for spring 2016. Selecting a new textbook, creating modules online in Ecampus, and developing a Facebook closed group were all components of the course.

### **ALEC 630 – Guidance and Counseling for Rural Youth**

I redesigned this course to be taught online in an asynchronous environment for fall 2015. Selecting a new textbook, creating modules online in Ecampus, and developing a Facebook closed group were all components of the course.

### **ALEC 681—Seminar in ALEC**

The graduate seminar for students in our department varies each semester. I have taught seminar several semesters with the first topic related to the identification of outstanding teaching characteristics and the second dedicated to professionalism and ethics.

### **ALED 422—Cultural Pluralism in Agriculture**

Though not a new course in the Department, I redesigned the course to be taught online in a new LMS, Canvas.

## Courses Taught

### **AGED 301 – Topics in Leadership and Agricultural Education**

Agricultural Education 301 is intended for students with interests in the broad fields of leadership and education in agriculture—human capacity building in food, environmental, and natural resources systems. Topics are selected to provide a framework for professional careers (*contexts*) in which selected skills (*knowledge bases*) are applied as educators and leaders in formal and non-formal educational settings. I significantly revised the course syllabus to make adjustments for a summer session format. I taught this course only one summer.

#### Selected Student Comments

“Dr. Harlin was one of the best AGED professors I’ve had. All of the information was presented clearly and centered on students. She made this class very interactive and gave us the opportunity to do projects that allowed us to learn more about the topic and practice valuable skills that we will need once we graduate.”

“I liked the class and made some new friends. Dr. Harlin and Doug Morrish were always available for help and understanding. I would take another class from them.”

“The amount of busywork was too much for the course; however, Doug Morrish and Dr. Harlin did a great job.”

### **AGSC 325 – Instructional Design in Agricultural Science**

AGSC 325 introduces students to topics in instructional design in AGSC. At the conclusion of the course, students are proficient in lesson planning and development, course scope and sequencing, lesson presentations, and development of visual aids for use in instruction. Students also begin to develop their personal educational portfolio in this class and therefore are taught the basics of web design for this purpose. (See Course Portfolio for this course as well.)

#### Selected Student Comments

“You are an awesome teacher! You are the kind of teacher that makes me, as a future educator, feel more prepared. Thanks!”

“This has been my favorite college class so far. I learned a lot. Dr. Harlin was enthusiastic in her teaching and really kept us interested.”

“I really enjoyed the class. It has helped prepare me to student teach and become an ag teacher. Having to do assignments on lesson plans, websites, and PowerPoint were very beneficial to me.”

“This has been a very useful class. Much of a collegiate experience is knowledge that a graduate won’t be able to use, but the material presented here is something we all will be able to use. Keep up the good work!”

### **AGSC 301—Introduction to AGSC Teaching**

AGSC 301 is a course designed as an introduction to teaching in the area of agricultural science. Students learn about all the areas of teaching including an introduction to curriculum and instruction,

FFA, supervised agricultural experiences, history of agricultural education and the land grant system, awards, competitions, and other topics important to developing competence in the field.

#### Selected Student Comments

“Yay!”

“Great professor!”

“Great class, learned a lot!”

#### **AGSC 380 – *Workshop in Agricultural Education***

ALEC 380 is designed to meet the needs of students who wanted a structured experience in attending summer agricultural science activities. Students in this course meet on-campus for classroom instruction, then travel across the state to designated locations for a student convention and a teacher professional development conference. The course requires that students maintain a reflective journal of the experience as well as student participation in several group reflection activities.

#### Selected Student Comments

“I really gained a ton of experience taking this course. I learn a lot and I’m glad I took this class as an incoming junior to help me learn more about my major.”

“I really enjoyed the class and am glad I got to experience both convention and conference.”

“Really thought attending State FFA Convention and teacher’s conference as a student was beneficial for my future career—good experiences!”

“Awesome class and experience!”

#### **AGSC 384 – *Early Field Experience***

AGSC 384 is designed to give students an immersion experience in secondary public schools. Students are required to observe in schools a total of 40 hours and then to develop a structured portfolio of their experiences and reflections. This course is taught in a web-assisted format.

#### Selected Student Comments

“I really enjoyed this course! It was fun and helpful in helping me to be confident in the profession I chose.”

“I enjoyed taking this class. It is a good way to help prepare us for student teaching. The discussion questions were good because they made me think about issues that I’ll have to deal with when I student teach.”

“This was a fun class. I love that we were independent. 20 hours of ag class observations is a lot, but I guess it all helped. Thanks so much!”

“It was great. A lot of work, but well worth it.”

### **AGSC 402—*Designing Instruction for Secondary Agricultural Science***

AGSC 402 is a redesigned course from the old AGSC 325. Students in AGSC 402 learn instructional design from the ground up, from whole course planning, unit planning, and lesson planning. Students also learn to apply a variety of teaching methods to instructional settings. The laboratory for this course allows students to teach several lessons to peers and to high school students. The culminating activity is the development of unit of instruction to be utilized at the students cooperating center the following semester.

#### Selected Student Comments

“Thank you for being a great teacher, always there to listen, help and understand.”

“Great professor and course! I feel that I was well prepared for the next step—student teaching.”

“Thank you for teaching us the skills necessary to become an effective teacher.”

“Dr. Harlin, your class was one of the most helpful and engaging classes I’ve had. I feel so much better about student teaching after everything you went over! Thank you!”

### **ALED 440—*Leading Change (Study Abroad to Costa Rica)***

This course was taught as a 10 day wintermester in Costa Rica in January, 2013. The course content fit very well in the culture of Costa Rica as it relates to innovation and adoption of technological change. Time was spent at the Texas A&M University-Soltis Center in the classroom learning from Rogers, Diffusion of Innovations, and the surrounding areas participating in field trips.

### **ALED 440—*Leading Change (Web Based Course)***

ALED 440 is a core course for the ALED program as well as the university, meeting a social science requirement. It is also a writing intensive course. It was taught in a 5 week summer session with the content focusing on leading change in a variety of contexts as well as the underlying theoretical components.

#### Selected Student Comments

“Most connected I have ever felt with a professor, felt like she talked to us every day through facebook.”

“I loved this professor because everything was put up front for me to do. I needed a flexible schedule, and she made all the assignments available early so that I could plan out my week. I appreciate her so much, and would recommend to anyone, since she was also recommended to me.”

“I really enjoyed this class. I felt like everything was well explained and thought out. I would definitely take another course!”

### **ALED 422—*Cultural Pluralism in Agriculture (Web Based Course)***

This course meets the International and Cultural Diversity graduation requirement and includes topics and content that can challenge paradigms and perspectives of culture, diversity, equity and inclusion.

#### Selected Student Comments

“The instructor was very prepared for this class. She used canvas to its full capability to give us the best chance at succeeding. All information for assignments were clear and easy to understand. I didn't have any "well what does she mean by that" thoughts at all during this course.”

“Dr. Harlin was very passionate about the course material and made learning about it much more interesting. I was attentive through out the whole course because of Dr. Harlins approach to the semester.”

“I enjoyed Dr. Harlin as a professor for this summer course and would definitely take her again, or recommend her to other students.”

### **AGSC 425, 436, 481, 484 – *Student Teaching Block Courses***

These courses constitute the student teaching semester. Students are engaged in four weeks of full-time (7:30 a.m.-5:00 p.m.) activities, including lectures, guest speakers, field trips, and development and presentation of their own original fifty-minute lessons. Students then transition to their off-campus student teaching site. There, they teach 120 high school students, they prepare teams for contests before and after school, and assist teachers and students with animal projects, agriscience fair activities, speeches, booster club meetings, meat sales, etc. Essentially, our students become an AGSC teacher without the pay and benefits. Students are visited twice by university faculty; and return to campus two times—once for a midsemester conference meeting, and once at the end for a summary and reflection activity. At the successful conclusion of the semester and passage of the state certification test, students may apply for Texas teacher certification in Agricultural Science and Technology (grades 6-12).

#### Selected Student Comments:

“Dr. Harlin rocks! She is a wonderful professor. She made the block as interesting and fun as possible.”  
“Thank you so much. I had the most fun in my life. This was great!”

“The professor gave wonderful support throughout the semester. Very concerned in whether or not the students succeeded.”

“Thank you for all your hard work and dedication to myself and the other student teachers. I learned more than I ever expected to and I had fun.”

### **ALEC 285, 485, 684, 685 – *Directed Studies/Problems/Internship***

Agricultural Education 285, 485, 684, 685 are directed individual study of a selected problem or experience in the field of agricultural or extension education with emphasis on collection, analysis, and presentation of information.

### **ALEC 601—*Advanced Methods in Agricultural Education***

ALEC 601 introduces students to the instructional competencies required of a beginning agricultural science teacher as well as the theories associated with those practices. Topics include: student motivation, instructional design, historical aspects of education, and distance learning in agricultural education environments. This course was redesigned to be taught online in an asynchronous environment in Spring 2016.

#### Selected Student Comments:

“Too many reflection paper. Loved the class otherwise!”

“Not enough reflection papers. 😊”

“I really enjoyed this class. The articles we were required to read were easy to understand and provided valuable information. Discussion in class allowed for reflection which was very beneficial. I would take another class from Dr. Harlin in a heartbeat.”

“Yes, it was a lot of work, but I learned so much. Thank you for being an effective teacher.”

### ***ALEC 602—Advanced Instructional Design in AGSC***

ALEC 602 is a stacked course with AGSC 402. It was designed specifically for our master’s level teacher certification students.

### ***ALEC 607 – Youth Leadership Programs***

ALEC 607 is aimed at exploring the foundations of successful youth leadership programs.

#### Selected Student Comments:

“It was clear Dr. Harlin was responsive to the needs of the learners within the class and wanted to see everyone be successful with the material within this online environment. Materials and support was provided for assignments that may have stretched individuals beyond their comfort zone with respect to technology and information about which assignments included those types of issues were provided at the onset of the course.”

“Dr. Harlin was readily available for assistance at all hours of the day and days of the week. She was very encouraging and responsive with any issues or questions that came up related to content or assignments.”

“I enjoyed this course very much! Online classes are usually not my strength but I learned a lot and had fun with the projects, particularly the last one!”

### ***ALEC 615 – Philosophy of Agricultural Education***

ALEC 615 is aimed at exploring the philosophy and history related to agricultural education. It is a broad course that cuts across all contexts.

### ***ALEC 630 – Guidance and Counseling for Rural Youth***

ALEC 630 is a course aimed at investigating at risk youth from a research perspective. The course focuses on identification of at risk behaviors, interventions, and prevention.

#### Selected Student Comments:

“This was by far one of the best online courses I have taken. When reading the syllabus I was surprised by the lack of instruction time, however, the assignments given and the book assigned complimented each other perfectly.”

“Dr. Harlin was great and the material was helpful as was the instruction method. Projects, papers, and discussion all contributed to active learning.”

“The instructor did a great job with this class. She allowed self-authorship of our learning while being there to facilitate conversations along the way.”

“Great teacher! She gave me lots of feedback on all of my papers.”

“I actually learned a lot in this class especially considering it was an online class. The assignments didn't feel like busy work like they usually do in online classes.”

### **ALEC 640 – *Methods of Technological Change***

ALEC 640 is a course about “change” and is based primarily on Rogers, *Diffusion of Innovations*. In addition to technological changes and diffusion of innovations, we also discussed personal change related to the text, *Who Moved My Cheese*, and the *Thomas Kilman Conflict Development Theory*. The theories and discussion included in the course have broad application to a variety of settings, from international development, education, scientific fields, and human resource development. Students come from majors across the university, creating a diverse classroom environment with rich discussions.

#### Selected Student Comments:

“I would love to commend you for being an amazing instructor. I have never been invited to a professor's home and felt so welcomed. The field trips, exercises, activities, food innovations, and presentations made the course exciting and I looked forward to it every week. You have so many commitments and serve as a leader in many areas, yet you make each class and each person feel important. I hope to achieve half that you have in my lifetime. Thank you for a great semester and for providing me with information I will continue to use daily”

“I enjoyed this class very much! I am glad I took this class at the beginning of my graduate school career.”

“Dr. Harlin was great! Really enjoyed the class and content. It was nice to learn about each classmate through the innovations they chose to present on. Definitely one of my favorite courses out of my graduate career!”

### **ALEC 681—*Graduate Seminar in ALEC***

The topics in seminar change each semester based on the selected focus by the instructor. Students typically engage in a discussion of current issues related to the selected topic. Each time I have taught

seminar, enrolled students were required to participate in discussions each week as well as organize and lead one assigned class session.

#### Selected Student Comments:

“Dr. Harlin made seminar very interesting. I really enjoyed hearing from different professors across campus.”

“Great class. I learned a lot of great information.”

“I thought the class was a good class. I liked that we had a number of different professors from across the university to come in and speak. Being that this was a seminar course, I believe that Dr. Harlin did well with conceptualizing and managing seminar.”

### **Invited Lectures and Addresses**

In addition to the courses listed above, I served as a guest lecturer to inform students about opportunities to gain teacher certification in AGSC and other topics related to my research and teaching:

- Summer Horsemanship Institute, Teaching Basics (2 sessions);
- POSC 481, *Senior Seminar*, Working in Teams and Developing an Outward Mindset (4 semesters);
- AGED 301, *Topics in Leadership and Agricultural Education* (8 semesters);
- ALED 102, *Critical Issues in Agricultural Leadership and Education* (13 semesters);
- AGLS 101, *Modern Ag Systems and Renewable Natural Resources* (22 semesters);
- ALED 202, Introduction to Leadership (2 semester);
- Prairie View Course (4 semesters);
- HORT 481, *Senior Seminar* (2 semesters)
- ALEC 681, Seminar on *Professionalism and Ethics in Agricultural Education* taught online with Dr. Theresa Murphrey
- ALEC 681, *Seminar on Creating Posters in Agricultural Education* taught online with Dr. Theresa Murphrey

In Summer 2005 my lesson for ALEC 102, *Critical Issues in Agricultural Leadership and Education*, was converted to a streaming media PowerPoint with a video introduction and summary on the web.

### **Undergraduate Advising**

Advising Agricultural Science majors is an important role in the Department of Agricultural Leadership, Education, and Communications. Helping new students in the Department to become familiar with their degree plans and advising them on courses and course loads results in a successful student. Beyond mere degree plans, students benefit greatly from having an expert in the field assist them in determining activities and organizations to become involved in, and general career information. I have become “the” person to see for those seeking AGSC certification through a Master of Education or through a second undergraduate degree in AGSC. I have worked hard at developing my advising skills so that students can make the most of their undergraduate and graduate careers. Having interaction with a faculty member in this role can significantly contribute to students’ success in their chosen profession. Such

devotion to our students is part of our departmental culture. I am pleased that many students come to me for advising and that they refer students to me for advising.

**Year   Students Advised**

1999	101	2007	50*
2000	180	2008	75*
2001	230	2009	80*
2002	276	2010	120*
2003	260	2011	133*
2004	246	2012	121*
2005	80*	2013	135*
2006	50*	2014	175

In summer 2015, a staff advisor for AGSC was hired, removing my role as an undergraduate advisor; \*denotes years where advising load was split

## Graduate Advising

### Summary of Service on Graduate Student Committees

Degree									
M.Ed.		M.S.		M.Ag.		Ph.D.		Ed.D.	
Chair	Serve	Chair	Serve	Chair	Serve	Chair	Serve	Chair	Serve
<b>58</b>	<b>19</b>	<b>14</b>	<b>10</b>	<b>4</b>	<b>6</b>	<b>4</b>	<b>13</b>	<b>2</b>	<b>5</b>

Student	Major Field	Degree										Semester Complete
		M.Ed.		M.S.		M.Ag.		Ph.D.		Ed.D.		
		Chair	Serve	Chair	Serve	Chair	Serve	Chair	Serve	Chair	Serve	
Clarissa Saenz	ALEC										x	In Progress
Cameron Baker	ALEC			x								In Progress
Megan Teel	ALEC								x			In Progress
McKenna Moffitt	ALEC					x						In Progress
Paige Linne	ANSC								x			In Progress
Ashton Dunkel	ANSC						x					In Progress
Tatum Hardy	ALEC			x								21C
Jess Wheeler	EAHR										x	In Progress
Randy Lund	ALEC								x			22B
Rhonda Beassie	EDAD								x			22B
Michaelle Blake-Coker	ALEC									x		21B
Laura Salido	ANSC				x							21A
Erica Russell	ALEC				x							20A
Nicole Dietzel	ALEC								x			20C
Morgan Moreno-Pennington	ANSC				x							22C
Hannah Dockery	ADEV						x					19B
Taylor Williams	ALEC	x										18C
Hart, Layton	ALEC	x										19A
Esquivel, Christina	ALEC								x			20A
Gorter, Erin	ALEC									x		18C
Holster, Chelsea	ALEC	x										18A

Sommerlatte, Kelly	ALEC							x				18B
Aparcio, Juan	ALEC					x						18A
Scasta, Jennifer Ann	ALEC								x			18A
Fannette-Robinson, Rachel	ALEC						x					17C
Reneau, Taylor	ALEC	x										17C
Barbau, Shannon	ALEC					x						17B
Frame, Laura	EPSY								x			17B
Kirk, Lauren	ALEC	x										17A
Estrella, Ivonne	EPSY								x			16C
Zoller, Jennifer	ANSC								x			16C
Sepulveda, Audrey	ALEC	x										16B
Finley, Tyree	URPL		x									16A
Olier, Jennifer	ALEC	x										16A
Harris, Ashley	ALEC	x										15C
Johnson, Mandie	ALEC		x									15C
Moncada, Kristin	POSC						x					15C
Tokar, Tyler	ALEC	x										15C
Teal, Briana	ALEC		x									15B
Barta, Zachary	ALEC	x										15A
Hayes, Everleigh	ALEC	x										15A
Jackson, Sara	ALEC	x										15A
Pavelock-Moreland, Michelle	AGED							x				14C
Wynn, Shanelle	ALEC	x										14C
Boyt, Heather	ALEC	x										14B
Hambleton, Ashley	ALEC	x										14A
Danek, Sarah	ALEC	x										13C
Sear, Arianna	ANSC						x					13C
Kilpatrick, Colton	ALEC		x									13B
Barker, Ashley	ANSC						x					13A
Franks, Desta	ALEC											13A
Lunsford, Danni	ALEC	x										13A
Handrik, Tyler	ALEC	x										12C
Watkins, Elizabeth	ALEC		x									12A

Wick, Christy	ALEC	x										12A
Orth, Melanie	ALEC	x										11C
Schronk, Mary Jo	ALEC	x										11C
Vasbinder, Susan	ALEC	x										11C
Richter, Misty	ALEC	x										11B
Shaver, Christopher	ALEC	x										11B
Eckhardt, Jessica	ALEC	x										11A
Schmittgens, Sam	ALEC		x									11A
Moore, Phyllicia	ALEC	x										10C
Miranda, Matthew	ALEC	x										10B
Buckalew, Heather	ALEC					x						10A
Hart, Kendall	AGED	x										09A
Langley, Ray	ALEC	x										09A
Lindblom, Amy	AGED	x										09A
Sloan, Cody	ALEC	x										09A
Belzung, Rose	ALEC	x										08C
McDonald, William	ALEC	x										08B
Myatt, Robert	ALEC		x									08A
Harris, Leslie	AGED		x									07B
Vasbinder, Shelly	AGED		x									07B
Watts, Andrea	AGED		x									07B
Woodward, Carol	AGED									x		07B
Alexander, Kim	AGED									x		07A
Bauerschlag, Wesley	AGED		x									07A
Degenhart, Shannon	AGED							x				07A
Denton, Ashley	AGED		x									07A
Ely, Roxanne	AGED	x										07A
Mowen, Diana	AGED						x					07A
Steele, Wendy	AGED	x										07A
Dudley, Cara Sue	EPSY		x									06C
Mathies, Zana	AGED									x		06C
McKibben, Jason	AGED	x										06C
Ramsdell, Beth	AGED		x									06C

Scheu, Bryan	AGED		x									06C
Jordan, Nathan	AGED		x									06B
Klostermann, Ellen	AGED	x										06B
Sammon, Michelle	AGED	x										06B
Clement, Annie	AGED			x								06A
Crawford, Shari	AGED	x										06A
Dixon, Adria	AGED	x										06A
Grabouski, Christine	AGED	x										06A
Holladay, James Boone	AGED	x										06A
Teel, Megan	AGED	x										06A
Toerk, Amanda	AGED		x									06A
Koterak, Lisa	AGED	x										05C
Cummings, Greg	AGED				x							05A
Hardin, Rebecca	AGED	x										05A
LaRue, Jeremy	AGED	x										05A
Pillack, Reagan	AGED	x										05A
Real, Laura	AGED			x								04C
Stacey, Noel	AGED			x								04C
Voges, Kristin	ANSC				x							04C
Wheeler, Jess	AGED	x										04C
Boatwright, Brandi	AGED	x										04A
Cochran, Christyn	AGED			x								04A
Gilbreath, Justin	AGED	x										04A
Kramer, Jennifer	AGED			x								04A
Miller, Victoria	AGED	x										04A
Pilger, Adren	EDAD		x									04A
Jadlowski, Melissa	AGED		x									03C
Peake, Jason	AGED							x				03C
Sullivan, Katy	AGED	x										03C
Bartek, Codi	AGED			x								03B
Morrish, Doug	AGED							x				03B
Rocka, Tim	AGED								x			03B
Grote, Koy	AGED				x							03A
McMurtry, Brad	AGED	x										03A
Pappas, Shelly	AGED			x								03A

Templeton, Joyce	AGED			x								03A
Williams, Emmy	AGED	x										03A
Williamson, Jennifer	AGED	x										03A
Bailes, Kimberly	AGED					x						02C
Dobbs, Brandon	AGED				x							02C
Doughty, Jared	AGED			x								02C
Hutton, Holly	AGED				x							02C
Klanika, Frances	AGED			x								02C
Tooley, Traci	AGED			x								02C
Rogers, Tera	AGED	x										02B
Bollmeier, Megan	AGED				x							02A
Sullivan, Sarita	AGED	x										02A
Wieser, Christy	AGED			x								02A
Wunderlich, Corbee	AGED	x										02A
<b>Total</b>	<b>117</b>	<b>56</b>	<b>19</b>	<b>12</b>	<b>7</b>	<b>3</b>	<b>4</b>	<b>4</b>	<b>8</b>	<b>1</b>	<b>3</b>	

### **Research Adviserships Completed**

Michaëlle Blake-Coker, *Bridging the gap between equine experts and general horse owners: a qualitative study*. Ed.D. Record of Study, Doc@Distance Program with Texas Tech University, Completed Summer 2021.

Erin Gorter, *Exploration of global perspectives, teacher passion, and professional commitment of second stage agriculture teachers in the Western United States*, Ed.D. Record of Study, Doc@Distance Program with Texas Tech University, Completed Fall 2018.

Kelley Sommerlatte Lowes, *Making it work—A case study of supports necessary to effectively teach agricultural science in Texas*, Ph.D. Dissertation, Texas A&M University, Completed Summer 2018.

Michelle Pavelock, Ph.D. *A phenomenological analysis of the preparation of early career agricultural science teachers for teaching special needs students*, Ph.D. Dissertation, Texas A&M University, Completed Fall 2014.

Ashley Hambleton, M.Ed. *A case study of FFA member participation in local county livestock shows in Texas*, Completed Spring 2014.

Laura Real, *Development of Youth Leadership Life Skills of Texas Youth as San Antonio Livestock Exposition School Tour Guides*, Master's Thesis, Texas A&M University, Spring 2004.

Douglas Morrish, *Relationships of Important Elements of the Student Teaching Experience and Methods of Student Teacher Placement to the Quality of Experience of Student Teachers*, Ph.D. Dissertation, Texas A&M University, August 2003.

Diana Mowen, *Impacts of Graduate Student Content Specialists Serving in Middle School Classrooms on Teachers and Graduate Students*, Ph.D. Dissertation, Texas A&M University, Spring 2007.

### **Summary of Teaching and Advising Activity**

From 1999-2014, I was the primary faculty member responsible for managing the AGSC major. I significantly revised the degree audit for the major to ensure that students and faculty can accurately evaluate a degree plan using the SIMS or MyRecord degree audit function. I was responsible for clearing all AGSC majors for graduation. Because of my expertise in helping students gain secondary AGSC teacher certification, I was the primary contact for all students seeking to do so through one of several routes: certification only, double major in AGSC, second degree in AGSC, or certification through the Master of Education program. Through much practice in working with students in a variety of situations, I became an expert at navigating students through their best-suited route to gaining teacher certification in AGSC. I saw 50 students a year who were interested in gaining teacher certification in one of the ways previously listed; half of those decide to enter our program.

In 2015 I transitioned out of the Agricultural Science program into the technology enhanced instruction area. I taught graduate courses in the department that bend towards my expertise. I was able to develop courses completely asynchronously while still finding ways to engage my students in active discussions, readings, and presentations.

I have served on 136 graduate committees, serving as chair on 82 of those. I am frequently asked to serve as an outside member on committees in EDAD, EHRD, and ANSC.

## RESEARCH AND SCHOLARLY WORK

I have 21 refereed journal articles, 54 refereed conference proceedings and abstracts, 62 presentations at international, national, and regional meetings, 6 publications in peer-reviewed national media, 5 scholarly white papers, and 63 publications in secondary curriculum.

### **Submitted Under Review | 2**

Pennington, M. V. Pennington, Zoller, J. L., White-Springer, S. H., Harlin, J. F., Huseman, C. J., Leatherwood, J. L., & O'Reilly, C. L. (Submitted). Effect of Competition on Salivary Cortisol Concentration of Western Performance Horses and Riders. *International Journal of Exercise Science*.

Patterson, C. A., & Harlin, J. F. (Submitted). Transforming graduate education: an iterated model for student-centered and boundary spanning approaches *Studies in Graduate and Postdoctoral Education*.

Shahri, B., Richardson, R., & Harlin, J. F. (Submitted). TATEP: An Illuminative Evaluation. *Evaluation Review*.

### **Refereed Journal Articles | 22**

Note: Underlined names indicate graduate students; \*denotes maiden name.

Pennington-Moreno, M., Zoller, J., White-Springer, S., Harlin, J.F., Huesmann, C., & O'Reilly, C. (2022). Effect of Competition on Salivary Cortisol Concentration of Western Performance Horses and Riders. *International Journal of Exercise Science: Conference Proceedings*.

Zoller, J., Cavinder, C., Sigler, D., Tedeschi, L., & Harlin, J. (2019). Development of a mathematical model for predicting digestible energy intake to meet desired body condition parameters in exercising horses. *Journal of Animal Science*.

Murphrey, T.P., Lane, K., Harlin, J. & Cherry, A. (2016). An Examination of Pre-service Agricultural Science Teachers' Interest and Participation in International Experiences: Motivations and Barriers. *Journal of Agricultural Education*, 57(1), 12-29.

McKim, B. R., Rayfield, J. S., Harlin, J. & Adams, A. (2012). Stress Levels of Agricultural Science Student Teachers and Cooperating Teachers. *Journal of Career and Technical Education*.

Murphrey, T.P., Harlin, J. & Rayfield, J. (2012). Collaboration as a tool to improve technical education: A qualitative study of successful collaboration among Extension agents and agricultural science teachers. *Journal of Career and Technical Education*.

- Murphrey, T.P., Harlin, J. & Rayfield, J. (2011). An Evaluation of Successful Collaboration Among Agricultural Science Teachers and Extension Agents in Texas. *Journal of Agricultural Education*.
- Roberts, T. G., Greiman, B. C., Murphy, T. H., Ricketts, J. C., Harlin, J. F., & Briers, G. E. (2009). Changes in student teachers' intention to teach during student teaching. *Journal of Agricultural Education*.
- Roberts, T. G., Harlin, J. F., & Briers, G. E. (2008) Peer modeling and teaching efficacy: The influence of two student teachers at the same time. *Journal of Agricultural Education*, 49(2), 13-26.
- Roberts, T. G., Harlin, J. F., & Briers, G. E. (2007). The relationship between teaching efficacy and personality type of cooperating teachers. *Journal of Agricultural Education*, 48(4), 55-66.
- Harlin, J. F., Roberts, T. G., Briers, G. E., Mowen, D. L., Edgar, D. W. (2007). A longitudinal examination of teaching efficacy of agricultural science student teachers at four different institutions. *Journal of Agricultural Education*, 48(3), 78-90.
- Roberts, T. G., & Harlin, J. F. (2007). The project method in agricultural education: Then and now. *Journal of Agricultural Education*, 48(3), 46-56.
- Roberts, T. G., Mowen, D. L., Edgar, D. W., Harlin, J. F., & Briers, G. E. (2007). Relationships between personality type and teaching efficacy of student teachers. *Journal of Agricultural Education*, 48(2), 92-102.
- Mowen, D. L., Wingenbach, G. J., Harlin, J. F., & Roberts, T. G. (2007). Agricultural science teachers' barriers, roles, and information source preferences for teaching biotechnology topics. *Journal of Agricultural Education*, 48(2), 103-113.
- Roberts, T. G., Dooley, K. E., Harlin, J. F., & Murphrey, T.P. (2007). Competencies and traits of successful agricultural science teachers. *Journal of Career and Technical Education*, 22(2).
- Harlin, J. F, Roberts, T. G, Dooley, K.E., & Murphrey, T. P. (2007). Knowledge, skills, and abilities for agricultural science teachers: A focus group approach. *Journal of Agricultural Education*, 48(1), 79-89.
- Roberts, G., Harlin, J., Murphrey, T., & Dooley, K. (2007). Enhancing the undergraduate experience: Developing a student organization for preservice agricultural science teachers. *Journal of Agricultural Education*, 48(1), 117-126.
- Mowen, D. L., Roberts, T. G., Wingenbach, G. J., & Harlin, J. F. (2007). Biotechnology: An assessment of Agricultural science teachers' knowledge and attitudes. *Journal of Agricultural Education*, 48(1), 42-51.

- Real, L. & Harlin, J. F. (2006). Development of youth leadership life skills of Texas youth as San Antonio livestock exposition school tour guides. *Journal of Leadership Education*, 4(1), 39-53.
- Roberts. T. G., Harlin, J. F., & Ricketts, J. C. (2006). A longitudinal examination of teaching efficacy of agricultural science student teachers. *Journal of Agricultural Education*, 47(2), 80-91.
- Lindner, J. R., Wingenbach, G. J., Harlin, J., Li, Y., Lee, I., Jackson, R., Johnson, L., Klemm, W., Hunter, J., Kracht, J., and Kochevar, D. (2004). Rural middle school students' beliefs about science and sources of influence affecting science career choice. *NACTA Journal*, 48(2), 2-7.
- Harlin, J. F., Edwards, C. E., & Briers, G. E. (2002). A comparison of student teachers' perceptions of important elements of the student teaching experience before and after an 11-week field experience. *Journal of Agricultural Education*, 43(3), 72-83.
- Harlin, J. F. & Weeks, W.G. (2001). A comparison of traditional and non-traditional students' reasons for enrolling in an Agricultural Education course. *Journal of Southern Agricultural Education Research*, 51(1), 150-160.
- Baggett\*, J. F. & Weeks, W.G. (2000). FFA status of selected agricultural education enrollees in Oklahoma. *Journal of Southern Agricultural Education Research*, 50(1), 166-172.

#### **Refereed Conference Proceedings and [Abstracts] |54**

- Patterson, C., Harlin, J., Cooper, B., Chowdhury, M., and Couri, D. (2023). Investigating a Mentoring Academy: An early study of the Aligning Expectations competency. In Dominguez, N. & Garcia, D. (Eds.). (2023). 16th annual mentoring conference (16th ed.) Mentoring Networks: The impact of developmental relationships on the future of work (pp 183-187) *The Chronicle of Mentoring & Coaching*. ISSN 2372-9848.
- Patterson, C., Harlin, J., and Couri, D. (2023). Re-Envisioning Responsible Conduct of Research Requirements Through A Mentoring Framework. In Dominguez, N. & Garcia, D. (Eds.). (2023). 16th annual mentoring conference (16th ed.) Mentoring Networks: The impact of developmental relationships on the future of work (pp 188-193) *The Chronicle of Mentoring & Coaching*. ISSN 2372-9848.
- Patterson, C., Harlin, J., Couri, D. Johnson, M., & Wilkinson, H. (2023). Implementing Innovative Mentorship Development: Adapting CIMER Competencies and Curriculum. In Dominguez, N. & Garcia, D. (Eds.). (2023). 16th annual mentoring conference (16th ed.) Mentoring Networks: The impact of developmental relationships on the future of work (pp 637-641) *The Chronicle of Mentoring & Coaching*. ISSN 2372-9848.

- Harlin, J.F., Murphrey, T., Whitaker, T., Budke, C., Ritter, N., & Walker, H. (2023). *Student-Centered One-Health Modules: Digital Science Curriculum to Address Complex Interdisciplinary Issues*. American Association of Agricultural Educators National Conference, Innovative Idea Poster.
- Hanning, C., Harlin, J.F., & Alvarado, C. (2022). A Qualitative Exploration of Barriers and Recommendations from Women Leaders in Science and Agriculture. *Journal of Animal Science*, 100, Supplement 2. DOI 10.1093/jas/skac064.350
- Patterson, C.A., Harlin, J., Spencer, S., & Couri, D. (2022). Providing early evidence for evidence-based mentoring academy sessions, In Dominguez, N. & Garcia, D. (Eds.). (2022). 15th annual mentoring conference (15th ed.) Mentoring in an Interconnected World. *The Chronicle of Mentoring & Coaching*. ISSN 2372-9848.
- Patterson, C.A., Harlin, J., Hudechek, E., & Couri, D. (2022). Program report for a mentoring academy capstone experience: Outcomes and findings, In Dominguez, N. & Garcia, D. (Eds.). (2022). 15th annual mentoring conference (15th ed.) Mentoring in an Interconnected World. *The Chronicle of Mentoring & Coaching*. ISSN 2372-9848.
- Harlin, J., Patterson, C.A., Schweller, M., Seipp, A., & Butler-Purry, K. (2021). Institutionalizing high quality graduate mentoring: Process and implementation, In Dominguez, N. & Garcia, D. (Eds.). (2021). 14th annual mentoring conference (14th ed.) Mentoring in an Interconnected World. *The Chronicle of Mentoring & Coaching*. ISSN 2372-9848.
- Patterson, C.A., Couri, D., Presley, S., & Harlin, J. (2021). Valuing faculty mentoring: A review of mentorship awards at an R1 university, In Dominguez, N. & Garcia, D. (Eds.). (2021). 14th annual mentoring conference (14th ed.) Mentoring in an Interconnected World. *The Chronicle of Mentoring & Coaching*. ISSN 2372-9848.
- Patterson, C.A., Harlin, J., Couri, D., Fowler, D., & Duffield, N. (2021). Mentoring in artificial intelligence and materials science: Applying a new doctoral model, In Dominguez, N. & Garcia, D. (Eds.). (2021). 14th annual mentoring conference (14th ed.) Mentoring in an Interconnected World. *The Chronicle of Mentoring & Coaching*. ISSN 2372-9848.
- Patterson, C.A., Presley, S., Couri, D., Fowler, D., & Harlin, J. (2021). The culture of mentoring model: Implementing an institution-wide mentorship initiative, In Dominguez, N. & Garcia, D. (Eds.). 14th annual mentoring conference (14th ed.) Mentoring in an interconnected World. *The Chronicle of Mentoring & Coaching*. ISSN 2372-9848.
- Johnson, L., Harlin, J., Budke, C., Klem, W.R., Ritter, N., Walker, D., Whitaker, T. (2020). Student-centered one-health modules: An innovative mobile platform for teaching science concepts. *Western Region Association for Agricultural Education Conference Proceedings*, Virtual Conference.
- Lowes, K., Harlin, J., Dooley, K., Briers, G., & Juntune, J. (2020). Making it work: A qualitative study of work-life balance of agricultural science teachers. *Western Region Association for Agricultural Education Conference Proceedings*, Virtual Conference.
- Gorter, E., Burris, S., Harlin, J., Ritz, R., Murphy, T. (2019). Exploration of global perspectives, teacher passion, and professional commitment of second stage agriculture

- teachers in the Western United States. *American Association for Agricultural Education National Research Conference Proceedings*, Des Moines, IA.
- Essler, K., Odom, S. F., Boyd, B.L., Harlin, J., Moore, L. L., & Stein, M. (2018). *Developing a learning community of first generation college student veterans*. Poster presented at the NASPA Symposium on Military-Connected Students, New Orleans, LA.
- Stein, M., Odom, S. F., Boyd, B. L., Harlin, J., & Moore L. L. (2018). *Creating a learning community of first generation college student veterans*. Poster presented at the American Association for Agricultural Education National Conference, Charleston, SC.
- Stein, M., Odom, S. F., Boyd, B. L., Harlin, J., & Moore L. L. (2018). *Developing a learning community of first generation college student veterans*. Poster presented at the American Association for Agricultural Education Southern Region Conference, Jacksonville, FL.
- Murphrey, T.P., Lane, K., Harlin, J. & Cherry, A. (2014). *An Examination of Pre-service Agricultural Science Teachers' Interest and Participation in International Experiences: Motivations and Barriers*. Paper accepted to the Western Region AAAE Conference, Kono, Hawaii.
- Strong, R., Harlin, J., & Hanagriff, R. (2013). *Integrating global experiences that enable students' to examine the elements of culture*. Poster abstract in summer issue of JIAEE.
- Sodek, M., Larke, A., Edney, K., Strong, R., & Harlin, J., (2013). *Assessing the impacts relative to curriculum delivery through smart pad technology*. Poster session presented at the CTE Research and Development Conference, Las Vegas, Nevada.  
<http://www.public.iastate.edu/~laanan/actermain/docs/ACTER%202013%20Program.pdf>
- McKim, B. R., Rayfield, J. S., Harlin, J. Adams, A., & Gill, B. E. (2011). *Stress Levels of Agricultural Science Student Teachers and Cooperating Teachers*. Paper accepted to the 2011 NAERC, ID.
- Gill, B. E., Rayfield, J., Murphy, T. H., Briers, G., Harlin, J., & Larke, A. (2011). *Extreme agricultural education: Identifying agricultural education programs that address new markets*. Poster accepted to the 2011 NAERC, Idaho.
- McKim, B. R., Rayfield, J. S., Harlin, J. Adams, A., & Gill, B. E. (2011). *Stress Levels of Agricultural Science Student Teachers and Cooperating Teachers. Proceedings of the Southern Region of the American Association of Agricultural Educators Research Conference*. Corpus Christi, TX.
- Murphrey, T. P., Harlin, J., & Rayfield, J (2010). *Factors Impacting Collaboration: Implications for Agricultural Extension and Education. Proceedings of the Association for International Agricultural and Extension Education*, May 16-19, Saskatoon, Canada.

- Murphrey, T.P., Harlin, J. & Rayfield, J. (2010). An Evaluation of Successful Collaboration Among Agricultural Science Teachers and Extension Agents in Texas. *Proceedings of the Southern Region Agricultural Education Research Conference*, Feb. 6-9, Orlando, FL.
- Rayfield, J., Murphy, T., Briers, G., Harlin, J., Larke, A., & Adams, A. (2010). Extreme Agricultural Education: Identifying Innovative Agricultural Education Programs That Address New Markets. *Proceedings of the Southern Region Agricultural Education Research Conference*, Feb. 6-9, Orlando, FL.
- Murphrey, T. P., Harlin, J., & Rayfield, J. (2010). An evaluation of successful collaboration among agricultural science teachers and extension agents in Texas. *Proceedings of the 2010 Southern Region Agricultural Education Research Conference*, Orlando, FL
- Valenti, R., Foreman, M., & Harlin, J. (2010). What is Agriculture?: Graduate students' knowledge of agriculture. *Proceedings of the 2010 Southern Region Agricultural Education Research Conference*, Orlando, FL.
- Valenti, R., Foreman, M., & Harlin, J. (2010). What is Agriculture?: Graduate students' opinions of agriculture. *Proceedings of the 2010 Southern Region Agricultural Education Research Conference*, Orlando, FL.
- Rayfield, J., Murphy, T., Briers, G., Harlin, J., Larke, A., & Adams, A., (2010). Extreme agricultural education: Identifying innovative agricultural education programs that address new markets. *Proceedings of the 2010 Southern Region Agricultural Education Research Conference*, Orlando, FL.
- Valenti, R. & Harlin, J. (2009). Professional development through experiential learning for pre-service teachers. *Proceedings of the 2009 Annual National Agricultural Education Research Conference*, Louisville, KY.
- Rutherford, T., Stedman, N., Felton, S., Wingenbach, G., & Harlin, J. (2007). Developing skills for the future: Graduates' perceptions of career skill preparedness and importance after a four-year undergraduate program. *Proceedings of the 2007 Southern Region Agricultural Education Research Conference*, Memphis, TN.
- Mowen, D. L., Harlin, J. F., Roberts, T. G., Shinn, G. C., Stedman, N. L., & Pavelka, L. K. (2007). Flip their switch: Helping teachers engage teens using strategies for great teaching. [Abstract]. *Proceedings of the 2007 Southern Region Agricultural Education Research Conference*, Memphis, TN.
- Mowen, D. L., Degenhart, S. H., Harlin, J. F., Lindner, J. R., Wingenbach, G. J., & Johnson, L. (2006). Using the NSF GK-12 program model to increase technological competencies of agriscience teachers [Abstract]. *Proceedings of the Texas A&M University 8<sup>th</sup> Annual Student Research Week*, College Station, TX.

- Mowen, D. L., Degenhart, S. H., Harlin, J. F., Wingenbach, G. J., Lindner, J. R., & Johnson, L. (2005). Positive impacts of the GK-12 project on participating teachers [Abstract]. *Proceedings of the Texas A&M University 8<sup>th</sup> Annual Student Research Week*, College Station, TX.
- Mowen, D. L., Degenhart, S. H., Harlin, J. F., Lindner, J. R., Wingenbach, G. J., & Johnson, L. (2006). *Using the NSF GK-12 program model to increase technological competencies of agriscience teachers*. Poster session presented at the Texas A&M University 8th Annual Student Research Week, College Station, TX.
- Mowen, D. L., Degenhart, S. H., Harlin, J., Wingenbach, G. J., Lindner, J. R., & Johnson, L. (2006). *Positive impacts of the GK-12 project on participating teachers*. Poster session presented at the Texas A&M University 8th Annual Student Research Week, College Station, TX.
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Baggett\*, J.F. & Terry Jr., R. (1998). Not the same ole micro-lesson [Abstract] *Proceedings of the Western Region Agricultural Education Research Meeting*, Salt Lake City, Utah.

#### **Refereed Presentations at International, National, or Regional Meetings | 62**

Patterson, C., Harlin, J., Cooper, B., & Cheng, N. (February 2024). Investigating a Mentoring Academy: A study of six evidence-based competencies. Presentation at the *International Mentoring Association Conference. Mentoring Momentum: Moving Forward and Building Traction*.

Montague, M.L., Patterson, C., & Harlin, J. (November 22, 2023). A Culture of Mentoring at Texas A&M University. *3rd Cambodia International Conference on Mentoring Educators*.

Patterson, C., Harlin, J., Cooper, B., Chowdhury, M., and Couri, D. (2023). Investigating a Mentoring Academy: An early study of the Aligning Expectations competency. Paper Presentation. *New Mexico Mentoring Institute Conference*.

Patterson, C., Harlin, J., and Couri, D. (2023). Re-Envisioning Responsible Conduct of Research Requirements Through A Mentoring Framework. Paper Presentation. *New Mexico Mentoring Institute Conference*.

Patterson, C., Harlin, J., Couri, D. Johnson, M., & Wilkinson, H. (2023). Implementing Innovative Mentorship Development: Adapting CIMER Competencies and Curriculum. Paper Presentation. *New Mexico Mentoring Institute Conference*.

Patterson, C., Harlin, J., Cooper, B., Chowdhury, M., and Couri, D. (2023). Investigating a Mentoring Academy: An early study of the Aligning Expectations competency. Poster and Networking Session. *New Mexico Mentoring Institute Conference*.

- Patterson, C., Harlin, J., Couri, D. Johnson, M., & Wilkinson, H. (2023). Implementing Innovative Mentorship Development: Adapting CIMER Competencies and Curriculum. Roundtable Networking Session. *New Mexico Mentoring Institute Conference*.
- Harlin, J., Whitaker, T., Bitner, B., Ritter, N., Budke, C., & Walker, D. (June 1, 2023). Vaccine Hesitancy-Vaccines and You. Video Showcase. *National Institute of Health, SciEd 2023 Conference*, Washington, D.C.
- Harlin, J., Whitaker, T., Bitner, B., Ritter, N., Budke, C., & Walker, D. (June 1, 2023). Student-Centered One-Health Modules: Digital Middle School Science Curriculum Addresses Complex Interdisciplinary Issues. Poster Presentation. *National Institute of Health, SciEd 2023 Conference*, Washington, D.C.
- Harlin, J.F., Murphrey, T., Whitaker, T., Budke, C., Ritter, N., & Walker, H. (2023). *Student-Centered One-Health Modules: Digital Science Curriculum to Address Complex Interdisciplinary Issues*. American Association of Agricultural Educators National Conference, Poster Presentation.
- Harlin, J., Patterson, C., Dunn, A., Odom, S., & Preston-Phillips, T. (Accepted). *Transforming mentorship experiences through dignity*. National Association of College Teachers of Agriculture Webinar, April 4, 2023.
- Long, M., Felton Odom, S. R., Harlin, J. F., & Anderson, K. (2022, October). #First Gen Vets: Building Community for First Generation Student Veterans. In *2022 Texas Conference on Student Success*. Texas A&M University, Office of the Provost. <https://indd.adobe.com/view/0b88ad1d-5d96-40da-aff8-82a48a686d7c>
- Hanning, C., Harlin, J.F., & Alvarado, C. (2022). *A Qualitative Exploration of Barriers and Recommendations from Women Leaders in Science and Agriculture*. Presentation at the Midwest Animal Science Section meeting, Omaha, NE.
- Bahman, S., Richardson, R. & Harlin, J. (2022). *TATEP: An illuminative evaluation*. Presentation at the National POD 2022 Online Network Conference.
- Patterson, C.A., Harlin, J., Spencer, S., & Couri, D. (2022). Providing early evidence for evidence-based mentoring academy sessions. Paper Presentation. *New Mexico Mentoring Institute Conference*.
- Patterson, C.A., Harlin, J., Hudechek, E., & Couri, D. (2022). Program report for a mentoring academy capstone experience: Outcomes and findings. Paper Presentation. *New Mexico Mentoring Institute Conference*.
- Patterson, C.A., Harlin, J., Spencer, S., & Couri, D. (2022). Providing early evidence for evidence-based mentoring academy sessions. Poster and Networking Session. *New Mexico Mentoring Institute Conference*.

- Patterson, C.A., Harlin, J., Hudechek, E., & Couri, D. (2022). Program report for a mentoring academy capstone experience: Outcomes and findings. Poster and Networking Session. *New Mexico Mentoring Institute Conference.*
- Harlin, J., Patterson, C.A., Couri, D., & Polakam, S. (2022). Student-centered mentoring with dignity at TAMU. *Texas A&M University Race, Identity, & Social Equity conference.*
- Harlin, J., Patterson, C.A., Schweller, M., Seipp, A., & Butler-Purry, K. (2021). Institutionalizing high quality graduate mentoring: Process and implementation. Paper Presentation. *University of New Mexico's Mentoring Institute conference.*
- Patterson, C.A., Couri, D., Presley, S., & Harlin, J. (2021). Valuing faculty mentoring: A review of mentorship awards at an R1 university. Paper Presentation. *University of New Mexico's Mentoring Institute conference.*
- Patterson, C.A., Harlin, J., Couri, D., Fowler, D., & Duffield, N. (2021). Mentoring in artificial intelligence and materials science: Applying a new doctoral model. Paper Presentation. *University of New Mexico's Mentoring Institute conference.*
- Patterson, C.A., Presley, S., Couri, D., Fowler, D., & Harlin, J. (2021). The culture of mentoring model: Implementing an institution-wide mentorship initiative. Paper Presentation. *University of New Mexico's Mentoring Institute conference.*
- Harlin, J., Patterson, C.A., Schweller, M., Seipp, A., & Butler-Purry, K. (2021). Institutionalizing high quality graduate mentoring: Process and implementation. Poster Presentation. *University of New Mexico's Mentoring Institute conference.*
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- Johnson, L., Harlin, J., Budke, C., Klem, W.R., Ritter, N., Walker, D., Whitaker, T. (2020). Student-centered one-health modules: An innovative mobile platform for teaching science concepts. Poster Presented at *Western Region Association for Agricultural Education Conference, Virtual Conference.*
- Lowes, K., Harlin, J., Dooley, K., Briers, G., & Juntune, J. (2020). Making it work: A qualitative study of work-life balance of agricultural science teachers. *Western Region Association for Agricultural Education Conference Proceedings, Virtual Conference.*

- Harlin, J., Owens-Hanning, C., Alvarado, C. (2019). *Self-perceived barriers of women in leadership roles in science and agriculture*. Abstract presentation, Poultry Science Association 2019 Annual Meeting, Montreal, Quebec.
- Gorter, E., Burris, S., Harlin, J., Ritz, R., Murphy, T. (2019). Exploration of global perspectives, teacher passion, and professional commitment of second stage agriculture teachers in the Western United States. *American Association for Agricultural Education National Research Conference Proceedings*, Des Moines, IA.
- Odom, S.F., Stein, M., & Harlin, J. (2019). *Understanding of Food Labelling by Students Enrolled in a Capstone Senior Seminar in Agriculture*. Presentation at the North American College and Teachers of Agriculture. Twin Falls, ID.
- Dewald, S., Coleman, L., & Harlin, J.F. (2019). Identifying Texas agriculture educator's instructional methods when working with autism spectrum disorder students. Poster Presented at *American Association for Agricultural Education National Research Conference*, Des Moines, IA.
- Coleman, L., Dewald, S., & Harlin, J.F. (2019). Identifying Texas agriculture educator's confidence and efficacy when working with students on the autism spectrum. Poster Presented at *American Association for Agricultural Education National Research Conference*, Des Moines, IA.
- Essler, K., Odom, S. F., Boyd, B.L., Harlin, J., Moore, L. L., & Stein, M. (2018). *Developing a learning community of first generation college student veterans*. Poster presented at the NASPA Symposium on Military-Connected Students, New Orleans, LA.
- Stein, M., Odom, S. F., Boyd, B. L., Harlin, J., & Moore L. L. (2018). *Creating a learning community of first generation college student veterans*. Poster presented at the American Association for Agricultural Education National Conference, Charleston, SC.
- Stein, M., Odom, S. F., Boyd, B. L., Harlin, J., & Moore L. L. (2018). *Developing a learning community of first generation college student veterans*. Poster presented at the American Association for Agricultural Education Southern Region Conference, Jacksonville, FL.
- Murphrey, T.P., Lane, K., Harlin, J. & Cherry, A. (2014). *An Examination of Pre-service Agricultural Science Teachers' Interest and Participation in International Experiences: Motivations and Barriers*. Paper presented at the Western Region AAAE Conference, Kono, Hawaii.
- Strong, R., Harlin, J., & Hanagriff, R. (2014). *Integrating global experiences that enable students' to examine the elements of culture*. Poster presented at the AIAEE Conference, Miami, FL.
- Sodek, M., Larke, A., Edney, K., Strong, R., & Harlin, J., (2013). *Assessing the impacts relative to curriculum delivery through smart pad technology*. Poster session presented at the CTE Research and Development Conference, Las Vegas,

Nevada.<http://www.public.iastate.edu/~laanan/actermain/docs/ACTER%202013%20Program.pdf>

Murphrey, T. P., Harlin, J., & Rayfield, J. (2010). *An evaluation of successful collaboration among agricultural science teachers and extension agents in Texas*. Paper presented at the 2010 Southern Region Agricultural Education Research Conference, Orlando, FL

Valenti, R., Foreman, M., & Harlin, J. (2010). *What is Agriculture?: Graduate students' knowledge of agriculture*. Poster presented at the 2010 Southern Region Agricultural Education Research Conference, Orlando, FL.

Valenti, R., Foreman, M., & Harlin, J. (2010). *What is Agriculture?: Graduate students' opinions of agriculture*. Poster presented at the 2010 Southern Region Agricultural Education Research Conference, Orlando, FL.

Rayfield, J., Murphy, T., Briers, G., Harlin, J., Larke, A., & Adams, A., (2010). *Extreme agricultural education: Identifying innovative agricultural education programs that address new markets*. Poster presented at the 2010 Southern Region Agricultural Education Research Conference, Orlando, FL.

Valenti, R. & Harlin, J. (2009). *Professional development through experiential learning for pre-service teachers*. Poster presented at the 2009 Annual National Agricultural Education Research Conference, Louisville, KY.

Rutherford, T., Stedman, N., Felton, S., Wingenbach, G., & Harlin, J. (2007). *Developing skills for the future: Graduates' perceptions of career skill preparedness and importance after a four-year undergraduate program*. Paper presented at the 2007 Southern Region Agricultural Education Research Conference, Mobile, AL.

Mowen, D. L., Harlin, J. F., Roberts, T. G., Shinn, G. C., Stedman, N. L., & Pavelka, L. K. (2007). *Flip their switch: Helping teachers engage teens using strategies for great teaching*. Poster presented at the 2007 Southern Region Agricultural Education Research Conference, Mobile, AL.

Mowen, D. L., Roberts, T. G., Wingenbach, G. J., & Harlin, J. F. (2006). *Barriers, Roles, and Information Source Preferences of Agricultural Science Teachers' for Teaching Biotechnology: A Case Study*. Paper presented at the 33<sup>rd</sup> Annual National Agricultural Education Research Conference, Charlotte, NC.

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- Degenhart, S., Mowen, D., Harlin, J., Wingenbach, G. J., & Lindner, J. R. (2005). *Attitudes of middle school students toward math and science.* Poster presented at the National Association for Agricultural Education Research Conference, San Antonio, TX.
- Real, L. & Harlin, J. F. (2005). *Development of youth leadership life skills of Texas youth as San Antonio livestock exposition school tour guides.* Paper presented at the Southern Agricultural Education Research Conference, San Antonio, TX.
- Degenhart, S. H., Mowen, D. L., Harlin, J., Wingenbach, G. J., & Lindner, J. R. (2005). *Middle school students' attitudes toward math and science.* Poster session presented at the 2005 Texas A&M University System Agricultural Program Conference, College Station, TX.
- Degenhart, S. H., Mowen, D. L., Harlin, J., Wingenbach, G. J., & Lindner, J. R. (2005). *Math and Science: The Middle School Perspective.* Poster session presented at the Texas A&M University 7th Annual Student Research Week, College Station, TX.
- Mowen, D. L., Degenhart, S. H., Harlin, J., Wingenbach, G. J., Lindner, J. R., Johnson, L., & Klemm, W. (2005). *Interdisciplinary assessment of cooperating teachers' perceptions of graduate fellows training to integrate science/math in rural classrooms.* Poster presented at the Texas A&M University 2005 Agriculture Program Conference, Graduate Poster Competition, College Station, TX.
- Degenhart, S., Mowen, D., Harlin, J., Wingenbach, G. J., & Lindner, J. R. (2005). *Attitudes of middle school students toward math and science.* Poster presented at the 2005 American Association for Agricultural Education Southern Region Conference, Little Rock, AR.
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- Edwards, C. E., Harlin, J. F., & Briers, G. E. (2002). *A comparison of cooperating teachers' and student teachers' perceptions of important elements of the student teaching experience in agricultural education*. Paper presented at the Southern Agricultural Education Research Conference, Orlando, FL.
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- Baggett\*, J. F. & Terry Jr. R. (1999). *Academic service learning in AGED at OSU*. Poster presented at the National Agricultural Education Research Conference, Orlando, FL (2<sup>nd</sup> place poster).
- Baggett\*, J. F. & Terry Jr., R. (1999). *Academic service learning in AGED at OSU*. Poster presented at the Southern Region Agricultural Education Research Meeting, Memphis, TN (3<sup>rd</sup> place poster).
- Baggett\*, J. F. & Franklin, E. (1999). *Last Gasp—AGED 4990*. Poster presented at the Southern Region Agricultural Education Research Meeting, Memphis, TN (4<sup>th</sup> place poster).
- Baggett\*, J. F. (1999). *A descriptive look at graduate teaching assistants in the College of Agriculture at OSU*. Poster presented at the Graduate Student Symposium, Stillwater, OK.

Baggett\*, J. F. & Terry Jr., R. (1998). *Not the same ole micro-lesson*. Poster presented at the Western Region Agricultural Education Research Meeting, Salt Lake City, UT.

### **Publications in Peer-reviewed National Media | 6**

Patterson, C. & Harlin, J. (June 2023). Implementing and adapting CIMER properties. *International Mentoring Association CONNECT*, 4(5), 12-15.

Pavelock, M., & Harlin, J. (2013). Differentiation in action: From the lesson plan to the assessment, using differentiated instruction to improve career and technology skills for the modern workplace. *The Agricultural Education Magazine*, 86(2), 4-6, 17.

Harlin, J. F. (2008). What does the rear view mirror say? *The Agricultural Education Magazine*, 81(3), 4.

Harlin, J. F. (2006). Can we teach professionalism? *The Agricultural Education Magazine*, 79(2), 4.

Roberts, T. G., & Harlin, J. F. (2005). Evaluating “doing to learn” activities: Using performance-based assessments. *The Agricultural Education Magazine*, 77(5), 27-28.

Shinn, G. C., Briers, G. E., Christiansen, J. E., Edwards, M. C., Harlin, J. F., Lawver, D. E., Lindner, J. R., Murphy, T. H., Parr, B. (2005). *Improving student achievement in mathematics: An important role for secondary agricultural education in the 21st Century*. The National Agricultural Education Council.

Harlin, J., Murphy, T., & Dooley, K. (2002). Lessons learned from a student teacher laptop program. *The Agricultural Education Magazine*, 75(1), 22-23.

### **Scholarly White Papers | 5**

Harlin, J. F. (2020). *Presidential Task Force Findings on Diversity, Equity, and Inclusion at Texas A&M University: Data and Findings Section*. Texas A&M University--Office of the President.

Stephenson, M., Scott, T., Means-Coleman, R., Hernandez, C., Harlin, J., Pugh, D., Pettibon, J., Laucheron, P., Kenimer, A., (2019). *Student Success Initiative Task Force Report*.

Harlin, J. & Scott, T. (2018). Student Success Task Force—Advising Subcommittee Report submitted to Provost for implementation in Fall 2019.

Allred, C., Alvarado, C., Auvermann, B., Pierson, B., Carson, L., Copeland, B., Dodd, C., Eubanks, M., Essler, J.C., Hannemann, D., Harlin, J. Park, J., Simpson, H., Sheng, Z., Swinford, A., (2016). *Water in Texas*. Capstone project of the Texas A&M AgriLife Advanced Leaders Program, Cohort III.  
<http://agrilifecdn.tamu.edu/leaders/files/2014/01/AALP-Cohort-III-Capstone-Final.pdf>

Harlin, J. & Klein, A. (2016). *Executive summary of proposed changes to the international and cultural diversity graduation requirements: International and cultural diversity sub-committee report, Core Curriculum Council, Texas A&M University Faculty Senate.* <http://facultysenate.tamu.edu/getattachment/Quick-Links/Core-Curriculum-Committee-s-Proposed-Changes-to-IC/51-ATT-YY-ICD-Changes-Summary-Nov8-revisions.pdf.aspx?lang=en-US>

### **Publications in Secondary Curriculum | 63**

Sepulveda, A., Harlin, J. (2016). *Guide for the Wildlife Career Development Event. Graduate student project that resulted in a publication for agricultural science teachers and extension agents across the state of Texas.* Available from the Texas Extension Book Store.

Harlin, J. (2015). *Evaluate and select horses.* Lesson plan to support curriculum development efforts for the Texas Education Agency Grant for Educational Excellence. Accessible from: <http://www.txeducationalexcellence.com/topic.aspx?ID=21&CID=1>

Harlin, J. (2015). *Evaluate and select horses.* Power Point to support curriculum development efforts for the Texas Education Agency Grant for Educational Excellence. Accessible from: <http://www.txeducationalexcellence.com/topic.aspx?ID=21&CID=1>

Harlin, J. (2015). *Importance of the equine industry.* Lesson plan to support curriculum development efforts for the Texas Education Agency Grant for Educational Excellence. Accessible from: <http://www.txeducationalexcellence.com/topic.aspx?ID=21&CID=1>

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Harlin, J. (2015). *Determine nutrient requirements in horses*. Lesson plan to support curriculum development efforts for the Texas Education Agency Grant for Educational Excellence. Accessible from: <http://www.txeducationalexcellence.com/topic.aspx?ID=21&CID=1>

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Harlin, J. (2015). *Maintaining horse health*. Lesson plan to support curriculum development efforts for the Texas Education Agency Grant for Educational Excellence. Accessible from: <http://www.txeducationalexcellence.com/topic.aspx?ID=21&CID=1>

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Harlin, J. (2015). *Identify animal welfare policies in equine*. Lesson plan to support curriculum development efforts for the Texas Education Agency Grant for Educational Excellence. Accessible from: <http://www.txeducationalexcellence.com/topic.aspx?ID=21&CID=1>

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Harlin, J. (2015). *Identify methods for handling horses*. Lesson plan to support curriculum development efforts for the Texas Education Agency Grant for Educational Excellence. Accessible from: <http://www.txeducationalexcellence.com/topic.aspx?ID=21&CID=1>

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- Harlin, J. (2015). *Select facilities for horses*. Lesson plan to support curriculum development efforts for the Texas Education Agency Grant for Educational Excellence. Accessible from: <http://www.txeducationalexcellence.com/topic.aspx?ID=21&CID=1>
- Harlin, J. (2015). *Select facilities for horses*. Power Point to support curriculum development efforts for the Texas Education Agency Grant for Educational Excellence. Accessible from: <http://www.txeducationalexcellence.com/topic.aspx?ID=21&CID=1>
- Harlin, J. (2015). *Select equipment for horses*. Lesson plan to support curriculum development efforts for the Texas Education Agency Grant for Educational Excellence. Accessible from: <http://www.txeducationalexcellence.com/topic.aspx?ID=21&CID=1>
- Harlin, J. (2015). *Select equipment for horses*. Power Point to support curriculum development efforts for the Texas Education Agency Grant for Educational Excellence. Accessible from: <http://www.txeducationalexcellence.com/topic.aspx?ID=21&CID=1>
- Harlin, J. (2015). *Equine science Pretest*. Exam to support curriculum development efforts for the Texas Education Agency Grant for Educational Excellence. Accessible from: <http://www.txeducationalexcellence.com/topic.aspx?ID=21&CID=1>
- Harlin, J. (2015). *Equine science Posttest*. Exam to support curriculum development efforts for the Texas Education Agency Grant for Educational Excellence. Accessible from: <http://www.txeducationalexcellence.com/topic.aspx?ID=21&CID=1>
- Harlin, J. (2014). *Wind, solar, and geothermal in natural resource management*. Lesson plan to support curriculum development efforts for the Texas Education Agency Grant for Educational Excellence.
- Harlin, J. (2014). *Wind, solar, and geothermal in natural resource management*. Power Point to support curriculum development efforts for the Texas Education Agency Grant for Educational Excellence.
- Harlin, J. (2014). *Oil, gas, and coal in natural resource management*. Lesson plan to support curriculum development efforts for the Texas Education Agency Grant for Educational Excellence.
- Harlin, J. (2014). *Oil, gas, and coal in natural resource management*. Power Point to support curriculum development efforts for the Texas Education Agency Grant for Educational Excellence.

Harlin, J. (2014). *Biofuels and renewable energy materials in natural resource management*. Lesson plan to support curriculum development efforts for the Texas Education Agency Grant for Educational Excellence.

Harlin, J. (2014). *Biofuels and renewable energy materials in natural resource management*. Power Point to support curriculum development efforts for the Texas Education Agency Grant for Educational Excellence.

Harlin, J. (2014). *Waste and hazardous materials in natural resource management*. Lesson plan to support curriculum development efforts for the Texas Education Agency Grant for Educational Excellence.

Harlin, J. (2014). *Waste and hazardous materials in natural resource management*. Power Point to support curriculum development efforts for the Texas Education Agency Grant for Educational Excellence.

Harlin, J. (2014). *Soil erosion in natural resource management*. Lesson plan to support curriculum development efforts for the Texas Education Agency Grant for Educational Excellence.

Harlin, J. (2014). *Soil erosion in natural resource management*. Power Point to support curriculum development efforts for the Texas Education Agency Grant for Educational Excellence.

Harlin, J. (2014). *Air quality in natural resource management*. Lesson plan to support curriculum development efforts for the Texas Education Agency Grant for Educational Excellence.

Harlin, J. (2014). *Air quality in natural resource management*. Power Point to support curriculum development efforts for the Texas Education Agency Grant for Educational Excellence.

Harlin, J. (2014). *Water use and legislation in natural resource management*. Lesson plan to support curriculum development efforts for the Texas Education Agency Grant for Educational Excellence.

Harlin, J. (2014). *Water use and legislation in natural resource management*. Power Point to support curriculum development efforts for the Texas Education Agency Grant for Educational Excellence.

Harlin, J. (2014). *Waste water use and management in natural resources*. Lesson plan to support curriculum development efforts for the Texas Education Agency Grant for Educational Excellence.

Harlin, J. (2014). *Waste water use and management in natural resources*. Power Point to support curriculum development efforts for the Texas Education Agency Grant for Educational Excellence.

Harlin, J. (2014). *Land use planning in natural resource management*. Lesson plan to support curriculum development efforts for the Texas Education Agency Grant for Educational Excellence.

Harlin, J. (2014). *Land use planning in natural resource management*. Power Point to support curriculum development efforts for the Texas Education Agency Grant for Educational Excellence.

Harlin, J. (2014). *Policies related to natural resource management*. Lesson plan to support curriculum development efforts for the Texas Education Agency Grant for Educational Excellence.

Harlin, J. (2014). *Policies related to natural resource management*. Power Point to support curriculum development efforts for the Texas Education Agency Grant for Educational Excellence.

Harlin, J. (2014). *Agencies related to natural resource management*. Lesson plan to support curriculum development efforts for the Texas Education Agency Grant for Educational Excellence.

Harlin, J. (2014). *Agencies related to natural resource management*. Power Point to support curriculum development efforts for the Texas Education Agency Grant for Educational Excellence.

Harlin, J. (2014). *Ethical issues related to natural resource management*. Lesson plan to support curriculum development efforts for the Texas Education Agency Grant for Educational Excellence.

Harlin, J. (2014). *Ethical issues related to natural resource management*. Power Point to support curriculum development efforts for the Texas Education Agency Grant for Educational Excellence.

Harlin, J. (2014). *Animal rights and welfare in small animal management*. Lesson plan to support curriculum development efforts for the Texas Education Agency Grant for Educational Excellence.

Harlin, J. (2014). *Animal rights and welfare in small animal management*. Power Point to support curriculum development efforts for the Texas Education Agency Grant for Educational Excellence.

Harlin, J. (2014). *Care and management of small animals*. Power Point to support curriculum development efforts for the Texas Education Agency Grant for Educational Excellence.

Harlin, J. (2014). *Care and management of small animals*. Lesson plan to support curriculum development efforts for the Texas Education Agency Grant for Educational Excellence.

Harlin, J. (2014). *Career Opportunities in small animal management*. Power Point to support curriculum development efforts for the Texas Education Agency Grant for Educational Excellence.

Harlin, J. (2014). *Career Opportunities in small animal management*. Lesson plan to support curriculum development efforts for the Texas Education Agency Grant for Educational Excellence.

Harlin, J. (2013). *History of small animals*. Lesson plan to support curriculum development efforts for the Texas Education Agency Grant for Educational Excellence.

Harlin, J. (2013). *History of small animals*. Power Point to support curriculum development efforts for the Texas Education Agency Grant for Educational Excellence.

Harlin, J. (2013). *Importance of small animals*. Lesson plan to support curriculum development efforts for the Texas Education Agency Grant for Educational Excellence.

Harlin, J. (2013). *Importance of small animals*. Power Point to support curriculum development efforts for the Texas Education Agency Grant for Educational Excellence.

Harlin, J. (2013). *Obligations of small animal ownership*. Lesson plan to support curriculum development efforts for the Texas Education Agency Grant for Educational Excellence.

Harlin, J. (2013). *Obligations of small animal ownership*. Power Point to support curriculum development efforts for the Texas Education Agency Grant for Educational Excellence.

Harlin, J. (2013). *Following safety guidelines in the laboratory*. Lesson plan to support curriculum development efforts for the Texas Education Agency Grant for Educational Excellence.

Harlin, J. (2013). *Following safety guidelines in the laboratory*. Power Point to support curriculum development efforts for the Texas Education Agency Grant for Educational Excellence.

Harlin, J. (2013). *Zoonotic disease prevention in small animals*. Lesson plan to support curriculum development efforts for the Texas Education Agency Grant for Educational Excellence.

Harlin, J. (2013). *Zoonotic disease prevention in small animals*. Power Point to support curriculum development efforts for the Texas Education Agency Grant for Educational Excellence.

## GRANTS AND CONTRACTS

**Submitted Under Review | \$1,250,000**

PI, 2024-2029; National Institute of Health, *Near-Peer Mentoring to Promote One Health to Underserved Middle School Students*

**Funded | \$5,742,050**

PI, 2022-2023; Co-Investigator, 2018-2022, National Institute of Health, <i>A Computer-Based, Student-centered, Middle School Approach to One Health Learning</i> PI Larry Johnson (2018-2022), Veterinary Medicine PI Julie Harlin (2022-2023), ALEC	<b>\$1,260,835</b>
PI, 2021-2022; Co-Investigator, 2021-2022, National Institute of Health, <i>Vaccine Hesitancy Supplement</i> PI Larry Johnson (2021-2022), Veterinary Medicine PI Julie Harlin (2022), ALEC	<b>\$50,000</b>
Co-PI, 2018-2019, <i>#FirstGenVets Learning Community</i> , Funded by Provost's office	<b>\$7,500</b>
Co-PI, 2017-2018, <i>#FirstGenVets Learning Community</i> , Funded by Provost's office and College of Agriculture	<b>\$15,000</b>
Co-PI, 2013-2015, Texas Education Agency, Educational Excellence Grant	<b>\$292,064</b>
ADVANCE Women Leaders Travel Grant 2013 Grant to travel to Ohio State to visit Susie Whittington (travel occurs March 30-April 2, 2014).	<b>\$750</b>
Co-PI, 2011-2013, Texas Education Agency, Educational Excellence Grant	<b>\$300,000</b>
Co- Investigator, 2009-2011, National AGED Council Grant to identify extreme aged programs to reach new markets PI John Rayfield,	<b>\$15,000</b>
Co-PI, 2010-2011, Texas Education Agency, Educational Excellence Grant	<b>\$300,000</b>
SLATE Teaching Award, Spring 2009	<b>\$2,500</b>
SLATE Teaching Award, Fall 2009	<b>\$5,000</b>
Co-Principal Investigator, 2009, Neuhaus-Shepardson Faculty Development Grant to develop ALEC 681-Professionalism and Ethics in ALEC As an online course for distance students. Co-PI Theresa Murphrey.	<b>\$3,000</b>

Co-Investigator, 2007-2009, <i>Continuing GK-12: Fellows integrate math/science in rural middle schools.</i> National Science Foundation (NSF), Graduate Teaching Fellows in K-12 Education (GK-12) (NSF-0638738) (5% of time) PI Larry Johnson.	<b>\$1,647,601</b>
Award, 2005, United States Department of Agriculture New Teacher Award National Teaching Award Stipend	<b>\$2,000</b>
Principal Investigator, 2006-2007, Texas Education Agency <i>Teacher Inservice Grant</i> to provide inservice to AGSC Teachers throughout the state.	<b>\$81,000</b>
Co-Investigator, 2004-2007, Track 1, <i>GK-12: Fellows integrate math/science in rural middle schools.</i> National Science Foundation (NSF), Graduate Teaching Fellows in K-12 Education (GK-12) (NSF-0338310) (5% of time) PI Larry Johnson.	<b>\$1,590,000</b>
Collaborator, 2004-2006, Texas Education Agency <i>Teacher Inservice Grant</i> to provide inservice to AGSC Teachers throughout the state. (5% of time). PI Glenn Shinn.	<b>\$81,000</b>
Collaborator, 2003-2004, Texas Education Agency <i>Teacher Inservice Grant</i> to provide inservice to AGSC Teachers throughout the state. PI Glenn Shinn.	<b>\$81,000</b>
Award, 2002, COALS Honor Professor Stipend	<b>\$1,000</b>
Collaborator, 2002, National Institute of Health <i>PEER Curriculum Integration</i> ; to inform AGSC majors of the existence and use of the PEER Curriculum. PI Larry Johnson.	<b>\$3,000</b>
Principal Investigator, 2002-2003, Center for Teaching Excellence <i>Course Portfolio Development Grant</i> ; to develop course portfolio and review the course portfolios developed by others.	<b>\$1,600</b>
Principal Investigator, 1999, Oklahoma Higher Ed Partners in Service Learning <i>Academic Service Learning Grant</i> to develop Herbaceous Arboretums for student teachers at cooperating centers through use of school and community resources.	<b>\$1,000</b>
Principal Investigator, 1998, Oklahoma Higher Ed Partners in Service Learning <i>Academic Service Learning Grant</i> to develop partnerships with local agricultural education instructors. Students developed and	<b>\$1,200</b>

taught lessons in schools while posting these lessons to the departmental web site for others to access.

**Submitted | \$30,000,000**

**NSF-STC, 2022, CMCI, Center for mathematical, molecular, and materials foundations of complementary intelligence.** **\$30,000,000**  
PI: Sarbajit Banerjee, Science, Texas A&M University;  
Arroyave, Raymundo, Texas A&M University, College Station, Texas  
Balbuena, Perla, Texas A&M University, College Station, Texas  
Balakrishna, Ananya, University of Southern California, Los Angeles, California  
Banerjee, Sarbajit, Texas A&M University, College Station, Texas  
Beem, Katie, Colorado State University, Fort Collins, Colorado  
Biswas, Saurabh, Texas A&M University, College Station, Texas  
Braga-Neto, Ulisses, Texas A&M University, College Station, Texas  
Darensbourg, Marcetta, Texas A&M University, College Station, Texas  
Duffield, Nicholas, Texas A&M University, College Station, Texas  
Dunbar, Kim, Texas A&M University, College Station, Texas  
Fang, Lei, Texas A&M University, College Station, Texas  
Foucart, Simon, Texas A&M University, College Station, Texas  
Guiton, Beth, University of Kentucky, Lexington, Kentucky  
Harlin, Julie, Texas A&M AgriLife Research, College Station, TX  
Méndez-Hernández, Dalvin, University of Puerto Rico Cayey, Cayey, Puerto Rico  
Jayan, B. Reeja, Carnegie Mellon University, Pittsburgh, Pennsylvania  
Kumar, Panganamala, Texas A&M University, College Station, Texas  
Liu, Jingbo, Texas A&M University, Kingsville, Texas  
Mallick, Bani, Texas A&M University, College Station, Texas  
Pharr, Matt, Texas A&M University, College Station, Texas  
Patterson, Clint, Texas A&M University, College Station, Texas  
Perez, Lisa, Texas A&M University, College Station, Texas  
Qian, Xiaofeng, Texas A&M University, College Station, Texas  
Sang, Huiyang, Texas A&M University, College Station, Texas  
Shamberger, Patrick, Texas A&M University, College Station, Texas  
Singh, Aarti, Carnegie Mellon University, Pittsburgh, Pennsylvania  
Tu, Qing, Texas A&M University, College Station, Texas  
Williams, R. Stanley, Texas A&M University, College Station, Texas  
Wu, Wei, University of Southern California, Los Angeles, California  
Xie, Kelvin, Texas A&M University, College Station, Texas  
Yang, Joshua, University of Southern California, Los Angeles, California  
Yi, Suin, Texas A&M University, College Station, Texas

**Not Funded | \$4,500,000**

**Tier One Program Grant, 2018, Developing Food Savvy Consumers** **\$3,000,000**  
Co-PI; Summer Odom-ALEC, Christine Alvarado-POSC, Clint Allred-  
FTSC, Kim Dooley-ALEC, Larry Johnson-VetMed, Jon Jasperson-  
BUSI

**NSF-ITEST Grant, 2021, Opening STEM Avenues for Marginalized Populations Through Secondary Agriculture, Food, and Natural Resource (AFNR) Agricultural Mechanization Programs**

**\$1,500,000**

Co-PIs: Julie Harlin (PI), Angie Hill Price (Co-PI), Tracy Hammond (Co-PI) Cynthia Werner (Co-PI), Chanda Elbert (Co-PI); Senior Personnel: Gary Briers, Kim Dooley, Shawna Fletcher, Janie, Moore, Summer Odom, Sebastian Gallindo (Faculty from Texas A&M University--Agriculture, Engineering, and Liberal Arts, and University of Florida)

## LEADERSHIP AND SERVICE

### **State and National Professional Organizations**

#### *Council of Graduate Schools, 2020-present*

- Member
- Conference Attendee, 2020, 2021.

#### *Southern Conference of Graduate Schools, 2020-present*

- Committee member, Membership Services, 2022-present
- Conference Attendee, 2021, 2022.

#### *Association of Texas Graduate Schools, 2020-present*

- Member
- Conference Attendee, 2021, 2022.

#### *American Association of Agricultural Educators, 1999- present.*

- Member, Western Region AAAE, Program Improvement Committee, 2019-present
- Co-Chair, AAAE 2015 Conference Planning Committee, San Antonio, Texas.
- Guest Editor for the *Agricultural Education Magazine*, August, 2006; December, 2008.
- AAAE Teacher Education Special Interest Committee Member, 2005.
- AAAE Professional Development Committee Member, 2006.
- Conference Proceedings Reviewer Annual Southern Agricultural Education Research Conference, 2000
- Conference Proceedings Reviewer Annual Western Region Agricultural Education Research Conference, 2002, 2003
- Conference Proceedings Reviewer Annual Central Agricultural Education Research Conference, 2005
- Conference Proceedings Reviewer National Agricultural Education Research Conference, 2004, 2005, 2006, 2007, 2009, 2010.
- Session Chair, National Agricultural Education Research Conference, December 2001.

#### *Vocational Agriculture Teachers Association of Texas, 1994-Present.*

- Conference workshop presenter, Educational Excellence Grant Workshop, Professional Agricultural Teachers Conference, 2013, 2014, 2015.
- Conference Planning Taskforce, Member, Professional Agricultural Teacher's Conference, 2005, 2006, 2007, 2008, 2009, 2010, 2013.
- Conference Workshop Facilitator, Professional Agricultural Teachers' Conference, 2008, 1,200 participants.
- Conference Co-coordinator, Professional Agricultural Science Teachers' Conference, 2007, 1,200 participants.
- Conference Co-coordinator, Professional Agricultural Science Teachers' Conference, 2006, 1,300 participants.
- Conference Co-coordinator, Professional Agricultural Science Teachers' Conference, 2005, 1,100 participants.

## **University Service**

- Member, Faculty Code of Conduct Committee, Dean of Faculties/Faculty Affairs, 2019-present
- Member (appointed by President), President's Diversity Council Committee, 2019-2022
- Sub-Committee Chair on Data and Policies, (appointed by President), President's Commission on Diversity, Equity and Inclusion, 2020-2021
- Member (appointed by Provost), IT Governance, Enterprise Applications Committee, 2019-2020
- Member, Faculty Senate Bylaws Committee, 2019-2020
- Speaker, Faculty Senate, 2018-2019
- Chair, Task Force on Faculty Participation in Selection, Evaluation, and Reappointment of Deans and Department Heads Standard Administrative Procedure, 2018-2019
- Member, President's Task Force on Faculty and Staff Title 7&9 Violations Sanctions, 2018-2019
- Member, Student Success Task Force Executive Committee, 2018-2020
- Member, Student Success Task Force, 2018-2020
- Member, Vice President for Student Affairs Advisory Council, 2017-2020
- Vice-Chair, Committee on Academic Freedom, Responsibility, and Tenure (CAFRT) Committee, Texas A&M University, Summer 2016-2022.
- Member, Transportation Advisory Council, 2017-2020
- Member, Athletics Council, 2018-2019
- Member, Graduate Appeals Panel, 2017-present
- Member, Dean of Faculties Search Committee, 2018
- Co-Chair, Student Success Task Force Advising Sub-Committee, 2018
- Co-Chair, Executive Assistant to the Faculty Senate Search Committee, 2018.
- Member, Executive Assistant to the Faculty Senate Search Committee, 2017.
- Speaker Elect, Faculty Senate, 2017-2018.
- Co-Chair, Core Curriculum Council, 2016-2017.
- Parliamentarian, Faculty Senate, Texas A&M University, Fall 2013-2016.
- Member, Faculty Senate, Texas A&M University, Fall 2012-2020.
- Member, University Core Curriculum Council, Fall 2015-2020.
- Chair, University Core Curriculum Council Subcommittee on International and Cultural Diversity Course Requirement Revisions, Fall 2015-Summer 2016.
- Member, University Academic Affairs Committee, Spring 2013-Spring 2015.
- Member, University Grievance Committee, Fall 2015-2020.
- Member, Committee on Academic Freedom, Responsibility, and Tenure (CAFRT) Committee, Texas A&M University, Fall 2014-2020.
- Chair, Task Force on Graduation Rates, Texas A&M University, Fall 2014-Summer 2015.
- Member, Texas University Agricultural Educators Committee, Spring 2000–2015.
- Member, ATMentors, Texas A&M University, Fall 1999–Present. Served as a campus-wide mentor to students.

- Member, Council of Teacher Education, Texas A&M University, Fall 1999–2014. Served as sub-committee member on ExCET remediation.
- Representative, Brazos Valley Cooperative Teacher Education, Council of Teacher Education, 2002–2014.
- Member, Faculty Advisory Council to the President of Student Affairs, Fall 2008–2010.
- Member, College of Education Curriculum Committee, Fall 2000–2005.
- Representative, AT Mentors Booth, Freshman Conference Orientation, Summer 2002.
- Member, NCATE Diversity Committee, Texas A&M University–College of Education, February–May 2001.
- Steering Committee, University Advisors and Counselors Symposium, Fall 2004–Spring 2005.

### **College of Agriculture Service**

- Member, College Ad Hoc Grievance Committee, Summer 2019
- Member, Horsemanship Reunion Planning Committee, 2017–2018.
- Member, All Judging Team Reunion Planning Committee, 2017–2018.
- Caucus Leader, College of Agriculture and Life Sciences Senate Caucus, 2016–2017.
- Co-Chair, Transforming Texas Youth Task Force, Dean’s Office, Summer–Fall 2017.
- Texas A&M AgriLife Advanced Leadership Program Executive Team, 2016–March 2018.
- Grand Challenge Task Force Committee, 2014–2018.
- STEM Task Force Committee, Chair of “Teaching” sub-group, 2014–2015.
- Texas FFA State Degree Check, Committee Chair, 2000, 2001, 2002, 2003, 2005, 2006, 2007, 2008, 2009, 2010, 2013, 2014, 2015.
- College of Agriculture and Life Sciences Scholarship Selection Committee, 2002–2014.
- Member, College Recruitment and Marketing Committee, College of Agriculture and Life Sciences, 2008–2011.
- Member, University Programs Committee, College of Agriculture and Life Sciences, 2008–2011.
- Texas FFA Speaking Contest, Manuscript Judge, 2004, 2005, 2006, 2007.
- Texas FFA Agriscience Fair, Manuscript Judge, 2001.
- Assistant Superintendent for State and Area FFA Career Development Event (CDE) Contests, 1999–2004.
- Assistant Superintendent for Dairy Cattle and Livestock Contests at Houston Livestock Show and Rodeo, 1999–2003.
- Assistant, National Agricultural Mechanics Career Development Event, National FFA Convention, 2002.
- Coordinator, Thoroughbred Curriculum Integration Workshop, Sam Houston Race Park, Houston, TX, July 2001.
- Superintendent, Houston Livestock Show and Rodeo, Dairy Cattle Judging Contest, March 2001.
- Participant, Distance Learning Task-Force for Career and Technology Education Certification, Fall 2000–Present.

### **Departmental Service**

- Member, Graduate Admissions Committee, 2020–present

- Member, Inclusive Excellence Committee, 2021-present
- Departmental Ombuds Officers, Fall 2016-Summer 2017.
- Chair, Departmental Merit Committee, Fall 2016-Summer 2017.
- Chair, Departmental Climate Committee, Summer 2016-Spring 2017.
- Chair, Departmental Scholarship Committee, Fall 2015-Spring 2017.
- Member, Departmental Scholarship Committee, 2012-2015.
- Member, Technology Enhanced Instruction Workgroup, Fall 2015-present.
- Member, Distance Education Committee, Fall 2015-Fall 2016.
- Faculty Advisor, Future Agricultural Science Teachers, 2008-Summer 2015.
- Agricultural Science Program Leader/Point person, 2005 to May, 2014.
- Chair, Aggie Ag Teacher Reunion, 2002-2013.
  - Coordinate and plan reunion for 200 former students each summer including revolving location, meal, donations, and live auction.
  - Paid dues for new Aggie Ag Teachers totaling over \$10,000.
- Search Advisory Committee, Member, August-October, 2013.
- Search Advisory Committee, Chair, July 2008 to March 2009.
- Co-Faculty Advisor, Future Agricultural Science Teachers, 2005-2008.
- Member, College of Education Dean's Faculty Advisory Council, 2002-2005.
- Departmental Strategic Planning Committee, Participant, 2004.
- A&M Consolidated Agricultural Education Advisory Council, Member, Fall 1999-2004. Served as a guide for program improvement at the secondary level.
- Search Advisory Committee, Member, October 2004 to May 2005.
- Search Advisory Committee, Member, October 2003 to April 2004.
  - Two University Signature Program Positions
    - Assistant Professor, Leadership Signature Program
    - Assistant Professor, Experiential Education Signature Program
 Created rubric for scoring this position.
- Committee to Identify Strengths and Weaknesses of Doctoral Program, Doctoral Program Review of the Department of Agricultural Education, Texas A&M University, 2001.
- Teacher Education Workgroup Committee, Chair, 1999 to present.
- Agricultural Education Graduate Admissions Committee, 1999 to present.
- Curriculum Writer, Career and Technology Task Force, May 2001.

### **Invited Presentations, Lectures, and Workshops**

- Presenter, Shared Governance at Texas A&M University, guest seminar speaker for the Department of Veterinary Physiology and Pharmacology, College of Veterinary Medicine, January 2019.
- Panel Member, Student Affairs Conference, Texas A&M University, Served as Faculty Representative on Panel for Student Success Initiative, October 2018.
- Panel Member, Student Success Initiative Open Forum, Texas A&M University, November 2018.
- Presenter, Shared Governance at Texas A&M University, taught EDAD 655: College Teaching course for one session, October 2018 and 2019.
- Presenter, New Faculty Orientation, Texas A&M University, Addressed New Faculty and Administrators on behalf of the Faculty Senate, August 2018.

- Presenter, Auburn University, Future Agricultural Science Teachers Organization. Development of FAST at Texas A&M University, March 2018.
- Presenter, Auburn University, Department of Curriculum and Teaching. Implementation of a Cultural Discourse Graduation Requirement at a Tier 1, AAU, Land Grant University, March 2018.
- Presenter, Designing International and Cultural Diversity (ICD) and Cultural Discourse (CD) courses, Center for Teaching Excellence Workshop Series (2 workshops presented in Spring 2018).
- Presenter, International and Cultural Diversity Workshops for Instructors (4-fall 2017; 3-spring 2018; 1-TAMU Galveston)
- Presenter, International and Cultural Diversity Open Forums (2 spring 2016, 2 fall 2016).
- Presenter—ICD Changes, College of Agriculture and Life Sciences Advisors Group, spring 2016.
- Presenter—ICD Changes, College of Agriculture and Life Sciences Undergraduate Heads Group, fall 2016.
- Presenter—ICD Changes, Multicultural Services Student Leaders Group, fall 2016.
- Presenter—ICD Changes, College Level Advisors Group, fall 2016.
- Presenter—ICD Changes, AOC Deans Group, spring 2016.
- Presenter—ICD Changes, College of Dentistry, spring 2016.
- Host and Presenter, “Everything Equine at Texas A&M University,” three day workshop on for high school agricultural science teachers, Summer 2015.
- “Certification opportunities for students,” University Advisors and Counselors Symposium, Spring 2008, 40 participants.
- Master of Ceremonies, 2006, 2007 Texas Agricultural Science Teacher’s Conference, Amarillo, TX, 1,200 participants.
- “Advising Students as a Faculty Member,” Faculty Panel, University Advisors and Counselors Symposium, Spring 2004, 40 participants.
- Texas Agricultural Science Teacher’s Conference, Waco, 1999, Lubbock, 2000, Corpus Christi, 2001, 2002, Wichita Falls, 2003, Abilene, 2004, Galveston, 2005, Amarillo, 2006, Arlington, 2007. Participated in professional development activities appropriate for secondary AGSC teachers. Presented the following workshops:
  - “Adding to Your Teaching Toolbox” 300 participants
  - “Technology Swap Shop” 50 participants
  - “Using PowerPoints for Instruction” 30 participants
  - “Incorporating Biotechnology into the Courses You Teach” 50 participants
  - “Developing Web Pages” 30 participants
- Keynote speaker, Texas State FFA Officer Retreat, Summer 2002, 10 participants.
- Keynote speaker, Area III Young Farmer Banquet, “Continuing Education,” Snook, TX, September 2001, 150 participants.
- Multi-Media and Teaching Methods Workshop, Oklahoma agricultural education teachers, Stillwater, OK, Summer 1998, 30 participants.

### **Other Service Activities**

- Volunteer, Voices for Children, Court Appointed Special Advocate, 2019-present
- Member, Bryan ISD School Board, November 2016-present

- Member, Superintendent's Advisory Council, Bryan ISD, 2018-present.
- Member, Parent Leadership Team, Bryan ISD, 2018-present.
- Member, Instructional Committee, Bryan ISD, 2017-present
- Member, Bryan ISD Red Team Review Panel on Teacher Compensation Plan, January 2015.
- Member, Agriculture Science and Technology Certification Exam, Standards Review committee, Summer 2013
- Member, Regents Initiative Cohort for Educational Excellence, 2003-2005.
- Participant, Rural Youth Development Focus Group Meeting, Summer 2002.
- Judge, Madisonville Queen's Contest, June, 2002.
- President, AGED-Graduate Student Association, Oklahoma State University, Spring 1999. Planned and organized activities for graduate students in the Department of Agricultural Education, Communications, and 4-H Youth Development.
- Member, Curriculum Task Force Committee for Eighth Grade Curriculum, Oklahoma Vocational-Technical Education Department, Fall 1998.
- Coordinator, Equine Science Workshop for Oklahoma agricultural education teachers, Stillwater, OK, Summer 1998.
- Participant, National State Officer Task Force, National FFA Organization, Alexandria, VA, January 1997.
- Committee Chair, Area X Advisory Council, Sinton, TX, 1994-1997.
- Chair/Coordinator, Area X FFA Convention and Area X Horse Judging Career Development Event, Sinton, TX, 1996-1997
- Co-Chair/Co-Coordinator, Area X Land, Grass and Range Career Development Events, Sinton, TX, 1994-1997

**STATEMENT ON TEACHING, RESEARCH, & SERVICE  
LEADERSHIP AND ADMINISTRATION PHILOSOPHY  
PERSONAL VISION**

**STATEMENT ON TEACHING**

I believe my role within the institution is strongly influenced by my overarching philosophical views. I subscribe to some of the tenants of both Idealism and Pragmatism. Idealists believe that the “idea” is most important and that we should strive to obtain the ultimate in perfection with regard to an idea or issue; we also believe that the aim of education is to discover and develop each individual's abilities. Pragmatists believe in “what will work” in the real world, and that we learn best through applying experiences and thoughts to problems. Though these two philosophical beliefs may seem to oppose each other, in the university setting, they are beliefs that tend to work to my benefit as I pull the best tenants from each view. My Idealistic views with regard to teaching, research, and service form a vision for the future—the possibilities; the “what should be.” The Pragmatist part of me keeps my idealistic views in check in terms of what will work for our students and practitioners. The works of John Dewey (1938) have probably had the most direct influence on my approach to teaching, research and service. Dewey’s ideas related to education, experience, and reflection certainly help guide my daily practice and serve as the cornerstone to my interactions with students and practitioners.

**Teaching Philosophy**

I began my professional career as a high school agricultural science teacher and am fortunate that I was able to make teaching and learning, within the context of teacher education in agriculture, the start of my career in higher education. My philosophy of teaching and the methods I utilize to teach stem from my idealistic and pragmatic views; my teaching methods and approach to learning focus on helping students truly understand and digest the content while helping them to feel successful, motivated, and respected.

Though I taught my last formal course in summer 2020 prior to beginning my role in administration, I still teach a great deal in informal settings. Through the Graduate Mentoring Academy that I created from the ground up at the Graduate and Professional School to the Center for the Integration of Research, Teaching, and Learning where I serve as institution lead for our national network, I teach others how to be teachers, leaders, and researchers in a different, but parallel context to my previous work in the ALEC department.

*Becoming a great teacher isn't a gift, it is a learned skill:* Just as some believe that leaders are made, not born, I too believe that effective teaching behaviors and skills can be learned through modeling, repetition, practice, and observation. After all, I work with those preparing to become agricultural science teachers in public schools; so I must believe that my students have the potential to become great teachers themselves. Students come to me as they are and it is my duty to mold them into effective teachers by exposing them to effective teaching strategies, modeling these behaviors myself, and preparing them for life-long learning. This same philosophy translates to faculty who aspire to become great teachers. If teaching effectively were easy, we

could simply pattern our behaviors after those who are successful. The art to teaching is that we teach who we are. Self-discovery and becoming comfortable with the role of teacher is the art that makes great teachers uniquely successful. Though there are certainly best practices and skills associated with developing effectively as a teacher, becoming truly impactful requires more than checking the boxes.

*The measure of effective teaching is not evaluated through “teaching activities,” rather it is evaluated by student learning:* I hold myself to the standard that I must not merely EXPOSE students to material; I must make learning REAL for them. By putting concepts into a context, providing relevant learning activities, and demonstrating enthusiasm for the content I teach, I can help increase student learning.

*I, the teacher, am the most significant variable to determining the success of my students:* I believe that I am the key factor to student success in my classes. I take this role very seriously and work to ensure that students understand the content and know how to apply it. If I do my job well, students will excel in my course and later as they become teachers in their own classrooms.

## STATEMENT ON RESEARCH

At the heart of scholarly activity is the purpose for which scholarship is used. My pragmatist approach suggests that scholarship without communication and improved practice should be seen as especially irrelevant. My idealistic and pragmatic view of scholarship rests on the precept that research should be based on problems associated with our profession and practice, and that results of scholarship should be implemented into practice and communicated with those with whom it can positively impact. In addition, the university setting provides countless opportunities for synergy of effort with both faculty members and graduate students alike and across multidisciplinary areas. I believe in utilizing our collective strengths, working together on problems and issues, ultimately publishing these results together, and communicating the results to constituents who can improve their practice.

To effectively describe our scholarship areas, the Department of Agricultural Education has identified the knowledge bases and contextual applications that help frame our profession. The knowledge bases are Planning and Needs Assessment, Learner-Centered Instructional Design, Delivery Strategies, Evaluation and Accountability, and Research, Measurement and Analysis. Faculty members work within specific contextual applications within their respective knowledge bases. The contextual applications include Teacher Education, Leadership Education, Distance Education, Extension Education, International Agricultural Development and Education, and Agricultural Communications.

I work primarily in the knowledge bases of *Learner-Centered Instructional Design* and *Evaluation and Accountability*. My contextual application area was originally in *Teacher Education*, but with changes in my role has shifted to *Leadership Education*.

Reinventing oneself is sometimes critical to career success. I have made major shifts in my career twice. Though the details of why I made those shifts are too personal to share, they have made a tremendous impact on my research contexts. Shifting from teacher education to

leadership has created opportunities for me to engage in new contexts in ways I never could have previously imagined. The shift to administration, while a huge change, has opened opportunities to collaborate with colleagues across the institution. I have found that my scholarly expertise is highly valued and a welcome and sought-after addition to grants, publications, and presentations. For example, I recently served as a co-lead for the education and human resource development team for an NSF Center grant. This interdisciplinary and multi-institutional team came together for almost a year to conceptualize a new approach to Artificial Intelligence. We earned a site visit from NSF in January 2023 and anticipate funding of \$30 million later this summer. Though I am not a content expert in AI and certainly do not understand materials science or computer engineering, the skills and attributes I bring are necessary to not only translate the science, but ensure impact on state and national policy, while effectively supporting students, faculty, and staff through mentoring and onboarding. It is exciting to know that my past and current experiences and research contributions are valued as an essential part of these types of activities.

### **STATEMENT ON SERVICE**

When I began as a new assistant professor and was subsequently promoted to associate professor, my service was centered on teacher education, the agricultural science program, and the teachers of Texas and beyond. As I reflect upon my service roles the last several years, I know I would not have had the opportunities afforded to me without those beginnings.

As members of the academic community, we have an obligation to serve. How we serve best depends upon on us as individuals. I am passionate about shared-governance and have worked to transform aspects of my institution when needed and called upon. My service to the faculty senate will leave a legacy...from leading the committee to create a graduation requirement for all undergraduates to have a course in cultural discourse; leading the faculty senate in redeveloping the standard operating procedures for hiring and reappointing deans and departments heads; leading a subcommittee for a presidential task force on diversity, equity, and inclusion; and joining a task force to create a graduate and professional school at our institution, I am forever grateful for those who placed trust in me to engage in those roles. My service has now transformed into leadership and administration; thus, I offer my philosophy below.

### **Leadership and Administration Philosophy**

Providing leadership for people and programs is a critical task in higher education. Good leadership moves people and programs forward; bad leadership sets them back. My leadership philosophy is a result of my own personal characteristics and learning experiences. I am an ISTJ (Introverted, Sensing, Thinking, Judging) according to Meyers-Briggs. I am Input, Arranger, Responsibility, Intellection, and Connectedness according to Clifton StrengthsFinder. I am an Implementer and Optimizer according the Basadur Applied Creativity Profile. These personal characteristics translate in this way: I am good at seeking input to make decisions, thinking deeply about challenges, and getting things done.

My experience as a leader and follower has also contributed to my leadership philosophy. I value transparency. I believe that bad news, delivered transparently and honestly, can be a growth opportunity for organizations and people. I believe leaders should be accountable for

their actions and believe that my actions should speak louder than my words. I believe in never asking someone else to do something that I would not do myself. I believe in service before self. I have had many examples of those whose selfless service benefited those around them—I strive to provide that example for others. Lastly, I believe that hiring good people is the most important thing we do as an institution. If we hire good people who are dedicated to a task and the organization, leaders can then focus on getting their people what they need to do the best job they can do.

I strongly value the foundation of the land grant system as set forth by our founding fathers. I believe students are the heart of the land grant mission and that as an institution we should be held accountable to impacting our state in positive manner. Impact may come in many forms; it takes faculty working in differentiated roles to accomplish the overall goals of the university. Respect for differentiated roles is paramount for our success as a faculty and institution.

In terms of administration, I believe in shared governance to the greatest extent possible. Through shared input, decision makers can make the most informed decisions in the best interest of the organization. As an administrator, keeping promises and transparency are equally important. I appreciate administrators who under-promise and over-deliver and I strive to only make promises I know I can keep.

I also believe that administrators have an important role in developing rules, regulations, and technology systems that help people do their jobs better; if there are problems with these systems impacting work at any level, I believe it is the duty of administrators to work in the best interest of the institution to initiate changes that serve all members of the community.

I believe that diversity in the workplace makes any organization stronger. Pulling from our collective strengths and different viewpoints can create challenges, but ultimately creates better results in the long run. Because of this view, I value all members of the organization: students, staff, faculty, and administrators. By working together, solving the problems that hinder our work or ability to move the organization forward, we are all stronger in fulfilling the role of the land grant system. I also hold myself to the highest professionalism and ethics as I believe good leaders should be role models for all to follow. I must talk-the-talk and walk-the-walk if I expect to be authentic in my leadership capabilities. My personal faith also greatly influences my thoughts and actions when it comes to professionalism and ethics on a daily basis.

## **PERSONAL VISION**

I fully subscribe to the belief that when we work from our strengths, and match our talent to a specific task, we can be successful. Anderson (2003) suggests that it is possible to help others do the same. If I can help others find success, I can also truly define success for myself. Whether it be the undergraduate student trying to find their way through life; a graduate student trying to find the answers to a specific problem within our profession; a former student calling with a problem in the field; faculty member with a question about how to become more effective as a teacher; or a colleague who needs assistance navigating our complex institution or university system, I hope that I can always be of help to those for whom we serve.