



EXECUTIVE SUMMARY

The Academic Department Periodic Review (ADPR) Self-study is a document prepared by the academic department, the overall purpose of which is to provide an accurate and complete assessment of the department's contributions to the university mission. The Self-Study consists of two sections: Core Areas and Reflection. The department is asked to provide a narrative for the items listed within each area, and rely upon appropriate evidence to support its conclusions, which should be appended to the report. The final report is submitted through the institution's Assessment Management System (AMS), and will be provided to the Periodic Review Committee, college dean, and Provost's Office. More detailed instructions, including a list of guiding questions, are available on the Office of Strategic Planning & Institutional Effectiveness website (<https://www.uky.edu/ie/>).

The report that follows provides a narrative of the department of Community and Leadership Development's (CLD) progress since our last review in 2014, beginning with a summary of actions taken and outcomes associated with the ten recommendations from the 2014 review team. In the sections that follow the 2014 progress report, CLD's three academic programs are presented and discussed, as well as, research and Extension, outreach and service activities of the department. Faculty and staff profiles are provided, along with the respective distribution of efforts (DOE's) across the faculty. Budget information is also presented, along with a brief discussion of our facilities.

The CLD faculty and staff have identified and discussed several strategic strengths of the department, as well as, issues and challenges we would like the 2020 review team to consider and provide insight and guidance as to how we may address our challenges.

We have identified the following areas as strengths of the department:

- Diverse social science, education, and leadership expertise
- Diverse composition of faculty, staff, and student body
- Diversity, equity, inclusiveness (DEI), and social justice/inequality principles are essential elements of each program's curriculum.
- CLD faculty have more expertise and training regarding DEI relative to other CAFE units
- Service learning and community engagement principles inform teaching and research programs
- Extension programming related to community group processes; community change & action; and community leadership contribute significantly to college and university community engagement goals

Issues and Questions for the Review Team

Budget & Personnel:

The budget (see table 12) is composed from multiple sources, including recurring state funds for instruction, research, and Extension, recurring federal funds associated with federal capacity grants for research, and Smith-Lever Act of 1914 funds to support Extension. We also have several sources of nonrecurring funds, which include

income supported accounts, restricted gift/endowment income accounts, and research grants or contracts. Most of the funds are budgeted to faculty and staff salary, with a modest amount budgeted for operating expenses. In a typical year, funds associated from salary savings made available from open faculty or staff lines, or generated from grants and contracts, are needed to meet all operational needs of the department.

The department presently has two part-time academic coordinators (AC), which are occupied by Ph.D. teaching assistants. The ACs have done an excellent job given their part-time status. However, serving as an academic coordinator is a demanding task and fulfilling all AC responsibilities while pursuing a Ph.D. is challenging. A critical question is whether our successes this past year can be sustained, particularly considering a recently increased undergraduate enrollment. Would the two undergraduate programs be better served by two full-time ACs, given that our two programs serve two culturally heterogeneous stakeholders? If so, funding two full-time AC's is a challenge. Related to the budget, we currently have limited funds to fill one open faculty position. We had a failed search for a Community Engaged Research Faculty Position in 2019. Funding for that position could potentially be used to fund two full-time academic coordinators, rather than a faculty position.

Academic Programs

Questions regarding the undergraduate programs concern the best use of our teaching resources. As we move forward, we will need to carefully allocate teaching responsibilities with those of research and Extension. We will simply need to be more efficient with respect to course offerings and rotations. Course sequencing, instructor rotations, role of part-time instructors and teaching assistants are all relevant questions for the review team and department to consider.

A challenge for the graduate program is to determine the program's "carrying capacity" and carefully monitor admissions so as not to exceed it. In addition to simply determining the number and variety of graduate courses we can offer, this should include getting accurate information on the distribution of faculty by participation on student committees to help both assess program capacity and equitably distribute, as much as possible, program responsibilities. Regardless of decisions on carrying capacity and the right balance of full-time vs. part-time students, the CLD faculty sees the benefits, both for students and faculty, of having a core group or nucleus of full-time, on-campus, and present-in-the-Department graduate students.

Strategic Questions

Questions regarding Cooperative Extension and community engagement include identifying core competencies for Extension Agents with respect to community engagement, development, and facilitation.

We have several strategic questions, which include; best strategies for becoming a leader with respect to promoting diversity, equity and inclusiveness within the college and broader university community. As well as, strategies for becoming a leader at utilizing student service learning as part of broad-based community engagement program.

Civility and Department Culture

Questions regarding department civility and culture remain from the previous review period although we have made progress since then. Department meetings have been civil, with good deliberative discussions, and there is an improved sense of self-governance. That said, we still have work to do and look forward to suggestions from the review team.

I. OVERVIEW

a. Self-Study Process

The department participated in two retreats and has taken specific actions to address recommendations from our previous review in 2014. It is also important to note that self-reflection/study is an ongoing practice within the department. This self-study document was developed using contributions from the committees of each academic program, as well as an ad-hoc committee for Extension, Outreach and Service. In addition, early document drafts were reviewed by CLD faculty.

Special thanks to Dr. Keiko Tanaka (Director of Undergraduate Studies, BS in Community and Leadership Development) for the narrative on the BS CLD program; Dr. Stacy Vincent (Director of Undergraduate Studies, BS in Career and Technical Education) for the narrative on the BS CTE program; Dr. Patricia Dyk, (Director of Graduate Studies) for the narrative on the MS CLD program; and Dr. Julie Zimmerman (Chair, Ad-Hoc Committee for Extension, Outreach and Service) for the narrative on the Extension, Outreach and Service programs. Other sections of the self-study were drawn from the department's vision, mission, and values statements, as well as past Department Chair and Implementation plan reports submitted by Dr. R. Wes Harrison (Chair, CLD). Thanks to Ms. Patricia Coakley, CAFE Dean's Office, for providing data, technical editing, and other supporting information for the report.

b. College/Department/Program Mission, Vision, and Goals

The Department of Community and Leadership Development (CLD) is one of fourteen academic units in the College of Agriculture, Food and Environment at the University of Kentucky. The department has sixteen full-time faculty, two professional staff, and four support staff positions.

Formed in the College of Agriculture in 2002, the Department of Community & Leadership Development brought faculty from rural sociology, agricultural education, agricultural communication, and program-and-staff development together in one unit (please see appendix H for a discussion of the department history).

Forming a new department from constituent pieces has meant changes not only for the department but in the history of the College of Agriculture at the University of Kentucky. For example, both our undergraduate and graduate degree programs have been reorganized to better integrate and utilize the resources of the entire department, the agricultural communications program has been refocused on community communication to highlight the fundamental role of communication in both community and leadership development, and programs which were previously instruction-based (community communication and agricultural education) now contain active and successful research components. Our faculty members have disciplinary training in such fields as agriculture and extension education, anthropology, agricultural leadership, rural sociology, geography, as well as family and human development.

Our Mission - As scholars, teachers, and practitioners in a multidisciplinary social sciences department, we create new knowledge through research, Extension and outreach. We develop and empower our students, organizations, and communities to envision and achieve sustainable and equitable futures.

Our Vision - The Community and Leadership Development Department is a model for excellence in applying multidisciplinary and innovative approaches to leadership, community processes, and the development of individuals, and their respective communities.

Our Core Values - Our values are inspired by the land-grant philosophy and the ethical principles of our professional training. We mobilize the three land grant values – learning, discovery, and engagement -- to understand and address contemporary development challenges.

Strategic Goals of the College of Agriculture, Food and Environment

- Prepare highly motivated and culturally adaptive graduates who are competitive in a global economy and support societal values.
- Build and nurture relationships with the people of the Commonwealth and across the world.
- Recruit, develop, and retain exceptional faculty and staff who are leaders in expanding knowledge to improve the quality of life and sustainability of the human and physical environment.
- Show CAFE's commitment to diversity and inclusion to attract and retain students, staff, and faculty, and provide a culturally aware environment for successful engagement in a global society.
- Produce innovative solutions through multidisciplinary collaborations.
- Build state-of-the-art facilities equipped with cutting-edge technology.

CLD contributes to college strategic goals by offering departmental undergraduate and graduate programs to educate our graduates in how to solve cultural and societal problems using an array of multidisciplinary lenses. Our graduates are required to engage with diverse communities and cultures and receive training on how to work within communities as professional community developers, and agricultural educators. Our agricultural education graduates complete a teaching certification that prepares them to educate future farmers and agriculturalists both within the Commonwealth, as well as globally. CLD contributes to CAFE's commitment to diversity and inclusion, by integrating diversity, equity and inclusiveness concepts within both the CLD and CTE curriculums, and by promoting diversity and inclusion among the faculty and staff. Moreover, our Extension programs (discussed later in this document) contribute the goal of building and nurturing relationships through the Commonwealth and globally. CLD faculty, through the Community Innovation Lab (CIL) and the Community Economic Development Initiative of Kentucky (CEDIK), have numerous collaborative linkages that foster an innovative culture.

c. Summary of Most Recent Periodic Review

The Department's last review was conducted in the Spring of 2014. A summary of the review team's ten recommendations and subsequent departmental actions are described below:

1. Plan externally facilitated conflict resolution activities to address historical concerns, reduce interpersonal conflicts and create a culture of collegiality and respect.

Assessment method: The completion of departmental conflict resolution activities.

Results: The Department contracted with McNeal Psychological Services to conduct a conflict resolution retreat in 2015. The outcomes from this retreat were mixed. Approximately 20% of the faculty felt the retreat was useful, but the majority felt the retreat fell short in providing long-term actions.

After hiring a new chair in 2016, the department had a second retreat in January 2017, which was followed by the new chair conducting a seminar to address faculty and staff concerns regarding conflicts, and establishing a plan to foster an improved culture of trust, civility, and collegiality.

Analysis of results and reflection: Outcomes from the 2017 retreat included agreement that the department needs to focus on relationship-building and improving our understanding of what it means to be a multidisciplinary unit, and a consensus on the importance of focusing on the quality of our work through a more unified vision and mission. The department has revised its vision, mission, and core-values statements to improve a sense of community.

Ongoing Improvement actions: Another important outcome of the 2017 retreat was a departmental commitment to improve departmental culture through greater transparency and accountability. Both chair and faculty continually reassess the interpersonal dynamics and working relationships within the department. We believe we have made positive and significant progress in addressing civility within the department, at least in a general sense. Department meetings generally follow Robert's rules of order. Meetings have been amenable, and we have deliberative and productive discussions, which in most cases lead to civil decision-making. In some cases, faculty have resolved past disagreements.

2. Balance the benefits of a unifying departmental identity with the professional development needs of individual faculty members, particularly junior faculty.

Assessment method: The creation of a plan for a unified department identity combined with specific professional development activities for individual faculty.

Results: As previously noted, the department has developed a new mission statement to provide a better sense of unity.

Analysis of the results and reflection: Achieving a balance between a unified department identity within a multidisciplinary department is challenging. We must be more than just "multidisciplinary", but rather "multidisciplinary with a purpose." Our new mission statement reads: *As scholars, teachers, and practitioners in a multidisciplinary social sciences department, we create new knowledge through research, Extension and outreach. We develop and empower our students, organizations and communities to envision and achieve sustainable and equitable futures.*

Ongoing improvement actions: A monthly faculty discussion series entitled, “CLD Unexpected” continues to provide a forum for sharing and discussing how programs in the department achieve this goal. We have also launched a “research seminar series” to provide another venue for professional development and discussion regarding different disciplinary approaches to accomplishing our mission.

3. Work with the College Administration to secure resources commensurate with instructional revenue under the University’s upcoming financial budget model.

Assessment method: The anticipated change in how central campus provides state funds to the various colleges changed with the naming of a new Provost in 2016. Consequently, the department’s plan for more heavy reliance on student contact hours as an increasing source of revenue is no longer valid. No Update regarding this item. We await a new funding plan from central administration.

Results: There has been no change in the results related to this item this reporting cycle. The department sought, and the Dean of the CAFE approved, retention of salary savings in the Department to be used for departmental programs. While this is a satisfactory short term solution, the department needs to reconsider resource allocations given that the 2015 university financial budget model was not implemented. Since 2016, yet another Provost was appointed with a new funding model, which is being finalized and expected to roll out in FY 2020-21.

Analysis of the results and reflection: It was anticipated that a budget model would be implemented in 2015 with a heavier reliance on student contact hours. Many of the department’s plans for undergraduate and graduate instruction were based on this assumed budget change. Given that another funding model is forthcoming, the chair will continue to make the college administration aware of departmental resource priorities including the possible addition of new faculty. The department continues looking for creative means for working with other programs to possibly create joint appointments.

Ongoing improvement actions: The departmental committees for undergraduate and graduate programs will consider curricular changes given that the proposed new budget model will not be occurring. Committees will consider the appropriate number of courses, course rotation, and the use of other teaching resources such as teaching assistants and part time instructors.

4. Pursue external funding for extension and research to recruit graduate students and to release funds for new teaching resources.

Assessment method: An increase in the three-year running average of total external funding (grants and contracts), including direct and collaborative projects. Table 1 shows direct and collaborative external funding awards since our last review.

Results:

Table 1. Direct and Collaborative Awards, FY 2014–15 to 2018–19.					
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Direct	\$385,004	\$53,000	\$884,102	\$351,521	\$424,472
Collaborative	\$4,552,148	\$1,657,987	\$13,672,320	\$13,097,025	\$1,448,399

Our direct grant productivity this past fiscal year was \$424,472, up from last year but 23 percent below a three-year moving average. The five-year direct average is \$419,620, so in a longer-term context we had an average year. Collaborative grant dollars (\$1,448,399) are less this year relative to past years, which is due to the completion of a large collaborative grant related to Supplemental Nutrition Assistance Program Education (SNAP-Ed). We do not perceive a reason for concern here, other than to note that much of our direct grant support is linked to collaborative ventures with other units in CAFE and the broader UK community.

Analysis of results and reflection: The chair will continue to encourage faculty to secure external funding consistent with teaching, research, and extension programs. Success will directly contribute to the department's capacity to grow our graduate programs since grants are increasingly being used to fund graduate research assistantships.

Ongoing improvement actions: Continue to encourage faculty to seek grants consistent with their academic programs so additional funds can be made available to support graduate students. Review teaching commitments, with the goal of aligning specific faculty with a 2 plus 2 teaching schedule to allow time to pursue additional grant funds. Encourage faculty (particularly junior faculty) to participate in grant writing workshops and to form grant writing teams.

5. To reduce teaching loads, use a balanced variety of alternatives that includes using salary savings from grants to fund Type 1, Type 2, and Type 3 TA's, acquiring institutional TA funds under the University's new financial mode, recruiting practitioner instructors, streamlining course offerings, and implementing new initiatives judiciously.

Assessment method: Account for the number of teaching assistants and part time instructors available to provide additional teaching resources. Compare the number of core and elective courses being taught currently with numbers in the coming years.

Results: The department has begun to implement a curriculum revision that is expected to utilize instructional DOE's more efficiently by reducing the number of required CLD courses within the major, and reducing some course offerings from twice-a-year offerings, to once an academic year. The department is also utilizing additional teaching assistants and PTI's to meet course load demands.

Analysis of results and reflection: The department has hired one FTE to contribute to teaching needs regarding the Ag. Education program and is currently searching for another FTE to contribute to the CLD program.

Ongoing improvement actions: The undergraduate and graduate committees will continue to consider curricular changes relating to the number of courses offered, selected course rotations, as well as courses that students might take from other departments to fulfill degree requirements.

6. Hire a full-time academic coordinator who can focus on strategic recruitment, employer relations, advising and a limited amount of teaching.

Assessment method: Hiring of an Academic Coordinator.

Results: An Academic Coordinator was hired for the 2014–15 fiscal year, but resigned to take another position. The Academic Coordinator has various duties beyond teaching, such as advising, recruitment,

serving as a communications link to alumni and prospective students, helping provide access to University-level resources, and encouraging various academic enrichment experiences.

Analysis of results and reflection: The Academic Coordinator position was a significant contribution to the department's teaching program. During the 2015–16 fiscal year, the decision was made to split the full-time position into two part-time positions – one for the CTE program and the other for the CLD program. These two positions were filled by Ph.D. teaching assistants. The results have been mixed from the current chair's perspective. The ACs have done an excellent job given their part-time status. However, serving as an academic coordinator is a demanding task and fulfilling all AC responsibilities while pursuing a Ph.D. is challenging with recently increased student enrollment. Can our successes this past year be sustained is a critical question particularly in light of all other college ACs are full-time? A part-time model will result in high turnover rates, which will create challenges in training new ACs every few years. This may make sustained performance over the long run difficult to achieve.

Ongoing improvement actions: The chair, with the advice of the Directors of Undergraduate Studies, will continually monitor the activities and performance of the Academic Coordinators. We are pursuing plans to convert the two part-time AC's into two full time positions.

7. Respond to graduate students' need for more formal orientation and guidance, strategically serve the need for MS-level community and leadership training of extension agents, and consider launching a new Ph.D. program only after a program assessment of the recently revised MS program indicates success and sustainability.

Assessment method: Create a more complete orientation for new graduate students at the beginning of the academic year. Create a graduate student handbook for both graduate student and faculty use.

Results: A revised graduate student handbook has been developed. The department implemented a revised graduate student orientation, which utilized faculty panels to provide advice and answer new graduate student questions. Informal workshops have been organized by the DGS to make faculty more aware of graduate school rules and regulations.

Analysis of results and reflection: The graduate program is somewhat unique compared to others in the college because of the large numbers of part-time students that frequently require more years to complete their MS degree compared to full-time research and teaching assistants. Consequently, the DGS and Graduate Committee continues to monitor and review student progress toward degree completion.

Ongoing improvement actions: Schedule periodic meetings for departmental faculty to become aware of the various Graduate School regulations. No further changes needed.

8. Following Gary Hansen's tenure, retain an internal or external Interim Department Chair until the new instructional programs and the university's financial model stabilize. When sufficient unity exists to attract a strong candidate pool, conduct an external Chair search.

Assessment method: Hiring an interim department chair. Development of a position announcement for a permanent department chair and the appointment of a chair search committee.

Results: A national search was conducted and an external hire was completed. The permanent chair joined CAFE and CLD in August 2016.

Analysis of results and reflection: The chair has implemented a transition strategy with the following priorities: improving civility and collegiality of the department's culture through leadership from senior faculty and the executive committee. Improve trust through greater transparency and revisions to the rules of procedure for the department. Revise the department's vision, mission, and value statements. Fully utilize faculty expertise across both undergraduate programs and manage teaching assignments to maximize opportunities for faculty to conduct research.

Ongoing improvement actions: The new chair will continue with implementation of this plan along with results of this periodic review unless there is a desire to do something different.

9. Create an additional faculty position in agricultural education to be filled by the beginning of the 2015-16 academic year.

Assessment Method: Creating and hiring of a new faculty position in agricultural education.

Results: The current chair completed discussions with the Dean's office about a joint appointment between CLD and BAE. The position was created and approved. We filled this position, but the incumbent resigned this past fall to rejoin her former department.

Analysis of results and reflection: The resignation of a relatively new Agricultural Education faculty is a concern. The Ag. Education program is growing, and there is a strong tight-knit chemistry between our Ag. Ed. Faculty and students. Multiple factors led to the resignation, and as we seek to fill the vacancy, finding the "right" fit for that position is important.

Ongoing improvement actions: At the time of this report, we are actively searching for a replacement with on-campus interviews scheduled.

10. The CAFE should "buyout" the portion of CLD sociologist salaries currently funded by the College of Arts and Sciences in order to resolve an increasingly problematic situation before a new chair is selected.

Assessment Method: All Community and Leadership Department faculty will be funded by the College of Agriculture, Food and Environment.

Results: The chair met with the Dean and a proposal to complete the buyout was approved, and all budgetary links regarding CLD/Sociology joint appointments have ended, with the exception of one faculty position, which was created as part of a dual career partner hire.

Analysis of results and reflection: The chair is optimistic that full integration of sociology appointments into CLD teaching programs will improve departmental unity.

Ongoing improvement actions: No further action needed.

II. DEGREE PROGRAMS

CLD offers two undergraduate programs, a Bachelor of Science degree in Agricultural Education (CIP 13.1319), which is formally titled Career and Technical Education (CTE); and a Bachelor of Science degree in Community and Leadership Development (CLD)(CIP 01.0899). The department also offers a Master of Science in Community and Leadership Development (CIP 13.1399). The number of bachelor

and master’s degrees awarded by the department, and enrollment, for the past five years are reported in Tables 2 and 3, respectively. Please see section VI for demographics of student enrollment.

Table 2. CLD Degrees Awarded Five-Year Trend

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
CTE BS	13	6	10	17	17
CLD BS	56	49	38	34	41
MS	10	13	17	14	11
Total	79	68	65	65	69

Table 3. Enrollment (CLD majors) Five-Year Trend

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
CTE BS	49	57	82	76	85
CLD BS	126	112	124	133	143
MS	37	39	33	29	21
Total	212	208	239	238	249

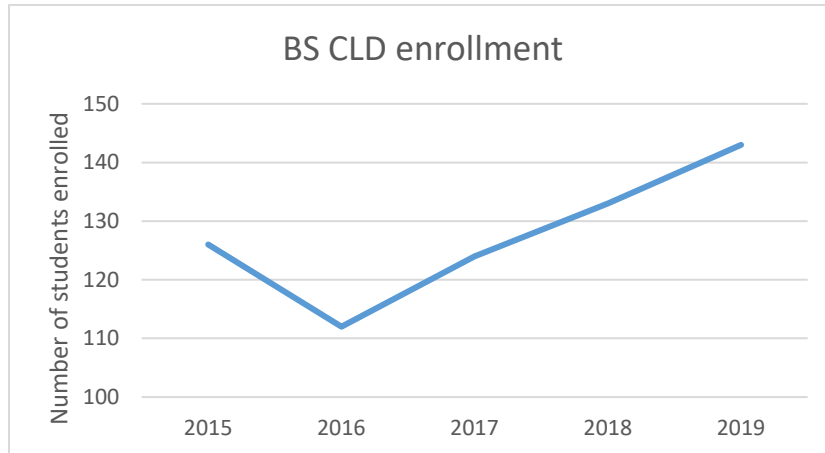
BS in Community and Leadership Development

a. Student and employer demand

The Bachelor of Science in Community and Leadership Development (BS-CLD) prepares students to be professionals who engage in communities of place, practice, interest, and identity through diverse modalities of education, leadership, and communication. A recent study (Hains, 2017, Building Capacity and Diffusing Innovation in Community Development Education [2017 2016-07275]) focusing on Community Development Higher Education within the United States revealed that there are 42 universities providing 45 degree programs nationally. The study included programs with the terms “Community Development” in the title of the degree program. Results indicate, that within the U.S. there are 23 Community Development programs offering solely graduate degrees, 16 programs offering solely undergraduate degrees and three programs offering both a graduate and undergraduate degree. In addition to degree programs, 43 programs offer a specialization, concentration, or minor in Community Development and 18 programs offer a Community Development certificate. The University of Kentucky’s Department of Community and Leadership Development is distinctive in that it is one of the three programs nationally that offer an undergraduate and graduate degree, as well as a minor, in Community Development.

Our curriculum is interdisciplinary and transdisciplinary. Our faculty instructors come from diverse disciplines and fields of social sciences, including: sociology, leadership studies, adult and extension education, agricultural communication, geography, anthropology, and agricultural economics. It is therefore critical that CLD faculty members maintain frequent conversations about our instructional practices and vision for the curriculum. Curriculum revisions prior to, and following the 2013-14 department review, delayed submission of a Student Learning Outcome Assessment Plan in 2015. That

said, during the 2016-17 academic year, a systematic process, with clearly defined procedures, was introduced for assessing student learning outcomes. This enabled faculty members, regardless of their DOEs, to collectively review and reflect on the BS-CLD instructional program.



As of December 2019, there are 145 majors, which makes CLD the sixth largest among 19 undergraduate major programs available in the College of Agriculture, Food and Environment. Prior to the most recent departmental review (2013-14), the BS-CLD program experienced declines in the number of majors from a historical high of 208 in the 2010–11 academic year to a low of 112 in the 2015–16 academic year (please see chart above). One factor that led to this decline was the introduction of a 10-hour pre-major requirement, implemented in the fall of 2012 (Self-Study Report, 2014). At the time, it was felt the department had exceeded its enrollment capacity, so measures were taken to control growth.

However, due to recommendations from the 2013–14 program review, and in response to a funding model tied to student contact hours, the department revised the program by dropping the pre-major requirements and reducing the number of CLD required courses. The revised program was introduced in the Fall of 2017, and officially implemented in the 2018-19 academic year. The number of majors has steadily increased from 112 in the 2015-16 academic year to 145 in the 2018-19 academic year. We attribute the increase to three factors: (a) hiring an academic coordinator (AC), who is dedicated to advising incoming freshmen and transfer students; (b) enhanced marketing by the University and the College about the Academic Common Market (Southern Regional Education Board), in which the BS-CLD program is one of the available degree programs to potential freshmen from fifteen states that participate in Academic Common Market; and (c) increased flexibility associated with the revised BS-CLD curriculum.

Despite this recent upward trend in the number of majors, overall enrollment of both majors and non-majors in CLD courses has declined from 752 to 501 students in CLD courses between 2014–15 and 2018–19 academic years. College enrollments have also trended down during this period, but CLD course enrollment has declined at a greater percentage relative to the college overall.

We attribute this decline to a reduction in CLD course offerings during this period, largely associated with the loss of several key faculty members in the BS-CLD program, due to retirements and resignations. Since the previous review, we have had three faculty retire - all of which taught above their

instructional DOE (in one case, as many as nine courses during the academic year). We have replaced two of the three retired faculty since the last review. The new hires were appointed at the assistant and associate professor levels, and needless to say, are not expected to teach at the same level of a previous faculty member (nine courses). We also have had three resignations since the last review. We have replaced one of those lines, are currently searching for the second, and have a third open with pending discussions on how/when to fill the position if feasible (the position could be a source of fund for the previously mentioned academic coordinators).

As we move forward, we will need to carefully allocate teaching responsibilities with those of research and Extension. We will need to be more efficient with respect to course offerings and instructional rotations.

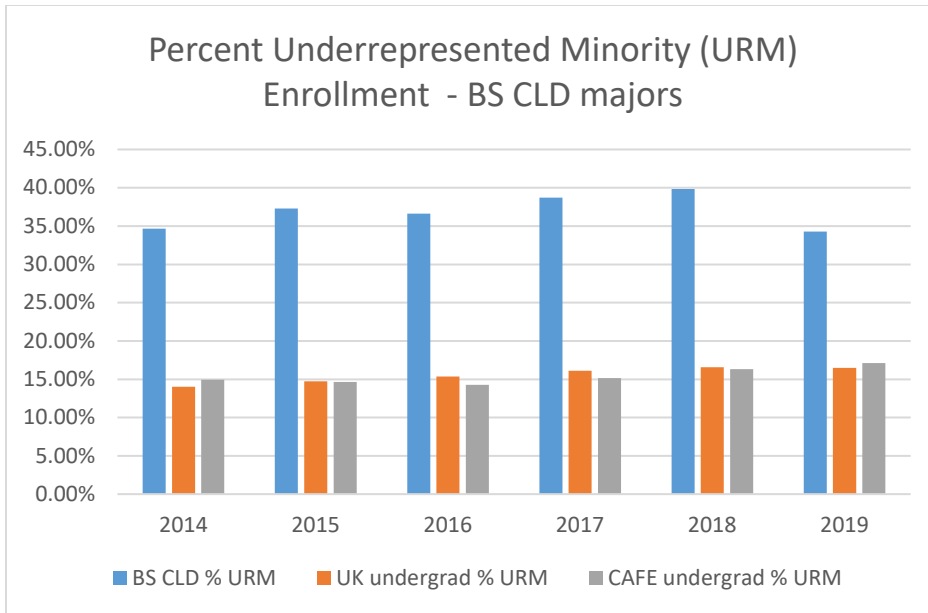
Moreover, as mentioned previously, the new curriculum reduced the number of required credit hours for CLD courses. This further explains why the total number of students enrolled in CLD courses has declined, even though the number of CLD majors has increased since the 2015–16 academic year.

In the last five years, our ACs and the Directors of Undergraduate Studies (DUS) participated in a few college-wide events to recruit Kentucky students to our program, including the Field Day, which brings together 4H/FFA students from Kentucky high schools.

Although we have begun hosting the Alumni Night every fall to bring together alumni from our three degree programs (BS-CLD, BS-CTE, and MS-CLD), there has never been an attempt to systematically track our graduates. A particular challenge in tracking these graduates lies in the diversity of career paths our graduates take after graduation.

b. Composition of student enrollment and recent graduates

Students in the BS-CLD program come from diverse backgrounds. In short, the BS-CLD curriculum attracts a more diverse group of students than most other curricula on campus from our perspective considering state level demographics. In the last five years, the gender distribution between male and female students has been evenly divided. Within the college and university, the BS-CLD program has one of the highest rates of enrollment by underrepresented minority students with a five-year average of 37% or more than double the college's five-year average rate (please see chart below).



Although not visible in the chart, a closer examination of the data for the underrepresented minority category, shows that Black/African-American students constitute about 31% of the undergraduate CLD majors, while the average rate of Black/African-American students enrolled in undergraduate programs at UK or CAFE averages less than eight percent. Moreover, on average, more than a quarter (27.6%) of CLD majors are first-generation college students, compared to 19% for the college. During this five-year period, the portion of out-of-state students in the BS-CLD program has increased from 39.7% in the 2014-15 academic year to 55.2% in 2019-20 academic year. Additional diversity data found in section VI.

Since the last review, we have not noticed any discernible difference in the level of preparedness of entering students. During this review period, the average ACT score has not changed – the lowest at 21.53 in the 2017-18 academic year and the highest at 22.74 in the 2015-16 academic year.

It is important to note that we have a large number of students from other programs who minor in CLD (Table 4). To date, it is very difficult to track and analyze CLD minor students – who they are, why they are minoring in CLD, and what are their expectations are from the curriculum are all questions without discernable answers. One of our largest challenges is to balance between CLD majors and CLD minors in their need to enroll in our core courses in the semester they wish, so as to enable them to complete their degree requirements in a timely manner.

Table 4. Primary Major of students minoring in CLD (Fall 2019)	Count of students in the associated major
Accounting	2
Agriculture - Individualized Curriculum	1
Animal Sciences	1
Anthropology	1
Art Studio	1
Biology	2

Career and Technical Education	1
Communication	9
Economics	1
Elementary Education	1
Environmental & Sustainability Studies	1
Equine Science and Management	7
Family Sciences	10
Finance	1
Foreign Languages & Int'l Economics	1
Integrated Strategic Communication	7
Journalism	1
Management	1
Marketing	1
Media Arts and Studies	3
Neuroscience	1
Peace Studies	1
Pre-Communication	1
Pre-Integrated Strategic Com	5
Pre-Management	1
Spanish	1
Total	63

c. Curriculum development

As previously mentioned, the CLD Faculty undertook comprehensive revisions of the BS-CLD curriculum, largely in response to the 2013-14 departmental review. The current curriculum, implemented in Fall 2017, is a product of input from both faculty instructors and community partners, such as leaders of nonprofits, other businesses, and community stakeholders in the area. The revision incorporated expected skills and knowledge needed by CLD graduates, and course modifications were adopted to facilitate desired student learning experiences.

Several pragmatic factors were also considered for the curriculum revisions, including: (a) the current and future DOEs for instruction, available within the department; and (b) the University's strategic goals for improved freshmen retention and 6-year graduation rates with increased experience with community engagement and service learning. The current curriculum is enabling us to utilize departmental existing and expected future instructional resources more effectively by: (1) reducing the total number of required credit hours for majors from 46 to 36 hours and minors from 22 to 15 hours; (2) allowing students more flexibility to take required courses; and (3) controlling the frequency of course offerings to match the available instructional DOEs. Besides added flexibility in the curriculum, the elimination of pre-major requirements has enabled our majors and minors to complete these requirements in a timely fashion. Furthermore, the total required credit hours for CLD majors and minors under the current curriculum is more in line with other CAFE programs. Under the current

curriculum, many CLD majors graduate with a combination of another major, minor, and/or certificate without losing any time to graduation.

In the last six semesters, including those for the next academic year, a more systematic approach is being taken to construct a schedule of CLD courses. The Department is committed to offering at least one section of each core course (i.e., CLD 260, CLD 305, CLD 320, CLD 362, CLD 370, CLD 430, and CLD 490) every semester while CLD 497: Senior Capstone Practicum in CLD once per academic year. We are offering more than one section for those courses with relatively high student enrollment (e.g., CLD 230, CLD 260, and CLD 320).

Although the addition of two new faculty members in the 2019–20 academic year is helping to offer more courses and sections. That said, some faculty think that responsibility for teaching core courses, and graduate courses, are not equitably distributed among faculty members with instructional DOE. Several faculty members have not taught any graduate-level courses, or CLD electives. In the next review cycle, we hope to address the department's challenge of distributing instructional responsibilities more evenly.

d. Student success measures and outcomes

Tracking CLD alumni on their career paths has been a major challenge. Social media platforms, such as Facebook and LinkedIn, are used as a strategy to stay in touch with our graduates and monitor their successes. To date, no systematic attempt has been made to evaluate the success of graduates or track them in their employment and/or graduate training.

CLD 497: Senior Capstone Practicum in CLD is a cooperative educational course between the CLD majors and approved employers who furnish facilities and mentoring that help students acquire the skills and knowledge required in their chosen field. Ultimately, this is a dually beneficial relationship; stakeholder relations are improved while students have an opportunity to build relationships/networks that could encourage future career development. During the last spring semester before they graduate, CLD seniors must complete a minimum of 150 hours service (approximately 10 hours per week) at the practicum site of student choice. Practicum employers are actively involved in the course by assisting students to develop projects, attending the Meet and Greet event in the beginning of the semester, evaluating the students' performances, and attending the Academic Show Case at the end of the semester where all the students in CLD 497 present their posters about their projects. Each year, several students are offered permanent positions at their practicum sites or with related organizations. This has been used as a student success indicator/measure. CLD 497 is a hallmark of the BS-CLD curriculum. The course provides students opportunities to integrate their learning in the curriculum and apply both knowledge and skills to work in the community.

Over the last five-year period, the number of CLD graduates has fluctuated between a low of 34 in the 2017-18 academic year, to a high of 56 in the 2014-15 academic year. The demographic characteristics of CLD graduates are consistent with the demographic of the CLD student body as a whole, with African-American students representing approximately 30 percent of BS-CLD graduates.

e. Delivery of instruction

Currently, the BS-CLD curriculum is taught by: (a) 13 faculty members with instructional DOE, including two non-tenure track lecturers; (b) 1 professional staff member; (c) 1 graduate student who also works as the program's academic coordinator; and (d) part-time instructors from various backgrounds and statuses on campus. Because of insufficient instructional resources, the department relied on part-time instructors to teach core courses at the lower level (i.e., CLD 260, CLD 320). Beginning in the 2020-2021 academic year, nearly all major core courses will be taught by faculty members while other instructional members will contribute to teaching CLD elective courses.

We have begun offering courses in the distance-learning (DL) and hybrid formats. These courses are cross listed with the Department of Educational Leadership Studies (EDL/CLD courses) and have been popular since they satisfy not only a CLD elective requirement, but also the requirement for the Undergraduate Certificate Program in Leadership Studies.

f. Summary of learning outcomes assessment process and evidence of improvement

As mentioned above, the SLO (Student Learning Outcomes) Assessment Plan for the BS-CLD curriculum was not submitted in the previous cycle. Consequently, even though annual assessment reports were submitted to comply with University reporting policy, prior to the 2016-17 academic year, few artifacts are available to determine how previous assessment activities were carried out.

However, since the 2016-17 academic year, data for learning outcome assessments have been collected and analyzed more systematically. Somewhere between 3 to 10 artifacts are collected from a set of selected core courses, each of which is reviewed by at least three faculty members. Results are presented and discussed first at the CLD Undergraduate Committee meeting, and then at the CLD Department meeting so as to allow faculty members to reflect on the strengths and weaknesses of the curriculum. Since our department have a few faculty with limited instructional DOE, several faculty members knew very little about the curriculum and core courses. We recognized the biggest challenge in reflecting on student learning assessment was associated with a lack of sharing or communicating about our instructional activities.

These reflections contributed to a department-wide discussion on our hiring needs and the new SLO assessment plan to be submitted in April 2020. Moreover, a conversation with the CLD Undergraduate Committee, and among faculty members, has begun in which to plan instructional rotations and share instructional materials to ensure pedagogical consistency and quality.

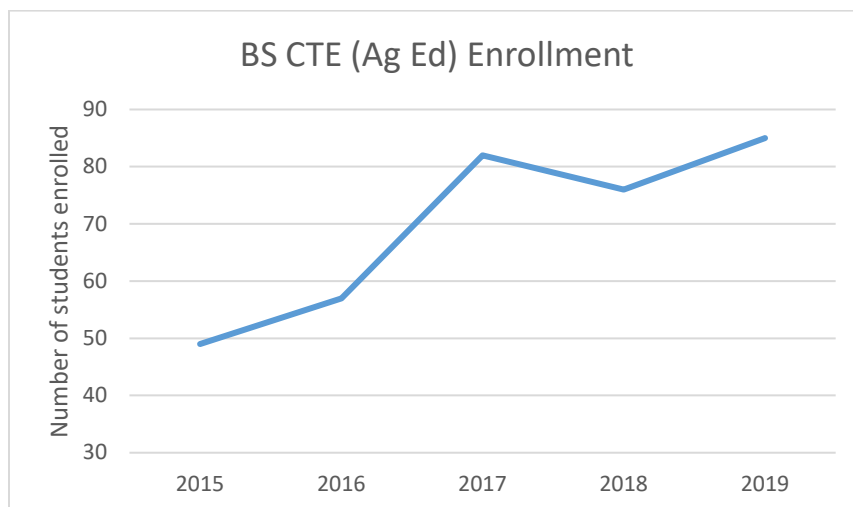
Beginning in the 2018–2019 academic year, all faculty members with instructional DOE are assigned CLD advisees. While the AC advises all freshmen and transfer students for the first year and semester, respectively, the DUS advises all the seniors because these groups require more attention to ensuring that the University's and College's procedural requirements are being met. BS-CLD program sophomores and juniors are equally distributed among the remaining faculty members for advising. This arrangement has helped CLD students to seek opportunities for independent work (e.g., research, reading) and

experiential learning under the supervision of those faculty members who do not teach CLD core courses.

BS in Career and Technical Education (Agricultural Education)

a. Student and employer demand

Enrollment in the Agricultural Education program (formally referenced as CTE) has increased rapidly over a 5-year period. For instance, CTE enrollment has grown from 49 students in Academic Year 2014–15 to 84 in 2018–19, an increase of 71.4 % (please see chart below). The program has also been highly successful in placing its graduates. Employment success rates in the field have been 100% over the last eight years. In addition to growth, the agricultural education undergraduate degree program has increased in academic success with nearly 80% of the students consecutively recognized as a Dean’s list recipient. In October, 2019, the program was recognized at the National Alpha Tau Alpha Conclave, a national organization for undergraduate programs, as the *Best Program in the United States*. This is an honor received four of the last five years. The recognition is based upon the program’s work toward program growth, professional development, service to the profession, and ability to generate resources.



The success can be partially attributed to the innovative model and direction of the agricultural education program. Historically, agricultural education served as a teacher certification program. At the University of Kentucky, the program continues its pursuit of preparing secondary classroom teachers, but delivers a message that the degree prepares its graduates to be educators and advocates for agriculture, both formally in the classroom, as well as non-formally in educating the public. In fact, the current brand is that the agricultural education program is the *College’s People Degree in Agriculture*.

With the utilization of a part-time academic coordinator, conscious efforts are being placed on expanding the recruitment message. Three years ago partnerships began between the UK Ag Ed degree and the Chicago High School of Agricultural Sciences, W.B. Saul High School in Philadelphia, and John Browne High School in New York City. These partnerships have led to the enrollment of 1) out-of-state students; 2) ethnically diverse students; 3) religiously diverse students; and 4) socio-economically

diverse students. Considering that one of the faculty members has established a credible name in multicultural research, the diversity of the student enrollment has been retained; however, this is an area where growth is still needed.

Agricultural education, as the College's *People Degree in Agriculture*, is in high demand. Current outlooks anticipate over 10,000 jobs in the agriculture field will go unfilled this upcoming year. Many of which are in areas of education, sales, training, and community-based education. Academic leaders within the UK Agricultural Education program believe the enrollment numbers could increase to 150 undergraduates (30-35 graduates/year) and still maintain its status of 100% employment rate. Currently we have two FTEs assigned to the AgEd program, and currently searching for a third faculty, but we are concerned that three FTE's are not sufficient for growth, while maintaining instructional quality.

b. Composition of student enrollment and recent graduates

The Agricultural Education student enrollment is primarily homogenous in race/ethnicity, but diverse in parental education level and socio-economic levels. The program has increased with the number of student having Pell grant recipients over the last five years from 24% of the enrollment in 2014, to 47% in 2018. The majority of the student body are women (59, 70% in the Fall 2018). Opposite of what research may suggest, the increase in Pell grant recipients have not resulted in an increased drop-out rate within this agricultural education program. In fact, the program has a retention rate (as measured by retained percentage by the second Fall term) of nearly 91% of their students. As previously mentioned, the program notices a significantly low enrollment of ethnic minority students and in 2019, the undergraduate committee has developed strategic goals for increasing our ethnic minority student enrollment.

c. Curriculum development

The agricultural education program is working to establish courses with a focus on diversity and inclusion. Such curricular changes include the redirection of AED 580 – Foundations of Agricultural Education, as a multicultural education course. In addition, assignments that encourage social action, social awareness, and cultural understanding are now infused in the undergraduate curriculum.

d. Student success measures and outcomes

Utilizing social media outlets, faculty correspondence and research provided by the part-time academic coordinator, connections regarding the employment, promotion and location of graduates occurs. Currently, graduates of the program have found employment, or admittance into a graduate program, for eight straight years, immediately following graduation.

e. Delivery of instruction

Currently, the Agricultural Education curriculum is taught by: two faculty members with instructional DOE, along with a) one adjunct professor; (b) two graduate teaching assistants; (c) one graduate student who also works as the academic coordinator of the program; and (d) multiple part-time instructors and

professor emeriti who assist with the capstone experience. Because of sparse instructional resources, the department relied on a part-time graduate student to assist with the recruitment and retention efforts as well as academic advising. Due to the program's growth, while only having part time faculty employment, the current two faculty members are feeling the strain of this workload. With the hiring of an upcoming faculty member with an anticipated start date of July 1, 2020.

f. Summary of learning outcomes assessment process and evidence of improvement

Following the Student Learning Outcomes (SLO) assessment designed for the teacher education certification program, the agricultural education students continue to grow in a variety of areas, but more specifically in their writing ability and multicultural understandings. Outside of the SLO, results from state mandated assessment programs such as PRAXIS, provided by ETS, exhibits minor deficiencies in agriculture mechanics and animal sciences. The Director of Undergraduate studies is working to assist with two departments in providing deeper curriculum connections to the degree requirements. Finally, results from a post-graduate assessment revealed that students felt that they needed additional time for academic advising to assist with their career goals.

g. Student teaching and/or research assistantships

Typically, 5-7 undergraduate students are engaged in undergraduate teaching assistantships with the introduction course (AED 110) as well as through a partnership with Animal Sciences in ASC 101 each year. Students are allowed to enroll in 3-credit hours. In addition, 2-3 students per year enroll in AED 399 and complete an undergraduate research project. Currently, two research posters, one research presentation, and one research publication are under review that were all part of undergraduate research projects.

Certificate of Leadership Studies

The Department of Community and Leadership Development (CLD) participates in a joint undergraduate certificate program in leadership studies with the Department of Educational Leadership Studies (EDL) in the College of Education. Four vital pillars are complimentary to undergraduate programs and are reflected throughout the content of course work in the following ways:

- Understanding core concepts about leadership
- Fostering team and organizational leadership
- Embracing community leadership
- Focusing on intercultural communication skills

Enrollment or initial interest in the certificate program is difficult to track as students often decide to officially enroll late in their academic path. The certificate was completed and awarded to one student in Academic Year 2016 and to an additional three students in Academic Year 2019.

Please visit the following URL for more details regarding the certificate:

<https://education.uky.edu/edl/undergraduate-certificate-in-leadership-studies/>

MS in Community and Leadership Development

The Master of Science in Community and Leadership Development has an interdisciplinary base and provides a range of engaged experiences that support the growth of knowledgeable, skillful, and creative leaders. Graduates are prepared to address the needs and concerns focused on communities of place (e.g., geographic proximity), of interest (e.g., non-profit organizations), and of practice (e.g., schools, advocacy organizations). Coursework and training are grounded in the philosophical foundations of leadership, community, community communication, social science inquiry, as well as formal and non-formal educational scholarship and practice. The graduate program accommodates a wide variety of individuals from diverse backgrounds and interests, such as public servants, nonprofit organizations, communications, schools, adult education, social services, and Cooperative Extension. The research-focused MS-CLD program is organized around intentional experiential education, learner-centered core—designed to be practical, engaging, and thought provoking. Through the selection of enrichment areas that draw upon courses from across the university, students have considerable flexibility in planning a program that will meet their individual academic and professional goals. Current faculty expertise provides especially focused support for the following enrichment areas:

- Community Development
- Leadership Development
- Non-formal Education (Community-based, Agency-based)
- Agricultural Education
- Rural Studies

Community Communication has been an additional enrichment area, but with the loss of three CLD faculty with this emphasis due to retirement and attrition, courses and student mentoring have been on hold during this review period. In 2019, a new faculty member was hired to address student interest in community communications. The MS-CLD program description and the Progress and Planning Form, which specifies course requirements for the MS-CLD degree, can be found in Appendix C.

Prior to 2013, the degree program was brought into the CLD Department by Agricultural Education faculty and revised as an MS in Career, Technical, and Leadership Education with two formal options: Career and Technical Education & Community and Leadership Development. Beyond a common research methods course and the requirement to complete either a thesis or a creative project, the two options had little in common because of separate sets of degree requirements. The current graduate program blends students from diverse academic backgrounds into a common core of courses with options to specialize in their areas of interest. Enrollment in the MS program has been nearly even between the two degree options of Career and Technical Education & Community and Leadership Development, with the CTE option have the slight majority.

a. Student and employer demand

The graduate program has been attracting a stronger, though somewhat smaller pool of applicants since the last review. Similar to national trends, in stronger economic times student opportunity costs to return to graduate school are greater. Some students admitted in the last three years decided to return

to the agricultural education classroom instead of pursuing a master's degree. Agricultural Education in Kentucky no longer requires a Masters after five years of teaching so the need to enroll in a graduate program has decreased. Additionally, due to the period with no community communications faculty, students sought out other programs with faculty who could mentor them. One strong student who delayed returning to graduate school is applying for Fall 2020, indicating the hire of communications expertise was an important factor in her leaving full-time employment to pursue a masters.

The job market is bright for our graduates who generally go on to work in school systems, non-profit organizations, law, faith-based communities, business/entrepreneurial endeavors, Peace Corps, and Cooperative Extension. Particularly our fully employed, part-time students are remaining in their current professional roles with most receiving promotions and expanded career opportunities with their current employers. Several of our graduates are completing doctoral or additional graduate programs.

b. Composition of student enrollment and recent graduates

The quality of our MS-CLD graduate students has been increasing. Qualitatively, the students are entering the program with passion to make a difference in their communities, improve quality of educational opportunities for students, and generally improve the well-being of underrepresented groups. Due to research interest of faculty, we are attracting a more diverse pool of students representing a broader spectrum of racial/ethnic backgrounds, regions of the US, and internationally.

In 2015, with new Graduate School databases, we began the process of "re-finding" students who had been on the books but fallen through the cracks or were unaware that there were time limits to completing their degree. Unfortunately, some of our students, only lacking the completion of their thesis, made the choice to continue pursuing other interests and did not complete their degree. The challenge for a student is to remain engaged through completion when they are no longer taking classes and other life demands such as job and family take preeminence. We are seeing a decrease of "stragglers" (those with three or more years since completion of coursework with only their final project to complete) by strategically encouraging earlier proposal defense and data collection/analyses by their fourth semester.

We receive numerous inquiries each week regarding our graduate program. Many international students are genuinely interested in the course of study but need funding to be able to obtain visas to study abroad (here at UK). Other students are seeking to return for a graduate degree (often 5+ years post-bac with work experience) but were "distracted" during undergraduate studies and graduated with GPAs below the Graduate School requirement. Currently, we have five students taking undergraduate or graduate courses as a post-bac student to gain substantive grounding in the content and provide realistic feedback as to possible success in a Research 1 university's graduate program. One such student took this route, finished his MS in CLD in 2018, and is now a second-year UK law student.

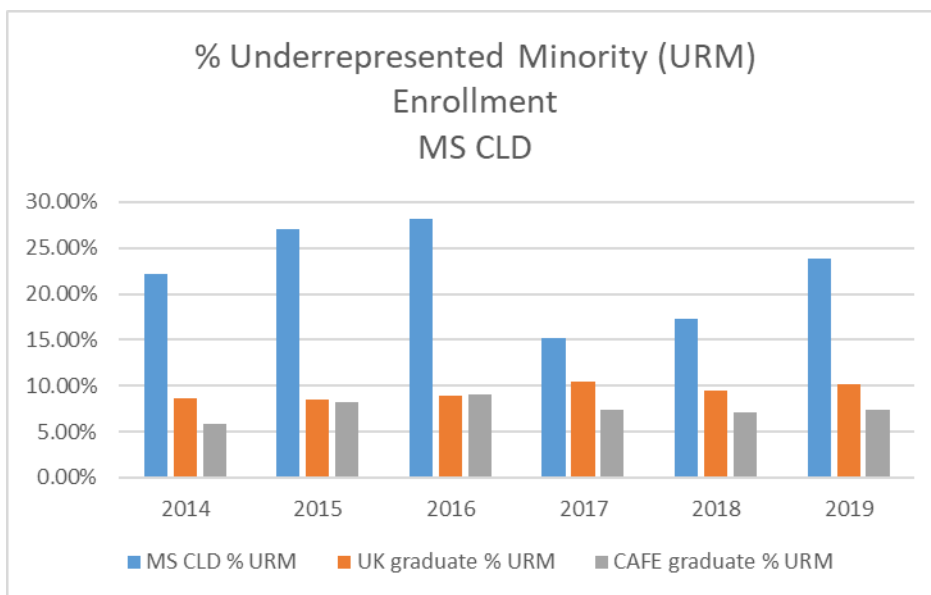
CLD has decided to maintain the GRE as an admission requirement, particularly since UK still requires the score in consideration for the Lyman T. Johnson Fellowship. However, the GRE is one of several evaluation criteria, including leadership experience, community engagement, writing clarity, and reference letters. We provide more detailed instructions for content to be included in the applicant's

narrative. This has proven to be a valuable screening tool to gain insight whether the individual is ready to enter a research focused and writing intensive course of study. We are recruiting students that will benefit from research mentors and provide faculty with students who enjoy thinking and engaging in applied scholarship.

Enrollment in the MS-CLD program has somewhat decreased, however we are pleased with the increased diversity in our more recent cohorts (Table 5). For the 2018–19 academic year, we have 23.8% underrepresented minorities, of which 14% are African-Americans (please see Table 5 and chart below).

Table 5. Enrollment and Degrees Awarded for MS CLD Program – FY 14–15 to 18–19

Academic Year	Enrollment	Full-Time	Female	White Non-Hispanic	African Amer.	Degrees Awarded
14-15	37	57%	78%	73%	11%	10
15-16	40	68%	78%	65%	15%	13
16-17	34	68%	76%	56%	21%	17
17-18	29	66%	76%	69%	10%	14
18-19	21	57%	67%	67%	14%	11



c. Curriculum development

During this review period, no substantial changes were made to the 30 credit-hour MS-CLD program that had just been revised at the time of the last review. One exception has been the removal of the 1 credit hour CLD 620 course. The need for the 1 credit hour introductory class was met with more substantial orientation at the beginnings of the semester. Also, the one odd credit led to many students having to complete/pay for 31 credits.

The department’s Graduate Committee is discussing the need/implications of online courses in lieu of the university’s changing fee structures and incentives. Currently, only one course CLD 685 Advance

Community Development Theory and Practice is offered fully online. CLD 675 Theoretical Foundations of Communications and Community was last taught online in 2015. We will offer this course in 2020 taught by our newly hired faculty member with communications expertise. CLD 684 Statistics, has been taught synchronously on-line and is now being developed for asynchronous online delivery. However, at this time, students must identify a methods course (either quantitative or qualitative, whichever best meets their research needs) from offerings across the campus. Identifying offerings each semester is generally through student networks and feedback from previous students.

d. Post-graduation student success measures and outcomes

The Director of Graduate Studies maintains a database of graduate students. Most student progress is tracked through LinkedIn, social media, and professional networks. The Graduate Committee is considering additional alumni tracking options to improve opportunities for alumni-student mentoring. In 2018 CLD began presenting a Graduate Alumni Award that we hope will continue to bring additional program visibility.

A significant regional research recognition was earned by one of our recent MS-CLD graduates. Heather Hyden's 2017 thesis *Cultivating a Culture of Food Justice: Impacts of Community Based Economies on Farmers and Neighborhood Leaders in the Case of Fresh Stop Markets in Kentucky* was selected as the University of Kentucky entrant, and subsequently the winner of the prestigious Conference of Southern Graduate Schools' 2018 Master's Thesis Award in the Social Sciences, Education, and Business category. This recognition elevated the prestige of our program amongst our peer institutions from our perspective.

e. Summary of learning outcomes assessment process and evidence of improvement

In 2015, a Graduate Program Assessment Plan was adopted by the CLD Faculty with five Student Learning Outcomes. Each year a different outcome has been the object of assessment with artifacts collected from a core course or thesis/creative component final products and reviewed by at least three faculty members. University feedback has been generally positive, particularly with regard to direct assessments. Outcomes are discussed in the Graduate Committee and then the Graduate Faculty at the annual Graduate Faculty Review of Graduate Students. At this meeting, progress of each of our students is discussed by the approximately 10 faculty. We view graduate education as a team effort. Graduate faculty have the opportunity to give direction to the DGS in communicating concerns with individual students as well as discuss strengths and growth opportunities for the MS-CLD program. Efforts have been initiated to strengthen faculty mentoring and inclusion of graduate students in faculty research and outreach activities.

The Graduate Faculty is in the process of strengthening the evaluation rubric with both direct and indirect assessment methods to be incorporated into the new Assessment Plan due in April 2020.

f. Graduate student teaching and/or research assistantships

One of the challenges with a masters-only graduate program is that almost all UK fellowships are now tied to doctoral programs. The only university fellowship our students can apply for is the Lyman T. Johnson fellowship for students from underrepresented minority groups. Our department has been successful in funding at least one student for the last five years. However, changes in the fellowship program have increased competition. On a positive note, for the last four years at least one of our students received the CAFE Diversity Research and Teaching award.

There is limited recurring funding from the CLD department. There are three Research Assistantships tied to multi-state/Hatch projects, two Agricultural Education funded Teaching Assistantships, and one CLD Teaching Assistantship that was initiated in Fall 2016. Currently, our Academic Coordinators for each of our undergraduate programs serve as Teaching Assistants, though they are pursuing their advanced graduate degrees in the College of Education. While not recurring, there are also several Research Assistantships funded by faculty grants or as new faculty hires' startup packages. CLD has been competitive in securing Research Assistant tuition waivers for students funded on grants not allowing tuition expenditure.

In recent MS-CLD cohorts students have received graduate assistantships with other College and University units (e.g., CAFE Office of Academic Programs, Appalachian Center, Educational Policy and Evaluation, Campus Recreation, Transformative Learning). Although these students were full-time on-campus students, being housed in other parts of campus decreased interaction amongst members of his/her cohort.

One of the ongoing challenges students face is learning how to balance RA/TA responsibilities and their coursework. To monitor this work-life balance, the DGS is meeting each semester with funded students to identify any challenges students are facing in making progress towards completing their degree.

Over the past five years, approximately one-fourth of our students are self-funded. These dedicated students faced challenges working full time and carrying a substantial enough course load to qualify for student loans.

The balance of our students are full-time UK employees from units across campus and around the state (Cooperative Extension agents.) Evening classes work well for these students, though travel demands of their jobs (e.g. student recruiters) often impact their academic studies. The UK Employee Education Program funds up to six credit hours per semester. A few of our full-time employees tackle two courses per semester, but most are only able to make time for one course given professional and family demands. Indeed, one of our recent graduates made steady progress of one course per semester and completed his program of study and thesis in a little over six years while maintaining a demanding position at UK with substantial international program on-site supervision and travel. It can be done but is difficult and takes time to complete.

g. Challenges and Opportunities for Master's Program in CLD

We are continuing to recruit students from underrepresented minority groups and first generation students. Most of the program marketing is conducted by the DGS and faculty recruiting students to work with them on funded research projects. We have been successful in recruiting at the national MANRRS Conference, regional SAAS meetings attended by students from 1890 land grant institutions, leadership and community development professional meetings, and National FFA conferences.

The Graduate Committee is in the process of developing a broader marketing plan. We were hesitant to take these steps when the department was down in faculty numbers and content area expertise was thin. We believe the MS-CLD degree is highly marketable and could attract a significantly larger pool of applicants. If so, another challenge is to determine the program's "carrying capacity" and carefully monitor admissions so as not to exceed it. In addition to simply determining the number and variety of graduate courses we can offer, this should include getting accurate information on the distribution of faculty by participation on student committees to help both assess program capacity and equitably distribute, as much as possible, program responsibilities. Regardless of decisions on carrying capacity and the right balance of full-time vs. part-time students, the CLD faculty sees the benefits, both for students and faculty, of having a core group or nucleus of full-time, on-campus, and present-in-the-Department students.

We also cannot lose sight of meeting the often-competing needs of both part-time students who are employed professionals and full-time, on-campus students. First, there is the need to find the right balance of part-time vs. full-time students. Then, there is the need to find the right balance of day/night/distance classes. These decisions need to be made in the context of the new university tuition reimbursement plan and efforts to move towards online Masters programs. CLD continues to see the value and need for a residential masters-level program for our community-based professionals and agricultural education students needing face-to-face training to either return to the classroom or eventually pursue a doctoral degree.

These decisions need to be made with consideration of whether or not to resurrect the suspended Ed.D. in Vocational Education. While admission into the program was suspended well before the establishment of the Department in 2002, an Ed.D. in Vocational Education remains "on the books." We have periodically requested that the degree not be officially terminated since it is much easier to revise a program and reinstate admissions than to establish a completely new program. As we continue to restore our faculty lines, we plan to revisit previous discussions of seriously considering the possibility of reactivating the degree and revising it as an integrated and unified Ph.D., rather than Ed.D., in Community and Leadership Development. As such, it would build upon the MS in CLD. It may also be the logical "next step" for CLD to remain an academic department at a Research I university.

The current shortage of teaching resources previously described at both the undergraduate and graduate levels would seem to preclude reactivating and revising the program. On the other hand, doctoral students with funded teaching assistantships could provide additional teaching resources. In addition, doctoral-level research assistants and the students' dissertation research would undoubtedly

boost the Department's research programs and productivity. We look forward to and will welcome the Review Team's recommendations on whether and how we should proceed.

Extension and Engagement in the Classroom

As well as conducting Extension and engagement work, the Department also bridges Extension and engagement with its instructional program. In addition to the undergraduate CLD 497 Professional Practicum course, the course CLD 401 Principles of Cooperative Extension (taught by Dr. Kenneth Jones), and bringing faculty in as guest speakers to share or provide specific training from their work in Extension and engagement, faculty also incorporate direct experiences as part of their instructional practice and course design. Several recent examples include CLD 430 Community Leadership, where Dr. Dan Kahl organized two courses around an Extension request to design materials to be used by the group, *Leadership Winchester*. For the graduate course, CLD 670 Community Engagement, Dr. Rosalind Harris combined on-campus classes and direct work with the Castlewood Neighborhood Fresh Stop Market in Lexington, which works to bring fresh, local produce at affordable prices to their local neighborhood. In CLD 475-004 Lyricism & Leadership: Hip Hop & Community Change, Dr. Bryan Hains focused on leadership styles and cultural and power dynamics within the local community by working with a local Hip Hop artist and having the students write, sing, and produce albums to promote community education and change. In another course, CLD 400 Agricultural Communications Campaigns, former faculty member Dr. Kang Namkoong helped students gain knowledge about the principles of marketing communications by working in teams with local farmer's market organizations in the state to develop communication campaigns for each of the markets.

III. FACULTY AND STAFF

a. Faculty Composition

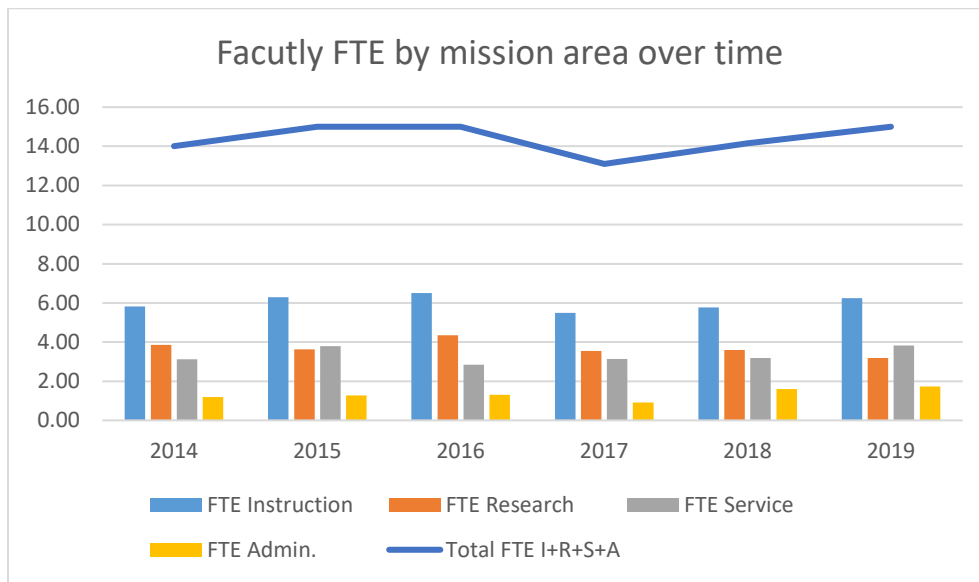
Table 6 shows faculty DOE and rank of CLD faculty for FY 2019-20. The University of Kentucky has several “title series” that define faculty responsibilities, with each title associated with specific academic regulations. Presently, the department has three types of faculty lines. These include eight faculty in the “Regular” title series, six in the “Extension” title series, and two faculty in the “Lecturer” title series.

Faculty	Rank	Inst.	Res.	Ext./Serv.	Admin.
Breazeale, N.	Assoc. Ext. Prof.	40	0	60	0
Dyk, P.	Assoc. Prof.	32	38	10	20
Epps, R.	Assoc. Prof.	67.5	20	7.5	5
Hains, B.	Assoc. Prof.	35.75	40	7	17.25
Hains, K.	Assoc. Ext. Prof.	42	8	50	0
Harris, R.	Assoc. Prof.	24.25	50.75	25	0
Harrison, R.	Prof. & Chair	10	0	5	85
Hustedde, R.	Ext. Prof.	5	20	75	0
Jones, K.	Ext. Prof.	23	0	10	67
Kahl, D.	Asst. Ext. Prof.	22.5	0	52.5	25
Meyer-Rossi, A.*	S. Lec.	90	0	10	0
Olson, B.	Asst. Prof.	50	45	5	0
Rignall, K.	Asst. Prof.	44.75	50.25	5	0
Shade, L.*	Lec.	90	5	5	0
Tanaka, K.	Prof.	46	33	6	15
Vincent, S.	Assoc. Prof.	49.5	36.5	5	9
Zimmerman, J.	Ext. Prof.	7	23	55	15

* Two CLD faculty serve as co-coordinators of the CAFE GEN 100 program. GEN 100: Issues in Agriculture, Food, and Environment has been coordinated by faculty in CLD for a decade. This required UK Core Citizenship course includes ~25-30 sections per academic year, a peer instructor program, a professional panel speaker series, spring workshops and additional instructor recruitment and training, instructor and peer instructor collaboration sessions. Alissa Rossi (27.5% of her DOE is dedicated to these duties, 50% to teaching four sections of GEN100) – Lindsay Shade (11.5% of her DOE is dedicated to coordination, 25-50% teaching 2-4 sections of GEN100).

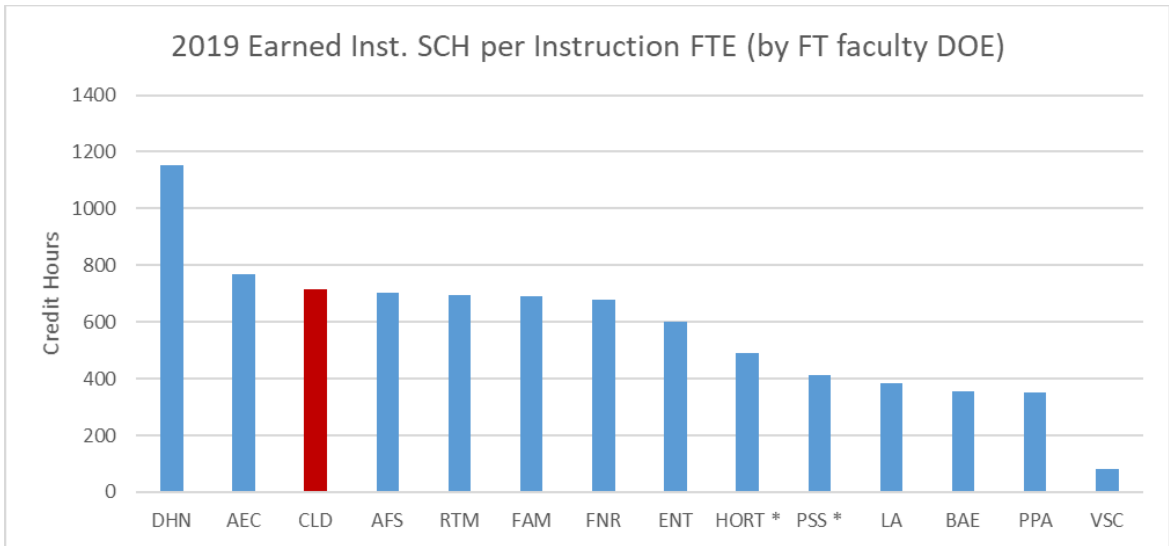
Table 7 and the associated chart show the overall faculty capacity as full-time equivalents (FTE) for each mission area over time.

Year	FTE Instruction	FTE Research	FTE Service	FTE Admin.	Total FTE I+R+S+A
2014	5.82	3.86	3.12	1.20	14.00
2015	6.30	3.63	3.80	1.27	15.00
2016	6.50	4.35	2.85	1.30	15.00
2017	5.50	3.55	3.13	0.92	13.10
2018	5.77	3.60	3.19	1.60	14.16
2019	6.25	3.19	3.83	1.73	15.00

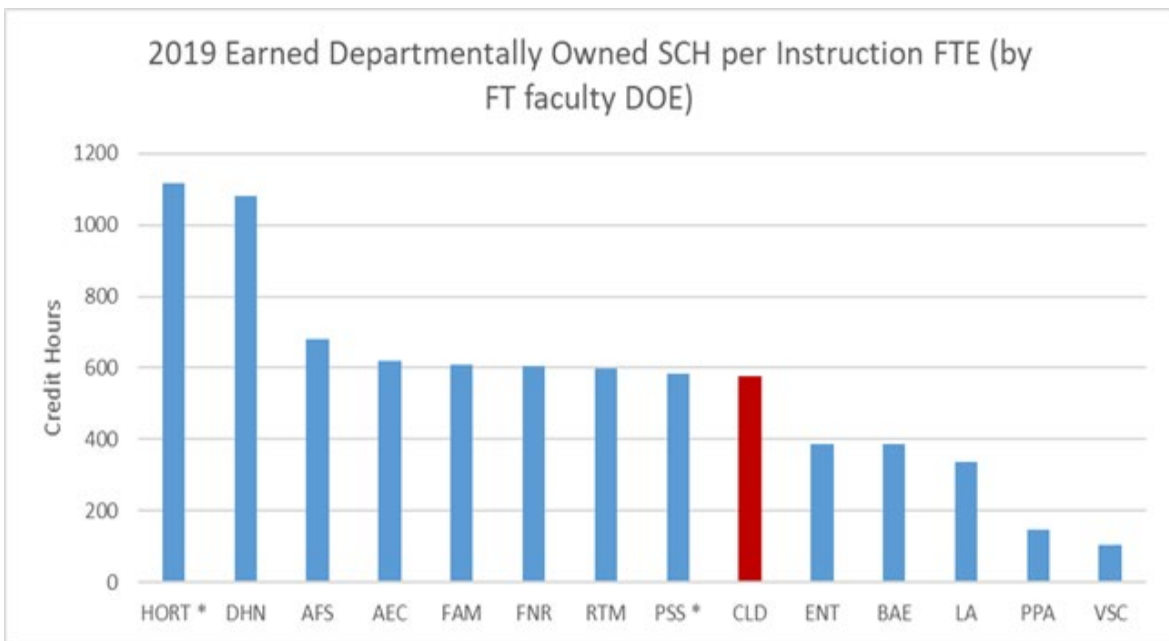


CLD faculty provided a total of 4,112 credit hours of instruction (including courses taught outside the department) in fiscal year 2019. This is an average of 713 credit hours per instruction FTE in the department. Assuming an average of 60 students and three credit hours per course, this represents 45 courses, or 8 courses per one instruction FTE each year. Note that credit hours provided by part-time instructors are included in this calculation, although the PTI employee group does not have DOE, and therefore no FTE instruction.

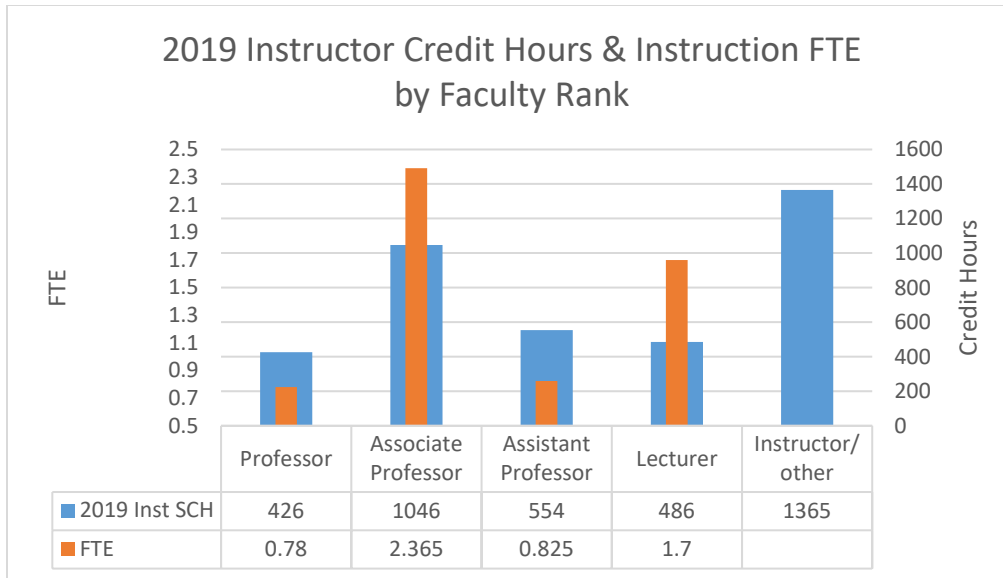
The departmental instruction load, as measured by earned instructor credit hours per instruction FTE in fiscal year 2019, ranks third among all CAFE departments (please chart below). Note that this includes all credit hours taught by individuals with academic appointment in the department, regardless of who owns the course and instructor’s employee category. FTE includes only full-time faculty in the department.



The departmental instruction load, as measured by earned credit hours among only courses owned by the department and normed by instruction FTE, ranks ninth in the college (please see chart below). See listing of departmental courses and instructors in Appendix I.



Credit hour delivery in 2019 was distributed among faculty ranks as shown in the graph below. A majority of the instruction was conducted by Associate Professors and Instructors (including part-time instructors, who may be staff or graduate students).



b. Staff Composition

The department has six staff positions, which includes two Extension Professional staff, two Administrative Support staff, one Staff Support Associate, and a Computer Support Specialist II staff (Table 8)

Table 8. CLD Staff and Position, FY 19/20		
Staff	Position	Primary Responsibility
Blackburn, J.	Administrative Support I	Business Officer
Gillies, M.	Administrative Support I	Business Support
Nally, D.	Staff Support I	Student Programs & Events
Pohl, L.	Extension Associate	Extension Leadership Programs
Strode, D.	Extension Specialist	Extension Communications
Open/Searching?	Computer Specialist II	Digital Marketing & IT

c. Faculty and Staff Success

Faculty and/or staff routinely receive recognition for their achievements in teaching, leadership, and scholarship. Examples for FY 2018–19 are listed below:

- Dr. Bryan Hains was 1 of 10 community leaders to receive the inaugural Community in Action award for the Community Action Council. Dr. Hains was also named winner of the 2019 Master Teacher Award in the UK College of Agriculture, Food and Environment.
- Dr. Rosalind Harris was awarded the Outstanding Community Development Educator Award at the 50th Annual Community Development Society Conference.

- Dr. Dan Kahl was awarded the NACDEP Southern Region Team Award for Education Technology. Further, Dr. Kahl was the 2019 National Runner Up in recognition for his role in curriculum development of “Working with Virtual Teams.”
- Dr. Julie Zimmerman was awarded the Certificate of Appreciation Award from the Rural Sociological Society. This is given to members who have provided outstanding service to the Society beyond the call of duty in a singular area of effort.
- Dr. Stacy Vincent was the recipient of the Ken Freedman Academic Advising Award.
- Dr. Rebekah Epps received the Outreach Educator Award from the Kentucky Cattleman’s Association and also received the Honorary American FFA Degree (the highest award honored by the National FFA Organization).

Other examples for past years may be found in faculty CV’s (Appendix A). Moreover, the following link provides comparative data regarding faculty success for research, instruction and Extension: <http://administration.ca.uky.edu/files/composite.pdf>

IV. RESEARCH

a. Research is evidenced by conducting and communicating a coherent research program(s) which involves engaging with our respective disciplines and/or engagement with civil society. Indicators of excellence in research include publications, presentations, authorship, the pursuit of funding and recognition. Research publications and grant funding since the last review are reported in tables 9 and 10, respectively.

b. Research Productivity

Table 9. Publications FY 2014 – 2019					
FY	J. Articles	Books/Chaps.	Other	Total	J. articles + books&chapters/FTE
14-15	7	0	29	36	1.93
15-16	23	2	38	63	5.75
16-17	19	1	6	26	5.63
17-18	13	3	NA	16	4.69
18-19	9	1	NA	10	2.78
5-Year Avg.	14.2	1.4	NA	30.2	4.16

Table 10. Direct and Collaborative Awards, FY 2014–15 to 2018–19.					
	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
Direct	\$385,004	\$53,000	\$884,102	\$351,521	\$424,472
Collaborative	\$4,552,148	\$1,657,987	\$13,672,320	\$13,097,025	\$1,448,399

Our direct grant productivity this past year was \$424,472, up from last year but 23 percent below a three-year moving average. The five-year direct average is \$419,620, so in a longer-term context we had an average year. The faculty are actively engaged in research mentoring and collaboration with our students. See Appendix F for a list of publications including students.

Collaborative grant dollars (\$1,448,399) are much less this year relative to past years, which is due to the completion of a large collaborative grant related to SNAP education. We do not perceive a reason for concern here, other than to note that much of our direct grant support is linked to collaborative ventures with other units in CAFE and the broader UK community.

c. Areas of Research Emphasis

Critical pedagogy & building the capacity of marginalized individuals, groups, organizations, and communities – Dr. Nicole Breazeale.

Dr. Breazeale joined the faculty in July of 2019 and has a teaching (40%)/Extension (60%) DOE. Her research program expands upon and enhances these major job responsibilities. One line of research focuses on critical pedagogy, with current work exploring the practices and potential for community development service-learning. A second line of research focuses on building leadership & community capacity for food systems reform. Recent research with Extension Agents and undergraduates seeks to explore and develop models for self-governance of community gardens and investigate how to build the leadership capacity of organizations (recovery centers, jails, etc.) that are collaborating with local farmers and volunteer groups on gardening initiatives. A third line of research involves investigating the value, theory, practices, and ethics of using story-based techniques in community and leadership development.

Socioeconomic Well-being of Rural Families – Dr. Patricia Dyk

Dr. Dyk's research program focuses on opportunities and barriers that enhance individual and community well-being. She has remained engaged in studying the social and economic factors affecting the health and well-being of families and communities through a multi-state low-income rural families project, civic engagement through the regional Turning the Tide on Poverty project, and more recently, the barriers to effectively leading across cultural contexts by examining cultural intelligence (CQ). Through evaluation of her international teaching experiences and implementation of adaptive pedagogies her work is contributing to the scholarship of teaching and learning (SoTL).

STEM Education in Agricultural Sciences – Dr. Rebekah Epps

Dr. Epps focuses on STEM education and how it intersects with agricultural education. She uses traditional teaching strategies, inquiry-based learning, and solid learning theories in the classroom. Dr. Epps models behavior using these strategies to teach future Agricultural Educators. Dr. Epps' research focus has been in the area of STEM in the classroom, teaching and learning with an emphasis on curriculum development, teacher retention, and student achievement.

Community Development Education – Dr. Bryan Hains

Dr. Bryan Hains' research focuses on the intersection of human emotion and cognition and its impact on learning and development. His background in teaching and learning allows him to apply research findings within multiple educational, community and professional contexts. A primary context of Hains' research and instruction is socio-cultural and identity development. Most recently, his research focuses

on Community Education and Community Learning processes. This work has led to being awarded a three-year USDA/NIFA Higher Education Challenge Grant titled: “Building Capacity and Diffusing Innovation in Community Development Education.” The project also involves working with co-pi’s from the University of Kentucky, University of California-Davis, and University of Detroit–Mercy, to complete two comprehensive studies. The first study, national in scope, examined postsecondary Community Development Education programs at both the institutional and individual instructor level. More specifically, the study examined knowledge, skills, values, and educational practices promoted through each participating program. The second study examined perspectives from community development expert practitioners regarding knowledge, skills, and values needed within the field. It is the intent to provide a research-based foundation for the status of community development education - the first of its kind.

Community Leadership and Education - Dr. Kristina Hains

Dr. Kris Hains’ research program is focused on community leadership and education. She has collaborated with others to receive a three-year USDA/NIFA Higher Education Challenge Grant titled: “Building Capacity and Diffusing Innovation in Community Development Education.” The project involves two comprehensive studies. The first study, national in scope, examined postsecondary Community Development Education programs at both the institutional and individual instructor level. More specifically, we examined knowledge, skills, values, and educational practices promoted through each participating program. The second study examined perspectives from community development expert practitioners regarding knowledge, skills, and values needed within the field. It is our intent to provide a research-based foundation for the status of community development education - the first of its kind.

Food Justice and Youth Restorative Justice – Dr. Rosalind Harris

Rosalind Harris is a social justice scholar currently involved in food justice and youth restorative justice research, teaching and community-university engagement. Her food justice work focuses on establishing sustainable access to fresh produce for food insecure communities within the city of Lexington, Kentucky. Her youth restorative justice work involves work within Fayette County schools co-facilitating healing circles with youth who might otherwise be referred to youth detention, placing them at risk for entering the school to prison pipeline. Harris' UK students are trained in participatory research methods and immersed in the scholarship of engagement as they work with neighborhood markets and in the schools co-facilitating healing circles. The results of this work have been shared in presentations at professional meetings as well as in scholarly and popular publications.

Community Engagement – Dr. Ronald Hustedde

Dr. Ronald Hustedde focuses on community engagement through the venues of entrepreneurial leadership development, rural entrepreneurship, youth entrepreneurship, public deliberation about contentious issues and public conflict analysis and resolution. The themes of community engagement and democratic participation are woven throughout his research publications on aging, disabilities, theoretical frameworks, storytelling, entrepreneurial cultures and eco-systems, conflict and

deliberation. During the past five years, he has supervised graduate students who have conducted community engagement-related research which addressed diverse topics such as female agriculture leaders, faith-based organizations, community development graduate programs in the U.S., the impact of UK student involvement in a medical outreach program in Ecuador, and public policy choices associated with cannabis.

Youth Development - Dr. Ken Jones

A former county Extension agent, Dr. Ken Jones' research employs quantitative and qualitative methods that aim to address specific issues affecting youth-serving practitioners and other community-based organizations. His research interests include assessing youth-adult relationships within community contexts, positive youth development, mentoring, and program development within community settings.

Group Process, and Organizing for Action - Dr. Dan Kahl

Dr. Dan Kahl's program focuses on helping community members improve their environment and quality of life through purposeful organizing for action. This includes facilitated conversations to work through differences and identify common interests, as well as, shared planning and decision making processes. Current projects include coordinating the CEDIK Business Retention and Expansion program, working with high school Agricultural Education classes to support rural business, designing programs to support community members in discovering and improving local policies, systems, and environmental access to health, a community coaching initiative, a community engagement initiative through the Community Development Society, teaching a class on Community Leadership, and establishing community engagement resources for use in Kentucky Cooperative Extension.

Effects of Communication and Education on Behavioral Changes within Communities - Dr. Brad Olson

Dr. Brad Olson utilizes various types of primary and secondary data to study human behavior with the goal of informing the theory and practice of communication, education, and engagement. He has examined community-based water management practices in Kenya, extension-farmer relationships in Russia and South Africa, and created a curricular framework for university-community engagement. Most recently, Dr. Olson modeled students and faculty members' community project participation and compared their project preferences with those of university administrators and local government leaders. Future projects will examine how different forms of communication (visual, verbal, written) and education (formal, non-formal, informal) effect decision making, behavior change, and collective action in community development contexts.

Transition Economies, Land Use, and International Community Development - Dr. Karen Rignall

Dr. Karen Rignall's research program examines how local agri-food systems and rural economic development intersect with natural resource access and extraction. During this reporting period, She has deepened her collaboration with other scholars, civil society leaders, and community members for engaged research on resource extraction while bringing previous research, particularly on agriculture

and land use in resource-poor environments, to publication. Receiving a \$50,000 Whiting Foundation Public Engagement Fellowship for community engagement work in Eastern Kentucky allowed for research leave to begin collaborative regional fieldwork program. She has published two articles in partnership with Dr. Yoko Kusunose, agricultural economist here at UK, and an additional article written in partnership with an Italian scholar on solar energy in Morocco has been accepted—extending my collaborations across the college and internationally. A collaboration with Dr. Julie Zimmerman and collaborators in eight Kentucky counties has also brought my focus on productive research partnerships into extension through an examination of the commonwealth's rural economic situation.

Sustainability Education and Retention - Dr. Alissa Rossi

Dr. Rossi's research is located at the intersection of Sustainability, Education, and how the first-year college experience impacts student retention. Drawing on the resources of the Sustainability Challenge grant, she has been the PI on two projects (Sustainability Module for the First-Year Experience, 2019 and Community Engaged Sustainability Education in the First-Year Experience: GEN100 and Retention, 2016) which have engaged first-year CAFE students in applying the lens of sustainability to the campus as a living laboratory, and as an asset to their respective disciplines. The implementation of these grant projects has served as a method of also learning about best practices for how instruction can highlight and improve critical thinking and classroom community building, especially as it relates to the three pillars of sustainability, especially social resilience.

Community Action Research on Land Ownership and Land Use – Dr. Lindsay Shade

Dr. Lindsay Shade is a human geographer specializing in political ecology and legal geography of land ownership and land use in predominantly rural, extractive mono-economies. Lindsay collaborates with rural grassroots activists to develop popular education and participatory action research protocols to support everyday people's understanding and engagement with the laws, policies, and industries that impact land access and land use. Primary projects currently include the [Appalachian Land Study](#) which links a wide range of organizations and institutions in documenting surface and mineral rights ownership and associated public revenues across the Appalachian region; collaborative research on green capitalism and land access with a coalition in Tennessee, Virginia, and Kentucky who are recently impacted by large-scale forest purchases for carbon trading programs; and documenting non-formal and cooperative economies of the Intag region of northern Ecuador in collaboration with residents impacted by large-scale mining plans. The latter program will involve undergraduate research through an education abroad program that has been approved by CLD, CAFE, and the International Center (summer 2021). Lindsay also consults and collaborates with the Highlander Research and Education Center's program on Land Liberation in the South, focused on black and indigenous land access and ownership. Lastly, as a member of the CLD program committee, she collaborated with other faculty to receive internal funds from the Duvall Endowment Fund to develop a symposium and research project led by undergraduates on sports and social justice at UK. Students in her CLD 305 Research Methods course are leading the project development under my supervision.

Community Food Security, Sustainability, and Food Knowledge - Dr. Keiko Tanaka

Dr. Keiko Tanaka's research focuses on the transformations of global food systems and agricultural sustainability, particularly the role of knowledge and technological changes in reconfiguring the relationship between food production and consumption. In the last five years, her research projects ask: (a) how beginning farmers in the Southeastern US (Southern SARE LS 12-251) and Japan (Japan FEAST Project No. 14200116) learn to become successfully sustainable farmers; (b) what are motivations and challenges of farmers to scale-up to be part of the "agriculture-of-the-middle" (USDA Grant No. 2015-68006-25646); and (c) what organizational mechanisms enable food hubs in the Southeastern US to pursue simultaneously the goals of agricultural sustainability and food justice (Southern SARE LS 18-300). She publishes both in English and Japanese.

Inclusiveness and Multiculturalism in Agricultural Education - Dr. Stacy Vincent

Dr. Stacy Vincent's research focuses on underserved populations by exploring multicultural competence through an agricultural education context. A variety of demographics represents underserved population. In Kentucky alone, one can identify these underserved populations through socio-economic status, race, ethnicity, sexuality, age, ability, and place of residency. His approach is accomplished by three distinct factors: a) Identifying the needs and realities of underserved populations; b) Linking individual realities with broader trends and dynamics; and c) Preparing culturally cognizant teachers and adults through culturally relevant pedagogy, in order to be responsive to underserved populations within the context of agriculture.

Dr. Vincent has multiple ongoing projects that are multidisciplinary. He currently serves as PI of his CROPS grant project, a \$1.3 million project funded through the National Institute for Occupational Safety and Health, which engages faculty within UK's College of Public Health, College of Education, and College of Engineering. In addition, the CROPS project engages in a collaborative project with the University of Maryland and Clemson University. Recently, Stacy is working with colleagues at Virginia Tech and NC State University to develop a Multi-state proposal on college inclusion and diversity programs. Because of his research on underserved populations and his collaborative work with numerous diversity offices and organizations, Dr. Vincent has led numerous professional development workshops for universities, industry, state departments of education, and classroom teachers.

Rural Sociology and Inequality Past and Present - Dr. Julie Zimmerman

Dr. Zimmerman's research spans both contemporary rural inequality and the historical development of rural sociology. She is a nationally recognized scholar on early rural sociology. Her third book Opening Windows onto Hidden Lives (with co-authored Olaf Larson) explores the unexpected inclusion of rural and farm women in research conducted by the USDA's Division of Farm Population and Rural Life (1919-1953). Her book chapter (YEAR) "I Could Tell Stories 'til the Cows come Home" In _____ by traces the early years of rural sociology in the United States. As Historian for the Rural Sociological Society (RSS), she conducts the Oral History project and she is currently completing a fourth book (under contract with?), this time on the history of the nation's first (est. 1915) Department of Rural Sociology.

In addition to historical research, Dr. Zimmerman conducts contemporary research on rural inequality. Recent projects include *Rural Data Inequality and the American Community Survey* (with Dr. Tony Love in the UK Department of Sociology), the *Rural Food Price Restudy* which examines longitudinal food prices in Eastern Kentucky, and the *2018 Rural Price Project* which is a restudy of her original Rural Price

Project conducted in 2006 which examines rural/urban differences in the cost of living (with Dr. Karen Rignall).

Engaging students in her research, Zimmerman has worked with graduate and undergraduate students at UK and recently a high school student. As part of his project with Junior MANNRS, Dr. Zimmerman worked with a senior in the Carter G. Woodson Academy at Frederick Douglas High School to digitize an historical manuscript on Black Farmers. Other examples include engaging UK graduate and undergraduate students in CLD and in Sociology in the *2018 Rural Price Project*, the *Rural Food Price Restudy*, and the RSS Oral History Project. Roles in these projects range from data collection/data entry and analysis, to presentations at professional conferences, posters, and manuscript preparation. In addition, she worked with a graduate student for a Beers Fellowship in Sociology that supports collaborative research mentoring and in 2019, a poster with a graduate student received an award at their national conference.

V. SERVICE, EXTENSION, AND OUTREACH

In the Department of Community and Leadership Development, Extension, Outreach, and Engagement are integrated throughout the Department's work including instruction and research programs. This section addresses Extension, Outreach, and Engagement programs and activities conducted in the Department as well as Professional Service by Department faculty. Engagement in instruction, student engagement, and engagement in research are addressed separately in their respective sections.

Extension, Outreach, and Engagement comprises work that is generally conducted with or for audiences beyond the university. Even though Extension includes both engagement and outreach, herein, engagement and outreach are specifically used to refer to work by non-Extension faculty. Extension refers to work conducted through the Cooperative Extension System. Work in Extension is distinguished from other outreach and engagement in that Extension faculty and staff develop an intentional programming focus that connects their work across different audiences. For this self-study, the terms engagement and outreach are used for work conducted by non-Extension faculty; Engagement is used to refer to working with local organizations and involves relationship building whereas Outreach is used for work that is more typically unidirectional. In addition to these, Professional Service refers to work that includes service in professional organizations as well as in the university, college, and the Department.

In the faculty distribution of effort (DOE) appointment system at the University of Kentucky, at the university level, all Extension, Engagement, Outreach, and Professional Service activities are accounted for under the single category of "Service." Recently, within that category, faculty can differentiate the proportion of their DOE devoted to the different forms of "Service." As of FY 2019–2020, CLD has a total of 5.56 FTEs allocated to Extension, Engagement, Outreach or other service, of which, 2.7 FTEs are devoted exclusively to Cooperative Extension.

A. EXTENSION

Extension work in the Department coalesces around three main foci: 1) Community Development Processes; 2) Programming that supports community development and; 3) Leadership Development. In addition to programming by individuals, partnerships are an important feature of Extension work in the Department. Chief among these is the partnership with CEDIK (Community and Economic Development Initiative of Kentucky) which is a part of the CED Extension program area. Other partnerships include working with the other Extension program areas, partnering directly with community and other local organizations, partnerships with other parts of the University of Kentucky and partnerships with other universities including Kentucky State University.

At the University of Kentucky, Extension faculty and staff are part of the Kentucky Cooperative Extension System program area called Community and Economic Development (CED). Unlike the Extension program areas of Family and Consumer Sciences (FCS), Agriculture and Natural Resources (ANR), and 4H and Youth Development, the CED Extension program area does not have county Extension agents across the state that focus specifically on CED at the local level. As a result, Extension work in the Department includes working directly with community and other groups and serving statewide Extension administration. Elements of CED are often included across all program areas.

Department faculty with Extension appointments are part of the Extension Title Series. Extension faculty are required to have at least 50% of their DOE devoted specifically to Extension and all Extension faculty in the Department have DOEs that include instruction and/or research. Extension faculty and staff develop an intentional program focus that connects working across different audiences. In addition to the normal annual performance reviews, Extension work is also reported through the Kentucky

Extension Reporting System (KERS) through statistical contacts and success stories. KERS data are publicly available under “Impacts” on the University of Kentucky Cooperative Extension Service website (<https://extension.ca.uky.edu/>).

Currently, six faculty in the Department have Extension DOE (Ron Hustedde, Julie Zimmerman, Kenneth Jones, Kristina Hains, Dan Kahl, and Nicole Breazeale). In addition, there are three Extension staff positions (Lissa Pohl, Darryl Strode, and Heather Hyden who assists Nicole Breazeale). Recently, long-time faculty member Dr. Lori Garokovich retired and Dr. Nicole Breazeale joined the Department starting in July 2019.

Extension Impacts and Reporting

Extension work and faculty in the Department produce Extension publications, publish in peer reviewed journals and book chapters. Extension faculty have received multiple recognitions, grants and awards. (For complete lists, see individual faculty vitae and Appendix D containing Success Stories from the Kentucky Extension Reporting System (KERS).) Funding sources include the Appalachian Regional Commission, USDA Higher Education Challenge Grant, USDA Food and Nutrition Service, and the Western Kentucky Area Health Education Center. Extension work in the Department has also been recognized with national, regional, and state awards. Individual and collaborative programs by Extension faculty have been recognized by the National Association of Community Development Extension Professionals (NACDEP), Agricultural and Applied Economics Association (AAEA), the Community Development Society (CDS), and the Kentucky Association of State Extension Professionals (KASEP).

In the past five years, two Extension faculty have been recognized for their lifetime contributions. In 2018, Dr. Ron Hustedde received the Distinguished Career Award from the National Association of Community Development Extension Professionals (NACDEP) and in 2016 he received the Bonnie L. Teater Community Development Educator Lifetime Achievement Award from the Southern Rural Development Center (SRDC). In 2019, Dr. Lori Garkovich received the NACDEP Distinguished Career Award. Extension work at the University of Kentucky is reported through the Kentucky Extension Reporting System (KERS) through two mechanisms: statistical contacts and success stories.

Tables 11–13 provide an overview of the Department’s statistical contacts reported in the KERS system as well as the demographic representativeness of the reported contacts. Overall, the demographic representativeness of the reported contacts mirrors or exceeds the demographic composition of the state.

Table 11. Statistical Contacts, 2014–2019 (Kentucky Extension Reporting System - KERS)

Type of Contact	2014	2015	2016	2017	2018	2019
Total Direct Contacts	4,229	2,696	7,519	5,109	6,928	7,794
Total Indirect Contacts	6,508	8,140	202,864	326,944	4,780	6,305

Table 12. Demographics of Direct Contacts, 2014–2019 (Kentucky Extension Reporting System - KERS)

	Total Contacts	White	Black	Asian/ Pacific Islander	American Indian or Alaska Native	Other (Incl. Hawaiian)	Hispanic	Could not be deter- mined
Contacts	34,275	26,595	4,700	382	19	459	708	2,120
Percent	100%	77.6%	13.7%	1.1%	0.1%	1.3%	2.1%	6.2%

Distribution								
	Female	Male	Youth Participants (18 and under)	Adult Volunteers				
Contacts	19,764	14,511	2,442	1,272				
Percent Distribution	57.7%	42.3%	7.1%	3.7%				

Table 13. Demographic Representativeness of Direct Contacts.

Source	White	Black or African American	Asian/Pacific Islander	American Indian or Alaska Native	Other (Incl Hawaiian and more than one race)	Hispanic	Could not be determined	Female	Male
2018 Population Estimates (U.S. Census Bureau)	84.3%	8.2%	1.6%	0.2%	1.9%	3.8%	--	50.7%	49.3%
CLD KERS Statistical Contacts (2014-2019)	77.6%	13.7%	1.1%	0.1%	1.3%	2.1%	6.2%	57.7%	42.3%

Extension Emphases and Programs

This section provides an overview of Extension work in the Department, which coalesces around three main foci: V1.b1) Community Development Processes; V2.b2) Programming that supports community development and; V1.b3) Leadership Development. For more information on some of the specific programming and Extension work discussed below, see individual faculty vitae and Appendix D containing Success Stories from the Kentucky Extension Reporting System (KERS).

Community Development Processes

Extension work within the area of Community Development Processes comes together around three areas: 1) Group Processes and Facilitation; 2) Strategic Planning and Community Visioning; and 3) Conflict Mediation and Resolution. Each subsection below provides an overview and examples of Extension work in each subarea.

Group Processes and Facilitation.

Focusing on group processes for community development is a key focus for Dr. Dan Kahl. He brings this program focus to multiple areas to a wide spectrum of groups and topical areas. For example, working with rural hospitals who sought to increase its organization's member's capacity, Dan facilitated and participated in developing and delivering a multi-part program that combined face-to-face and tele-network learning. The program, conducted with CEDIK, received three awards at the regional and national levels. Another example is Dr. Dan Kahl's work developing an Extension Training Series that brought together expertise from multiple Extension colleagues and was also recognized nationally. Other groups include conducting the "Coaching Councils and Groups toward Community Change Workshop" for a USDA SNAP Education funded Policy, Systems, and Environment (PSE) with Human Environmental Sciences School at UK and the Rural Childhood Poverty Nutrition Program grant for which he led the effort to assist Extension agents in coaching health leaders to increase community impacts in

11 different states. Other Department work in this area include facilitation and focus group training by both Dr. Lori Garkovich and Dr. Dan Kahl. The newest work in this area is story telling for community development conducted by Dr. Nicole Breazeale.

Strategic Planning and Community Visioning.

Department Extension work in strategic planning is conducted with both communities and with individual organizations. A long-standing hallmark has been work conducted by Dr. Lori Garkovich who conducted strategic planning and community visioning throughout the state for nearly three decades and recently retired. Just two of the many examples possible, Lori worked with Carter County after they experienced natural disasters and a downturn in the local economy, and she facilitated Campbellsville's land use plan. Working with local and state organizations, Dr. Dan Kahl has also been a part of this area of Extension work developing strategic plans for 30 different organizations and provided support in the development of six new organizations including Kentuckians for the Arts. Radical Walking is an approach led by Dr. Ron Hustedde, which is a method to create an alternative environment for community participation and engagement to provide input into local planning.

Conflict Mediation and Resolution.

This area engages the work of several in the Department. Examples include Ron Hustedde's ongoing and long-standing work in conflict mediation with local community groups and organizations. In another example, Dan Kahl, Ron Hustedde, and Lissa Pohl provided the statewide Extension training "Approaches to Resolving Conflicts." Conflict resolution is also often included in leadership development trainings of the Extension Leadership Development Training series offered to UK Extension agents through CLD and CEDIK such as the multipart Extension Leadership Development training conducted by Lori Garkovich, Ron Hustedde, Dan Kahl, and Lissa Pohl.

Supporting Community Development

Extension work in the Department also provides programming that supports community development. This work focuses on Youth Development, Secondary Data, Entrepreneurship, and Information and Communications Technology. Each of the following subsections provides an overview and examples of Extension work in this area.

Youth Development.

In addition to his responsibilities as Director of Extension's Program and Staff Development, Kenneth Jones' Extension work focuses on youth development. Examples of this programming includes working with two state Children Youth and Families at Risk (CYFAR) projects. (CYFAR is a NIFA funded program to improve the quality and quantity of comprehensive community-based programs for at-risk children, youth, and families supported by the Cooperative Extension System.) The recently completed CYFAR Fatherhood Program had nearly 200 male participants and a second CYFAR project, based in Jefferson County, provided services to dozens of homeless youth through Extension. Other work includes Project YES (Youth Engagement & Support) which was a partnership with the Louisville YMCA to focus on addressing the needs (life skill development) of homeless youth in the greater Louisville area. The Fatherhood Initiative "Strong Dads, Resilient Families" was provided in Todd and Wolfe counties. Jones has also served as principal investigator of the Reading Writing and Rewards project (a group mentoring initiative) in which nearly 150 youth have participated over the past six years and was requested by the Lexington-Fayette County Government to evaluate its youth summer internship program.

Secondary Data. Kentucky: By The Numbers, developed and run by Julie Zimmerman, focuses on addressing needs associated with accessing and using secondary data for local decision-making, planning, program development and evaluation through data access, data literacy, and data analysis/assistance. Products include resources for enhancing access to data, providing skill-based training, conducting custom analyses, and responding to requests for data and analyses. A recent example of providing data access was constructing 120 county profiles for the Statewide Extension Assessment that contained data for 92 variables from 23 different data sources covering multiple time frames and resulting in 25,000 data points. Just a few examples of data request, analyses, and presentations include conducting analyses of population projections for county, district, and statewide audiences, data analysis of limited English proficiency populations in the state, assessing local childcare needs and access, and an analysis of poverty, employment and food for the Nutrition Education Program and the Family and Consumer Sciences Advisory Council. In addition to data access, an important component of the Kentucky: By The Numbers program is addressing data literacy. Examples include working with the 4H Youth Development Institute, partnering with Family and Consumer Sciences Extension for the Building Strong Families Profiles, Region 7 of the Family Resources Youth Services Center (FRYSC), and the UK Appalachian Center for an analysis of population projections and developing the data profiles called Eastern Kentucky: By The Numbers. Zimmerman also annually provides tailored guest presentations for undergraduate and graduate students CLD and Ag Ed classes. Web access to the program's resources are online at <https://kybtn.ca.uky.edu/>.

Entrepreneurship and Economic Development. Ron Hustedde has provided programming surrounding entrepreneurship in the state. For example, with a grant from the Appalachian Regional Commission (ARC), he worked to integrate entrepreneurship into high school teaching in Eastern Kentucky's economically distressed counties reaching 925 students. The initiative was recognized with national creativity and innovation program awards from NACDEP. His continuing work includes workshops and educational materials to help teens prepare business plans to develop a particular abandoned coal mine site near their hometown. While the Kentucky Entrepreneurial Coaches Institute (KECI) has concluded since the last review, it too continues to have ripple effects including an active network sustained by KECI participants.

Information and Communications Technology (ICT) for Community and Economic Development. Darryl Strode is an Extension Specialist and adjunct Assistant Professor in the Department of Community and Leadership Development who provides programming focused on promoting the adoption and use of Broadband for Community and Economic Development. In this capacity, he provides technical assistance to communities on broadband deployment and economic development. Projects have included serving as a website design consultant for community and non-profit organizations such as Boyle County Agency Substance Abuse Policy (ASAP), Bell County's Main Street Pineville, and the Equine Land Conservation Resource (ELCR) and he is currently working with the Kentucky Cattlemen's Association in the design of their new organizational website. Strode has also worked on a number of online and mixed community surveys including Campbell County Conservation District Survey, Harrison County Recreation Interest Survey, Lincoln County Public Library Survey, and the South Kenton County Citizens Group Survey.

Leadership Development

Extension work in leadership development encompasses the work of several individuals (Names as in other similar instances) in the Department. In addition to providing programming specifically focused on leadership development, leadership development is also incorporated into larger programs addressing

community development. Each of the following subsection provides an overview and examples of Department Extension work in leadership development.

Leadership Development in Extension. Kristina Hains is the central Extension faculty member focusing on leadership development. Her work includes partnerships with the School of Human and Environmental Sciences (HES) to develop the KELD and ELK leadership programs. Both programs and their constituent resources are designed to increase leadership skills for Extension agents in Family and Consumer Sciences Extension. K. Hains provides Extension in-service training on leadership development and works with county agents across the state. Most recently, Kristina Hains designed the year-long Community Innovation Lab (CIL) Fellows leadership/community-education program that was implemented through the Community Innovation Lab. The Fellows program brought together Extension agents from Horticulture, Agriculture, and Family and Consumer Sciences along with community leaders and graduate students in order to develop innovators within the context of community learning.

Community Leadership Development. Dan Kahl's work in this area focuses on community leadership development and has included working with local leadership programs such as Leadership Winchester, providing community leadership training for Extension, as well as the Western Kentucky leadership program "Strengthening Skills for Leading Others."

Leadership Competencies. Developing individual leadership skills is Lissa Pohl's focus, an Extension Associate in the Department. In particular, her work focuses on developing and delivering leadership development training to clients both internal and external to UK. These include "Equine Assisted Learning (EAL)" workshops as well as other non-horse related experiential learning leadership development workshops. One example is "Herd Dynamics for Leaders: Learning Leadership Competencies From Horses," an experiential leadership development workshop where participants collaborate with horses to learn leadership competencies and was a collaboration with Equine Extension.

ESP LEADS. Leadership is an integral part of an Extension professional's role within the organization, as well as interaction within the county. In an effort to further meet the professional development needs of Extension colleagues, Ken Jones is serving on a committee along with agents and specialists who have recently developed a certification program called *ESP Leads*. The program is open to all Kentucky chapter members of ESP (Epsilon Sigma Phi) seeking professional growth in the area of leadership development. A cohort of Extension professionals participate in five sessions spanning over an eighteen-month time period, gaining expertise from a variety of topics related to leadership and personal growth. In addition, each participant will be required to develop and implement a leadership project at the county or state level. Ken Jones, who also serves as co-advisor to the executive committee, is providing guidance to participants on their projects and help to plan training sessions for the cohorts.

Extension Partnerships

Partnerships are an important part of Extension work in the Department. Significant among these is CEDIK, the Community and Economic Development Initiative of Kentucky. CEDIK is a college initiative that "works statewide to catalyze positive change to build engaged communities and vibrant economies... through customized outreach services and information to community stakeholders across the Commonwealth" (<https://cedik.ca.uky.edu/>). In the Department, Dan Kahl serves as Associate Director of CEDIK and other CEDIK faculty include Kristina Hains, Lori Garkovich, Ron Hustedde, and Nicole Breazeal. CEDIK Programs in which Department faculty participate include Dan Kahl's work with the First Impressions program, the Business Retention and Expansion program, the Rural Child Poverty Nutrition Center, the Kentucky Policy, Systems and Environment (PSE) Project, and the Strengthening Skills for Leading Others healthcare leadership program. Kristina Hains provides the Identifying

Community Power Actors workshop program. Other resources include the Radical Walking Toolkit [for Youth] co-authored by Ron Hustedde.

Extension faculty also engage in partnerships beyond CEDIK. These include partnerships with other states, local and state organizations, other Extension Program areas, other units at the University of Kentucky, and Kentucky State University, to name but a few. Examples of many of these partnerships are threaded throughout the previous section.

Statewide Extension Administration

An important part of Extension work in the Department is working directly with the statewide Kentucky Cooperative Extension System administration. For example, in addition to his faculty roles in the Department, Kenneth Jones serves as the Director of UK Extension's Program and Staff Development unit. Dan Kahl was appointed by Extension administration to chair a team to improve the engagement and operation of Cooperative Extension Councils from local Extension Program Committees and County Extension Councils to District and State Councils. Similarly, Dan Kahl and Julie Zimmerman were members of the team that conducted the Statewide Extension Assessment in 2018. The Extension Community Assessment included a statewide survey with over 30,000 respondents, focus groups and key informant interviews in each of the 120 counties, and specially developed county profiles with secondary data for 92 variables from 23 different data sources (<https://extension.ca.uky.edu/communityassessment>).

Another example resulted from positive feedback from Extension professional development workshops. As a result, Dan Kahl, Ron Hustedde, Lori Garkovich, and Lissa Pohl were invited to engage the members of the 2016 Annual State Extension Council in a workshop called "Facilitating Effective Meetings." Other Extension work in the Department that supports statewide Extension administration include Core Training for new Extension agents, requests for secondary data and analyses, as well as presentations for the statewide Extension administration group and the State Extension Council.

B. ENGAGEMENT

In addition to that conducted through Cooperative Extension, engagement with nonacademic audiences is also conducted by faculty who are not in Extension positions. Significant in this area is the Community Innovation Lab as well as direct service with local organizations. As discussed below, non-Extension faculty often collaborate with Extension faculty and have received grant funding as well as local and national recognition for their work.

While Extension includes both Engagement and Outreach, engagement by non-Extension faculty is distinguished from outreach in that engagement more often involves relationship building with a local group or organization. Two features that distinguish engagement work by non-Extension faculty is that, unlike Extension, they are not required to develop an overarching program and there is no reporting mechanism beyond the normal performance review process. As the field of engagement scholarship continues to grow, individual faculty and collaborative practice with others identify and prioritize the civic goals and outcomes that are core to engagement scholarship. Along with community organizing skills, core skills associated with group processes and facilitation characterize the work of engagement by non-Extension faculty and the focus they have on preparing students for deep community immersion.

The Community Innovation Lab

The Community Innovation Lab (CIL) explores, applies and examines innovations associated with local, national, and international communities. The CIL is designed to be a collaborative space where members seek to cultivate, apply and reflect on scholarly innovations associated with community learning and

development within communities of place, interest and practice. The Director of the CIL is Bryan Hains and it is located off campus in the North Limestone neighborhood. In addition to partners from other departments at UK, Department faculty Kristina Hains and Dan Kahl are members of the CIL.

The CIL engages in multiple programs and projects. Significant is the USDA Higher Education Challenge Grant *Building Capacity and Diffusing Innovation in Community Development Education* that was secured for a three-year project to examine the status of graduate and undergraduate community development education programs from academic and practitioner perspectives. Bryan Hains and Kristina Hains direct the 3-year project which is being conducted with colleagues from the University of Kentucky, U.C. Davis, and the University of Detroit – Mercy. In addition to conducting surveys on the state and future of community development education, the group held the first ever Community Development Education Symposium that brought together 65 community development educators to discuss the status of the field and design a 5-year research agenda. Additional information is available at <https://www.communitydevelopmenteducation.org/>.

Other efforts conducted by the CIL have included the year-long Community Innovation Lab Fellows leadership/community-education program designed by Kristina Hains and the Community Development Society (CDS) Fellows Program. CDS Fellows is a longitudinal leadership development program focused on bringing groups together within the Community Development Society to discuss innovative community engagement. The program included Bryan Hains, Kristina Hains, and Dan Kahl. The CIL also works with local groups such as the North Limestone Community Development Corporation (CDC) and their Northside Common Market Project initiative. In 2016, in collaboration with the Lexington Community Action Council and the college, the CIL conducted a panel of community advocates for the second P.R.E.P Talk (Prevent, Reduce and Eliminate Poverty). More information on the CIL is available online at <http://www.communityinnovationlab.org/>.

In 2019, Dr. Bryan Hains was 1 of 10 community leaders to receive the inaugural Community in Action award from the Community Action Council.

Engagement with Community Groups

In addition to working with community groups through research and with students which is addressed in other sections of this self-study, Department faculty also engage in direct work with community groups. Rosalind Harris, for example, has been working with the Castlewood Community Market to address food insecurity in Lexington. Guided by the principles of engagement scholarship the focus of this work has been to build long-term, sustainable relationships between CLD and community-based organizations. This is carried out through strategic participatory action that involves CLD faculty and students in working with community partners to build leadership capacity within Castlewood and associated community-based organizations. Harris has also carried out work guided by engagement scholarship principles in her youth restorative justice and non-violence collaborative work. Harris has worked with Extension faculty in carrying out leadership coaching and conflict mediation with the Castlewood Community Market, The Wild Fig Workers' Cooperative, Charles Young Community Center, the Catholic Diocese of Lexington and other organizations.

In 2019, Harris received the Outstanding Community Educator Award from the Community Development Society as well as the 2019 George Washington Carver Public Service Hall of Fame Award at the 77th Professional Agricultural Workers Conference, Tuskegee University.

C. OUTREACH

Outreach activities conducted by non-Extension faculty are distinguished from engagement in that they are usually directional – extending work conducted at the university to groups beyond the university.

Significant among the outreach activities are the CASE Institute and FFA/4-H Field Day, both of which are led by faculty in the Agricultural Education Program in the Department; Rebekah Epps and Stacey Vincent.

CASE Institute

CASE (Curriculum for Agricultural Science Education) Institute is a professional development workshop to provide teachers with in depth training for instruction related to the CASE curriculum with annual institutes organized around curriculum in specific areas. At its core, CASE is a comprehensive curriculum workshop that helps Ag teachers develop STEM content and delivery. Rebekah Epps serves as the CASE Director at UK and has provided leadership for the Institute at UK since its inception in 2012 which has provided national professional development certification for more than 120 secondary educators.

Each CASE Institute brings to campus educational professionals from across the nation for two weeks. In 2019, for example, the 8th Annual CASE Institute at UK provided professional development for 42 education professionals from as far away as northwest Washington state. The 2019 CASE Institute provided professional development and teacher training for two separate certifications running concurrently: Principles of Agricultural Science: Animal (ASA) Institute and Introduction to Agriculture, Food, and Natural Resources (AFNR).

FFA/4-H Field Day

FFA/4-H Field Day is an annual event that brings together 4-H and FFA chapters from around the state and encompasses around 30 different events that mirror many of the state qualifying 4-H and FFA events and competitions. Field Day consists of academic competitions, professional networking, and an Opportunity Fair. It attracts some of the best and brightest middle school and high school students interested in pursuing agricultural-related majors and careers and offers them the chance to visit the campus of the Commonwealth's flagship university. Stacy Vincent has served as the coordinator of the College of Agriculture, Food & Environment 4-H/FFA Field Day and since 2017, has served as chair of the FFA/4-H Field Day Steering Committee.

In 2016, Field Day broke attendance records with over 2000 youth in attendance, representing nearly 60 schools from three states (Kentucky, Indiana, and Ohio). Not only was every department in the College of Agriculture, Food & Environment represented, they also provided support for the event. In addition, over 200 undergraduate students within the College assisted with the learning experience of the 4-H and FFA youth. These numbers were nearly matched again in 2018 with more than 1,900 students from 86 schools attending.

Center for Leadership Development

Even though the Center for Leadership Development (CFLD) came to a close in late 2016, it supported leadership development efforts in the College and the Department. Patricia Dyk served as the Director and Lissa Pohl was the Assistant Director. CFLD staff consulted with on-campus and community-based groups and organization to design and develop programs to build leadership capacity and provided training including personality types, and effective listening. Programs led by the CFLD included the Turner Leadership Academy, and the "Leader in Residence" supported by the W. Norris Duvall Endowment. Many of the roles previously played by the Center for Leadership Development have continued within the Department. For example, the Equine Guided Leadership Education program continues to be conducted by Lissa Pohl through Cooperative Extension and the Duvall Endowment, which is also facilitated by Lissa Pohl, continues to support the CLD Department and CAFE students in expanded leadership development activities in the following key areas: Visiting Scholars/Speakers; Student Leadership and Community Engagement; and Student Leader Scholarship Projects.

D. SERVICE

a. Service to profession

Department members perform a variety of service roles. In addition to service work for the University, College, and Department, as well as providing reviewer editorial and manuscript reviewer service, Department faculty also serve in multiple professional organizations and in multiple roles. Since the last review, for example, Department faculty have been elected as President for 3 national professional organizations: the Community Development Society, the Rural Sociological Society, and Epsilon Sigma Phi – the national organization for Extension professionals.

Just as faculty in the Department come from multiple disciplines, so too does service in professional organizations reflect that same diversity. Professional organizations in which faculty have performed service roles include: the Community Development Society (CDS); the International Association for Community Development (IACD); the Rural Sociological Society (RSS); Kentucky Association of Career and Technical Educators (KACTE); American Association for Agricultural Education (AAAE), the Professional Agriculture Workers' Conference (PAWC); and the American Anthropological Association (AAA). Service in professional organizations includes association wide leadership roles and serving on organizational committees. For several faculty, their leadership in professional organizations has received national recognition including Julie Zimmerman in the Rural Sociological Society for her role as Historian and Ken Jones for his work for Epsilon Sigma Phi.

b. Service to the institution

In addition to serving on Department committees and providing service to professional organizations, Department members are also engaged in service at the University and College levels. At the University level since the last review, department members have served in multiple roles. In relation to governance, several faculty have served, or are currently, on the Faculty Senate and the Graduate Council. Faculty also provide service to the University by serving on committees involved in the tenure and promotion, including chairing both the Social Science Area Advisory Committee and the Extension Title Series Promotion and Tenure Committee. University level service in relation to students and instruction include the UK Core Education committee, the Graduate Fellowship Review Committee, Student Hearing Board, and the Field Experience Committee for NCATE Accreditation.

Department members also serve on university-level committees related to engagement and diversity. Some examples related to engagement include the UK Food Connection Faculty Advisory Committee, the Community Engagement Advisory Committee, and the Faculty Sustainability Council. Department faculty also provide service to the University in relation to diversity including serving on the African American Faculty Advisory Committee, the Asian and Asian-American Affinity Group in the Office of Institutional Diversity, the Institutional Equity and Equal Opportunity Advisory Council, the Diversity Advisory Committee, and the Unconscious Bias Faculty Subcommittee.

At the college level, Department members have provided service in several capacities. In recent years, faculty have or are currently serving on the Faculty Council, the Graduate and Undergraduate Curriculum committees, the Undergraduate Council, and the college's Merit Review Appeals Committee. Other roles include chairing the FFA/4-H Field Day Steering Committee and the Upperclassmen Scholarship Committee. Service for Cooperative Extension includes statewide efforts such as the statewide community assessment as well as review teams for county Extension offices. Faculty also

serve on advisory committees such as Education Abroad and have played multiple roles for the Sustainable Agriculture Program.

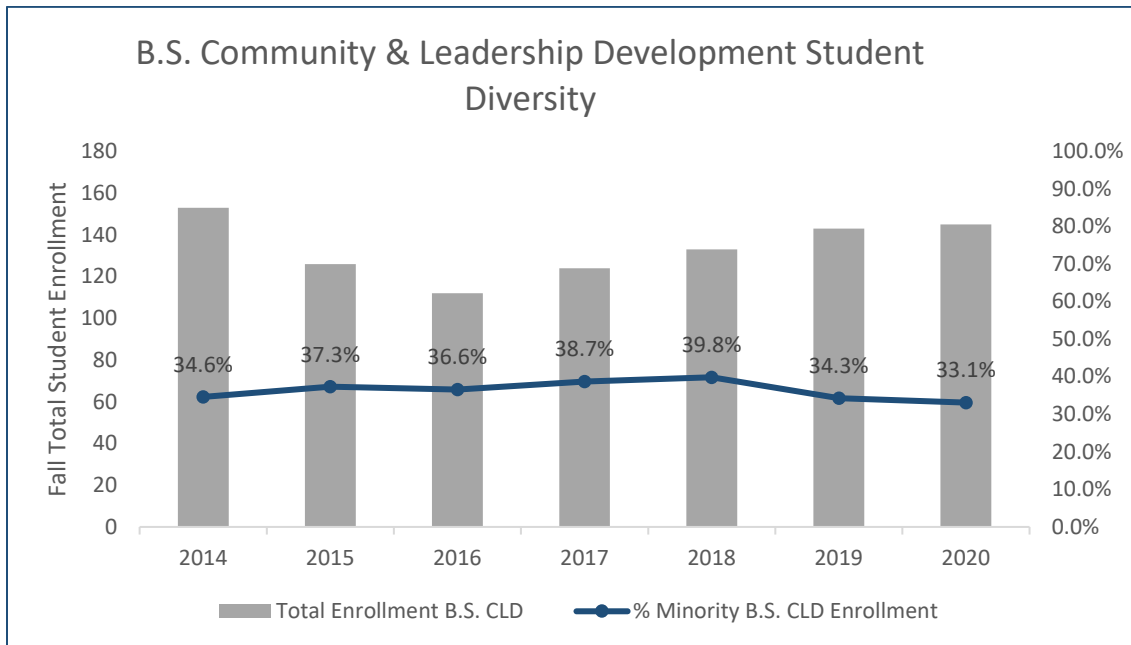
For complete lists of Department, University, and College service, please see individual faculty vitae (Appendix A).

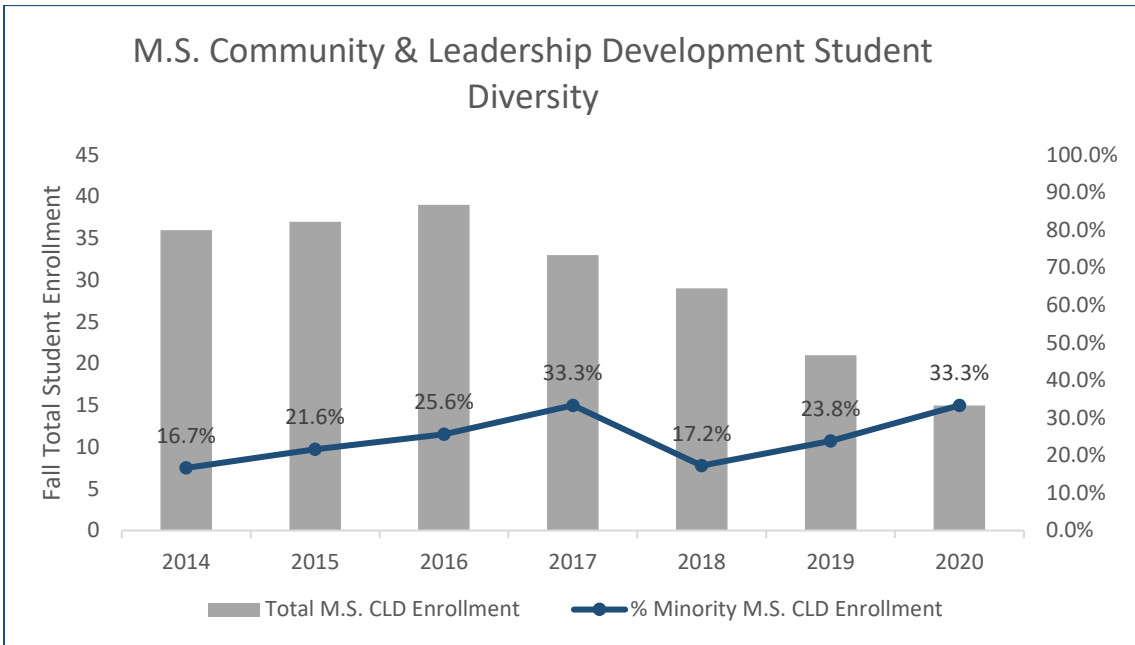
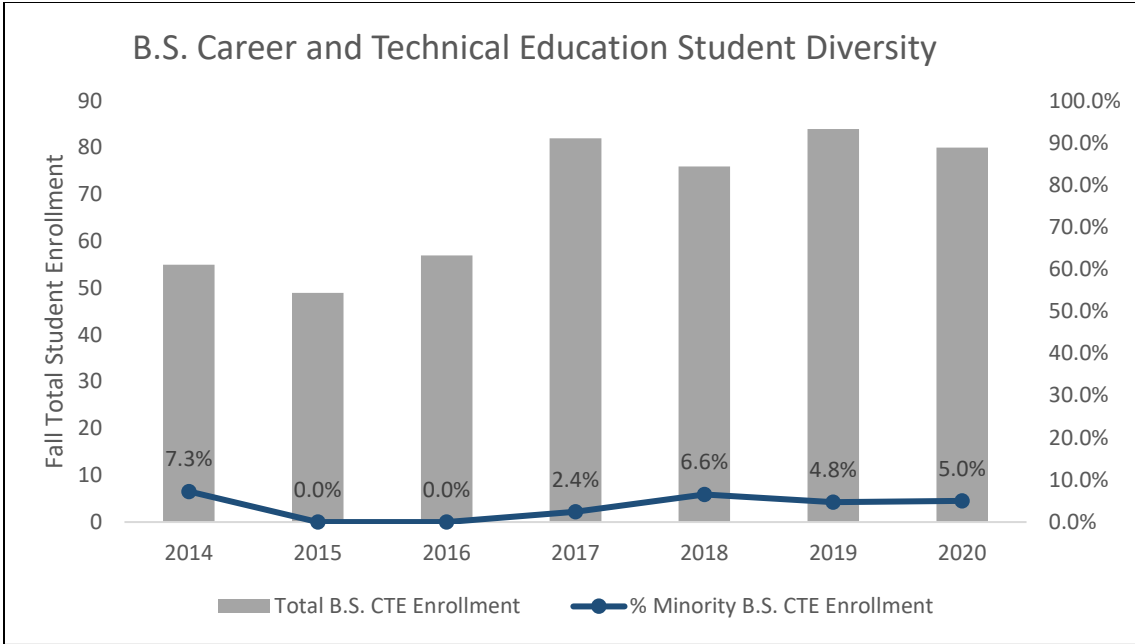
VI. DIVERSITY AND INCLUSIVITY

a. Promotion of Diversity and Inclusivity

The University of Kentucky’s College of Agriculture, Food and Environment, and the department of Community and Leadership Development, are committed to a diverse and inclusive college where all members feel valued through our programs, policies, and services. Diversity is a driving force in our service to stakeholders in the Commonwealth of Kentucky. We foster a welcoming environment where diversity is valued, and all individuals can fulfill their highest potential by integrating different ideas, beliefs and cultures. All faculty and staff are committed to the pursuit of diversity as outlined in the University of Kentucky – College of Agriculture, Food and Environment’s Strategic Plan.

Moreover, the department is uniquely positioned to contribute to the diversity mission of the college, and broader university, as our programs specifically address the importance of social justice, equality and inclusion. As previously noted, the CLD student body, faculty and staff are among the most diverse units on campus. Please see charts below for the student diversity profile of our respective degree programs.





VII. ADMINISTRATION AND GOVERNANCE

The administrative structure and governance structure of the department may be found in the department “Rules of Procedure,” which may be accessed at the following link:

<http://administration.ca.uky.edu/ofrpa>

VIII. FACILITIES AND BUDGET

a. Facilities

The department occupies the third, fifth, and seventh floor of the Garrigus Building. The third floor has been shared with the National Association of Agricultural Educators (NAAE) since 2004, which has contributed to a valuable and synergetic linkage between NAAE and our Agricultural Education program. In fact, the Executive Director of NAAE serves as an adjunct faculty for CLD. Needless to say, office space is typically in short supply on a University campus, and due to NAAE's need for additional space, they have plans to relocate off campus.

The move provides an opportunity to reconfigure office space on the third floor, which the Chair of CLD would like to use to coalesce faculty and staff for two programs – the Agricultural Education (Ag Ed) program, and the Community Innovation Lab (CIK). The Ag Ed program would occupy the north side of the floor, along with space allocated for graduate student offices, with CIL occupying office space on the east side of the floor. This move will provide a “store front” for the respective programs for branding and promotion. The move is expected to create synergies among faculty and staff contributing to the respective program.

Small group meeting and conference space could be improved. We currently have two small conference rooms. Rooms 301 and 701, which seat 10-15 people depending on seating configuration. The department has adequate equipment to perform CLD's mission, with central printers and copiers on each floor, and we have adequate computer equipment.

Academic Department Periodic Review Community and Leadership Development Self-Study - 2020



b. Budget

Table 12. Community and Leadership Development Budget, FY 2019.

The CLD budget is composed of the following sources of funds:

Funds	% of Total FY 2019 Budget	FCC	Source of Funds	Use of Funds	FY 2019 Recurring Budget	FY 2019 Non-Recurring Budget	FY 2019 Total Budget
State Instruction (Recurring)	30.4%	S	State Appropriations/Tuition	Teaching	\$ 1,082,731.53		\$ 1,082,731.53
State Research & Extension (Recurring)	41.5%	M	Mandated Programs	Research, Public Service (including Cooperative Extension)	\$ 1,474,887.16		\$ 1,474,887.16
SUBTOTAL Undesignated General Funds	71.9%				\$ 2,557,618.69	\$ 0.00	\$ 2,557,618.69
Income Accounts (Recurring)	3.6%	I	Course and program fees, fees from income-supported programs	Teaching, Public Service (including Cooperative Extension)	\$ 128,953.07		\$ 128,953.07
SUBTOTAL Designated General Funds	3.6%				\$ 128,953.07	\$ 0.00	\$ 128,953.07
Endowment Supported (Recurring)	0.9%	E	Endowment Income		\$ 32,800.00		\$ 32,800.00

Federal Capacity Grants & Smith-Lever Grant & Contracts (Non-recurring)	8.3%	F	Federal Capacity Grants		\$ 294,491.73	\$ 294,491.73
	9.8%	G	Research grants and contracts; restricted gifts		\$ 348,126.96	\$ 348,126.96
SUBTOTAL Restricted Funds (Recurring)	18.99%				\$675,418.69	\$0.00
Undesignated Transfers (non-recurring)	2.0%	S, M	State Appropriations/Tuition		\$ 71,203.51	\$ 71,203.51
Designated Transfers (non-recurring)	0.2%	I	Course and program fees, fees from income-supported programs		\$ 7,863.00	\$ 7,863.00
Restricted Funds (non-recurring)	0.4%	F	Federal Capacity Grants		\$ 14,252.70	\$ 14,252.70
Fund Balance (non-recurring)	2.9%		Carry forward from prior fiscal year	Faculty start-up packages, capital projects, new programs, equipment purchases	\$ 101,619.59	\$ 101,619.59
SUBTOTAL Transfers (non-recurring)	5.48%				\$0.00	\$194,938.80
TOTAL	100.00%				\$ 3,361,990.45	\$ 3,556,929.25



IX. REFLECTION (Previously presented in the Executive Summary)

This self-study report provides a narrative of the department of Community and Leadership Development's progress since our last review in 2014, beginning with a summary of actions taken and outcomes associated with the ten recommendations from the 2014 review team. In the sections that follow the 2014 progress report, CLD's three academic programs are presented and discussed, as well as, research and Extension, outreach and service activities of the department. Faculty and staff profiles are provided, along with the respective distribution of efforts (DOE's) across the faculty. Budget information is also presented, along with a brief discussion of our facilities.

The CLD faculty and staff have identified and discussed several strategic strengths of the department, as well as, issues and challenges we would like the 2020 review team to reflect upon, and provide insight and guidance as to how we may address our challenges.

a. Departmental Strengths

We have identified the following areas as strengths:

- Diverse social science, education and leadership expertise
- Diverse composition of faculty, staff, and student body
- Diversity, equity, inclusiveness (DEI), and social justice/inequality principles are essential elements of both CTE and CLD curriculums
- CLD faculty have more expertise and training regarding DEI relative to other units within CAFE
- Service learning and community engagement principles inform teaching and research programs
- Extension programming related to community group processes; community change & action; and community leadership contribute significantly to CAFE and UK community engagement goals

b. Issues and Questions for the Review Team

Budget & Personnel:

The budget (see table 12) is composed of a variety of sources, including recurring state funds for instruction, research and Extension, recurring federal funds associated with federal capacity grants for research, and Smith-lever funds to support Extension. We also have several sources of nonrecurring funds, which include income supported accounts, restricted gift/endowment income accounts, and research grants and contracts. Most of the funds are budgeted to faculty and staff salary, with a modest amount budgeted for operating expenses. In a typical year, funds associated from salary savings made available from open faculty or staff lines, or generated from grants and contracts, are needed to meet all operational needs of the department.

As previously mentioned the department presently has two part-time academic coordinators, which are occupied by Ph.D. teaching assistants. The ACs have done an excellent job given their part-time status, and

enrollment is up. However, serving as an academic coordinator is a demanding task and fulfilling all AC responsibilities while pursuing a Ph.D. is challenging. A critical question is whether our successes this past year can be sustained. Would the two undergraduate programs be better served by two full-time ACs, given that our two programs serve two culturally heterogeneous stakeholders? If so, funding two full-time AC's is a challenge. Related to the budget, we currently have limited funds to fill one open faculty position. We had a failed search for a Community Engaged Research Position in 2019. Funding for that position could be used to fund two academic coordinators, rather than a faculty position.

Academic Programs

Questions regarding the undergraduate programs concern the best use of our teaching resources. As we move forward, we will need to carefully balance teaching responsibilities with those of research and Extension. We will simply need to be more efficient with respect to course offerings and rotations. Course sequencing, instructor rotations, role of PTI's and TA's are all relevant questions for the department to consider.

A challenge for the graduate program is to determine the program's "carrying capacity" and carefully monitor admissions so as not to exceed it. In addition to simply determining the number and variety of graduate courses we can offer, this should include getting accurate information on the distribution of faculty by participation on student committees to help both assess program capacity and equitably distribute, as much as possible, program responsibilities. Regardless of decisions on carrying capacity and the right balance of full-time vs. part-time students, the CLD faculty sees the benefits, both for students and faculty, of having a core group or nucleus of full-time, on-campus, and present-in-the-Department students.

Strategic Questions

Questions regarding Cooperative Extension and community engagement include identifying core competencies for Extension Agents with respect community engagement, development and facilitation.

We have several strategic questions, which include; best strategies for becoming a leader with respect to promoting diversity, equity and inclusiveness within the college and broader university community. As well as, strategies for becoming a leader at utilizing student service learning as part of broad-based community engagement program.

Civility and Department Culture

Questions regarding department civility and culture remain. As previously mentioned, we have made progress since our last review. Department meetings have been civil, with good deliberative discussions, and there is an improved sense of self-governance. That said, we still have work to do. We are open to suggestions from the review team.

Faculty Curriculum Vitae

Nicole D. Breazeale

Associate Professor of Community & Leadership Development
University of Kentucky
706 Garrigus Building.; Lexington, KY 40546
nbreazeale@uky.edu; 859-257-7581

AREAS OF EXPERTISE

Sociology of community, environment, and development; agri-food systems; social inequalities; critical pedagogy; service learning; leadership storytelling; qualitative methods; applied methods

EDUCATION

- 2010 **Ph.D., Community & Environmental Sociology, University of Wisconsin-Madison**
- 2002 **M.A., Rural Sociology, University of Kentucky**
- 1999 **B.A., Education and Political Science, Swarthmore College**

ACADEMIC POSITIONS

- Current **Associate Professor of Community & Leadership Development, University of Kentucky**
- 2017-19 **Associate Professor of Sociology, Western Kentucky University**
- 2011-17 **Assistant Professor of Sociology, Western Kentucky University**

GRANTS and FELLOWSHIPS

- 2018 **FUSE (Faculty Undergraduate Student Engagement) Grant.** “Service Learning Approaches: One Size Fits All?” \$5000 awarded to Alexa Hatcher and Nicole Breazeale to study the student outcomes of different approaches to service learning.
- 2016-17 **EnviroHealth Link Grant.** Partnered with the Barren River District Health Department to secure and administer two \$15,000 grants to expand sustainable community gardening in southcentral Kentucky through community organizing techniques.
- 2011-15 **USDA Agriculture and Food Research Initiative Program Grant (AFRI-003449).** Co-PI. “Promoting Entrepreneurship in Distressed Rural Communities: Integrating Psychological and Sociological Perspectives.” \$70,703 sub-awarded to WKU, with \$43,948 cost-share. Grant written and awarded to Helen Pushkarskaya (PI), Nicole Breazeale (co-PI), and Ron Hustedde (co-PI), but PI status was later transferred to Alison Davis with CEDIK. Total USDA grant awarded: \$350,000.
- 2011-12 **FACET Teaching Resource Grant.** \$5000 grant to support the development of a new model of service-learning at regional campuses.
- 2009-10 **World Affairs and the Global Economy (WAGE) Fellowship.** Dissertation completion fellowship.
- 2008 **Kentucky Historical Society Research Grant.** Preliminary research for post-doc work.
- 2006-07 **Fulbright IIE Fellowship.** Eleven months of dissertation field research in Argentina.

- 2001 **American Sociological Association Teaching Enhancement Grant.** In support of a series of visual sociology workshops and seminars at the University of Kentucky.
- 1997-98 Grants in support of the Summer Community Learning Project (a youth leadership program I co-founded at Swarthmore College): **Eugene Lang Foundation**, 1998, \$5,000; **Valentine Foundation**, 1998, \$8,000; **Swarthmore Foundation**, 1998, \$3,000; **Speirs Foundation**, 1998, \$2,500; **Swarthmore Foundation**, 1997, \$3,000; **Speirs Foundation**, 1997, \$2,500.

NATIONAL AWARDS

- 2016 **National Finalist for Lynton Award for the Scholarship of Engagement for Early Career Faculty**, New England Resource Center for Higher Education (the Lynton Award is one of only two national awards that recognize faculty who connect their expertise and scholarship to community outreach). Nationally recognized for my innovations in teaching and my work strengthening communities, including a new model of service learning for regional campuses and community colleges. Nominated by the ALIVE Center at Western Kentucky University.

STATE and LOCAL AWARDS

- 2018 **Alice O. Martin Award**, Kentuckians for the Commonwealth. In recognition of my behind the scenes efforts to empower grassroots leaders and support community organizing (especially KFTC) across the state.
- 2017 **President's Award for Sustainability**, Western Kentucky University. This award honors one individual student, staff, or faculty member whose work demonstrates exemplary practices and solutions in line with WKU's commitment to sustainability. Nominated by two of my colleagues.
- 2012 **Junior Investigator Award**, Western Kentucky University
- 2012 **Interdisciplinary Research Award**, Western Kentucky University
- 2009 **Excellence in Teaching Award for a TA**, Sociology Department, University of Wisconsin
- 2008 **TRIO Program Mentoring Award**, University of Wisconsin. TRIO is a federal program that supports first generation college students and underrepresented minorities.
- 2007 **Early Excellence in Teaching Award**, University of Wisconsin
- 2006 **Preliminary Examination Distinction**, Sociology of Agri-food Systems, University of Wisconsin
- 2002 **Gamma Sigma Delta Agricultural Honor Society**, University of Kentucky

PEER-REVIEWED PUBLICATIONS

- Under review Pushkarskaya, Helen, Michael Fortunato, **Nicole Breazeale**, David Just. "Broadening Entrepreneurial Self-Efficacy Measures to Include the Community Embedding Process." Revise and Resubmit, *Journal of Business Venturing*.

- 2017 **Breazeale, Nicole** and Ronald Hustedde. "Chapter 4: Understanding the Impact of Culture on Entrepreneurship." Invited chapter in Morgan Clevenger & Michael Fortunato (Eds.), *Entrepreneurial Community Development: Leaping Cultural and Leadership Boundaries*. Routledge Press.
- 2016 **Breazeale, Nicole**. "The Impact of Pressure Groups on Inter-Firm Competition in the Cigarette-Manufacturing Sector: A Global Value Chain Approach." *Competition and Change*, 20(4): 275-292.
- 2015 **Breazeale, Nicole**, Michael W.-P. Fortunato, James E. Allen, Ronald J. Hustedde, Helen Pushkarskaya. "Constructing a Multi-Dimensional Measure of Local Entrepreneurial Culture." *Community Development*, 46(5): 516-540.
- 2005 **Breazeale, Nicole** and Ksenija Bilbija. "Banging out the Truth: The Story of Empty Pots and Pans." In Ksenija Bilbija et al. (eds.) *The Art of Truthtelling about Authoritarian Rule*. Madison, WI: University of Wisconsin Press.
- 2003 **Breazeale, Nicole** and Brian Gran. "Review of *Market and Community: The Basis of Social Order, Revolution, and Relegitimization*, by Mark I. Lichbach and Adam Seligman." *Contemporary Sociology*, 32(6): 766.

REPORTS and APPLIED PUBLICATIONS

- Under review **Breazeale, Nicole**, Krystal Carver, Ben Turner, and Samantha Johnson. "From Barren to Blooming: An Innovative Approach to Inmate Programming at the Barren County Detention Center." Submitted to *American Jails*.
- 2018 **Breazeale, Nicole** and Alexa Hatcher. "Lessons Learned from the Renter's Education Project." Report prepared for the Housing and Homeless Coalition of South Central Kentucky. Western Kentucky University.
- 2016 **Breazeale, Nicole**. "Resource Guide for Accessing Fresh Food In and Around Barren County." Project Breaking Ground publication, Western Kentucky University.
- 2016 Alexa Hatcher, **Nicole Breazeale**, Alex Goldsmith, and Diane Sprowl. "Promoting Sustainable Community Gardening in South Central Kentucky." Final project report for EnviroHealth Link grant. Kentucky Department for Public Health, Environmental Public Health Tracking Network, Frankfort, KY.
- 2014 **Breazeale, Nicole**. "Food Stories of Rural, Working Class Kentuckians." Six stories collected and prepared for the Community Farm Alliance by Dr. Breazeale's "Food and Agriculture" class. Western Kentucky University.
- 2013 **Breazeale, Nicole**. "Integrating Service-Learning and Community-Based Research into the Classroom." FACET publication, Western Kentucky University.
- 2012 **Breazeale, Nicole**. "Program Evaluation of the SEEDS (Service Education & Entrepreneurship in Downtown Spaces) Project." Report based on pre-test/post-test surveys and focus groups. Seedleaf, Lexington, KY.

- 2012 **Breazeale, Nicole**, Evelyn Knight, Martin Richards, and Donald Hays. "Eastern Kentucky Food Systems Collaborative: Inventory of Organizations and Institutions that Support a Regional Food System." (40 inventory sheets). Prepared for Community Farm Alliance. Western Kentucky University.
- 2007 Collins, Jane, Amy Quark, and **Nicole Breazeale**. "Farm Work, Off-Farm Employment, and Family Care: How Wisconsin Farm Families Combine Work in Three Spheres." Final report of research results for USDA Hatch Grant, University of Wisconsin-Madison.
- 2003 **Breazeale, Nicole**. "Kentucky Cancer Infrastructure: Tracing Connections Between State and Local Programs." Health Education through Extension Leadership (HEEL) publication, University of Kentucky. Available online at: http://www2.ca.uky.edu/HES/fcs/heel/heel/pdf/Kentucky_Cancer_Infrastructure_org_Chart.pdf
- 2003 **Breazeale, Nicole**. "Downloadable Skin Cancer Exhibit." Health Education through Extension Leadership (HEEL) publication, University of Kentucky. Available online at: <http://www2.ca.uky.edu/hes/fcs/heel/SkinCancer/>
- 2002 **Breazeale, Nicole**. "Students Perspectives on the Challenges and Supports to Surviving College Math." Report delivered (36 students interviewed). Teaching and Learning Center, University of Kentucky.
- 2002 Zimmerman, Julie N. and **Nicole Breazeale**. "Housing 2000," "Race and Ethnicity," and "Poverty 1998." *Kentucky: By the Numbers* (120 county profiles). Social and Economic Education for Development (SEED) publication, University of Kentucky.
- 2001 Quick, Sam, Julie N. Zimmerman, **Nicole Breazeale**, and Peter Hesseldenz. "The Face of Aging," "Aging and Families," "Aging and Housing," and "Nursing Homes." *Kentucky: By the Numbers* (120 county profiles). Social and Economic Education for Development (SEED) publication, University of Kentucky.
- 2001 Zimmerman, Julie N. and **Nicole Breazeale**. "Employment Change Update" and "Poverty 1997 Update." *Kentucky: By the Numbers* (120 county profiles). Social and Economic Education for Development (SEED) publication, University of Kentucky.
- 2000 Zimmerman, Julie N., **Nicole Breazeale**, and Lori Garkovich. "Tobacco Change Update" and "Agriculture Change Update." *Kentucky: By the Numbers* (120 county profiles). Social and Economic Education for Development (SEED) publication, University of Kentucky.
- 1999 **Breazeale, Nicole**. "Evaluation of ASP's New Homeownership Project." Final report delivered (56 families interviewed). Appalachian Service Project, Jonesville, VA.

PEER-REVIEWED CONFERENCE PRESENTATIONS

- 2018 **Breazeale, Nicole** and Alexa Hatcher. "Critical Service Learning at a Commuter Campus in Rural Kentucky: A Path for Low-Income Youth to Persist and Combat Social Inequality?" Rural Sociological Society Annual Meeting, Portland, OR.
- 2018 **Breazeale, Nicole**. "Critical Service Learning and Food Justice: The Case of Project Breaking Ground." Agriculture, Food, and Human Values Society Annual Meeting, Madison, WI.
- 2018 **Breazeale, Nicole**. "A Tale of Two Models of Service Learning at a Commuter Campus in Kentucky." Midwest Sociological Society Annual Meeting, Minneapolis, MN.

- 2017 **Breazeale, Nicole**, Krystal Carver, Samantha Johnson, and Ben Turner. “Assessing the Community Impacts of Project Breaking Ground.” Anthropologists and Sociologists of Kentucky Annual Meeting, Bowling Green, KY.
- 2017 **Breazeale, Nicole**, Krystal Carver, Samantha Johnson, and Ben Turner. “The Community Impacts of Project Breaking Ground.” Southern Rural Sociological Association Annual Meeting, Mobile, AL.
- 2014 Lovell, Donielle, **Nicole Breazeale**, Kristina Gamble, and Keiko Tanaka. “Panel—Sociology in Action: Innovative Models of Learning and Service.” Rural Sociological Society Annual Meeting, New Orleans, LA.
- 2012 **Breazeale, Nicole** and Cami Bush. “Fostering Entrepreneurship in Rural Kentucky.” Rural Sociological Society Annual Meeting, Chicago, IL.
- 2012 **Breazeale, Nicole**, John Green, Alan Barton, Dana Thomas, & Donielle Lovell. “Panel—Incorporating Community Based Research into the Classroom.” Rural Sociological Society Annual Meeting, Chicago, IL.
- 2011 **Breazeale, Nicole**. “Theories of Simple Commodity Production in an Era of Globalization.” Community Development Society and Rural Sociological Society Joint Conference, Boise, ID.
- 2009 **Breazeale, Nicole**. “The Paradox of Small Farmer Resilience: The Limits of Corporate Strategy that Depends on Simple Commodity Producers Under Contract.” Rural Sociological Society Annual Meeting, Atlanta, GA.
- 2007 **Breazeale, Nicole**. “Los caminos del Tabaco: los productores tabacaleros en Misiones y el giro hacia la calidad” [Tobacco Roads: Misiones Tobacco Producers and the Quality Turn]. Grupo de Estudios Rurales y Desarrollo [Rural Studies and Development Group], Posadas, Misiones, Argentina.
- 2006 **Breazeale, Nicole**. “Redefining ‘Winners’ and ‘Losers’ Along the Global Tobacco Commodity Chain.” Rural Sociological Society Annual Meeting, Louisville, KY.
- 2002 **Breazeale, Nicole**. “The Impact of Homeownership on the Self-Concept of Poor, Rural People in Appalachia.” Appalachian Studies Conference, Helen, GA.
- 2002 Zimmerman, Julie and **Nicole Breazeale**. “Funding TANF and the South: Does the Regional Divide Continue?” (Poster Presentation). Rural Sociological Society Annual Meeting, Chicago, IL.
- 2002 **Breazeale, Nicole** and Julie Zimmerman. “Decisions, Dollars, and Declines: Welfare Reform and the South.” Southern Rural Sociological Society Annual Meeting, Orlando, FL.
- 2001 **Breazeale, Nicole**. “Storytelling and Evaluation Methods.” Kentucky Community Development Society Annual Meeting, Lexington, KY.
- 2001 Gran, Brian, **Nicole Breazeale**, and Terri Viggiano. “Budding Visual Sociologists.” International Visual Sociology Association Annual Meeting, Minneapolis, MN.
- 2001 Zimmerman, Julie, **Nicole Breazeale**, and Lori Garkovich. “Socioeconomic and Population Trends in Appalachian and Non-Appalachian Kentucky.” (Poster Presentation). Rural Sociological Society Annual Meeting, Albuquerque, NM.

- 2001 **Breazeale, Nicole.** “Storytelling as an Evaluation Tool.” International Association for Community Development Conference, Rotorua, New Zealand.

INVITED PRESENTATIONS

- 2019 **Breazeale, Nicole** and Alexa Hatcher. “Breaking Ground: A Sustainable Jail Garden and Food Justice Project in Barren County, KY. Kentucky Local Food Systems Summit, Lexington, KY.
- 2017 **Breazeale, Nicole** and Alisha Mays. “Putting a Face on Kentucky Hunger.” Invited presentation at the 2nd Annual Kentucky Hunger Dialogue, Berea, KY.
- 2017 Mercer, Amber, Heather Knight, Will Oakley, Jacob Sanders, and **Nicole Breazeale.** “Struggles to Achieve Your Educational Dreams: True Stories from Undergraduates at WKU-Glasgow.” Invited to speak with the entire student body on two separate occasions. Barren County Alternative High School, Glasgow, KY.
- 2017 **Breazeale, Nicole,** Krystal Carver, Ben Turner, and Samantha Johnson. “Evaluation of Project Breaking Ground.” Invited presentation for staff at the Barren County Detention Center, Glasgow, KY.
- 2016 **Breazeale, Nicole.** “Community/University Collaborations and Multi-Generational Organizing.” Invited talk in front of a couple hundred members at the Kentuckians for the Commonwealth (KFTC) Annual Meeting. General Butler State Park, Carrollton, KY.
- 2014 **Breazeale, Nicole.** “Preliminary Results from the 2013 Rural Entrepreneurship Survey.” Invited presentation at the Kentucky Entrepreneurial Coaches Institute. Lebanon, KY.
- 2014 Johnson, Samantha, Keith Watson, Angela Briggs, and **Nicole Breazeale.** “Selected Food Stories of Rural, Working Class Kentuckians.” Students in Dr. Breazeale’s “Food and Agriculture” class were invited to share their stories in front of 50 attendees at the State Food Policy Council Forum, Frankfort, KY.
- 2013 **Breazeale, Nicole.** “Community-Asset Mapping as a Pedagogical Tool.” Invited presentation at the Geography Department Brownbag Series, Western Kentucky University.
- 2006 **Breazeale, Nicole.** “Global Commodity Chains and Agri-Food Systems: Shifting Patterns of Regulation and Implications for Development.” Invited presentation at the Department of Sociology, Michigan State University, East Lansing, MI.
- 2003 **Breazeale, Nicole.** “Kentucky Cancer Infrastructure.” Explained the cancer support flowchart I created to all FCS Extension Agents at the Health Education through Extension Leadership (HEEL) training, University of Kentucky.
- 1998 Meyers, Mandara, Erica Turner, Chloe Dowley, **Nicole Breazeale,** Andrea Meller, Elisa Nigrini, and Liz Blair. “Educating and Mentoring Adolescent Girls.” Invited presentation at the Pennsylvania Campus Compact Fall Conference, Harrisburg, Pennsylvania.

TRAININGS and WORKSHOP FACILITATION

- 2018 Embry, Jim, **Nicole Breazeale,** and Kelsey Voit. “How to Bring Equity Back Into CFA’s Work?” Facilitated across CFA Board, staff, and leaders. Community Farm Alliance Leadership Development Session, Lexington, KY.

- 2017 **Breazeale, Nicole.** “Using Food Stories and Community Organizing Techniques to Increase Community Involvement and Investment in Your Farmers’ Market.” Invited half-day workshop for 60 recipients of the Farmers’ Market grant. Kentucky Cabinet for Health and Family Services, Frankfort, KY.
- 2017, **Breazeale, Nicole** (and students). “Lunch and Learn: A Renter’s Education Workshop.” Students in Dr. Breazeale’s “Social Inequalities” classes facilitated several participatory community workshops in collaboration with Next Step Ministries and the Family Resource Centers (Grandparent Support Group). Approximately 40 participants. Glasgow, KY.
- 2015
- 2017 **Breazeale, Nicole.** “Community Organizing Models: Getting Back to Our Roots.” Invited break-out session and training for 25 CFA members. Community Farm Alliance Annual Leadership Gathering, Berea, KY.
- 2016 **Breazeale, Nicole,** Alexa Hatcher, and Alex Goldsmith. “Creating Sustainable Community Gardens: Lessons from Community Organizing Practice and Permaculture Design.” Half day workshop for 32 attendees from across South Central Kentucky, Barren County Detention Center, Glasgow, KY.
- 2016 **Breazeale, Nicole** (and students). “Lunch and Learn: Fresh Food For All.” Students in Dr. Breazeale’s “Sociology of Food, Community, and Social Change” class facilitated a participatory community workshop at the soup kitchen, after providing a free locally-sourced meal to 100 people. Ralph Bunche Community Center, Glasgow, KY.
- 2016 **Breazeale, Nicole** and Jeremy Porter. “Popular Education and Community Change.” Invited training for 30 community leaders at the Kentucky Rural/Urban Exchange. Lexington, KY.
- 2013 Hustedde, Ron, Claire McGowan, **Nicole Breazeale** (and the WKU-Glasgow Greentoppers). “Awakening the Dreamer.” This educational program was brought to 50 students, faculty, staff, and community members from across South Central Kentucky. Western Kentucky University-Glasgow.
- 2002 Gran, Brian, **Nicole Breazeale,** and Terri Viggiano. “Second Annual Visual Sociology Workshop.” Nine participants with guest lecturer Jon Rieger. University of Kentucky.
- 2001 Gran, Brian, **Nicole Breazeale,** and Terri Viggiano. “First Annual Visual Sociology Workshop.” Fifteen participants with guest lecturer John Grady. University of Kentucky.
- 1999 Meyers, Mandara, Erica Turner, Chloe Dowley, **Nicole Breazeale,** Andrea Meller, Elisa Nigrini, and Liz Blair. “Lean on Me: Educating and Mentoring Adolescent Girls.” Full-day workshop with 50 participants, 10 panelists, and keynote speaker Lyn Mikel Brown. Swarthmore College, Swarthmore, PA.

CLASSROOM INSTRUCTION

- Sp 2019 **Community, Environment, & Development (SOCL 270),** Western Kentucky University
- Fa 2017 New course that I developed
- Fa 2016 Offered online as well as in-person
- Fa 2015
- Sp 2015
- Fa 2014
- Fa 2012

- Sp 2016 **Agri-Food Systems (SOCL 480)**, Western Kentucky University
Sp 2014 New course that I developed
- Fa 2016 **Food, Community, & Social Change**, Western Kentucky University
Special topics course that I developed
- Sp 2018 **Strategies of Social Research (SOCL302)**, Western Kentucky University
Sp 2017
Sp 2016
Sp 2015
- Sp 2012 **Research Practicum for Undergraduates: Rural Entrepreneurship in Kentucky**,
Western Kentucky University
Independent study for 3 WKU-Glasgow students
- Sp 2019 **Social Inequality (SOCL 350)**, Western Kentucky University
Sp 2017
Fa 2015
Fa 2013
Sp 2012
- Sp 2018 **Global Social Problems (SOCL 240)**, Western Kentucky University
Sp 2017 Offered online as well as in-person
Sp 2016
Fa 2013
Fa 2012
- Fa 2017 **Marriage and Family (SOCL 220)**, Western Kentucky University
Fa 2015
Sp 2013
Fa 2011
- Sp 2012 **Introduction to Sociology**, Western Kentucky University
- Fa 2011 **Social Problems**, Western Kentucky University
- Sp 2009 **Gender and Work in Rural America**, UW-Madison (Teaching Assistant)
- Fa 2008 **Introduction to Rural Sociology and Development**, UW-Madison (Teaching Assistant)
- Fa 2005 **Survey of Sociology**, UW-Madison (Teaching Assistant, writing intensive course)
- Fa 2001 **Visual Sociology Seminar**, University of Kentucky (Co-Instructor)

INVITED GUEST LECTURES

- 2018 **Breazeale, Nicole.** “Storytelling and Community Engagement.” Invited presentation for Rosalind Harris’s graduate class, “Community Engagement,” Department of Community & Leadership Development, University of Kentucky.

- 2018 **Breazeale, Nicole.** “Liberating Service Learning: Why We Do It and Why It Matters?” Invited webinar for Randy Stoecker’s graduate class, “Becoming A Community Engaged Scholar,” University of Wisconsin-Madison.
- 2018 **Breazeale, Nicole.** “Globalization and Development.” Invited presentation for Lauren McClain’s undergraduate class, “Population, Society, & Development,” Western Kentucky University.
- 2017 **Breazeale, Nicole.** “Crafting a Powerful Food Story.” Invited presentation for Kaelyn Wiles’ undergraduate class, “Sociology of Food and Agriculture,” Centre College.
- 2017 **Breazeale, Nicole.** “Leadership Storytelling and Community Engagement.” Invited presentation for Rosalind Harris’s graduate class, “Community Engagement,” Department of Community & Leadership Development, University of Kentucky.

MASTER’S THESES and UNDERGRADUATE CAPSTONES

- 2018 Alisha Mays. M.A., Sociology. (**Chair of Thesis Committee**). Qualitative study that examined the social relations around self-provisioning in Eastern Kentucky, building on Monica Grant’s (2017) food sovereignty framework.
- 2016 Alexandra, Schulte. B.A., International Affairs and Film. (**Member of Honors Thesis Committee**). A comparison of different universities and their local food sourcing practices.

STUDENT INTERNSHIPS and INDEPENDENT STUDIES

- 2017-18 Alexa Hatcher (undergraduate research on service-learning models; our joint research was financed by a student-faculty FUSE grant of \$5000; led to two professional presentations).
- 2017 Alex Goldsmith (undergraduate internship with WCLU radio; final project focused on public spraying of mosquito repellent)
- 2016-17 Samantha Johnson, Ben Turner, and Krystal Carver (undergraduate research on community impacts of Project Breaking Ground; led to four presentations; honored as session winner at the WKU Student Research Conference.
- 2014 Katie Highbaugh (undergraduate internship with Kentuckians for the Commonwealth; final project focused on tar sand mining)
- 2014 Angela Briggs (undergraduate internship with Sustainable Glasgow; final project included a power map of local food players)
- 2013 Cami Bush (undergraduate internship with Glasgow Chamber of Commerce)
- 2012 Spencer Walters, Stephen Gibbons, and Cami Bush (undergraduate research on rural entrepreneurship in Kentucky as part of my USDA grant; led to one professional presentation).

PROFESSIONAL EXPERIENCE

- 2011-15 **Co-Principal Investigator**
Department of Sociology, Western Kentucky University
Project title: *Promoting Entrepreneurship in Distressed Rural Communities: Integrating Psychological and Sociological Perspectives.*
USDA-funded, multi-year research project. Grant supported collaboration between faculty at UK, WKU, and Yale. Co-wrote successful grant application. Designed & implemented Phase I of the project, including interviews with 30 residents and local political officials in rural Kentucky. Assisted with survey design and sampling strategy for Phase II. Served as liaison between research and Extension components of project.
- 2011-12 **Research Consultant**
Appalachian Center, University of Kentucky
Project title: *Learning About the Local: Assessing Eastern Kentucky Organizations and Programs that Support Local and Regional Food Systems.*
Collaborative research project between UK Appalachian Center, MACED, and the Community Farm Alliance. Developed an inventory to catalog organizations, associations, & agencies that support a regional Eastern Kentucky food economy. Drafted 40 inventory sheets to highlight the contributions of each group. Project led to the establishment of the Eastern Kentucky Food Systems Collaborative.
- 2007-10 **Dissertation Research**
Department of Community & Environmental Sociology, UW-Madison
Supported by Fulbright and a World Affairs and the Global Economy fellowship, my dissertation examined agricultural restructuring in the impoverished burley tobacco belt of Argentina. The study coupled global commodity chain analysis with multi-sited ethnography and involved eleven months of fieldwork in Misiones.
- 2003-05 **Graduate Student Research Assistant**
Department of Community & Environmental Sociology, UW-Madison
Conducted literature review and led focus groups to learn how Wisconsin farm families combine farm work, off-farm employment, and family care. Interviewed parents who participated in Wisconsin's welfare program to understand mothers' family networks and livelihood strategies in the context of child support enforcement policy.
- 2003 **Extension Associate for Health**
Health Education through Extension Leadership program, University of Kentucky
H.E.E.L. is an Extension program with the goal of the reducing the burden of chronic disease in Kentucky. I was part of the original eight-person team that launched this unique program. Established partnerships with all statewide organizations involved in cancer prevention. Developed educational materials used by county Extension agents, including county health profiles and skin cancer prevention programming.
- 2002 **Research Consultant**
Teaching and Learning Center, University of Kentucky
Project title: *Students' Perspectives on the Challenges & Supports to Surviving College Math*
Designed and conducted focus group-based study to assess the critical barriers and supports to success facing introductory mathematics students at UK.

- 2000-02 **Graduate Student Research Assistant**
Department of Rural Sociology, University of Kentucky
Assisted with various Extension projects, including *Kentucky by the Numbers* county demographic data profiles and community visioning processes. Prepared and analyzed data for project on TANF and the South.
- 1999 **Program Evaluator**
Appalachia Service Project
Project title: *The Significance of New Homeownership for Appalachian Poor*
Created and implemented evaluation tool to assess the impact of homeownership on low-income, rural clients of the Appalachia Service Project's new homeownership program. Study combined longitudinal survey data and "storytelling" sessions with 56 families.

COMMUNITY SERVICE EXPERIENCE

- 2017-2019 **Community Farm Alliance**, Frankfort, Kentucky (Board Member)
Providing strategy support and oversight of CFA, a statewide grassroots organization committed to improving the food and farming system of Kentucky. Recruited for my community organizing and public storytelling expertise. I am particularly active on the Leadership Development Committee, where I am assisting with our equity work, including preparing a statement of commitment, conducting a diversity audit, facilitating internal conversations, arranging trainings, and developing an equity-specific strategic plan.
- 2018 **Public Health Leadership Institute (KPHLI)**, Frankfort, KY (Volunteer)
Assisting one cohort of KPHLI with the Community Policy Guide, which integrates the voices of community members most affected by specific policy issues. Providing strategic planning and evaluation assistance.
- 2017 **"Fresh Food For All!" Campaign**, Glasgow, KY (Coordinator)
Secured a second Enviro Health Link grant in collaboration with the Barren River District Health Department to support community efforts to expand access to fresh food for all Barren County residents. Project involved coordinating bi-weekly work days to expand a ½ acre organic garden (G Town Soul Swales) behind the soup kitchen, collaborating with and integrating community members who use the soup kitchen, Bunche Center, Boys & Girls Club, Housing Authority, Senior Center, and a local black church into these efforts, and convening monthly meetings to teach community members how to share their stories and have a voice in local policy decisions. I managed three part-time employees and an advisory committee as part of this grant.
- 2016 **Project Breaking Ground**, Glasgow, KY (Coordinator)
Planned and coordinated this community project, which is a partnership between WKU-Glasgow, the Barren County Detention Center, and the wider community. Project centered around installing a ¾ acre jail garden, through which we taught sustainable agriculture techniques and a food justice curriculum. My Spring 2016 Food & Agriculture class was taught at the Detention Center and included 16 undergraduates and 5 incarcerated women. My Spring 2016 Research Methods class conducted an evaluation of the project's impacts. My Fall 2016 Food, Community, & Social Change class continued our work at the jail and also involved a community organizing project through the soup kitchen. Two other faculty and a dozen community partners have also been involved, ensuring the project's sustainability. Breaking Ground has received extensive media coverage (<https://www.facebook.com/projectbreakingground/>) and was completely passed off to the jail in January 2017. The facility established an official garden work program and mini-curriculum to continue the educational work with inmates.

- 2016 **Barren River District Health Department**, Bowling Green, KY (Volunteer Consultant)
Designed and helped secure a \$15,000 grant for a region-wide community gardening workshop and networking project. Two of my students implemented the project under my supervision. The project supported the creation and expansion of 10 community gardens around the region.
- 2003-2018 **WKU-Glasgow Greentoppers**, Western Kentucky University (Advisor)
Advised a student organization that came out of my Community, Environment, and Development class, with an explicit focus on educating and empowering the campus and wider community around issues of sustainability. Group has coordinated three “Buy Local Pumpkins” events, an Awakening the Dreamer symposium, a rain barrel making workshop, and a Tour de Farm event. They also built an outside seating area at the jail garden using sustainable design practices.
- 2013-2019 **Housing and Homeless Coalition of South Central Kentucky**, Bowling Green, KY (Volunteer Consultant)
Integrated five classes into the renters’ education project. At the coalition’s request, my students researched the problems facing renters in a region without tenant-landlord law—everything from retaliatory eviction to hazardous housing conditions. They then designed, evaluated, and hosted a series of participatory community workshops to educate renters and encourage the public to work towards positive solutions. Students and community members have continued to work with the Housing & Homeless Coalition and have met with local officials to rectify the situation, culminating in the introduction of a statewide bill that passed through the Kentucky House in 2016.
- 2014 **Community Farm Alliance**, Frankfort, KY (Volunteer Consultant)
Assisted with grant support, listening sessions, and served on the Steering Committee for the Kentucky Food Policy Network. My 2014 Sociology of Agriculture and Food class researched the challenges facing low-income, rural consumers in our state; some students then shared their own stories at the Kentucky Food Policy Council Forum in Frankfort.
- 2012 **Foodchain**, Lexington, KY (Volunteer Consultant)
Helped urban demonstration farm with grant writing. Secured \$12,500 of Kentucky Agricultural Development Fund money for start-up costs.
- 2011 **Seedleaf**, Lexington, KY (Volunteer Consultant)
Assisted community garden non-profit in grant writing and program evaluation. Secured \$20,000 in funding for the SEEDS (Service Education & Entrepreneurship in Downtown Spaces) program.
- 2006 **FH King Students for Sustainable Agriculture**, University of Wisconsin (Planning Coordinator)
Administered student-run organization to increase campus and community awareness of sustainable agriculture and provide hands-on education in food production and organic gardening. Planned and maintained ½ acre garden, organized workdays and educational events, and conducted organic seed variety trials. Secured permanent institutional funding for the organization.
- 2005-07 **Alternative Spring Breaks**, University of Wisconsin (Orientation Facilitator)
Facilitated information session and discussion on Appalachia for students volunteering to build houses at the Cranks Creek Survival Center in Eastern Kentucky.

- 2005 **South Metropolitan Housing Council**, Madison, WI (Participant)
Assisted in the design and implementation of a participatory research project exploring the housing experiences of residents in South Madison.
- 2002-03 **Transformation House**, Lexington, KY (Volunteer Consultant)
Helped local NGO working on restorative justice issues with grant writing.
- 1996-99 **Summer Community Learning Project**, Swarthmore College (Co-Founder and Co-Coordinator)
Established a non-profit youth development program for adolescent girls. Consisted of June 1997 interim program, Fall 1997 follow-up workshops, Spring 1998 collaboratively created, directed, and performed theater piece, and June 1998 overnight program. Required extensive curriculum planning, logistical coordination, and grant writing.

PROFESSIONAL SERVICE

- 2017-2018 **Equity & Inclusion Subcommittee of the Strategic Planning Process**, Department of Sociology, WKU (Committee Member)
- 2015-2019 **Undergraduate Curriculum Committee**, Department of Sociology, WKU (Committee Member)
- 2013 **WKU-Glasgow Strategic Planning Committee**, WKU (Invited Committee Member)
- 2013-14 **Ad Hoc Tenure & Promotion Committee**, Department of Sociology, WKU (Committee Member)
- 2012-13 **Potter College Curriculum Committee**, Department of Sociology, WKU (Alternate Committee Member)
- 2012,13 **WKU Student Research Conference**, WKU (Poster Judge)
- 2012 **Rural Sociological Society Annual Meeting** (Poster Judge)
- 2011-12, 2017 **Workshop for Sociology Majors Interested in Graduate School**, Department of Sociology, WKU (Co-Organizer)
- 2011-2012 **Community-Based Research and Service Learning at the Regional Campuses Working Group**, WKU (Co-Organizer)
- 2011 **Quantitative Methods Search Committee**, Department of Sociology, WKU (Committee Member)
- 2008-10 **Instruction Committee**, Department of Community & Environmental Sociology, UW-Madison (Graduate Student Representative)
- 2005-06 **Teaching Resources Committee**, Department of Sociology, UW-Madison (Graduate Student Representative)
- 2003-04 **International Visual Sociology Association Executive Board** (Student Representative)

2000-02 **Policy Committee**, Department of Sociology, University of Kentucky
(Graduate Student Representative)

as needed *International Journal of Sociology of Agriculture and Food* (Peer Reviewer)

as needed *Rural Sociology* (Peer Reviewer)

PROFESSIONAL AFFILIATIONS

Rural Sociological Society
Community Development Society
Agriculture, Food, & Human Values Society
American Sociological Association

MEDIA EXPOSURE (selected)

Project Breaking Ground

Facebook page: <https://www.facebook.com/projectbreakingground/>

Miller, Rhonda. (2016, Jun. 8). "Barren County Jail Garden Grows Healthy Relationships and New Lives." [Radio broadcast]. WKY NPR. Retrieved from: <http://www.wkyufm.org/>

Pederson, Miranda. (2016, Mar. 1). "Jail Garden Program Worthy Effort." [Op-ed]. *Bowling Green Daily News*. Retrieved from: <http://www.bgdailynews.com>

Briggs, Angela. (2016, Feb. 26). "'Breaking Ground' Draws Large Crowd." [Radio broadcast]. WCLU radio. Retrieved from: <http://wcluradio.com>

Western Kentucky University. (2016, Mar. 4). "View from the Hill – Barren Jail Garden." [Video file]. Retrieved from: https://www.youtube.com/watch?v=o0DsI8QKJ_o

Perkins, Will. (2016, Sept. 22). "Green is the New Orange: Barren County's Sustainable Jail Garden." *Glasgow Daily Times*. Retrieved from: <http://www.glasgowdailytimes.com>

Overstreet, Melinda. (2016, Dec. 1). "Jail Gardeners Provide Meal at Soup Kitchen." *Glasgow Daily Times*. Retrieved from: <http://www.glasgowdailytimes.com>

French, Jackson. (2018, Feb. 26). "Barren County Jail Plans Expansion of Garden." *Bowling Green Daily News*. Retrieved from: <http://www.bgdailynews.com>

WKU-Glasgow Greentoppers

Perkins, Will. (2016, Oct. 25). "Greentoppers Buy Local: WKU-Glasgow Fall Festival." *Glasgow Daily Times*. Retrieved from: <http://www.glasgowdailytimes.com>

Vickery, Amanda. (2013, Feb. 11). "Group Shines Light on Sustainability." *Glasgow Daily Times*. Retrieved from: <http://www.glasgowdailytimes.com>

SOKY Sustainable Community Gardens Initiative

Facebook page: <https://www.facebook.com/SOKYCGI/>

G Town Soul Swales

French, Jackson. (2017, Aug. 12). "Glasgow Community Garden Encourages Locals to Help Grow Food." *Bowling Green Daily News*. Retrieved from: <http://www.bgdailynews.com>

Hope Harvest

Payne, Simone. (2016, Jun. 13). "Garden Aims to be Therapeutic Space for Clients." *Bowling Green Daily News*. Retrieved from: <http://www.bgdailynews.com>

Sulphur Well Heritage Garden

Hunter, Matthew. (2016, Jun. 29). "Blending Heritage and Healthy Living." *The Herald-News*. Retrieved from: <https://www.jpnews.com/>

Becoming an Engaged Food Scholar

Roberts, Rona (Producer). (2016, Sept. 19). "Podcast 48: Nicole Breazeale: How Do We Break Out of the Ivory Tower?" [Audio podcast]. *Savoring Kentucky: Hot Water Cornbread Podcasts*. Retrieved from: <http://www.savoringkentucky.com>

Roberts, Rona (Producer). (2016, Jun. 29). "Podcast 38: Family Dinner and a School Bus: Roots of the Food Work of Sisters Nicole Breazeale and Becca Self." [Audio podcast]. *Savoring Kentucky: Hot Water Cornbread Podcasts*. Retrieved from: <http://www.savoringkentucky.com>

Featured Student Research

Spaulding, Aurelia. (2018, Mar. 20). "Does Your Service Learning Model Impact Students? Student and Faculty Research Different Approaches." *WKU News*. Retrieved from: <https://www.wku.edu/news>

WKU News. (2017, Aug. 29). "Graduate Student Aims to Reframe Views on Food in Kentucky." *WKU News*. Retrieved from: <https://www.wku.edu/news>

Public Reflections on Community

Breazeale, Nicole. (2016, Feb. 3). "Tribute Box Gone, but Phil's Spirit Lives on in Public Support." [Op-ed]. *Lexington Herald Leader*. Retrieved from: <https://www.kentucky.com>

CURRICULUM VITAE

PATRICIA HYJER DYK, Ph.D.

Address: 709 Garrigus Building (859) 257-3228 Phone
University of Kentucky (859) 327-8118 Mobile
Lexington, Kentucky 40546-0215 pdyk@uky.edu

Education:

Ph.D. Utah State University Major: Family and Human Development
Dissertation: "Family Relations Factors that Facilitate or Inhibit Middle Adolescent Identity Development"

M.S. Utah State University Major: Family and Human Development
Emphasis: Marriage and Family Therapy
Thesis: "Identity and Intimacy: A Correlational or Causal Connection?"

B.S. University of California, Davis (Summa Cum Laude)
Major: Agricultural Economics (Development, Resource, & Consumer Econ)
Emphasis: Consumer Economics

Professional Experience:

2015 (Dec) - Director of Graduate Studies, Community and Leadership Development

2014 Fulbright-Masaryk University Distinguished Chair in Social Studies, Brno, Czech Republic
Lecturer in Department of Sociology, Spring semester

2006-2016 Director, Center for Leadership Development, CAFE

2005-06 Interim Chair, Department of Family Studies, School of Human Environmental Sciences, College of Agriculture, University of Kentucky (18 months)

2002- Associate Professor, Department of Community and Leadership Development, College of Agriculture, Food and Environment, University of Kentucky

2002- Associate Professor, Dept. of Sociology, College of Arts & Sciences, University of Kentucky (Joint Appointment)

1996-02 Associate Professor, Dept. of Sociology, College of Agriculture, University of Kentucky

1990-96 Assistant Professor, Dept. of Sociology, College of Agriculture, University of Kentucky

1989-90 Graduate Assistant, Women and Gender Research Institute, Utah State University

1987-89 Project Manager for evaluation of Kennedy Foundation's Community of Caring adolescent pregnancy programs

1986 Graduate Research Assistant - Project Coordinator, Dairy Farm Family Stress Project. Drs. Glen Jenson (FHD), Norleen Ackerman (Consumer Econ), & DeeVon Bailey (Ag Econ), Pls.

1981-85 Paralegal Assistant to Attorney Gary O. McKean and the Cache County Attorney's Office, Logan, Utah. Family law focus - child support enforcement, paternity determinations, divorce, and criminal law

Honors and Awards:

2016 WELD (Women in Executive Leadership Development), University of Kentucky Office of Faculty Development and Institutional Effectiveness. One of 25 selected for first cohort.

2015 NACDEP (National Association of Community Development Extension Professionals) Excellence in Teamwork Award (Southern Region) for Sustaining Civic Capacity in the Rural South. Our Turing the Tide on Poverty research team: Laura Downey (MS State CES), Patricia Dyk (UK), Mary Embry (SDSU), Pamela Monroe (LSU), Crystal Tyler-Mackey (VA CES), Sherri Worthy (UGA), and Rachel Welborn (SRDC).

Honors and Awards (cont.):

- 2013-14 Fulbright-Masaryk University Distinguished Chair in Social Studies, William J. Fulbright Commission, United States Department of State
- 2007 National Council on Family Relations (NCFR) Program Chair Award
- 2006 Honorary Member – EFACS (Educators of Family & Consumer Sciences) UK Chapter
- 2004 Faculty Futures Award – College of Agriculture, University of Kentucky
- 2003-04 Leadership Fellow - USDA ESCOP/ACOP Class 13 Leadership Development Program for Emerging Leaders June 2003-March 2004. Project: Developing Effective Metrics for Assessing Impacts of Research: A Decision-Making System
- 2003 USDA Certificate of Commendation – Extension ‘CARES’ ... For America’s Children and Youth National Initiative (ECI)
- 2002 Excellence in Research Award - Southern Rural Sociological Association
- 2002 Circles of Power: Women in Leadership Development, University of Kentucky President’s Commission on Women – one of 16 selected participants
- 1995 Family Research Consortium Summer Institute "Adolescence and Beyond: Family Processes and Development" June 8-11 Nationally competitive selected participant
- 1994 Early Faculty Research Enhancement Grant, Vice Chancellor for Research, UK \$2,500
- 1994 University of Kentucky Chancellor's Award for Outstanding Teaching, Non-Tenured Faculty Category – Finalist (one of five)
- 1993 University of Kentucky Office of International Affairs - Internationalizing the Curriculum Award - \$500 to enhance cross-cultural diversity topics in courses taught.
- 1992 Young Professional Fellowship - Institute for Children, Youth & Families MSU summer workshop "Diversity and Context in Studying Children, Youth, and Families"
- 1989 National Council on Family Relations (NCFR) Student of the Year Award
- 1989 Diamond Anniversary Fellowship, Phi Upsilon Omicron, National Honor Society in Home Economics (one of two national awards) (\$10,000)
- 1988 Outstanding Graduate Student Award, Faculty Women's League, Utah State Univ.
- 1988 Phyllis R. Snow Scholarship, College of Family Life, Utah State University (\$1,000)
- 1987 Presidential Fellowship, Utah State University (\$10,000)
- 1986 Don C. Carter Graduate Fellowship, department of Family and Human Development, Utah State University (\$5,000)
- 1986 Leah D. Widtsoe Fellowship, College of Family Life, Utah State University (\$5,000)

Honor Societies: Phi Kappa Phi
 Gamma Sigma Delta (Agriculture)
 Omicron Delta Epsilon (Econ),
 Phi Upsilon Omicron (Human Environmental Sciences)

ADMINISTRATIVE RESPONSIBILITIES

Director of Graduate Studies (2016-present; 20% DOE)

Department of Community and Leadership Development
University of Kentucky, College of Agriculture, Food and Environment

The MS-CLD program is a master's graduate program that from 2016 to 2019 averaged 40 full-time and part-time students per year. We are finishing up stragglers and moving students through the program more efficiently, increasing the percentage of students completing within three years.

- **Enhanced Capacity for Monitoring Students' Progress**
 - Established an updated database of current and completed students
 - Developed timeline and reminders for students and faculty to make timely progress towards degree completion
 - Established orientations and update meetings each semester for graduate students and faculty
 - Graduate Faculty meets annually to evaluate progress of all graduate students
- **Encouraged and Increased Graduate Faculty Engagement Creating a Unified Graduate Culture**
 - Working with the CLD Graduate Committee to streamline curriculum, enhance the graduate culture in the department, develop additional assistantship lines through funded grants, and recruit strong new cohorts of students.
 - Considering how to best engage students in faculty research projects to enhance productivity and reduce time to completion.
 - Discussing how best to enhance distance learning opportunities, particularly for our part-time students employed throughout the Commonwealth.

Director of the Center for Leadership Development (CFLD) (2006-2016; ~30% DOE)

University of Kentucky, College of Agriculture, Food and Environment

For a decade the CFLD strove to accomplish its articulated mission of building leadership capacity through research, education, networks of leadership partners, and services.

Selected accomplishments under Dr. Dyk's leadership:

- **Turner Leadership Academy – TLA** – A voluntary certificate program developed to meet undergraduate student leadership development needs and prepare students for the workforce. It provided a two-year structured leadership/mentorship experience focusing on Personal Leadership, Interpersonal Leadership, Group and Organizational Leadership, and Community Leadership and Engagement. Four cohorts of students completed the leadership program.
- **Equine Guided Leadership Education programming and research.** (EGLE) assists individuals and groups in learning leadership competencies in collaboration with horses. A horse's thoughts are not separate from their actions and, therefore, give us honest, in the moment, feedback about how we are showing up as a leader. Under the leadership of certified trainer Lissa Pohl, workshops continue to be offered to undergraduate and graduate students as well as faculty.
- **Duvall Leader in Residence.** W. Norris Duvall established an endowment to support programs that help students develop a strong sense of and a responsibility toward ethical behavior. The goal was to bring to campus nationally and world-renowned leaders, with Kentucky roots, known for their ethical style of decision making. Students, staff, faculty, and community members joined in discussions with our distinguished leaders. Past LIRs have included Dr. James Votruba, President Emeritus of Northern Kentucky University (2016), Dr. Robert Long, visiting Distinguished Professor of the Nonprofit Leadership Studies Program at Murray State University (2015), and Hal Hamilton and Susan Schweitzer of the Sustainable Food Laboratory (2009).
- **Community Collaborations** – The CFLD was the lead partner in *Let's Lead*, a 15-organization community-based partnership designed to enhance leadership development of citizens and organizations. A web-based resource for community engagement was launched. (2005-2012)

Interim Chair for Department of Family Studies (2005-2006; ~55% DOE)

University of Kentucky, College of Agriculture, Food and Environment

- Bolstered Research Focus:
 - Increased rigor in undergraduate and graduate research courses
 - Monitored quality of graduate student IRB submissions
 - Prioritized research productivity over other administrative roles for junior faculty to develop content area expertise and remain on track for tenure.
- Built Team Approach to tackling challenges and restored morale
- Refocused Resources and aligned courses with departmental priorities and mission
- Strengthened Marriage and Family Therapy Clinical Program

RESEARCH ACTIVITIES**Current Research Projects:**

Interactions of individual, family, community, and policy contexts on the mental and physical health of diverse rural low-income families - Multi-State (18) Project NC-1171 (2008-2013; 2014-2019). Rural Families Speak about Health project launched October 2008 extending previous research conducted within projects NC223/1011. As Kentucky PI, I am focusing on objectives that examine community contexts and policies impacting family mental and physical health in rural low-income families. 60 mothers in Eastern Kentucky Appalachian counties have been interviewed. Quantitative and qualitative data are being analyzed in collaboration with colleagues from other states.

Turning the Tide on Poverty- Southern Rural Development Center (SRDC) Civic Engagement Project -

One of 6 invited research team members evaluating "Turning the Tide on Poverty," a multi-state pilot project launched in FY09 and funded by the Kettering Foundation, Everyday Democracy and the Farm Foundation. TTP engaged members of rural, high poverty counties in a public deliberative process that facilitated local citizens working together to address poverty in their communities. My role included interviewing community stakeholders, conducting focus groups in Oklahoma, analyzing qualitative data from 9 states, presenting findings at research conferences and co-authoring six articles published in *Community Development* and subsequently picked up by Routledge and published as a monograph.

Cultural Intelligence – SoTL (Scholarship of Teaching and Learning) - In 2014 I launched a new line of research stemming from my Fulbright Distinguished Chair teaching experience, designing and implementing my leadership development education abroad course, and my training and evaluating cultural intelligence assessments. I have been presenting my research on assessing students' emotional and cultural intelligence in education abroad courses at international conferences. An article focusing on pedagogy adaptation across cultural contexts is nearing completion.

Selected Previous Research Projects:

Pathways to Adulthood: Opportunities and Challenges for Harlan County Youth Employment Success - Launched in December 2009, this project revisited the *Harlan Youth Employability Program* study of low-income rural youth conducted in the 1990's. By re-surveying earlier participants, we examined predictive factors to employment regarding social capital and status attainment (aspirations and achievement), as well as how social networks aid in job acquisition and retention in rural areas. (**\$9,059**, FY10 UK Center for Poverty Research, U.S. Department of Health and Human Services, ASPE)

Effectiveness of Equine Guided Leadership Education (EGLE) to develop emotional intelligence in expert nurses - A UK College of Agriculture Center for Leadership Development pilot study conducted in collaboration with the UK Chandler Hospital Trauma/ Acute Care Surgery Service Line to examine the effectiveness of EGLE - working with horses to learn leadership competencies- to teach emotional intelligence and leadership competencies. (**\$2,000** – UK College of Agriculture, **\$1,000** Brockopp Award, College of Nursing)

Selected Previous Research Projects (cont.):

Kenton County Youth Leadership Development - Center for Leadership Development collaborative study with Kenton County School District to examine how enhancing high school students' leadership skills develops youth as individuals and impacts their school and community involvement. 4 waves of data (April 2007-10) from 600 students in 3 high schools. Youth leaders reflected on results and subsequently developed strategies to enhance leadership opportunities for their peers. (Duvall Youth Leadership Endowment, **\$10,000**)

Rural Prosperity: A Longitudinal Study of Rural Communities and Rural Low-Income Families USDA National Research Initiative awarded to research team of NC-1011 multi-state project. (4% funded) PI: Jean Bauer, Univ. of Minnesota. Collaborator constructing the rural community data set to contextualize the counties in our study. Sept. 2004 - August 2007 **\$490,000**

Permanency and Stability of Kinship Care Families - Competitive contract with Department of Community Based Services, Kentucky Cabinet for Families and Children. Lead Co-PI for state study of Community Collaboration for Children programs serving Kinship Care families to assess outcomes related to safety, well-being and community responsiveness to foster children's needs. July 2002-June 2003 (with Chris Groeber, College of Social Work, UK). **\$167,901**

Organizational and Structural Changes in the Dairy Industry - Regional Project NE-177. Survey data collection and in-depth interviews of KY dairy farm families & regional comparative analysis of family factors shaping orientations towards agriculture and quality of life. 1991-2001 (With Drs. Wm. Crist, Dairy Science Extension Specialist & Lori Garkovich, Rural Sociology, UK College of Agriculture).

Impacts and Outcomes of Welfare Reform across Rural and Urban Places in Kentucky - Grant funded by the Office of the Assistant Secretary for Planning and Evaluation, U.S. Department of Health and Human Services (DHHS). Lead Co-PI for examination of impact of the differential spatial distribution of economic opportunities on outcomes of current and former recipient employment & earnings, the outcomes of well-being in relation to poverty & participation in support programs, and the impact of differential outcomes on the characteristics and composition of the remaining caseload. Oct.1999-Nov. 2000, with Dr. Julie Zimmerman (Rural Sociology Extension Assistant Professor). **\$73,579**

Peer-Reviewed Book Chapters:

Dyk, Patricia H.

2019 Rural Families. In *Macmillan Encyclopedia of Families, Marriages, and Intimate Relationships*, edited by James J. Ponzetti Jr. Farmington Hills, MI: Macmillan Reference USA.

Beaulieu, L. J., Diebel, A.

2018 *Turning the Tide on Poverty*. Routledge., (Note: Routledge picked up our 2016 *Community Development* journal special issue and published as a book. I am either lead or co-author on 7 chapters that appear as journal articles listed below.)

Bauer, Jean W., Dyk, P.H. and Son, Seohee

2011 Rural Does Matter. Pp. 37-54 in Bauer, J. W. and Dolan, E. M. (Eds.), *Rural Families and Work: Contexts and Problems*. New York: Springer Science + Business Media, LLC.

Garkovich, L, W. Crist, and Patricia Dyk

2000 Kentucky Dairy Farms and Tobacco Production. In Schwarzweller, H. & Davidson, A. (Eds.) *Research in Rural Sociology and Development: Dairy Industry Restructuring*. Vol 8. JAI

Dyk, Patricia H.

1993 Anatomy, physiology, and gender issues in adolescence. Pp. 35-56 in Gullotta, T., Adams, G., and Montemayor, R. (Eds.) *Adolescent Sexuality, Vol V of Advances in Adolescent Development*. Newbury Park, CA: Sage.

Peer-Reviewed Book Chapters (cont.):

- Miller, B.C., and Patricia H. Dyk
 1993 Adolescent sexuality. Pp. 95-123 in Tolan P. and Cohler, B. (Eds.) *Handbook of Clinical Research and Practice with Adolescents*. New York: John Wiley and Sons.
- Dyk, Patricia A., C. Christopherson and B.C. Miller
 1992 Adolescent sexuality. Pp. 25-63 in Bahr, S. (Ed.) *Family Research: A Sixty-Year Review, 1930-1990, Volume 1*. Lexington, MA: Lexington Books.
- Adams, G.R., Patricia Dyk, and L.D. Bennion
 1990 Parent-adolescent relationships and identity formation. In B.K. Barber and B.C. Rollins (Eds.), *Parent-Adolescent Relations*, pp.1-16. Lanham, MD: University Press of Amer.

Publications Refereed/Reviewed:

- Dyk, P. H., Radunovich, H., Sano, Y. (2018). Health Challenges Faced by Rural, Low-Income Families: Insights into Health Disparities, Special Issue on Rural Families (1 ed., vol. 22, pp. 54-69) *Family Science Review*. www.familyscienceassociation.org/sites/default/files/4%20-%20Dyk%2C%20%20Radunovich%20%26%20Sano.pdf
- Dyk, P. H, Monroe, P. A., Tyler-Mackey, C., Welborn, R. & Worthy, S. Turning the Tide on Poverty: 2016 History, theoretical frameworks, and methods. *Community Development*. Vol. 47, pp. 287-303. DOI: 10.1080/15575330.2016.1164734
- Monroe, P. A., Tyler-Mackey, C., Dyk, P. H., Welborn, R., Worthy, S. L., Lowe, C. H. & Pickett, N. J. 2016 Turning the Tide on Poverty: Sustainability of community engagement in economically distressed communities. *Community Development*. Vol. 47, pp. 358-374 DOI: 10.1080/15575330.2016.1165273.
- Tyler-Mackey, C., Monroe, P.A., Dyk, P. H., Welborn, R. & Worthy, S. L. (2016). Turning the Tide on 2016 Poverty: Community climate in economically distressed rural communities, *Community Development*, Vol. 47, pp. 304-321. DOI: 10.1080/15575330.2016.1164206
- Welborn, R., Downey, L., Dyk, P. H., Monroe, P., Tyler-Mackey, C. & Worthy, S. Turning the Tide on 2016 Poverty: The role of the Cooperative Extension Service in the initiative. *Community Development*. Vol. 47, pp. 375-384. DOI: 10.1080/15575330.2016.1167097
- Welborn, R., Downey, L., Dyk, P. H., Monroe, P., Tyler-Mackey, C. & Worthy, S. Turning the Tide on 2016 Poverty: Documenting impacts through Ripple Effect Mapping. *Community Development*. Vol. 47, pp. 385-402. DOI: 10.1080/15575330.2016.1167099
- Worthy, S., Downey, L., Dyk, P. H., Monroe, P. A., Tyler-Mackey, C. & Welborn, R. Turning the Tide 2016 on Poverty: Community champions as critical elements of success in economically distressed communities, *Community Development*. Vol. 47, pp. 341-357 DOI: 10.1080/15575330.2016.1167096
- Worthy, S. L., Tyler-Mackey, C., Dyk, P. H., Monroe, P. & Welborn, R. Turning the Tide on Poverty: 2016 Perceptions of leaders and leadership in economically distressed communities. *Community Development*. Vol. 47, pp. 322-340. DOI: 10.1080/15575330.2016.1167098
- Dyk, Patricia. Challenges of Transmitting Family Values in Multi-cultural Contexts. *Wychowanie w 2015 Rodzinie /Family Upbringing Journal IX 30cz*: 149-158.
- *Kropczynski, J. & Dyk, P. Insights into Housing Affordability for Rural Low-Income Families. 2012 *Housing and Society*, 39(2): 125-148.
- *Hancock, D., Dyk, P., & Jones, K. Adolescent Involvement in Extracurricular Activities: Influences 2012 on Leadership Skills. *Journal of Leadership Education*, 11(1): 84-101.
- Son, S., Dyk, P.H., Bauer, J., & Katras, M.J. Barriers to Employment among Low-income Mothers in 2011 Rural United States Communities. *International Journal of Human Ecology* 12 (June): 37-49.
- Dyk, Patricia H.
 2009 Rural Leadership and Legacy: Partnering for Progress. *Southern Rural Sociology* 24(3):1-13.

Publications Refereed/Reviewed (cont.):

- *Carlton, E.L., Whiting, J.B., Bradford, K., Dyk, P.H. & Vail, A.
2009 Defining Factors of Successful University-Community Collaborations: An Exploration of One Healthy Marriage Project. *Family Relations* 58(1):28-40.
- Dyk, P. H. & *Kropczynski, J.
2008 Kentucky rural low-income families speak about challenges to labor force participation, health, and food security. (Fact Sheet)<http://www.rurafamilies.umn.edu>.
- Dyk, P. H.
2004 Complexity of Family Life among the Low-Income and Working Poor. *Family Relations*, 53(2):122-126.
- Dyk, P. H., Braun, B. & *Simmons, L. A.
2004 Low Income Rural Women's Well-Being: A Case for Customizing Policy. In *2004 Proceedings of the Rural Sociological Society Annual Meeting*, Sacramento, CA.
- Dyk, P. H. & Bauer, J.W.
2004 *Rural Low-Income Families: Tracking their Well-Being and Function in an Era of Welfare Reform* (Policy Brief) Minneapolis, MN: National Council on Family Relations.
- Bauer, J. W., Imig, D. R., Dyk, P. H., & Seiling, S. B.
2003 The Well-Being of Rural Low-Income Families in the Context of Welfare Reform. In *2003 Proceedings of the Rural Sociological Society Annual Meeting*, Montreal Canada
- Bauer, J.W., Braun, B., & Dyk, P.H.
2003 *Health and Economic Well-Being of Rural Families*. (Policy Fact Sheet) Minneapolis, MN: NCFR. http://www.ncfr.org/pdf/Rural_Families_Fact_Sheet.pdf
- Braun, B., Lawrence, F, Dyk, P. & *Vandergriff-Avery, M.
2002 Southern Rural Family Economic Well-being in the Context of Public Assistance. *Southern Rural Sociology*, Vol. 18(1), 259-293.
- Beaulieu, L. J. Israel, G., Hartless, G. & Dyk, P.
2001 For Whom Does the School Bell Toll? Multi-contextual Presence of Social Capital and Student Educational Achievement. *Journal of Socio-Economics*,(30) 121-127.
- Braun, Bonnie & Patricia Dyk.
2001 Making Ends Meet for Low-Income Rural Families: How Do They Do It and How It Influences Financial Well-Being. *How to Measure Quality of Life in Diverse Populations: Proceedings of the Fourth Conference of the International Society of Quality-of-Life Studies*. H. Spotts, H. L. Meadow, and S. Grzeskowiak, Eds. Washington, D.C.
- Seiling, S., Bauer, J. W. & Dyk, P.
2001 With a Little Support from our Friends: The Role of Family and Community Support in Financial Well-being of Rural Low-income Families. *How to Measure Quality of Life in Diverse Populations: Proceedings of the Fourth Conference of the International Society of Quality-of-Life Studies*. H. Spotts, H. Meadow & S.Grzeskowiak, Eds: Washington, DC
- Dyk, P. & Wilson, S.
1999 Family Based Social Capital Considerations as Predictors of Attainments Among Appalachian Youth. *Sociological Inquiry*, 69(3), 477-503.
- Garkovich, L., Hansen, G. & Dyk, P.
1997 Implications of Welfare Reform for Poor Kentucky Families. *Foresight: A Publication of the Kentucky Long Term Policy Research Center*. Frankfort, KY. Vol. 4(2): 6pp.
- Hennon, C., Bogan, S., Dyk, P., Gavazzi, S., McKenry, P., & Wilson, S.
1996 Parenting Practices and Interventions Among Marginalized Families in Appalachia: Building on Family Strengths. *Family Relations*, 45(4), 387-396.
- Adams, G.R., Day, T., P.H. Dyk, Frede, E. & Rogers, D.
1992 On the dialectics of pubescence and psychosocial development. *Journal of Early Adolescence*, 12(4), 348-365.

* denotes graduate student

Publications Refereed/Reviewed (cont.):

- Miller, B.C., & Dyk, P.
1991 Community of Caring effects on adolescent mothers: A program evaluation case study. *Family Relations*, 40, 386-395.
- Dyk, P. H., & Adams, G. R.
1990 Identity and intimacy: An initial investigation of three theoretical models using crosslag panel correlations. *Journal of Youth and Adolescence*, 19(2), 91-110.
- Miller, B.C., & Dyk, P. H.
1990 Adolescent fertility-related behavior in the 1990s: Risking the future continued. *Journal of Family Issues*, 11(3), 235-238.
- Dyk, P. A. H.
1990 Healthy family sexuality: Challenges of assessment. *Family Relations*, 39, 216-220.
- Adams, G.R., Dyk, P.A.H & Bennion, L. D.
1988 Parent-adolescent relationships & identity formation. *Family Perspective*, 21(4),249-260.
- Dyk, P. A. H.
1987 Graduate student management of family and academic roles. *Family Relations*, 36, 329-332.
- Dyk, P. A. H. & Adams, G.R.
1987 The association between identity development and intimacy during adolescence: A theoretical treatise. *Journal of Adolescent Research*, 2(3): 223-235.
- Dyk, Patricia A.H., and J. Schvaneveldt
1987 Coping as a concept in family theory. *Family Science Review*, 1, 23-40.

Editorial Responsibilities:

- Dyk, Patricia H. and Kay Pasley (Eds.)
2004 Low-Income and Working-Poor Families [Special Issue]. *Family Relations*, Vol 53 (2). Co-Editor of special issue funded by an Annie E. Casey Foundation grant.
- Miller, B.C., and Patricia H. Dyk (Eds.)
1990 Adolescent Sexuality, Contraception and Childbearing [Special Issue]. *Journal of Family Issues*, 11(3). Co-Editor of special issue.

Other Professional Publications:

- Dyk, Patricia H. and Janet Ford
1997 *Community Connections for Children Workbook*. KY Cabinet for Human Resources 175pp. Manual for ADDs to establish community-based goals, develop RFPs for locally funded projects, establish evaluation criteria. Training materials & instructional video included.
- Dyk, Patricia H.
1994 *Instructor's Manual for Richard Gelles's Contemporary Families: A Sociological View*, Thousand Oaks, CA: Sage. 172 pp.

Technical Reports:

- Dyk, P., Cheung, R., Pohl, L., Noriega, C., & Lindegren, J.
2013 *The Effectiveness of Equine Guided Leadership Education to Develop Emotional Intelligence in Expert Nurses: A Pilot Research Study*. Center for Leadership Development, College of Agriculture, University of Kentucky. 18 pp.
<http://www2.ca.uky.edu/cfld/content/EGLEResearchPilotReportFinal5-20-13.pdf>
- Dyk, P. H. & *Kropczynski, J.
2012 *Kentucky Rural Families Speak about Health* (Fact Sheet)
<http://www.ruralfamilies.unm.edu>
- Dyk, P. H., Jones, K., & *Birkenhauer, R.
2011 *Assessment of Leadership Skill Development among Youth in Kenton County Schools: Four Year Trends*. Center for Leadership Development, University of Kentucky College of Agriculture (March) 62 pp. (Plus three school-specific reports)

Technical Reports (cont.):

- Dyk, P. H. & *Kropczynski, J.
2011 *Pathways to Adulthood: Opportunities and Challenges for Harlan County Youth Employment Success*. University of Kentucky Center for Poverty Research report. (February) 18pp.
- Beaulieu, L. J., Welborn, R., Dyk, P. H, Brennan, M., Monroe, P. & Stout, Michael,
2010 *Turning the Tide on Poverty: An Exploration of Civic Engagement in Eight Communities* (Report to the Kettering Foundation). Southern Rural Development Center, Mississippi State University. (September) 49 pp.
- Dyk, P.H., Jones, K., & *Stapel, C.
2009 *An Assessment of Leadership Skill Development among Youth in Kenton County Schools*. Center for Leadership Development, Univ. of Kentucky College of Agriculture. (November) 59 pp. (Plus, three school-specific reports)
- Dyk, P.H., Jones, K., *Hancock, D., & *Stapel, C.
2008 *An Assessment of Leadership Skill Development among Youth in Kenton County Schools*. Center for Leadership Development, Univ. of Kentucky College of Agriculture. (October) 52 pp.
- Dyk, P.H., Jones, K., & *Hancock, D.
2007 *An Assessment of Leadership Skill Development among High School Youth in Kenton County Schools*. Center for Leadership Development, University of Kentucky College of Agriculture. (August) 42 pp.
- Dyk, Patricia H.
2004 *Metric Accountability Worksheet*. Spreadsheet template for Strategic Plan Metric Tracking and Accountability prepared for Dean, College of Agriculture. Product from implementation of ESCOP/ACOP Leadership Development Action Plan. (February) 6pp.
- Dyk, Patricia H.
2003 *College of Agriculture Comparable Departments in UK Benchmark Institutions*. Report to Deans and Department Chairs in the College of Agriculture. Product from implementation of ESCOP/ACOP Leadership Development Action Plan. (October) 4pp.
- Dyk, Patricia H.
2003 *Crosswalk of NC-223 Protocol Variables with Census and CPS Databases*. Report prepared for NC-223 annual meeting, Riverside, CA. (October) 20 pages.
- Dyk, Patricia H.
2003 *Community Collaboration for Children: Permanency and Stability of Kinship Care Families*. Report to the KY Cabinet for Families and Children. UK COA (Sept) 98pp.
- Dyk, Patricia H.
2003 *Kinship Care Resources for Survey Research Development*. Report to the KY Cabinet for Families and Children. College of Agriculture, UK (June) 200pp.
- Dyk, Patricia H.
2003 *Child and Family Services Review Analysis of Reunification, Guardianship or Permanent Placement with Relatives Across Twenty-five States*. Report to the KY Cabinet for Families and Children. College of Agriculture, UK (January) 128pp.
- Dyk, Patricia H.
2002 *Child and Family Services Review Analysis of Reunification, Guardianship or Permanent Placement with Relatives across Twenty-three States*. Report to the KY Cabinet for Families and Children. UK College of Agriculture (October) 120pp.
- Dyk, Patricia and Julie Zimmerman
2000 *The Impacts and Outcomes of Welfare Reform Across Rural and Urban Places in Kentucky*. College of Agriculture, University of Kentucky (December) 59pp.
- Dyk, Patricia H. and J. Ford
2000 *Community-Based Decision Making Assessment*. College of Agriculture, University of Kentucky (September) 52pp.

Technical Reports (cont.):

- Dyk, Patricia H. and J. Ford
1999 *Individual and Community Responses to Child Welfare Issues in Kentucky: Report on 1999 State Survey.* College of Agriculture, University of Kentucky (August) 14 pp.
- Dyk, Patricia H. and J. Ford
1999 *Community Connections for Children: Report on Outcomes Assessment, Model Programs, Technical Assistance and Training.* UK College of Agriculture, (Sept.) 48pp
- Dyk, Patricia H. and J. Ford
1998 *Community Connections for Children: Report on Evaluation and Technical Assistance to Area Development Districts.* UK College of Agriculture (October) 78pp
- Dyk, Patricia H. and J. Ford
1997 *Community Connections for Children: Family Preservation and Family Support Services Program Evaluation/Technical Assistance to ADDs.* UK College of Agriculture (Oct) 72pp
- Garkovich, L., Hansen, G., & Dyk, P. H.
1997 *Kentucky's Rural Children: How Residence Affects Opportunities and Risks,* SEED Publication, University of Kentucky Cooperative Extension Service (January) 10pp
- Garkovich, L., Hansen, G., & Dyk, P. H.
1997 *Welfare Reform and Its Implications for Kentucky's Families on the Economic Edge,* SEED Publication, UK Cooperative Extension Service (January) 10pp
- Dyk, Patricia H. and J. Ford
1996 *Family Preservation and Family Support Services Evaluation Final Report.* College of Agriculture, University of Kentucky (July) 42 pp
- Dyk, Patricia H., and J. Bell.
1995 Reports for each of 15 Area Development Districts for Family Preservation and Family Support Services, College of Agriculture, University of Kentucky, (March).
Barren River Area Development District Content Analysis of Focus Group Data, 64 pp;
Big Sandy Area Development District Content Analysis of Focus Group Data, 58 pp;
Bluegrass Area Development District Content Analysis of Focus Group Data, 130 pp;
Buffalo Trace Area Development District Content Analysis of Focus Group Data, 45 pp;
Cumberland Valley Area Development District Content Analysis of Focus Group Data, 58pp;
FIVCO Area Development District Content Analysis of Focus Group Data, 68 pp;
Gateway Area Development District Content Analysis of Focus Group Data, 77 pp;
Green River Area Development District Content Analysis of Focus Group Data, 66 pp;
Kentucky River Area Development District Content Analysis of Focus Group Data, 90;
KIPDA Area Development District Content Analysis of Focus Group Data, 120 pp;
Lake Cumberland Area Development District Content Analysis of Focus Group Data, 67
Lincoln Trail Area Development District Content Analysis of Focus Group Data, 60 pp;
Northern Kentucky Area Development District Content Analysis of Focus Group Data, 80pp
Pennyrile Area Development District Content Analysis of Focus Group Data, 62 pp;
Purchase Area Development District, 74 pp.
- Dyk, Patricia H., with *C. Addington.
1995 *Harlan Youth Employability Program Evaluation Final Report.* College of Agriculture, University of Kentucky (September). 242pp
- Dyk, Patricia H. and J. Bell.
1995 *State Summary Content Analysis of Focus Group Data: Family Preservation and Family Support Services.* College of Agriculture, University of Kentucky (March). 44 pp.
- Ilvento, T., P. Dyk, L. Garkovich, G. Hansen, and M. B. Moore
1993 *Kentucky Families in Transition.* Special Report from the Population Laboratory, No. 4, University of Kentucky (March).

Technical Reports (cont.):

- Wilson, S., J. Lindle & P. Dyk
1993 *The Status of Kentucky Families and Children: Information About Families and Children for Policy Makers, Educators, and Citizens Relative to the Kentucky Educational Reform Act*. Final Report, University of Kentucky (April).
- Hansen, G.L., and Patricia H. Dyk
1991 Youth and families at risk: *Results of Agent Survey*. CES, UK College of Agriculture.
- Miller, B.C., and Patricia A.H. Dyk
1989 *Community of Caring Evaluation Final Report*. Joseph P. Kennedy Jr. Foundation.

Book Reviews:

- Dyk, Patricia H.
2016 Book Review of *Worlds Apart: Poverty and Politics in Rural America*, 2nd Ed. by Cynthia M. Duncan. *Rural Sociology*, Vol. 81, pp. 660-663.
- Dyk, Patricia H.
1994 Book Review of *Adolescence: An Anthropological Inquiry* by Alice Schlegel and Herbert Barry III. NY: The Free Press, 1991. *Sociological Inquiry*, 64(2), 251-254.
- Dyk, Patricia H.
1993 Book review of *Early Parenthood and Coming of Age in the 1990s* by Margaret K. Rosenheim and Mark F. Testa. 1992. *Family Relations*, 42(2), 227.

Invited Presentations/Participation:

- 2016 "How Can Cultural Intelligence and Implicit Bias Training Equip Us to Lead Change?" Invited discussion leader at Women in Leadership Luncheon, International Leadership Association, November.
- "Adaptive Pedagogy: Lessons from My Fulbright Experience." Invited Fulbright Scholar presentation at the Czech Fulbright Commission 25th Anniversary Celebration, New York City, November.
- "Developing CQ Strategy in Higher Education Settings." Invited participant and discussion leader for the International Cultural Intelligence Summit: Culturally Intelligent Innovation. Grand Rapids, MI. April.
- "Engaging your sociological imagination: Where in the world will you effect change?" Guest speaker for the Western Kentucky University chapter of the AKD Sociological Honor Society. Bowling Green, KY. April.
- "Cents and Sensibility: How to accurately track expenses and keep Education Abroad happy." Invited training session for the International Center and faculty leading programs. UK, March.
- 2014 "Challenges of Transmitting Family Values in Multi-cultural Contexts." Presentation in English with Polish translation at the Family Upbringing Conference, Wroclaw, Poland, May.
- "Action Research Enhancing Community Civic Engagement". Invited seminar for Sociology Department at Masaryk University, Brno, Czech Republic, May.
- "Strengthening Citizen-Centered Governance: Methodological Challenges". Public Lecture at Charles University, Department of Civil Society Studies, Prague, April
- "Cultural Intelligence: It's Essentiality in Adapting to New Contexts" Presentation and session presider at Fulbright Berlin Seminar, Berlin, Germany, March.
- "Emotional Intelligence (EQ) - Emoční Inteligence" 3-hour Workshop for 70+ Czech students on the principles of EQ with Czech translator, Brno, Czech Republic, March.
- "Trust: A Core Construct for Strengthening Families and Building Communities" Presentation at the Fulbright Mid-Year Conference sponsored by the Czech and Slovak Fulbright Commissions, Olomouc, Czech Republic, January.

Invited Presentations/Participation (cont.):

- 2013 "Leadership Development Workshop." Invited Special Session at the annual meeting of the National Council on Family Relations, Minneapolis, MN. November
- "Implementing Strategies to Develop Leadership Students' EQ and CQ." Invited workshop leader for Jon M. Hunstman School of Business, Utah State University, Logan, Utah, August.
- "Collaborating with Horses: How an EGLE Workshop Enhanced Nurses' Emotional Intelligence" Invited Keynote address at the International Equine Welfare Association, Kentucky Horse Park, Lexington, Kentucky, September.
- 2012 "Developing Self-Reflexivity in Cross-Cultural Student Interaction: Utility of the Autoethnographic Culturegram." Invited presentation at the International Leadership Association annual meeting. Denver, CO. November.
- 2011 Horse and Humans Research Foundation – Invited participant to research-setting agenda conference. Lexington, KY. September 2011.
- 2010 "Leadership Development Seminar." Invited Special Session at the annual meeting of the National Council on Family Relations, Minneapolis, MN. November
- "Implementing a Vision for Engaged Human Environmental Sciences" Invited presentation to the College of Human Environmental Sciences and the Oklahoma Cooperative Extension Service. Oklahoma State University, Stillwater, OK, March
- 2008 "Creating Vibrant Rural Communities through Youth Development: Context of Rural Youth Development". Invited presentation to the CSREES Social Sciences Academy. Washington, D.C. June
- "Leading the Way: Strengthening Gamma Sigma Delta for a Legacy of Excellence." Invited to present a workshop for all GSD International Conclave participants. Lexington, KY. June
- "Rural Families Speak: Health and Food Security," One of 3 co-presenters of NC-1011 multi-state project invited to participate in the 2008 NASULGC Agricultural Science and Education Exhibition (*Nutrition and Health*) and Reception on Capitol Hill, Washington, DC March
- 2007 Great Valley Center - Leader Institute, Modesto, CA Invited participant of week-long institute facilitated by Harvard Business School faculty for 40 elected officials. Led discussion for participants on "Rural Community Leadership Development – Challenges of Developing Bridging and Bonding Social Capital." October
- "Situational Leadership" – Kentucky Entrepreneurial Coaches Institute. Invited to present evening workshop to KECI participants. May
- 2006 "Rural Leadership and Legacy: Partnering for Progress." Presidential Address to the Southern Rural Sociological Association, Orlando, FL. February.
- 2006 University of Kentucky Poverty Research Center Small Grants Conference. Invited discussant presentation in response to "Access to Social Services in Rural America: The Geography of the Safety Net in the Rural South" paper by Scott Allard, Brown University. (April)
- 2004 "Rural Low-Income Families: Tracking their Well-Being and Function in an Era of Welfare Reform" Invited poster NCFR/AAFCS-sponsored Congressional Briefing: *Linking Family Research to Family Policy*. Rayburn House Office Building, Washington, D.C. (April)
- The Importance of Place in Poverty Research and Policy: Creating a National Rural Poverty Research Agenda.* Invited participant to and work group discussant at conference sponsored by the Administration for Children & Families (ACF) Office of Planning, Research & Evaluation (OPRE) to discuss research on low-income rural families' response to welfare reform policies. Washington, D.C. (May)

Invited Presentations/Participation (cont.):

- 2003 *National Welfare Reform Evaluation Conference*. Invited workshop participant for conference sponsored by the Administration for Children & Families (ACF) Office of Planning, Research & Evaluation (OPRE) to discuss research on low-income rural families' response to welfare reform policies. Washington, D.C. (May)
- "Working with Community Partners to Examine Youth Development and Evaluate Youth Programs". Invited participant and presenter at the *Bridging the Gap Between Research and Practice: Creating Common Ground in Youth Development* national agenda setting conference. Tucson, AZ. (February)
- 2000 *Foster Care and Adoption: Initiatives in Kentucky and the United States*. Presentation at the Utah State Seminar on Foster Care and Adoption. Logan, Utah. March
- 1998 *Asset Model of Community Development*. Presentation to the Kentucky Consortium for Community Collaboration, Cabinet for Families and Children. Frankfort, KY. September.
- 1998 *Focus Groups as a Research Tool*. Half-day workshop for over 100 family service agency directors sponsored by the Department of Social Services, Frankfort, Kentucky. March.
- 1997 *Sociology of Children*. Half-day training seminar for 45 service professionals at the 1997 Statewide Meeting for the Department of Social Services, Lexington, Kentucky. June.
- 1997 4 compressed video trainings (4 hours each) with Area Development District Committee Members to instruct on monitoring and evaluating locally-funded programs. February, May, October 1997, February 1998.

Professional Presentations:

- 2019 "Accessibility of Healthcare: Perceptions of Rural Low-Income Mothers." Co-authors: Radunovich, H., Sano, Y., Berry, A. & Rodes, E. Oral presentation at Rural Sociological Society annual meeting. Richmond, VA. August.
- "Ready, Set, Go! How A Prague Scavenger Hunt was Impetus for Sustained Leadership Growth." Presentation at the Association of Leadership Educators annual meeting. Albuquerque, NM July.
- "Combating Child Hunger One Backpack at a Time: Inspiring Insights from Southeastern Kentucky Volunteer Coordinators" 20x20 Oral Presentation and Discussion at the ResilienceCon annual conference in Nashville, TN. April
- "Impacts of Politics on Health Messaging Campaigns: Perceptions of the Affordable Care Act in Kentucky." Co-Author: Emily Rodes. Oral presentation at the Southern Rural Sociological Association, Birmingham, AL. February.
- 2018 "From "Whoa! That's Weird" to "That's So Cool": Developing CQ While Studying Abroad." Poster presentation at the International Leadership Association, West Palm Beach, FL. October.
- "Insights into Health Disparities for Rural Low-Income Families, Presentation by Dyk, P. H. at Rural Sociological Society annual meeting in Portland, OR. Co-authors: Dyk, P. H., Radunovich, H. & Sano, Y. July.
- "Rural mothers' understanding of the Affordable Care Act and implications for health and mental health." Presentation by Radunovich, H. at National Association for Rural Mental Health 44th annual conference in New Orleans, LA. Co-authors: Radunovich, H., Wiles, B., Dyk, P., Sano, Y., Smith, S., Berry, A., Ferraro, A. & Piper. August.
- "Challenges of Low-Income Rural Mothers Sustaining Family Wellbeing." Co-author: Rodes, E. Southern Rural Sociological Assn, Jacksonville, FL. January.
- 2017 "Did the program make a difference? Capturing latent outcomes through Ripple Mapping." Presentation accepted for Community Development Society/NACDEP joint annual meeting, Big Sky, MT, June.

Professional Presentations (cont.):

- 2017 "Mind over Ripple? Utility of two mapping techniques to evaluate community impact." Poster presentation accepted Community Development Society/NACDEP joint annual meeting, Big Sky, MT, June.
- "Adapting Pedagogy for Multi-cultural Contexts." Presentation accepted for SoTL (Scholarship of Teaching & Learning) Commons Conference, Savannah, GA, March.
- "Navigating the Uncertain Healthcare Terrain: Voices of Kentucky Low-Income Rural Women." Presentation at the Southern Rural Sociological Society annual meeting, Mobile, AL. February
- 2016 "Why Didn't They Follow Me? Designing Leadership Experiences to Develop Emotional Intelligence." Presentation at the annual meeting of the International Leadership Association, Atlanta, GA November
- "Methodological Challenges in Recruiting Rural Low-Income Mothers as Participants." Training session at annual Rural Families Speak (NC1171) project meeting. Sacramento, CA. October
- "Analyzing Sustained Program Impact: Lessons Learned from Ripple Mapping." Presentation at annual meeting of the Community Development Society, Minneapolis, MN. July
- "Low-Income Rural Women's Health Perceptions" Presentation with Stephanie Lovely (RA) at the Southern Rural Sociological Association annual meeting. San Antonio, TX, February.
- 2015 "Barriers and Enablers to Good Health Experienced by Low-Income Rural Mothers." Poster symposium and discussant at the National Council on Family Relations annual meeting, Vancouver, BC, November.
- Critique of "Using Early Head Start Research to Inform the Family Stress Model" and "Who's the Boss? A Look at Mothers' Decision-Making and Anti-Authoritarianism: In the Anti-Vaccination Movement". Paper presentation in the Theory Construction and Research Methodology pre-conference at the National Council on Family Relations annual meeting, Vancouver, BC, November.
- "Leading with Cultural Intelligence: Growth through Experiential Education." Roundtable presentation at annual meeting of International Leadership Association, Barcelona, Spain, Oct.
- "Health Barriers in Rural Communities: Perspectives from Rural Mothers." Paper presented at the annual meeting of the Rural Sociological Society, Madison, WS, August.
- "Barriers to Health in Rural Communities: Perspectives from Rural Mothers." Presentation at the Southern Rural Sociological Society annual meeting, Atlanta, GA. February.
- 2014 "Enhancing Your Emotional Intelligence and Cultural Intelligence: Vital Skills for Ag Professionals" Workshop in the Preparing the Next Generation of Agricultural Leadership track at Professional Agricultural Workers Conference (PAWC), Tuskegee, Alabama, December.
- "Engaging in the Fulbright Scholar Experience". Workshop session at the annual meeting of the National Council on Family Relations, Baltimore, Maryland, November.
- Critique of "An Integrated Theory of Latina Sexual Abuse Disclosure" and "Positive Youth Development and Self-Determination Theory: Integrating two theories to develop a comprehensive approach to healthy adolescent development". Paper presentation in the Theory Construction and Research Methodology pre-conference at the National Council on Family Relations annual meeting, Baltimore, Maryland, November.
- "Ready, Set, Go! How Prague Scavenger Hunt was Impetus for Leadership Development". Roundtable presentation at annual meeting of International Leadership Association, San Diego, CA October.
- "Community Voices Illuminating Transformations: Turning the Tide on Poverty." Paper presented at the annual meeting of the Rural Sociological Society, New Orleans, Louisiana, July.

Professional Presentations (cont.):

- 2013 "Turning the Tide on Poverty: Voices of Community Participants" Presentation at the annual meeting of the Southern Rural Sociological Association, Orlando, FL January.
- "Implementing Strategies to Develop Leadership Students' EQ and CQ" Presentation at the Tobias Leadership Conference, Colorado Springs, CO, February.
- "Turning the Tide on Poverty: Five Years In, Looking Toward the Future." Presentation at the annual meeting of the Community Development Society, Charleston, SC, July.
- "Examining the Complexity of Disseminating Health Messages in Rural Communities: Insights from the Rural Families Speak about Health Project." PhD student Katie Founds was first author. Paper presented at the annual meeting of the Rural Sociological Society, New York City, August
- "Revealing Costs of Leadership through an Education Abroad Course: Lessons in the Capacity for Resilience." Oral presentation at the annual meeting of the International Leadership Association, Montreal, Canada, October.
- "Round Pen Roundtable: The Challenges of Doing Research on Equine Guided Leadership Education." Roundtable presentation with Lissa Pohl at the annual meeting of the International Leadership Association, Montreal, Canada, October.
- 2012 "Boundary Spanning Leadership Education: Experiential Lessons from U.S. - Czech Republic Collaboration." Presentation with Dr. Ivana Mrozková, Palacký University, at the International Leadership Association meeting, Denver, CO. October.
- "Innovative Strategies to Develop Leadership Students' EQ and CQ." Presentation at the International Leadership Association annual meeting, Denver, CO. October.
- "Rural Families and Health." Presentation at the National Council on Family Relations meeting with other NC1171 team members, Phoenix, AZ, October.
- "Low-income Housing Concerns Embedded in the Social Structure of Rural Places: A Comparative Analysis," Presentation with PhD student Jessica Kropczynski at the annual meeting of the Rural Sociological Society, Chicago, IL. July.
- "What Do You Mean I Have to Contract for My Grade? Enhancing Intrinsic Motivation and Engagement through Course Contracts." Presentation at the Family Science Association's Teaching Family Science Conference, Cape Breton, Nova Scotia, Canada. June.
- "Linking Family Health to Housing." Poster presentation at Priester Health Conference with J. Kropczynski and Iowa State colleagues Kimberly Greder & Christine Cook. Washington DC, April.
- "Emotional Intelligence as a Foundation for Leadership Development." Roundtable presentation at the Tobias Leadership Conference, Colorado Springs, CO. February.
- "Who Am I To Know You?_UK's Leadership Certificate Programs Teach Emotional Intelligence Skills to Increase Understanding of Self and Other. Workshop presented with Lissa Pohl at the Tri-State Diversity Conference, Erlanger, KY. February.
- "The Ties that Bind: Utilizing Social Networks to Investigate Career Paths in Rural Areas." Poster presentation at Society for Research on Adolescence meeting, Vancouver, B.C., Canada. Feb.
- "Methodological Challenges in Studying Low-Income Rural Families: Lessons from the Rural Families Speak about Health Project." Presentation at the Southern Rural Sociological Society annual meeting, Birmingham, AL. February.
- 2011 "Policies That Facilitate Rural, Low-income Families' Ability to Work." Presenter in symposium highlighting Rural Families Speak project at the annual meeting of the National Council on Family Relations, Orlando, FL, November
- "Pathways to Adulthood: Examining the Present Online Social Network of Former Classmates from Rural America" (PhD student Jessica Kropczynski was first author). Paper presented at the annual meeting of the American Sociological Association, Las Vegas, NV, August

Professional Presentations (cont.):

- 2011 "Turning the Tide on Poverty: Engaging Citizens in Meaningful Dialogue and Action." Panel discussant at the annual meeting of the Rural Sociological Society, Boise, ID August.
 "Turning the Tide on Poverty" 2-hour workshop (with Rachel Welborn) in the Leadership, Civic Engagement & Public Deliberation Track at the National Association of Community Development Extension Professionals (NACDEP), Charleston, SC, March
- 2010 "Pathways to Adulthood: Opportunities and Challenges for Harlan County Youth Employment Success" (PhD student Jessica Kropczynski was first author.) Paper presented at the annual meeting of the Rural Sociological Society, Atlanta, GA, August
 "Social and Economic Underpinnings to Understanding Housing Affordability for Rural Families." (PhD student Jessica Kropczynski was first author.) Paper presented at the annual meeting of the Rural Sociological Society, Atlanta, GA, August
 "Social Network Analyses of Pathways to Adulthood: Opportunities and Challenges for Harlan County Youth Employment Success. (PhD student Jessica Kropczynski was first author.) Oral presentation at the Sunbelt XXX Conference, International Network for Social Network Analysis, Riva del Garda, Italy, July
 "Youth Participation and the Influence of Engagement in Extracurricular Activities" (Kenneth R. Jones & Donna Hancock co-presenters). Poster presented at the biennial meeting of the Society for Research on Adolescence, Philadelphia, PA, March
 "Engaged Public Sociology: Lessons from the Let's Lead Leadership Development Collaborative." Presentation at the annual meeting of the Southern Rural Sociological Association, Orlando, FL, February.
 "Rural Families Speak About Family Health Challenges to Sustained Employment." (PhD student Jessica Kropczynski was co-author,) Presentation at the annual meeting of the Southern Rural Sociological Association, Orlando, FL, February.
- 2009 "How about the Arts as a Transformational Leadership Catalyst?" (MS Student Amy Carrington was co-presenter). Presentation at the International Leadership Association annual meeting, Prague, Czech Republic. November
 "Balancing Work, School and Family Health: Examining the Impact of Health Challenges in Low-Income Rural Families" (PhD Student Jessica Kropczynski was first author.) Paper presented at the annual meeting of the Rural Sociological Society, Madison, WS, August
 "Let's Lead: Taking the lead in building individual, organizational, and community leadership capacities" (First author with Lissa Pohl, Laura Williams of Knight Foundation, and Wanda Bertram of LexLinc.) Oral presentation at the International Town & Gown Association 4th Annual Best Practices in Building University/City Relations Conference. Murray State University. June
 "Balancing Work and Health Challenges in Low-Income Rural Families" (Student Jessica Kropczynski was first author.) Paper presented at the annual meeting of the Southern Rural Sociological Association, Atlanta, GA, February.
- 2008 "Preparing Local Leaders for Global Impact" Oral paper presentation in the "Leadership Lessons from Nonprofit and Community Leaders" session at the International Leadership Association meeting, Los Angeles, CA November
 "Challenges to Employment: Rural Families and Their Communities." First author and presenter of paper co-authored with Bauer, Katras, Frank and Son at the National Council on Family Relations annual meeting. Little Rock, AR November
 "Family Influences on Adolescent Developmental Assets" Poster presentation by Donna Hancock of her thesis. Dyk (advisor) was second author. National Council on Family Relations annual meeting. Little Rock, AR, November
 "Reflections on Contributions of the Rural Families Speak Project: A Case Study in Public Sociology" Oral presentation at Rural Sociological Society annual meeting. Manchester, NH July

Professional Presentations (cont.):

- 2008 "Preparing Next Generation of Rural Community Sociologists through Leadership Development" Oral presentation at Rural Sociological Society annual meeting. Manchester, NH July
- "The Role of Social Capital in the Acquisition of Affordable Housing in Rural Communities." Presentation by Jess Kropczynski out of NC1011 data. Dyk was co-author. Rural Sociological Society annual meeting. Manchester, NH July
- "Developing a Peer-Driven, Skills-Based Approach to Leadership Development among High School Youth" Data out of Kenton County project (Dyk third author.) Poster presentation at the National Youth-at-Risk Conference, Savannah, GA March
- "Developing Community-Based Leadership Collaboratives." Presentation at the Southern Rural Sociological Association annual meeting, Dallas, TX February
- "Using Research to Lead Social Action: Lessons from the Great Valley Center" Presentation in the Leadership in Action series. University of Kentucky, January
- 2007 "Integrating Community Indicator Research into Community Leadership Development." Oral paper presentation at International Society for Quality-of-Life Studies San Diego, CA Dec.
- "Using Community Leadership Programs to Cultivate Successful Leaders." Presentation at the International Leadership Association annual meeting, Vancouver, BC November
- "Community: Place Matters" Presentation at annual meeting of the Rural Families Speaks Project meeting summarizing ten years of project research. Columbus, OH October
- "Rural Families and Their Communities: Challenges to Sustained Employment." Presentation at the Rural Sociological Assn. annual meeting, Santa Clara, CA. August.
- "Creating a Collaborative Environment that Fosters Clinical and Translational Research" Co-presented workshop with C. William Balke, M.D. (UK COM Senior Associate Dean for Research & Associate Provost for Clinical and Translational Science), David Hein, Ph.D., (Chair, U of L Department of Pharmacology and Toxicology) and Hollie Swanson, Ph.D. (UK COM Associate Professor, Department of Molecular and Biomedical Pharmacology). Southern Group on Educational Affairs (SGEA) medical conference, Louisville, KY April.
- "Leadership Development Programs: Enhancement of Individual, Social or Community Capital?" Presentation at the Southern Rural Sociological Assn. annual meeting, Mobile, AL. February
- 2006 "Food Insecurity and Health in Low-resource Families." Presentation at the 2006 Priester National Health Conference, Louisville, KY. April.
- 2005 "Understanding Rural Service Access for Low-Income Families: Bridging Research and Policy." Presentation at the annual meeting of the National Council on Family Relations, Phoenix, AZ. November.
- "Accessibility of Health Care and Economic Self-Sufficiency among Southern Low-Income Rural Families." Presentation (Fran Lawrence, LSU, co-author) at the Southern Rural Sociological Assn. annual meeting, Little Rock, AR. February.
- 2004 "Kinship Foster Care: In the Best Interest of Whom? Framing the Policy Debate". Presentation in the *At Issue: Family Support and Foster Care* symposium at the annual meeting of the National Council on Family Relations. Orlando, FL. November.
- "Leadership Development: The Roles and Functioning of Non-Profit Boards". Presentation to the Board of the Rural Sociological Society. August.
- "Low Income Rural Women's Well-Being: A Case for Customizing Policy". Presentation at the annual meeting of the Rural Sociological Society. Sacramento, CA. August.
- "Rural Funding Opportunities". Organizer and facilitator of session with USDA-NRI Program Leaders, SRDC and Foundations representatives. Southern Rural Sociological Association annual meeting. Tulsa, OK. February.

Professional Presentations (cont.):

- 2003 "Rural Families Speak about Quality of Life Issues: The Impact of Health Conditions on Food Security". Presentation with Bonnie Braun at the International Society for Quality of Life Studies, Frankfurt, Germany. July.
- "The Well-Being of Rural Low-Income Families in the Context of Welfare Reform". Presentation with David Imig at the Rural Sociological Society meeting. Montreal, Quebec, Canada. July.
- "Rural Families Speak – The Impact of Family Health Conditions on Food Security". Presentation at Rural Sociological Society meeting. Montreal, Quebec, Canada. July
- "Southern Low-Income Rural Women Speak: The Impact of Public Assistance Policies on Self-Sufficiency". Presentation at the Southern Rural Sociological Association meeting. Mobile, AL. February.
- 2002 "Grass-Roots Dilemmas: A Case Study from a Multi-Function, Multi-State Project." Presentation with Gary Hansen at the 2002 Extension Family Life Specialists Workshop, NCFR Pre-Conference. Houston, TX. November.
- "Parental Involvement in Service Delivery Policy and Planning." Presentation at the NCFR Annual meeting. Houston, TX. November.
- "Appalachian Rural Family Economic Well-being in the Context of Public Assistance." Presentation prepared with Bonnie Braun, Jo Swanson, and Sharon Seiling for the Rural Sociological Society meeting. Chicago, IL. August.
- "Individual and Contextual Factors Associated with K-TAP Caseload Composition." Poster at the Kentucky Cabinet for Families and Children Research Symposium "Helping Kentucky's Diverse Families Work: A Celebration of Research". Frankfort, KY. April.
- "Kentucky Rural Families Speak: Making Ends Meet in Rural Poverty." Presentation prepared with Debra Kershaw for the Southern Rural Sociological Meeting in Orlando, FL, February.
- 2001 "Coping Strategies of Low-Income Women." Presentation at the NCFR annual meeting. Rochester, NY. November
- "Individual Location and Place Characteristics Associated with Welfare Caseload Composition." Presentation with Julie Zimmerman. Rural Sociological Society meeting. Albuquerque, NM. August.
- "Individual and Contextual Factors Associated with Welfare Caseload Composition in Kentucky." Presentation at the Southern Rural Sociological Association meeting. Fort Worth, TX. January.
- 2000 "Response to Self-Deception and Moral Agency as Concepts in Family Life Education." Response paper presentation in the Research Methods and Theory Construction Pre-conference meeting of NCFR, Minneapolis, MN. November.
- "Why Do We Need Our Research to Focus on Rural Families?" Presentation in the "Rural Low-income Families in the Context of Welfare Reform: Findings and Policy Issues" symposium at the annual meeting of the National Council on Family Relations. Minneapolis, MN. November.
- "The Changing Structure of Families in the Rural South: Preparing for Challenges in the 21st Century." Presentation at Revitalizing the Institution of Marriage for the 21st Century Conference. Orem, UT. March.
- "Linking Policy, Practice and Research: The Impacts and Outcomes of Welfare Reform across Rural and Urban Places in Kentucky. Presentation at the Southern Rural Sociological Society, Lexington, KY. January
- 1999 "Effective State Policy and Practices for Older Children Adoptions". Presentation at the annual meeting of the National Council on Family Relations, Irvine, CA. Nov.
- "Family-Based Social Capital as Predictors of Attainments Among Appalachian Youth." Presentation at the annual meeting of the Rural Sociological Society, August.

Professional Presentations (cont.):

- 1998 "Integrating Collaborative Community Services From a Family Perspective" Poster presentation for the 1998 annual meeting of the National Council on Family Relations, Nov.
 "For Whom Does the School Bell Toll? Multi-Contextual Presence of Social Capital and Student Educational Achievement" Presentation with B.Beaulieu & G. Israel at RSS meeting, August.
 "Using a Family Budget Assignment to Reveal Family Priorities and Values" Presentation at the Teaching Family Science Conference, Salt Lake City, Utah, June 1988.
- 1997 "Merging Tobacco and Dairy Production the Kentucky Way" Paper presented with Lori Garkovich and William Crist at the 1997 Rural Sociological Society annual meeting, August.
 "Community Connections for Children: Integrating Services from a Family Perspective" Presentation at the annual meeting of the National Council on Family Relations, Nov.
- 1996 "Strength of School Social Capital and Dropping Out of High School" Paper presentation with Bo Beaulieu at the 1996 annual meeting of the Rural Sociological Society, August.
 "For Whom Does the Bell Toll? The Effects of School Social Capital on Educational Success" Paper presentation with Bo Beaulieu at annual meeting of the Rural Sociological Society, August.
 "Kentucky Dairy Farm Families' Perspectives on the Future". Paper presented with L. Garkovich at the 1996 annual meeting of the Rural Sociological Society, August.
- 1995 "Grass Roots Driven Family Policy: Family Preservation and Support Services Priority Identification". Paper at annual meeting of the National Council on Family Relations, November.
 "Family Factors Influencing Middle Adolescent Identity Development". Poster session at the Family Research Consortium 1995 Summer Institute, Ogunquit, Maine, June.
 "Family Factors Related to Educational Expectations and Academic Achievement" Paper presented at the Southeast Council on Family Relations meeting, Atlanta, GA, March.
- 1994 "Children, Gender and Race" Invited panel member for a Women's Studies meeting, University of Kentucky, November 17.
 "Families Respond to Education Reform: Participation and Decision-Making in Children's Education". Paper presented with Stephen Wilson at the annual meeting of the National Council on Family Relations, (NCFR), Minneapolis, MN, November 11.
 "Educational Goals, Occupational Aspirations and Academic Achievement of Rural Appalachian Youth: The Role of Human and Social Capital" Paper presentation with Siti Kusujarti at the annual meeting of the Rural Sociological Society (RSS), August.
- 1993 "What is Really 'At Risk' with Rural Families and Youth?" Paper presented in *Ethical Issues in Research with Rural Families* Symposium at the annual meeting of the National Council on Family Relations (NCFR), Baltimore, MD, November 14.
- 1993 "Struggling with Defining 'At Risk': Implications for Families and Children". Presentation with Stephen Wilson at the National Rural Families Conference, Kansas State University, Manhattan, Kansas, September 25.
 "Can Community Social Capital Influence the Outmigration of Youth from Rural Communities?" Paper presented with Siti Kusujarti at the annual meeting of the Rural Sociological Society, Orlando, FL, August 9.
 "Career and Educational Plans of Rural Youth: Implications for Family Practitioners." Presentation with Gary Hansen at annual meeting of the Southeastern Council on Family Relations, Atlanta, GA, February 26.
- 1992 "How Membership in NCFR Can Enhance Professional Development". Guest speaker for Family Studies Student Association, NCFR Student Affiliate, Lexington, KY, Nov 16.
 "Parent-Child Agreement in Educational and Career Aspirations in an Appalachian County". Paper presented at the annual meeting of the National Council on Family Relations (NCFR), Orlando, Florida, November 10.

Professional Presentations (cont.):

- 1992 "Early Adolescent Educational and Career Aspirations in an Economically Depressed Rural County: Implications for Future Labor Market Participation". Paper presented with Siti Kusujarti at the RSS annual meeting, Penn State Univ., August, 19.
- 1991 "The Role of a Multidisciplinary Task force in Enhancing Rural Family Well-being." Presentation with G. Hansen in the Identifying Needs of Rural Families symposium at the annual meeting of the NCFR, Denver, CO, November 20.
 "The Community Context of Marital Interaction: Analysis of the National Survey of Families and Households." Symposium presentation with Gary Hansen at the Third International network Conference on Personal Relations, Bloomington, IL, May 17.
- 1990 "Family relations factors influencing adolescent identity development." Poster session presented at the annual meeting of NCFR, Seattle, WA, November 12.
 "The Impact of Family Relations on Adolescent Identity Development." Poster session at the biennial meeting of Society for Research on Adolescence, Atlanta, GA, March 22-25.
- 1989 "Networking at NCFR: Tips for the Annual Meeting." Paper presented at the Annual Meeting of NCFR, Student/New Professionals Skills Exchange, New Orleans, LA, Nov. 5.
 "What's A Woman to Do? Managing Multiple Roles with Minimal Stress." Roundtable presentation at Families Alive Conference, Weber State College, Ogden, UT, Sept. 20.
 "Adolescent sexuality: 1930 to the present." Paper presented in general session at the Annual Meeting of the UT Council on Family Relations, Salt Lake City, UT, May 12.
- 1988 "Interstage linkages in identity development and intimacy formation." Paper presented at the Ego Identity Workshop, Utah State University, Logan, UT, June 12.
 "Linkages between identity and intimacy development." Paper presented in the Eriksonian-based psychosocial research seminar at the Western Psychological Association Annual Meeting, San Francisco, CA, May 1.
 "Correlates to degree of cohesion and warmth-hostility in parent-adolescent relationships." Paper presented with Carol Markstrom Adams at the Southwestern Society for Research on Human Development, New Orleans, LA, March 19.
- 1987 "Family science interface with family law." Paper presented at the Annual Meeting of NCFR, Student/Young Professionals Skills Exchange, Atlanta, GA, November 12.
 "Psychosocial development of gifted and talented children." Workshop presentation at the International Conference on Gifted and Talented, Salt Lake City, Utah, August 8.
- 1986 "Graduate student management of family and academic roles." Paper presented at NCFR Annual Meeting, Student/Young Professionals Skills Exchange, Dearborn, MI, Nov. 4.
 "Coping as a concept in family theory." Paper presented with Jay Schvanevelt at the Annual Meeting of NCFR, Theory Construction and Research Methodology Workshop, Nov.

Participation at Professional Conferences:

- 2005 *Social Entrepreneurship*. Facilitator for session at conference sponsored by the UK Nonprofit Leadership Initiative. Lexington, KY. September.
- 2004 *Kentucky Nonprofit Leadership Forum 2004*. UK representative to conference sponsored by the UK Nonprofit Leadership Initiative. Lexington, KY. September.
Boards 101. RSS representative to training for executive directors and board members of nonprofit organizations. Workshop sponsored by the UK Nonprofit Leadership Initiative. Lexington, KY. July.
COPS II: Leaders of Tomorrow – Program of Enhancement of Women’s Leadership Skills. Two-day workshop sponsored by the Office of the President, Univ. of Kentucky. May.
Women Leading Kentucky Conference. Represented UK President’s Commission on Women at the conference. Lexington, KY. May.
NCFR Public Policy and Education Conference – Families at the Crossroads: Economics, Education, Health Care & Medicare, Washington, D.C. April.

Participation at Professional Conferences:

- 2004 *ESCOPE/ACOP Phase III Leadership Conference*. Washington, DC UK Leadership Fellow. March
- 2003 *Theory Construction and Research Methodology Workshop*. NCFR Pre-conference. Vancouver, BC, Canada, November.
ESCOPE/ACOP Leadership Development Training, Phase I. Indianapolis, IN. June 2003.
NCFR Public Policy and Education Conference – Families and Health: 2003. Washington, DC
- 2000 Presider for "Infant Mortality" session at the Southern Sociological Society annual meeting, New Orleans, LA, April 27.
- 1994 Presider for Family Policy Section sponsored session, "Integrating Government Services for Families", at the annual meeting of NCFR, Minneapolis, MN, November 11.
Presider for "Family Issues" session at the annual meeting of the Rural Sociological Society, Portland, OR, August.
- 1993 Presider - Rural Family Focus Group at NCFR annual meeting, Baltimore, MD, Nov 14.
- 1992 Organizer/Presider "Rural Family Policies: Internal and External Considerations" session at the annual meeting of NCFR, Orlando, FL, November 9.
Presider for Rural Family Focus Group at annual meeting of NCFR, Orlando, FL, Nov 9.
Discussant "Diversity and Context in Studying Children, Youth, and Families: Towards the Integration of Science and Outreach" summer workshop, Institute for Children, Youth and Families, Michigan State Univ., June 7-12.
- 1992 Facilitator "Community Level Issues for Youth at Risk" session. Youth-at-Risk: Research and Practice Interface national conference, Washington, D.C., March 12.
- 1991 Presider "How to Secure Academic Fellowships and Small Research Grants as Students/New Professionals". Student/New Professionals Skills exchange at annual meeting of NCFR, Denver, CO, November 17.
Discussant/Presider for "Rural Household Livelihood Strategies" symposium at the Rural Sociological Society (RSS) annual meeting, Columbus, OH, August 19.
Discussant/Presider for "Poverty and the Rural Household" symposium at the RSS annual meeting, Columbus, OH, August 21.
Discussant/Presider for "Entrepreneurship in the Rural Sector" symposium at the Rural Family, Rural Community & Economic Restructuring Conference, Des Moines, IA, Apr10

INSTRUCTIONAL ACTIVITIES**Teaching:**

2019	CLD 630	Individual and Group Dynamics (Spring 3 credit hrs.) 11 grad students
2018	CLD 686	Research Design – (Fall 3 credit hours) 3 graduate students
2018	CLD 660	Advanced Leadership Theory and Dynamics (Spring 3 credit hours) 9 graduate students
2017	CLD 686	Research Design – (Fall 3 credit hours) 14 graduate students 5.0/5
2017	CLD 660	Advanced Leadership Theory and Dynamics (Spring 3 credit hours) 5 graduate students 4.5/5
2016	CLD 686 CLD 495/780	Research Design – (Fall 3 credit hours) 13 graduate students 5.0/5 Leadership Lessons from Prague – UK Education Abroad course (Spring 1 credit hour / Summer 3 credit hours) 10 students
2015	CLD 686 CLD 495/780	Research Design – (Fall 3 credit hours) 13 graduate students Leadership Lessons from Prague – UK Education Abroad course (Spring 1 credit hour / Summer 3 credit hours) 16 students
2014	CLD 686	Research Design – (Fall 3 credit hours) 12 graduate students

Teaching (cont.):

2014	MU SOC 269	Community Sociology: Community Interaction & Civic Engagement Masaryk University, Brno, Czech Republic – 40 students
	MU SOC 273	Family Sociology: Families as Incubators for a Civil Society Masaryk University, Brno, Czech Republic – 40 students
2013	CLD 395/775	Leadership Lessons from Prague – UK Education Abroad course (Spring 1 credit hour / Summer 3 credit hours) 17 students
2012	CLD 395/775	Leadership Lessons from Prague – UK Education Abroad course (Spring/Summer 1) 14 students
2011	CLD 682	Research Methods (team taught ¼ of course, Fall)
2010	CLD 775-201	Leadership Theory & Dynamics (MS students, Spring)
2009	CLD 695	Practicum (1 student, Fall)
	CLD 775-203	Leadership Theory & Dynamics (MS students, Spring)
	CLD 780	Independent Study: Adolescent Development (Occupational Therapy PhD)
2008	CLD 780	Independent Study - Ethical Leadership Development (1 student) Fall
	CLD 775-203	Leadership Theory & Dynamics (8 MS students, Spring)
2007	SOC 790	Independent Study - Sociology of Family: Rural Families & Housing (1 PhD student, Fall)
	SOC 790	Independent Study - Sociology of Family: Multicultural Comparisons (1 PhD student, Summer)
	MD 813	Physicians Focus on the Healthy Human "The Family: Societal Trends and Health-Related Issues" Guest lecture to 110 first-year medical students (Spring)
2006	FAM 785	Acculturation of Asian Indian Women (1 Ph.D. student)
2005	SOC 350	Community Interaction (50 students)
	SOC 395	Adolescent Development and Mentoring of African American Males
	MD 813	"The Family: Societal Trends and Impact on Health" Guest lecture to 110 first-year medical students
2004	ACE 302	Leadership Studies (40 students)
	SOC 409	Family Sociology (45 students) Student evaluation: 3.8 (4.0 scale)
	ACE 399	Leadership Internship Supervision (1 student)
	MD 813	"The Family: Societal Trends and Impact on Health" Guest lecture to 100 first-year medical students
2003	SOC 682	Qualitative Methods (7 students)
	ACE 302	Leadership Studies (35 students) 3.7
	ACE 395	Research in Youth Leadership Development (2 students)
	ACE 395	Social Science Research (1 student)
	SOC 395	Sociology of Adolescence (1 student)
	MD 813	"Adolescent Psycho-Social Development" "The Family: Current Societal Trends Impacting Health" Guest lectures to first year medical students
2002	RSO 102	Dynamics of Rural Social Life (55 students) 3.6
2001	GEN 102	Dynamics of Rural Social Life (45 students) 3.8
	SOC 409	Family Sociology 3.9/4.0
2000	GEN 102	Dynamics of Rural Social Life (45 students)
	SOC 409	Family Sociology
1999	SOC 409	Family Sociology (30 students) 3.9
	GEN 102	Dynamics of Rural Social Life (45 students)
1998	SOC 409	Family Sociology (43 students) 3.9
	GEN 102	Dynamics of Rural Social Life (53 students) 2.9
1997	SOC 409	The Family (50 students)

Teaching (cont.):

1996	SOC 409	The Family (50 students)
	SOC 735	Sociology of Children (10 students)
	SOC 780	Special Problems: Theories of Socialization Spring (2 credit hours) Designed course for a Soc PhD student interested in more in-depth study of theories as a foundation for dissertation research.
1995	SOC 409	The Family (2 sections of 65 students each) 3.5, 3.5/4.0
	SOC 780	Special Problems: Adolescent Social Psychology Designed course for a Sociology doctoral student needing background in adolescent social psychology and factors contributing to initial sexual experience. (3 credit hrs.)
	SOC 792	Readings in Sociology - Designed course for another Sociology doctoral student needing background in adolescent social psychology to further investigate the family/school interface & factors influencing youth at risk for alternative schools. (3 credits)
1994	SOC 409	The Family (60 students) 3.8
	SOC 772(5)	Sociology of Children (6 students) 4.0
	SOC 780	Special Problems: Social Context of Children Summer (3 credit hrs)
	SOC 395	Readings in Sociology of the Family Spring Semester (1 credit hr)
1993	SOC 409	The Family (2 sections of 60 students) 3.5, 3.6
1992	SOC 409	The Family (2 sections of 50 students) 3.7, 3.7
1991	SOC 409	The Family (2 sections of 60 students) 3.29, 2.96
	SOC 395	Family Stress & Coping (3 students) - Course designed at request of undergraduate students desiring additional background in theory and research paper writing as preparation for graduate school. One student's final paper won second place in the 1992 Oswald Research and Creativity Program competition.
	PSY/SOC 444G	Social Psychology (50 students) 4.88 (5 point scale)
1990	SOC 409 (UK)	The Family (70 students) 4.69 (5 point scale)

Graduate Student Advising:

Chair	M.S.	Mya Price (Community & Leadership Development, 2017) Thesis: <i>Feeding the Soul: Voices of Kentucky Women Combating Child Hunger</i>
		Joshua Jennings (Community & Leadership Development, 2017) Thesis: <i>Capturing the Story of Short-term Missions: How Photography Narrates STM Experiences</i>
		Stephanie Lovely (Community & Leadership Development, 2017) Project: <i>Framework for Student-athlete Life-skills and Well-being Programming</i>
		Staci Thrasher (Community & Leadership Development, 2017) Project: <i>Improving 4-H Camp Staff Quality: A multi-state analysis of the 4-H Camp Staff Recruitment and Application process.</i>
		Megan Tennison (Community & Leadership Development, 2016) Thesis: <i>Identifying the Core Elements of Developing Student Leaders in a College Ambassador Program</i>
		Ashley Nesbitt (Community & Leadership Development, 2016) Project: <i>Evaluation of Young Farmer Program: A Social Capital Perspective</i>
		Whitney Duvall (Community & Leadership Development, 2016) Thesis: <i>The Evolving Role of Electric Cooperatives in Economic Development: A Case Study of Owen Electric Cooperative and Jackson Energy Cooperative</i>
		Callie Hayden (Community Communications & Leadership Development, 2013) Thesis: <i>Analyzing Healthy Local Food Systems: Case Study of Owensboro, KY</i>

Graduate Student Advising (cont.):

- Chair M.S. Daniel Wilson (Community Communications & Leadership Development, 2012)
Thesis: *Coping Strategies of Male Farmers after Loss of Spouse*
- Chi-Shou Justin Yang (Comm. Communications & Leadership Devel., 2013)
Thesis: *A Comparison of Ethical Leadership across Countries: Taiwan and US*
- Jessica Mullins (Comm. Communications & Leadership Development, 2011)
Thesis: *4-H Youth Development Programs and Character Education*
- Amy Carrington (Comm. Communications & Leadership Development, 2010)
Thesis: *Exploring Arts Organizations as a Catalyst for Community Development*
- Donna Hancock (Comm. Communications & Leadership Development, 2008)
Thesis: *Adolescent Engagement in School and Community Extracurricular Activities: Influences on Developmental Assets*
** 2008 Gamma Sigma Delta Outstanding Masters Student Award
- Sarah Dotterweich (Sociology, 2006)
Thesis: *Welcome to the Neighborhood: Impact of Urban Immersion on Participants' Attitudes Towards the Poor, Values, and Belief in a Just World*
- Committee Member: M.S. Brett Wadsen (Community & Leadership Development) expected May 2020
Tiffany Novak (Community & Leadership Development) expected May 2020
Emily Rodes (Community & Leadership Development) expected Fall 2019
Janela Salazar (Community & Leadership Development, 2019)
Ariah Graham (Community & Leadership Development, 2019)
Meagan Klee (Community & Leadership Development, 2018)
Kelly Hinkel (Community & Leadership Development, 2018)
Mary Kate Gray (Community & Leadership Development, 2017)
Courtney Crume Turley (Community & Leadership Development, 2017)
Becca Warta (Community & Leadership Development, 2017)
Laura Hatfield (Community & Leadership Development, 2017)
Courtney Lace Jenkins (Community & Leadership Development, 2016)
Andrea Taylor Kirby (Community & Leadership Development, 2016)
Hayley Gresham (Family Studies, 2014)
Crystal Osborne (Community & Leadership Development, 2013)
Rob Ison (Community Communications & Leadership Development, 2011)
Erik Carlton (Family Studies, 2007)
Zheng Zeng (Sociology, 2003)
Judy Adkins (Family Studies, 1998)
Katherine Chastain (Family Studies, 1997)
Patrick Keenist (Sociology, 1993)
- Co-chair: Ph.D. - Jessica Kropczynski (Sociology, 2013)
Dissertation: Examination of the Use of Online and Offline Networks by Housing Social Movement Organizations
Sobeida Salomon (Sociology, 1994)
Dissertation: Gender Socialization in Hispanic American Children
- Committee Member: Ph.D. - Lisa Conley (Sociology, 2014)
Amy Marshall (Occupational Therapy, 2013)
Varudhini Kankipati (Family Studies, 2012)
Linda Zollinger (Family Studies, 2003)
Mary B. Moore (Sociology, 1994)
Marlene Huff (Medical Sociology, 1999)
Dawn Johnson (Counseling Psychology, 2002)
Betsy Neal (Sociology, 2003)
Rebecca Sloan (Medical Sociology, 2002)
Patricia Whitlow (Sociology, 2003)

Graduate Student Advising (cont.):

Ed.D. - Connie Wolfe (Education Curriculum & Instruction, 1998))
 Diana Haleman (Educational Policy, 1999)

Faculty Mentor: URM (Underrepresented Minority) Graduate Scholars Mentoring Program.
 Recruited by Cleo Price, UK Graduate School to serve as a mentor to a CLD Lyman T. Johnson Diversity Fellow for 2016-17 academic year. Attend trainings and functions together sponsored by the Center for Graduate and Professional Diversity Initiatives (GPDI)

Instructional/Curriculum Development:

- 2018 The Leadership Circle Certification Refresher. Washington, DC. Participated in a week-long training to refresh my TLC Certification and gain the newly offered TLC Collaborative Leadership Certification. Culture Survey insights were incorporated into my Spring 2018 CLD 660 graduate leadership course that trained students in group processes. March.
- 2016 Experience is the Teacher: Becoming an Inclusive Leader by Experiencing Traditions, Story-Telling, Rituals, Community-Building Practices, and Leadership Principles of Diverse and Indigenous Communities. Juana Bordas, a leading Latina leadership scholar facilitated the day-long workshop with participants from over 25 countries. It was truly a cultural immersion experience with pedagogical insights and activities that have been incorporated into graduate seminars. International Leadership Association. Atlanta, GA. November.
- 2013 Participated in day-long Self-Reflexivity and Women Leaders pre-conference workshop at the International Leadership Association meeting, Montreal, Canada, October.
 Attended day-long seminar on Team-Based Approach to Teaching workshop sponsored by the UK Department of Sociology. August.
- 2012 Boundary Spanning Leadership half-day preconference workshop sponsored by the Center for Creative Leadership at the International Leadership Association meeting, Denver, CO,
 Theory Construction and Research Methodology Workshop. NCFR Pre-conference. Minneapolis, MN, November.
 Culture and Positive Development Preconference at the Society for Research on Adolescence meeting Vancouver, BC, March
- 1996 "Creating Rhetorical Contexts for Writing Assignments". Teaching round table discussion at the annual meeting of the National Council on Family Relations, Kansas City, MO, Nov.
- 1995 "Using a Family Budget Assignment to Reveal Family Values". Round table discussion on integrating classroom assignments in family courses at the annual meeting of the Southeast Council on Family Relations, Atlanta, GA, March.
- 1994 Attended workshops sponsored by the University of Kentucky Teaching and Learning Center on "Active Learning in the College Classroom" and "Classroom Assessment".
- 1993 "How to Try to Implement Everything You Learned in the Summer Writing Workshop in One Semester." Invited panel presentation and consultant for the Writing-Across-the-Curriculum Workshop, University of Kentucky, July 20.
- 1993 Panel Member for "How Do We Achieve Curriculum Integration" at the Department of Sociology Workshop "Not Just Another Variable: Integrating Race, Class, and Gender into the Sociology Curriculum", University of Kentucky, May 3.

Professional Memberships (cont.):

Rural Sociological Society (RSS)

Elected Secretary, Council Member 2001-04
Program Chair for 1996 Annual Meeting - Janet Bokemeier, President
Theme: *Harvest of Rural Society: Healthy Families and Communities*
Operations & Financial Affairs Committee 2001-04
Co-chair Family and Households Interest Group 1990-91, 1993-96
Membership Committee 1994-95
Strategic Planning Committee 1998-2000

International Leadership Association (ILA) (2006-current)

Women in Leadership Affinity Group
Deans, Directors Affinity Group
Leadership Development Member Interest Group

Community Development Society (2012-current)

American Sociological Association (ASA)

Editor, Family Forum, Family Section Newsletter 1995-97

Society for Research on Adolescence (SRA) 1988 -

Archivist 1988-95

United States Department of Agriculture (USDA):

National Research Initiative (CSREES) Panel Member and Reviewer (ongoing)
Fund for Rural America (USDA) Rural Development Panel Member (1997)
Small Business Innovation Research Program (SBIR)
Panel Manager for Rural and Community Development FY 1997 awards (July 1996-May 1997)
Panel Member for Rural and Community Development FY 1996 awards (February 1996)

National Association of State Universities and Land-Grant Colleges (NASULGC):

ESCOP (Experiment Station Committee on Organization and Policy) Social Sciences Subcommittee
Committee member (2004-09) Chair (2007-09)

Southern Rural Development Center (SRDC):

Technical & Operational Advisory Committee (TOAC) 2007-11

Commonwealth of Kentucky:

Child and Family Research Consortium - KY Cabinet for Families and Children 2002-03
Kentucky Long-Term Policy Research Center
Expert Panel for Long Range Policy Planning Related to Family and Child Issues 1993-2000
Cabinet for Human Resources
State Planning Committee, Family Preservation and Family Support Planning 1994-2002
Kentucky Family Resource and Youth Service Centers
Interagency Task Force - Evaluation Committee for Family Resource/Youth Service Centers

University:

University of Kentucky Center for Poverty Research (UKCPR) – Faculty Associate
University of Kentucky International Center, Education Abroad – Scholarship Review Committee
Consultant for UK Faculty-Led programs (ongoing)
Circles of Power 2: Women in Leadership Development (UK President’s Commission on Women)
College of Agriculture representative to leadership development group
Facilitated discussion with UK President Todd on implementation of leadership plan (2004)

College:

College of Agriculture, Food & Environment, University of Kentucky

CAFE Education Abroad Committee (2017-present)

Graduate Curriculum Committee (2016-present)

Director, Center for Leadership Development (2006-16)

Established Turner Leadership Academy – TLA (undergraduate Leadership Development Certificate program)

W. Norris Duvall Leaders in Residence Program

Lead partner in *Let's Lead* 15-organization community-based partnership designed to enhance leadership development of citizens and organizations. (2005-2012)

2015 CAFE Strategic Planning Team (Sept. 2014-May 2015 Extensive Data gathering process)

Equine Initiative – Social Sciences Workgroup – Equine Assisted Leadership Development

Promotion and Tenure Review Committee (2002-04)

College Strategic Plan – Metrics and Indicators Sub-Committee Chair 2003-04

Center for Leadership Development Steering Committee (2005)

Ag Faculty Council - Elected by peers for 2004-06 term

Family Studies Department Review Committee (2004-05)

Screening Committee to select HES Director/FCS Assistant Director (2004-05)

Rural Development Working Group 1990-98

Department of Community and Leadership Development, College of Agriculture, UK

Director of Graduate Studies (Dec. 2015-present)

Executive Committee (2006-present)

Graduate Committee – developing new CLD masters' program (2004-05) (2006-present)

CLD Strategic Plan Development Committee (2004)

Merit Review Committee (2003-05, 2009-11, 2017-19)

Undergraduate Committee – revising Public Service & Leadership/Ag Comm. majors (2003-05)

Search Committees for faculty/staff positions: Community Development Extension (2018-19); Ag

Ed/BAE (2017); Administrative Assistant (DGS support) (2017); Extension Leadership (2007);

Youth Development (2003-04); Agricultural Education (2002)

Department of Family Studies, School of Human Environmental Science, UK College of Agriculture

Interim Department Chair – May 2005-August 2006

Transition Leadership Team for HES Director Ann Vail

Department of Sociology, College of Arts & Sciences

Rural Program Committee 1990-2005, Chair, 1998-99

Merit Review Committee 1994-96, 1999-01

Personnel and Administration Committee 1990-91

Undergraduate Committee 1991-95 1997-00

Teaching Development Committee 1996-97

Graduate Committee 1995-2000

Staff Selection Committee 1995

Personnel Committee, Chair 96-97

Policy Committee 1998-99 2006-10

Methods Committee 1997

Gamma Sigma Delta (Honor Society of Agriculture)

Department Representative 2000-2014

Awards Committee Chair 2003, Member 2004-06

Cooperative Extension Service, College of Agriculture, University of Kentucky

Community & Econ Development Work Group

Youth and Family at Risk Task Force 1991-95

Women's Studies Program, University of Kentucky

Search Committee for Director of Women's Studies, 1993

Reviewer:

Editorial Boards: *Family Relations* (2000-07), *Family Perspective*, *Rural Sociology* (1996-2000),
Marriage and Family Review (1999-07)

Reviewer: *Journal of Marriage and the Family*, *Family Relations*, *Southern Rural Sociology*,
Journal of Family Issues, *Journal of Adolescent Research*, *Journal of Adolescence*,
Inventory of Marriage and Family, *Rural Sociology*, *Family Perspective*

Czech Fulbright Commission, Prague (2014): Masaryk Fulbright Scholars review panel (21 dossiers);
Czech scholar application reviewer

Polish Fulbright Commission (2017), Review two Polish scholar applications

Conference submission reviewer: National Council on Family Relations, International Leadership
Association, Association of Leadership Educators, Community Development Society

Other Professional Reviews: USDA National Research Initiative grants, USDA Small Business
Innovation Research grants, University of Maryland Agricultural Experiment Station
grants, UK Cooperative Extension Service *Sexual Integrity for Teens* training materials,
Sage Publications, Roxbury Press, McGraw Hill, Kentucky State University, and the U.S.-
Israel Bi-National Science Foundation

Community Service:

Kentucky Cancer Link – Volunteer and Cancer Survivor speaker at sponsored events (2010-present)

Lexington Clinic Pink Tree Lighting Ceremony Guest speaker (2011)

Bluegrass Fellows – Mentoring Coordinator, Lexington KY (2013-15)

Reviewer and Discussant for three High School Senior Thesis Defenses - Trinity Academy, Lexington,
KY (Spring, 2009)

Parent Educator and Small Group Dynamics Trainer, Minsk, Belarus. Member of a team of students
and adults providing humanitarian service to low-income rural foster families, orphanages and
soup kitchens. Led discussions in English classes at Linguistics University and trained
Belarussian parents on parent-adolescent interaction (aided by Russian translator). (2008)

High School Senior Thesis advisor for research paper “The Impact of TV on children’s brain
development and behavior” (Spring, 2006)

Health and Human Development Trainer, Xocempich Clinic Rural Nurse Program, Yucatan, Mexico
March 2005 spent one week teaching rural nurses about early brain and cognitive development.
(Presentations in Spanish) Distributed Spanish Extension publications appropriate for low-
resource parents and taught ESL classes in local middle school.

KET (Kentucky Educational Television) Telethon volunteer representing Women Leading Kentucky

Grief Counselor for Lexington church following pastor’s suicide (September-December, 2004)

Judge, Elementary School Science Fairs: Clays Mills 2005; Maxwell 2004; Johnson 2003

Consultant, Bluegrass Area Development Dist. Implemented asset approach to community building
(1997-99)

Provided grant-writing assistance to two applicants of USDA Small Business Innovation Research
competitive grant program (1997)

Rabbit Run Neighborhood Association (1997-2018)

Served as a member of the Cabinet for Families and Children State Planning Committee for
Community-Based Services (1996-99)

Lafayette High School - Site-based Decision-Making Subcommittee on School Climate 1993-6

Community Service (cont.):

Fayette County Public Schools - Advisory Committee for Development of Sex Education Materials for Emotionally and Mentally Handicapped Children 1992

Clays Mill Elementary School Quest (gifted program) - Consultant for students' social science research projects. 1991-1992

Edith Bowen Laboratory School, Utah State University, PTA Board - Broadening Your Horizons Chair (cross-cultural awareness for elementary school children) 1988-89

Workshop leader for Bear River High School's Awareness Day. "Teen Sex - Going All the Way: OK or NO WAY! Decisions and Consequences." Four 1-hour sessions to 100 teens each, 1988

Women's Center for Lifelong Learning Advisory Board, Utah State Univ., Speakers Bureau 1985-87

Alliance for Excellence in Education, Cache Valley, Utah, (network for gifted and talented children) - Vice President and Newsletter Editor 1984-86

Rebekah B. Epps

Assistant Professor, Agricultural Education
Department of Community and Leadership Development
University of Kentucky
Start Date: September 15, 2010
65% Instruction, 25% Research, 10% Administration

EDUCATION

Ph.D. in Agricultural Education; August 2010; The Ohio State University
Minors: Research, Teacher Education, and Interdisciplinary Specialization in College Teaching

M.Ed. in Agricultural Education; August 2000; The University of Georgia

B.S. in Ornamental Horticulture; March 1998; Auburn University

INSTRUCTION

The largest portion of my division of effort is instruction. I have worked to create 2 new departmental courses at the graduate level. I have redesigned 5 undergraduate courses that further incorporate teaching strategies related to Science, Technology, Engineering, and Mathematics (STEM) education and the process of teaching and learning to a varied audience. I have worked to develop the writing and professionalism of agricultural education students through learning and behavior contracts. Providing professional development opportunities for current teachers across the commonwealth, while strengthening relationships of the UK Ag Education program with alumni and other stakeholders, has also been a priority of my instruction.

New Courses Developed

CLD 684

Applied Statistics

Developed this course to meet the needs of graduate students requiring a quantitative statistical analysis course. The purpose of this course is to develop an overview and basic understanding of descriptive and inferential statistics and allow students to develop a working knowledge of social science statistics. As a result, students will be able to organize and summarize quantitative data; interpret data; make generalizations from sample data to populations or theory; and, read and understand research reports. Co-taught with Dr. Jay Jackman. Taught Spring 2012, Spring 2013, Spring 2015, Spring 2016, Spring 2017, and Spring 2018.

CLD 671

Advanced Methods of Teaching

This course was developed to teach advanced theories and principles of methods applied to teaching and learning in education. Students evaluate, adopt, and utilize factors of effective teaching which is conducive to their styles across varying learning settings. Reflection is essential for student growth and determining student learning styles. Taught in Fall of 2015, Fall 2017, and Fall 2019

Courses Redesigned

AED 586

Teaching Methods in Career and Technical Education

Redesigned this course to maximize student opportunity for teaching. Incorporated the use of technology and developed methodical strategies for incorporating the role of special needs students into the lessons and activities of the pre-service teacher. The purpose of this class is for students to fine tune strategies and methods of teaching before entering the student teaching process. Taught Fall 2013, Fall 2014, Fall 2015, Fall 2016, Fall 2018, and Fall 2019.

AED 535/CLD 610

Principles and Philosophy of Career & Technical Education

Redesigned this course to create a deeper understanding of the principles of experiential education which are paramount to the theory and philosophy of career and technical education. The purpose of this class is for students to be able to apply the philosophies of experiential education and develop strategies to incorporate them into their program development in both the formal and non-formal setting. Taught Fall 2012, Fall 2013, Spring 2016, Spring 2017, and Spring 2018.

AED/FCS 362

Field Experiences in Career and Technical Education

This course was redesigned to create a deeper awareness and understanding of the teaching profession. Students observe formal and non-formal career and technical instruction. The class provides a basis for teaching by synthesizing theoretical knowledge with practical application. In addition, individuals will have the opportunity to identify and reflect on both personal and professional elements of teaching and to develop their personal philosophy of teaching. Taught Spring 2011, Fall 2012, Fall 2013, Fall 2014, Fall 2015, Fall 2016, Fall 2017, and Fall 2019.

CLD 475/775

Schools, Community, and Society

Course was redesigned to be an undergraduate/graduate course to examine the integral relationships between contemporary and historical societal norms, distinctive communities, and educational systems that are prevalent in America today. Through experiential learning, research papers, and student developed projects students are able to examine the historical and societal issues that influence current educational systems. Students also examine the impact of society and community on student and teacher behavior through a detailed community analysis. Taught Fall 2011.

AED/FCS 583

Designing Curriculum and Assessment in Career and Technical Education

This course was redesigned as an instructional methodology course which focuses on analyzing the principles of teaching and learning to design curriculum, instruction, and assessment for formal and non-formal educational settings. Students are required to design unit and lesson plans that align with KY Core Curriculum Standards appropriate for learning. Students have the opportunity to further develop their curriculum design and assessment through participation in experiential education practices where they prepare lessons for MS and 5th grade students. Students are required to collaborate with colleagues in developing a cohesive, multi-disciplinary lesson and unit plan appropriate for student learning. Taught Spring 2011, Spring 2012, Spring 2013, Spring 2014, Spring 2015, Spring 2016, Spring 2017, Spring 2018, Spring 2019, and Spring 2020.

Other Courses

AED 592

Teaching Experience in Career and Technical Education

The Agricultural Education Faculty Team supervises student teachers while completing their student teaching practicum. Give feedback to students in areas for improvement of teaching. Monitor the growth and progression of student's teaching methods and implementation of curriculum. Spring 2011, Spring 2012, Spring 2013, Fall 2014, Spring 2015, Spring 2016, Spring 2017, Fall 2017, Spring 2018, Spring 2019, and Spring 2020.

Continuing Education for Agricultural Education Professionals

National Curriculum for Agricultural Science Education (CASE) Institute

- CASE: Agriculture, Food and Natural Resources (AFNR). (May 28-June 8, 2012). Two-week national professional development certification for secondary educators in science, technology, engineering, and mathematics. 21 in attendance (maximum capacity; 3 waitlisted).
- CASE: Agricultural Science Plant (ASP). (July 21-August 1, 2013). Two-week national professional development certification for secondary educators in science, technology, engineering, and mathematics. 21 in attendance (maximum capacity, 2 waitlisted).
- CASE: Agricultural Science Plant (ASP). (July 6-16, 2014). Two-week national professional development certification for secondary educators in science, technology, engineering, and mathematics (STEM). 15 in attendance.
- CASE Agricultural Science Animal (ASA). (June 20-29, 2016) Two-week national professional development certification for secondary educators in science, technology, engineering, and mathematics through inquiry-based learning. 22 in attendance.
- CASE: Agriculture, Food and Natural Resources (AFNR). (June 19-29, 2017) Two-week national professional development certification for secondary educators in science, technology, engineering, and mathematics through inquiry-based learning. 23 in attendance.
- CASE: Agricultural Science Animal (ASA). (July 17-26, 2017). Two-week national professional development certification for secondary educators in science, technology, engineering, and mathematics through inquiry-based learning. 19 in attendance.
- CASE: Agriculture, Food, and Natural Resources (AFNR). (June 18-28, 2018) Two-week national professional development certification for secondary educators in science, technology, engineering, and mathematics through inquiry-based learning. 22 in attendance.
- CASE: Agricultural Science Plant (ASP). (June 18-28, 2018) Two-week national professional development certification for secondary educators in science, technology, engineering, and mathematics through inquiry-based learning. 11 in attendance.
- CASE: Agriculture, Food, and Natural Resources (AFNR). (July 7-17, 2019) Two-week national professional development certification for secondary educators in science, technology, engineering, and mathematics through inquiry-based learning. 21 in attendance.
- CASE: Agricultural Science Animal (ASA). (July 7-17, 2019). Two-week national professional development certification for secondary educators in science, technology, engineering, and mathematics through inquiry-based learning. 22 in attendance.

Technical Update Trainings for Career and Technical Educators

- Envirothon: Incorporating the contest into your curriculum. (June 25-26, 2012). 4 teachers in attendance.
- Greenhouse Management Workshop. (June 19-20, 2013) 23 teachers in attendance.
- Environmental and Natural Resources for the Agricultural Educator. (June 18-20, 2014). 8 teachers in attendance.
- Soil Chemistry in the Classroom Workshop for Educators. (June 16-17, 2017). 6 teachers in attendance

Wildcat Leadership Workshop

- March 25, 2011. Inaugural event with over 200 secondary students in attendance.
- February 28, 2013. Over 210 secondary students, advisors, and instructors in attendance.
- February 27, 2014. Over 180 secondary students, advisors, and instructors in attendance.

Other Teaching Experience

Introduction to Agricultural and Extension Education (AEE 230). The Ohio State University.

Data Analysis (AEE 387). The Ohio State University. Teaching Assistant.

Experiential Learning in Agricultural Education (AEE 531). The Ohio State University. Team Taught with Dr. Daniel Foster.

Field Experience in Public Schools (AEE 580). The Ohio State University.

Field Experience III (AEE 480). The Ohio State University.

Union Grove High School: McDonough, GA; Grade 9-12 Agriscience Teacher and FFA Advisor.

Newton High School: Covington, GA; Grade 9-12 Agriscience Teacher and FFA Advisor.

RESEARCH

Twenty-five percent of my division of effort is in the area of research. I have worked to align my teaching and research program as closely as possible. This includes utilizing STEM, critical thinking, and effective teaching practices as a focus for my research and how issues in agriculture can be utilized in the classroom and teaching. I have hosted three Curriculum for Agricultural Science Education (CASE) Institutes where teachers from across the nation have been in attendance. I have also worked to engage undergraduate students in research in the area of STEM and science teaching efficacy.

Current Projects

* indicates Graduate Student, ** indicates Undergraduate Student

Shoulders, C.W., Epps, R.B. (**Co-PI, Multi-State Project S1057**) Blythe, J. M., Stofer, K., Dibendedetto, C., & Drape, T. *A national study identifying classroom management practices and methods of teaching science, technology, engineering, and mathematics amongst secondary agricultural educators.* (unfunded)

PUBLICATIONS

* indicates Graduate Student, ** indicates Undergraduate Student

Refereed Journal Articles

Wright, K.M., Vincent, S.K., & **Epps, R.B.** (2019). International Agricultural Education from 1975 to the Present: A Research synthesis. *Journal of Agricultural Education*, 60(2), 153-172. Doi:10.5032/jae.2019.02153.

Epps, R.B., & Foor, R.M. (2015). Relationships between teacher efficacy and job satisfaction among novice and experienced secondary agricultural educators. *Career and Technical Education Research* 40(2) 125-139.

Epps, R.B., Vincent, S.K., & Adams, R.J. (2015). Conflicts of time: Examining school schedules in Secondary Agriculture Programs. *Journal of Agricultural Education* 56(2), 1-12.

Simonsen, J. C., Velez, J. J., Foor, R. M., Birkenholz, R. J., Foster, D. D., Wolf, K. J., & **Epps, R. B.** (2014). A multi-institutional examination of the relationships between high school activity involvement and leadership characteristics. *Journal of Agricultural Education*, 55(1), 200-214.

Dunn, J. R., Hains, B. J., **Epps, R. B.** (2013). Stakeholders' perspectives: Students perception of retention efforts in a college of agriculture. *North American Colleges and Teachers of Agriculture Journal*, 57(1), 2-9.

Connors, J.J., Falk, J. M., & **Epps, R. B.** (2010). Recounting the legacy: The history and use of FFA camps for leadership and recreation. *Journal of Agricultural Education*, 51(1), 32-42.

Publications in Non-Refereed, Edited Journals

Epps, R.B. (2017, July/August). There is a cure for the summertime blues. *The Agricultural Education Magazine*, 89, 5-6.

Epps, R. B. (2013, March/April). Living in interesting times. *The Agricultural Education Magazine*, 85, 2.

Epps, R. (2011, November/December). Juggler? Can I add that to my resume? *The Agricultural Education Magazine*, 84, 16-18.

Foor, R., Epps, R., Falk, J., Foster, D., & Simonsen, J. (2008, November/December). Oh, the places you'll go...and the questions you'll ask! *The Agricultural Education Magazine*, 80.

WORKSHOPS

National Invited Workshops

Epps, R.B., Turley, C.C., Tingle, A.K., Harper, T. Schafbusch, M. (2017). Engaging your classroom: Ways to incorporate engaging strategies with little to no prep. *Workshop presented at the 2017 National Association of Agricultural Educators/ Association for Career and Technical Educators Conference*. New Orleans, LA. 57 in attendance.

Epps, R. B. & Stull, H. A. (2012). Value Added: Ways to show your program's value to a school and community. *Workshop presented at the 2012 National Association of Agricultural Educators/Association for Career and Technical Educators Conference*. Atlanta, GA. 42 in attendance.

Epps, R. B. (May 25, 2012). "Greenhouse Management for the Agricultural Educator." Workshop designed for pre-service teachers at The Ohio State University. 17 students in attendance.

Epps, R. B. (May 11, 2011). "Greenhouse Management for the Agricultural Educator." Workshop designed for pre-service teachers at The Ohio State University. 16 students in attendance.

Epps, R. B., Foor, R. M., Falk, J. M., & Simonsen, J. C., (2009). Tuning up to make a difference: Conducting action research in your classroom. *Workshop presented at the 2009 National Association of Agricultural Educators/ Association for Career and Technical Educators Conference*. Nashville, TN. 21 in attendance.

State Invited Workshops

Epps, R. B. (March 31, 2017). "The Poultry and Egg Industry." Presentation for K-5 graders at Arts & Science Day for Bloomfield Elementary School. Approximately 120 students.

Epps, R. B. (February 17, 2017). "From Farm to Fork: The amazing story of pork." Presentation for 3-4 graders at Arts & Science Day for Athens-Chilesburg Elementary. Approximately 100 students.

- Epps, R. B.** (February 17, 2017). “Seeds of Change” Presentation for K-2 graders at Arts & Science Day for Athens-Chilesburg Elementary School. Approximately 100 students.
- Epps, R.B.** (June 8, 2015) “Fighting Local Hunger Starting at Home: Build awareness and Developing leadership for the food, fiber, and natural resources systems” Presentation for the Agriculture Camp for the Deaf held at the Kentucky School for the Deaf. 14 participants.
- Epps, R.B.,** Lyvers, J.**, Browning, D.** Goodlett, T.** “Got Milk? A look at the Dairy Industry in KY” Presentation for 3-5 graders at Arts & Science Day for Athens-Chilesburg Elementary School. Approximately 120 students.
- Epps, R.B.** (April 1, 2014). “Engaging the Next Generation in Forest Management”. Presentation for the Kentucky Woodland Owners Association Annual Meeting. 63 in attendance.
- Epps, R. B.** (April 25, 2014). “Seeds of Change” Presentation for K-2 graders at Arts & Science Day for Athens-Chilesburg Elementary School. Approximately 100 students.
- Epps, R.B.** (November 12, 2013) “STEAM Vehicle Build-off”. Competition for secondary students who have designed and built a vehicle utilizing science, technology, engineering, agriculture, and mathematics (STEAM).
- Epps, R. B.** (July 9, 2013). “Careers in Agriculture: Animals and Plants.” Presentation for campers at the Kentucky FFA Leadership Training Center. 48 participants.
- Epps, R.B.** (July 10, 2013). “Careers in Agriculture: Food and Ag Mechanics.” Presentation for campers at the Kentucky FFA Leadership Training Center. 48 participants.
- Epps, R.B.** (July 11, 2013). “Careers in Agriculture: Environmental/Natural Resources and Agricultural Education & Communication.” Presentation for campers at the Kentucky FFA Leadership Training Center. 48 participants.
- Epps, R. B.** (June 17, 2013). “The Science Behind Agriculture.” Presentation for campers at the Agriculture Camp for the Deaf held at the Kentucky School for the Deaf. 32 participants.
- Epps, R. B.** (February 22, 2013). “Changing States of Matter in Food Science.” Presentation for K-2 graders at Arts & Science Day for Athens-Chilesburg Elementary School. Approximately 100 students.
- Epps, R. B.** (June 11, 2012). “The Importance of Agriculture in your Daily Life.” Presentation for campers at the Inaugural Agriculture Camp for the Deaf held at the Kentucky School for the Deaf. 25 participants.
- Epps, R.B.** and Justice, A. K. (June 23, 2011). “Money Matters.” Presentation for the Kentucky Youth APES Seminar. 28 students in attendance.

PROFESSIONAL PRESENTATIONS

* indicates graduate student, ** indicates undergraduate student

Refereed Paper Presentations

Hauser, A.L., & **Epps, R. B.** (2019). A historical review of the Curriculum for Agricultural Science Education (CASE). *Annual Southern Regional Association of Agricultural Educators Conference*, Louisville, KY.

Warren, S.D. & **Epps, R.B.** (2019). What We Can Learn From a “DeaFFA” Community. *Annual Southern Regional Association of Agricultural Educators Conference*, Louisville, KY.

Herndon, K.D.** , **Epps, R.B.**, Futrell, J.L.** , & Guffey, K.B. (2014). Determining the effects of teaching personal development at an FFA camp. *National American Association for Agricultural Education Conference*, Salt Lake City, Utah.

Pratt, B.P.* & **Epps, R.B.** (2013). Evaluation of perceptions of sustainable agriculture topics among Kentucky agricultural educators. *Annual Southern Region Association of Agricultural Educators Conference*, Orlando, FL.

Simonsen, J.C., Velez, J.J., Foor, R.M., Birkenholz, R.J., Foster, D.D., Wolf, K.J. & **Epps, R.B.** (collaborator) (2012). A multi-institutional examination of the relationships between high school activity involvement and leadership constructs among first time college of agriculture students. *Annual Association of Leadership Educators Conference*, Key West, FL.

Simonsen, J.C., Velez, J.J., Foor, R.M., Birkenholz, R.J., Foster, D.D., Wolf, K.J. & **Epps, R.B.** (collaborator) (2012). The creation and validation of the individual leadership trait inventory. *Annual Association of Leadership Educators Conference*, Key West, FL.

Epps, R.B. & Adams, R.J. *(2012). Agricultural education school schedules in relation to a total program model, academic test scores and Kentucky occupational skills standards assessment. *Annual Kentucky Career and Technical Teacher Education Conference*, Georgetown, KY.

Epps, R.B., Foor, R. M., & Cano, J. (2009). Relationship between teacher efficacy and job satisfaction among secondary agricultural educators. *Annual North Central American Association of Agricultural Educators Research Conference*, Lincoln, NE.

Connors, J. J., Falk, J. M., and **Epps, R. B.** (2008). Recounting the legacy: The history and use of FFA camps for leadership and recreation. *Proceedings of the 35th Annual National Agricultural Education Research Conference*, Reno, NV, 167-178.

Refereed Posters

Nesmith, J.D., Hauser, A.L., & **Epps, R.B.** (2020). No Words: A Non-Narrative Approach to Education, *Annual Southern Regional Association of Agricultural Educators Conference*, Louisville, KY.

Hauser, A.L., Nesmith, J.D. & **Epps, R.B.** (2020). Creating Great Educators Using Maker Education. *Annual Southern Regional Association of Agricultural Educators Conference*, Louisville, KY.

Rebekah B.Epps
65% Instruction, 25% Research, 10% Administration

Gardner, J.D., Nesmith, J.D., Hauser, A.L, **Epps, R.B.** & Camargo, F. (2020). Not Horsin' Around: Learning Mathematics the Horse Way. *Annual Southern Regional Association of Agricultural Educators Conference*, Louisville, KY.

Warren, S. D. & Epps, R.B. (2019). Andragogical Lessons Learned from the Stockyards Beef Learning Series. *Southern Region of the American Association of Agricultural Education Conference*, Birmingham, AL.

Warren, S.D. & **Epps, R.B.** (2018). Can you Boot, Scoot, and Boogie? Agricultural Literacy Achieved Through A 5K. *American Association of Agricultural Education Conference*, Charleston, SC.

Thomsen, L.N., Warren, S.D. & **Epps, R.B.** (2018). Poster Session in a Methods of Teaching Course: A Poster Poster. *American Association of Agricultural Education Conference*, Charleston, SC.

Thomsen, L.N., Warren, S.D., **Epps, R.B.** (2017). DeaFFA: Field experience in a school for the deaf. *American Association of Agricultural Education Research Conference*, San Luis Obispo, CA.

Chaplin, M.S*., **Epps, R.B.**, & Jansen, D. (2014). Evaluation of motivation of Curriculum for Agricultural Science Education (CASE) lead and master teachers. *North American Colleges and Teachers of Agriculture Conference*, Bozeman, MT.

Barnes, J.N.** & **Epps, R.B.** (2014). Barriers to implementing Curriculum for Agricultural Science Education (CASE) in secondary agricultural education programs. *Annual Southern Region Association of Agricultural Educators Conference*, Dallas, TX.

Herndon, K.D.** & **Epps, R.B.** (2014). Evaluating students outcomes at a youth leadership camp. *Annual Southern Region Association of Agricultural Educators Conference*, Dallas, TX.

Russell, R.A.* ,**Epps, R.B.**, & Headrick, J. (2014). Life choices: Examining factors influencing degree choice of college of agriculture freshmen. *Annual Southern Region Association of Agricultural Educators Conference*, Dallas, TX.

Epps, R. B. & Hains, B. J. (2013). Science, technology, engineering, agriculture, and mathematics (STEAM) vehicle build-off. *Annual Southern Region Association of Agricultural Educators Conference*, Orlando, FL.

Agouridis, C. T. & **Epps, R. B.** (2012). Impact of stormwater workshops on design and regulatory professionals. *National Outreach Scholarship Conference*, Tuscaloosa, AL.

Epps, R.B. & Adams, R. J.* (2012). Agricultural education program school schedules in relation to classroom instruction, FFA, and SAE. *Annual Southern Region Association of Agricultural Education Conference*, Birmingham, AL.

Epps, R.B. & Vincent, S.K. (2012). Team advising: New path for academic scheduling. *Annual American Association of Agricultural Education Southern Research Conference*, Birmingham, AL.

Epps, R. B., Foor, R. M., & Cano, J. (2009). Level of job satisfaction and teacher efficacy among secondary agricultural educators. *North American Colleges and Teachers of Agriculture Conference*. Stillwater, OK.

Foster, D. D., & **Epps, R. B.** (2008). Revisiting the senior capstone experience: developing cooperative professionals *Poster Proceedings of the Annual North Central American Association of Agricultural Educators Research Conference*. Ithaca, NY, 62-65.

Other Presentations

Epps, R. B. (November 19, 2012). "CASE and the US ARMY: An intersection for agricultural education". Presented at the Community and Leadership Development Lunch and Learn. 4 attendees.

ADMINISTRATION

A small portion of my duties require me to participate in administrative responsibilities. I currently serve as the Program Faculty Chair for the Agricultural Education Program. This is a liaison between the various programs within the College of Education. I work to ensure our program is in compliance with directives relating to certification, documentation, and reporting.

Program Faculty Chair, July 2013-Present

- Responsible for maintaining records of students as they enter into, move through, and exit from the Agricultural Education Program for certification purposes with the Kentucky Education Professional Standards Board (certifying body in the state of KY)
- Develop, document, and report undergraduate, Master's and Rank 1 student data for compliance with the Council for the Accreditation of Educator Preparation (CAEP) in satisfaction of the National Council for Accreditation of Teacher Education (NCATE)
- Document and report Student Learning Objectives at the undergraduate program level to the office of University Assessment
- Documented a Teacher as Leader Program for the Master's Degree in Community and Leadership Development to provide compliance with the Kentucky Education Professional Standards Board for the department's MS Program

Faculty Senator for the College of Agriculture, Food, and Environment. March 2018-June 2020.

- Currently serve on the Senate Admissions and Academic Standards Committee We meet twice a month to discuss various issues concerning admission and changes in academic programs which should be brought before the entire senate.

GRANTS

Proposed Grants

Grants Received

Kentucky Education Cabinet Department for Workforce Investment, Office of Career and Technical Education, *Teacher Educators' Perkins Professional Development* (2014-15), \$4,500.

- Co-PI—duties include management of grant to use in development of teachers through student teaching visits and presenting at research conferences
- Doug Smith—PI, directs and manages project

The Kentucky Department of Education, Office of Career and Technical Education, Technical Update Training for Teachers, (2014), \$3,911.

- Lead PI—directed and managed workshop for current agricultural educators on environmental education; facilitated purchasing of materials, documentation, and workshop teaching
- Mr. Doug McLaren, Co-PI, lead instructor on forestry management practices; Dr. Amanda Gumbert, Co-PI, instructor on soil management and land use, Mr. Blake Newton, Co-PI, instructor on macro invertebrates and entomology; Mrs. Ashley Osborne, Co-PI, instructor on water quality and management

The Lincoln Electric Company, Welding Education Grant, (2013) \$27,000 equipment grant.

- Co-PI—duties include management of equipment to be used for further development of pre-service and current teachers through curriculum development and technical update trainings
- Dr. Stacy Vincent, Lead PI, directs and manages project; Dr. John Wilhoit, Co-PI, facilitates housing and use of equipment with the Biosystems Engineering Department

The Kentucky Department of Education, Office of Career and Technical Education, Technical Update Training for Teachers, (2013), \$2,824. (PI)

- Lead PI—directed and managed workshop for current agricultural educators on greenhouse management; facilitated purchasing of materials, documentation, and workshop teaching
- Ms. Shari Dutton, Co-PI, directed and managed workshop instruction through use of facilities, resources, and other instructional faculty

The University of Kentucky, College of Agriculture Barnhart Fund for Excellence, *Wildcat Leadership Workshop* (2013), \$500. (PI)

- Lead PI—directed and managed workshop for current secondary agricultural education students; assisted current post-secondary agricultural education students on curriculum development; facilitated purchasing of materials, documentation, and workshop planning

Kentucky Education Cabinet Department for Workforce Investment, Office of Career and Technical Education, *Teacher Educators' Perkins Professional Development* (2013-2014), \$4,500.

- Co-PI—duties include management of grant to use in development of teachers through student teaching visits and presenting at research conferences
- Dr. Doug Smith—PI, directs and manages project

The Kentucky Department of Education, Office of Career and Technical Education, Technical Update Training for Teachers, (2012), \$2,575. (PI)

- Lead PI—directed and managed workshop for current agricultural educators on environmental education; facilitated purchasing of materials, documentation, and workshop teaching
- Mr. Doug McLaren, Co-PI, lead instructor on forestry management practices; Dr. Amanda Gumbert, Co-PI, instructor on soil management and land use, Mr. Blake Newton, Co-PI, instructor on macro invertebrates and entomology; Mrs. Ashley Osborne, Co-PI, instructor on water quality and management

The University of Kentucky, College of Agriculture Barnhart Fund for Excellence, *Wildcat Leadership Workshop* (2012), \$500.

- Lead PI—directed and managed workshop for current secondary agricultural education students; assisted current post-secondary agricultural education students on curriculum development; facilitated purchasing of materials, documentation, and workshop planning

The University of Kentucky AG and HES Alumni Association, *Wildcat Leadership Workshop* (2012), \$1,900.

- Lead PI—directed and managed workshop for current secondary agricultural education students; assisted current post-secondary agricultural education students on curriculum development; facilitated purchasing of materials, documentation, and workshop planning.

Kentucky Education Cabinet Department for Workforce Investment, Office of Career and Technical Education, *Teacher Educators' Perkins Professional Development* (2012-2013), \$4,500.

- Co-PI—duties include management of grant to use in development of teachers through student teaching visits and presenting at research conferences
- Doug Smith—PI, directs and manages project

The University of Kentucky, College of Agriculture Barnhart Fund for Excellence, *Wildcat Leadership Workshop* (2011), \$750.

- Lead PI—directed and managed workshop for current secondary agricultural education students; assisted current post-secondary agricultural education students on curriculum development; facilitated purchasing of materials, documentation, and workshop planning

Kentucky Education Cabinet Department for Workforce Investment, Office of Career and Technical Education, *Teacher Educators' Perkins Professional Development* (2011-2012), \$4,500.

- Co-PI—duties include management of grant to use in development of teachers through student teaching visits and presenting at research conferences
- Doug Smith—PI, directs and manages project

Unfunded Grants

Natural Resources Conservation Service (2019). Creating a physical and virtual three-dimensional soil monolith collection for education and training. \$89,000

- Co-PI—duties included hosting a soil workshop for teachers during the summer of 2020 to introduce how to use the structures into their classrooms.
- Dr. Chris Shepard, Lead PI, direct and manage project; Dr. Lau, Dr. B. Lee, Dr. C. Matocha, and Dr. D. McNear were also Co-PIs assisting in the collection, curriculum development, and instruction of the professional development for teachers.

National Institute of Food and Agriculture (NIFA), USDA-SPECA, *Developing Agri-STEM Explorers through Student-Centered Learning* (2015), \$300,000. (resubmission of a previous proposal)

- Co-PI—duties include curriculum development and evaluation of students learning
- Dr. Carol Hanley, Lead PI, direct and manage project; Dr. Brett Criswel, Co-PI, Curriculum and instruction on pedagogy; Mr. Blake Newton, Co-PI, curriculum development and entomology instructor; Dr. John Obrycki, Instructor, curriculum development and entomology instructor; Dr. Rebecca McCulley, Instructor, curriculum development and soil-water science instruction

Environmental Protection Agency (EPA), *Equity in Environmental Education (E3): Underrepresented Youth Explore Water* (2015), \$112,000.

- Co-PI—duties include curriculum development and working with pre-service teachers on pedagogical and content knowledge to be taught to 4th graders in environmental education
- Dr. Tanya Dvorak, Lead PI, oversee the project, plan overall program activities with co-PIs and ensure that deadlines, project goals and objectives are met; Dr. Carol Hanley, Co-PI, will manage collaborative features of the project related to the COE and project team; Dr. Carmen Agouridis, Co-PI, will provide expert knowledge on water quality and supervise Mr. Tyler Sanderson, Co-PI, who will lead the school field trips to watersheds.

Environmental Protection Agency (EPA), *Environmental Education Model Grant, Taking Run-off by Storm: Stormwater curriculum for High School Students* (2014), \$267,000.

- Co-PI—duties include curriculum development for secondary agricultural education students and evaluation of student learning; recruiting and managing current agricultural educators to participate in the use, and building of rainwater gardens
- Dr. Brad Lee, Lead PI, instruct during various workshops while working to oversee the project, plan overall program activities with Co-PIs and ensure that deadlines, project goals and objectives are met; Dr. Rick Durham, Co-PI, working with extension agents and local nurseries to select suitable plants for the environmental conditions of the rain garden and instructing participants on stormwater, residential stormwater BMPs, rain garden site evaluation, rain garden design, rain garden construction, rain garden plant selection and maintenance; Mrs. Ashley Osborne, Co-PI, coordinating workshop logistics and instructing participants on stormwater, residential stormwater BMPs, rain garden site evaluation, rain garden design, rain garden construction, rain garden plant selection and maintenance.

The University of Kentucky, College of Agriculture Barnhart Fund for Excellence, *Wildcat Leadership Workshop* (2014), \$500.

- Lead PI—directed and managed workshop for current secondary agricultural education students; assisted current post-secondary agricultural education students on curriculum development; facilitated purchasing of materials, documentation, and workshop planning

National Institute of Food and Agriculture (NIFA), USDA-SPECA, *Developing Agri-STEM Explorers through Student-Centered Learning* (2014), \$300,000.

- Co-PI—duties include curriculum development and evaluation of students learning
- Dr. Carol Hanley, Lead PI, direct and manage project; Dr. Brett Criswel, Co-PI, Curriculum and instruction on pedagogy; Mr. Blake Newton, Co-PI, curriculum development and entomology instructor; Dr. John Obrycki, Instructor, curriculum development and entomology instructor; Dr. Rebecca McCulley, Instructor, curriculum development and soil-water science instruction.

ADVISING

Supervision of Undergraduate and Graduate Students at the University of Kentucky

Graduate Program Participation

Rank 1 is an approved non-degree program within Agricultural Education. This program allows working professionals to continue on a specialized education path

Rank 1 and MIC Program Representative for the Community and Leadership Development Department Graduate Committee, 2011-Present.

Master's Degree:

Committee Chair

Jacelyn, D. Nesmith, MS Career and Technical Education (Expected Graduation, May 2020)

Andrew L. Hauser, MS Career and Technical Education (Expected Graduation, May 2021)

Tyrone Atkinson, MS Career and Technical Education (Expected Graduation, May 2021)

Completed Master's Degree:

Committee Chair

Sarah D. Warren, MS Career and Technical Education (Graduated August 2019)

Kane Austin, MS Career and Technical Education (Graduated, August 2019)

Ashley P. Wagoner, MS Career and Technical Education (Graduated August 2017)

Alexander Tingle, MS Career and Technical Education (Graduated May 2017)

Kendra Rowland, MS Career and Technical Education (Graduated August 2016)

Rebecca Russell, MS Career and Technical Education (Graduated August 2016)

Shari Dutton, MS Career and Technical Education (Graduated May 2016)

Sharon Flynt, MS Career and Technical Education (Graduated May 2016)

Alex Sluder, MS Career and Technical Education (Graduated August 2015)

Bonnie Sigmon, MS Career and Technical Education (Graduated May 2014)

Miranda Chaplin, MS in Community and Leadership Development (Graduated December 2013)

Committee Member

Ashley Leer Austin, MS Career and Technical Education
(Graduated May 2018)
Megan Klee, MS in Community and Leadership
Development (Graduated December 2018)
George Boone, MS in Community and Leadership Development
(Graduated December 2013)
Ryan Thomas, MS in Career and Technical Education
(Graduated August 2013)
Jennifer Whittle, MS in Community and Leadership Development
(Graduated May 2013)
Kelli Coblin, MS Community and Leadership Development
(Graduated May 2012)

Completed Rank 1:

Committee Chair

Carrie Davis, Rank 1 in Career and Technical Education
(Completed May 2017)
Alton Stull, Rank 1 in Career and Technical Education
(Completed May 2015)
Todd Brannock, Rank 1 in Career and Technical Education
(Completed August 2014)

Student Groups

Beta Delta Chapter of Alpha Tau Alpha

- Identified as the 2019 Program of Excellence and Professional Development winners at the National Alpha Tau Alpha Annual Conclave
- Identified as the 2018 Program of Excellence and Professional Development winners at the National Alpha Tau Alpha Annual Conclave
- Identified as the 2017 Program of Excellence and Professional Development winners at the National Alpha Tau Alpha Annual Conclave
- Hosted the 2013 National Alpha Tau Alpha Annual Conclave meeting of Agricultural Education Pre-service Teachers
- Identified as the 2013 Program of Excellence at the National Alpha Tau Alpha Conclave beating out 54 other chapters from across the nation
- Chartered the National Honorary Fraternity for pre-service agricultural educators at UK
- Coached the Debate team that placed first in the nation at the 2011 ATA Conclave.
- Coached the Quiz Bowl team that placed third in the nation at the 2011 ATA Conclave.
- Assistant Coach of the Quiz Bowl that placed first in the nation at the 2013 ATA Conclave

Agricultural Education Society, approximately 60 active members

- Advise students as they prepare, plan, and organize professional development and community service
- Chaperoned 32 undergraduate and 5 graduate students while attending the 2019 National FFA Convention
- Hosted 5 undergrad and graduate students from Michigan State University during a chapter exchange program
- Chaperoned 29 undergraduates and 4 graduate students while attending the 2018 National FFA Convention
- Chaperoned 27 undergraduate and 5 graduate students while attending the 2017 National FFA Convention
- Chaperoned 24 undergraduate and 5 graduate students while attending the 2016 National FFA Convention
- Chaperoned 21 undergraduate and 5 graduate students while attending the 2015 National FFA Convention
- Chaperoned 13 undergraduate and 2 graduate students while attending the 2014 National FFA Convention
- Chaperoned 20 undergraduates and 2 graduate students while attending the 2013 National FFA Convention
- Chaperoned 17 undergraduates and 2 graduate students while attending the 2012 National FFA Convention
- Chaperoned 10 undergraduates and 2 graduate students while attending the 2011 National FFA Convention

OUTREACH AND SERVICE

National Reviewer Service

- Theme Editor, *The Agricultural Education Magazine*, July-August 2017 Edition “Summertime”.
- Theme Editor, *The Agricultural Education Magazine*, March-April 2013 Edition “Using Agriculture to Teach STEM”.
- Review Panels and Editorship
 - Journal of Agricultural Education (3 Manuscripts)
 - AAAE National Agricultural Education Research Conference (19 Papers)
 - Association of Leadership Educators Conference (3 Papers)
 - North Central Agricultural Education Research Conference (3 Papers)
 - Southern Agricultural Education Research Conference (8 Papers)
 - AAAE National Agricultural Education Research Conference (54 Posters)
 - Southern Agricultural Education Research Conference Posters (12 Posters)
 - North Central Agricultural Education Research Conference (6 Posters)

Elected Professional Organization Offices

Southern Region Association for Agricultural Education Program Improvement Chair, 2013-2015. My duties require that I oversee the poster submission process including the call for abstracts, review process, selection of posters to be presented, and awards at conference. I also chair the committee at our regional annual meeting where new program development ideas are generated and presented to the body as a whole.

Secretary/Treasurer. National Alpha Tau Alpha, (Oversee 54 Chapters Nationally) 2011- 2014.

Service & Outreach

National

- *Judge*—Agricultural Education Competition, National Post Secondary Agriculture Student Organization Conference, March 2013.
- *Elected, Teacher Educator Representative.* SteadyGROW Pro Advisory Council, 2011-Present.

State

- *Judge*—Record Book Competition, Kentucky FFA Convention 2011-Present
- *Judge*—Agricultural Communications Career Development Event, Kentucky FFA Convention, June 2013.
- *Judge*—Teach and Train Star Event, Kentucky FCCLA Convention, March 2013.
- *Judge*—Outstanding Youth Contest, Kentucky Farm Bureau, December 2012.

University /College

- *Program Representative*—Kentucky New Teacher Workshop (2011, 2012, 2013, 2014, 2015, 2016, 2017, 2019) – Met with potential graduate students interested in pursuing a Masters Degree in Career and Technical Leadership Education
- *Program Representative/Recruiter* – Ag Round-Up (2011, 2012, 2013, 2014, 2016, 2017, and 2019) – Met with school students who are considering a career in agricultural education; 18 attendees.
- Freshman Scholarship Committee, 2011
- Continuing Education Scholarship Committee, 2019
- CAFE Faculty Senator, March 2018-June 2020

Department of Community and Leadership Development, The University of Kentucky.

- Appointed, Departmental Graduate Committee, January 2014-Present.
- Appointed, Agricultural Education Program Chair, 2013-Present.
- Appointed, Representative. Department Resources and Support Committee, 2011-Present.
- Appointed, Representative, Rank 1 and MIC Program. Department Graduate Committee, 2011-Present.

Outreach

- *Superintendent*—KY FFA State Agriscience Fair. (2013-Present)
- *Assistant Superintendent*—KY State Fair Seed Identification Competition. Facilitated the competition at the KY State Fair (2011-2013).
- *Superintendent*—KY State Fair Seed Identification Competition. Facilitated the competition at the KY State Fair (2014-2019).
- *University Coordinator* – Kentucky Teacher Internship Program
 - Mentored 2 first-year secondary teachers at Locust Trace Agriscience Farm (2011-2012)
 - Mentored 2 first-year secondary teachers at Montgomery County High School (2012-2013)
 - Mentored 2 first-year secondary teachers at Owen County High School and Western Hills High School (2013-2014)

- Mentored first-year secondary teacher at Locust Trace Agriscience Center (2017-2018)
- *Program Representative/Recruiter* – Kentucky FFA Convention (June 2011-2019) & National FFA Convention (October 2011-2019) – Met with students who are interested in pursuing a degree in Ag Education or an agricultural related degree from the University of Kentucky.

AWARDS AND HONORS

The University of Kentucky

Honorary American FFA Degree 2018
Kentucky Association of Career and Technical Education Post-Secondary Teacher of the Year 2017
Finalist for the 2016 University of Kentucky Provost Teaching Award
College of Agriculture, Food and Environment Student Council Joe T. Davis Outstanding Advisor of the Year Award 2013-2014.
Kentucky Association of Agricultural Educators Thirty Minute Club, 2012, 2013, and 2014.
Center of Influence (COI) – Identified as a COI in my work and community by the US Army and ROTC Cadet Command, 2011

The Ohio State University

North American Colleges and Teachers of Agriculture Graduate Teaching Award, 2010
University Graduate Associate Teaching Award Nominee, 2009
Gamma Sigma Delta Honorary, 2009

Union Grove High School

Teacher of the Year, 2006
Finalist for Henry County, GA 2006 Teacher of the Year
Teacher of the Month, October, 2005; November, 2004

The University of Georgia

Col. Earl Cheek Agriculture Education Scholarship, 2000
College of Education Scholarship, 2000
Kappa Delta Epsilon Educational Honorary 1999
Alpha Tau Alpha Agriculture Honorary 1999
Phi Delta Kappa Educational Honorary Candidate 1999

Auburn University

1997 Young and Adult Farmers Association Agrispokesperson for Alabama
Agriculture Ambassador—Vice President 1996-1997
Agriculture Ambassador of the Year 1996-1997
Alpha Zeta Agricultural Honorary

EDUCATIONAL AND PROFESSIONAL AFFILIATIONS

Kentucky Association of Agricultural Educators, 2010-Present
University of Kentucky Alumni Association, 2011-Present
American Association of Agriculture Educators, 2007-Present
Association for Career and Technical Education Research, 2007-Present
National Association of Agriculture Educators, 1999-Present
North American Colleges and Teachers of Agriculture, 2007-Present

PROFESSIONAL DEVELOPMENT

College of Agriculture Distance Education Program (May 11, 2011). Learned ways to incorporate technology and distance education into my classes including iTunes U which I have utilized in CLD 495/775.

College of Agriculture Advising Conference (June 15, 2011). This invaluable workshop introduced me to UK Core and provided the basis for all advising of incoming freshman and transfer students during the summer of 2011.

Statewide Career and Technical Education Summer Program. (2011, 2012, 2013 and 2014). Gained a perspective of where the research points for the direction of career and college readiness and how I need to better prepare future CTE educators from Director of National Research Center for Career and Technical Education, Dr. James Stone. Also gained a national perspective of college and career readiness from Dr. Gary Moore, President of Association for Career and Technical Education in terms of where CTE has been and where CTE needs to go.

BlackBoard 101 (August 22, 2011). Learned to incorporate BlackBoard usage into my classroom for assignments, course information, and course content. This was suggested by my students as being important for their success at UK. I have incorporated it into all of my current classes.

FolioTek Electronic Portfolio Learning Systems. I have participated in a series of on-going distance seminars hosted by the FolioTek Learning Systems Company. I have utilized the electronic portfolio system in my AED/FCS 362 course and have implemented it in all of the undergraduate AED/FCS courses this academic year.

Kentucky Council on Postsecondary Education Common Core Standards Workshops (November 4, 2011). Learned of the direct implications SB 1 will have on pre-service teachers and teacher educators. This includes common core standards, assessment, and effective teaching strategies.

BRYAN J. HAINS

Associate Professor

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DIVISION OF EFFORT

2020: 35% Teaching, 40% Research, 17% Administration, 7% Service
2019: 52% Teaching, 33% Research, 10% Administration, 5% Service
2018: 52% Teaching, 33% Research, 10% Administration, 5% Service
2017: 50% Teaching, 40% Research, 10% Administration
2016: 50% Teaching, 40% Research, 10% Administration
2015: 75% Teaching, 25% Research
2014: 75% Teaching, 25% Research

EDUCATION

Doctor of Philosophy, 2007

Purdue University - West Lafayette, IN.

Dissertation Title: "The Dilemma of Student Downshifting: Educational Practices which Influence Downshifting in a High School Agricultural Science Classroom."

Field: Curriculum and Instruction

Master of Agriculture, 2001

Colorado State University - Fort Collins, CO.

Field: Integrated Resource Management

Bachelor of Science, 1999

Colorado State University - Fort Collins, CO.

Field: Agricultural Education

AWARDS AND HONORS

Master Teacher Award – College of Agriculture, Food and Environment, University of Kentucky, 2019

Community in Action Award - Community Action Council, Lexington, KY. 2019

Outstanding Journal Article:

Avery & Hains (2017). Oral traditions: a contextual framework for complex science concepts – laying the foundation for a paradigm in rural science education, *The Cultural Studies of Science Education Journal*.

Wethington Research Award, University of Kentucky - 2012, 2013, 2014, 2018

Provost Teaching Award, University of Kentucky, 2010 – 2011.

Excellence in Teaching Award, Purdue Graduate School, 2007.

GRANTS

FUNDED

Research

Kahl, D., Hains, K. D. & **Hains, B. J. [Co-PI]** (2017 - 2018) *Innovative Community Engagement & Development*. Community Development Society Institutional Enhancement Grant. **\$14,500**.

McGowan, O., Knobloch, N. A., Esters, L., Zeng, S., & Lewis, P. (2017 – 2020) *Building Future Faculty and Leaders Through Culturally Responsive Learner-Centered Teaching Partnerships*. United States Department of Agriculture 1890 Capacity Building Grants. Nationally competitive grant. **\$600,000**. ***Sub-contracted as an External Evaluator - \$21,000**.

Hains, B. J. [PI], Ricketts, K. G., Hustedde, R. & Rios, M., Stanard, V., Gruidl, J. (2017 – 2020) *Building Capacity and Diffusing Innovation in Community Development Education*. United States Department of Agriculture Higher Education Challenge Grant. Nationally competitive grant. **\$731,692**.

Brown, R., Ricketts, K., Beard, T., Gantz, X. & **Hains, B. J. [Co-PI]** (2015). *Building an Inclusive Community by Empowering Youth Through Sustainability Education*. University of Kentucky Sustainable Challenge Grant. **\$27,455**.

Young, R. (2015). *Northside Common Market*. Knight Cities Challenge Grant. Knight Foundation cities competitive grant **\$550,000**. ***Hains, B. J.**, Ricketts, K. G, & Hustedde, R. J. - **Sub-contracted for \$20,000 for community research**.

Patil, B. S., & Knobloch, N. A., & Swartz (2014 – 2017). *Food Security Educational Partnership: The Intersection of Sustainability, Hunger, Nutrition and Health*. United States Department of Agriculture NIFA Higher Education Challenge Grant. September 1, 2014 to August 31, 2017. Funded, **\$428,000**. ***Hains, B. J. subcontracted for \$2,000 for educational evaluation**.

Mazur, J., McKnight, R., Cole, H., Myers, M., Swan, K., Swan, G., Westneat, S., Ashford, A., **Hains, B. J. [Co-PI]**, & Vincent, S. V. (2011 - 2015) *Economics of Preventing Agricultural Injury to Adolescent & Adult Farmers*. The National Institute for Occupational Safety and Health. **Nationally competitive grant. \$1,350,000. Educational evaluator - \$43,128**.

Knobloch, N. A. [PI], **Hains, B. J. [Co-PI]**, Balschweid, M. A., Silvia, W., Rossano, M., Liceaga, A., Ballard, K., Orvis, K., Snyder, L., & Zanis, M. (2010 - 2014) *Enhancing Science Capacity in Introductory Animal, Plant, and Food Science Courses*. United States Department of Agriculture Higher Education Challenge Grant. **Nationally competitive grant. \$466,074**.

Knobloch, N. A. [PI], **Hains, B. J. [Co-PI]** & Cano, J. (2009 - 2011). *Addressing the Need for STEM Learning in the Agricultural and Life Sciences*. USDA CSREES Agricultural Experiment Station Multistate Research Grant. Multistate research writing team consisting of Purdue University, University of Kentucky and The Ohio State University which addressed STEM learning in the agricultural and life sciences. **Team writing grant. \$1,000**.

Davis, C. & **Hains, B. J. [Co-PI]** (2008 - 2010). *Eastside Technical Center Pre- Veterinary Science Program*. Secondary and Two-Year Postsecondary Agriculture Education Challenge (SPEC) Grants Program. Cooperative State Research, Education, and Extension Service (CSREES). **Nationally competitive grant. \$50,000**.

Total Research Grant Funding: \$4,218,721 (Directed - \$1,376,849 of the total)**Teaching & Programming**

Ricketts, K. G., **Hains, B. J.** & Hustedde, R. J. (2014). Teaching Innovation and Incentive Grant. University of Kentucky College of Agriculture, Food and Environment. **College instruction grant. \$10,000.**

Strode, D. & **Hains, B. J.** (2014). Teaching Innovation and Incentive Grant. University of Kentucky College of Agriculture, Food and Environment. **College instruction grant. \$10,000**

Hains, B. J., Gage, B., & Strode, D. (2011). *Educational Technology Grant*. University of Kentucky College of Agriculture. **College teaching grant. \$9,000.**

Hains, B. J. [PI] & Hustedde, R. J. (2008). *Entrepreneurial Challenge Grant*. Kentucky Department of Education, Office of Career and Technical Education. **State teaching grant. \$2,500.**

Teaching Grant Total: \$31,500**All Grants Total: \$4,250,221 (Directed - 1,408,349 of the total)****UNDER REVIEW**

Hains, B. J., Hains, K. D., Kahl, D., Wang, R., Nash, J. & Rous, B. (2019). Community Leadership and Engagement Through Innovation. W. Norris Duvall Endowment Department of Community and Leadership Development. **\$13,500**

Hains, K. D., **Hains, B. J.**, & Knobloch, N. A. (2019 - 2021). *Building Bridges Through an "Experiential learning Network for Growing social Action Groups for community Engagement (E.N.G.A.G.E.)"* United States Department of Agriculture Higher Education Challenge Grant. **Nationally competitive grant. \$300,000.**

Mandarano, L., **Hains, B. J.**, & Hains, K. D. (2019 - 2021). *Value of Community Engaged Teaching*. Spencer Foundation Grant. **Nationally competitive grant. \$300,000.**

Zeng, S., McGowan, O., Knobloch, N. A., Esters, L. & Lewis, P. (2019 – 2021) *Learner-Centered Education in Agriculture through Culturally Relevant eNgagement*. United States Department of Agriculture 1890 Capacity Building Grants. **Nationally competitive grant. \$600,000. *Sub-contracted as an External Evaluator - \$21,000.**

NOT FUNDED

Hains, K. D. (PI), **Hains, B. J.**, Kahl, D., Nash, J., & Rous, B. (2018). *Incubating Community Change: Exploring the Incubation Process within Nonprofit Networks*. CNCS Community Conversations Research grant. **Nationally Competitive Grant. \$100,000**

Rous, B., Nash, J., **Hains, B. J.**, Hains, K. D., & Kahl, D. (2018). *Learning on The Move*. Open IDEO The Early Childhood Innovation Prize. **Nationally Competitive Grant. \$100,000**

Hains, B. J. [P.I.], Ricketts, K. G (2017) *Sustainable Community Innovation within the Kentucky Commonwealth*. University of Kentucky Sustainable Challenge Grant. **\$26,620.**

Hains, B. J. [P.I.], Ricketts, K. G. (2015). *Virtual Education: Addressing Urban Food Insecurity Through eXtension*. *eXtension innovation grant. Nationally competitive grant. \$150,000.*

Hains, B. J. [P.I], Ricketts, K. G, Hoffman, K. & Hill, J. C. (2014). *Drumming Away Drugs: An Innovative Alternative Towards Drug Rehabilitation*. University of Kentucky Sustainable Challenge Grant. **\$23,890.**

Ricketts, K. G., **Hains, B. J. [Co-PI]** & Jackman, J. (2009). *National Leadership in Agriculture: Secondary and Two-Year Postsecondary Agriculture Education Challenge (SPEC) Grants Program*. Cooperative State Research, Education, and Extension Service (CSREES). **Nationally competitive research/teaching grant. \$50,000.**

MULTI-STATE & HATCH RESEARCH INITIATIVES

S1078: Cognitive influence on teaching, learning, and decision making around critical agricultural and natural resource issues

IND0117778: Enhancing the P-20 STEM pipeline through life science education and career development.

PEER REVIEWED PUBLICATIONS

JOURNAL ARTICLES

Hains, K. D., **Hains, B. J.**, *White, S., Stanard, V., & Rios, M. (Under Review). Skills, knowledge and values essential for effective community development practice: A Delphi study. Submitted to *Journal of Community Practice*.

*Hill, J.C., Nash, J. & **Hains, B. J.** (Under Review). Beyond pomp and circumstance: A case for town and gown relationships. *Journal of Cases in Educational Leadership*.

Hains, B. J., *Salazar, J., Hains, K. D., & *Hill, J. C. (Revise & Resubmit). If you don't know, now you know: Hip-hop, students and community. *Journal of Education*.

Hains, B. J. & Hains, K. D. (In Press). Community reaction towards social innovation: A discussion of Roger's Diffusion of Innovations Theory in consideration of community emotional response. *Journal of International Agriculture and Extension Education – Special Issue*.

*Hill, J. C., Hains, K. D., & **Hains, B. J.** (In Press). Innovative forms of rehabilitation: Enhancing communities of practice through the art of drumming. *Community Development*.

Rios, M., **Hains, B. J.**, Hains, K. D., and Abrams, C. (In Press). Civic-university synergy: Addressing fair housing through innovative community programming. *Journal of Community Engagement and Higher Education*.

*Johnson, T., Hains, K. D., **Hains, B. J.**, & Salazar, J. (In Press). Conceptualizing university education study abroad programs utilizing a mutualistic process. *Journal of Studies in International Education*.

*Hill, J. C., **Hains, B. J.** & Ricketts, K. G. (2017). Drumming: An innovative alternative for drug addicted individuals. *Journal of Drug and Alcohol Education*, 61(2), 7-24.

Hains, B. J., Hansen, G. & Hustedde, R. (2017). Agricultural & science education: A socio-analysis of their intersection and positions within the educational field. *Cultural Studies of Science Education – Special Issue*. doi: 10.1007/s11422-016-9753-5
-- SJR-SCImago Journal & Country Rank 0.515 (Ranked 20 out of 417 in Cultural Studies)

Avery, L. & Hains, B. J. (2017). Oral traditions: A contextual framework for complex science concepts. *Cultural Studies of Science Education – Special Issue*. doi:10.1007/s11422-016-9761-5
-- SJR-SCImago Journal & Country Rank 0.515 (Ranked 20 out of 417 in Cultural Studies)

Vincent, S. K. & Hains, B. J. (2015). Obtaining critical mass for the 21st century Agricultural Education student: Perspectives of a rural secondary minority educator. *Journal of Education & Social Policy*, 2(3), 37-47.

Balschweid, M. A, Knobloch, N. A. & Hains, B. J. (2014). Teaching introductory life science courses in colleges of agriculture: Faculty experiences. *Journal of Agricultural Education*, 55(4), 162-175. doi 10.5032/jae.2014.04162

Hains, B. J., *Tubbs, J. & Vincent, S. K. (2013). Embracing alter-identities: Socio-cultural development for graduate education. *Journal of Agricultural Education*, 54(3), 209-223. doi. 10.5032/jae.2013.03209

Hains, B. J., Hustedde, R. & Ricketts, K. G. (2013). 21st century crofting: Strengths and opportunities for community development. *Journal of Agriculture, Food Systems, and Community Development*, 3(3), 47-60. doi. 10.5304/jafscd.2013.033.002

*Dunn, J. R., Hains, B. J. & Epps, R. (2013). Collegiate fit: Students' perceptions of retention efforts in southern land grants' College of Agriculture. *North American Colleges and Teachers of Agriculture Journal*, 57(1), 2-9.

Hains, B. J., Ricketts, K. G., & *Tubbs, J. (Fall 2012). Student educational responsibility: A case study of emotional response to international education. *Journal of International Agricultural & Extension Education*, 19(3), 15p. doi: 10:5191/jiaee.2012.19302
-- SJR-SCImago Journal & Country Rank 0.168 (Ranked 406 out of 573 in Education)

Hains, B. J. & *Wilkinson, B. N. (2012). Student-centered course design: Empowering students to become self-directed learners. *Journal of Experiential Education*, 35(2), 358-375.

*Smith, B. N. & Hains, B. J. (2012). Examining administrator's disciplinary philosophies: A conceptual model. *Education Administration Quarterly*, (48)3, 548-576. doi. 10.1177/0013161X12441363
-- SSCI Impact Factor 1.213 (Ranked 43 out of 216 in Education & Educational Research)

*Jenkins III, C. C., Kitchel, T. & Hains, B. J. (2010). Defining agricultural education instructional quality. *Journal of Agricultural Education*, (51)3, 53-64. doi. 10.5032/jae.2010.03053

*Masters graduate student author

JOURNAL ABSTRACTS

Within the field of Animal Science, it is common to publish research abstracts.

Huerta, A., Hains, B. J. & Balschweid, M. A. (2005). Perceptions of high school students towards advanced life science: Animals, academic honors curricula. *Journal of Animal Science*, (83)1, 196.
-- Impact factor 1.037 (Ranked 22 out of 54 in Agriculture Dairy & Animal Science)

CONFERENCE PROCEEDINGS

Similar to journal reviews, full and complete manuscripts are submitted to all American Association of Agricultural Educators and Association of Leadership Educators conferences, and go through a double-blind, peer review process.

Editorship

Hains, K., **Hains, B.**, Lachapelle, P., and Rice, T. (Eds.). 2017. *Big Skies, Bold Partnerships: Moving Mountains Together: Proceedings of the 2017 CDS-NACDEP Conference*. June 11-14 2017, Big Sky, Montana, USA. <https://doi.org/10.15788/M26949>

Papers

Knobloch, N. A., **Hains, B.**, Keefe, L., Chang, S., Espinoza Morales, C., Welsh, M., Balschweid, M., Ballard, T., Liceaga, A., Orvis, K., Snyder, L., Zanis, M., Rossano, M., Silvia, W., Brady, C., Esters, L. T., Latour, M., & Graveel, J. (2014). Enhancing Introductory College Courses Using Educational Games in Animal, Plant and Food Sciences (Mejorando Cursos Universitario Introdutorios Usando Juegos Educativos en Zootecnia, Botanica, y Ciencias Alimentarias). *Published research paper at the Inaugural International Congress of Innovation in Higher Education for Teaching and Learning Agriculture and Natural Resources, Universidad Nacional Agraria LaMolina, Lima, Peru.*

Balschwied, M. A., Knobloch, N. A. & **Hains, B. J.** (2013). Faculty voices: Experiences teaching introductory life science courses in Colleges of Agriculture. *Proceedings of the American Association of Agricultural Educators National Conference*. Columbus, OH.

Full paper derived from the North Central Region American Association of Agricultural Educators Conference research abstract.

*Tubbs, J., **Hains, B. J.** & Vincent, S. K. (2012). Teacher preparation for the culturally different: The next chapter. *Proceedings of the American Association of Agricultural Educators National Conference*. Asheville, NC.

Vincent, S. K. & **Hains, B. J.** (2012). Obtaining critical mass for the 21st century student: Implications for Agricultural Education. *Proceedings of the American Association of Agricultural Educators National Conference*. Asheville, NC.

Hains, B. J. (2008). Downshifting: A bioevolutionary process in agricultural education. *Proceedings of the American Association of Agricultural Educators National Conference*. Reno, NV.

Hains, B. J. & Balschweid, M. A. (2007). Perceived threat within the secondary agricultural classroom and its effect on higher cognition. *Proceeding of the National North American Colleges and Teachers of Agriculture Conference*. Urbana–Champaign, IL.

Hains, B. J. & Peters, J. (2005). Middle eastern students' attitudes towards their involvement in an intensive leadership development program. *Proceedings of the Association of Leadership Educators Conference*. Wilmington, NC.

Huerta, A. & **Hains B. J.** (2005). Evaluating the effectiveness of e-moments: Teacher training strategies. *Proceedings of the 24th Annual Midwest Research-to-Practice Conference in Adult Continuing & Community Education*. University of Wisconsin, Milwaukee, WI.

Abstracts

International

Hains, B. J., Hains, K. D., Martin, H., Gormally, S., Patterson, C. & *White, S. (2018). Global Perspectives of Community Education: An Engaged Discussion. *Proceedings of the International Association for Community Development Conference*. Maynooth, Ireland.

Hains, K. D, **Hains, B. J.**, & *Salazar, J. (2018). The CIL Program – Developing a 21st Century Cohort For Innovation. *Proceeding of the International Association for Community Development Conference*. Maynooth, Ireland.

Hains, B. J., Hains, K. D., Rios, M & *Salazar, J. (2018). Examining the Foundation of Community Development Education in the United States. *Proceedings of the International Association for*

Community Development Conference. Maynooth, Ireland.

Hains, B. J., Hains, K. D., Rouse, B., Nash, J. & Kahl, D. (2018). Developing Community Through Innovation, Leadership & Human Centered Design. *Proceedings of the International Association for Community Development Conference*. Maynooth, Ireland.

Hains, B. J. & LaChapelle, P. (2018). Community Development? Leadership Perspectives from Community Development Professional Organizations. *Proceedings of the International Association for Community Development Conference*. Maynooth, Ireland.

Hains, B. J., Knobloch, N. A., & Hains, D. R. (2014). Emotional Regulation and Community Development: Applications for Developers and their Communities. *Proceedings of the International Association for Community Development Conference*. Glasgow, Scotland.

Hains, B. J., Ricketts K. G. & Hustedde, R. (2014). Improv as Community Development. *Proceedings of the International Association for Community Development Conference*. Glasgow, Scotland.

Hains, B. J. (2011). Student emotional response toward and international education experience. *Proceedings of the International Mind, Brain, Education Society Biennial Conference*. San Diego, CA.

Hains, B. J. & *Wilkinson, B. N. (2009). Emotional connections: A student-centered approach to experiential education. *Proceedings of the International Mind, Brain, Education Society Biennial Conference*. Philadelphia, PA.

Ricketts, K. G., **Hains, B. J.** & Hustedde, R. J. (2009). Community leaders of tomorrow? Providing a unique frame for international student leadership development. *Proceedings of the International Leadership Association Conference*. Prague, Czech Republic.

National

Reinhart, A, Hains, K. D. & **Hains, B. J.** (Under Review). Pilot Online Professional Development Program to Enhance Well-Being for Veterinary Graduates Transitioning to Practice. *American Veterinary Medicine Association*. San Diego, CA.

Rios, M., **Hains, B. J.** & Hains, K. D. (2017). Designing the Spaces of Community Development Governance: A Case Study of the California Department of Housing and Community. *Proceedings of the Community Development Society Annual Conference*, Big Sky, MT.

Hill, J. C., Hains, K. D. & **Hains, B. J.** (2017) Bonding with Beats: Helping Individuals Connect in Order to Foster Positive Community Change. *Proceedings of the Community Development Society Annual Conference*, Big Sky, MT.

Hains, K. D. & **Hains, B. J.** (2017) Shifting the Land-Grant Paradigm: Community Innovation Lab as 21st Century Social Science Experiment Station. *Proceedings of the Community Development Society Annual Conference*, Big Sky, MT.

Ricketts, K. G., **Hains, B. J.** & Hustedde, R. J. (2016). Community Innovation Lab as a 21st Century Social Science Experiment Station. *Proceedings of the North American Colleges and Teachers of Agriculture Annual Conference*, Honolulu, HI.

*Shelton, B. M., **Hains, B. J.**, & Ricketts, K. G. (2015). Contemporary Cultural Dynamics: An International Community Comparison. *Proceedings of the Community Development Society Annual Conference*. Lexington, KY.

Rossano, M. G., **Hains, B. J.**, Silvia, B., Knobloch, N. A. & Balschwied, M. A. (2014). Microvets: Using an Interactive, Online Videogame to Teach Equine Digestion. *Proceedings of the National Association of Equine Affiliated Academics Annual Conference*, Louisville, KY.

Hains, B. J., Rossano, M., Silvia, B., Knobloch, N. A. & Balschwied, M. A. (2014). Tackling Difficult Science Concepts Using 21st Century Pedagogy. *Proceedings of the National Association of Colleges and Teachers of Agriculture Annual Conference*, Bozeman, MT.

Orvis, K. S., Knobloch, N. A., Espinoza-Morales, C., Keefe, L., **Hains, B. J.** & Shen-Kuen, C. (2014). A Pilot Study of College Students' Experiences with an Educational Game to Learn Difficult Plant Science Concepts. *Proceedings of the American Society for Horticultural Scientists*, Orlando, FL.

*Robin, S. F., *Pratt, B. & **Hains, B. J.** (2012). Good for the goose, good for the gander: An exploration of difficult science concepts in secondary Agricultural Education. *Proceedings of the American Association of Agricultural Educators Conference*. Asheville, NC.

*Tubbs, J., *Robin, S. F. & **Hains, B. J.** (2012). International acculturation: The good, the bad, and the ugly. *Proceedings of the American Association of Agricultural Educators Conference*. Asheville, NC.

*Tubbs, J. A., **Hains, B. J.** & Vincent, S. K. (2011). A qualitative approach to social understanding in Agricultural Education. *Proceedings of the American Association of Agricultural Educators Conference*. Coer D'alene, ID.

Huerta, A., **Hains, B. J.** & Balschweid, M. A. (2005). Perceptions of high school students towards advanced life science: Animals, academic honors curricula. *Proceedings of the Federation of Animal Science Societies Conference*. Cincinnati, OH.

Regional

*Hollan, M. L. & **Hains, B. J.** (2014). Implementing place-based education in a learning in society course. *Proceedings of the Southern Rural Sociological Society Annual Conference*. Dallas, TX.

*McClintic, T., *Shobe, A., *Flores, E., *Dutton, S., *Davis, D., *Puckett, A., *Franklin, R., *Hamilton, V., & **Hains, B. J.** (2014). Social implications of food deserts: An immersive graduate student experience. *Proceedings of the Southern Rural Sociological Society Annual Conference*. Dallas, TX.

Avery, L. M., Backus, C., & **Hains, B. J.** (2014). Oral traditions: A contextual framework for complex science concepts. *Proceedings of the Southern Rural Sociological Society Annual Conference*. Dallas, TX.

Balschweid, M. A., **Hains, B. J.** & Knobloch, N. A. (2012). Teaching difficult science concepts to introductory college freshmen: Faculty voices. *Proceedings of the North Central Region American Association of Agricultural Educators Conference*. Champaign, IL.

*Masters graduate student author

OTHER PUBLICATIONS

International

Hains, B. J. & Lachepelle, P. (2018). Perspectives on community development organizational trends and trajectories. *Practice and Insights*. A quarterly publication from the International Association for Community Development. Issue 10 pp. 39-41

Hains, B. J., **Lawrence, A. C. & *Riley, B. J. (2010). *21st century crofting: A model for community*

development? A case study on the Isle of Jura. Highlands and Islands Enterprise. Inverness, Scotland

National

- Hains, B. J.** (2018). CDS – You are Appreciated. *The Vanguard*, Published monthly by the Community Development Society. (Presidential Update – February)
- Hains, B. J.** (2018). Building Membership Capacity and Agency Within CDS – Leadership Flexibility Within an Evolving Field. *The Vanguard*, Published monthly by the Community Development Society. (Presidential Update – January)
- Hains, B. J.** (2017). Introducing CDS’ New Managing Director. *The Vanguard*, Published monthly by the Community Development Society. (Presidential Update - November)
- Hains, B. J.** (2017). Community Development Society - Leadership Transitions. *The Vanguard*, Published monthly by the Community Development Society. (Presidential Update - October)
- Hains, B. J.** (2017). CDS Members Can and Should Engage All Year Long. *The Vanguard*, Published monthly by the Community Development Society. (Presidential Update - September)
- Hains, B. J.** (2017). What’s in a Definition – Defining a Profession. *The Vanguard*, Published monthly by the Community Development Society. (Presidential Update – August)
- Hains, B. J.** (2017). CDS Leadership Team: Great Energy & Great Ideas! *The Vanguard*, Published monthly by the Community Development Society. (Presidential Update – July)
- Hains, B. J.** (2008). Career and technical education: Opportunities for downshifting? *The.MBE.Pons*, 3(1), 6-7. [*The.MBE.Pons* is published twice yearly by the International Mind, Brain, and Education Society.]
- Hains, B. J.** & Talbert, B. A. (2006). Careers in agriculture: Are there any? *The Agricultural Education Magazine*, 78(5), 16-17.
- Hains, B. J.**, Hains, D. R. & Balschweid, M. A. (2005) *Certified cultured beef: Raising beef without the cow*. National Center for Case Study Teaching in Science.
http://www.sciencecases.org/cultured_beef/cultured_beef.asp

*Masters graduate student author

** Undergraduate student author

PRESENTATIONS

RESEARCH PRESENTATIONS

International

Hains, K. D., **Hains, B. J.**, & *White, S. (2019). Skills, Knowledge and Values Necessary for Community Development Practice towards Cultivating Quality-of-Life: A Delphi Study. Accepted for presentation at the *International Society for Quality-of-Life Studies (ISQoLS) Annual Conference*. Grenada, Spain.

Hains, B. J., Hains, K. D., & *Salazar, J. (2019). Utilizing Hip Hop Pedagogy as a Context to Enhance Student Community Quality of Life. Accepted for presentation at the *International Society for Quality-of-Life Studies (ISQoLS) Annual Conference*. Grenada, Spain.

Hains, K. D., **Hains, B. J.**, & *Salazar, J. (2018). The CIL Fellows Program - Developing a 21st Century Cohort for Innovation. *International Agriculture & Extension Education Annual Conference*, Merida, MX.

Hains, B. J., Hains, K. D., & Salazar, J.* (2018). Building Capacity in Extension Professionals through Community Development Education. *Association of International Agriculture & Extension Education Annual Conference*, Merida, MX.

Ricketts, K. G. & **Hains, B. J.** (2017). Twenty-first Century Perspective on the Agriculture Experiment Station: The Community Innovation Lab (CIL). *Association of International Agriculture & Extension Education Annual Conference*, Minneapolis, MN.

Ricketts, K. G., *McClintic, T. & **Hains, B. J.** (2016). Partnering with Communities Utilizing a Mutualistic Process: Developing Positive International Education Opportunities for Students in Higher Education. *Association of International Agriculture & Extension Education Annual Conference*, Portland, OR.

Hains, B. J., Knobloch, N. A., & Hains, D. R. (2014). Emotional Regulation and Community Development: Applications for Developers and their Communities." *International Association for Community Development Conference*. Glasgow, Scotland.

Hains, B. J., Hains, D. R. & Hustedde, R. (2014). Improv as Community Development. *International Association for Community Development Conference*. Glasgow, Scotland.

Hustedde, R. & **Hains, B. J.** (2011). Addressing Fragmentation in Community Development Graduate Education. *International Association for Community Development Conference*. Lisbon, Portugal.

National

Hains, K. D., **Hains, B. J.** & Rios, M. (2019). Building Capacity Through Multi-Institutional Collaboration and Community Engagement. Engagement Scholarship Consortium Conference. Denver, CO.

Hains, K. D. & **Hains, B. J.**, Kahl, D., Rous, B. & Nash, J. (2019). Community Innovation Lab: A Unique Model for Community Engagement. Engagement Scholarship Consortium Conference. Denver, CO.

Hill, J. C. & **Hains, B. J.** (2019). Beyond Pomp and Circumstance: A University and Community Engagement Strategy. Engagement Scholarship Consortium Conference. Denver, CO.

Stanard, V., **Hains, B. J.**, Hains, K. D., Rios, M., Gruidl, J. & Hustedde, R. (2019). Towards an Innovative Approach to Community Development Education: The Results of a National Symposium. Community Development Society Annual Conference. Columbia, MO.

Hill, J. C., Hains, K. D. & **Hains, B. J.** (2018). Enhancing Community Capacity Building Through the Examination of a Lifestyle sport. *Community Development Society Annual Conference*. Detroit, MI.

*Yunker, J. & **Hains, B. J.** (2016). Alternative Tourism as a Method for Community Development: Explorations of the Non-Traditional and Overlooked. *Community Development Society Annual Conference*. Minneapolis, MN.

*Hill, J. C., **Hains, B. J.** & Ricketts, K. G. (2016). Addressing Community Health Needs Through the Art of Drumming: Drumming Away Drugs. *Community Development Society Annual Conference*. Minneapolis, MN.

Hains, B. J., Ricketts, K. G. & Carama, D. (2016). Hip Hop and You Don't Stop: Art as a Form of Community Development. *Community Development Society Annual Conference*. Minneapolis, MN.

Hains, B. J. Ricketts, K. G. & Beck, D. (2015). International Synergy: An International Exchange Focusing on Complex Community Dynamics. *Community Development Society Annual Conference*. Lexington, KY.

Hains, B. J., Ricketts, K. G., Fortunato, M. & Rios, M. (2014). A Renaissance in Community Education: Re-examining Philosophical, Educational and Professional Practices. *Community Development Society Annual Conference*. Dubuque, IA.

Hains, B. J., Rossano, M., Silvia, B., Knobloch, N. A. & Balschwied, M. A. (2014). Tackling Difficult Science Concepts Using 21st Century Pedagogy. *National Association of Colleges and Teachers of Agriculture Annual Conference*. Bozeman, MT.

Hains, B. J., Ricketts, K. G. & Avery, L. (2013). Alter-Identities: Developing Community Leaders Through Cultural Immersion. *Community Development Society Annual Conference*. Charleston, SC.

Hains, B. J. & Hustedde, R. (2013). Emotional Connections: Essentials for Community Development Practice. *Community Development Society Annual Conference*. Charleston, SC.

Balschwied, M. A., Knobloch, N. A. & **Hains, B. J.** (2013). Faculty Voices: Experiences Teaching Introductory Life Science Courses in Colleges of Agriculture. *American Association of Agricultural Educators National Conference*. Columbus, OH.

Hustedde, R., **Hains, B. J.** & *Burton, J. (2012). Community Development Education: A Tower of Babel? *Community Development Society Annual Conference*. Cincinnati, OH.

*Tubbs, J., **Hains, B. J.**, Ricketts, K. G. & *Robin, S. F. (2012). Student Educational Responsibility: An Emotional Case Study in Leadership Education. *American Association of Leadership Educators National Conference*. Key West, FL.

*Tubbs, J., **Hains, B. J.** & Vincent, S. K. (2012). Teacher Preparation for the Culturally Different: The Next Chapter. *American Association of Agricultural Educators National Conference*. Asheville, NC.

Vincent, S. K. & **Hains, B. J.** (2012). Obtaining Critical Mass for the 21st Century Student: Implications for Agricultural Education. *American Association of Agricultural Educators National Conference*. Asheville, NC.

Knobloch, N., **Hains, B. J.**, *Keefe, L. & *Robin, S. (2012). Difficult Life Science Concepts in Introductory College Courses. *National Science Teachers' Association Conference*. Indianapolis, IN.

Knobloch, N., *Keefe, L., **Hains, B.**, *Craddock, S., Esters, L. & *Anderson, M. (2011). Opportunities and Challenges of Career and Technical Education in Preparing the Future Science,

Technology, Engineering and Mathematics (STEM) Workforce. *Career and Technical Education Research & Professional Development Conference*. St. Louis, MO.

Ricketts, K. G. & **Hains, B. J.** (2011). International Leadership Skill Development: Effective Student-centered Instruction within an International Context. *Association of Leadership Educators Conference*. Denver, CO.

*Wilkinson, B. N. & **Hains, B. J.** (2010). The Philosophy and Facilitation of Disciplinary Measures in Secondary Schools: Perspectives from Administrators. *Annual American Educational Research Association Conference*. Denver, CO.

Hains, B. J. (2008). Downshifting: A Bioevolutionary Process in Agricultural Education. *American Association of Agricultural Educators National Conference*. Reno, N.V.

State

*Shelton, B, **Hains, B. J.** & Ricketts, K. G. (2014). Exploring Community Engagement. *Kentucky Engagement Conference*. Morehead, KY.

*McClintic, T., Ricketts, K. G., **Hains, B. J.** & Hustedde, R. (2014). Dismantling The Ivory Tower Through Community Engagement. *Kentucky Engagement Conference*. Morehead, KY.

Hains, B. J. (2007). Downshifting: A Biological Phenomenon in Career and Technical Education. *Kentucky Career and Technical Education Conference*. Lexington, KY.

***Masters graduate student presenter**

RESEARCH POSTER PRESENTATIONS

All poster abstracts were double blind, peer reviewed.

International

Ricketts, K. G., **Hains, B. J.**, & Hustedde, R. J. (2014). "Partnering Across Borders: International Collaboration in Student-centered Course Design." *Association for International Agricultural & Extension Education (AIAEE)*. Miami, FL.

Hains, B. J. (2011). "Student Emotional Response Toward and International Education Experience." *International Mind, Brain, Education Society Biennial Conference*. San Diego, CA.

Ricketts, K. G., **Hains, B. J.** & Hustedde, R. J. (2009). "Community leaders of tomorrow? Providing a unique frame for international student leadership development." *International Leadership Association Conference*. Prague, Czech Republic.

Hains, B. J. & *Wilkinson, B. N. (2009). "Emotional Connections: A Student Centered Approach to Experiential Education." *International Mind, Brain, Education Society Biennial Conference*. Philadelphia, PA.

National

Talmage, C., Hains, K. D., & **Hains, B. J.** (2018). Incubating Community Change: Exploring the Nurturing Process in Nonprofit Networks. Presented at the 47th annual conference of Association for Research on Nonprofit Organizations and Voluntary Action (ARNOVA). Austin, Texas.

Talmage, C., **Hains, B. J.**, & Hains, K. D. (2018). Bullying Behavior: Toxic Players and Culture in Professional Associations. Presented at the 47th annual conference of Association for Research on Nonprofit Organizations and Voluntary Action (ARNOVA). Austin, Texas.

Ricketts, K. G., **Hains, B. J.** & ****Faulkner, G.** (2016). Gridiron Challenge: Utilizing Sport as an Educational Platform to Reduce Cultural Gaps in Colleges of Agriculture. *North American Colleges and Teachers of Agriculture Annual Conference*. Honolulu, HI.

(Undergraduate Student Authorship)**

*Yunker, J., **Hains, B. J.** & Ricketts, K. G. (2016). Urban Agritourism as an Educational Venue Addressing Local Food Movements. *North American Colleges and Teachers of Agriculture Annual Conference*. Honolulu, HI.

Ricketts, K. R., **Hains, B. J.**, Silvia, W., Rossano, M, Knobloch, N. A. & Balschweid, M. (2014). “An Exploration of the Effect of Instructional Training on Undergraduate Teaching Assistants in an Introductory Animal Science Course.” *National Association of Colleges and Teachers of Agriculture Annual Conference*. Bozeman, MT.

Ricketts, K. G., **Hains, B. J.**, ****Barnes,** & ****Cantrell, C.** (2014). “Utilizing Universal Design as the Instructional Context for Student-Faculty Collaboration.” *National Association of Colleges and Teachers of Agriculture Annual Conference*. Bozeman, MT.

*Robin, S. F., *Pratt, B. & **Hains, B. J.** (2012). “Good for the Goose, Good for the Gander: An Exploration of Difficult Science Concepts in Secondary Agricultural Education.” *American Association of Agricultural Educators Conference*. Asheville, NC.

Revised from the Southern Region American Association of Agricultural Education Conference.

*Tubbs, J., *Robin, S. F. & **Hains, B. J.** (2012). “International Acculturation: The Good, the Bad, and the Ugly.” *American Association of Agricultural Educators Conference*. Asheville, NC.

Revised from the Southern Region American Association of Agricultural Education Conference.

*Tubbs, J. A., **Hains, B. J.** & Vincent, S. K. (2011). “A Qualitative Approach to Social Understanding in Agricultural Education.” *American Association of Agricultural Educators Conference*. Coer D’Alene, ID.

Revised from the Southern Region American Association of Agricultural Education Conference.

Regional

Ricketts, K. G. & **Hains, B. J.** (2014). “Utilizing a professional practicum to engage rural community partners.” *Southern Region American Association of Agricultural Educators Conference*. Dallas, TX.

*Tubbs, J., *Robin, S. F. & **Hains, B. J.** (2012). “International Acculturation: The Good, the Bad, and the Ugly.” *Southern Region American Association of Agricultural Educators Conference*. Birmingham, AL.

*Robin, S. F., *Pratt, B. & **Hains, B. J.** (2012). “Good for the Goose, Good for the Gander: An Exploration of Difficult Science Concepts in Secondary Agricultural Education.” *American Association of Agricultural Educators Conference*. Asheville, NC.

*Tubbs, J., *Robin, S. F. & **Hains, B. J.** (2012). “International Acculturation: The Good, the Bad, and the Ugly.” *American Association of Agricultural Educators Conference*. Asheville, NC.

*Tubbs, J., Vincent, S. K., & **Hains, B. J.** (2011). “A qualitative approach to multicultural intelligences in Agricultural Education.” *Southern Region American Association of Agricultural*

Educators Conference. Corpus Christie, TX.

***Masters graduate student presenter**

**** Undergraduate student presenter**

INNOVATIVE POSTER PRESENTATIONS

Innovative poster abstracts represent novel or unique educational practices and are peer reviewed.

National

*Keefe, L., Knobloch, N., **Hains, B.**, *Robin, S. F., Balschweid, M. A., Ballard, T., Liceaga, A., Orvis, K., Snyder, L., Zanis, M., Rosanno, M., Silvia, W., Brady, C., Esters, L., Latour, M. & Graveel, J. (2012). "Building K-14 and University Partnerships to Enhance Science Capacity in Introductory Animal, Plant, and Food Sciences Courses." *Annual North American Colleges & Teachers of Agriculture Conference*. River Falls, Wisconsin

*Anderson, M. & **Hains, B. J.** (2010). "Innovations in Agri-life Sciences: A High School Research Journal." *Annual American Association of Agricultural Educators Conference*. Omaha, NE.

Regional

Epps, R. & **Hains, B. J.** (2013). "Science, Technology, Engineering, Agriculture, and Math (STEAM) Vehicle Build-off." *Southern Region American Association of Agricultural Educators Conference*. Orlando, FL.

*Tubbs, J. & **Hains, B. J.** (2012). "Cultural Immersion: Classroom and Field Applications for Agriculture Professionals." *Southern Rural Sociological Association Annual Meeting*. Birmingham, AL.

*Tubbs, J., *Robin, S. F. & **Hains, B. J.** (2012). "Rural Education: Acclimating Pre-service Agriculture Teachers to Diverse Student Populations." *Southern Rural Sociological Association Annual Meeting*. Birmingham, AL.

*Tubbs, J., **Hains, B. J.**, & Vincent, S. K. (2011). "Simulation: Innovations toward bridging social cultures through Agricultural Education." *Southern Region American Association of Agricultural Educators Conference*. Corpus Christie, TX.

Hains, B. J. & *Wilkinson, B. N. (2008). "Cultural Experiences of the West: A Student Centered Course Design." *Southern Region American Association of Agricultural Educators Conference*. Atlanta, GA.

***Masters graduate student presenter**

KEYNOTE ADDRESSES:

Hains, B. J. (2017). "Systemic Community Issues: An Internal (Emic) and External (Etic) Reflection" It Takes a Village Conference. Lexington, KY. *Presented to 300 community professionals.*

Hains, B. J., Hains, K. D. (2017). "Community Innovation Lab @ The University of Kentucky – A Model for a 21st Century Social Science Research Station?" *American Association of Agricultural Educators Conference*. San Louis Obispo, CA. *Presented to 110 members.*

Hains, B.J. (2016). “Cultural Bias and Professional Implication Within the Medical Field.” Student National Medical Association Southern Region Conference. *Presented to 80 medical students.*

Hains, B. J. (2013). “Cultural Exploration and Competence: An Evolutionary Process.” Explorations of Diversity and Academic Excellence Conference, SUNY Oneonta: Oneonta, NY. *Presented to 130 university participants.*

INVITED PRESENTATIONS

National

Knobloch, N. A., **Hains, B. J.**, McGowan, O, Lewis, P., Newell, W. (2019). The Journey of Being a Learner-Centered Teacher: From Innovation to Impact. National Learner Centered Teaching Conference. USDA NIFA 1890 Capacity Building Grant. *Presented to 50 faculty from several institutions.*

Knobloch, N. A. & **Hains, B. J.**, (2019). Next Steps for Learner-Centered Teaching. USDA NIFA 1890 Capacity Building Grant. *Presented to 50 faculty from several institutions.*

Hains, B.J., Lewis, P. D, & Harris, E. P. (2018). “Navigating the Bumpy Road to Student Centered Instruction.” National Learner Centered Teaching Conference. USDA NIFA 1890 Capacity Building Grant. *Presented to 50 faculty from several institutions.*

Hains, B. J. & Knobloch, N. A (2014). “Navigating Difficult Science Concepts Through Learner Centered Instruction.” National instructional development workshop funded by a USDA NIFA Higher Education Challenge Grant. *Presented to 20 participants consisting of university scientists and high school agriscience and life science instructors.*

Ball, A. & **Hains, B. J.** (2009). “Evaluating Qualitative Research in Agricultural Education.” American Association of Agricultural Education National Conference. Louisville, KY. *Presented to 50 teacher educators.*

Hains, B. J. & *Anderson, M. (2009). “Showcase Showdown! Taking Agriscience Projects to the Next Level.” National Association of Agricultural Educators Annual Conference. Nashville, TN. *Presented to 40 agricultural teachers*

Regional

Hains, B. J. (2018). “Student & Community Engagement: A Novel Idea in Education?”. Pre-K -12 Engagement workshop, Purdue University: West Lafayette, IN. *Presented to 20 College of Agriculture faculty.*

Knobloch, N. A. & **Hains, B. J.** (2018). “Faculty Development and Collaborative Partnership for Learner-Centered Teaching. Regional instructional development workshop funded by a USDA NIFA 1890 Capacity Building Grant. *Presented to 60 K-12 instructors.*

Avery, L. M., **Hains, B. J.** & Theodori, G. (2014). Preserving and re-imagining the power of place and local knowledge for enhancing resilience of rural people and communities. Southern Region American Association of Agricultural Educators Conference: Dallas, TX. *Presented to 40 professionals.*

Hains, B. J. & Ernest, B. (2010). “Innovations in Agrilife Sciences Innovative Assessment in a Standards-Based Classroom.” Indiana Association of Career and Technical Education Annual Conference. Indianapolis, IN. *Presented to 50 Indiana career and technical education teachers.*

Hains, B. J., *Anderson, M., *Schell, A., *Smith, D. & *Wilkinson, B. N. (2009). “Operation Motivation: Tactics of Student Engagement.” Southeastern Conference for Agricultural Ambassadors, University of Kentucky, Lexington, KY. *Presented to 110 student ambassadors.*

Cano, J. & **Hains, B. J. (2008).** “The Diverse World: Engaging Diverse Members.” Ohio State FFA Officer. Columbus, OH. *Presented to 7 state officer candidates.*

State

Hains, B. J. (2016, 2017). Community Engagement: Professional Applications. Americorps VISTA Training. *Presented to 40 VISTA members.*

Hains, B. J. & Hill, J. C. (2016). Implicit Bias: Implications Within Professional Settings. Lexington Day Treatment Center. *Presented to 50 educational professionals.*

Hains, B. J. & Avery, L. (2012). “Through the eyes of students: Teaching agricultural concepts using photo documentation.” Kentucky Association for Agricultural Education State Teachers Conference. Louisville, KY. *Presented to 60 agriculture teachers.*

Hains, B. J. & *Robin, S. F. (2011). “Ditch the Chalk Talk: Revising the Lessons that Bore You.” Kentucky Association for Agricultural Education State Teachers Conference. Louisville, KY. *Presented to 50 agriculture teachers.*

Hains, B. J. & Black, D. (2010). “Operation Inquiry: Inquiry Based Learning and Implementation for Kentucky Agricultural Education.” Kentucky Association for Agricultural Education State Teachers Conference. Louisville, KY. *Presented to 65 agriculture teachers.*

Hains, B. J. (2008). “Eliminating Neuromyths in Career and Technical Education.” Kentucky Association of Teachers of Family and Consumer Sciences. Lexington, KY. *Presented to 35 family and consumer science teachers.*

Hains, B. J. (2006). “Where is Indiana Agricultural Education Today?” Indiana FFA State Officer Nomination Committee. West Lafayette, IN. *Presented to 10 committee members.*

Hains, B. J. (2001). “Integrated Resource Management: A New Philosophy in Agricultural Education.” Colorado Vocational Agriculture Teachers Conference. Fort Collins, CO. *Presented to 75 agriculture teachers.*

Hains, B. J. (2011). “Pioneers of the Future: A Journey in Diversity.” American Private Enterprise System Conference, Lexington, KY. *Presented to 60 high school entrepreneurs.*

Hains, B. J. (2008). “Diversity in Agriculture: Diversify Yourself.” Institute for Future Agricultural Leaders. Lexington, KY. *Presented to 100 high school students.*

University

Hains, B. J. & Hains, K. D. (2017). “Service Learning vs: Community Service: University Perspectives.” University of Kentucky Service-Learning and Civic Engagement Council. *Presented to 65 faculty and community representatives.*

Hains, B. J. (2008). “The Art of Student Engagement: Blending Student Emotion with Academic Concepts.” Fall College of Agriculture Teaching Workshop. College of Agriculture, University of Kentucky. *Presented to 60 college faculty.*

Hains, B. J. (2007). “Uniting the Mission of 4-H and FFA.” University of Kentucky LEAD Program. College of Agriculture, University of Kentucky. *Presented to 130 participants.*

OTHER PRESENTATIONS

Guest Lecture:

Hains, B. J. (2017). "Community Norms in Agricultural Education." Research Foundation Course, Purdue University. *Presented to 30 Ph.D. candidates.*

Hains, B. J., Hustedde, R. & Ricketts, K. G. (2013). "Culture and Conflict: An Exploration of Individual Values." Division of Education, SUNY Oneonta: Oneonta, NY. *Presented to 170 students.*

Hains, B. J. (2011). "The First Lecture." Presented to all incoming freshmen. College of Agriculture, University of Kentucky. *Presented to 300 college freshmen.*

Hains, B. J. (2010). "Pioneers of the Future: A Journey in Diversity." Human and Environmental Sciences 100. College of Agriculture, University of Kentucky. *Presented to 60 students.*

Hains, B. J. (2009, 2010). "Diversity Pioneers: Chosen Ignorance or Cultural Exploration." University of Kentucky 101. College of Agriculture, University of Kentucky. *Presented to 80 students.*

*Masters graduate student presenter

INSTRUCTION

GRADUATE COURSES

Newly Developed

Experiential Education Process and Practice – CLD 675 (2013)

Students in this course develop a deeper knowledge and understanding of the founding principles and philosophies of Experiential Education within classroom based and community based educational environments.

Navigating Graduate School in Career & Technical Leadership Education – CLD 780 (2012)

This co-instructed course assists students in navigating the graduate process. More specifically, faculty will help students develop a student cohort, create a plan of study, network with faculty and identify potential topics of inquiry.

Community Development in Scotland: A Learning Journey – CLD 495/775 (2010)

This team-taught hybrid (graduate/undergraduate) focuses on evaluating and implementing leadership and community development skills through theory, active learning and application. The context for this course is historic and contemporary Scotland. This course is designed to weave together theoretical and experiential threads using insights gained from readings, case studies, class assignments and experiential activities.

Schools, Community & Society - AED/FCS 779 (2008)

This course was developed to bridge the academic areas within the Department of Community and Leadership Development. Students examine contemporary issues associated with the interrelationships between formal schooling, communities and broader society using active learning and action research techniques. One example includes a fictitious protest for corporal punishment that the students designed and implemented behind the student center. This included role-playing of various student punishments. Their purpose was to poll student views regarding corporal punishment.

Revised**Advanced Teaching Methods in Career and Technical Education - AED/FCS 670 (2013)**

This course focuses on the principles of method applied to teaching in the field of career and technical education, more specifically, the art and science of learner-centered instruction. Students identify and analyze similarities/discrepancies associated with psychological learning theories, identity theories and brain development.

GRADUATE COURSE PERFORMANCE EVALUATIONS

Course & Date	Instructor Score	College Mean Score	University Mean Score
Individual & Group Dynamics (F) 2017	3.3	3.9	3.9
Advanced Methods of Teaching (S) 2014	4.0	3.4	3.3
Experiential Education: Process & Practice (F) 2013	3.7	3.4	3.3
Advanced Teaching Methods in CTE (S) 2013	3.9	3.5	3.5
Advanced Teaching Methods in CTE (S) 2012	3.0	3.4	3.4
Advanced Teaching Methods in CTE (S) 2011	3.8	3.5	3.4
Advanced Teaching Methods in CTE (S) 2010	4.0	3.4	3.4
Advanced Teaching Methods in CTE (S) 2009	3.7	3.4	3.4
Schools, Community and Society (F) 2008	3.9	3.4	3.4
Advanced Teaching Methods in CTE (S) 2008	3.9	3.3	3.4

*A score of 4 represents the highest-ranking evaluation.

UNDERGRADUATE COURSESNewly Developed**Lyricism and Leadership: Hip-Hop and Community Development – CLD 495 (2017, 2018)**

This course focuses on utilizing Hip-Hop as a format for educating others regarding community issues and contemporary topics associated with social justice.

Undergraduate Research In Social Justice – CLD 395 (2016)

This course focused specifically on undergraduate research pertaining to contemporary social justice issues within the student's community.

Entrepreneurial Design for Community Education – CLD 475 (2014)

This course focuses on identifying potential entrepreneurial opportunities for community education. Students will develop innovative educational programming for communities of place, practice and interest.

Community-Based Educational Environments and Practices – CLD 475 (2014)

Community-Based Educational Environments & Practices focuses on evaluating/designing community based educational environments while exploring a variety of instructional delivery techniques for audiences of all ages.

Learning in Society – CLD 370 (2013)

Learning in society focuses on the human learning experience, as it exists outside the formal classroom environment. Students enrolled in this course apply adult, youth, and social learning theories to local community venues.

Scholarship of Teaching and Learning within the Animal Science – GEN 300 (2012)

This innovative hybrid course taught by two animal scientists and myself is meant for undergraduate teaching assistants (T.A.) and focuses on delivering complex animal science concepts using best educational practices.

Cultural and Agrarian Experiential Learning in Agricultural Education - CLD 495 (2008)

This experimental travel course was designed and implemented by participating students using learner-centered experiential practices. Students traveled to several western states to gain a better understanding of western culture and agrarian practices.

Professional Development in Agricultural Education - AED 395 (2009)

This course highlights professional opportunities associated with receiving a bachelor degree in Agricultural Education and provides undergraduate students the opportunity to network and converse with invited guest speakers who represent various aspects of the profession.

Revised**Methods of Teaching Career and Technical Education – AED/FCS 586 (2013)**

Students were provided teaching experiences in seven different learning/teaching environments (computer lab, greenhouse, arboretum etc.). This included teaching in a scientific laboratory for the first time in programmatic history. This transition allowed pre-service teachers to teach using experiential education techniques representative of agricultural education. This class includes lecture and lab sections.

Foundations of Teaching Career and Technical Education - AED/FCS 580 (2009)

Students examined theories associated with learning and identity, cultural diversity, effective teaching, and student motivation through critical discussion, experiential learning, project based inquiry and examinations.

Student Teaching Experience in Agricultural Education - AED 590 (2010)

Serve as the student teaching university supervisor for senior agricultural education students. During this process I mentor students within the topics of professionalism, agricultural content, time management, teacher licensure and management of student organizations.

Other Courses**Early Field Experience in Agricultural Education - AED 362**

This course focuses on student reflection as they participate in their early field experience. Each student visits two agricultural education programs, diversifying their understanding of classroom management and teaching philosophies.

Advising a Career and Technical Education Student Organization - AED 371

This course focuses primarily on the structure and functionality of agricultural student organizations such as FFA and 4-H. Throughout the course students are challenged to identify the instructors' role within the organization and evaluate the various philosophies associated with advising student organizations. **Fall, 2007**

UNDERGRADUATE COURSE PERFORMANCE EVALUATIONS

Course & Date	Instructor Score	College Mean Score	University Mean Score
Learning in Society (SP) 2019	4.5	4.2	4.4
Lyricism and Leadership (SP) 2018	4.6	4.2	4.4
Com. Based Ed Environ. & Practices (F) 2017	4.5	3.9	4.3
Com. Based Ed Environ. & Practices (F) 2016	4.8	4.34	4.34
Com. Based Ed Environ. & Practices (F) 2015	N/A – Limited student evals.		
Com. Based Ed Environ. & Practices (F) 2014	4.0	3.42	3.3
Learning in Society (F) 2018	4.5	4.4	4.4
Learning in Society (F) 2017	4.6	3.9	4.3
Learning in Society (SP) 2017	4.5	4.3	4.3
Learning in Society (F) 2016	3.75	3.4	3.4
Learning in Society (SP) 2016	3.73	3.48	3.34
Learning in Society (F) 2015	3.0	3.4	3.31
Learning in Society (SP) 2015	3.71	3.45	3.33
Learning in Society (F) 2014	3.41	3.42	3.3
Learning in Society (SP) 2014	3.58	3.39	3.35
Learning in Society (F) 2013	3.7	3.4	3.4
Individual & Group Dynamics (UKC131) (F) 2015	3.82	3.38	3.31
Entrep. Comm. Ed. (SP) 2015	3.44	3.45	3.33
International Comm. Dynamics (SP) 2015	3.75	3.45	3.33
Methods of Teaching in CTE (F) 2012	4.0	3.4	3.4
Methods of Teaching in CTE (F) 2011	3.9	3.5	3.5
Methods of Teaching in CTE (F) 2010	3.4 - Combined evaluation Instructor/T.A 3.8 – Sole Instructor	3.5	3.4
Student Teaching in Agricultural Ed. (SP) 2010	3.3	3.4	3.4
Professional Development in Agricultural Education (F) 2009	3.5	3.4	3.4
Foundations of CTE (F) 2009	3.0	3.4	3.4
Student Teaching in Agricultural Ed. (SP) 2009	3.8	3.4	3.4
Professional Development in Agricultural Education (SP) 2009	3.3 – Combined evaluation of T.A. and Instructor	3.4	3.4
Foundations of CTE (F) 2008	3.5	3.4	3.4
Student Teaching in Agricultural Ed. (SP) 2008	3.9	3.3	3.4
Early Field Experience in Agricultural Ed. (F) 2007	3.8	3.4	3.4
Advising a CTE Student Organization (F) 2007	4	3.4	3.4

*Prior to 2017 a score of 4 represents the highest-ranking evaluation.

**After 2017 a score of 5 represents the highest-ranking evaluation.

COMMUNITY EDUCATION PROGRAMMING

Whitney M. Young Scholars Program – Exploratory career/university educational program focusing on community development - 25 High School Sophomore students. 2019

TEACHING ENHANCEMENT

National Agriscience Ambassador, National Agriscience Integration Institute, Des Moines, IA. 2009.

STUDENT ADVISING

*Only a **master's** program is available in the department.

GRADUATE STUDENTS***PH.D.*****Committee Member**

Leger, Kimberly – Department of Educational Leadership Studies (Expected, August, 2020)

Hill, John – Department of Educational Leadership Studies (Expected, May, 2020)

Godoy, Maria - Department of Animal Science (Completed, December, 2011)

Outside Examiner

Tanner, Timothy – Department of Educational Leadership Studies (July, 2018)

Fagan, Natalie – Department of Sociology (December, 2016)

Strode, Darryl – Department of Community and Leadership Development (April, 2012).

MASTERS**Chair*****Completed:***

Hockersmith, Luci M.S. Career and Technical Education (December, 2016)

Tubbs, Jonathan M.S. Career and Technical Education (August, 2015)

Headrick, Jason M.S. Community and Leadership Development (August, 2015)

Hill, John M.S. Career and Technical Education (December, 2014)

Robin, Savannah M.S. Career and Technical Education (May, 2012)

Barbour, Jeremy M.S. Career and Technical Education (August, 2011)

Smith-Wilkinson, Brittany M.S. Community and Leadership Development (May, 2011)

Hasty, Dennis M.S. Career and Technical Education (August, 2010)

Dunn, Jamie M.S. Community and Leadership Development (May, 2010)

In Progress:

Yunker, Jamie, M.S. Community and Leadership Development (Expected, May, 2020)

Committee Member***Completed:***

Goldsmith, Liz, M.S. Comm. & Leadership Development (May, 2018)

Hinkel, Kelly, M.S. Comm. & Leadership Development (May, 2018)

White, Shannon, M.S. Comm. & Leadership Development (May, 2018)

Pekarchik, Karin, M.S. Comm. & Leadership Development (August, 2017)

Davis, Dale M.S. Comm. & Leadership Development (August, 2015)

McClintic, Tara M.S. Comm. & Leadership Development (May, 2015)

Anderson, Mathew M.S. Career and Technical Education (August, 2010)

Frisch, Andrew M.S. Career and Technical Education (August, 2009)

Gollihue, Tina M.S. Career and Technical Education (December, 2008)

Geneve, Michael M.S. Comm. & Leadership Development (December, 2008)

Houck, Amber M.S. Career and Technical Education (May, 2008)
 Wade, Shannon M.S. Comm. & Leadership Development (August, 2013)
 Tucker, Bethany M.S. Comm. & Leadership Development (August, 2013)
 Adams, Randy, M.S. Career and Technical Education (August, 2013)
 Boone, George M.S. Comm. & Leadership Development (December, 2013)

In Progress:

Kornegay, Ryan, M.S. Agricultural Science Education & Communication, Purdue University
 (Expected May, 2020)

UNDERGRADUATE STUDENT ADVISING

Advised 13 undergraduate CLD students	(2018-2019)
Transitioned to group advising	(2014 -2017)
Advised 10 undergraduate students majoring in Agricultural Education	(2011-2012)
Advised 34 undergraduate students majoring in Agricultural Education	(2010-2011)
Advised 30 undergraduate students majoring in Agricultural Education	(2009-2010)
Advised 22 undergraduate students majoring in Agricultural Education	(2008-2009)
Advised 35 undergraduate students majoring in Agricultural Education	(2007-2008)

UNDERGRADUATE RESEARCH ADVISING

Heard, B. (2014). “Factors Influencing Homeless Populations in Lexington, Kentucky”

Cantrell, C. (2014). **Chellgren Student Fellow Scholar* -“Canadian Initiative to End Racism and Discrimination King’s County Municipality, Nova Scotia, Canada.”

Barnes, J. (2014). “Canadian Initiative to End Racism and Discrimination King’s County Municipality, Nova Scotia, Canada.”

Russell, R. (2010). “College students’ perspective of Kentucky’s dairy industry.” Department of Community and Leadership Development, University of Kentucky. Documentary presented at the inaugural University of Kentucky Career and Technical Education Art Show, December.

Wickham, B. (2010). “Soul searching: A woman’s quest to blend faith and vocation.” Department of Community and Leadership Development, University of Kentucky.

Chaplin, R. (2009). “Contemporary definition of farming: A collegiate perspective.” Department of Community and Leadership Development, University of Kentucky.

Ramey, D. (2009). “Student diversity within Kentucky agricultural education programs: A case study.” Department of Community and Leadership Development, University of Kentucky.

STUDENT ORGANIZATIONS

Advisor, University of Kentucky Agricultural Education Society, Department of Community and Leadership Development, University of Kentucky. 2007 – 2010.

Co-Advisor, CERES Sorority, University of Kentucky. 2007-2009.

INNOVATIVE LEADERSHIP

Community Development Education Collaborative (2019 – Present). I co-developed the first virtual community of practice for Community Development Educators within the United States.

Community Development Education Symposium (2019). Detroit, MI. The symposium was the first of its kind, bringing together over 70 university instructors within the newly developing field of Community Development Education.

Community Development Education Summit (2019). 20 experts within Community Development Education gathered to propose the first national research agenda to guide the field.

ADMINISTRATIVE ROLES

Director: Community Innovation Lab, Department of Community and Leadership Development, University of Kentucky, 2014 – Present.

Director: Community Engagement, Department of Community and Leadership Development, University of Kentucky, 2013 – 2015.

Coordinator: Masters in Career and Technical Education Program, Department of Community and Leadership Development, University of Kentucky, 2010 – 2013.

Program Faculty Chair: Career and Technical Education, Department of Community and Leadership Development, University of Kentucky, 2010 – 2013.

Director: Masters with Initial Teacher Certification Program, Career and Technical Education, Department of Community and Leadership Development, University of Kentucky, 2009 – 2010.

Director: Rank I Teacher Certification Program, Career and Technical Education, Department of Community and Leadership Development, University of Kentucky, 2009 – 2010.

Director of Undergraduate Studies: Career and Technical Education, Department of Community and Leadership Development, University of Kentucky, 2009 – 2010.

Coordinator: Student Teaching Placement, Agricultural Education, Department of Community and Leadership Development, University of Kentucky, 2010.

SERVICE

CONSULTATION

Consultant, Housing and Community Development, State of California, Sacramento CA. 2016 - 2017

Consultant, Lexington, Fayette County Urban Government, Lexington, KY. 2016

Consultant, Snoqualmie Valley School District, Learner-Centered Instruction, Snoqualmie, WA. 2015

Consultant, Action Plan to End Racism and Discrimination, Kings County Municipality, Nova Scotia, Canada. 2014.

Consultant, Multicultural Competency & Faculty/Student Development, State

University of New York College at Oneonta (SUNY Oneonta). 2012 – 2013.

Educational Program Consultant, University of Illinois College of Agriculture. 2008.
Collaborator, Enhancing STEAM Learning and Career Development through Life Science Education Contexts. Purdue University Hatch Project. 2008-2013.

EDITORIAL

Member, Editorial Review Board, Journal of International Agriculture and Extension Education. 2018 - Present

Member, Editorial Review Board, *Journal of Agricultural Education*. 2009-2013.

Member, Editorial Review Board, *Journal of Southern Agricultural Education Research*. 2009-2012.
Founder/Editor, *Innovations in Agri-Life Sciences: A Research Journal for High School Students*. 2009 – 2015.

REVIEWER SERVICE

Journal of International Agricultural and Extension Education. 2009 - Present

Journal of Agricultural Education. 2008-Present.

National Institute of Food and Agriculture SBIR Rural Community Development Panel. 2016
Southern Journal of Agricultural Education. 2010-Present.

American Association for Agricultural Educators National Conference. Conference Research Submissions. 2008 – Present.

Educational Administration Quarterly. 2010- Present.

National Center for Career and Technical Education, Research Proposals. 2009.

American Association for Agricultural Educators National Conference. Research Poster Submissions. 2008 – Present.

Association for Career and Technical Education Research. Conference Research Submissions. 2008.

PROFESSIONAL SERVICE

International

Member, Professional Development Committee, International Association of Agricultural and Extension Education. 2018 - Present

Member (Appointed), Membership Committee International Mind, Brain, and Education Society (IMBES). 2010 – 2012.

National

President (Elected), Community Development Society. 2017-2018

Vice President of Programs (Elected), Community Development Society. 2016 - 2017

Vice President of Operations (Elected), Community Development Society. 2016

Board Member (Elected). Community Development Society. 2015-2018

Advisory Board Member (Appointed). *Agriculture-STEM Subject Integration for Students and Teachers to Improve Next Generation STEM Learning (Assisting STEM Learning)*. National Science Foundation Core Research Proposal.

Member. NCAC 24 Committee, is a national committee for program leaders of Agricultural Education who are associated with agriculture experiment stations. 2012 – 2014.

Member. Outstanding Journal Article Award Committee, North American Colleges and Teachers of Agriculture (NACTA). 2007 – 2010.

Educational Coordinator. National FFA Convention Career Development Event Tours, National FFA Organization. 2004 – 2007.

Judge. National FFA Global Issues Contest, National FFA Organization. 2006, 2011.

Regional

Research Presentation Judge. American Association for Agricultural Education, Southern Region. 2007- 2008.

State

Board Member (Appointed). Kentucky Association for Career and Technical Education. 2011-2012.

Founding Member. Kentucky Agricultural Education Council. 2011 – 2016.

Superintendent. Kentucky FFA Agriscience Fair, Kentucky FFA Association. 2009 – 2012.

Member. Advisory Committee. East Side Technical Center Agriscience Program, Lexington, KY. 2007 – 2011.

Coordinator. Kentucky FFA Record Keeping Contest, Kentucky FFA Organization. 2009, 2010.

Advisor. Kentucky FFA Experience, Kentucky FFA State Convention. 2008, 2009.

Judge. Outstanding Farm Bureau Youth Contest, Kentucky Farm Bureau. 2008.

Teacher Educator Representative. Kentucky Career Pathways Committee, Kentucky Department of Education. 2008.

Conference Coordinator. Entrepreneurial Youth Development, Kentucky Agriculture Association for Agricultural Educators. 2008.

University

Member. UK Service-Learning and Civic Engagement Council Steering Committee, 2017 – Current.

Member. Merit Review Appeals Committee. 2017

Member. LexEngage Living Learning Community Planning Committee. 2014 - 2016

Member. Foreign Language Implementation Committee. University of Kentucky. 2013 - 2014

Member. Search Committee: Director, University of Kentucky Center for the Enhancement of Learning and Teaching. 2010.

College

Member. College of Agriculture, Food & Environment Strategic Plan Committee. 2014

Coordinator. FFA Field Day, University of Kentucky. 2009 – 2011.

Department

Faculty Mentor, Mentor to Dr. Brad Olsen, 2019

Member. Graduate Committee, Department of Community and Leadership Development, University of Kentucky. 2010 – 2018.

Member. Program Committee, Department of Community and Leadership Development, University of Kentucky. 2007 – 2016.

Coordinator. Community and Leadership Development Graduate Student Survival Camp. Department of Community and Leadership Development, University of Kentucky. 2011.

Chair, Agricultural Education Program. 2009 - 2013

Co-Chair. Search Committee. (Assistant Professor, Agricultural Education). Department of Community and Leadership Development, University of Kentucky. 2010, 2011.

Member. Search Committee. (Lecturer, Agricultural Education). Department of Community and Leadership Development, University of Kentucky. 2010.

Faculty Representative. Agricultural Education Alumni Association, University of Kentucky. 2008-2010.

Member. Undergraduate Committee. Department of Community and Leadership Development, University of Kentucky. 2009-2010, 2013 – 2016.

Member. Undergraduate Committee. Career and Technical Education, Department of Community and Leadership Development, University of Kentucky. 2007 – 2009.

PREVIOUS EXPERIENCE

Instructor of Agriscience and Agribusiness (2001 to 2004)

Western High School, Russiaville, IN.

FFA Advisor

Varsity assistant soccer coach and head junior varsity coach.

Assistant middle school wrestling coach.

Curriculum Design/Interim Coordinator (1999 to 2001)

Western Center for Integrated Resource Management

Colorado State University, Ft. Collins, CO.

LICENSES AND CERTIFICATIONS

State of Indiana Standard Teaching License Vocational Agriculture Endorsement K-12.
Issued 2002 (Renewed, 2006).

KRISTINA DIAN HAINS*

Curriculum Vita

Office Contact

University of Kentucky
Community & Leadership Development
314 W.P. Garrigus Building
Lexington, KY 40546
Phone: (859) 257-3767
Fax: (859) 257-1164
k.hains@uky.edu

Home Contact

381 Winton Road
Versailles, KY 40383
(615) 207-2261

Education

Doctor of Philosophy

University of Florida, Gainesville, FL, May 2005

Agricultural Education

Specializations: Community Leadership & Development, Adult & Extension Education

Dissertation Research — The Importance of Community Leadership to Successful Rural Communities in Florida

Master of Science

University of Florida, Gainesville, FL, May 2003

Agricultural Leadership

Thesis Research — Perceptions Toward Cooperation Between Agricultural Education and Extension Education

Bachelor of Science

University of Nebraska, Lincoln, NE, December 2000

Major: Agricultural Leadership, Education & Communications

Minors: Agribusiness and Animal Science

Graduated with honors

*Was remarried in April 2017; professionally cited as Kristina Grage Ricketts until 4/2017, thereafter cited as Kristina Dian Hains

Professional Experience

- January 2008 to Present **Associate Professor & Extension Leadership Development Specialist**
Tenure Date: April 2013
 University of Kentucky
 Lexington, KY
- Responsible for developing leadership programming, curriculum and evaluation for state-wide Extension personnel and community leaders
 - Regularly collaborate with agents in all areas – 4-H, FCS and Ag – to develop programming, write curriculum, problem-solve
 - Regularly develop and present inservices for agents, leadership groups, community groups, etc.
 - Continue to develop leadership curriculum used by agents to enhance their advisory councils, community groups, local leadership programs
 - Have developed a website for ease of information transfer; also serves as a “one-stop shop” for leadership information for agents. Website: <http://www.ca.uky.edu/kccl/>
 - Work with statewide Kentucky Agriculture Leadership Program (KALP) in developing objectives, presentations and administering evaluations
 - Assist in instruction and design of leadership education curriculum within the department
 - Primary instructor for a variety of undergraduate and graduate leadership courses: *Leadership Practices: Power, Ethics & Impact; Fundamentals of Organizational Leadership; Interpersonal Skills for Tomorrow's Leaders; Leading in Communities: Vision, Action & Change*
 - Developed and organized a course integrating community development and leadership within an international setting (included leading a 3-week study trip to Scotland)
 - Advise graduate and undergraduate students

DOE 2018-present: 50% Extension, 40% Teaching, 10% Research

DOE 2014-2017: 50% Extension, 40% Teaching, 10% Administration

DOE 2009-2014: 60% Extension, 40% Teaching

DOE 2008: 75% Extension, 25% Teaching

- August 2006 to December 2007 **Assistant Professor**
 The Pennsylvania State University
 University Park, PA
- Responsible for instruction and design of leadership education curriculum within the department
 - Primary instructor for courses: *AEE 360, AEE 460, AEE 465, AEE 495D*

- Assist in the expansion and improvement of the leadership development curriculum within the department
 - Developed an internationally focused course titled “*All the World’s a Stage*”: *International Perspectives in Leadership* introduced Spring 2009
 - Developed a general education course in leadership focusing on leadership fundamentals and interpersonal relations introduced Fall 2008
 - Advise graduate and undergraduate students
 - Co-instructor within the Penn State Washington Leadership program
 - Regularly collaborate with leadership extension faculty in both research and programming/presentation capacities
-

Refereed Publications

REFEREED JOURNAL ARTICLES (*GRADUATE STUDENT AUTHORSHIP):

Hains, K. D., Hains, B. J., *White, S., Stanard, V., & Rios, M. (Under Review). Skills, knowledge and values essential for effective community development practice: A Delphi study. Submitted to *Journal of Community Practice*.

*Hill, J. C., Hains, B. J., **Hains, K. D.**, & Hustedde, R. (Under Review). A social innovation approach to programming to address social issues. Submitted to the *Journal of Extension*.

Hains, B. J., *Salazar, J., **Hains, K. D.**, & *Hill, J. C. (Accepted for Publication). If you don’t know, now you know: Hip-hop, students and community. Submitted to *Journal of Education*.

Rios, M., Hains, B. J., **Hains, K. D.**, & Abrams, C. (Accepted for Publication). Civic-university synergy: Addressing fair housing through innovative community programming. Submitted to the *Journal of Community Engagement and Higher Education*.

*Hill, J. C., **Hains, K. D.**, & Hains, B. J. (2019). Innovative forms of rehabilitation: Enhancing communities of practice through the art of drumming, *Community Development*, 50(4). doi: 10.1080/15575330.2019.1663225

*Johnson, T., **Hains, K. D.**, Hains, B. J., & *Salazar, J. (2019). Conceptualizing university education study abroad programs utilizing a mutualistic process. *Journal of Studies in International Education*, 23(5). doi: 10.1177/1028315319865787

*Hill, J. C., Hains, B. J. & **Ricketts, K. G.** (2017). Drumming: An innovative alternative for drug addicted individuals. *Journal of Drug and Alcohol Education*, 61(2), 7-24.

- Hains, B. J., Hustedde, R. & **Ricketts, K. G.** (2013). 21st century crofting: Strengths and opportunities for community development. *Journal of Agriculture, Food Systems, and Community Development*, 3(3), 47-60. doi: 10.5304/jafscd.2013.033.002
- Hains, B. J., **Ricketts, K. G.**, & *Tubbs, J. (2012). Student educational responsibility: An emotional case study in international education. *Journal of International Agricultural & Extension Education*, 19(3), 45-60. doi: 10:5191/jiaee.2012.19302
- Ricketts, K. G.** (Winter 2012). Reflections in educating effective global leaders. *Academic Exchange Quarterly*, 16(4), 78-86.
- Ricketts, K. G.**, Carter, H. S., Place, N. T., & McCoy, T. (October 2012). A look inside: Self-leadership perceptions of Extension educators. *Journal of Extension* [On-line], 50(5) Article 5FEA3. Available at: <https://www.joe.org/joe/2012october/a3.php>
- Peiter Horstmeier, R., & **Ricketts, K. G.** (Fall 2009). Youth leadership development through school-based civic engagement activities: A case study. *Journal of Leadership Education*, 8(2), 238-253.
- Ricketts, K. G.**, & Bruce, J. A. (October 2009). "Co-opetition?" Can it exist between Extension and Agricultural Education – A study on interdisciplinary cooperation. *Journal of Extension*, 47(5), 1-10.
- Ricketts, K. G.**, & Morgan, C. A. (Summer 2009). Internationalizing leadership development: Important components within educational international leadership experiences. *Journal of International Agricultural & Extension Education*, 16(2), 21-34.
- Ricketts, K. G.**, & Place, N. T. (April 2009). Making communities more viable: Four essential factors for successful community leadership. *Journal of Extension*, 47(2), 1-4.
- Ewing, J. E., Bruce, J. A., & **Ricketts, K. G.** (Winter 2009). Effective leadership development for undergraduates: How important is active participation in collegiate organizations? *Journal of Leadership Education*, 7(3), 118-132.
- Ricketts, K. G.** (Winter 2009). Studying successful rural communities in a Southeastern state – A qualitative analysis. *Journal of Leadership Education*, 7(3), 230-245.
- Bruce, J. A., & **Ricketts, K. G.** (Summer 2008). Where's all the teamwork gone? A qualitative analysis of cooperation between members of two interdisciplinary teams. *Journal of Leadership Education*, 7(1), 65-76.
- Ricketts, K. G.**, Bruce, J. A., & Ewing, J. (Summer 2008). How today's undergraduate students see themselves as tomorrow's socially responsible leaders. *Journal of Leadership Education*, 7(1), 24-42.
- Ricketts, K. G.**, & Ladewig, H. (2008). A Path Analysis of Community Leadership within Viable Rural Communities in Florida. *Leadership*, 4(2), 137-157.

Hand, E., **Ricketts, K. G.**, & Bruening, T. H. (2007). Benefits and barriers: Faculty international professional development. *Proceedings of the 23rd Annual Meeting, Association for International Agricultural and Extension Education*, 148–153.

Bruce, J. A., & **Ricketts, K.G.** (2007). Evaluation of the National FFA Nominating Committee Training. *Journal of Leadership Education*, 6(1), 60-74.

Brennan, M. A., A. E. Luloff, & **Ricketts, K. G.** (2007). A comparison of agency at the community level: Findings from rural Ireland and Pennsylvania. *International Review of Modern Sociology*.

**PEER REVIEWED CONFERENCE PROCEEDINGS (*GRADUATE STUDENT AUTHORSHIP;
UNDERGRADUATE STUDENT AUTHORSHIP):

Hains, K. D., Hains, B. J., Lachapelle, P., & Rice, T. (Eds.). (2017). *Big Skies, Bold Partnerships: Moving Mountains Together. Proceedings of the 2017 CDS-NACDEP Conference*. June 11-14 2017; Big Sky, Montana, USA.

RESEARCH PRESENTATION ABSTRACTS (*GRADUATE STUDENT AUTHORSHIP; **UNDERGRADUATE STUDENT AUTHORSHIP):

International

Hains, K. D., Hains, B. J., & White, S. (2019). Skills, Knowledge and Values Necessary for Community Development Practice towards Cultivating Quality-of-Life: A Delphi Study. Accepted for presentation at the *International Society for Quality-of-Life Studies (ISQoLS) Annual Conference*. Grenada, Spain.

Hains, B. J., **Hains, K. D.**, & Salazar, J. (2019). Utilizing Hip Hop Pedagogy as a Context to Enhance Student Community Quality of Life. Accepted for presentation at the *International Society for Quality-of-Life Studies (ISQoLS) Annual Conference*. Grenada, Spain.

Hains, B. J., **Hains, K. D.**, Martin, H. & Gormally, S. (2018). Global Perspectives of Community Education: An Engaged Discussion. *Proceedings of the International Association for Community Development Conference*. Maynooth, Ireland.

Hains, K. D., Hains, B. J., & *Salazar, J. (2018). The CIL Program – Developing a 21st Century Cohort For Innovation. *Proceedings of the International Association for Community Development Conference*. Maynooth, Ireland.

Hains, B. J., **Hains, K. D.**, Rios, M & *Salazar, J. (2018). Examining the Foundation of Community Development Education in the United States. *Proceedings of the International Association for Community Development Conference*. Maynooth, Ireland.

Hains, B. J., **Hains, K. D.**, Rouse, B., Nash, J. & Kahl, D. (2018). Developing Community Through Innovation, Leadership & Human Centered Design. *Proceedings of the International Association for Community Development Conference*. Maynooth, Ireland.

Hains, K. D., Hains, B. J., & Salazar, J.* (2018). The CIL Fellows Program - Developing a 21st Century Cohort for Innovation. *Proceedings of the Association of International Agriculture & Extension Education Annual Conference*, Merida, MX.

- Hains, B. J., **Hains, K. D.**, & Salazar, J.* (2018). Building Capacity in Extension Professionals through Community Development Education. *Proceedings of the Association of International Agriculture & Extension Education Annual Conference*, Merida, MX.
- Ricketts, K. G.** & Hains, B. J. (2017). Twenty-first Century Perspective on the Agriculture Experiment Station: The Community Innovation Lab (CIL). *Proceedings of the Association of International Agriculture & Extension Education Annual Conference*, Minneapolis, MN.
- Ricketts, K. G.**, *McClintic, T. & Hains, B. J. (2016). Partnering with Communities Utilizing a Mutualistic Process: Developing Positive International Education Opportunities for Students in Higher Education. *Proceedings of the Association of International Agriculture & Extension Education Annual Conference*, Portland, OR.
- Hains, B. J., Hustedde, R. J. & **Ricketts, K. G.** (2014). *Improving Community Development*. Presentation for the 2014 International Association for Community Development Conference. Glasgow, Scotland.
- Ricketts, K. G.**, Hanley, C. D. & Tanaka, K. (2012). *Globalizing Today's Classroom: Faculty Perceptions of the International Curricula Development Process*. Paper presentation for 2012 Association of International Agricultural & Extension Education (AIAEE), Bangkok, Thailand.
- Domestic**
- Hains, K. D.**, Hains, B. J. & Rios, M. (2019). Building Capacity Through Multi-Institutional Collaboration and Community Engagement. *Engagement Scholarship Consortium Annual Conference*. Denver, CO.
- Hains, K. D.**, Hains, B. J., Kahl, D., Rous, B. & Nash, J. (2019). Community Innovation Lab: A Unique Model for Community Engagement. *Engagement Scholarship Consortium Annual Conference*. Denver, CO.
- Stanard, V., Hains, B. J., **Hains, K. D.**, Rios, M., Gridle, J., & Hustedde, R. (2019). Towards an Innovative Approach to Community Development Education: The Results of a National Symposium. *Community Development Society Annual Conference*. Columbia, MO.
- *Hill, J. C., **Hains, K. D.** & Hains, B. J. (2018). Enhancing Community Capacity Building through the Examination of a Lifestyle Sport. *Community Development Society Annual Conference*. Detroit, MI.
- *Hill, J. C., **Hains, K. D.** & Hains, B. J. (2018). Enhancing Community Capacity Building through the Examination of a Lifestyle Sport. *Community Development Society Annual Conference*. Detroit, MI.
- *Hill, J. C., **Hains, K. D.** & Hains, B. J. (2017). Bonding with Beats: Helping Individuals Connect in Order to Foster Positive Community Change. *Proceedings of the Community Development Society Annual Conference*. Big Sky, MT.
-

- Rios, M., Hains, B. J. & **Hains, K. D.** (2017). Designing the Spaces of Community Development Governance: A Case Study of the California Department of Housing and Community Development. *Proceedings of the Community Development Society Annual Conference*. Big Sky, MT.
- Hains, K. D.**, & Hains, B. J. (2017). Shifting the Land-Grant Paradigm: Community Innovation Lab as a 21st Social Science Experiment Station. *Proceedings of the Community Development Society Annual Conference*. Big Sky, MT.
- Hill, J. C., Hains, B. J. & **Ricketts, K. G.** (2016). Addressing Community Health Needs Through the Art of Drumming: Drumming Away Drugs. *Community Development Society Annual Conference*. Minneapolis, MN.
- Hains, B. J., **Ricketts, K. G.** & Carama, D. (2016). “Hip Hop and You Don’t Stop”: Art as a Form of Community Development. *Community Development Society Annual Conference*. Minneapolis, MN.
- Ricketts, K. G.**, Hains, B. J. & Hustedde, R. J. (2016). Community Innovation Lab as a 21st Century Social Science Experiment Station. *Proceedings of the North American Colleges and Teachers of Agriculture Annual Conference*, Honolulu, HI.
- Hains, B. J. **Ricketts, K. G.** & Beck, D. (2015). International Synergy: An International Exchange Focusing on Complex Community Dynamics. *Community Development Society Annual Conference*. Lexington, KY.
- Ricketts, K. G.**, & McClintic, T. (2015). What’s in it for Me? Working with Communities to Develop Positive International Education Opportunities for Students in Higher Education. *Community Development Society Annual Conference*. Lexington, KY.
- Shelton, B. M., Hains, B. J., & **Ricketts, K. G.** (2015). Contemporary Cultural Dynamics: An International Community Comparison. *Community Development Society Annual Conference*. Lexington, KY.
- Ricketts, K. G.**, Hains, B. J., & McClintic, T. (2015). Dismantling the Ivory Tower Through Community Engagement. *Kentucky Engagement Conference*. Morehead, KY.
- Hains, B. J., **Ricketts, K. G.**, Fortunato, M. & Rios, M. (2014). A Renaissance in Community Education: Re-examining Philosophical, Educational and Professional Practices. *Community Development Society Annual Conference*. Dubuque, IA.
- Tubbs, J., Hains, B., & **Ricketts, K. G.** (2012). *Student Educational Responsibility: An Emotional Case Study in Leadership Education*. Paper presentation for 2012 Association of Leadership Educators conference, Key West, FL.
- Ricketts, K. G.**, & Hains, B. (2011). *International Leadership Skill Development: Effective Student-centered Instruction within an International Context*. Paper presentation for 2011 Association of Leadership Educators conference, Denver, CO.
-

Peiter Horstmeier, R., & **Ricketts, K. G.** (2009). *Youth Leadership Development through School-based Civic Engagement*. Paper presented at the American Educational Research Association (AERA), San Diego, CA.

Ricketts, K. G., & Morgan, A. C. (2008). *Internationalizing Leadership Development: Important Components within Educational International Leadership Experiences*. Paper presented at the annual meeting of the NC-AAAE, Ithaca, NY.

POSTER ABSTRACTS (*GRADUATE STUDENT AUTHORSHIP; **UNDERGRADUATE STUDENT AUTHORSHIP):

Talmage, C., **Hains, K. D.**, & Hains, B. J. (2018). Incubating Community Change: Exploring the Nurturing Process in Nonprofit Networks. *Presented at the 47th annual conference of Association for Research on Nonprofit Organizations and Voluntary Action (ARNOVA)*, Austin, TX.

Talmage, C., Hains, B. J., & **Hains, K. D.** (2018). Bullying Behavior: Toxic Players and Culture in Professional Associations. *Presented at the 47th annual conference of Association for Research on Nonprofit Organizations and Voluntary Action (ARNOVA)*, Austin, TX.

Ricketts, K. G., Hains, B. J. & **Faulkner, G. (2016). Gridiron Challenge: Utilizing Sport as an Educational Platform to Reduce Cultural Gaps in Colleges of Agriculture. *Proceedings of the North American Colleges and Teachers of Agriculture Annual Conference*, Honolulu, HI.

*Yunker, J., Hains, B. J. & **Ricketts, K. G.** (2016). Urban Agritourism as an Educational Venue Addressing Local Food Movements. *Proceedings of the North American Colleges and Teachers of Agriculture Annual Conference*, Honolulu, HI.

Ricketts, K. G., Hains, B. J., Silvia, W., Rossano, M, Knobloch, N. A. & Balschweid, M. (2014, June). *An Exploration of the Effect of Instructional Training on Undergraduate Teaching Assistants in an Introductory Animal Science Course*. National Association of Colleges and Teachers of Agriculture (NACTA) Annual Conference. Bozeman, MT.

Ricketts, K. G., Hains, B. J., Barnes, J.** & Cantrell, C.** (2014, June). *Utilizing Universal Design as the Instructional Context for Student-Faculty Collaboration*. National Association of Colleges and Teachers of Agriculture (NACTA) Annual Conference. Bozeman, MT.

Ricketts, K. G., Hains, B. J., & Hustedde, R. J. (2014, April). *Partnering Across Borders: International Collaboration in Student-centered Course Design*. Poster session presented at the annual meeting of Association for International Agricultural & Extension Education (AIAEE), Miami, FL.

Ricketts, K. G. & Hains, B. J. (2014, February). *Utilizing a Professional Practicum to Engage Rural Community Partners*. Poster session presented at the annual meeting of Southern Rural Sociologists, Dallas, TX.

Ricketts, K. G., Friedel, C. R., & Wright, B. (2013, July). *Developing Leadership in Communities through CLPs: How Do They Do It?* Poster session presented at the annual meeting of Association of Leadership Educators (ALE), New Orleans, LA.

Ricketts, K. G., & Carter, H.S. (2011, July). *A Look Inside: Self-leadership Perceptions of Extension Educators.* Poster session presented at the annual meeting of Association of Leadership Educators (ALE), Denver, CO.

Ricketts, K. G. (2009, May). *Going Global with Leadership: Important Components within Educational International Leadership Experiences.* Poster session presented at the annual meeting of Association for International Agricultural & Extension Education (AIAEE), San Juan, Puerto Rico.

Morgan, A. C., Friedel, C., Park, T. D., Rhodes, E., & **Ricketts, K. G.** (2008, May). *Creating camaraderie among new faculty members: The book club.* Poster session presented at the annual meeting of AAAE, Reno, NV.

OTHER PRESENTATIONS

Hains, K. D. (2018, June). *Strategic Planning for the Plantory.* Directed an engaged visioning process for a local non-profit incubator, Lexington, KY.

Ricketts, K. G. (2009, May). *Empowerment.* Curriculum designed and presented at the 2009 SEAL conference in Charlotte, NC.

Ricketts, K. G., & Bruce, J. A. (2007, November). *Breaking the Glass Ceiling: International Changes in Women's Leadership in Agriculture.* Presented as a roundtable discussion at the annual meeting of the International Leadership Association (ILA), Vancouver, British Columbia, Canada.

EXTENSION PUBLICATIONS (NOTE: ALL PEER REVIEWED)

Ricketts, K. G. (Spring 2016) CLD3-6: Community Power: Bringing the Right People to the Table, *Kentucky Extension Leadership Development (KELD)*. Lexington, KY: KY Cooperative Extension, 3 pgs.

Ricketts, K. G. (Spring 2013). CLD2-5: Using a SWOT Analysis: Taking a Look at Your Organization, *Kentucky Extension Leadership Development (KELD)*. Lexington, KY: KY Coop. Extension, 3 pgs.

Goodman, M. & **Ricketts, K. G.** (Spring 2013). CLD2-5-FCS: Using a SWOT Analysis: Taking a Look at Your Organization facilitator's guide, *Kentucky Extension Leadership Development (KELD)*. Lexington, KY: KY Cooperative Extension, 4 pgs.

Ricketts, K. G. (Spring 2013). CLD2-2: Visioning: Setting the Future for Your Organization, *Kentucky Extension Leadership Development (KELD)*. Lexington, KY: KY Cooperative Extension, 3 pgs.

- Ricketts, K. G.** (Spring 2013). CLD2-1: Understanding Your Organization's Culture, *Kentucky Extension Leadership Development (KELD)*. Lexington, KY: KY Cooperative Extension, 2 pgs.
- Ricketts, K. G. & Johnson, J.** (Spring 2013). CLD2-1-FCS: Understanding Your Organization's Culture facilitator's guide, *Kentucky Extension Leadership Development (KELD)*. Lexington, KY: KY Cooperative Extension, 4 pgs.
- Johnson, T. & **Ricketts, K. G.** (Spring 2012). CLD1-5-AG: Followership Facilitator's Guide, *Kentucky Extension Leadership Development (KELD)*. Lexington, KY: KY Cooperative Extension, 2 pgs.
- Ricketts, K. G.** (Spring 2011). CLD1-10: Speaking for Success: How to Influence Others, *Kentucky Extension Leadership Development (KELD)*. Lexington, KY: KY Cooperative Extension, 2 pgs.
- Ricketts, K. G.** (Fall 2010). CLD1-3: Communication Essentials for Good Impressions, *Kentucky Extension Leadership Development (KELD)*. Lexington, KY: KY Cooperative Extension, 2 pgs.
- Ricketts, K. G.** (Fall 2010). CLD1-5: Followership, *Kentucky Extension Leadership Development (KELD)*. Lexington, KY: KY Cooperative Extension, 2 pgs.
- Ricketts, K. G.** (Fall 2010). CLD1-5-FCS: Followership Facilitator's Guide, *Kentucky Extension Leadership Development (KELD)*. Lexington, KY: KY Cooperative Extension, 4 pgs.
- Ricketts, K. G.** (Fall 2010). CLD1-6: Significant Leadership Characteristics, *Kentucky Extension Leadership Development (KELD)*. Lexington, KY: KY Cooperative Extension, 2 pgs.
- Ricketts, K. G.** (Fall 2010). ELK2-104: Empowerment Part I: The Philosophy Behind Empowerment, *Empowering Leaders in Kentucky (ELK) program*. Lexington, KY: KY Cooperative Extension, 6 pgs.
- Ricketts, K. G.** (Spring 2009). ELK2-103: Power basics, *Empowering Leaders in Kentucky (ELK) program*. Lexington, KY: KY Cooperative Extension, 8 pgs.
- Ricketts, K. G.** (Spring 2009). ELK1-205: Followership, *Empowering Leaders in Kentucky (ELK) program*. Lexington, KY: KY Cooperative Extension, 6 pgs.
- Ricketts, K. G.** (Spring 2009). ELK1-103: Leadership vs. management, *Empowering Leaders in Kentucky (ELK) program*. Lexington, KY: KY Cooperative Extension, 5 pgs.
- Ricketts, K. G.** (Fall 2008). ELK1-102: Behaving intelligently: Leadership traits & characteristics, *Empowering Leaders in Kentucky (ELK) program*. Lexington, KY: KY Cooperative Extension, 7 pgs.
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Ricketts, K. G. (Fall 2008). ELK1-101: Competent leaders: What effective leaders do well, *Empowering Leaders in Kentucky (ELK) program*. Lexington, KY: KY Cooperative Extension, 7 pgs.

Ricketts, K. G. (Fall 2008). ELK1-100: Say hello to leadership, *Empowering Leaders in Kentucky (ELK) program*. Lexington, KY: KY Cooperative Extension, 8 pgs.

Supplementary Publications

BOOKS & PEER-REVIEWED BOOK CHAPTERS

Ricketts, S. C. & **Ricketts, K. G.** (2008). *Agribusiness fundamentals and applications* (2nd ed.). Clifton Park, NY: Delmar Learning

OTHER PUBLICATIONS

Kahl, D. & **Hains, K. D.** (March 2018). Exploring our role as community development professionals. *Practice Insights: A Publication of International Association of Community Development*. 10, 16-17.

Ricketts, K. G. (Fall 2014). Being an effective change agent: Leading communities. *CEDIK quarterly newsletter*. Kentucky Cooperative Extension; Lexington, KY, pg. 1.

Ricketts, K. G. (Winter 2013). Making a difference in your community: Community leadership essentials. *CEDIK quarterly newsletter*. KY Cooperative Extension; Lexington, KY, pg. 1.

Ricketts, K. G. (Winter 2012). Ethical leadership: An oxymoron? *CEDIK quarterly newsletter*. Kentucky Cooperative Extension; Lexington, KY, pg. 5.

Ricketts, K. G. (Fall 2010). The basics of delegation. *CEDIK quarterly newsletter*. Kentucky Cooperative Extension; Lexington, KY, pg. 7.

Ricketts, K.G. (August 2008). Kentucky Consortium of Community Leadership (KCCL) website. Retrieve at: <http://www.ca.uky.edu/kccl/>.

Jones, D. W. W., **Ricketts, K. G.**, Ulmer, J. D., & Williams, K. B. (May 2008). Applying the principles of teaching and learning. *Techniques*, 83(5), 53-55.

Extension

PROGRAMS

Building Community Leaders for Tomorrow (BCLT) Initiative – 2008 - present

Curriculum & Programs

Two programs play a role in the BCLT Initiative – the KELD and ELK programs. Both of these are described below; each is a curriculum resource used to assist in improving leadership skills for both agents and community members. Specifically, the KELD program is designed to be

presented directly to community members and stakeholders. The ELK curriculum is written at a deeper level, and is used predominantly for agent leadership development. It is encouraged for agents to take small pieces of information found within the ELK publications and present these to stakeholder groups, as well. Each of these programs combine to provide foundational knowledge needed to encourage leadership development across communities within Kentucky.

Resources:

I have developed a wide variety of resources to address interest areas, issues and concerns brought to me by extension agents and community members statewide throughout Kentucky. These resources include presentations, activities, assessments, and handouts on leadership-oriented topics such as change, negotiation, conflict management, motivation, etc. Upon request I will provide these resources (for agent use), or do on-site presentations (see “Recent Trainings” below).

Kentucky Extension Leadership Development (KELD) curriculum – 2010 – present

(Chief Project Facilitator) The curriculum consists of a fact sheet, and a facilitator’s guide for each of four contexts (FCS, 4-H, Ag, general). The fact sheets are written for a general grassroots audience, and are designed to be presented by extension agents to their community audiences (through guidance from the facilitator’s guide). From the beginning, I have served in several leadership roles within the project:

- Served on the original planning and development committee
- Continue to serve as publication coordinator (interfacing with Ag Communications)
- Continue to write, edit and peer review a number of fact sheets and facilitator’s guides for the project
- One of the main presenters when the modules are presented to agents in a train-the-trainer format
- Co-directing the agriculture extension KELD writing group

To explore the curriculum, please go to this link: <http://www.ca.uky.edu/kccl/keld.php>.

Empowering Leaders in Kentucky (ELK) Program – 2008 – present

Development and the Family & Consumer Sciences Extension Program, the Empowering Leaders in Kentucky (ELK) program has been developed to train FCS agents on how to be better leaders, and to assist them in bringing that knowledge to families within their communities. With the assistance of an FCS agent advisory committee, I have developed Extension publications and teaching outlines focused in several areas of instruction: (1) Leadership; (2) Group Process; (3) Volunteerism; (4) Andragogy (Teaching Others). Currently there are seven (7) ELK publications available, with more on the way in the future. The completed publications (and teaching outlines) can be found online at:

<http://www.ca.uky.edu/kccl/elk.php#>.

CIL Fellows Program – 2016 - 2017

The CIL Fellows program is a one-year longitudinal leadership, community-engaged education program designed to support and strengthen community innovators. This hands-on experiential education program offers a unique professional development opportunity for Extension professionals and community leaders to learn and work side-by-side, ultimately building

community among participants and leading to cross disciplinary synergy. This program serves as a means to assist in preparing participants with the skills and capacities needed for 21st century citizenship — global awareness, creativity, collaborative problem-solving and self-directed learning. Over the course of its monthly meetings, the program not only teaches about innovation, but embodies innovation through the educational process.

EXTENSION IN-SERVICES

- **Community Development 101 – Community Leadership** (presented 3X) – 1 hr training
- **Personal Leadership Development – Who Am I?** (part of the BCLT program – presented 2X) – 4 hr training
- **Working Together More Effectively – Realizing my Value as a Community Leader** (part of the BCLT program – presented 2X) – 4 hr training
- **Working Together More Effectively Part II – Using Collaboration to Enhance my Leadership Capacity** (part of the BCLT program – presented 2X) – 4 hr training
- **Community Friendly Decision-making and Problem-solving** (part of the BCLT program) – 4 hr training
- **Working as an Ethical Leaders in a Non-ethical World** (part of BCLT program – presented 3X) – 4 hr training
- **Motivate Me? Good Luck** (1 of a set of 5 – WEBINAR) – 1 hr training
- **Motivate Me? Good Luck Part II** (2 of a set of 5 – WEBINAR) – 1 hr training
- **Leading by Example: How to be an Effective Relational Leader Part I** (3 of a set of 5 – WEBINAR) – 1 hr training
- **Leading by Example: How to be an Effective Relational Leader Part II** (4 of a set of 5 – WEBINAR) – 1 hr training
- **Empowerment: The New Face of Power** (5 of a set of 5 – WEBINAR) – 1 hr training
- **Enhancing Program Focus Using Focus Groups** (WEBINAR) – 1.5 hr training

INVITED PRESENTATIONS

October 30, 2019 – Master Gardener Leadership Training (Eastern KY): *Who are You as a Leader (MBTI); Introduction to Leadership* – 25 people

October 17, 2019 – CORE Training; Topic(s): *Introduction to Leadership; Community Leadership: What Echo will You Leave?* – 20 people

October 2, 2019 – Master Gardener Leadership Training (Western KY): *Who are You as a Leader (MBTI); Introduction to Leadership* – 15 people

November 1, 2018 – *SWOT Analysis* facilitation for Campbell County farmer's markets – 30 people

October 17, 2018 – CORE Training; Topic(s): *Who are You as a Leader (MBTI)?; Community Leadership: What Echo will You Leave?* – 25 people

August 29, 2018 – Shelby County Staff Retreat; Topic: Team Building – *Building Relationships from Within* – 12 people

March 30, 2018 – Regional/Casey County Staff Retreat; Topic: *Personality & How it Figures into Your Leadership Style* – 45 people

January 11, 2018 – Turfgrass Management Specialist training; Topic: *Leadership & Personality* – 25 people

November 2, 2017 – Western Ag Update: *Innovation within Today's Extension Environment* – 65 people

October 25, 2017 – Eastern/Central Ag Update: *Innovation within Today's Extension Environment* – 105 people

October 18, 2017 – CORE Training; Topic(s): *Who are You as a Leader (MBTI)?; Community Leadership: What Echo will You Leave?* – 30 people

October 21, 2016 – CORE Training; Topic: *The Essence of Leadership* – 20 people

October 21, 2016 – CORE Training; Topic: *Community Leadership: What Echo will You Leave?* – 20 people

October 12, 2016 – Clay County Chamber of Commerce; Topic: *Community Leadership: What Echo will You Leave?* – 22 people

November 2, 2015 – Marion County Teen Leadership Program; Topic: *Personality & How it Figures into Your Leadership Style* – 25 students

October 23, 2015 – Partners for Youth Summit; Topic: *Community Engagement & Collaboration* – 45 people

September 11, 2015 – Community Innovation Lab; Topic: *How to Collaborate with CLD* – 8 people

August 20, 2015 – Leadership McCreary County; Topic: *Leadership & Personality* – 15 people

October 24, 2014 – CORE training; Topic: *External Linkages – Building Relationships with Public Officials* – 28 people

September 24, 2014 – Marion County Teen Leadership program; Topic: *Getting to Know Your Personality* – 33 students

June 3, 2014 – Institute for Sustainable Development; Topic: *Diversity* – 40 people

May 27, 2014 – SOAR Agriculture subcommittee meeting; Topic: *Effectively Facilitating Listening Sessions* – 20 people

March 12, 2014 – District 3 Staff meeting; Topic: *Community Networking* – 70 people

January 16, 2014 – Turfgrass Management Specialist training; Topic: *Leadership & Personality* – 26 people

October 17, 2013 – CORE training; Topic: *Building Relationships with Public Officials* – approx. 35 people

September 26, 2013 – Teen Leadership Marion County; Topic: *Kiersey-Bates Temperament Sorter, My Leadership Personality* – 17 students

September 6, 2013 – Bardstown Area Homemaker's Leadership Development Retreat; Topic: *Understanding your Organization's Culture (KELD)* – (2 sessions - 25 people)

August 23, 2013 – Central Baptist professional development; Topic: *Relational Leadership* – (2 sessions - 25 people)

June 27, 2013 – Motivating and Educating Agriculture Leaders (MEAL); Topics: *Generational Differences, Communicating Effectively as a Leader* – 22 people

April 3, 2013 – Barren County Women's Leadership Development group; Topic: *Followership (KELD)* – 15 people

February 18, 2013 – Inter-county Energy administration & staff training; Topic: *Effective Communication and Conflict Resolution* – 50 people

February 1, 2013 – St. Catherine's College faculty training; Topic: *Intrapersonal Leadership: Understanding your Personality* – 38 people

September 24, 2012 – SEAL national online webinar; Topic: *Relationship Marketing* – 27 people

September 20, 2012 – Leadership Winchester/Clark County; Topic: *Community Leadership & Bringing the Right People to the Table* – 20 people

September 7, 2012 – Leadership Lebanon; Topic: *Kiersey-Bates Temperament Sorter, My Leadership Personality* – 19 people

August 27, 2012 – Whitley County Extension staff meeting webinar; Topic: *The Generational Divide: Boomers, Gen X or Millennials?* – 9 people

August 20, 2012 – Scott County Extension Homemaker Leadership Training; Topic: *KELD – Followership* – 65 people

June 27, 2012 – State Agriculture Agent Association meeting; Topic: *KELD in the Context of Agriculture* – approx. 100 people

June 21, 2012 – Clark County Chamber of Commerce; Topic: *Community Leadership: What Echo will You Leave?* – 42 people

May 15, 2012 – Kentucky Extension Homemaker's (KEHA) State meeting; Topic: *Change Leadership for Today's Communities* (2 sessions – 38 people total)

May 15, 2012 – Kentucky Extension Homemaker's (KEHA) State meeting; Topic: *KELD – Followership* – 57 people

February 23, 2012 – Leadership Development for Butler County; Topic: *How to Make your Meetings Work for You* (32 people)

August 4, 5 2011 – Statewide FCS Agent webinar; Topic: *Trends in Leadership* (2 sessions – approx. 120 people total)

August 3, 2011 – National Association of Retired Federal Employees (NARFE) regional leadership conference; Topic: *Engaging & Motivating your Volunteer Leaders* – 25 people

July 22, 2011 – National Association for College Admission Counseling leadership conference; Topic: *Developing Effective Volunteer Leaders* – 75 people

May 10, 2011 – Kentucky Extension Homemaker's (KEHA) State meeting; Topic: *Significant Leadership Characteristics* – 50 people

April 16, 2011 – Engaging Youth and Serving Communities (EYSC) project training; Topic: *Project Basics* – 26 people

November 30, 2010 – Statewide FCS Agent In-service; Topic: *Introduction to KELD* (2 sessions – approx. 50 people total)

November 11, 2010 – Hopkins County Extension Council meeting; Topic: *The Bond between Communication and Extension* – 24 people

October 26, 2010 – Leadership Washington County; Topic: *Kiersey-Bates Temperament Sorter, My Leadership Personality* – 14 people

October 22, 2010 – CORE training; Topic: *Community Leadership; How to Bring the Right People to the Table* – approx 25 people

August 25, 2010 – Regional Homemaker meeting; Topic: *How to do a SWOT Analysis* – approx. 65 people

July 30, 2010 – Leadership Montgomery County; Topic: *Kiersey-Bates Temperament Sorter, My Leadership Personality* – 20 people

March 19, 2010 – MEAL (Central Kentucky Ag Leadership group); Topics: *Generational Differences, Communicating Effectively as a Leader* – 25 people

March 17, 2010 – District 3 staff meeting; Topic: *Ethics Basics* – approx. 75 people

November 6, 2009 – CORE training; Topic: *Community Leadership: How to Bring the Right People to the Table* – approx 25 people

October 21, 2009 – Eastern Ag and Natural Resources Update; Topic: *Generational Differences* – approx. 60 people

October 19, 2009 – Western Ag and Natural Resources Update; Topic: *Generational Differences* – approx. 75 people

July 30, 2009 – Southside PTA Board training; Topic: *Goal-setting & Consensus-making; Team Development* – 12 people

July 28, 2009 – KEHA Leadership Development Seminar; Topic: *Leadership Ethics* (presented 2X) – approx. 75 people total

April 22, 2009 – FCS Leadership Empowerment (rollout of ELK publications); Topic: *How Can I Use my ELK Publications?* – approx. 90 Extension agents

April 7, 2009 – Louisville Homemakers Leader Retreat; Topic; *Behaving Intelligently – Leader Traits & Characteristics* – approx. 45 people

August 19, 2008 – Jessamine County Homemaker’s Kickoff; Topic: *Expanding your Volunteer Leadership* – approx. 20 people

August 14, 2008 – Leadership training with East Leadership Kentucky; Topics: *What Does Leadership Look Like to You?; Leading in Today’s World; Making a Difference as a Community Leader* – 22 people

August 12, 2008 – Non-profit Leadership Initiative in-service; Topic: *Conflict Management & Resolution* – 25 people

June 20, 2008 – Southside PTA Board training; Topic: *Group Dynamics, Working Together as a Team* – 9 people

COMMUNITY INNOVATION LAB (CIL) –

Community Innovation Lab – Co-founded (with Bryan Hains) a social innovation lab centered on innovative practice and research within the community setting. Currently do innovative community education research, write grants, identify/support unique community engagement and educational practices within the lab. (2014 - present)

Community Innovation Lab (CIL) Fellows Program – created and implemented a leadership and community education program focusing on creativity and innovation within a community setting. The program has two interconnected cohorts – innovative community members and KY extension agents, and focuses on addressing issues such as social entrepreneurship, community engagement and cultural intelligence. (2016)

CDS Fellows Program - created and implemented a leadership and community education program focusing on creativity and innovative community engagement. Co-facilitated five (5) groups in monthly meetings to develop unique and effective community engagement practices/strategies within their unique communities. (2017-2018)

OTHER EXTENSION PROGRAMS

Kentucky Ag Leaders Program (KALP) – served on the board and assisted S. Issacs and W. Snell in providing direction for the KALP program. Specifically, I have focused on curriculum & objective development, and currently serve as the evaluator for the program. (2010 – 2014)

Owen County Leadership Program – worked with an advisory committee to design a 2-year community leadership program for Owen County. This process included research, curriculum planning, individual module development and on-site presentation. (2012 – 2013)

Internal leadership development for Extension – currently have presented a proposal to Dr. Henning to develop a comprehensive internal leadership development program for KY Extension. This two-step leadership program would be solely for Kentucky Extension agents and specialists. Currently meeting with other Extension specialists to plan rollout of the program (2010 – 2012)

Transforming Education in Kentucky – Education Matters: TEK Talk Community Forums – worked with the governor’s office and recruited volunteers, developed and presented a face-2-face training on effective facilitation (August 2010)

Strengthening Extension Advisory Leaders (SEAL) – developed and presented a module on Empowerment at the 2009 SEAL conference. Served as the Kentucky representative for SEAL, and am working on a committee to present a webinar in September 2012 (2009 – 2012)

OTHER EXTENSION/OUTREACH INITIATIVES

Strengthening our Appalachian Region (SOAR) initiative – was invited to present the facilitation training for listening sessions done across the state for the Agriculture and Natural Resources area group of the SOAR initiative. Once the training was complete, served as an expert consult on how to analyze the overall data and condense the results into recommendations for the Governor. (2014)

Kettering workshop – assisted with on-site data collection and analysis for the Kettering workshop on Community and Democracy. (November 2013)

Public Value committee – assisted in reviewing public value marketing fliers for Extension programs (2013)

Urban Action Team Council – Advisory Councils subcommittee – served/provided input on this subcommittee, addressing issues associated with urban audiences/advisory councils. (2013)

Teaching/Advising

ADMINISTRATIVE RESPONSIBILITIES

Co-director of UK Undergraduate Leadership Development Certificate

Assisted in the creation and development of a university-wide **Undergraduate Leadership Certificate**. One of only two certificates offered across UK's campus, this certificate was developed in collaboration with the Department of Educational Leadership. Currently, I am co-directing the certificate as well as teaching a large number of the courses offered in the program. (2013 – present)

Director of Undergraduate Studies, CLD

Took on the administrative role of providing leadership and direction to the CLD undergraduate program in Spring 2014. Provided vision and direction, executed program changes, evaluated and implemented recruitment and marketing efforts for the program. (2014 – 2017)

COURSES DEVELOPED & TAUGHT

Below is a short description of the classes that I have developed & taught that fit into the department's leadership curriculum:

CLD 630 (AED 779): INDIVIDUAL & GROUP DYNAMICS

This course is designed as an advanced course exploring the dynamics involved in individual and group situations. Specifically, students will explore basic psychological and social psychological processes shaping human behavior and learn to apply the knowledge of these processes in educational, organizational and community settings. Topics to be explored include (but are not limited to): personal vs. professional identity, culture, socialization, individual vs. group decision making, conflict resolution and team building.

CLD 530: FUNDAMENTALS OF ORGANIZATIONAL LEADERSHIP

The primary focus of this course is developing fundamental knowledge, concepts and techniques necessary to understand organizational behavior in today's teams and communities. This course is designed to weave together theoretical and experiential threads using insights gained from readings, case studies, class assignments and experiential activities.

CLD 430: LEADING IN COMMUNITIES: VISION, ACTION & CHANGE

Communities make up our lives; due to the unique venue, leadership within communities has always been considered distinctive. To learn what makes an effective community leader and the role a leader plays in community action, students will explore the importance of framing ideas, mobilizing resources, and developing social capital. This course expands on theories to highlight correlations with servant leadership, community behavior, and collaborative leadership styles. Finally, working with community visioning, change and ambiguity will reinforce the need for flexibility within the community leader's toolkit.

CLD 330: INTERPERSONAL LEADERSHIP SKILLS FOR TOMORROW'S LEADERS

This course is designed to provide the fundamental leadership theories, models and perspectives needed to provide a foundation for everything from basic leadership interaction to further leadership study. The purpose of the course is to aid students in becoming competent in

conducting interpersonal relationships in their daily lives, and help students acquire skills basic to becoming a leader in their professional lives.

I have offered other specialized, topic-based leadership courses within the department:

CLD 495/775: COMMUNITY DEVELOPMENT IN SCOTLAND – A LEARNING JOURNEY
Internationally focused course and experience developed and taught Spring 2010. (See International Endeavors section)

CLD 470: LEADERSHIP PRACTICES: POWER, ETHICS & IMPACT

Within today's society, the power, influence and ethics it takes to be an effective leader are important, barring context. Using classic power theory, leadership and ethics, along with unforgettable presidential illustrations, this course addresses aspects such as power, values, moral courage, and ethical dilemmas, while broadening and deepening the students' understanding of the nature of leadership.

Finally, I have developed and offered specific courses that have filled an identified need either within the department or College of Agriculture:

CLD 780: NAVIGATING GRADUATE SCHOOL IN CTLE

This course assists students in navigating the graduate process. More specifically, faculty will help students develop a student cohort, create a plan of study, network with faculty and identify potential topics of inquiry.

CLD 460: COMMUNITY DEVELOPMENT & CHANGE

The primary focus of this course is to examine change and change management within communities and organizations. In addition to individual skill development, this course will introduce a vision of an ideal organization/community, one that supports innovation and creativity, knowledge exchange and application and collaboration; a culture that makes productive change a part of the everyday work, encouraging initiative and promoting viability in today's society.

CLD 260: COMMUNITY PORTRAITS

This course will introduce you to key social science theories and concepts about the structures and processes of communities. Structures refer to the persistent patterns of social life. Processes involve the types and character of social interactions among people. Furthermore, we will explore the development of community as defined by place, interest and practice. We will explore how people shape the space in which they live, work and interact and how community is created.

CLD 100: INTRODUCTION TO CLD

This course is designed to help new CLD students to successfully navigate through their college education learn what the major is all about. This course will help enrollees to become active and collaborative learners and critical thinkers. In addition, enrollees will engage in debating/discussing social, personal and professional issues that enrich their college experience. In so doing, enrollees explore the richness and diversity of our College and the University.

GEN 100: ISSUES IN AGRICULTURE – THE DEVELOPMENT OF MODERN AGRICULTURE

GEN 100 is designed to introduce you to major historical, international, social, economic, political, and scientific issues in agriculture and natural resources. The development of these issues will be explored by examining some of the critical debates that have shaped how we think and feel about the production of food and use of renewable resources. In addition, students will be encouraged to work on developing their communication skills. As such, we will give considerable emphasis to development of both written and oral skills in daily class discussions, in prepared speeches, and in written assignments.

ADVISING**Undergraduate:**

NOTE: These students are my listed advisees – however, in 2015 we began group advising; Summer 2017 stopped doing advising completely due to leadership change.

Spring 2017 – 50 students

Fall 2016 – 50 students

Spring 2016 – 35 students

Fall 2015 – 35 students

Spring 2015 – 34 students

Fall 2014 – 37 students

Spring 2014 – 32 students

Fall 2013 – 37 students

Spring 2013 – 35 students

Fall 2012 – 32 students

Spring 2012 – 40 students

Fall 2011 – 35 students

Spring 2011 – 18 students

Fall 2010 – 26 students

Spring 2010 – 15 students

Fall 2009 – 12 students

Spring 2009 – 8 students

Fall 2008 – 5 students

Graduate:**Graduate Committee Chair (In Process):**

Reinhard, Addie; M.S. Community & Leadership Development (Expected May, 2021)

Counts, Katherine; M.S. Community & Leadership Development (Expected May, 2021)

Graduate Committee Chair (Completed):

Salazar, Janela; M.S. Community & Leadership Development (August 2019)

Hinkel, Kelly; M.S. Community & Leadership Development (May 2018)

White, Shannon; M.S. Community & Leadership Development (May 2018)

Warta, Rebecca; M.S. Community & Leadership Development (May 2017) *co-chair with Dan Kahl

McClintic, Tara; M.S. Community & Leadership Development (December 2015)

Graduate Committee Member (In Process):

Hill, John; Ph.D. Educational Leadership Studies (Expected May, 2020)

Hulett, Jr., Robert; Ph.D. Educational Leadership Studies (May, 2020)

Yunker, Jamie; M.S. Community & Leadership Development (Expected May, 2020)

Graduate Committee Member (Completed):

Deal, Andrea; Ph.D. Educational Leadership Studies (August 2019)

Lawyer, Katherine; Ph.D. Educational Leadership Studies (May, 2019)

Tanner, Tim; Ph.D. Educational Leadership Studies (August 2018)

Clements, Taylor; Ph.D. Educational Leadership Studies (May 2018)

Sherif, Victoria; Ph.D. Educational Leadership Studies (August 2016)

Headrick, Jason; M.S. Community & Leadership Development (August 2015)

Hill, John; M.S. Community & Leadership Development (May 2014)

Craddock, Savannah; M.S. Community & Leadership Development (May 2012)

Barbour, Jeremy; M.S. Community & Leadership Development (August 2011)

Holloway Smith, Jill; M.S. Community & Leadership Development (August 2011)

Mullins, Jessica; M.S. Community & Leadership Development (May 2011)

Wilkinson Smith, Brittany; M.S. Community & Leadership Development (May 2011)

STUDENT EVALUATION OF TEACHING

Summary evaluations using the Student Rating of Teacher Effectiveness (SRTE) form that measured on a 1-4 point scale with 1 being the lowest and 4 being the highest ratings.

Semester/ Course	Enrollment	Year	Elective (%)	Number of Responses (N)	Overall Course Value	Overall Instructor Quality
CLD 630	5	FA 19				
CLD 470	24	FA 19				
CLD 402 (D)	22	FA 19				
CLD 260	40	SP 19				
CLD 530	25	SP 19				
CLD 470	XX	FA 18				
CLD 402 (D)	XX	FA 18				
CLD 260	XX	SP 18				
CLD 630*	21	FA 17				
CLD 530	XX	FA 17				
CLD 260	XX	FA 17				
CLD 497	XX	SP 17				
CLD 495	XX	SP 17				

CLD 630	16	FA 16	N/A	N/A	N/A	N/A
CLD 497	11	FA 16	N/A	N/A	N/A	N/A
CLD 470	25	FA 16	N/A	N/A	N/A	N/A
CLD 330	22	SP 16	25	16	3.14	3.25
CLD 497	10	SP 16	0	8	2.7	2.9
CLD 630	21	FA 15	0	18	2.42	2.83
CLD 530	22	FA 15	36	16	3.46	3.54
CLD 497	16	FA 15	0	12	3.0	3.17
CLD 497	27	SP 15	0	N/A	N/A	N/A
CLD 495 ^d	10	SP 15	75	8	3.6	3.75
CLD 490	26	SP 15	0	12	3.0	3.17
CLD 530	25	FA 14	N/A	N/A	N/A	N/A
CLD 497	27	FA 14	N/A	N/A	N/A	N/A
AED 779	10	SP 14	N/A	N/A	N/A	N/A
CLD 497	14	SP 14	N/A	N/A	N/A	N/A
CLD 475	9	SP 14	N/A	N/A	N/A	N/A
CLD 470	28	SP 14	N/A	N/A	N/A	N/A
CLD 530	21	FA 13	60	21	3.6	3.6
CLD 497	15	FA 13	0	N/A	N/A	N/A
CLD 362	32	FA 13	0	32	3.5	3.5
CLD 430	22	SP 13	75	17	3.6	3.8
CLD 362	37	SP 13	N/A	N/A	N/A	N/A
CLD 530	18	FA 12	50	N/A	N/A	N/A
CLD 495/775 ^a	15	SP 12	38	13	3.7	3.9
GEN 109	11	SP 12	13	8	2.9	3.4
CLD 495/775 ^b	18	FA 11	17	12	3.7	3.8
CLD 780	11	FA 11	N/A	N/A	N/A	N/A
GEN 109	24	FA 11	25	12	2.7	2.9
CLD 495 ^e	22	SP 11	27	16	3.6	3.7
CLD 495/775 ^b	16	FA 10	50	14	3.7	3.4
CLD 495/775 ^{d*}	10	SP 10	N/A	N/A	N/A	N/A
CLD 495 ^c	28	SP 10	0	21	2.0	2.4

CLD 495/775 ^b	17	FA 09	36	13	2.6	2.3
CLD 495/775 ^a	15	FA 08	50/50	10	3.4/3.5	3.8/3.5
GEN 100	25	FA 08	0	21	2.9	3.0

a = Leadership Ethics, Power & Impact

b = Leadership Fundamentals in Organizations

c = Community Development & Change

d = Community Development in Scotland: A Learning Journey

e = Interpersonal Skill Development for Tomorrow's Leaders

* team taught with Bryan Hains

International Endeavors

INTERNATIONAL COURSE DEVELOPED & TAUGHT

CLD 495: SOCIAL JUSTICE IN NOVA SCOTIA (International on-site course)

This internationally focused course was set in contemporary Nova Scotia, and was done in collaboration with a local community development corporation (CDC) and Acadia university. Within this course, students will compare/contrast the challenges associated with social justice and racism in Lexington, KY and Nova Scotia, Canada and work with a CDC to listen to community voice and come up with community healing options.

CLD 495/775: COMMUNITY DEVELOPMENT IN SCOTLAND – A LEARNING JOURNEY*

(International on-site course)

Looking at the world through a diverse lens, and realizing that one is a global citizen is important in the development of tomorrow's global leaders. This internationally focused course was set in historic and contemporary Scotland, and included an embedded international experience. Within this dual-focused course (leadership and community), students will explore the interconnected processes of discerning purpose, thinking systemically, developing reflective judgment, and exercising leadership by mobilizing and setting the direction for adaptive change, within the context of community.

*Team taught with R. Hustedde and B. Hains

INTERNATIONAL PROFESSIONAL DEVELOPMENT/PRESENTATIONS

Professional Development of Faculty at the University of Namibia – (July 2011) developed and presented a 4-hr presentation for faculty leadership development at the University of Namibia. Faculty participants included those from across campus, as well as a handful of local leaders. Topics of instruction included: empowerment, work-life balance, and collaborative leadership. Windhoek, Namibia, Africa.

Research Projects & Grants

PROJECTS

Urban Extension –

Collaborating with Jeff Young and led from within the Community Innovation Lab (CIL), the primary purpose is to provide foundational knowledge for urban extension within Kentucky. Beginning with developing a baseline definition of “urban” counties in KY Extension, and

leading towards the needs or challenges of Urban Extension agents, we are working towards undertaking research, developing a leadership institute, and identifying and creating programming to assist Urban Extension agents in being more successful and relevant within an urban setting.

Developing a Field of Community Development Education -

Collaborating with other faculty from across the US and led from within the Community Innovation Lab (CIL), we have been working on this project meant to build capacity and diffuse educational innovation within Community Development Education. This project is providing not only baseline information for the field but is actually assisting in developing the field of CD education, ultimately leading towards an engaged Community of Practice (COP) for CD educators across the US.

Community Development Practitioner Delphi study –

Led a research project to identify and create a comprehensive list of skills, knowledge and values needed by CD practitioners to work effectively in the field.

Innovation in Leadership – Served as the director of the CIL Fellows program, and provided leadership for the innovative research and education projects coming from this program. The overall focus is on innovating across the contexts the practices of education, engagement and leadership.

Cultural Intelligence in the 21st Century – Collaborated with colleagues from UC-Davis and UK in developing training and research surrounding social and cultural inclusion, cultural intelligence and community development. Working with HUD in California we are coaching participants to enhance their cultural competency as they developed a set of actions and policies for HCD and other state agencies' work around fair housing and access to opportunity.

Developing Faculty Capacity in International Education Experiences – I have undertaken research associated with this project that has two distinct objectives: 1) to look at how Extension agents across Kentucky view international experiences in regards to personal development and programming (including leadership skills developed), and 2) to gauge perceptions of college teaching faculty as to the ease of integrating international programming into classes, as well as developing international study experiences.

Globalizing Agriculture Education: Sustainable Agriculture, Food and Rural Development – as part of a grant-funded project, I served as the project evaluator. Aspects of interest include: documenting the faculty development process, successful integration of international education modules into the classroom, student attitudinal change toward internationalization.

Self-leadership of Non-formal Educators – a project in cooperation with H. Carter of University of Florida and N. Place of University of Maryland, this project looked at how Extension agents in Kentucky, Florida and Maryland perceive themselves as leaders, and how they self-direct and motivate themselves to success.

Global Citizenship Project – a dual-purpose teaching and research project, this project was an immersive experience designed to look at how students view themselves as citizens and leaders within a global context. The research was done during the course/trip to Scotland and focused

on the cognitive/emotional affects, leadership skills developed, and community development knowledge obtained through being immersed in another culture.

GRANTS

Funded:

Hains, B. J., **Hains, K. D. [Co-PI]**, & Kahl, D. (2019). *Undergraduate Community Engagement Fellows Program*. Duvall Grant. **University-wide competitive grant, \$13,500.**

Kahl, D., **Hains, K. D. [Co-PI]**, & Hains, B. J. (2017). *Enhancing CDS Capacity through Innovative Community Engagement*. Community Development Society Institutional Capacity Grant. **Nationally competitive grant, \$14,500.**

Hains, B. J., **Ricketts, K. G. [Co-PI]**, Hustedde, R. J., Rios, M., Stanard, V., & Gruidl, J. (2016). *Building Capacity and Diffusing Innovation in Community Development Education*. United States Department of Agriculture Higher Education Challenge (HEC) Grant. **Nationally competitive grant, \$731,692.**

Brown, R., **Ricketts, K. G.**, Beard, T., Gantz, X. & Hains, B. J. (2015). *Building an Inclusive Community by Empowering Youth Through Sustainability Education*. University of Kentucky Sustainable Challenge Grant. **University-wide competitive grant, \$27,455.**

Young, R. (2015). *Northside Common Market*. Knight Cities Challenge Grant. Knight Foundation cities competitive grant \$550,000. Hains, B. J., **Ricketts, K. G.**, & Hustedde, R. J. **sub-contracted for \$20,000 for community research.**

Ricketts, K. G. [PI], & Hains, B. J. (2014). *Community-based Education from a Global Perspective: From Lexington to the Scottish Highlands*. Education Abroad UK Sponsored Program Development Grant. **University-wide competitive grant, \$1,000.**

Ricketts, K. G. [PI], Hains, B. J., Hustedde, R. J., & Hansen, G. (2013). *Developing CLD into a Case Study for Community Innovation*. Teaching Innovation and Incentive Fund (TIFF) Grant. **College-wide teaching grant, \$10,000.**

Tanaka, K., Goldstein, B., Hanley, C. D., **Ricketts, K. G. [Co-PI]** (2010 - 2013). *Globalizing Agriculture Education: Sustainable Agriculture, Food and Rural Development*. NIFA/USDA International Science and Education Grant. **Nationally competitive grant, \$150,000.**

Ricketts, K. G., [PI] & Jones, K. R. (2011). *Engaging Youth, Serving Communities 9*. National 4-H Foundation Grant. **Nationally competitive grant, \$25,000.**

Under Review:

Mandanaro, L., Hains, B. J., & **Hains, K. D.** (2019). *The Reciprocal Value of Community-Engaged Learning in Community Development Education*. Spencer Foundation Grant. **Nationally competitive grant, \$130,000.**

Not Funded:

- Hains, K. D. (PI)**, Hains, B. J., & Knoblach, N. (2019). *Building Bridges through an Experiential learning Network for Growing social Action Groups for community Engagement (ENGAGE)*. United States Department of Agriculture Higher Education Challenge (HEC) Grant. **Nationally competitive grant, \$300,000.**
- Hains, K. D.**, & Kahl, D. (2018). *Appalachian Leadership Institute (ALI)*. ARC's Appalachian Leadership Institute Grant. **Nationally competitive grant, \$131,406.**
- Hains, K. D. (PI)**, Hains, B. J., Kahl, D., Nash, J., & Rous, B. (2018). *Incubating Community Change: Exploring the Incubation Process within Nonprofit Networks*. CNCS Community Conversations Research Grant. **Nationally competitive grant, \$100,000.**
- Rous, B., Nash, J., Hains, B. J., **Hains, K. D.**, & Kahl, D. (2018). *Learning On The Move*. Open IDEO The Early Childhood Innovation Prize. **Nationally competitive grant, \$100,000.**
- Hains, B. J., **Ricketts, K. G.**, Nash, J., Baldrige, A., Hustedde, R. J., & Kahl, D. (2017). *Sustainable Community Innovation within the Kentucky*. University of Kentucky Sustainable Challenge Grant. **University-wide competitive grant, \$26,200.**
- Basu, S., Herron, S., & **Ricketts, K. G. [Co-PI]**. (2011). *Renewing South Asia Studies at the University of Kentucky*. US Department of Education – International and Foreign Language Education Grant. **Nationally competitive research/teaching grant, \$199,275.**
- Ricketts, K. G. [Co-PI]**, Boyd, B., Williams, J., Elbert, C, Russell, M., Moore, L. (2011). *Developing Faculty Capacity in International Education Experiences*. NIFA/USDA Challenge Grant. **Nationally competitive grant, \$240,000.**
- Ricketts, K. G. [PI]** & Galindo, S. [Co-PI]. (2009). *Enhancing Leadership Capacity for Extension Agents through International Exposure: Partnering with GAVATT in Mexico*. USDA International Science & Education Grant. **Nationally competitive research/teaching grant, \$150,000.**
- Hains, B. J. [PI] & **Ricketts, K. G.** (2009). *International Course Development in Community and Leadership Development*. Barnhart Fund for Excellence, College of Agriculture, University of Kentucky. **College research/teaching grant, \$1,500.**
- Ricketts, K. G. [Co-PI]**, Hains, B. J. [Co-PI] & Jackman, J. (2008). *National Leadership in Agriculture*. USDA Secondary and Two-Year Postsecondary Agriculture Education Challenge. Secondary and Two-Year Postsecondary Agriculture Education Challenge (SPEC) Grants Program. Cooperative State Research, Education, and Extension Service (CSREES). **Nationally competitive research/teaching grant, \$50,000.**

Service & Recognition

AWARDS

AIAEE Fellow (2018) – a prestigious individual award for service and dedication to the profession given by the Association of International Agriculture & Extension Education professional organization

CDS Innovative Program Award (2016) for the Western Kentucky Rural Leadership Institute - *Strengthening Skills for Leading Others*

NACDEP Educational Technology Team Award (2016) for the Western Kentucky Rural Leadership Institute - *Strengthening Skills for Leading Others*

COMMITTEES, ELECTED POSITIONS, OFFICE HELD

International:

(elected) President-Elect, Association of International Agricultural and Extension Education (AIAEE) – 2019-2020

Chair, Community Development Society (CDS) scholarly activities committee – 2016 – 2018

Co-Chair, CDS Mobile Learning Workshops conference subcommittee – 2015

Chair, Association of International Agriculture & Extension Education (AIAEE) Communications committee – 2015

Chair, Association of International Agricultural and Extension Education scholarly activities committee – 2012 – 2013

Paper Chair, Association of International Agricultural and Extension Education scholarly activities committee – 2011 – 2012

Member, International Leadership Association (ILA) resource development committee – 2007 – 2010

National:

(elected) Member, ESCOP Science and Technology Committee (S&T) – 2018-present

Member, Experiment Station Committee on Organization and Technology (ESCOP) Social Science subcommittee – 2017-present

Member, Association of Leadership Educators (ALE) conference planning committee – 2012 – 2013

(elected) Treasurer, Association of Leadership Educators – 2009 – 2011

Member, Association of Leadership Educators (ALE) conference planning committee – 2007 – 2008

Regional:

(invited) Member, SRDC Leadership Development Task Force – 2011 - 2013

Member, Strengthening Extension Advisory Leadership committee, 2009 – 2012

Member, Professional development committee of the North-Central American Association of Agricultural Education (NC-AAAE) – 2006 – 2008

Statewide:

Member, Kentucky Ag Leaders Program advisory board, 2009 – 2014

University of Kentucky:

Member, UK Community Engagement Advisory committee – 2017 – present
Co-director, University-wide Leadership Development Certificate – 2012 – present
Member, External evaluation committee for the EDL department in the College of Education - 2017

College of Agriculture, Food & Environment:

Member, International Working group – 2011 – present
Member, Community & Economic Development in Kentucky (CEDIK), UK – 2010 – present
Member, CAFÉ Undergraduate curriculum committee – 2012-2014, 2016 – 2017
CLD Representative, Recruitment committee – 2010 – 2011
Member, Center for Excellence in Teaching & Learning (CETL) advisory committee – 2009 – 2010

Community & Leadership Development (CLD) Department:

Member, Graduate committee – 2018 – present
Member, Ag Ed Undergraduate Curriculum committee – 2016 – 2017
Member, Executive committee – 2015 – 2017
Member, Annual Review committee – 2015
Chair, CLD Undergraduate Curriculum committee – 2014 – 2017
Member, Graduate committee – 2011 – 2014
Chair, Program committee – 2010 - 2015
Member, Undergraduate curriculum committee – 2008 – 2014
Member, Extension committee – 2008 – 2009

EDITORSHIPS, REVIEW PANELS, REVIEWER SERVICE

HAVE SERVED AS THE MANAGING EDITOR OF THE JOURNAL OF INTERNATIONAL AGRICULTURE & EXTENSION EDUCATION (JIAEE) SINCE 2015. THIS IS A SIX-YEAR COMMITMENT.

Reviewer, International Journal of Leadership in Education (1 paper) – 2017
(invited) Reviewer, AFRI AERC Innovation for Rural Entrepreneurs and Communities grant review panel – 2014, 2015, 2016
Reviewer, presentation abstracts for the Association of International Agriculture & Extension Education (AIAEE) annual conference – 2015, 2016, 2017, 2018
Reviewer, International Journal of Leadership in Education (1 paper) – 2017
Reviewer, Community Development: Journal of the Community Development Society (2 papers) – 2012
Reviewer, Journal of International Agricultural and Extension Education (1 paper) – 2012
Reviewer, paper proposals for the Southern Region Ag Ed Research Conference (2 papers) – 2011
Reviewer, paper proposals for the North Central Region Ag Ed Research Conf. (2 papers) – 2011
Reviewer, Journal of Agricultural Education (invited – 2 papers) – 2011
Reviewer, (the journal) Leadership (invited – 2 papers) – 2011
Reviewer, Journal of International Agricultural and Extension Education (3 papers) – 2011
Reviewer, paper proposals for the Association of Leadership Educators Conference (2 papers) – 2011, 2012
Reviewer, paper proposals for the National Ag Ed Research Conference (3 papers) – 2011, 2012
Reviewer, paper proposals for the Western Region Ag Ed Research Conference (1 paper) – 2011

Reviewer, paper proposals for the Association for International Agriculture and Extension Educators Conference (3 papers) – 2010
Reviewer, paper proposals for the Western Region Ag Ed Research Conference (2 papers) – 2010
Reviewer, Journal of Community Development (invited – 1 paper) – 2010
Judge, KY Agriculture Issues at the State FFA Convention – 2009
Reviewer, poster proposals for the Southern Region Ag Ed Research Conference (3 posters) – 2009
Judge, KY Agriculture Issues at the State FFA Convention – 2008
Reviewer, paper proposals for the National Ag Ed Research Conference (3 papers) – 2008
Reviewer, Journal of Agricultural Education and Extension (invited – 1 paper) – 2008
Reviewer, Journal of Leadership Education (approx. 6 papers annually) – 2007 to present
Reviewer, Journal of Extension (approx. 6 papers annually) – 2007 to present

CONSULTANT

California Department of Housing and Community Development – Hains B. J. & Ricketts, K. G. (2016 – present). Developed and delivered a nine-month curriculum on social & cultural inclusion in collaboration with the University of California, Davis. Participants – 30 executive administrators associated with fair housing.

Commerce Lexington – Hains, B. J., Ricketts, K. G., & Hustedde, R. (2015, December). Facilitation of a community-listening process to determine community voice on a Lexington property tax raise.

Glean KY – Ricketts, K. G. (2015, 2016). Contracted as the lead evaluator for a United Way grant.

Professional Development

PROFESSIONAL ASSOCIATIONS

- International Society for Quality-of-Life Studies – 2019 to present
- Association for International Agriculture and Extension Education – 2007 to present
- International Leadership Association – 2007 to present
- Community Development Society – 2012 to 2017
- Association of Leadership Educators – 2003 to 2012
- American Association for Agricultural Education – 2002 to 2009
- North American Colleges and Teachers of Agriculture – 2002 to 2008, 2014

Rosalind P. Harris

Curriculum Vita
The University of Kentucky
Department of Community and Leadership Development
Gender and Women's Studies, Center for Equality and Social Justice,
and Appalachian Studies Faculty Affiliate

500 Garrigus Building
Lexington, KY 40546-0215
rharris@uky.edu
(606) 257-7584

EDUCATION

- 1990 Ph.D. Rural Sociology, The Pennsylvania State University.
- 1976 M.P.H. Environmental Health, The University of Hawaii.
- 1973 B.S. Tropical Agriculture, The University of Hawaii.

AREAS OF SPECIALIZATION

Engagement Scholarship, Food Insecurity, Youth Restorative Justice, Rural Social Change: Black Belt South and Central Appalachia

ACADEMIC POSITIONS

- 2018 - Pres. **Associate Professor** - Department of Community and Leadership Development, The University of Kentucky.
Social justice scholarship - involved in food justice and youth restorative justice research, teaching and community-university engagement.
- 1996 - 2018 **Associate Professor** - Department of Sociology, The University of Kentucky.
Responsible for conducting research in the areas of rural poverty and rural policy and course work in globalization and qualitative methods.
- 1990 - 1996 **Assistant Professor** - Department of Sociology, The University of Kentucky.
Responsible for conducting research in the areas of rural poverty and rural policy and course work in globalization and qualitative methods.

1984 - 1990 **Research Associate** - Department of Agricultural Economics and Rural Sociology, Penn State University.
Responsible for conducting research on the economic coping strategies of low-income populations and the impact of federal policy on the ability of black land grant institutions to respond to the needs of low-income populations through their research and extension programs.

AWARDS

2020 George Washington Carver Public Service Award and Induction into the George Washington Carver Hall of Fame - 77th Professional Agricultural Workers Conference, Tuskegee University.

2019 Outstanding Community Development Educator Award - Community Development Society 50th Anniversary Conference, St. Louis, Missouri.

2015 Faculty Mentor of the Year Award. Southern Regional Education Board Conference, Washington, DC.

2015 A Teacher Who Made a Difference Award, University of Kentucky, College of Education.

2003 Outstanding Teaching Award, Southern Rural Sociological Association Conference, Mobile, Alabama.

CURRENT RESEARCH PROJECTS

Co-Principal Investigator with Dr. Patricia Dyk

USDA Multistate Project – NC 1171: “Interactions of Individual, Family, Community, and Policy Context on the Mental and Physical Health of Diverse, Rural Low-income Families”, October 1, 2014- September 30, 2019 (Continued for 5 years – NC_Temp 1171).

To assess community capacity to support resilience in diverse, rural low-income families.

Collaborator with C. Kolavalli and S. Lyon Co-Principal Investigators

UK – Center for Equality and Social Justice: "Just Food: Engaging UK in Racially Equitable Food Systems Development", University of Kentucky - Sustainability Challenge Grants, July 1, 2019 - June 30, 2020, \$38,500.

“Just Food” will offer a semester-long series of programs, integrating undergraduate and graduate students, faculty, and community members, to create space on UK’s campus for better understanding and interdisciplinary discussions of racialized inequality in our food system. Serving as a mentor for an undergraduate student in the sustainable agriculture program, helped to organize the January 21, 2020 - Just Food Symposium – moderated one panel and served as a panel member on another.

Principal Investigator

University of Kentucky Project: “Universities, Community Based Organizations and Community People Working for Change in the Southern U.S. Black Belt Region”, 2005 - present

To investigate partnerships between universities and community-based groups in the Black Belt South that have shaped policy to address persistent poverty.

COMPLETED RESEARCH PROJECTS

Co-Principal Investigator with Dr. Ronald Hustedde, Eli Parham, Emily Rodes (Grad/Professional Students). Angelica Miller, Cara Cooper (Community co-Investigators)

UK – Food Connections: “Expanding the Capacity for Connecting Farm, Food, and Community Within Lexington Through Fresh Stop Markets (FSMs)” July 1, 2018- June 30, 2019, \$5,000.

Compiled data on the best practices, as well as the challenges associated with Lexington’s Fresh Stop Market Market Movement, in order to help strengthen the operations of existing FSMs and guide the establishment of new FSMs through a participatory action research approach.

Co-Principal Investigator with Drs. Heather Norman-Burgdolf and Amanda Hedge
The Food Connections at the University of Kentucky Student Opportunity Grant: “Fresh Stop Markets’ Youth Food Justice Leadership to Support Child/Family Food Systems’ Engagement” June 2017-December 2017, \$5,000.

Developed a curriculum that integrates food justice concepts with nutritional practices for middle school participants through participatory pedagogical approaches.

Principal Investigator with T. Harper, T. Summey, D Howard (Grad/Professional Student) G. Maldonado, K. Williams (Community Leader), D. Howard.

The Food Connections at the University of Kentucky Student Opportunity Grant: “Food Systems, Food Justice, and Race (Innovation in Instruction)” July 1, 2016- June 30, 2017, \$5,000.

UK Faculty, graduate students, undergraduate students in the departments of Community and Leadership Development, Geography, and African American and Africana Studies joined with Community Leaders working with Lexington Fresh Stops Program to develop a 500-level course on: Food Systems, Food Justice, and Race.

**Co-Principal Investigator with Dr. Ronald Hustedde and H. Hyden
(Grad/Professional Student)**

The Food Connections at the University of Kentucky Student Opportunity Grant: “Combatting Food Injustice in Lexington: Building Capacity and Connections for the Lexington Castlewood Fresh Stop” July 1, 2014- June 30, 2015, \$10,000.

Connected the UK Community and North Lexington residents to work together on the issue of local food access for all income levels, races, and neighborhoods.

Co-Principal Investigator with Dr. Aminata Cairo (Post-Doctoral Fellow CLD)

“Family and Community Intervention in Mental Health Among Refugee and Migrant Populations in Lexington Kentucky” 2007-2009.

This project employed a community-based participatory research methodology in exploring the impacts of a culturally-based, holistic approach to mental health among refugee and migrant populations in Lexington, Kentucky.

Co-Principal Investigator with Drs. Ronald Hustedde and Patricia Dyk

The Food Connections at the University of Kentucky Student Opportunity Grant: “Growing Freshstop Markets through Neighborhood Leadership” July 1, 2016- June 30, 2017, \$5,000.

Connected the UK Community and North Lexington residents to increase local fresh food access for residents with limited resources by developing the leadership skills of neighborhood residents.

Collaborator with Tuskegee University and the Federation of Southern Cooperatives Babcock Foundation: “Planning Grant for establishing a Black Belt Region Policy Center” 2008, \$20,000.

Funding provided travel and workshop support for bringing together scholars and community organizers to lay the foundation for establishing a Black Belt Region Policy Center.

Principal Investigator

University of Kentucky-Experiment Station-Hatch Project: “Universities, Community Based Organizations and Community People Working for Change in the Southern U.S. Black Belt Region”, 2005.

To investigate partnerships between universities and community-based groups in the Black Belt South that have shaped policy to address persistent poverty.

Co-investigator with Drs. Ann Tickamyer and Clarence Talley

National Research Initiative, U.S. Department of Agriculture: “Service Sector Penetration and Household Earning Processes: A Comparative Study of Rural Communities”, 1995- 1999, \$252,914.

This study investigated the impact of service sector restructuring on rural communities within Kentucky and Florida. It examined the range of structural and cultural adjustments from the informalization practices of firms to the small scale entrepreneurial activities of households.

Co-investigator with Drs. Jan McCulloch and Lorraine Garkovich

Rogers Endowment Committee, Sanders-Brown Center on Aging: “Home-Based Work: The Relationship of Informal Employment to Health Among Mid-Life and Older Rural Women” 1995, (\$10,000).

This research investigated how older rural women use home-based labor as a means of increasing economic resources. The knowledge from this study formed the basis for examining a conceptual model of the relationship between home-based labor and older rural women's health with anticipated future funding from NIA, NIMH or USDA.

Principal Investigator

American Association of University Women: “Poverty and Health in Rural America - Women” 1993-1995, \$24,500.

This project explored ways of re-conceptualizing the relationships among gender, locality, poverty, race and health status by investigating pertinent bodies of theory and scholarship. It also explored the impact of state and federal policies on women's access to health care and clarified how policy and broader social, economic, political and cultural forces intersect in conditioning the experiences of rural women with work, the welfare state system and health care systems, in particular.

**Co-investigator with Drs. Lorraine Garkovich, Gary Hansen and Patricia Dyk
State Agricultural Experiment Station (Hatch Funds): “Social and Economic Factors Affecting the Social Well-Being of Kentucky Families” 1992-1996.**

This project examined how community labor market characteristics, demographic and health-related factors and intra-family factors interact in influencing rural family well-being.

Co-investigator with Drs. Ann Tickamyer, Jan Bokemeier, Shelley Feldman, John Paul Jones and Dee Ann Wenk

W.K. Kellogg Foundation: “Women and Persistent Rural Poverty” 1990-1995, \$50,000.

Research provided conceptual clarification on factors that precipitate and perpetuate rural poverty in order to inform the decision-making of public policy people, community leaders and social scientists.

Principal Investigator

Aspen Institute for Humanistic Research and the Ford Foundation: "Rural Policy Mandates and Black Land Grant Research: A Viable Program for the Support of the Rural Poor" 1990-1995, \$50,000.

Research investigated the impact of federal policy on the abilities of historically black land grant institutions to address the needs of the rural poor through their research and extension programs.

PUBLICATIONS

Journal Articles

Harris, R., Hyden, H. (2017). Geographies of Resistance Within the Black Belt South, (1 ed., vol. 57, pp. 51-61) *Southeastern Geographer*.

Butler, B. N., Harris, R. (2016). "The Interface of Globalization and Americanization: An Exploratory Case Study of European Men's Basketball." (4 ed., vol. 7, pp. 1-9) *Journal of Sporting Cultures and Identities*.

Wimberley, R.C., L. Morris and R. Harris. (2014). "A Federal Commission for the Black Belt South." *Professional Agricultural Workers Journal*: Vol. 2: No. 1, Article 6. Available at: <http://tuspubs.tuskegee.edu/pawj/vol2/iss1/4>.

Harris, R. (2013). "Community-University Partnerships for Change in the Black Belt South." *Professional Agricultural Workers Journal*: Vol. 1: No. 1, Article 4. Available at: <http://tuspubs.tuskegee.edu/pawj/vol1/iss1/4>.

Harris, R. Bernard, M., Mullinax, M. Dreamal Worthen, Finch, S. and V. Womack. (2012). "Attending to Place, Race and Community: Trans-Local Partnering Between Scholars and Activists in Central Appalachia and the Black Belt South." *Journal of Appalachian Studies*: Vol. 18: No. 1&2, 206-219.

Harris, R. P. and H. D. Worthen. (2004). "Working Through the Challenges: Struggle and Resilience Within the Historically Black Land Grant Institutions." *Education*, 124.

Harris, R. P. (2001). "Hidden Voices: Linking Research Practice and Policy to the Everyday Realities of Rural People." *Southern Rural Sociology* 17:1-11.

Harris, R. P., J. Bridger, C. Sachs and S. Tallichet. (1995). "Empowering Rural Sociology: Exploring and Linking Alternative Paradigms in theory and Methodology." *Rural Sociology*. 60.

Swanson, L. E., **R. P. Harris**, J. R. Skees and L. Williamson. (1994). "African Americans in Southern Rural Regions: The Importance of Legacy." *The Review of Black Political Economy* 22:109-124.

Garkovich, L., and **R. P. Harris**. (1994). "Health and Health Care in Rural America." *Choices* :8-12.

Harris, R. P. (1994). "Rural Development and Universities: Lessons from the U.S.A?" *New Look Matlhasedi* 13:7-10.

Harris, R. P. (1992). "Black Land Grant Institutions and the Title XII Program. Is There Room to Maneuver?" *Agriculture and Human Values* IX:67-71.

Harris, R. P. (1990). "Institutions Under Influence: The Case of Knowledge Stratification Within the U.S. Land Grant System." *Southern Rural Sociology* 7:70-85.

Chapters in Edited Volumes and Reference Entries

Harvey, M., & **Harris, R.** (2017). Racial Inequalities and Poverty in Rural America: Case Study: Engaging Black Geographies - How Racism Continues to Produce Poverty Within the Black Belt South. In A. Tickamyer, J. Sherman, & J. Worlick (Eds.), *Rural Poverty in the United States*, (pp. 141-167) Columbia University Press.

Harris, R. P. (2008). Black Land Grant Institutions: A Historical Overview. In G. Goreham (Ed.) *Encyclopedia of Rural America: The Land and People* (pp. 554-557). Grey House Publishing Inc.

Harris, R. P. (2008). U.S. Land Grant Institutions: A Historical Overview. In G. Goreham (Ed.) *Encyclopedia of Rural America: The Land and People* (pp. 549-553). Grey House Publishing Inc.

Harris, R. P. (2008). American Indian Land Grant Institutions: A Historical Overview. In G. Goreham (Ed.) *Encyclopedia of Rural America: The Land and People* (pp. 558-563). Grey House Publishing Inc.

Harris, R. P. 2005. Violence, Gangs and Guns in the African American Community. In D. Harley (Ed.) *Mental Health in the African American Community*. University of Kentucky Press.

Harris, R. P. and H. D. Worthen. (2003). African Americans in Rural America. In D. Brown and L. E. Swanson (Eds.) *Challenges for Rural America in the Twenty-First Century* (pp. 32-42). Pennsylvania State University Press.

Tallichet, S., M. Redlin, and **R. P. Harris**. (2003). What's a Woman to Do? Globalized Gender Inequality in Small Scale Mining. In G. Hilson. Rotterdam (Ed.) *The Socio-economic Impacts of Artisanal and Small-Scale Mining in Developing Countries*, (pp. 205-219) Swets-Blackwell.

Tickamyer, A., J. Bokemeier, S. Feldman, **R. P. Harris**, J. P. Jones and D. A. Wenk. (1993). Women and Persistent Rural Poverty. In Rural Sociological Task Force on Persistent Rural Poverty (Ed.) *Persistent Poverty in Rural America* (pp. 200-229). Westview Press.

Tickamyer, A., J. Bokemeier, S. Feldman, **R. P. Harris**, J. P. Jones and D. A. Wenk. (1993). Rural Women and Rural Development Policies. In A. C. Jansen and T. D. Rowley *Rural Development Policy: Responding to Change Rural Development Perspectives* (pp. 3). USDA.

Harris, R. P. (1997). Black Land Grant Institutions: A Historical Overview. In G. Goreham (Ed.) *Encyclopedia of Rural America: The Land and People*. ABC-CLIO.

Harris, R. P. (1997). U.S. Land Grant Institutions: A Historical Overview. In G. Goreham (Ed.) *Encyclopedia of Rural America: The Land and People*. ABC-CLIO.

Deo, S. and **R. P. Harris**. (1992). Globalization, Dependence and Underdevelopment: Towards Understanding the Context of Agricultural Research Institutions in India and the U.S. In A. Bonanno (Ed.) *The Agricultural and Food Sector in the Global Era* (pp. 175-194) Concept Publishing.

Reports and Policy Papers

Harris, R. P. and J. Zimmerman. (2003). "Children and Poverty in the Rural South." *Southern Rural Development Center Policy Series: Economic and Workforce Development, No. 2*.

Ilvento, T., **R. P. Harris** and L. Garkovich. (1994). "Focus Groups as a Needs Assessment Tool." Rural and Economic Development SEED Publication. 3:1-7.

Ilvento, T., **R. P. Harris** and L. Garkovich. (1992). "Racial Trends in Kentucky." *Kentucky Trends: A Special Report from the Population Laboratory*, University of Kentucky Department of Sociology, Cooperative Extension Service, 3:1-6.

Conference Proceedings

Harris, R. P. (1994). "1890 Institutions and the Restructuring of the USDA: A Response to the Keynote Address." Pp. 5-18 in Proceedings of the 51st Annual Professional Agricultural Workers Conference, edited by N. Baharanyi, R. Zabawa, W. Hill and A. Parks. Tuskegee Alabama: Tuskegee University.

Harris, R. P. and L. Swanson. (1993). "Some Opportunities for the 1890s In a Time of Qualitative Change." Pp. 69-73 in Proceedings of a Preconference of the 50th Annual Professional Agricultural Workers Conference, A Joint Publication of Tuskegee University and the Southern Rural Development Center.

Book Reviews

R. P. Harris. (1994). "Forgotten Places: Uneven Development in Rural America," edited by W. Falk and T. Lyson. *Journal of American History* 81:1270-1271.

R. P. Harris. (1992). "Scientists in the Third World" Jacques Gailliard. *Rural Sociology*. 57:115-118.

ARTICLES UNDER PREPARATION

Harris, R. and M. Mullinax. "Scholarship in Service to Change in the Black Belt South: The Legacy of Dr. Ronald Wimberley." – to be submitted to *Rural Sociology*.

Harris, R. P. and J. M. Miller. "Rurality and Regionalism: Expanding the Conversation" - to be submitted to *Rural Sociology*.

Harris, R. P. and R. Hustedde. "Listening and Community Development." – to be submitted to the *International Journal of Listening*.

Hustedde, R. and **R.P. Harris** "On the Soulful Perspective of Community Development" – to be submitted to *Radical Community Work Journal*.

COMMUNITY-UNIVERSITY COLLABORATIVE ACTIVITIES

2020 Moderator: Panel on Racial Healing. 2020 Day of Healing. Versailles, Kentucky.

2017 Harris, R. (Presenter Only), Harper, T. (Presenter Only), Griggeory, B. (Presenter Only), Summey, T. (Presenter Only), Fawcett, K. (Presenter Only), "Food Justice Workshop: Gathering at the Table Community Dinner (with graduate students as co-facilitators)," UK Food Connection, Invited, Lexington, Kentucky.

2005 Discussant: "Poverty and Race" Kentucky Tonight – KET/PBS, Lexington, Kentucky.

2005 Presenter. "Minorities in Rural America." Senate Briefing sponsored by the Consortium of Social Science Associations, Washington, DC.

2004 Moderator: "Woman and War" Women's Studies Film Series: Gaines Center for the Humanities, University of Kentucky.

1988 Facilitator: "Reforming the Curriculum" workshop conducted at The Pennsylvania State University. Brought together faculty from all disciplines within the university to discuss the reasons why gender, class and racial biases are reflected in the curricula of higher education institutions and the strategies that can be used to eliminate them.

CONFERENCE ACTIVITY

Invited Lectures and Keynote Addresses

- 2019 Invited Session. "On Soul and Community Development Practice." International Association for Community Development. Dundee, Scotland.
- 2018 Invited Lecture. "Child Poverty and Food Poverty: Taking Action in East Lothian, 'The Fresh Stop Market Poverty-Hunger Vortex,' Corporate Policy and Improvement." East Lothian Council. East Lothian, Scotland.

Keynote. "Mentoring to Deepen Self-Awareness and Self-Compassion," The Graduate School and the Center for Graduate and Professional Diversity Initiatives, University of Kentucky Graduate School. Lexington, Kentucky.

Invited Lecture. "Integrating Spirituality and Social Action, 'Mindfulness Practice and Social Action.'" Kentuckians for the Commonwealth. Lexington, Kentucky.

- 2008 Invited Discussant. "Community-University Partnerships" for Symposium: Exploring Viable Opportunities for Low-Wealth Communities in the Delta: A Regional Summit, sponsored by Louisiana State University and the Southern Rural Development Center. Baton Rouge, Louisiana.
- 2004 Plenary Presentation. "Is There a Gorilla in the Room: Conceptualizing Poverty and Reconceptualizing Rural Poverty." Conference: In the Shadows of Poverty: Strengthening the Rural Poverty Research Capacity of the South. Memphis, Tennessee.
- 2001 Presidential Session Presentation. Southern Rural Sociological Association. Ft. Worth, Texas.
- 2000 Presidential Address. "Hidden Voices: Linking Research, Practice and Policy to the Everyday Realities of Rural People." Southern Rural Sociological Association. Lexington, Kentucky.
- 1995 Luncheon Keynote. "Qualitative Research and Feminist Dilemmas." GROW Meeting. Lexington, Kentucky.

Sessions Organized or Moderated

- 2020 Moderator. "Organizing Around Food Justice." Just Food Symposium: Racial Equity in Kentucky Food Systems. Lexington, Kentucky.
- 2019 Plenary Moderator: with Dr. Latoya Eaves, Dr. Hanna Garth and Dr. Rachel Watkins. "The Power of Erasure and Memory: Re-imagining the Subjugation of Black Bodies, Spaces and Places." Dimensions of Political Ecology (DOPE). Lexington, KY, United States.

- 2017 Organizer. "Special Session: 'In order to see the blues all round': Honoring Clyde Woods" 72nd Southeastern Division of the American Association of Geographers. Starkville, Mississippi.
- Moderator with Shirley Carter, Heather Hyden, Drew Shackelford, Anna Meeker, Cubaka Nehemia, Joy Harris. "Black Geographies and Cooperative Economics: Cultivating Food Democracy and Collective Power through Community-Based Economics," Dimensions of Political Ecology (DOPE), Lexington, KY, United States.
- 2013 Session Organizer/Discussant: "Shared Community: A Roundtable on Diversity and Inclusion in Appalachian Studies." Boone, North Carolina.
- 2013 Session Organizer: "The Diversity Conversation Continued." Rural Sociological Society. New York, New York.
- 2012 Session Organizer with Maureen Mullinax: "Pulling Threads: Insights from Appalachian Studies for Rural Scholarship and Activism." Appalachian Studies Association Conference, Indiana, Pennsylvania.
- Session Organizer/Discussant: "The 'Diversity' Conversation: Cultivating Understanding and Collaborations Across Historical, Spatial and Representational Divides in Rural America." Rural Sociological Society. Chicago, Illinois.
- Session Organizer/Discussant: "Legacy of Dr. Ronald Wimberley Scholarship in Service to Change in the Black Belt South." Rural Sociological Society. Chicago, Illinois.
- Session Organizer/Discussant: "Scholarship in Service to Change in the Black Belt South: The Legacy of Dr. Ronald Wimberley." Southern Rural Sociological Association. Birmingham, Alabama.
- 2010 Session Organizer: "Continuing the Journey: The Development of the Black Belt Studies and Leadership Development Program." Southern Rural Sociological Association. Orlando, Florida.
- Moderator: "Asset Building Initiatives and Coalition Building for Low Income Families." Southern Rural Sociological Association. Orlando, Florida.
- 2009 Moderator: "Black Belt Regional Studies and Leadership Development: Preparing Leaders to Make a Difference." Southern Rural Sociological Association. Atlanta, Georgia.

- 2008 Session Organizer: "University-Community Partnerships for Change in the Black Belt South." Rural Sociological Society. Manchester, New Hampshire.
- Session Organizer: "Community-University Partnerships for Change in The Black Belt South." Community – University Partnership Summit. University of Victoria, British Columbia
- Session Organizer: "Black Belt and Appalachian Scholars and Activists Collaborate in Creating Black Belt Studies Programs" Appalachian Studies Association. Huntington, West Virginia.
- Session Organizer: "Creating a Black Belt Regional Community Action and Studies Association." Southern Rural Sociological Association. Dallas, Texas.
- Moderator. "Rural Education" Southern Rural Sociological Association. Dallas, Texas.
- 2007 Session Organizer: "Black Belt Studies and Rural Community Change." Professional Agricultural Workers Conference. Tuskegee University.
- Session Organizer: "The Appalachian Studies Association Model for Change in the Black Belt South." Appalachian Studies Association. Maryville, Tennessee.
- Session Organizer: "Black Belt Community Activists and Scholars Exchange Stories and Ideas About Working Together for Social Change." Southern Rural Sociological Association. Mobile, Alabama.
- Organizer/Presider: "What are We Doing About Being Sociologists in the South? Working Together for Social Change: Black Belt Community Activists and Scholars Exchanging Stories and Ideas." Southern Sociological Society. Atlanta, Georgia.
- Plenary Presider: "A Regional Commission for the Black Belt South." Southern Sociological Society. Atlanta, Georgia.
- 2006 Organizer: "Activists and Scholars Engaging Communities in Partnership: Stories from the Black Belt South and Appalachia." Special Sessions: Rural Sociological Society. Louisville, Kentucky.
- Organizer: "Continuing the Conversation: Universities and the Black Belt Initiative." Southern Rural Sociological Association/Southern Association of Agricultural Scientists. Orlando, Florida.
- 2005 Organizer: "Universities and Community Based Organizations Engaging the Black Belt Initiative." Southern Rural Sociological Association/Southern Association of Agricultural Scientists. Little Rock, Arkansas.

- Pre-conference Organizer: Pre-Conference to the Professional Agricultural Workers Conference: "Revisiting the Black Belt Initiative." Professional Agricultural Workers Conference. Tuskegee University.
- 2004 Moderator: "Poverty and Grassroots Activism in the Rural South." Conference: In the Shadows of Poverty: Strengthening the Rural Poverty Research Capacity of the South. Memphis, Tennessee.
- Session Chair: "Mobilizing in the Black Belt." Southern Rural Sociological Association/Southern Association of Agricultural Scientists. Tulsa, Oklahoma.
- 2003 Session Chair: "Social Science and Poverty in the Black Belt." Southern Rural Sociological Association/Southern Association of Agricultural Scientists. Mobile, Alabama.
- Session Chair: "Children, Poverty and Globalization." Southern Rural Sociological Association/Southern Association of Agricultural Scientists. Mobile, Alabama.
- Discussant: "Effective Extension Programming for Rural Development." Southern Rural Sociological Association/Southern Association of Agricultural Scientists. Mobile, Alabama.
- 2002 Facilitator: "Interactive Roundtable: Connections - African American, Native American/Native Alaskan, Hispanic American, Latino, Asian American/Pacific Islander - A Conversation." Professional Agricultural Workers Conference. Tuskegee University.
- Session Chair: "Coping with Poverty: The Dilemmas and Challenges Facing Rural Families." Southern Rural Sociological Association/Southern Association of Agricultural Scientists. Orlando, Florida.
- 1999 Session Chair: "Narrative and Rural Social Change." Rural Sociological Society. Chicago, Illinois.
- 1996 Panel Discussion Chair: "The Oral History and Visual Sociology as Methods for Exploring Social Change." Rural Sociological Society. Des Moines, Iowa.
- Session Chair: "Exploring Rural Social Change with Oral Histories." Southern Rural Sociological Society. Greensboro, North Carolina.
- 1994 Discussant: "Families, Communities and Rural Development" Association of Research Directors Tenth Biennial Symposium. New Orleans, Louisiana.
- Organizer: "Storytelling Our Lives: Historical Narratives by African-American Mountain Women." Ninth Annual Conference on Appalachia. University of Kentucky. Lexington, Kentucky.

Facilitator: "Women and Poverty" Southeastern Conference on Women and Economic Development. Louisville, Kentucky.

Organizer/Presenter: "Empowering Rural Sociology: Exploring and Linking Alternative Paradigms in Theory and Methodology." Rural Sociological Society. Portland, Oregon.

Session Chair: "International Agriculture." Rural Sociological Society. Portland, Oregon.

1993 Provocateur: "1890 Institutions and the Restructuring of the USDA: Comments on Under Secretary Bob Nash's Address." Professional Agricultural Worker's Conference. Tuskegee University.

Organizer/Presenter: "Race, Gender and Class Across the Curriculum." Curriculum Integration Workshop of the Department of Sociology at the University of Kentucky, Lexington, Kentucky.

1992 Session Chair: "Rural Women in Cross-cultural Perspective." North Central Women's Studies Association. Lexington, Kentucky.

Session Chair: "Farm Labor Issues." Southern Rural Sociological Association. Lexington, Kentucky.

1991 Session Chair: "Health Insurance and Hospital Closings in Rural Settings." Professional Agricultural Worker's Conference. Tuskegee, Alabama.

Session Chair: "The Sociology of Science." Rural Sociological Society. Columbus, Ohio.

Papers and Posters Presented

2020 Panelist. "Introduction to Racialization in Food Systems." Just Food Symposium: Racial Equity in Kentucky Food Systems. Lexington, Kentucky.

Presenter with Garrett Graddy-Lovelace, Heather Hyden, Veronica Limeberry, Tiffany Bellfield/El-Amin, Jill LeRoy-Frazier, Jahi Chappell, Kim Niewolny, Marcus Bernard. "Agricultural Cooperative Extension of Everything," Dimensions of Political Ecology (DOPE), Lexington, KY, United States.

Presenter with Marcus Bernard. "More than Race: Black Farmers in the Rural South." Southern Rural Sociological Association. Louisville, Kentucky.

- 2019 Presenter with Ronald Hustedde. "Community Communications: Listening Beyond Defensiveness, Divisions and Silence." International Association for Community Development. Dundee, Scotland.
- Presenter with Ronald Hustedde. "Stimulating Deliberative Listening when Public Issues are Divisive." International Listening Association. Vancouver, Canada.
- 2018 Presenter. Harris, R., Hyden, H., Garkovich, L., Graddy Lovelace, G., Herron, C., and Smith, A. "Women and Gender Equity in Agriculture." Dimensions of Political Ecology (DOPE). Lexington, Kentucky.
- Presenter. "Food Justice Discourse and Community Building Intersections Within a Mid-Southern U.S. Town." International Association of Community Development. Maynooth University, Kildare, Ireland.
- 2017 Presenter with Hyden, H. and Harris, J., "Interpreting and Practicing Food Justice Through Cooperative Economics Relationships." Southeastern Division of the American Association of Geographers. Starkville, Mississippi.
- 2016 Co-Presenter with Nalani Butler. "Where are all the Black Girls: Looking at U.S. Girl's Soccer Through a Comparative Feminist –Critical Race Theory Lens." International Conference on Sport and Society. Honolulu Hawai'i.
- Co-Presenter with Nalani Butler. "Spotlight: Discrimination and Transnational Migration for American WNBA Players." International Conference on Sport and Society. Honolulu, Hawai'i.
- 2015 Co-Presenter. "A Renewed Vision for the 1890 Land Grant Universities: Training the Engaged Scholar for Transforming the Black Belt South." Southern Rural Sociological Association Meeting. Atlanta, Georgia.
- 2014 Co-Presenter. "Women Organizing to Reweave Community in the Black Belt South: Assets and Obstacles." Professional Agricultural Workers Conference. Tuskegee University.
- Presenter with Nalani Butler and Larz Dzikus. "Globalization or Americanization? An Exploratory Case Study of European Men's Professional Basketball." North American Society for the Sociology of Sport. Portland, Oregon.
- 2011 Panelist. "Centering the Community Voice in Black Belt Studies." Rural Sociological Society. Boise, Idaho.

Panelist with Veronica Womack, Gena Gunn, Dreamal Worthen, Marcus Bernard. "Completing the Movement: Passing the Torch of Leadership in the South." The Schomburg Center's State of African American and African Diaspora Studies: Methodology, Pedagogy, and Research. Manhattan, New York.

Presenter. "Tribute to Dr. Ronald Wimberley: Scholarship in Service to Change in the Black Belt South." Professional Agricultural Workers Conference. Tuskegee University.

2008 Presenter. "Community-University Partnerships for Change in the Black Belt South." University of Kentucky's Rural Development Series – Sponsored by the Departments of Community and Leadership Development and Sociology. Lexington, Kentucky.

Presenter. "Community-University Partnerships for Change in the Black Belt South." Leadership in Action Series – Sponsored by the Departments of Community and Leadership Development. Lexington, Kentucky.

Panelist. "Nonprofits in the Service of Communities: Experiences from the Field" Southern Rural Sociological Association. Dallas, Texas.

Panelist. "Students and Community Engagement Through Addressing Community Well-Being." Kentucky Council on Post-Secondary Education 8th Annual Conference on Strategies for Teaching and Learning. Lexington, Kentucky

Panelist. "Opo Yeye, Raising the Spirit: Community Mental Well-Being Based Within a Non-Western Tradition." Service Learning Showcase, University of Kentucky Experiential Learning and Career Service Program. Lexington, Kentucky.

Participant. "Networking in the Hurricane Affected Communities of the Black Belt South." Collaborative Asset Building Project. Coordinated by Tuskegee University and Washington State University. Biloxi, Mississippi

Presenter. "Establishing a Black Belt Community Action and Studies Association." Southern Rural Sociological Association. Dallas, Texas.

2006 Panelist. "Rural Social Scientists Engage the Black Belt Initiative." Southern Rural Sociological Association. Orlando, Florida.

Panelist with Ronald Wimberley and Libby Morris: "Update on the Black Belt and the Black Belt Initiative." Southern Sociological Society. New Orleans, Louisiana.

- 2004 Presenter with Julie N. Zimmerman. "Thinking it over: Conceptualizing Poverty and Reconceptualizing Rural Poverty." Southern Rural Sociological Association. Tulsa, Oklahoma.
- Presenter: "Children and Poverty in the Rural South." Southern Rural Sociological Association/Southern Association of Agricultural Scientists. Tulsa, Oklahoma.
- 2002 Panelist: "Social Science and Regional Rural Development." Professional Agricultural Workers Conference. Tuskegee University.
- 2000 Panel Participant: "Current Trends Affecting Rural Sociology." Rural Sociological Society. Washington D.C.
- 1999 Panel Participant: "Rural Sociology in the public and Private Sectors." Rural Sociological Society. Chicago, Illinois.
- 2002 Presenter. "Poverty and Its Impact on Children and Youth." Conference on Children, Youth and Families at Risk. New Orleans, Louisiana.
- 1996 Panel Participant: "Exploring the Spatial Turn in Rural America." Rural Sociological Society. Des Moines, Iowa.
- Presenter: "Restructuring Welfare In Rural America." Southern Rural Sociological Association. Greensboro, North Carolina.
- 1995 Co-presenter: "Narrative, Post-modern and Feminist Theory." Rural Sociological Society. Washington D.C.
- Co-presenter: "Opportunities for the 1890s in a Time of Qualitative Change." Rural Sociological Society. Washington. D.C.
- Co-presenter: "Home-based Work: Perspectives From Mid-Life and Older Rural Women." Rural Sociological Society. Washington D.C.
- Co-presenter: "Reshaping the Agricultural Development Discourse: Considering the Subjugated Knowledge and Angles of Vision of America's Indigenous Peoples." Agriculture Food and Human Values Society. Tuskegee University, Tuskegee, Alabama.
- 1994 Panel Participant: "Ethical Issues in Qualitative Research." Rural Sociological Society. Portland, Oregon.
- Co-presenter: "Accepting the Challenges of Feminist Ethnography: Commitment and Caring in the Research Process." Humanist Sociology Meeting. Raleigh, North Carolina.

Presenter: "Women, Poverty and Health in Rural Kentucky." Kentucky American Association of University Women's Spring Convention. Danville, Kentucky.

Presenter: "Gender, Health and Spatial Inequality: Discourse, Practice and Policy." Southern Rural Sociological Society. Nashville, Tennessee.

1993 Presenter. "Women and Health: An Overview." American Association of University Women. Lexington, Kentucky.

Presenter: "Gender, Welfare and Spatial Inequality: Theoretical Issues and Policy Concerns for Rural America." Rural Sociological Society. Orlando, Florida.

Presenter: "Women and Health in Rural America: Theoretical Issues and Policy Concerns." Rural Sociological Society. Orlando, Florida.

Presenter: "Women, Poverty and Health in Rural America: A Conceptual Overview." Southern Rural Sociological Association. Tulsa, Oklahoma.

1992 Presenter: "Women and Poverty in Rural America: A Conceptual Overview." Southern Rural Sociological Association. Lexington, Kentucky.

Panel Participant: "Task Force Report on Women and Rural Poverty." Rural Sociological Society. University Park, Pennsylvania.

1991 Presenter. "Alternative Development or Legitimation: The Role of Women and African-Americans in Agricultural Foreign Assistance." University of Kentucky's Gallery Series. Lexington, Kentucky.

Co-presenter: "Women and African-Americans in Agricultural Development: The Bureaucratization of Gender and Race." Conference of the Agriculture, Food and Human Values Society. Asilomar Park, California.

Co-presenter: "Globalization, Dependence and Underdevelopment: Towards Understanding the Context of Agricultural Research Institutions in India and the U.S." Agricultural and Global Food Order. Columbus, Missouri.

Panel Participant: "Women and Rural Poverty," Rural Sociological Society, Columbus, Ohio.

Presenter: "The Reproduction of Western Agricultural Knowledge Within the Periphery: A Comparative Study of Indian and African-American Agricultural Institutions." Rural Sociological Society. Columbus, Ohio.

- 1990 Presenter: "Black Land Grant Institutions and Third World Agriculture Within the Title XII Program: Is There Room for Maneuver?" Rural Sociological Society. Norfolk, Virginia.
- 1987 Presenter: "A Historical Overview of the Development of the Black Land Grant college System." Rural Sociological Society. Madison, Wisconsin.
- 1986 Presenter: "An Overview of the Philosophies on Rural Development at Historically Black Land Grant Colleges." Rural Sociological Society. Salt Lake City, Utah.

OTHER PROFESSIONAL ACTIVITIES

Editorial Review

Journal of Contemporary Ethnography
Rural Sociology
Southern Rural Sociology
Sociological Inquiry
Sociological Quarterly
Journal of Agriculture and Human Values

PROPOSAL PANELS AND REVIEWS

- 1996, '99-'00 Proposal Reviewer USDA Small Business Innovation Research
- 1991-92, '94 Proposal Reviewer USDA National Research Initiative.
- 1993 Panel Member: Rural Development Policy Panel of the Market and Trade Policy section of the National Research Initiative competitive grants program, USDA.
- 1992 Panel Member: 1890 Capacity Building Grants Program, U.S. Department of Agriculture.

PROFESSIONAL AFFILIATIONS

Rural Sociological Society
 Southern Rural Sociological Society
 Community Development Society
 International Association of Community Development
 International Listening Association

PROFESSIONAL SERVICE

2012-2013	Editorial Board, <i>Rural Studies Series</i>
2009	Nominations Committee, <i>Southern Sociological Society</i>
1999-2006	Editorial Board, <i>Southern Rural Sociology</i>
1999-2003	Editorial Board, <i>Rural Sociology</i>
1999-2000	President, Southern Rural Sociological Association Chair, Rural Sociological Society's Development Committee
1998-1999	Vice-President, Southern Rural Sociological Association
1997-1998	Program Chair, Southern Rural Sociological Association
1996-2001	Member, Rural Sociological Society's Development Committee
1993-1994	Appointee, Rural Sociological Society's Program Planning Committee.

Consulting

Non-profit, Safe Summer Lexington Coalition, Lexington, KY, United States. (October 2018 - August 2019).

Description: I am working with the Safe Summer Lexington Coalition to develop Nonviolence Training curricula to be implemented within communities in Central Kentucky. Nonviolence training not only helps build safer communities but is a powerful means of personal leadership and community growth. The training collective has recently completed an in-depth training with Pace e Bene (Latin for Peace and All Good), to train and certify a group of trainers to move out through Lexington and beyond to train a critical mass in non-violent skillful means.

Non-profit, Tweens Nutrition and Fitness Coalition (TNFC), Lexington, KY, United States. (September 2013 - October 2018).

Description: My work with TNFC runs the gamut from leadership coaching with staff and volunteers to meeting facilitation and conflict mediation, to food justice curriculum development and training. I also serve as a referral resource when there are needs in other areas of the organization to be addressed.

Non-profit, Wild Fig Workers' Cooperative (With colleague Ron Hustedde), Lexington, KY, United States. (October 4, 2018 - October 7, 2018).

Description: Mediated disputes between two individuals (individual meetings) in preparation for facilitating a discussion with the collective about how to move forward. The Wild Fig is the only African American operated Cafe/Bookstore in Kentucky. It provides a communal-activist space for addressing community issues.

Non-profit, North Limestone Community Development Corporation, Lexington, KY, United States. (March 2018).

Description: Worked with staff to determine an appropriate approach to mediation for resolving conflicts within the organization - reverberating throughout the North Limestone communities.

Non-profit, Charles Young Community Center - East End Lexington

(With colleague Dan Kahl), Lexington, KY, United States. (February 2017 - August 2017).

Description: Worked with board (participatory emphasis) to develop and administer a survey at their annual family reunion picnic to determine community needs.

UNIVERSITY SERVICE

1995 Member, Committee on the Status of Minorities - University
1991-1996 Member, International Studies Program - University
1990-1996 Member, Women's Studies Steering Committee - University
2003-2005 Member, Women's Studies Graduate Committee – University
2005 Chair, Women's Studies Graduate Committee – University
1993-1994 Faculty Advisor, African-American Graduate Student Organization

College Service

2011-present Member, Graduate Curriculum Review Committee
2010-2012 Member, Promotion and Tenure Committee
1998-2004 Co-advisor, Minority in Agriculture and Natural Resources and Related Science
1994-1995 Member, Minority Recruitment Advisory Committee

Departmental Service

2018 – 2019 Chair – Search Committee for faculty position: Community Engaged Researcher
2012 – 2014 Co-Chair – Departmental Review Response Committee
2011 - 2015 Director of Graduate Studies, Community and Leadership Development
2013 – 2015 Member FMER Committee, Community and Leadership Development
2011 -2013 Chair, Awards Committee, Sociology
2008 – 2010 Member FMER Committee, Community and Leadership Development
1997 -1998 Chair, Methods Committee, Sociology
Member, Graduate Committee, Sociology
1999-2000 Member, Theory and Methods Sub-committee, Sociology
Member, Undergraduate Committee, Sociology
1990-1993 Member, Work, Gender and Inequality Planning Committee, Sociology
1991-1993 Member, Graduate Committee, Sociology
1993 Member FMER Committee, Rural Sociology
1993-1994 Member, Undergraduate Committee, Sociology
1990- 2011 Rural Program Committee, Sociology

Chaired Thesis and Dissertation Committees at University of Kentucky

- Julius Johnson (Chair), Expected 2020, "Women Re-entering from Prison" Ph.D. Department of Community and Leadership Development.
- Emily Rodes Spencer (Chair), 2019, "The Role of Place in Community Cooperative Food Markets in Lexington, Kentucky" M.S., Department of Community and Leadership Development.
- Marcus Kiry Bernard (Chair), 2016, "Gender Matters: Masculinities Among African American Men Farming in North Carolina" Ph.D. Department of Sociology.
- Ivy Brashear (Chair), 2016, "Rural Reality: How Reality Television Portrayals of Appalachian People Impact Their View of Their Culture" M.S. Department of Community and Leadership Development.
- Maureen Mulinax (Co-Chair), 2012, "It's About Being a Resident of a Place: A Case Study of Practicing Civic Engagement through Community-based Art and Oral History in Harlan County, Kentucky" Ph.D. Department of Sociology
- Jui-Chang Jao (Co-Chair), 2012, "Middle-class Crisis in the Colonization Transition: Comparing Catalysts and Consequences in Taiwan, 1988-2008" Ph.D. Department of Sociology
- Waruesporn Jiumpanyarach (Chair), 2012, "Single-parent Families in Bangkok, Thailand: Factors Affecting Children Living in Single-Parent Families" Ph.D. Department of Community and Leadership Development
- Quentin Tyler (Chair), 2011, "Generational Influences on Educational Perceptions of Rural African Americans" Ph.D. Department of Sociology
- Sharon French Wallace (Chair), 2009, "Palestinian Refugee Women of Jabaliya Camp, Occupied Gaza Strip: Everyday Acts of Resistance and Avenues of Empowerment" Ph.D. Department of Sociology
- Matthew Roland Sargent (Chair), 2009, "Branding Youth Activism: Tobacco Control and the Decolonization of the Lifeworld" Ph.D. Department of Sociology
- Brenda Lea Hosley (Chair), 2004, "We Survived: Health Care Choices of Appalachian African Americans" Ph.D. Department of Sociology
- Dionne F. Smith (Chair), 2002, "A Multi-Level Longitudinal Analysis of Racial Convergence and Segmentation between African-American and and White Womean in the Professions, 1967-1993" Ph.D. Department of Sociology
- Meredith M. Redlin (Chair), 2000, "Living on the Dragon's Back: Agriculture, Environment, and Rural Identity in Deep Rural Montana" Ph.D. Department of Sociology
- Seung-Hahn Koh (Co-Chair), 1999, "Farm Succession and Inheritance: The Social Reproduction Crisis in South Korean Agriculture" Ph.D. Department of Sociology
- Marissa Olivares (Chair), 1998, "Ethnicity, Identity and Nationalism : The Sandinista-Miskitu Encounter, 1981-1987" Ph.D. Department of Sociology
- Theresa Ann Rajack (Chair), 1996, "Neither Peasant nor Proletariat : the Paradox of Development for Caribbean Women and Men in Peasant Households" Ph.D. Department of Sociology

Student Committee Memberships at the University of Kentucky

Julia Miller, Expected 2021, Ph.D. Sociology
Ariah Graham, 2019, M.S. Community and Leadership Development
Tori Sumney, 2018, M.S. Community and Leadership Development
Tiffany Harper, 2017, M.S. Community and Leadership Development
Mikeiya Morrow, 2017, Ph.D. Counseling Psychology
Amber Shobe, 2015, M.S. Community and Leadership Development
Amy Mitchell, 2015, M.A. Sociology
George Bills, 2013, Ph.D. Sociology
Rachel Bolin, 2013, M.S. Community and Leadership Development
Cynthia Stallard Glass, 2012, Ph.D. Sociology
Jeremy Barbour, 2011, M.S. Community and Leadership Development
Robert Ison, 2011, M.S. Community and Leadership Development
Chrystal Grey, 2011, Ph.D. Sociology
Debra Kershaw, 2011, Ph.D. Sociology
Alan Dahl, 2010, Ph.D. Sociology
Michael Bossick, 2009, Ph.D. Sociology
Tenzin Wangmo, 2008, Ph.D. Gerontology
Michael Sickels, 2007, M.S. Geology
Aminata Cairo, 2007, Ph.D. Anthropology
Tammy Wemer, 2007, Ph.D. Sociology
Linda Jasper, 2007, Ph.D. Sociology
Benjamin Washington, 2007, M.A. Sociology
Kerri Ashurst, 2007, Ph.D. Family Sciences
Travonia Hughes, 2006, Ph.D. Gerontology
Judith Myers, 2005, Ph.D. Sociology
Deborah Mapp-Embry 2005, Ed.D. Educational Leadership
Elizabeth Neale, 2004, Ph.D. Sociology
Janice Paul, 2004, Ph.D. Gerontology
Karen Miller-Potter, 2004, Ph.D. Sociology
Lei Yu, 2003, M.A. Sociology
Eric Rogers, 2003, Ph.D. Educational Policy Studies
Sharon Childs, Ed.D. Educational Policy Studies
Seetha Veeraghanta, Ph.D. Sociology.
Margaret Hoekelman, Ph.D. Sociology
Nora Moosnick, Ph.D. Sociology
Anna Cholewinska, Ph.D. Sociology
Paul Paolucci, Ph.D. Sociology
Shondrah Nash, Ph.D. Sociology
Robert Webb II, Ph.D. Sociology
Anna Sharpe, Ph.D. Geography

INTERNATIONAL EXPERIENCE

- 1988 Jamaica and Trinidad. Conducted research on two agricultural development projects carried out under the 1975 Food and Hunger - Title XII mandate, by U.S. agricultural colleges and universities: the Peanut Collaborative Research Support Project and the Jamaica Agricultural Education Project.
- 1984 Guyana. Conducted research on grass roots development movement - the Sarvodaya Movement.
- 1972 Guyana. Conducted research on the urban to rural mobilization efforts by the government of Guyana to increase national agricultural productivity by transplanting urban people to rural areas to farm.

OTHER EMPLOYMENT

- 1982-83 **Evaluation Associate** - The NOMOS Institute of Hawaii. Responsible for developing and conducting a comprehensive evaluation of cultural learning curricula developed by the University of Hawaii for the State Department of Education.
- 1980-82 **Counselor** - Salvation Army Women's Way Program, Honolulu, Hawaii. Provided individual, family and group counseling within a therapeutic community for drug dependent women with children. Assisted women with their transition back to community life through linkages with medical, legal, educational, vocational and psycho-social support services.
- 1976-83 **Planner-Coordinator** - The Women's Health Center of Hawaii. Guided the implementation of policies and strategies designed to provide a holistic consumer focused experience for low-income women.

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Curriculum Vitae

EDUCATION

University of Kentucky, Lexington, Kentucky.
Doctor of Philosophy, Agricultural Economics, 1994.

Clemson University, Clemson, South Carolina.
Master of Science, Agricultural Economics, 1988.

University of Florida, Gainesville, Florida.
Bachelor of Science, Business Administration, Marketing Major, 1982.

Central Florida Community College, Ocala, Florida.
Associate of Arts, 1979.

EMPLOYMENT HISTORY

Professor and Chair, Department of Community and Leadership Development, University of Kentucky, Lexington, Kentucky. 2016 - present.

Professor, Department of Agricultural Economics, University of Kentucky, Lexington, Kentucky. 2016 - present.

Warner L. Bruner Regents Professor, Food Marketing and Agribusiness, 60/40 T/R , Department of Agricultural Economics and Agribusiness, Louisiana State University, Baton Rouge, Louisiana. 2006 – 2016.

Associate Professor, Food Marketing and Agribusiness, Department of Agricultural Economics and Agribusiness, Louisiana State University, Baton Rouge, Louisiana. 2000 – 2006.

Associate Professor, Agribusiness Development, Department of Agricultural Economics and Rural Sociology, The University of Tennessee, Knoxville, Tennessee. 1999 - 2000.

Assistant Professor, Food Marketing and Agribusiness, Department of Agricultural Economics and Agribusiness, Louisiana State University, Baton Rouge, Louisiana. 1994 - 1999.

Instructor, Department of Agricultural Economics, University of Kentucky, Lexington, Kentucky. 1992 - 1993.

Research Assistant, Department of Agricultural Economics, University of Kentucky, Lexington, Kentucky. 1988 - 1993.

Research Assistant, Department of Agricultural Economics, Clemson University, Clemson, South Carolina. 1986 - 1987.

AWARDS

LSU Tiger Athletic Foundation Undergraduate Teaching Award - Outstanding Teacher in the College of Agriculture. 2016.

Teaching Merit Honor Roll, Teaching Award for Meritorious Teaching Efforts in the College of Agriculture, Presented by The Honor Society of Agriculture, Gamma Sigma Delta. 2012.

Teaching Merit Honor Roll, Teaching Award for Meritorious Teaching Efforts in the College of Agriculture, Presented by The Honor Society of Agriculture, Gamma Sigma Delta. 2011.

Teaching Merit Honor Roll, Teaching Award for Meritorious Teaching Efforts in the College of Agriculture, Presented by The Honor Society of Agriculture, Gamma Sigma Delta. 2010.

Distinguished Professional Contribution Award, Southern Agricultural Economics Association. 2007.

LSU Tiger Athletic Foundation Undergraduate Teaching Award - Outstanding Teacher in the College of Agriculture. 2005.

Teaching Merit Honor Roll, Teaching Award for Meritorious Teaching Efforts in the College of Agriculture, Presented by The Honor Society of Agriculture, Gamma Sigma Delta. 2006.

Teaching Merit Honor Roll, Teaching Award for Meritorious Teaching Efforts in the College of Agriculture, Presented by The Honor Society of Agriculture, Gamma Sigma Delta. 2001.

Special Recognition for Service to the Department of Agricultural Economics and Agribusiness Graduate Student Association, Presented by the Graduate Student Association. 1999.

Teaching Merit Honor Roll, Teaching Award for Meritorious Teaching Efforts in the College of Agriculture, Presented by The Honor Society of Agriculture, Gamma Sigma Delta. 1998.

Teaching Merit Honor Roll, Teaching Award for Meritorious Teaching Efforts in the College of Agriculture, Presented by The Honor Society of Agriculture, Gamma Sigma Delta. 1997.

Food Distribution Research Society's Presidential Award for Excellence in Research and Communication for Outstanding Published Journal Article *Journal of Food Distribution Research*. 1999.

Special Recognition Award as Chair of the Coordination Committee for Agribusiness Research Emphasizing Competitiveness (WCC-72). 1999.

Member, Gamma Sigma Delta, The Honor Society of Agriculture. 1988 - present.

GRANTS AND CONTRACTS FUNDED

“Profitability for Small Beef Producers through Sustainable Forage Systems and Value Added Forage Fed Beef.” USDA NRI, Agricultural Prosperity for Small and Medium-sized Farms program. Award: \$500,000. Project period: 2-01-11 to 1-31-15. Co-PI with Guillermo Scaglia, Kenneth W. McMillin and Jeffrey W Gillespie.

“Enhanced economic benefits for meat goat producers through production, meat yield and palatability, and consumer information.” USDA NRI Agricultural Prosperity for Small and Medium-sized Farms program. Award: \$498,232. Project period: 2-01-10 to 1-31-13. Co-PI with Kenneth W. McMillin and Jeffrey W Gillespie.

“Biofuels and the Southeastern United States: An Overview of Production, Consumption and Transportation needs in the Southeastern United States.” Louisiana Transportation Research Center. Award: \$13,745. Project period: 6-01-2009 to 9-30-2009. Co-PI with Roger Hinson, Louisiana State University.

“Continuous Tracking and Analysis of Consumer Confidence in the Food Supply Chain.” National Center for Food Protection and Defense, Department of Homeland Security, University of Minnesota. Award: \$420,992. Project period: 9-01-07 to 7-01-10. Co-PI with Jean Kinsey, University of Minnesota.

“Analysis of Market Potential and Willingness-to-Pay for Aquatic Species Cryopreservation.” USDA Special Grant Program. Award: \$27,500. Project period: 08-01-2003 to 09-30-2005. Co-PI with Terrence R. Tiersch, LSU AgCenter, Aquaculture Research Station.

“Development of Aquaculture Web-Profiles for AgMRC.” Iowa State University. Award: \$20,000. Project period: 6-01-03 to 8-31-03. Co-PI with Greg Lutz and Robert Romaine, LSU AgCenter, Aquaculture Research Station.

“Graduate Fellowships in Agricultural Economics.” Louisiana Board of Regents Support Fund. Award: \$100,000. 8-01-2002 to 7-31-2006. Co-PI with Richard .F. Kazmierczak, Jeffery M. Gillespie, and P. Lynn Kennedy, Louisiana State University AgCenter.

“Irradiated Ground Beef: The Adoption Decision by Supermarkets and Grocery Stores.” USDA-CREES, NRI Competitive Grant Program. Award: \$110,000: Project period 10-01 2000 to 6-30-2005. Co-PI with E.C. Jaenicke, Pennsylvania State University, Kim L. Jensen, University of Tennessee and Paul Jakus, Utah State University.

“In-Store Testing of Value-Added Food Products Derived from Undersized Crawfish.” USDA Special Grant Program. Award:\$11,000. Project period: 10-01-2001 to 10-31-2002. Co-PI with. Wittoon Prinyawiwatkul, Louisiana State University, Dept. of Food Science.

“Optimization and Characterization of Sensory Qualities of a Prototype Nugget Product Derived from Undersized Crawfish.” USDA Special Grant Program. Award \$10,000. Project period: 6-01-1998 to 3-31-1999. Co-PI with Witoon Prinyawiwatkul and Sandeep Kumar Rout, Louisiana State University, Dept. of Food Science.

“Development and Test Marketing of Prototype Value-Added Food Products Derived from Undersized Crawfish.” USDA Special Grant Program. Award: \$19,000. Project period: 3-01-1997 to 12-31-1998. Co-PI with Drs. Witoon Prinyawiwatkul and Samuel P. Meyers, Louisiana State University, Dept. of Food Science.

“Size Distribution of Shrimp Processing Firms in the Southeast Region of the United States: An Application of the Markov Process.” NOAA Grant No. NA46RG0096. Award: \$4,515. Project period: 12-01-1997 to 12-31-1998. Co-PI with Walter Keithly, Louisiana State University Sea Grant, Dept. of Coastal Fisheries.

“Study of the Niche Market Potential for Mince-Meat Products Derived from Undersized Crawfish.” Louisiana Crawfish Promotion Board. Award: \$10,000. Project period: 1-01-1996 to 12-31-1997. Co-PI with Samuel P. Meyers, Louisiana State University, Dept. of Food Science.

“Analysis of the Economic Feasibility and Market Potential for Value-Added Processing of Undersized Crawfish into Edible Food Products.” USDA Special Grant Program. Award: \$20,000. Project period: 3-01-1996 to 12-31-1997. Co-PI with Samuel P. Meyers, Louisiana State University, Dept. of Food Science, and P. Lynn Kennedy, LSU.

USDA Research Projects

“Economic Analysis of Consumer Preferences for Food Nutrition, Health and Exercise.” Hatch Project LAB93821. LSU AgCenter, Louisiana State University Experiment Station. Project period: 10-01-2006 to 9-30-2012.

“Analysis of State and Site-Specific Determinants for Growth of Food Manufacturing in Louisiana.” Hatch Project LAB03496. LSU AgCenter, Louisiana State University Experiment Station. Project period:1-01-2001 to 9-30-2006.

“Economic Impacts of Changing Patterns of Vertical Coordination on Agribusiness in Louisiana.” Hatch Project LAB03140. LSU AgCenter, Louisiana State University Experiment Station. Project period: 6-01-1995 to 9-30-1999.

“Private Strategies, Public Policies, and Food System Performance.” USDA Regional Project NE-165. Project period: 10-01-1996 to 9-30-2001.

Harrison, R. Wes. “Understanding U.S. Cattle Futures Markets: Implications for the Ukraine Meat Industry”. Organizer and Presenter. Sponsored by the Ukrainian Meat Processor’s Association. Kiev, Ukraine, June 10-11, 2002.

PUBLICATIONS

Peer Reviewed Publications

Sitienei, I., J. Gillespie, R.W. Harrison and G. Scaglia. 2019. “Estimating Preference Heterogeneity for Grass-fed Beef Cattle Traits” *Agricultural and Resource Economics Review*, DOI: <https://doi.org/10.1017/age.2019.14> Cambridge University Press: 25 September 2019.

Garcia-Fuentes, P., G. Ferreira, R. W. Harrison, J. Kinsey and D. Degeneffe. 2014. "Consumer Confidence in the Food System, Media Coverage and Stock Prices for the Food Industry." *Journal of Food Distribution Research*, 45, 2: 26-45.

Harrison, R.W. 2013. “The RESTORE Act of 2012: Implications for the Gulf Coast” *Journal of Agricultural and Applied Economics*, 45, 3: 331-337.

Ferreira, G., Harrison, R. W. and Pablo Garcia-Fuentes. 2012. “On the Causal Links between Exports and Economic Growth in Costa Rica.” *Journal of International Agricultural Trade and Development*. 8,12: 212-240.

Ferreira, G. F.C., and R.W. Harrison. 2012. “From Coffee Beans to Microchips: Export Diversification and Economic Growth in Costa Rica.” *Journal of Agricultural and Applied Economics*. 44, 4:517–531.

Harrison, R.W. 2011. “The Scientific Pluralism of Agribusiness: A Special Issue on Theory and Practice”. *International Food and Agribusiness Management Review*. Vol. 14, No. 5.

Kinsey, Jean, R. Wes Harrison, Dennis Degeneffe, Gustavo Ferreira, and Sakiko Shiratori. 2009. “Index of Consumer Confidence in the Safety of the Food System.” *American Journal of Agricultural Economics* 91(5):1470-1476.

Harrison, R. Wes. 2009. “The Food Versus Fuel Debate: Implications for Consumers.” *Journal of Agriculture and Applied Economics* 41(2):493-500.

- Jae-Hwan Han and R. Wes Harrison. 2007. "Factors Influencing Urban Consumers' Acceptance of Genetically Modified Foods." *Review of Agricultural Economics* 29(4):700-719.
- Jae-Hwan Han and R. Wes Harrison. 2006. "U.S. Consumer Acceptance of Genetically Modified (GM) Meat Products: Its Potential Ramification for the Korean GM Food Market." *Korean Journal of Agricultural Economics* 47(3):67-91.
- Jae-Hwan Han and R. Wes Harrison. 2006. "U.S. Consumer Labeling Preferences and Purchasing Behavior of Biotech Foods from Crops: An Implication for the Korean Biotech Food Market." *Korean Journal of Agricultural Management and Policy* 33(3):599-617.
- Jaenicke, Edward C., R. Wes Harrison, Kimberly L. Jensen, and Paul M. Jakus. 2006. "Follow the Leader? Adoption Behavior in Food Retailers' Decision to Offer Fresh Irradiated Ground Beef." *Agribusiness: An International Journal* 22(4):547-568.
- Harrison, R. Wes, Jeffery Gillespie, and Deacue Fields. 2005. "Analysis of Cardinal and Ordinal Assumptions in Conjoint Analysis." *Agricultural and Resource Economic Review* 34(2):1-14.
- Harrison, R. Wes, and Jae-Hwan Han. 2005. "The Effects of Urban Consumer Perceptions on Attitudes for Labeling Genetically Modified Foods." *Journal of Food Distribution Research* 36(2):29-38.
- Harrison, R. Wes, Stefano Boccaletti, and Lisa House. 2004. "Comparison of the Risk Perceptions of Italian and United States Consumers for GMO Foods." *AgBioForum: The Journal of Agrobiotechnology Management and Economics* 7(4):1-7.
- Harrison, R. Wes and Pramod Sambidi. 2004. "A Conjoint Analysis of the U.S. Broiler Complex Location Decision." *Journal of Agricultural and Applied Economics* 36(3):639-655.
- Harrison, R. Wes and Everaldo McClennon. 2004. "Analysis of Consumer Preferences for Biotech Labeling Formats." *Journal of Agricultural and Applied Economics* 36(1):159-171.
- Sambidi, Pramod, R. Wes Harrison, and James Farr. 2004. "A Conjoint Analysis of Site-Selection for U.S. Broiler Industry: Implications for Louisiana." Louisiana State University Agricultural Experiment Station Research Bulletin No. 882, August.
- Harrison, R. Wes, Timothy Stringer, and Witoon Prinyawiwatkul. 2002. "An Analysis of Consumer Preferences for Value-Added Seafood Products Derived from Crawfish." *Agricultural and Resource Economics Review* 31(2):157-170.
- Harrison, R. Wes, T. Stringer, and Witoon Prinyawiwatkul. 2001. "Evaluating Consumer Preferences for Aquacultural Products: An Application to the U.S. Crawfish Industry." *Aquaculture Economics and Management* 5(5):337-349.

Harrison, R. Wes, A. Özayan, and S.P. Meyers. 1998. "A Conjoint Analysis of New Food Products Processed from Underutilized Small Crawfish." *Journal of Agricultural and Applied Economics* 30(2):257-265.

Harrison, R. Wes. 1998. "Stochastic Dominance Analysis of Futures and Option Strategies for Hedging Feeder Cattle." *Agricultural and Resource Economics Review* 28(2):270-280.

Kennedy, P. Lynn., R. Wes Harrison, and Mario A. Piedras. 1998. "Analyzing Agribusiness Competitiveness: The Case of the United States Sugar Industry." *The International Food and Agribusiness Management Review* 1(2):245-257.

Hinson, Roger A., R. Wes Harrison, and Linda Andrews. 1998. "Impact of Socio-Economic Characteristics on Attitudes Toward Food Irradiation." *Journal of Food Distribution Research* 29(3):26-34.

Hinson, Roger A., R. Wes Harrison, David Deephouse, and Barbara Minsky. 1998. "The Green Company: A Case of Labor Management and Employee Empowerment in a Small Business." *The International Food and Agribusiness Management Review* 1(2):287-299.

Özayan, Alyn, R. Wes Harrison, and Samuel P. Meyers. 1998. "A Market Analysis of New Food Products Derived from Louisiana's Undersized Crawfish." Louisiana State University Agricultural Experiment Station Research Bulletin No. 864, June.

Harrison, R. Wes. 1997. "The Effects of Weather and Output Price Risk on the Economic Returns of Backgrounding Feeder Cattle." *Journal of Agribusiness* 15(2):199-214.

Kennedy, P. Lynn, R. Wes Harrison, Nicholas G. Kalaitzandonakes, H. Christopher Peterson, and Ronald P. Rindfuss. 1997. "Perspectives on Evaluating Competitiveness in Agribusiness Industries." *Agribusiness: An International Journal* 13(4):385-392.

Harrison, R. Wes and P. Lynn Kennedy. 1997. "A Neo-classical Economic and Strategic Management Approach to Evaluating Global Agribusiness Competitiveness." *Competitiveness Review: An International Business Journal* 7(1):14-25.

Harrison, R. Wes., Barry Bobst, Fred Benson, and Lee Meyer. 1996. "Analysis of the Risk Management Properties of Grazing Contracts Versus Futures and Option Contracts." *Journal of Agricultural and Applied Economics* 28(2):247-262.

Harrison, R. Wes and P. Lynn Kennedy. 1996. "A Framework for Implementing Agribusiness Internship Programs." *Agribusiness: An International Journal* 12(6):561-568.

Kennedy, P. Lynn and R. Wes. Harrison. 1996. "International Internships in Agribusiness Curricula: A Proposal for Implementation." *Journal of Agribusiness* 14(2):173-182.

Hughes, D. W. and R. Wes Harrison. 1995. "A Comparison of the Size and Location of Agribusiness Industries for Louisiana and Its Parishes: 1982-1992." Louisiana State University Agricultural Experiment Station Research Bulletin No. 849, October.

Book Chapters

Boever, B. P., R. W. Harrison and T. R. Tiersch. 2011. "Willingness-to-Pay for Specific Genetic Improvements for Aquaculture Species." In: Cryopreservation in Aquatic Species, 2nd Edition. T. R. Tiersch and C. C. Green, editors. World Aquaculture Society, Baton Rouge, Louisiana. Pp. 917-930.

Articles in Popular Press

Harrison, R. Wes, Alvin R. Schupp, and Jeffery M. Gillespie. 2002. "A Multidisciplinary Approach to New Product Development." *Louisiana Agriculture* 45(4):18-19.

Prinyawiwatkul, W. V. Suvanich, R.W. Harrison, J.M. King, S. Sathivel, K. Pacheco, S.K. Rout, K. Nadarajah, and S. Sonti. 2002. "Value-added from Crawfish and Catfish." *Louisiana Agriculture* 45(4):20-21.

Prinyawiwatkul, Witoon and R. Wes Harrison. 1999. "Value Addition to Louisiana Underutilized Undersized Crawfish: A Research Note." *Louisiana Agriculture* 42(4):29.

Whitley, Daniel B., R. Wes Harrison, Roger Hinson, and Linda Andrews. 1998. "Food Safety and the Louisiana Oyster Industry." *Louisiana Rural Economist* 60(2):2-5.

Harrison, R. Wes, P. L. Kennedy, and M. A. Piedra. 1998. "Analyzing the Competitiveness of The Louisiana Sugar Industry." *Louisiana Agriculture* 41(1):7-9.

Özayan, A., R. Wes Harrison, and S.P. Meyers. 1997. "A Market Survey of New Food Products Derived from Undersized Crawfish." *Louisiana Rural Economist* 59(4):5-7.

Fannin, J. M. and R. Wes Harrison. 1996. "Option Contracts as an Alternative Risk Management Tool." *Louisiana Rural Economist* 58(3):7-9.

Kennedy, P. L. and R. Wes Harrison. 1996. "Agribusiness Competitiveness: Implications for Louisiana Agriculture." *Louisiana Agriculture* 39(1):5-7.

Hughes, D. W. and R. Wes Harrison. 1996. "Measuring and Evaluating the Changing Contribution of Louisiana Agriculture and Agribusiness to Parish Economies." *Louisiana Agriculture* 39(1):14-16.

Harrison, R. Wes and David W. Hughes. 1995. "Value-added in Louisiana's Food and Fiber Production and Marketing System." *Louisiana Agriculture* 38(1):5-7.

Other Publications

Harrison, R. Wes, Stefano Boccaletti, and Lisa House. "Comparison of the Risk Perceptions of Italian and United States Consumers for GMO Foods." Proceedings of the 14th International Food and Agribusiness Management Association Annual World Food and Agribusiness Symposium and Forum, Montreux, Switzerland, June 12-15, 2004.

Harrison, R. Wes, and Jae-Hwan Han. "The Effects of Risk Perceptions on United States Consumer Preferences for GMO Labeling." Proceedings of the 14th International Food and Agribusiness Management Association Annual World Food and Agribusiness Symposium and Forum, Montreux, Switzerland, June 12-15, 2004.

Harrison, R. Wes and Everaldo McClennon. "Analysis of U.S. Consumer Preferences for Biotech Labeling." Proceedings of the Food and Agribusiness Symposium at the 13th Annual World Food and Agribusiness Forum, Cancun, Mexico, June 21-24, 2003.

Baker, Julie and R. Wes Harrison. "Louisiana Directory of Farmer Cooperatives – 2004." Louisiana State University Agricultural Center, Department of Agricultural Economics and Agribusiness. June 2004.

Velupillai, Laksham, Jonathan Hubchen, R. Wes Harrison, Kenneth McMillin, Micheal Moody, and Brink Seward. "Partnerships for Food Industry Development: Third Semi-Annual Report." USAID Report. Washington, DC. July 2002.

Velupillai, Laksham, Jonathan Hubchen, R. Wes Harrison, Kenneth McMillin, Micheal Moody, and Brink Seward. "Partnerships for Food Industry Development: Second Semi-Annual Report." USAID Report. Washington, DC. January 2002.

Velupillai, Laksham, Jonathan Hubchen, R. Wes Harrison, Kenneth McMillin, Micheal Moody, and Brink Seward. "Partnerships for Food Industry Development: Initial Assessment Report - Ukraine and Moldova Meat, Poultry, and Seafood Industries." USAID Report. Washington, DC. Fall 2001.

Harrison, R. Wes and P. Lynn Kennedy. "Trade, Technology, and Competitiveness: A Comparison of the European Union and the United States Sugar Sectors." Proceedings of the International Food and Agribusiness Management Association Annual World Congress, Florence, Italy, June 1999.

Kennedy, P. Lynn and R. Wes Harrison. "Developing International Agribusiness Management Skills: The Use of Intern-Partnerships." *Proceedings of the Western Decision Sciences Institute*, Twenty-Fifth Annual Meeting, Seattle, WA, April 1996.

Harrison, R. Wes. "A Bio-economic Simulation and Generalized Stochastic Dominance Analysis of Marketing Alternatives for Backgrounding Feeder Cattle" *Proceedings of the Southeast Decision Sciences Institute*, Twenty-Sixth Annual Meeting, Charleston, SC, February 1996.

Peralta, F. E., R. Wes Harrison, and F. J. Benson. "Using AMOC to Estimate the Machinery Costs of Alternate Tillage Practices." *Proceedings of the 4th International Conference on Computers in Agricultural Extension Programs*, Florida Cooperative Extension Service, Institute of Food and Agricultural Services, University of Florida, Gainesville, FL, January 1992.

Benson, F. J., R. Wes Harrison, B.F. Parker, and M. R. Lindley. "An Economic Comparison of Solar and LP Gas Forage Drying System." *Proceedings of the 47th Southern Pasture and Forage Crop Improvement Conference*, USDA, Agricultural Research Service, ARS-105, Chicago, IL, September 1991.

Harrison, R. Wes, F. Peralta, and F. Benson. "Whole Farm Linear Programming - From Mainframe to PC." *Proceedings of the 3rd International Conference on Computers in Agricultural Extension Programs*, Volume 2. Florida Cooperative Extension Service, Institute of Food and Agricultural Services, University of Florida, Gainesville, FL, February 1990.

Bobst, Barry, and R. Wes Harrison. "Rational Expectations of Livestock Sector Prices." Department of Agricultural Economics, Staff Paper 267, College of Agriculture, University of Kentucky, Lexington, KY, January 1990.

Bobst, Barry W., and R. Wes Harrison. "Rationally Expected Livestock and Poultry Price Forecasts and Meat Price Predictions from a Livestock and Meat Sector Model." *Proceedings of the NCR Conference on Applied Commodity Price Analysis, Forecasting, and Market Risk Management*, Chicago, IL, April 1990.

Harrison, R. Wes, G. Wells, and J. S. Lytle. "Impact of Price and Nonprice Incentives on Supplier Selection in the Fresh Produce Industry: A Survey." *Agricultural Economics Report No. 459*, South Carolina Agricultural Experiment Station, Clemson University, Clemson, SC, September 1989.

Online Publications

Lutz, G.C., P. Sambidi, and R.W. Harrison. "Alligator Profile." *Ag. Marketing Resource Center*. Internet site: http://www.agmrc.org/commodities_products/aquaculture/alligator_profile.cfm (Last accessed August 13, 2009).

Lutz, G.C., P. Sambidi, and R.W. Harrison.. "Crawfish Profile." *Ag. Marketing Resource Center*. Internet site: http://www.agmrc.org/commodities_products/aquaculture/crawfish_profile.cfm (Last accessed August 13, 2009).

Lutz, G.C., P. Sambidi, and R.W. Harrison. "Oysters Profile." *Ag. Marketing Resource Center*. Internet site: http://www.agmrc.org/commodities_products/aquaculture/oyster_profile.cfm (Last accessed August 13, 2009).

Lutz, G.C., P. Sambidi, and R.W. Harrison. "Turtles Profile." *Ag. Marketing Resource Center*. Internet site: http://www.agmrc.org/commodities_products/aquaculture/turtle_profile.cfm (Last accessed August 13, 2009).

PRESENTATIONS

Presentations to Industry

"Mid-Level Managers Training Program." Proposal presented to the President and executive staff of the National Grocers Association (NGA). NGA National Headquarters, Washington DC, May 10, 2011.

"Consumer Attitudes and the Gulf Oil Spill: Evidence from a National Survey." Louisiana State Seafood Promotion and Marketing Board, Seafood Summit New Orleans, LA, April 18-19, 2011.

"Grocery Integrated Marketing Communications." Invited speaker at the NGA Retail Manager Advancement Program (R-MAP). University of Alabama, Tuscaloosa, AL. March 23-16, 2010.

"Consumer Confidence in the Safety & Security of the Food Supply." Invited speaker at the Louisiana Food Processor Conference, Baton Rouge, LA, March 18, 2009.

"Sustainability in the Food Industry Louisiana." Invited speaker at the Louisiana Food Processor Conference, Baton Rouge, LA, April 3, 2008.

"Disaster Planning for the Louisiana Food Industry." Organizer and Moderator of focused group discussion at the Louisiana Food Processor Conference, Baton Rouge, LA, April 3, 2008.

"The LSU Undergraduate Agribusiness Program." Invited speaker at the Louisiana Council of Farmer Cooperatives Annual Meeting, Marksville, LA, February 20, 2008.

"Food Safety Consumer Confidence Tracking." Invited speaker at the National Grocers Association Annual Conference, Las Vegas, NV, February 2, 2008.

"Food Security & Disaster Preparedness: The University Coalition's Role." Invited speaker at the National Grocers Association Annual Conference, Las Vegas, NV, January 31, 2007.

"Organic and Natural Foods: What do we know about the Organic Buyer?" Invited speaker at the National Grocers Association Annual Conference, Las Vegas, NV, February 8, 2006.

“Food Glorious Food – How do we Protect it?” Invited Speaker at the National Grocers Association Executive Management Workshop, Indian Wells, CA, October 16, 2006.

“Food Industry Internships: Philosophy & Implementation.” Invited speaker at the National Grocers Association Executive Management Workshop, Albuquerque, NM, September 19, 2005.

"Retail Trends: A Food Processor’s Perspective." Invited speaker at the Louisiana Food Processors Conference, Baton Rouge, LA, February 16-17, 2005.

"Food Processing in Louisiana: An Economist’s Perspective.” Invited speaker at the Louisiana Food Processors Conference, Baton Rouge, LA, March 3-4, 2004.

“Economic Importance of Louisiana’s Food Processing Industry” Louisiana Food Processors Conference, Baton Rouge, LA, March 11-12, 2003.

Presentations at Professional Meetings

Harrison, R. W., D. Degeneffe and J. Kinsey. “Consumer Attitudes and the Gulf Oil Spill.” Louisiana Sea Grant Marine Extension Planning Quarterly Meeting. Baton Rouge, LA, March 14-15, 2011.

Harrison, R. W., D. Degeneffe and J. Kinsey. “Consumer Attitudes and the Gulf Oil Spill: Evidence from Two Surveys.” Southern Agricultural Economics Association Annual Meeting Annual Meeting, Corpus Christi, TX, Feb. 6-8, 2011.

Harrison, R.W., D. Degeneffe and J. Kinsey. “Consumer Confidence in Food Safety: Evidence from the Gulf Oil Spill.” Invited Speaker at the Food Distribution Research Society Annual Meeting, Destin, FL October 16-20, 2010.

Bonilia, T., and R.W. Harrison. “Analysis of Consumer Preferences Toward 100% Fruit Juice Packages and Labels.” Paper presented at the Food Distribution Research Society Annual Meeting, Destin, FL October 16-20, 2010.

Bharad, A., R.W. Harrison, D. Degeneffe and J. Kinsey. “Analysis of Media Agenda-Setting Effects on Consumer Confidence in the Safety of the U.S. Food System across Consumer Segments.” Paper presented at the Food Distribution Research Society Annual Meeting, Destin, FL October 16-20, 2010.

Ferreira G., P. Garcia, R. W. Harrison, J. Kinsey, and D. Degeneffe. “The Effects of Consumer Confidence in Food Safety and Media Coverage on Food Industry Stock Prices.” Presented at the 2010 Agricultural and Applied Economics Annual Meeting, Denver CO, July 24-27, 2010.

Bharad, A.B., R.W. Harrison, J. Kinsey, D. Degeneffe, and G. Ferreira. "Analysis of Media Agenda-Setting Effects on Consumer Confidence in the Safety of the U.S. Food System." Paper presented at the 2010 Southern Agricultural Economics Association Annual Meeting. Orlando, FL, February 7-9, 2010.

Harrison R. Wes, and Roger Hinson. "Alternative Fuels - Transportation and Rural Development" Paper presented at the Freight in the Southeast Conference. Memphis, TN, January 25-27, 2010.

Kinsey, Jean, R.Wes Harrison, Dennis Degeneffe, Gustavo Ferreira and Sakiko Shiratori. "Index of Consumer Confidence in the Safety of the Food System." Invited paper presented at the Agricultural and Applied Economics Association Annual Meeting, Milwaukee, IL, July 26-29, 2009.

Harrison, R.Wes, Jean Kinsey, Gustavo Ferreira, Dennis Degeneffe. "Methodologies for Constructing Media Tracking Indices for Food Safety and Defense Events." Paper presented at Agribusiness Economics and Management Track Session titled "Information Effects on Consumer Food Choices: Implications for Food Industry Managers and Public Policy." Agricultural and Applied Economics Annual Meeting, Milwaukee, WI, July 26-28, 2009

Harrison, R.Wes "The Food Versus Fuel Debate: Implications for Consumers." Invited paper presented at the Southern Association of Agricultural Economics, Atlanta, GA, February 2-4, 2009.

Westra, John V., Roger Hinson, Carl Motsenbocker and R.Wes Harrison. "Integrating Production And Marketing of Asian Vegetables: A Case Study of A Central American Firm's Strategy to Export into the North American Market." International Food and Agribusiness Management Association Annual Conference, Monterey, CA, June 16, 2008.

Han, Jae-Hwan and R.Wes Harrison. "Consumer Valuation of the Second Generation of Genetically Modified Foods with Benefits Disclosure." Selected Paper at the Southern Agricultural Economics Association Annual Meeting, Orlando, FL, February 4-8, 2006.

Sambidi Pramod R , and R. Wes Harrison. "Spatial Dependency of Geographically Concentrated U.S. Broiler Industry". Selected Paper presented at the American Agricultural Economics Association, Providence, RI, July 24-27, 2005.

Edward C. Jaenicke, R. Wes Harrison, Kimberly L. Jensen, and Paul M. Jakus. "Follow the Leader: Follower Behavior in Food Retailers' Decision to Offer Fresh Irradiated Ground Beef." Selected Paper presented at the Annual Meeting of the American Agricultural Economics Association, Providence, RI, July 24-27, 2005.

Harrison, R. Wes, Stefano Boccaletti and Lisa House. "Comparison of the Risk Perceptions of Italian and United States Consumers for GMO Foods". Contributed paper presented at the Food and Agribusiness Symposium at the 14th Annual World Food and Agribusiness Forum, Montreux, Switzerland, June 12-15, 2004.

Harrison, R. Wes, and Jae-Hwan Han. "The Effects of Risk Perceptions on United States Consumer Preferences for GMO Labeling." Contributed paper presented at the Food and Agribusiness Symposium at the 14th Annual World Food and Agribusiness Forum, Montreux, Switzerland, June 12-15, 2004.

Harrison, R. Wes. "Biotechnology Impacts on Rice Production and Consumption." Organized symposium presenter at Southern Agricultural Economics Association Annual Meeting, Tulsa, OK, February 15-18, 2004.

Han, Jae Hwan, and R. Wes Harrison. "The Effects of Risk Perceptions on Consumer Preferences for Biotech Labeling." Paper presented at the Southern Agricultural Economics Association Annual Meeting, Tulsa, OK, February 15-18, 2004.

Harrison, R. Wes, and Everaldo McClennon. "Analysis of U.S. Consumer Preferences for Biotech Labeling." Contributed paper presented at the Food and Agribusiness Symposium at the 13th Annual World Food and Agribusiness Forum, Cancun, Mexico, June 21-24, 2003.

Sambidi Pramod R., and R. Wes Harrison. "Analysis of Site-Specific Determinants of Location Decisions for the U.S. Poultry Industry." Paper Presented at the Southern Agricultural Economics Association Annual Meeting, Mobile, AL, February 2-5, 2003.

McClennon, Everaldo A., and R. Wes Harrison. "Analysis of Food Labels for Agricultural Biotechnology." Paper presented at the Southern Economics Association Annual Meeting, Mobile, AL, February 2-5, 2003.

Harrison, R. Wes, and K. Guidry. "Stochastic Dominance Analysis of Hedge-to-Arrive Hedging Strategies for Soybean Producers in the Southern United States." Paper presented at the Southern Agricultural Economics Association Annual Meeting, Orlando, FL, February 2002.

Harrison, R. Wes and Jeffrey Gillespie. "Theoretical and Empirical Considerations of Eliciting Preferences and Model Estimation in Conjoint Analysis". Selected Paper presented at the American Agricultural Economics Association Annual Meeting, Chicago, IL, August 2001.

Harrison R. Wes. "Evaluating Consumer Preferences for Aquaculture Products: An Application to the U.S. Crawfish Industry". Invited Paper presented at the Annual Meeting of the World Aquaculture Society, Orlando, FL, January 2001.

Hamady Diop, R. Wes Harrison, and Walter R. Keithly. "Non-Stationary Markov Process Analysis of the Size Distribution of Shrimp Processing Firms in the Southeastern United States." Selected paper presented at the 10th Annual Meeting of the International Institute for Fisheries Economics and Trade, Corvallis, OR, July 2000.

Hamady Diop, R. Wes Harrison, and Walter R. Keithly. "Increasing Imports and the Size Distribution of Shrimp Processing Firms in the Southeastern United States." Selected Paper 27th Annual Meeting of the Southwestern Society of Economists, San Antonio, TX, March 2000.

Harrison, R. Wes, T. Stringer, and W. Prinyawiwatkul. "Analysis of Consumer Preferences for Value-Added Seafood Products Derived from Crawfish". Selected paper at the Southern Agricultural Economics Association Annual Meeting, Lexington, KY, February 2000.

Diop, Hamady, R. Wes Harrison, and Walter R. Keithly. "Impact of Increasing Imports on the United States Southeastern Region Shrimp Processing Industry 1973-1996." Selected paper presented at the American Agricultural Economics Association Annual Meeting, Nashville, TN, August 1999.

Kennedy P.Lynn, and R. Wes Harrison. "Competitiveness in the World Sugar Industry: A Comparison of the EU and U.S. Sugar Sectors." Selected paper presented at the American Agricultural Economics Association Annual Meeting, Nashville, TN, August 1999.

Harrison, R. Wes and P. Lynn Kennedy. "Trade, Technology, and Competitiveness: A Comparison of the European Union and the United States Sugar Sectors." Selected paper presented at the International Food and Agribusiness Management Association Annual World Congress, Florence, Italy, June 1999.

Pacheco, Kathy, Prinyawiwatkul, Witoon, Sereda, V. L., Suvanich, V., and R. Wes Harrison. "Use of Discriminate Analysis for Predicting Consumer Sensory Acceptability and Purchase Intent." Paper Presented at the Institute of Food Technologists Annual Meeting, Chicago, IL, June 1999.

Harrison, R. Wes. "What's Wrong with Open Markets and Vertical Ownership?" Organized Symposium presentation at the American Agricultural Economics Association Annual Meeting., Salt Lake City UT, August, 1998.

Hamady, Diop, R. Wes Harrison, and Walter R. Keithly. "Performance of Shrimp Processing Plants in the Southeastern Region of the United States." Selected paper at the Ninth Int. Conference of the Int. Institute of Fisheries Economics and Trade, Tromsø, Norway, July 1998.

Whitley, Daniel B., R. Wes Harrison, Roger Hinson, and Linda Andrews. "Food Safety and the Louisiana Oyster Industry." Poster presented at the NE-165 Regional Project Conference on the Economics of HACCP, Washington, DC, June 1998.

Özayan, Aylin, R. Wes Harrison, and Samuel P. Meyers. "New Food Products Derived from Crawfish: A Survey of Seafood Restaurants in the Southern Region." Paper presented at the Food Distribution Research Society Annual Meeting, Clearwater Beach, FL, October 1997.

Harrison, R. Wes. "Stochastic Dominance Analysis of Futures and Option Strategies for Hedging Feeder Cattle." Selected paper presented at the American Agricultural Economics Association Annual Meeting, Toronto, Canada, August 1997.

Özayan, A., R. Wes Harrison, and Samuel P. Meyers. "A Conjoint Analysis of Food Products Made From Undersized Southern Crawfish." Selected paper presented at the Southern Agricultural Economics Association Annual Meeting, Birmingham, AL, February 1997.

Özayan, A., R. Wes Harrison, and Samuel P. Meyers. "A Market Analysis of Minced Meat Products Made from Undersized Crawfish." Paper presentation at the Food Distribution Research Society's Annual Meeting, New Orleans, LA, October 1996.

Harrison, R. Wes and P. L. Kennedy. "Evaluating Competitiveness in Agribusiness Industries." Co-organizer and presenter at the International Food and Agribusiness Management Association World Congress VI, Cancun, Mexico, May 1996.

Harrison, R. Wes. "A Bio-economic Simulation and Generalized Stochastic Dominance Analysis of Marketing Alternatives for Backgrounding Feeder Cattle." Paper presented at the Southeast Decision Sciences Institute Twenty-Sixth Annual Meeting, Charleston, SC, February 1996.

Kennedy, P. L. and R. Wes Harrison. "A Framework for Evaluating Agricultural Competitiveness." Paper presented at the Fall Meeting of Regional Project S-256: An Evaluation of International Markets for Southern Commodities, Memphis, TN, November 1995.

Harrison, R. Wes and P. L. Kennedy. "A Neo-classical Economic and Strategic Management Approach to Evaluating Global Agribusiness Competitiveness." Paper presented at the American Society for Competitiveness Annual Conference, Dallas, TX, October 1995.

Kennedy, P. L., R. Wes Harrison, and M. Piedra. "Evaluating the Competitiveness of United States Food Processing Industries in Latin America." Paper presented at the Food Distribution Research Society Annual Meeting, Myrtle Beach, SC, October 1995.

Hughes, D. W. and R. Wes Harrison. "The Changing Contribution of the Food and Fiber Marketing System to the Louisiana Economy." Paper presented at the Food Distribution Research Society Annual Meeting, Myrtle Beach, SC, October 1995.

Harrison, R. Wes. "Using Bio-economic Stochastic Simulation to Analyze Marketing Alternatives for Selected Feeder Cattle Backgrounding Systems." Poster presented at the American Agricultural Economics Association Annual Meeting, Indianapolis, IN, August 1995.

Harrison, R. Wes, B. W. Bobst, F. Benson, and L. Meyer. "Risk Shifting Efficiency of Grazing Contracts Versus Futures and Option Contracts." Paper presentation at the Southern Agricultural Economic Association Annual Meeting, New Orleans, LA, February 1995.

Harrison, R. Wes and P. L. Kennedy. "Evaluating and Measuring Agribusiness Competitiveness." Poster presented at WCC-72 Coordinating Committee on Research Emphasizing Agribusiness Competitiveness Annual Meeting, Las Vegas, NV, June 1995.

Harrison, R. Wes, F. Peralta, and F. Benson. "Whole Farm Linear Programming On A Personal Computer: An Application for the Cooperative Extension Service." Poster presented at the Southern Agricultural Economic Association Annual Meeting, Lexington, KY, February 1992.

Parker, B.F., M.R. Lindley, F.J. Benson, and R. Wes Harrison. "Assessment of Solar Energy Potential in Agriculture." Paper presented at the International Winter Meeting for the American Society of Agricultural Engineers, Chicago, IL, December 1990.

Bobst, B. W., and R. Wes Harrison. "Rational Expectations of Livestock Sector Prices." Paper presented at the Southern Agricultural Economics Association Annual Meeting, Little Rock, AK, February 1990.

Bobst, B. W., and R. Wes Harrison. "Rationally Expected Livestock and Poultry Price Forecasts and Meat Price Predictions from a Livestock and Meat Sector Model." Paper presented at the NCR 134 Conference on Applied Commodity Price Analysis, Forecasting, and Market Risk Management, Chicago, IL, April 1990.

INTERNATIONAL EXPERIENCE

Lead Economist on USAID project titled: "Partnerships for Food Industry Development for Meat, Seafood and Poultry: Developing Awareness, Support Systems, Networks and Best Practices for the Food Industry (Phase I)." United States Agency for International Development (USAID). 2000 – 2004.

This was a joint project between the Louisiana State University Agricultural Center, the World Food Logistics Organization (WFLO) in Washington DC, the World Laboratory, Ukraine Branch, and Central Agricultural Marketing Information Bureau (CAMIB) in Moldova. The project was designed to develop awareness, support systems, networks and best practices for food safety in the meat, seafood and poultry industries in Ukraine and Moldova. The four-year project, funded at two million dollars, was unique because the start-up program was centered in the fore-mentioned two countries while the program's overall impact targeted a global audience.

International Seminars

Harrison, R. Wes. “Food Product Marketing”. Organizer and Presenter. Sponsored by the Moldovan National Institute of Animal Husbandry and Veterinary Medicine (INZMV). Chisinau, Moldova, June 17-18, 2002.

Harrison, R. Wes. “Overview of the U.S. Poultry Industry”. Organizer and Presenter. Sponsored by the Ukrainian Poultry Association. Kiev, Ukraine, June 13, 2002.

TEACHING

Courses Taught

AGEC 1003, Introduction to Agricultural Business, Louisiana State University

Students are exposed to the nature and scope of agribusiness management and apply its principles to selected agribusiness problems. Students also learn about careers in the agribusiness sector through guest lectures from professionals in the industry.

AGEC 3213, Agribusiness Marketing, Louisiana State University

Students are exposed to the unique problems and issues of marketing food and fiber products. Students also learn to apply marketing principles to real-world problems by way of a group assignment that walks them through the formulation of a strategic marketing plan for a local agribusiness firm.

AGEC 7203, Advanced Agricultural Marketing Theory, Louisiana State University

Students are exposed to basic and applied analytical procedures in marketing research, emphasizing quantitative methods and firm theory applied to marketing.

AGEC 4413, Agricultural Commodity Exchanges and Futures Trading, Louisiana State University

Functions, institutions, economic performance, and procedures involved in utilizing futures trading to minimize marketing risks in producing, processing, storing, buying, selling, and financing agricultural commodities are explored.

AGEC 412, Agricultural Finance, University of Tennessee

Macro-finance, financial objectives, acquisition of debt and equity funds, capital investments, capital allocation, debt repayment, credit analysis, borrower and lender loan application analysis, insurance strategies, computer applications, kinds and sources of agricultural credit, and financial intermediation.

AGEC 442, Agribusiness Management, University of Tennessee

Integration of economic, management, finance, and marketing concepts for the successful planning and implementation of agricultural business decisions. Emphasis is placed on using case studies to evaluate strategic planning, financial management, and marketing management decisions in an agribusiness setting.

AGEC 3003, Economic Analysis in Agricultural Business, Louisiana State University

Applications of graphical, mathematical, and computer-based microeconomic analysis to problems in the production and marketing of food and agricultural products.

AGEC 4203, Intermediate Food And Fiber Products Marketing, Louisiana State University

Industrial organization analysis applied to the food and fiber system; emphasis on structural problems and their control by competition, resource valuations.

Graduate Committees Chaired

Doctoral Students Completed

Hill, Jessica. Ph.D., Agricultural Economics and Agribusiness, May 2013.

Tabarestani, Maryam. Ph.D., Agricultural Economics and Agribusiness, August 2013.

Ferreira, Gustavo. Ph.D., Agricultural Economics and Agribusiness, August 2010.

Han, Jae-Hwan. Ph.D., Agricultural Economics and Agribusiness, May 2007.

Sambidi, Pramod. Ph.D., Agricultural Economics and Agribusiness, December 2006.

Diop, Hamady. Ph.D., Agricultural Economics and Agribusiness., May 1999.

Masters Students Completed

Lin, Bo M.S., Agricultural Economics and Agribusiness, August 2013

Tanca, J. M.S., Agricultural Economics and Agribusiness, December 2010.

Bharad, Abhishek. M.S., Agricultural Economics and Agribusiness, December 2010.

Bonilla, Tatiana. M.S., Agricultural Economics and Agribusiness, August 2010.

Brian Boever. M.S., Agricultural Economics and Agribusiness, May 2006.

Cate Munene. M.S. , Agricultural Economics and Agribusiness, December 2005

Sambidi, Pramod. M.S., Agricultural Economics and Agribusiness, December 2002.

McLennon, Everal., M.S. Agricultural Economics and Agribusiness, August 2002.

Stringer, Timothy. M.S., Agricultural Economics and Agribusiness, May 1999.

Özayan, Aylin. M.S., Agricultural Economics and Agribusiness, August 1997.

Dissertations and Theses Directed

Bharad, Abhishek. M.S. Thesis title: *Analysis Of Media Agenda-Setting Effects On Consumer Confidence In The Safety Of The U.S. Food System Across Consumer Segments*. Degree awarded December 2010.

Ferreira, Gustavo. Ph.D. Dissertation Title: *The Expansion and Diversification of the Export Sector and Economic Growth: The Costa Rican Experience*. Degree Awarded August 2010.

Bonilla, Tatiana. M.S. Thesis title: *Analysis Of Consumer Preferences Toward 100% Fruit Juice Packages And Labels*. Degree awarded August 2010.

Han, Jae-Hwan. Ph.D. Dissertation Title: *Consumer Perceptions and Willingness to Pay for Genetically Modified Foods*. Degree awarded May 2007.

Sambidi, Pramod. Ph.D. Dissertation Title: *Analysis of Site-Specific Determinants and Spatial Distribution of the Agricultural Biotech Industry*. Degree awarded December 2006.

Diop, Hamady. Ph. D. Dissertation Title: *Impact of Shrimp Imports on the United States' Southeastern Shrimp Processing Industry and Processed Shrimp Market*. Degree Awarded May 1999.

Boever, Brian. M.S. Thesis Title: *Analysis of the Market Potential and Willingness to Pay for Cryopreservation Services in U.S. Aquaculture Industries*. Degree awarded May 2006.

Sambidi, Pramod. M.S. Thesis Title: *Analysis of Site Specific Determinants for the Growth of Poultry Processing in Louisiana*, Degree Awarded December 2002.

McLennon, Everald. M.S. Thesis Title: *Analysis of Consumer Preferences for Labeling of Genetically Modified Foods*. Degree Awarded 2002.

Stringer, Timothy. M.S. Thesis Title: *Attribute Optimization Using Conjoint Analysis of Prototype Products Derived from Underutilized Crawfish*. Degree Awarded May 1999.

Özayan, Aylin. M.S. Thesis Title: *Market Analysis of New Minced-Meat Products Made from Undersized Crawfish*. Degree Awarded August 1997.

Senior Thesis Directed

Lemoine, Gerald J., Senior Honors Thesis Title: *An Analysis of Managerial Behavior in the Restaurant Industry: The Effects of Consideration and Structure on Job Satisfaction*. Degree Awarded May 1997.

Professional Meetings, Symposia, Workshops, and Conferences on Teaching

Harrison, R. Wes. "Agribusiness Marketing Class Project: A Real World Experience." Organized Symposium presentation at American Agricultural Economics Association Annual Meeting, Tampa, Florida, August 2000.

Harrison, R. Wes. "Louisiana State University's Undergraduate Agribusiness Internship Program." Organized Symposium presentation at the American Agricultural Economics Association Annual Meeting, Salt Lake, City UT, August 1998.

Harrison, R. Wes. "Louisiana State University's Undergraduate Agribusiness Internship Program." Organized Symposium presentation at the 1998 Southern Agricultural Economics Association Annual Meeting, Little Rock, AK, February 1998.

Harrison, R. Wes. "Use of Oral Presentations in the Classroom." Presentation at the WCC-72 Coordinating Committee on Research Emphasizing Agribusiness Competitiveness Annual Meeting, Las Vegas, NV, June 1997.

Harrison, R. Wes. "Internships in Agribusiness Curricula: Issues for Discussion." Selected poster presented at the WCC-72 Coordinating Committee on Research Emphasizing Agribusiness Competitiveness Annual Meeting, Las Vegas, NV, June 1997.

Kennedy, P. Lynn and R. Wes Harrison. "Developing International Agribusiness Management Skills: The Use of Intern-Partnerships." Paper presented at the Western Decision Sciences Institute Twenty-Fifth Annual Meeting, Seattle, WA, April 1996.

Harrison, R. Wes and P. L. Kennedy. "Implementing Internships in Agribusiness Curricula." Selected paper presented at the Southern Agricultural Economics Association Annual Meeting, Greensboro, NC, February 1996.

Local Instructional Activities

Guest Lecturer, New Product Development Class, Department of Food Science, Fall 1997.

SERVICE

Professional Organizations

President, Southern Agricultural Economics Association, 2013 - 2014.

President-elect, Southern Agricultural Economics Association, 2012 - 2013.

Past President, Food Distribution Research Society. 2009 – 2010.

President, Food Distribution Research Society. 2008 - 2009.

Chair, Western Extension and Research Activities Committee on Agribusiness (WERA-72). 2009.

President-Elect, Food Distribution Research Society. 2007 - 2008.

Vice-Chair, Western Extension and Research Activities Committee on Agribusiness (WERA-72,). 2008.

Vice President of Programs, Food Distribution Research Society. 2006 - 2007.

Vice President of Education, Food Distribution Research Society. 2002 - 2006.

Chair, Western Coordinating Committee on Research Emphasizing Agribusiness Competitiveness (WCC-72). 1999.

Vice-Chair, Western Coordinating Committee on Research Emphasizing Agribusiness Competitiveness (WCC-72). 1998.

Student Organizations

Organizer and Advisor, Department of Agricultural Economics and Agribusiness, National Grocers Association Case Study Team, 2011, 2012, 2103.

Senior Advisor, Department of Agricultural Economics and Agribusiness Undergraduate Student Club, 2007/2008.

Senior Advisor, Department of Agricultural Economics and Agribusiness Undergraduate Student Club, 1996/1997.

Junior Advisor, Department of Agricultural Economics and Agribusiness Undergraduate Student Club, 1994/1995.

College of Agriculture

Senator, Louisiana State University Faculty Senate. 2009 – 2012.

Member, College of Agriculture Les Voyageurs Selection Committee, 2009 – 2012.

Member, College of Agriculture Courses and Curriculum Committee, 2006 – 2009.

Member, College of Agriculture Scholarship Committee, 2001 - 2004.

Member, College of Agriculture Committee on Teaching Quality and Recognition, 1994 - 1997.

Member, College of Agriculture Committee on Developing an Agricultural Minor for Mass Communication Majors, 1994 - 1995.

Departmental Service

Coordinator for Curriculum Assessment, Department of Agricultural Economics and Agribusiness, Louisiana State University. 2006 – present.

Coordinator for the Undergraduate Program, Department of Agricultural Economics and Agribusiness, Louisiana State University. 2001- 2003.

Chair of the Undergraduate Curriculum Committee, Department of Agricultural Economics and Agribusiness, Louisiana State University. 2001-02 and 1998-99.

Coordinator of the Internship Program, Department of Agricultural Economics and Agribusiness, Louisiana State University. 1994 - 2000.

Chair of the Scholarship Committee, Department of Agricultural Economics and Agribusiness. 1996-1997.

Member, Department of Agricultural Economics and Agribusiness Undergraduate Curriculum Committee, 1996-1998 and 2000 - present. Chaired the committee from 2001-02 and 1997-98.

Member, Department of Agricultural Economics and Agribusiness Qualifying Exam Committee, 2001 - 2005.

Member, Department of Agricultural Economics and Agribusiness Faculty Recognition Committee, 1997- 1998.

Member, Department of Agricultural Economics and Agribusiness *ad hoc* Committee on Developing a Masters of Agribusiness Curriculum, 1994.

Member, Department of Agricultural Economics and Agribusiness Marketing Committee, 1994-1995.

Member, Department of Agricultural Economics and Agribusiness Faculty Advisory Committee, 1994.

Departmental Reviews:

LSU Hatch Project - *Farm Firm Decision Strategies Incorporating Risk Analysis for Cotton Producing Areas*, May 1994.

LSU Experiment Station Bulletin -*Evaluating the Impact of International Export of Agricultural Products on the Louisiana Economy*, August 1995.

LSU Experiment Station Bulletin -*The Bioeconomics of Recirculating Aquaculture Systems*, September 1995.

LSU Department of Agricultural Economics and Agribusiness Research Report - *An Analysis of Cattlemen Marketing Costs in Louisiana and Mississippi*, June 1994.

Advisory Boards, Taskforces, Agencies

Chair, National Grocers Association's Food Industry University Coalition, 2011 – 2013

Member, National Grocers Association's Food Industry University Coalition, 2004 – present.

Member, Advisory Council for the Louisiana Council of Farmer Cooperatives, 1995 - present.

Lead Economist on Governor's Taskforce titled: "Louisiana Platforms for Mariculture", 2004 - 2005.

Lead Economist on the Louisiana State Seafood Industry Advisory Board, 2003 - 2005

Professional Service

Reviewer and Panel Member for the USDA-NRI Grant Program, Agricultural Markets and Trade Program, 2001.

Member of the Southern Agricultural Economics Association Graduate Student Paper Award Committee, 2000-2002.

Member of the American Agricultural Economics Association Industry Committee, 1998-1999.

Selected Paper Chair, Western Coordinating Committee on Research Emphasizing Agribusiness Competitiveness (WCC-72), 1997-1998.

Session Chair for the Agribusiness Section, Southern Agricultural Economics Association Annual Meeting, 1997.

Reviewer, American Agricultural Economics Association's Selected Poster Competition, 1996

Reviewer, Southern Agricultural Economics Association's Selected Paper Competition, 1996.

Member, Location Committee, WCC-72 Committee on Research Emphasizing Agribusiness Competitiveness, 1995.

Other External Service

Speaker, Louisiana Council of Farmer Cooperatives 2005 Youth Conference, 4-H Camp Grant Walker, Louisiana, April 2012.

Speaker, Louisiana Council of Farmer Cooperatives 2005 Youth Conference, 4-H Camp Grant Walker, Louisiana, April 2010.

Speaker, Louisiana Council of Farmer Cooperatives 2005 Youth Conference, 4-H Camp Grant Walker, Louisiana, April 2009.

Speaker, Louisiana Council of Farmer Cooperatives 2005 Youth Conference, 4-H Camp Grant Walker, Louisiana, April 2008.

Speaker, Louisiana Council of Farmer Cooperatives 2005 Youth Conference, 4-H Camp Grant Walker, Louisiana, April 2007.

Speaker, Louisiana Council of Farmer Cooperatives 2005 Youth Conference, 4-H Camp Grant Walker, Louisiana, April 2006.

Speaker, Louisiana Council of Farmer Cooperatives 2005 Youth Conference, 4-H Camp Grant Walker, Louisiana, April 2005.

Speaker, Louisiana Council of Farmer Cooperatives 2004 Youth Conference, 4-H Camp Grant Walker, Louisiana, April 2004.

Speaker at the St. Bernard High School, Breax Bridge, Louisiana 2002

Speaker, Louisiana Council of Farmer Cooperatives 2001 Couples Conference, Lafayette, Louisiana, July 2001.

Speaker, Louisiana Council of Farmer Cooperatives 1998 Youth Conference, Baton Rouge Louisiana, July 1998.

Speaker, Louisiana Council of Farmer Cooperatives 1997 Youth Conference, Baton Rouge Louisiana, July 1997.

Speaker, Louisiana Council of Farmer Cooperatives 1997 Couples Conference, Lafayette, Louisiana, July 1997.

Speaker, Louisiana Council of Farmer Cooperatives 1996 Youth Conference, Baton Rouge Louisiana, July 1996.

Speaker, Louisiana Council of Farmer Cooperatives 1996 Couples Conference, Lafayette, Louisiana, July 1996.

Speaker, Louisiana Council of Farmer Cooperatives 1995 Youth Conference, Baton Rouge Louisiana, July 1995.

Judge, Student Section American Agricultural Economics Association's Academic Bowl, 1995 and 1996.

VITA

September 2019

Ronald J. Hustedde

Extension Professor
80% Extension Appointment
10% Research Appointment
10% Teaching Appointment

Academic Training

Ph.D.	University of Wisconsin-Madison (Sociology)
M.S.	University of Wisconsin-Madison (Rural Sociology)
M.A.	University of Wisconsin-Madison (Agricultural and Applied Economics)
M.S.	Southern Illinois University at Carbondale (Community Development)
B.S.	Southern Illinois University at Carbondale (Journalism)

Professional Experience

July 2003 - Present	Extension Professor, Department of Community and Leadership Development, University of Kentucky
2004- 2017	Director, Kentucky Entrepreneurial Coaches Institute
1996-2003	Associate Extension Professor, Department of Community and Leadership, University of Kentucky (note: prior to July 2002, the department was known as the Sociology Department in the College of Agriculture)
July 2001-2003	Associate Co-Research Director, UK Appalachian Center (Approximately, 9% of DOE)

1990 - 1996 Assistant Extension Professor, Department of Sociology, College of Agriculture, University of Kentucky

1990 - 1993 Public Policy Specialist, Appalachian Center, University of Kentucky

Specialty Areas

Rural entrepreneurship; economic development; community development; leadership development; public conflict analysis and resolution; group process and public deliberation.

Awards

Distinguished Career Award, National Association of Community Development Extension Professionals (2018).

National Association of Community Development Extension Professionals and the Community Development Society Innovative Program Awards (June 2017) E-Discovery Challenge with Kentucky team members, Melony Furby, Annette Walters and Ann DeSpain.

Bonnie L. Teater Community Development Educator Lifetime Achievement Award, (June 2016), Southern Rural Development Center (coalition of land-grant universities and colleges in the South), Mississippi State University.

National Community Development Extension Professionals (NACDEP) Regional Educational Technology Team Award (June 2016) Strengthening Skills for Leading Others, with other UK team members: A. Davis; D Kahl; M. Nall; K. Ricketts; L. Garkovich; M. Aull; and L. Pohl.

Community Development Society Innovative Program Award. (June 2016) Strengthening Skills for Leading Others, with other UK team members: A. Davis; D Kahl; M. Nall; K. Ricketts; L. Garkovich; M. Aull; and L. Pohl.

M.D. Whiteker Excellence In Extension Award, Kentucky Association of State Extension Professionals, March 2013.

Duane L. Gibson Award for Distinguished Service in Community Development, Community Development Society, July 2010.

Excellence in Extension, 2007 National Award, Cooperative Extension System, CSREES/USDA, National Association of Public Universities and Land Grant Colleges for "Cutting-edge Programming in Public Issues Education, Conflict Resolution and Rural Entrepreneurship." Nov. 2007.

Excellence in Extension and Public Service, Rural Sociological Society, August 2007.

Community Development Society Presidential Award, July 2007.

Excellence in Extension and Public Service Award, 2006, Southern Rural Sociological Association.

Recognition of Kentucky Entrepreneurial Coaches Institute as one of the sixteen best entrepreneurial practices in the U.S. by the Kauffman Foundation, National Lieutenant Governors Association and the U.S. Small Business Administration Office of Advocacy, March 2006.

1994 Outstanding New Specialist Award, Association of Kentucky Extension Specialists (the association of University of Kentucky and Kentucky State University Extension faculty members).

Book Chapters/Encyclopedia Article

Hustedde, Ronald J. (2018) "Entrepreneurship and Economic Development in Rural America," Debra A. Harley, Noel A. Ysasi, Malachy L. Bishop, and Allison R. Fleming (eds.) *Disability and Vocational Rehabilitation in Rural Settings*, Springer International Publishing, pp. 3-16.

Gruidl, J. and Ron Hustedde (2017), Chapter 6 , "Towards a robust democracy: core competencies critical to community developers," Paul Lachapelle and Michael Rios (eds.), *Community Development and Democratic Practice*, Routledge, pp. 90-104.

Breazeale, Nicole, and Ronald J. Hustedde, (2017) "Understanding the Impact of Culture on Entrepreneurship," Michael Fortunato and Morgan R. Clevenger (eds), *Entrepreneurial Community Development: Leaping Cultural and Leadership Boundaries*, Taylor and Francis/Routledge, pp. 104-125.

Hustedde, Ronald J., (2015) "Seven Theories for Seven Community Developers," Phillips, Rhonda and Robert H. Pittman (eds.) , *An Introduction To Community Development*, (2015) New York City: "Routledge, pp. 22-44. (modest revisions from 2009 chapter).

Hustedde, Ronald J. and Jacek Ganowicz, 2013, "The Basics: What Essential About Theory for Community Development Practice," Brennan, Mark A, Jeffrey C. Bridger, Theodore R. Alter (eds.), 2013, *Theory, Practice and Community Development*, New York City: Routledge Press, pp. 163-179.

Hustedde, Ronald J. , 2009, "Seven Theories for Seven Community Developers," Rhonda Phillips and Robert Pittman (ed.), *Introduction to Community Development*, New York City: Routledge Press, pp. 20-37.

Hustedde, Ronald J., 2008, "Politics in Rural America," Gary Goreham (ed.), *Encyclopedia of Rural America*, Santa Barbara, CA: ABL-CIO. Pp. 766-770.

Hustedde, Ronald J., 2007, "What's Culture Got To Do With It?", in Norman Walzer (ed.), *Creating Entrepreneurial Local Development Strategies*, Lanham, MD: Lexington Books.

Gruidl, John J. and Ronald J. Hustedde, 2002, "Key Practices In Creating A Learning Community," Chapter 12, in Norman Walzer (ed.), *Managing Change During Transition: Issues Facing the Rural Midwest*, Armanck, NY: M.E. Sharp, pp. 246-266.

Hustedde, Ronald J., 1991, "Developing Leadership To Address Rural Problems," in Norman Walzer (ed), *Rural Community Economic Development*, New York, Praeger Press, pp. 111-123.

Miller, Lorna Clancy and Ronald J. Hustedde, 1987, "Group Approaches," Donald E. Johnson, Larry R. Meiller, Lorna Clancy Miller and Gene F. Summers (editors), *Needs Assessment: Theory and Methods*, Ames, IA, Iowa State University Press, pp. 91-125.

Book

Hustedde, Ronald J., Ron Shaffer, and Glen C. Pulver (2005) *Community Economic Analysis: A How to Manual*, Ames, IA, North Central Regional Center for Rural Development, Iowa State University, pp. 70.

Guest Editor

Hustedde, Ronald J., Guest Editor, 2002, *Special Issue on Community Development Theory*, *Journal of the Community Development Society*, Vol. 33(1), 2002.

Peer-Reviewed Articles

Koo, Jayoung, Ron Hustedde and Richard Young, (2018) "Radical Walking: Tool, Practice, and Implications for Community Development," *Community Development Practice*, Fall 2018, pp. 17-28,
https://www.comm-dev.org/images/CDS_Practice/CDPissue22.pdf

Hains, B. J., Hansen, G. & Hustedde, R. (2017). Agricultural & science education: A socio-analysis of their intersection and positions within the educational field. *Cultural Studies of Science Education –Special Issue* DOI 10.1007/s11422-016-9753-5

Breazeale, Nicole, Michael W.P. Fortunato, James E. Allen IV, Ronald J. Hustedde and Helen Pushkarskaya, (2015) Constructing a Multi-dimensional measure of local entrepreneurial culture," *Community Development*, Vol. 46 Issue 5, pp. 516-540.

Hustedde, Ronald J. "Practical Wisdom: The Right Way to Do the Right Thing." *Journal of Higher Education Outreach and Engagement* 19.1 (2015): 211-214.

Gruidl, John, and Ronald Hustedde. "Towards a robust democracy: the core competencies critical to community developers." *Community Development* 46 (3) (2015): 279-293.

Nah, Seungahn, Kang Namkoong, Nien-Tsu Nancy Chen, and Ronald J. Hustedde. (2016) "A communicative approach to community development: the effect of neighborhood storytelling network on civic participation." *Community Development* , Vol. 47 (1), pp.11-28.

Hains, Bryan, Ronald Hustedde and Kristina G. Ricketts, (2013), "21st Century Crofting: Strengths and Opportunities for Community Development," *Journal of Agriculture, Food Systems and Community Development*, pp. 47-60.

Sakamoto, Kiyohiko and Ronald Hustedde, (2008), "Tensions and Reflections of Technical Change Agents," *Community Development: Journal of the Community Development Society*, Vol. 39. No. 3, pp. 11

Gruidl, John and Ronald Hustedde, (2003), "An Evaluation of Capacity Building Programs: Learning Organization Approach," *Journal of Extension*, Vol. 41 (5), pp. 1-7.

Hustedde, Ronald J. and Jacek Ganowicz, (2002). "The Basics: What's Essential About Theory for Community Development Practice?" *Journal of the Community Development Society*, Vol. 33, No. 1, pp. 1-30.

Hustedde, Ronald J. and Betty S. King, (October 2002), "Rituals: Emotions, Community Faith In Soul and the Messiness of Life," *Community Development Journal*, Vol. 37, No. 4, pp. 338-348.

King, Betty S. and Ronald J. Hustedde, (2001), "Strengthening Civic Engagement in Decision-Making," *The Rural South: Preparing for the Challenges of the 21st Century* (a peer-reviewed series), Southern Rural Development Center, Mississippi State University, pp. 10.

Hustedde, Ronald J., (1998) "On the Soul of Community Development," *Journal of the Community Development Society*. Vo. 29, No. 2, pp. 153-165.

Hustedde, Ronald J., (1997) "American Non-Profit Organizations and Community Development," *Journal of Korean-International Society of Community Development*, Kyongsan-City, Korea: Taegu University, Vol. 7, pp. 95-109.

Hustedde, Ronald J., (1996) "An Evaluation of the National Issues Forum Methodology For Stimulating Deliberation in Rural Kentucky," *Journal of the Community Development Society*, Vol. 27, No. 2, pp. 14.

Hustedde, Ronald J. and Michael Score, (1995), "Force-Field Analysis," *CD Practice*, a publication of the Community Development Society, Summer, pp. 5.

Hustedde, Ron, (1994) "Community Issue Gathering: A Tool For Resolving Controversy," *CD Practice*, a publication of the Community Development Society, No. 1, pp. 1-7.

King, Betty S. and Ronald J. Hustedde, (1993) "Community Free Spaces: Creating and Nurturing Schools of Democracy," *Journal of Extension*, Vol. XXXI, Winter, pp. 10-12.

Hustedde, Ronald J.(1993), "Festivals Can Educate," *Journal of Extension*, Vol. XXXI, Summer, p. 30.

Hustedde, Ronald J. and Glen C. Pulver, (1992) "Factors Affecting Equity Capital Acquisition: The Demand Side," *Journal of Business Venturing*, Vol. 7, No. 5, September, pp. 363-374.

Pulver, Glen C. and Ronald J. Hustedde, (1991) "Regional Variables That Influence the Allocation of Venture Capital: The Role of Banks." *The Review of Regional Studies*, Vol. 18, No.2, Spring, pp. 1-9.

Melony Denham and Ron Hustedde, (2017) *E-Discovery Challenge*, produced by UK Agricultural Communications director, Dave Stalion, about impact of E-Discovery Challenge in Appalachian Kentucky 5.5 minutes, <https://youtu.be/Mac5Bovad7g>

Toolkit/Guide

Koo, J. & Hustedde, R. (2018), *Radical Walking Toolkit (for Youth)*. Community and Economic Development Initiative of Kentucky (CEDIK), College of Agriculture, Food and Environment, University of Kentucky.

Recent Research Reports

Hustedde, Ron, *Shaker Village Report on Democratic Practices and Community Development*, Summer 2014, (prepared for the Kettering Foundation, Dayton Ohio) pp. 36.

Hustedde, Ronald J. and Melony Denham, *E-Discovery Challenge, ARC Project # KY-16403-C2-2012*, Final Grant Report for the Appalachian Regional Commission, August 2014, pp. 20.

Huffman, Lindie, Amanda Fickey and Ron Hustedde, 2010, *Exploring the 'West Island Way:' Future Possibilities for Community Development, Food Production and Food Distribution on the Isle of Bute, Scotland*, pp. 18.

Hustedde, Ronald and Melony Furby Denham, 2013, *Final Report to the Appalachian Regional Commission: E-Discovery Challenge*, pp. 12.

Invited White Paper on Public Policy

Hustedde, Ron, 2010, "Survival Entrepreneurship as a Launching Pad for a More Vibrant Appalachia," commissioned by the Appalachian Transition Initiative and the Central Appalachia Prosperity Project in coordination with the University of Colorado, pp. 22.

Peer-Reviewed Training Manual

Hustedde, Ron, Steve Smutko and Jarad Kapsa, 2000, *Addressing Public Conflict: Turning Lemons Into Lemonade*, Mississippi State University, MS: Southern Rural Development Center:
http://srdc.msstate.edu/trainings/educurricula/lemons/lemons_complete.pdf
pp. 221.

Training Manuals/Educational Monographs

Hustedde, Ron, 2004, *Leading Hot Meetings About Environmental Issues Without Getting Burned*, University of Kentucky Cooperative Extension Service, pp. 178.

Hustedde, Ron, Christine Carlson, John-Mark Hack, Betty S. King, David Patton, 1996, *Facilitating Collaborative Problem-Solving*, Lexington, KY: UK Cooperative Extension Service, pp. 102.

Hickman, Peggy, Ronald J. Hustedde, Angel Rubio, 1994, *Building Healthy Homeplaces*, Central Highlands Appalachian Initiative On Cancer, Lexington, KY, UK Markey Cancer Center, pp. 169.

Grants

Hains, Bryan, Ronald J. Hustedde and Kristina Ricketts, *Building Capacity and Diffusing Innovation in Community Development Education*, National Institute of Food and Education (USDA Higher Education Challenge grant), \$731,296, June 1, 2017- May 31, 2020

Hustedde, Ronald J. University of Kentucky Confucius Institute Travel Grant to the Chinese Academy of Social Sciences in Beijing, China, September 2016, \$2,500.

Hustedde, Ronald J. and Jayoung Koo, *Empowerment for North Limestone Neighborhood Sustainability: Establishing Public Spaces and Arts*, University of Kentucky Sustainability Challenge, 2015, Amount: \$17,300.

Hustedde, Ronald J., (PI), *E-Discovery Challenges You!*, Appalachian Regional Commission (ARC), October 2014 –January 2017, Amount: \$275,000.

Alison F. Davis (PI), Ronald J. Hustedde (Co- PI), Ellen Usher (Co-PI) and Nicole Breazeale (Co-PI) (Western Kentucky University), *Promoting Entrepreneurship in Distressed Rural Communities*; \$349,000, USDA National Institute for Food and Agriculture (NIFA), Agriculture and Food Research Initiative (AFRI), September 2011- July 2014. Amount: \$349,000.

Hustedde, Ronald (Principal Investigator), “Teaching Incentive and Enhancement Grant from UK Deans College of Agriculture – Urban Food Systems,” May- June 2012. Amount: \$9,980.

Hustedde, Ronald (Principal Investigator) with Melony Denham (Co-PI), “E-Discovery Challenge: “E-Discovery Challenge, March 2012- July 2013. Amount: \$200,000.

Hustedde, Ronald (Principal Investigator) with Melony Denham (Co-PI), “E-Discovery Challenge: Expansion,” Appalachian Regional Commission. September 2010 - October 2011. Amount: \$275,000.

Hustedde, Ronald (Principal Investigator), “Kentucky Entrepreneurial Coaches Institute: Expanding and Creating New Businesses,” U.S. Department of Agriculture Rural Business Enterprise Grant, June 2010-June 2012. Amount: \$140,000.

Hustedde, Ronald and Larry Jones (co-PI), “Kentucky Entrepreneurial Coaches Institute: Expanding Entrepreneurship in South Central Kentucky,” Kentucky Agricultural Development Board. August 2007- October 2011. Amount: \$883,545.

R. Fleming, D. Freshwater, L. Maynard, H. Pushkarskaya, D. Scorsone and R.

Hustedde (co-investigators), "Interdisciplinary Exploratory Workshop on rural Entrepreneurship," University of Kentucky Research Activity Award. 2004. Amount of Award: \$9,600.

Hustedde, Ronald (senior principal investigator) with L. Jones and E. Scorsone (co-principle investigators), "A Leadership Program To Stimulate the Entrepreneurial Culture in the Tobacco-Dependent Counties of Northeastern Kentucky," Kentucky Agricultural Development Board. 2003-2007, Amount: \$1.28 million.

Hustedde, Ronald (principal investigator) "A Retreat About Community Development Theory," grant awarded to *Community Development Society*, Ford Foundation, 2003, Amount of Award: \$8,500.

Hustedde, Ron and Mark E. Settle, Iowa State University Extension (co-principal investigators), "A Proposal To Strengthen the Linkages Among Community Development Scholars and Practitioners," was awarded by W. K. Kellogg Foundation to the *Community Development Society*. Amount of award: \$125,000 for 1998-2001.

Hustedde, Ron and Jennifer Thompson (co-principal investigators), "National Issues Forums Public Policy Institute,@ a gift from the Kettering Foundation. Amount of Gift: \$10,000 for 1997-1999.

Hustedde, Ronald J. (principal investigator), ARural Development,@ was awarded by the Farm Foundation to the *Community Development Society*. Amount of award: \$3,100 for 1997.

Hustedde, Ronald J., (principal investigator), AInternational Community Development,@ was awarded by the W.K. Kellogg Foundation to the *Community Development Society*. Amount of Award: \$16,000 for 1997.

Hustedde, Ronald J. (principal investigator), "Strengthening the Linkages Between Community Development Research and Practice," awarded by the TVA Center for Rural Studies to the Kentucky Community Development Society. Amount of award: \$5,000 for 1997.

Hustedde, Ronald (principal investigator), "Strengthening Rural Community Leadership: An Extension Program for Public Conflict Resolution," was awarded by the Southern Rural Development Center. Amount of award: \$13,700 for 1996-1999.

Hustedde, Ronald (co-principal investigator), "Southern Gathering on Agricultural Problem-Solving," a sustainable agricultural training project awarded by SARE/ACE. Amount of award: \$52,000. 1997-1999.

Contracted with the UK Markey Cancer to produce a "train the trainers" community

organizing handbook for health organizers and discussion leaders, 1994. (\$3,500)

Administered and implemented part of W.K. Kellogg Foundation educational grant (\$1.2 million) from August 1991 through July 1993. My responsibility was to teach and encourage others to adopt innovative public issues discussion methods to increase the participation of Appalachians in the democratic process.

Hustedde, Ron (Principal investigator), Study Circles Resources Center award for developing a workshop for framing controversial public policy issues. Amount of award: \$1,900.

Samples of Other Recent Publications

Hustedde, Ronald J., Melony Furby and Katie Ellis, 2008, "What Every Kentucky Elected Leader Needs To Know About Entrepreneurship, UK Cooperative Extension Service," pp.8.

Hustedde, Ronald J., 2006, "Kentucky Leadership Program Coaches Entrepreneurs," Economic Development America, Winter, pp. 28-29.

Hustedde, Ronald J. 2004, "News from the International Association for Community Development" in Community Development Journal, Vol. 39 (3), 2004, pp. 303-305

Hustedde, Ron and James Calvin, 2003, "News from the International Association for Community 2003 Development: Facing the current challenge of the community development field,"

Hustedde, Ron and Ted Bradshaw, 2003, A Report About the July 2003 Retreat About Community Development Theory, Lexington: University of Kentucky Dept. of Community and Leadership Development, September, pp. 19.

Hustedde, Ronald J., 2002, "Editorial," in Journal of the Community Development Society, Vol. 33 (1), 2002, pp. v-vi.

In addition to the above, I have authored or co-authored over 100 newsletter articles, fact sheets, Extension publications and newspaper articles since 1990. I have produced two instructional videos and taught through television, radio and webinars.

Invited International Presentations

“The Growing Aspects of Community Development and the Link Between Centralized Government and the People,” Chinese Academy of Social Sciences, Beijing, China, September 2016.

Two-day workshop on Entrepreneurial Leadership Development and Entrepreneurial Coaching, Instituto Superior de Engenharia do Porto, Porto Polytechnic Institute, Porto, Portugal, July 2011.

“Community Development Short Course” : Syiah Kuala University, Banda Aceh, Indonesia, co-taught with graduate student, Michael Geneve. June- July 2008.

“Group Process for Rural Development,”workshop leader, USAID and Serbian Ministry for Rural Development, Soko Banja, Serbia, March 2006; Dimitrovgrad, Serbia, June 2006 and Banja Vrujci, Serbia ,March 2007.

“Entrepreneurship as a form of community development,” workshop and discussion leader, International Association for Community Development, Yaounde, Cameroon, April 2005.

“Rural Entrepreneurship in Northeastern Kentucky,” with Eric Scorsone and Kimathia Muranthi, Babson-Kauffman Conference on Entrepreneurship, University of Strathclyde, Glasgow, Scotland, June 2004.

“Rural Development and the U.S. Cooperative Extension Service, “University of Calabria, Cosenza Italy. January 2002.

“New Community Development Approaches,” presented to various Italian government agency leaders in Rome, Naples and Lametzia Terme, Italy, January and February 2002.

“Excluded Communities in the U.S.” plenary presenter at the International Association for Community Development, Rotorua, New Zealand, April 2001

“From Community Development to Community Building,” a plenary panelist at the International Association for Community Development conference, University of Edinburgh, Scotland, April 1999.

“Trends in U.S. Community Development Practices,” a lecture presented at Centre for Rural Studies, The Queens University of Belfast, Northern Ireland, United Kingdom, January 1998.

“American Non-Profit Organizations and Community Development,” a plenary paper presented at the 9th International Conference of the Korean-International Association of Community Development and at the Taegu University International Graduate Seminar On Community Development, Kyungpook, Korea, November 1997.

Recent Invited National Presentations

Invited Plenaries

The Status Quo and Future of the Community Development Profession,” Plenary Panel, 50th Anniversary of the Community Development Society, Annual Conference, University of Missouri, Columbia, MO., July 2019.

“Civic Engagement and Leadership Development,” October 25, 2016, Opening Plenary for Montana Cooperative Extension Service Annual Meeting, Bozeman, MT.

“Community Development Research and Practice Journeys,” and “Unexplored Community Development Theory and Practice,” Arizona State University, Department of Community and Resource Development, Faculty and Graduate Students, Phoenix, AZ, February 21-23, 2014.

“Urban Agriculture And Its Meaning For Rural Farmers, (plenary) ” AgMasters Conference, at University of Illinois-Champaign-Urbana, December 2013.

“Public Conflict Resolution,” Midwest Community Development Institute, Moline, IL, August 2013, 2014 and 2015.

Cultural Immersion and Alternative Identity Seminar. Provided series of workshops on cultural conflicts and alternative identities with Drs. Kris Ricketts and Bryan Hains, for SUNY students and faculty. State University of New York- Oneonta, April 14-20, 2013.

“Opportunities for Rural Entrepreneurship,” Midwest Community Development Institute, , IL , August 2010.

“Building an Entrepreneurial culture,” 2010 Rural Development Conference (U.S. Department of Labor), Couer d’ Alene, ID, May 2010.

Michigan State University C.S. Mott Group for Sustainable Food Systems; designed and led strategic planning retreat. October 2, 2007.

Sites for Invited Public Conflict Resolution Workshops

Western Illinois University, Macomb, IL and Moline, IL
Mississippi State University Extension (in-service training), Biloxi, MS,
Purdue University Extension, Spencer, IN
University of Arkansas Extension, Hot Springs, AR
Iowa State University Extension, Ames, IA
University of Florida Extension, Orlando, FL
Iowa State University Extension, Ames, IA
University of Vermont Extension, Stowe, VT
Vermont Conservation Partnership, Stowe, VT
Texas A & M University Extension, Austin area, TX
The Pennsylvania State University Extension Service, Gettysburg, PA
Illinois Rural Development Institute Conference, Springfield, IL
Ohio State University Extension Service, Columbus, OH
American Farm Bureau Federation Institute, Chicago, IL
University of Missouri Extension, St. Louis, MO
Southern Rural Development Center Community Development Institute, Little Rock, AR
Peace Corps Fellows Program, Western Illinois University
Iowa Farm Bureau Federation, Des Moines, IA
Peace Corps Fellows Program, Illinois State University, Bloomington, IL
Partners of the Americas, Lexington, KY

Entrepreneurial Leadership Development

Senior Principle Investigator and Director of the *Kentucky Entrepreneurial Coaches Institute* , a unique leadership program to nurture over 100 entrepreneurial

advocates, leaders and coaches in Kentucky's rural communities. Over two million dollars in external funds was raised for this intensive leadership program (2004-2011).

Principle Investigator with Melony Denham for *E-Discovery Challenge*, a youth entrepreneurship program in economically distressed counties of Appalachian Kentucky. An entrepreneurship curriculum and workshops were developed for elementary, middle school and high school teachers taught over 6,000 students who launched business enterprises in the region (2010-2017)

Selected as one of four national judges for a televised "shark tank" event for the American Farm Bureau Federation Rural Entrepreneurship Challenge, San Diego, CA. (\$50,000 in prize money awarded to top entrepreneurial teams), 2015.

Democratic Practices and Community Development (2013-2015)

Designed and facilitated an international retreat for community development leaders on behalf of the Kettering Foundation (November 2013).

Purpose: To explore the role of democratic practices in community development

Impact: The retreat has had a significant impact on the community development field.

I wrote a 36 page report about the retreat. It also led to follow-up discussions at the Community Development Society in Dubuque, Iowa and the International Association of Community Development in Glasgow, Scotland. It also provided a venue for a 2015 special issue of *Community Development: The Official Journal of the Community Development Society*.

Recent Graduate Teaching

- CLD 775, Community Communications: Listening Beyond Defensiveness, Division and Silence, (co-taught with Dr. Rosalind Harris), Spring 2019
- CLD 685 Theory and Practice of Community Development, Spring 2018
- CLD 685 Theory and Practice of Community Development, Spring 2018
- CLD 620 Introduction to Community & Leadership Development, Fall 2017
- CLD 620 Introduction to Community & Leadership Development, Fall 2016
- CLD 685 Theory and Practice of Community Development, Spring 2016
- CLD 685 Theory and Practice of Community Development, Spring 2015
- CLD 685 Theory and Practice of Community Development, Spring 2014
- CLD 685 Theory and Practice of Community Development, Spring 2013
- CLD 685 Theory and Practice of Community Development, Spring 2013
- CLD 685 Theory and Practice of Community Development, Spring 2012
- CLD 685 Theory and Practice of Community Development, Spring 2011
- CLD 685 Theory and Practice of Community Development, Spring 2010
- CLD 780-002 Special Problems in Community Development, Spring 2012

- CLD 795 Urban Food Systems and Community Development, Fall 2012

Recent brown bag seminar in the UK Community & Leadership Development Department on “Community Development In India (2017)

Undergraduate/Graduate Teaching

- GEN 100-017 Issues in Agriculture, Food a& Environment, Fall 2019.
- CLD 495-001 Seminar on Listening in Community, Spring 2019
- CLD 495-020 Urban Food Systems and Community Development, Summer 2, 2012, 3 (this class involved a mobile learning tour in four major U.S. cities; it included follow-up discussions; formal presentations to diverse groups. In addition, six Extension agents took part in the tour for in-service Extension credit).
- Co-designed and co-taught course “Community Development in Scotland: A Learning Journey” with Bryan Hains and Kristina Ricketts, Spring 2010 with three week follow-up community development service learning course in rural Scotland.

Recent Invited Participant for Foundation and University “Think Tanks”

I was among a dozen community development “opinion leaders” from the U.S. and Canada who were invited for several days to critically examine community development issues and to provide input to the foundations or universities for programming directions.

- Kettering Foundation, Dayton, OH, February 29-March 1, 2012; October 3-4, 2012, November 2013, June 2015.
- Bush Foundation, St. Paul, MN, January 8-10, 2012; January 29-30, 2012
- Rural Futures, University of Nebraska, Lincoln, NE: May 8-10, 2012

International/National Conference Presentations

“Community Development Education: A Tower of Babel” with Bryan Hains, International Association for Community Development, Lisbon, Portugal, July 2011.

“Journal of the Community Development Society: A Research Outlet for Community Development Educators,” Third International Community Development Congress, Lucerne University of Applied Sciences and Arts, Lucerne Switzerland, September 26-29, 2007.

“Entrepreneurship for Community Development,” International Association for Community Development Conference, Hong Kong, June 21-27, 2007.

Invited Mediator (Third Party Neutral) for National/Kentucky Public Disputes

Catholic School, Diocese of Lexington, Kentucky

Tensions about economic development and other issues, City of Nauvoo, Nauvoo, IL

Tensions about “wet/dry” issue in Pike County (KY) community

Dispute among board of directors, American Association of Management Accountants, (led one-day retreat); dispute settled. Cincinnati, OH.

Dispute among UK Extension county agents, initial settlement

Dispute between U.S. Forest Service and 13 state forest service units about data collection and interpretation. Conducted pre-interviews with disputants, designed and led two-day retreat. Dispute settled. Shakertown, KY

Dispute in public middle school between administration and faculty. Conducted pre-interviews with disputants, co-designed and co-led series of meetings with disputants over two-month period, dispute settled through legal process, location: Bluegrass area, Kentucky, (co-mediator, Linda Harvey, Transformation House, Inc., Lexington)

Dispute among elementary school administrators, faculty, staff and parents about the role of religion and the celebration of Christmas traditions in the public school. Conducted pre-interviews with disputants, co-designed and co-led series of meetings with disputants over six-month period. Dispute settled to everyone’s satisfaction, Location: Bluegrass area, Kentucky, (co-mediator, Linda Harvey, Transformation House, Inc., Lexington)

Multi-issue dispute about long-standing contention among county and city elected leaders and the recruitment of a large-scale poultry processing plant and poultry growers facilities. Conducted pre-interviews, designed and co-led a full day retreat with local Extension agent. Aspects of the dispute were settled to everyone’s satisfaction. As a consequence of the retreat, I taught a conflict resolution workshop for the disputants in order for them to address their own issues without a mediator. Location: Western Kentucky.

Multi-issue dispute among Kentucky commodity groups which also involved a dispute about the UK College of Agriculture. Conducted pre-interviews. Designed and co-led full day retreat. Conducted in Bluegrass area.

International/National Leadership Contributions In Community Development Field

International Association For Community Development (based in Edinburgh, Scotland). I was elected as one of two North American representatives to the international Board of Directors. April 1999-April 2003 and from June 2003 -June 2007

Community Development Society (an international research-based professional organization for approx. 1,100 community development researchers and practitioners) I was elected to a three-year presidential track by the membership in July 1996. My accomplishments are:

Acting Co-Editor, Community Development: Journal of the Community Development Society, August 2006 – September 2007.

Invited Guest Editor, Journal of the Community Development Society, 2001-2002 Appointed October 2001. Focus: Theory for Community Development Practice. Fall 2002.

Co-Principal Investigator with Mark E. Settle (Iowa State University), W. K. Kellogg Foundation supported Community Development Society Diversity Initiative, Amount of Award: \$125,000, 1997-2000.

Accomplishments:

Built a committee of former CDS presidents and other leaders to implement the grant.

Built working relationships with new organizations that serve diverse populations. This work was initiated through a two day retreat in which we invited leaders of other national community development professional groups to discuss the present state and future of the field.

Three annual Community Development Society conferences had special sessions that focused on approaches to working with diverse communities.

CDS and the Southern Rural Development Center co-sponsored two community development institutes for the Mississippi Delta region. This led to revival of the Mississippi Community Development Society.

The quarterly CDS newsletter, Vanguard, consistently highlighted issues about working with minority groups and issues.

Provided \$30,000 in mini-grants to community development professional groups

in Iowa, Kentucky, Minnesota, Mississippi and Saskatchewan in order to strengthen the diversity of their organizations.

CDS marketing materials and web page were revised to appeal to a more diverse constituency.

Special issue of Journal of Community Development Society published about diversity issues.

Met with CDS Board of Directors to discuss the Alessons learned@ from the process and put the annual reports and final report on the CDS webpage.

Community Development Society President, July 1998-1999

Accomplishments:

Appointed over 100 individuals to serve on committees with detailed guidelines and timetables;

Carried-out a W.K. Kellogg Grant to strengthen the diversity of community development learning networks;

Presided over electronic and in-person Board of Directors meetings;

Wrote president's columns for Society newsletter;

Initiated 5 year strategic plan for the Society;

Forged new links with sister professional organizations such as the Society for Community Research and Action and several minority-dominated groups.

Initiated a special issue of the Society's Journal that focused on minority and diversity issues within the community development field.

Community Development Society Vice President-Operations July 1997-July 1998

Accomplishments:

Co-Principal Investigator for a W.K. Kellogg Fdn. Grant for \$125,000CAwarded April 1998.

Led Board's Organizational Development CommitteeCrevised Society=s committees to more accurately reflect tasks;

Initiated collaboration with the International Association for Community Development to co-sponsor an international community development conference in Edinburgh, Scotland.

Community Development Society Vice President-Program , July 1996-July 1997

Accomplishments:

Recruited international and North American abstracts for the July 1997 international CDS Conference in Athens, Georgia;

Raised approx. \$20,000 from the Farm Foundation and the W.K. Kellogg Foundation for international plenaries at the 1997 conference;

Coordinated conference publicity; Designed conference program and overall content;

Arranged for simultaneous translation in Korean, Chinese and Spanish;

Participation from over a dozen countries representing every continent;

Led five day post-CDS conference tour (August 1998) of Kentucky community development programs with delegates from Sweden, South Africa and Australia.

Recent Professional Service

Education Committee, International Association for Community Development, 2017- Present

Chair, 2015 Community Development Society Local Arrangements Committee

Chair of Fund-Raising for 2015 Community Development Society International Conference

Recent University of Kentucky Service

- University of Kentucky Extension Title Series Promotion & Tenure Committee (chair) July 2019-July 2021.
- University of Kentucky Senate, September 2017 – May 2019
- External Review Committee, UK College of Public Health, Spring 2016
- Shoulder to Shoulder Medical Brigade Board of Directors, 2015- Present
- Faculty Merit Evaluation Committee, UK Dept. of Community and Leadership Development, 2015-2017

Graduate Students

Recent Thesis or Creative Project Committees:

Ariah Graham (chair) , April 2019

Eden Bennett, (UK Education Policy Studies & Evaluation) March 2019

Craig Borie (chair) December 2018

Julius Johnson, in progress
Tarpeh, Samson (chair), May 2017
Heather Hyden, 2017
Courtney Lacy Jenkins (chair), April 2016
Whitney Duvall, April 2016
Jonathan Tubbs, July 2015
John C. Hill, December 2015
Samson Tarpeh (chair) in progress
Marcus Hollan, in progress
Bethany Pratt, 2013
Callie Hayden, 2013
Rob Ison, 2011, (Major Advisor and Chair)
Atsuko Yasuda, 2010
Amy Carrington, 2010
Michael Geneve, 2008 (Major Advisor and Chair)
Katie Ellis, 2008 (Major Advisor and Chair)
Kiyohiko Sakamoto, 2002 (Major Advisor and Chair)

Recent Dissertation Committees:

Jones, Jeffrey, (Music, outside examiner) 2017
Marcus Bernard (Sociology) 2016
John Johnson (Sociology) 2015
Quentin Tyler (Sociology), 2011
Terry Lunsford, (Sociology), 2011
Chad T. Morris (Anthropology), 2009.
Baishakhi Banerjee (Sociology), 2008
Bonnie Nicholson (Education), 2007

Community Development Internships with International Guests at UK:

Wei Wei, Chinese Academy of Social Sciences, 2010.
Endro P. Wahono and Endro Erwanto, University of Lamoong, Indonesia,
February –June 2009.
Miodrag Kolic, Macedonia; May-July 2007
Emanuela Pascuzzi, University of Calabria, Italy, October-December 2003

Recent Community Service

Board of Directors, Good Foods Cooperative, Lexington, KY. elected May 2015 –May 2018.

Kenneth R. Jones

Department of Community & Leadership Development
College of Agriculture, Food & Environment (CAFE)
University of Kentucky
711 Garrigus Building
Lexington, KY 40546-0215
Ph: 859-257-7193
Email: kenrjones@uky.edu

EDUCATION

Ph.D. The Pennsylvania State University, December 2004

M.S. The Pennsylvania State University, August 1997

B.S. North Carolina Agricultural & Technical State University, May 1995

Areas of Expertise Extension Education, Program Planning/Evaluation , Staff/Faculty Development, Youth Development within Community Contexts, Outreach & Engagement

PROFESSIONAL EXPERIENCES

July 2017 – Present Professor
Department of Community & Leadership Development
University of Kentucky College of Agriculture Food and Environment

Aug. 2010 – Present Director, Program and Staff Development
University of Kentucky Cooperative Extension Service

Responsibilities include: Providing statewide direction for program development and evaluation; Professional development training of county-based and state-level Cooperative Extension staff and faculty; Help coordinate career promotion process for over 300 county staff (agents); Leading orientation for new Extension faculty, state specialists and associates; Preparing outreach and engagement reports for the College; Preparing annual report summaries for local and state level Extension stakeholders; Preparing and submitting the College of Agriculture’s federal accountability reports to the U.S. Department of Agriculture

July 2010- June 2017 Associate Professor
Department of Community & Leadership Development

Jan 2005 – Assistant Professor & Youth Development Extension Specialist
June 2010 Department of Community & Leadership Development

AWARDS AND RECOGNITION

Food Systems Leadership Institute (FSLI) Fellow – 2018-2020

- Recently selected for the upcoming cohort; FSLI aims to develop institutional leaders to better transition food systems through research, education and outreach (www.fсли.org)

Bluegrass Higher Education Consortium Academic Leadership Academy Fellow – 2018

- Participating in a cohort of academicians from 12 colleges and universities across the state; Fellows are selected based on institutional leadership potential

Kentucky Cooperative Extension Team Diversity Award – 2018

- Served as Principal Investigator and Evaluator of a project that addressed the needs of homeless minority youth in Louisville Kentucky (collaboration with Louisville YMCA and other Extension colleagues)
<https://www.morningagclips.com/extension-professionals-recognized/>

North Carolina A&T State University Alumni Achievement Award – 2017

- One of seven recipients

National Administrative Leadership Award, Epsilon Sigma Phi Professional Association – 2017

- Recognized for outstanding leadership at the state and national level; President of state chapter of Epsilon Sigma Phi; advocate for professional development opportunities among members; served on national committee (professional development)

Outstanding New Faculty , UK Cooperative Extension Service, CAFE- 2008

- Recognized for scholarly endeavors, outreach, teaching and service

PUBLICATIONS

REFEREED

Jones, K., Gwynn, E.P., & Teeter, A.M. (2019). Quantitative or qualitative: Selecting the right methodological approach for credible evidence. *Journal of Human Sciences and Extension*, 7(2), 61-87.

Young, J. & Jones, K.R. (2017). Urban Extension: Reflections on the past, a look to the future. *Journal of Human Sciences and Extension*, 5(2),145-157.

- Meyer, S. & Jones, K.R. (2015). Promoting the essential elements of 4-H youth development through an experiential learning model. *Journal of Extension*, 53(5). Available online at: <http://www.joe.org/joe/2015october/iw4.php>
- Young, J. & Jones, K.R. (2015). Examining the impact of community size on the retention of county Extension agents. *Journal of Extension*, 53(3). Available online at: <http://www.joe.org/joe/2015june/rb2.php>
- Baney, C.M. & Jones, K.R. (2013). Whatever it takes: A Comparison of youth enrollment trends in the 4-H livestock and non-livestock programs. *Journal of Extension*, 51(3). Available online at: <http://www.joe.org/joe/2013june/rb2.php>
- Hancock, D. L., Dyk, P. & Jones, K.R. (2012). Adolescent involvement in extracurricular activities: Influences on leadership skills. *Journal of Leadership Education*, 11(1). Available online at: <http://www.fhsu.edu/jole/index.html>
- Jones, K.R. & Delahanty, T.J. (2011). Fertile ground: Creating positive experiences for youth in public libraries. *Journal of Youth Development*, 6(1). Available online at: http://data.memberclicks.com/site/nae4a/JYDfinal_110601x.pdf
- Jones, K.R. & Delahanty, T.J. (2011). A viable venue: The public library as a haven for youth development. *Children and Libraries Journal*, 9(1), 41-44.
- Ashurst, K.L., Hans, J.D., Smith, D.R., & Jones, K.R. (2010). Positive youth development in the midst of coping with parental cancer: Implications for youth development research and practice. *Journal of Youth Development*, 5(3), 45-56. Available online at: http://data.memberclicks.com/site/nae4a/JYD_100503final.pdf
- Jones, K.R. (2009). Influences of youth leadership within a community-based context. *Journal of Leadership Education*, 7(3), 236-254. Available online at: http://www.fhsu.edu/jole/issues/JOLE_7_3.pdf
- Jones, K.R., Ashurst, K.L. & Kurzynske, J. (2007). County extension agents' perceptions of positive developmental assets for vulnerable youth. *Journal of Extension*, 45(6). Available online at: <http://www.joe.org/joe/2007december/rb4.shtml>
- Jones, K.R. & Perkins, D.F. (2006). Youth and adult perceptions of their relationships within community-based youth programs. *Youth and Society*, 38(1), 90-109.
- Jones, K.R. (2006). Relationships matter: A mixed methods evaluation of youth and adults working together as partners. *Journal of Youth Development*, 1(2). Available online at: http://www.nae4ha.org/directory/jyd/current_issue.aspx
- Jones, K.R. & Perkins, D.F. (2005). Determining the quality of youth-adult relationships within community-based youth programs. *Journal of Extension*, 43(5). Available online at: <http://www.joe.org/joe/2005october/a5.shtml>

Perkins, D.F. & Jones, K.R. (2004). Risk behaviors and resiliency within physically abused adolescents. *Child Abuse and Neglect: The International Journal*, 28, 547-563.

Jones, K.R. & Perkins, D.F. (2003). CAYDO: Connecting the gaps of community youth assessments. *Journal of Extension*, 41(6). Available online at: <http://www.joe.org/joe/2003december/a2.shtml>

Jones, K.R. & Bowen, B.E. (1998). Influence of students and school factors on African American enrollment in agricultural science courses. *Journal of Agricultural Education*, 39(2), 39-49.

Jones, K.R. & Bowen, B.E. (1998). A qualitative assessment of teacher and school influences on African American enrollment in secondary agricultural science courses. *Journal of Agricultural Education*, 39(2), 19-29.

GRANTS

Children Youth and Families at Risk Grant (2019-2024)

K. Ashurst, **K. Jones (Co-Principal Investigator & Project Evaluator)**, K. Ashurst

Title: *Project Uplift: Empowering Today's Youth for Tomorrow's Future*

Funding Source: United States Department of Agriculture, National Institute for Food and Agriculture (NIFA)

Funding Secured: \$640,000

STEM Research Experiences for Underrepresented Minority High School Students (2018-2022)

L. Vaillancourt, **K. Jones (Co-Principal Investigator & Project Evaluator)**

Title: *A Novel Function for the Highly Conserved Signal Peptidase I*

Funding Source: United States Department of Agriculture, National Institute for Food and Agriculture (NIFA)

Funding Secured: \$1,250,000

Children Youth and Families at Risk Grant (2014-2019)

K. Jones (Principal Investigator & Project Evaluator), K. Ashurst, J. Kurzynske

Title: *YMCA, UK and KSU: YES (Youth Engagement & Support) Program*

Funding Source: United States Department of Agriculture, National Institute for Food and Agriculture (NIFA)

Funding Secured: \$663,000

Children Youth and Families at Risk Grant (2013-2018)

J. Kurzynske, **K. Jones (Co-Principal Investigator & Project Evaluator)**, K. Ashurst

Title: *Strong Dads, Resilient Families*

Funding Source: United States Department of Agriculture, National Institute for Food and Agriculture (NIFA)

Funding Secured: \$574,000

Common Measures for Children Youth and Families Grant (2010)

K. Jones Principal Investigator

Title: *Utilizing Common Measures for Sustainable Communities*

Funding Source: University of Arizona

Funding Secured: \$10,000

Children Youth and Families at Risk Grant (2010 - 2015)

J. Kurzynske, **K. Jones (Co-Principal Investigator & Project Evaluator)**, K. Ashurst

Title: *Kentucky Sustainable Communities Project*

Funding Source: United States Department of Agriculture, Cooperative State Research, Education and Extension Service (CSREES)

Funding Secured: \$654,000

National 4-H Youth in Governance Grant (2005 – 2011)

K. Jones, Principal Investigator

Title: *Engaging Youth Serving Communities*

Funding Source: National 4-H Council

Funding Secured: \$175,000 (\$25,000 annually)

Kentucky 4-H Foundation Grant

Title: *Youth as Community Resources* (2007-08)

K. Jones, Project Director

Funding Source: Kentucky 4-H Foundation

Funding secured: \$10,000

EXTENSION

EXTENSION PUBLICATIONS

Peer Reviewed

Jones, K.R. (2016). *Group mentoring*. Cooperative Extension Service. Lexington, KY: University of Kentucky (Pub # 4MO-0900), pp. 3)

Jones, K.R. (2015). *Evaluation: Everyone has a role*. Cooperative Extension Service. Lexington, KY: University of Kentucky, Kentucky Extension Leadership Development publication (Pub # CLD 2-10, pp. 3)

Jones, K.R. (2014). *Participatory evaluation: Engaging stakeholders in the process*. Cooperative Extension Service. Lexington, KY: University of Kentucky (Pub # CLD 4-1; pp. 3)

Jones, K.R. (2010). *Adult development: Preparing adults for the youth development experience*. Cooperative Extension Service. Lexington, KY: University of Kentucky College of

- Agriculture. (Pub # 4MO-0800; pp. 4)
- Jones, K.R. (2008). *Community youth development*. Cooperative Extension Service. Lexington, KY: University of Kentucky College of Agriculture. (Pub # 4MO-0700; pp. 4)
- Jones, K.R. (2007). *Mentoring youth in 4-H*. Cooperative Extension Service. Lexington, KY: University of Kentucky. (Pub # 4MO-0600; pp. 6)
- Jones, K.R. (2006). *Applying positive youth development to county 4-H program principles*. Cooperative Extension Service. Lexington, KY: University of Kentucky. (Pub # 4MO-0300; pp. 4)
- Jones, K.R. (2006). *Positive youth development resources at a glance*. Cooperative Extension Service. Lexington, KY: University of Kentucky. (Pub # 4MO-0400; pp. 6)
- Jones, K.R. (2006). *Youth-adult partnerships: Are you there yet? How to evaluate your 4-H youth development program*. Cooperative Extension Service. Lexington, KY: University of Kentucky. (Pub # 4MO-0500; pp. 11)
- Jones, K.R. (2005). *Positive youth development and 4-H: Making the connection*. Cooperative Extension Service. Lexington, KY: University of Kentucky. (Pub # 4MO-0200; pp. 4)
- Jones, K.R. (2005). *Positive youth development*. Cooperative Extension Service. Lexington, KY: University of Kentucky. (Pub # 4MO-0100; pp. 3)

Non-Peer Reviewed

- Zimmerman, J. & Jones, K.R. (2015). *Situation Analysis*. Cooperative Extension Service. Lexington, KY: University of Kentucky (pp. 4)
- Jones, K.R. (2010). *The Role of featured programs*. Cooperative Extension Service. Lexington, KY: University of Kentucky. (pp. 2)
- Jones, K.R. (2006). *Attaining positive youth development through communication*. Cooperative Extension Service. Lexington, KY: University of Kentucky. (pp. 2)
- Jones, K.R. (2006). *Fighting bullies the nonviolent way*. Cooperative Extension Service. Lexington, KY: University of Kentucky. (pp. 3)
- Jones, K.R. (2005). *A summary of 4-H youth development agents' needs in Kentucky*. A report prepared for 4-H youth development agents. Lexington, KY: University of Kentucky. (pp. 3)
- Jones, K.R. (2005). *Stepping up to leadership through positive youth development* (factsheet), Cooperative Extension Service. Lexington, KY: University of Kentucky. (pp. 3)

OTHER PUBLICATIONS

- Dyk, P., Jones, K. & Stapel, C. (2009). *Assessment leadership skills among youth in Kenton County high schools*. Technical report prepared for the Kenton County, Kentucky School District. University of Kentucky Center for Leadership Development, 57 pp.
- Dyk, P., Jones, K. & Hancock, D. & Stapel, C. (2008). *An assessment of leadership skill development among youth in Kenton County high schools*. Technical report prepared for the Kenton County, Kentucky School District. University of Kentucky Center for Leadership Development, 52 pp.
- Jones, K., Byer, K., & Zeldin, S. (2008). *Youth-adult partnerships in community decision-making: An evaluation of five state 4-H youth in governance programs*. A national report promoting youth decision-making within 4-H Youth Development. Chevy Chase, MD: National 4-H Council, 13pp. Available online at: http://www.4-hafterschool.org/uploadedFiles/Resource_Guides/4HYIGYAPMiniReport.pdf
- Dyk, P., Jones, K. & Hancock, D. (2007). *An assessment of leadership skill development among high school youth*. Technical report prepared for the Kenton County, Kentucky School District. University of Kentucky Center for Leadership Development, 48 pp.
- Wilson-Ahlstrom, A., Tolman, J., & Jones, K. (2004). *Youth action for educational change: A resource guide*. Washington, DC: The Forum for Youth Investment.
- Borden, L., Wilson-Ahlstrom, A., Jones, K. & Yohalem, N. (2003). *Bridging the gap between research and practice: Creating common ground in youth development*. Resource Guide. Washington, DC: The Forum for Youth Investment.

ENCYCLOPEDIA CHAPTER

- Jones, K.R. (2006). Youth programming in urban communities. In Sherrod, L., Flanagan, C.A., & Kassimir, R. (Eds.). *Youth Activism: An International Encyclopedia, Vol. 2*, (pp. 667-670). Westport, CT: Greenwood Publishing Company.

PROFESSIONAL PRESENTATIONS**KEYNOTE ADDRESSES**

Leadership development & the Land Grant mission in a global society. (2016, April). Keynote address presented at the M.E. John Lecture Series, The Pennsylvania State University: University Park, PA

Loving some, raising others: Factors affecting youth-adult relationships in today's society. (2015, March). Keynote address presented at the Virginia Family and Consumer Sciences

Annual Meeting: Staunton, VA.

Discovering your professional style. (2010, July). Keynote address presented at the Creating Opportunities for Leadership Transformation and Scholarship (COLTS) Etiquette Dinner, hosted by the Kentucky State University Land Grant Program: Frankfort, KY.

Why most of today's youth are not tomorrow's future. (2007, November). Keynote address presented at the Connecticut State 4-H Volunteer Conference: Berlin, CT.

Youth in governance: On a mission to serve. (2007, July). Keynote address presented at the National Citizenship Washington Focus Conference held at National 4-H Council: Chevy Chase, MD.

Careers in agriculture: Strike it green. (2000, July). Keynote address. Presented at the Food and Agricultural Sciences Institute Annual Luncheon. Penn State University: University Park, PA.

INVITED PRESENTATIONS

International

Youth-adult relationships: The pathway to positive youth development and citizenship. (2008, July). Presented as part of a thematic session at the 2nd Biennial World Conference for the Society for Korean Children and Youth Studies, University of Kansas: Lawrence, KS.

National

Looking to the Future: Succession Planning (2019, July). Moderator of panel discussion presented for the Virtual Summer School Professional Development Series. National webinar hosted by Michigan State University and the National Association of Extension Program & Staff Development Professionals (NAEPSDP).

Data Collection and Analysis Alignment (2017, May). Presented to USDA grantees at the National Children Youth and Families Conference: Washington, DC.

Dialogue on the future of Extension (2016, October). Panelist presented at the National Epsilon Sigma Phi Conference (Association for Extension Professionals): Cape May, NJ.

Telling our success stories: A key to promoting the value of Extension. (2016, April). Presented to Penn State University Extension professionals. Hosted by the Department of Agricultural Economics, Sociology and Education, The Pennsylvania State University: University Park, PA.

Group mentoring: A strategy for attaining positive youth development (2015, December). National Webinar prepared and presented for the Children Youth and Families Education Research Network. Hosted by University of Minnesota Extension and USDA-NIFA.

Member Connect: Federal Reporting. (2015, April). National Webinar panel presented as part of

the National Association for Extension Program & Staff Development Professionals (NAEPSDP) Webinar Series. Hosted by NAEPSDP and the University of Arkansas Extension.

Blooming where you're planted: A deliberate guide to moving onward and upward in a career. (2015, March). Seminar presented at the National Minorities in Agriculture, Natural Resources and Related Sciences (MANRRS) Conference: Houston, TX.

Determining quality 4-H youth-adult partnerships. (2014, March). Webinar presented to 4-H educators in the Western (United States) region. Hosted by University of Idaho Cooperative Extension Service.

Leadership: Making a difference when no one else seems to care. (2010, January). Workshop conducted for the United States Equestrian Federation's National youth council. United States Equestrian Federation National Conference: Louisville, KY.

Leveraging youth skills and passion to make a difference: Secrets of successful youth-adult partnerships. (2009, January). Online webinar training conducted for the *Building Partners for Youth* Initiative. Hosted by the Norton School of Family and Consumer Sciences, University of Arizona: Tuscon, AZ.

Incorporating youth-adult partnerships within community decision-making. (2008, October). Online webinar training. Hosted by the National Children, Youth and Families Education and Research Network (CYFERnet). Available online at: <http://www.cyfernet.org/interactrain/>

Maximizing community resources to promote youth development (2007, November). Workshop presented at the Connecticut State 4-H Volunteer Conference: Berlin, CT.

Promoting youth in governance through youth citizenship and adult support. (2007, July). Workshop presented to Extension agents and adult volunteer leaders at the National Citizenship Washington Focus Conference held at National 4-H Council: Chevy Chase, MD.

Principles and current issues in planning and implementing relevant Extension programs. (2006, May). Seminar presented to the Department of Agricultural and Extension Education and Cooperative Extension administrators, North Carolina State University: Raleigh, NC.

Your personal road to success. (2006, May). Guest speaker. Presented to students during the *Preparation for the Real World Week* at North Edgecombe High School: Tarboro, NC.

Applying research to practice through Cooperative Extension. (2005, November). Seminar presented at North Carolina A&T State University, Department of Agribusiness, Applied Economics and Agri-science Education: Greensboro, NC.

An assessment of perceptions and experiences in youth-adult relationships. (2004, September). Seminar presented to the Department of Family and Child Ecology. Michigan State University: East Lansing, MI.

Trends, current topics and applications in youth development. (2004, August). Seminar

presented to the Department of Family, Youth and Community Sciences. University of Florida: Gainesville, FL.

How to finance your graduate education. (2002, April). Seminar presented at the Minorities in Agriculture, Natural Resources and Related Sciences (MANRRS) National Conference: Portland, OR.

Getting into graduate school. (2002, November). Seminar presented at the Minorities in Agriculture, Natural Resources and Related Sciences (MANRRS) Regional Conference: University Park, PA.

State

Engaging adults in the educational achievement of youth. (April, 2014). Seminar presented at the Kentucky Association of Blacks in Higher Education Conference: Lexington, KY.

Professionalism (2012, June). Workshop presented at the Youth Entrepreneurship Program. Kentucky State University: Frankfort, KY.

Understanding the importance of professionalism (2011, July). Workshop presented at the Youth Entrepreneurship Program. Kentucky State University: Frankfort, KY.

Professionalism: What's in it for me? (2010, July). Workshop presented at the Youth Entrepreneurship Program. Kentucky State University: Frankfort, KY.

Defining a quality Extension program and staff development unit. (2010, March). Seminar presented to College of Agriculture faculty and staff at the University of Kentucky: Lexington, KY.

Helping adults and youth work together as partners. (2009, November). Workshop presented at the Youth Empowerment Network Conference: Monticello, KY.

Image is Everything: Helping Teens Move Beyond Being Average in the Real World. (2009, June). Workshop presented at the Youth Entrepreneurship Program. Kentucky State University: Frankfort, KY.

Moving Onward and Upward: Steps toward Becoming Effective Leaders. (2009, June). Workshop presented at the Institute for Future Agricultural Leaders Conference. University of Kentucky: Lexington, KY.

Promoting positive youth development in Muhlenberg County. (2008, May). Workshop presented to Promoting Assets through Hope and Support (PATHS), a committee formed by the Muhlenberg County School Board: Greenville, KY.

Peer mentoring: Mobilizing youth to prevent substance abuse. (2007, June). Workshop presented at the *Mobilizing Our Youth: Attacking Substance Abuse* In-service training: Quicksand, KY.

Promoting youth development through community outreach. (2006, September). Guest Speaker at the LexLinc Provider Cabinet meeting, Central Kentucky Job Center: Lexington, KY.

Why should we engage youth in partnerships? (2006, September). Seminar presented at the *Together We Stand Against Drugs* Retreat, Wendell Ford Training Center: Greenville, KY.

Youth-adult partnerships: Building communities through local leadership. (2005, November). Seminar presented at the Kentucky Family Resource and Youth Services Centers Fall Institute: Louisville, KY.

Creating services, opportunities and support systems for young people. (2005, June). Presentation presented at the Advancing Youth Development Seminar: Lexington, KY.

Benefits of youth voice and participation. (2005, June). Presentation presented at the Advancing Youth Development Seminar: Louisville, KY.

Determining the quality of youth-adult partnering experiences. (2005, May). Seminar presented to the Kentucky Youth Development Partnership: Frankfort, KY.

Strengthening youth development practice through scholarship. (2004, August). Presented to the Dept. of Community and Leadership Development. University of Kentucky: Lexington, KY.

PEER REVIEWED PRESENTATIONS

Papers

Jones, K.R. (2006, October). *Partners for community change: The experience of youth serving as community leaders.* Paper presented at the National Association of Extension 4-H Agents Conference: Milwaukee, WI.

Jones, K.R. (2006, March). *Through the voices of the participants: Perceptions and expectations of youth-adult partnering efforts.* Paper presented at the Society for Research on Adolescence Biennial Meeting: San Francisco, CA.

Peer Reviewed Conference Presentations

Jones, K. (2019). *The essence of me: Understanding youth career self in an ever-changing society.* Workshop presented at the Minorities in Agriculture, Natural Resources and Related Sciences National Conference: Overland Park, KS.

Jones, K., Jennings, V., Samuel, J., Sleuth, B. (2017). *The academy, corporate or government: Putting your doctorate to work for you.* Panel discussion presented at the Minorities in Agriculture, Natural Resources and Related Sciences National Conference: Pittsburgh, PA.

- Jones, K. & Saunders, N. (2016). *Cooperative Extension Service: Growing ag leaders in preparation for unique careers*. Seminar presented at the Minorities in Agriculture Natural Resources and Related Sciences National Conference: Jacksonville, FL.
- Young, J. & Jones, K. (2015). *Evaluating and rewarding Extension agent performance*. Seminar presented at the National Association of Extension Program and Staff Development Professionals Conference: San Diego, CA.
- Jones, K. & Young, J. (2014). *Mentoring: A strategy for retention*. Seminar presented at the National Association of Extension Program and Staff Development Professionals Conference: San Antonio, TX.
- Young, J. & Jones, K. (2014). *Attitudes and perceptions of urban/rural Extension professionals as it relates to retention*. Seminar presented at the National Association of Extension Program and Staff Development Professionals Conference: San Antonio, TX.
- Jones, K., Tyler, Q., Collins, C., & Cooper, T. (2014). *Obtaining a career in higher education*. Seminar presented at the National Minorities in Agriculture, Natural Resources and Related Sciences Conference: Birmingham, AL.
- Jones, K. (2013). *Group mentoring: A strategy for academic success among elementary school youth*. Seminar presented at the National Mentoring Conference: Albuquerque, NM.
- Jones, K. & Martin, J. (2013). *Developing indicators for success: Tools for measuring and communicating impact*. Workshop at the Southern Region Program Leaders Network meeting: Nashville, TN.
- Jones, K. (2013). *Reporting: More than what it seems*. Seminar presented at the Southern Region Middle Managers Extension Conference: Lexington, KY.
- Jones, K. & Broadwater, G. (2012). *Kentucky's planning partnerships fulfills contract with communities*. Seminar presented at the National Association of Extension Program & Staff Development Professionals Conference: Denver, CO.
- Jones, K. Craig, D. & Windham, S. (2012). *Responding to stakeholder needs*. Seminar presented at the National Extension and Research Administrative Officers' Conference: Morgantown, WV.
- Jones, K., Oberlander, S. LeMenestrel, S., & Petrokubi, J. (2012). *Youth engagement at the federal, state and local levels: Promising practices, challenges and opportunities for research*. Seminar presented at the Society for Research on Adolescence Conference: Vancouver, BC.
- Mincemoyer, C., Jones, K., Gressley, K., Johannes, E., Dart, C., & Martz, J. (2010, May). *Essential elements of 4-H*. Seminar presented at the National Children, Youth & Families

at Risk Conference: San Francisco, CA.

Calvert, M., Jones, K., Purcell, S., Zimmerman-Armstrong, W., Miske, S. & Leatherman, J. (2010, May). *Building community capitals through dialogue and action*. Seminar presented at the National Children, Youth & Families at Risk Conference: San Francisco, CA.

McDonald, D., Wiggs, C., Payne, P., Hill, L., Devereaux, M., & Jones, K. (2010, May). *Using common measures across CYFAR projects: Lessons being learned*. Seminar presented at the National Children, Youth & Families at Risk Conference: San Francisco, CA.

Jones, K.R. (2010, February). *When just another average youth program won't do*. Seminar presented at the Kentucky Volunteer Forum: Lexington, KY.

Martz, J., Gressley, K., Worthington, K., Arnould, A., Bledsoe, L., McDonald, D., Jones, K., Mincemoyer, C., Dart, C., & McNeely, N. (2009, October). *Essential Elements of 4-H Programs*. Seminar presented at the National Association of Extension 4-H Agents Conference: Rochester, NY.

Compton, M., Baker, B., Lekies, K., & Jones, K. (2009, October). *Mobilize to make a difference: Are you ready for youth community action?* Seminar presented at the National Association of Extension 4-H Agents Conference: Rochester, NY.

Purcell, L., Mincemoyer, C., Johannes, E., Jones, K. & McNeely, N. (2009, May). *Putting the essential elements into practice*. Seminar presented at the National Children Youth and Families at Risk Conferences: Baltimore, MD.

Jones, K.R. (2008, September). *What the research says about youth-adult partnerships*. Seminar presented as a part of the conference session, *Celebrating Youth-Adult Partnerships: Hands-on and Hands-off Approaches*. Presented at the National Galaxy Extension Conference: Indianapolis, IN.

Jones, K.R. & Paris, W. (2008, September). *Engaging youth and adults to serve communities*. Conference seminar presented at the National Galaxy Extension Conference: Indianapolis, IN.

Jones, K.R. & Delahanty, T.J. (2008, May). *Building local and statewide collaborations to promote and sustain positive youth development*. Seminar presented at the National Children, Youth & Families At Risk Conference: San Antonio, TX.

Jones, K.R. & Delahanty, T.J. (2008, March). *Youth development: Is it part of your 4-H program?* Workshop presented at the Kentucky 4-H Volunteer Forum: Lexington, KY.

Jones, K.R. (2007, October). *Practical experience for youth: How community engagement makes a difference*. Seminar presented at the National Association for Extension 4-H Agents annual conference: Atlanta, GA.

Jones, K.R. (2007, June). *Making the best better through youth leadership*. Workshop presented at the Kentucky Great Kids Summit: Louisville, KY.

Jones, K.R. (2007, May). *Youth leadership and adult support: Overcoming the obstacles*. Seminar presented at the National Urban Extension Conference: Kansas City, MO.

Jones, K.R. (2007, May). *Impact of violence exposure among adolescents*. Seminar presented as part of the pre-conference session, *Keeping Our Kids Safe: Preventing School Violence through Building Resilient Communities*. National Children Youth and Families at Risk Conference: Chicago, IL.

Jones, K.R. & Ashurst, K.L. (2007, March). *Understanding the role of neighborhoods in the youth development process*. Seminar presented at the National Youth at Risk Conference: Savannah, GA.

Jones, K.R. (2006, July). *The influence of communities in developing positive, productive young people*. Seminar presented at the Great Kids Summit: Louisville, KY.

Jones, K.R. (2006, February). *The art of power-sharing: Youth and adults working together as partners*. Workshop presented at the Kentucky Volunteer Forum: Lexington, KY.

Jones, K.R. (2005, July). *Youth-adult partnership or a positive relationship: Determining what is best for your community*. Seminar presented at the Great Kids Summit: Louisville, KY.

Jones, K.R. (2005, May). *The involvement and interaction rating scale: A tool for assessing youth-adult partnerships*. Seminar presented at the National Children, Youth and Families at Risk Conference: Boston, MA.

Poster Sessions

Jones, K.R. & Broadwater, G. (2013). *Land-grant universities partner to build bridges within Kentucky communities*. Presented at the National Extension (Galaxy IV) Conference: Pittsburgh, PA.

Jones, K.R. (2012). *Promoting participant evaluation from the local to the state level*. Presented at the American Evaluation Association Conference: Minneapolis, MN.

Jones, K.R., Dyk, P.H. & Hancock, D. (2010, March). *Youth participation and the influence of engagement in extracurricular activities*. Presented at the Society for Research on Adolescence Conference: Philadelphia PA.

Jones, K., Delahanty, T., & Watson, J. (2009, October). *The Local library: A valued partner for 4-H afterschool*. Presented at the National Association of Extension 4-H Agents Conference: Rochester, NY.

- Compton, M., Baker, B., Jones, K., Luckey, B., Yost, G., & Stocker, D. (2009, October). *Youth in Governance Best Practices*. Presented at the National Association of Extension 4-H Agents Conference: Rochester, NY.
- Hancock, D., Dyk, P., Jones, K. & Hansen, G. (2008, November) *Family influence on adolescent developmental assets*. Poster session presented at the National Council on Family Relations Conference: Little Rock, AR.
- Jones, K.R., Hancock, D. & Dyk, P. (2008, March). *Developing a peer-driven, skills-based approach to leadership development*. Poster session presented at the National Youth at Risk Conference: Savannah, GA.
- Jones, K.R., Ashurst, K.L., & Kurzynske, J.S. (2006, May). *An assessment of positive developmental needs for youth at risk*. Poster presented at the Children, Youth & Families at Risk National Conference: Atlanta, GA.
- Jones, K.R. (2006, March). *A mixed methods approach to assessing youth-adult partnering within communities*. Poster session presented at the Society for Research on Adolescence Biennial Meeting: San Francisco, CA.
- Jones, K.R. (2005, May). *An assessment of perceptions and experiences in community-based youth-adult relationships*. Poster session presented at the National Children, Youth and Families at Risk Conference: Boston, MA.

Other Peer Reviewed Presentations

- Ripley, J., Davis, D., Ballard, K., Jones, K., Ramage, K., & Barth, J. (2012). *Best practices in Extension agent performance appraisal systems*. Panel discussion presented at the National Association of Extension Program & Staff Development Professionals Conference: Denver, CO.
- Jones, K.R. (2010, November). *Involving local residents in the community engagement process*. Led roundtable discussion at the Kentucky Engagement Conference: Louisville, KY.
- Jones, K.R., Ashurst, K., Kurzynske, J. Harmon, K., & Jolly, C. (2009, May). *Get a life! Promoting life skills to middle school*. Program showcase presented at the National Children, Youth and Families at Risk Conference: Baltimore, MD.
- Jones, K.R. (2008, February). *Youth in governance: Engaging youth to serve communities*. Educational exhibit presented at the Kentucky 4-H Volunteer Forum: Lexington, KY.
- Jones, K.R. & Stapel, C. (2007, May). *Will the real leaders please step up? Empowering youth as community mobilizers*. Program showcase presented at the National Children Youth and Families at Risk Conference: Chicago, IL.

EXTENSION PRESENTATIONS

Statewide Trainings (Conducted for Extension System)

Reporting Basics (1 hour training, April 19, 2017). Conducted for Kentucky Extension specialists and county Extension agents.

Defining Extension's Underserved Audiences (webinar, March 28, 2017). Conducted for Kentucky Extension faculty and county Extension agents.

Utilizing Program Indicators (webinar, conducted January 25, 2017). Conducted for Kentucky Cooperative Extension agents.

Evaluation Basics. (2-hour training on May 2, 2016). Conducted for the Kentucky 4-H Youth Development Institute. Winchester, KY.

The county plan of work. (3-hour training, conducted February 24, 2016 & February 26, 2016) for Kentucky Family and Consumer Science Agents: Hopkinsville and Winchester, KY. Sessions taught: *Purpose of the Plan of Work, Updates for the New Cycle, Facilitating County Discussions, Collaborating with Colleagues*.

Putting it all together: The county plan of work process. (1-hour overview). Conducted January 28, 2015 at the State Extension Council meeting for state Extension Council delegates.

Research Basis of Youth Development. (2-day training). Conducted December 10-11, 2015 for the Kentucky 4-H Youth Development Institute. Lexington, KY. Sessions taught: *Resiliency Theory, Ecological Model, Youth-Adult Relationships, Youth Engagement*

How to Present the Wow Factor: Evaluation and Accountability. (Facilitated 4.5-hour training, conducted February 26, 2014 at the Kentucky State Extension Conference: Lexington, KY). Training conducted for state specialists and associates. Sessions taught: *Research has its Purpose, but what is your Success Story; Featured Programs*.

Diversity Training. (Facilitated 2-hour training, conducted December 11, 2013 at General Butler State Park: Carrollton, KY). Training conducted for District 3 Extension agents, program assistants and support staff.

Putting Diversity at the Forefront. (Facilitated 2-hour training, conducted October 9, 2013 at the Boyd County Extension Facility). Training conducted for District 1 Extension agents, program assistants and support staff.

Diversity 101. (Facilitated 2-hour training, conducted July 19, 2013 at the Kentucky State University Research Farm). Training conducted for KSU Extension faculty and staff.

Writing success stories. (1-hour webinar, conducted June 13, 2013). Workshop conducted for Extension county agents, Extension associates, state specialists and faculty. Collaborators: Tanya Dvorak, Extension Specialist – Program & Staff Development; Pam Sigler, Evaluation Specialist – Program & Staff Development

Telling your (success) story. (Two 1-hour sessions, conducted May 8, 2013 at the annual Family & Consumer Sciences In-service training). Workshop conducted for Family & Consumer Sciences agents. Collaborator: Tanya Dvorak, Extension Specialist – Program & Staff Development.

The role of the state Extension professional in addressing statewide issues. (Facilitated 2-hour workshop, conducted March 28, 2013 at the annual Kentucky Association of State Extension Professionals meeting). Workshop conducted for state Extension staff and administrators.

Are you Promoting the Extension Brand? (Facilitated 2-hour seminar, conducted March 26, 2013 at the annual Epsilon Sigma Phi meeting). Seminar conducted for agents and state Extension staff.

Kentucky Extension Reporting System Training for Extension Specialists and Associates. (1.5 - hour training, conducted via LYNC on June 14, 2012). Training on use of new reporting system. *Kentucky Extension Reporting System Training for County Extension Agents and Program Assistants.* (1.5-hour training, conducted via LYNC on June 11 & 14, 2012). Training on the use of the new reporting system.

Program Specific Trainings for New Faculty & County Agents

Core Training. (Facilitated 2 day training, conducted May 17-18, 2016 at the Barren County Extension Office). Training conducted for new county Extension agents. Sessions taught: *Volunteerism, Professionalism.*

Core Training. (Facilitated 2.5 day training, conducted February 15-17, 2016 at the Kentucky Leadership Center). Training conducted for new county Extension agents. Sessions taught: *Developing Linkages with the Public, Situation Analysis, Program Evaluation.*

Core Training. (Facilitated 2.5 day training, conducted Oct 21-23, 2014 at Kentucky State University). Training conducted for new county Extension agents. Session taught: *Time Management.*

Core Training. (Facilitated 2 day training, conducted May 19-20, 2015 at the Barren County Extension Office). Training conducted for new county Extension agents. Sessions taught: *Volunteerism, Professionalism.*

Core Training. (Facilitated 2.5 day training, conducted Oct 22-24, 2014 at Kentucky State University). Training conducted for new county Extension agents. Session taught: *Time Mgmt.*

Core Training. (Facilitated 2.5 day training, conducted Oct 16-18, 2013 at Kentucky State University). Training conducted for new county Extension agents. Session taught: *Time Management.*

New Agent Orientation (4 hours of training, conducted September 25-26, 2013 at University of Kentucky). Training conducted for new county Extension agents. Provided details on how to plan, implement, assess and report local programs that meet the needs of clientele. Sessions taught: *Program Development & Evaluation, Mentoring, Utilizing the Kentucky Extension Reporting System.*

New Agent Orientation (4 hours of training, conducted July 30-31, 2013 at University of Kentucky). Training conducted for new county Extension agents. Provided details on how to plan, implement, assess and report local programs that meet the needs of clientele. Sessions taught: *Program Development & Evaluation, Mentoring, Utilizing the Kentucky Extension Reporting System.*

New Agent Orientation (4 hours of training, conducted April 23-24, 2013 at University of Kentucky). Training conducted for new county Extension agents. Provided details on how to plan, implement, assess and report local programs that meet the needs of clientele. Sessions taught: *Program Development & Evaluation, Mentoring, Utilizing the Kentucky Extension Reporting System.*

New Agent Orientation (4 hours of training, conducted January 22-23, 2013 at University of Kentucky). Training conducted for new county Extension agents. Provided details on how to plan, implement, assess and report local programs that meet the needs of clientele. Sessions taught: *Program Development & Evaluation, Mentoring, Utilizing the Kentucky Extension Reporting System.*

Core Training. (Facilitated 1.5 day training, conducted May 10-11, 2012 at Barren River State Park). Training conducted for new county Extension agents. Sessions taught: *Volunteerism, Advisory Councils, Working Across Generations, Professionalism.*

Core Training. (Facilitated 2.5 day training, conducted February 15-17, 2012 at the Kentucky Leadership Center). Training conducted for new county Extension agents. Sessions taught: *Developing Linkages with the Public, Situation Analysis, Program Evaluation.*

Core Training. (Facilitated 2.5 day training, conducted October 19-21, 2011 at Kentucky State University). Training conducted for new county Extension agents. Sessions taught: *Group Development, Getting Ahead by Letting Go.*

Evaluations made easy. (1-day training; Conducted April 23, 2009 at the Research and Education Center, Princeton, KY). In-service training for all Extension agents; Provided key concepts relating to evaluating programs, provided strategies for determining desired results, how to setting measurable objectives, and utilizing logic models
Collaborators: Rick Maurer, Professor and Ext. Specialist, Community and Leadership Dev.

Asset mapping and building alliances. (1-day training, conducted March 24, 2009 at the Research and Education Center, Princeton, KY). The purpose of this in-service was to help county Extension agents identify and maximize resources that can benefit program efforts and how to access sources of capital that can contribute to building sustainable relationships within communities. Collaborator: Rick Maurer, Professor and Extension Specialist, Community and Leadership Development

Designing 4-H programs with impact. (1-day training, conducted January 21, 2009; February 26, 2009; May 28, 2009). In-service training providing information on planning and implementing 4-H programs that help youth achieve the developmental outcomes pertinent to their growth and maturation.

Reflect and improve evaluation training. (1-day training, conducted December 6, 2008). This training was conducted for youth-adult teams working together in Lyon, Monroe, and Todd Counties to help them evaluate the process and outcome of their community projects.

Forms of community capital. Session prepared as a component of the *Community Development 101* In-service training (1-day training; Conducted October 10 & 24, 2008 at the Research and Education Center, Princeton, KY; Conducted September 24, 2009 at the Woodford County Extension Office). Purpose of the in-service was to provide county extension agents with basic community development principles and strategies for accessing resources to perpetuate county programs.

Evaluations made easy. (1-day training; Conducted January 2007 at the Clark County Extension Office & in April 2007 at the Executive Inn, Paducah). In-service training for all extension agents; Provided key concepts relating to evaluation and provided strategies for determining specific outcomes, setting measurable objectives and achieving desired results
Collaborators: Wendy Stivers, Sr. Extension Specialist; John Mowbray, Programming/Staff Development Specialist, Kentucky Cooperative Extension Service

Building youth development assets: Applying the 40 assets to your county 4-H program. (1-day training; Conducted January 2007 at the Fayette County Extension Office: Lexington, KY). In-service training for 4-H youth development agents to provide an overview of Search Institute's 40 Developmental Assets; Offer an understanding of how to utilize assets to benefit families, schools, and communities; Help agents determine ways to identify and capitalize on assets within their communities. Collaborator: Sherri Farley, 4-H Youth Development Agent, Kentucky Cooperative Extension Service

Youth in Today's Society. (1-day training; Conducted August, 2006 in Princeton and Lexington). In-service training for 4-H youth development agents to stress the importance of utilizing strategies that engage youth by first understanding their cultural influences. The training also presented information on how today's youth culture can affect programming at the county level. Collaborator: Mark Mains, state 4-H specialist, Kentucky Cooperative Extension Service

Establishing youth-adult partnerships. (2-day training; Conducted March, 2006 and August, 2005 in Bowling Green for youth and adults from six counties). Training for youth to develop

leadership/life skills in order to work with adults to improve their communities. Collaborator: Stephanie Reynolds, Community Youth Development Coordinator, Kentucky Child Now.

Building communities through youth engagement. (2-day training; Conducted twice in March 2006 in Wayne & Todd Counties). Training to assist 4-H youth and adult volunteers in identifying community assets and to promote change in communities that are sustainable.

Youth development basics. (1 day training; Conducted November 2005 in Hardin County & November 2006 in Princeton, KY). In-service training for 4-H youth development agents on the fundamental concepts and best practices of youth development. This training also provides an introduction to youth development theory and adolescent development.

Positive youth development and 4-H: Making the connection. (1 day training; Conducted November 2005 in Ohio County & April 2006 in Fayette County). In-service training for 4-H youth development agents for enhancing youth programs by capitalizing on positive experiences for youth. Collaborator: TJ Delahanty, state 4-H specialist, Kentucky Cooperative Extension Service.

Youth-adults partnerships: Are you there yet? (1-day training; Conducted September 2005 in Lexington & March 2006 in Princeton). In-service training to assist 4-H youth development agents in nurturing relationships between youth and adults. The in-service also provided insight on how to assess the quality of youth-adult partnerships functioning as tools for change.

Trainings – Other Professional Development Topics

Expanding a Career that Fits You (Facilitated 1hour training, conducted April 29, 2014 at the Kentucky Diversity Network Retreat: Lake Barkley State Park). Training conducted for county Extension agents.

Promoting Public Value. (Facilitated 2 hour training, conducted November 9, 2012 at the Taylor County Extension Office). Workshop conducted for agents and volunteers/council members.

Promoting Public Value. (Facilitated 2 hour training, conducted November 7, 2012 at the Princeton Research and Education Center). Workshop conducted for agents and volunteers/council members.

The basics of understanding youth. (4-hr training, conducted May 30, 2012 at Kentucky State University). Training for summer counselors working with Kentucky State University's summer agriculture programs for middle and high school students. Provided overview of ways to engage youth and how to be proactive in providing high quality activities that promote youth development.

Beyond the basics: Advanced evaluation for programming. (2 hour training, conducted November 17, 2011at the University of Kentucky). Training conducted for Fine Arts Agents. Content included best practices on data collection and engaging volunteers in the evaluation process.

Professionalism. (1 hour training, conducted June 2, 2011 at Natural Bridge State Park). Training conducted during Core Training for new county Extension agents. Content included ways of developing people skills.

Situation analysis. (1 hour training, conducted February 15, 2011 at Lake Cumberland 4-H Educational Center). Training conducted during Core Training for new county Extension agents. Content included conducting needs assessments and identifying assets.

Evaluating Extension programs. (1 hour training, conducted February 15, 2011 at Lake Cumberland 4-H Educational Center). Training conducted during Core Training for new county Extension agents. Content included an overview of evaluation, developing an evaluation plan, writing impact statements and sharing program results.

Building linkages with the public. (1 hour training, conducted February 15, 2011 at Lake Cumberland 4-H Educational Center). Training conducted during Core Training for new county Extension agents. Content included building and nurturing community relationships.

Group development. (1 hour training, conducted October 21, 2010 at Kentucky State University). Training conducted during Core Training for new county extension agents. Content included working with difficult group members and empowering group members to take on leadership roles.

Getting ahead by letting go (1 hour training, conducted October 20, 2010 at Kentucky State University). Training conducted during Core Training for new county extension agents. Content included balancing work and personal time. Collaborator: Martha Nall, Extension Specialist, Program and Staff Development

Program development process. (1.5 hr training, conducted September 20, 2010 at University of Kentucky). Training conducted for new county extension agents during New Agent Orientation. Provided details on how to plan, implement and assess local programs that meet clientele needs.

The basics of understanding youth. (4-hr training, conducted twice June 3, 2010 at Kentucky State University). Training for summer counselors working with Kentucky State University's summer agriculture programs for middle and high school students. Provided overview of ways to engage youth and how to be proactive in providing high quality activities that promote youth development

Evaluations made easy. (4-hr training; Conducted December 3, 2009 at the Fayette County Extension Office, Lexington, KY). In-service training for 4-H agents; Provided overview of evaluation practices relating to programming
Collaborators: Rick Maurer, Professor and Extension Specialist, Community and Leadership Development

Bonding with today's youth. (1-hour workshop, conducted March 4, 2009 at the Kentucky Association for Family and Consumer Sciences Annual Meeting, Lexington, KY). This workshop was repeated as a concurrent session. Information on identifying, understanding and

utilizing youth culture as a means to strengthen youth-adult relationships was presented.

Youth development: A priority in 4-H. (1.5 hour extension in-service trainings conducted January 24, February 1, & February 4, 2008 at regional Extension conferences). Orientation for agents to become more familiar with current youth development principles and practices.

Peer mentoring. (1-hour Workshop; Conducted November, 2007 in Quicksand, KY) Facilitated workshop on the benefits of teens serving as mentors to younger youth; Workshop was held as an in-service training organized by the East Region Drug Abuse Committee.

Adult development. (4-hour extension in-service training conducted October 31, 2007 & November 1, 2007 in Hardin & Clark Counties). Training to assist agents in preparing adult volunteers with the necessary tools to work effectively with youth and how to match adults' skills with youth needs.

Establishing youth-adult partnerships. (3-hour training; Conducted September, 2007 in Lyon, Monroe and Todd counties). Training for youth to develop leadership and life skills in order to work with adults to improve the communities in which they live.

Mobilizing youth to prevent substance abuse. (1-hour Workshop; Conducted June, 2007 in Quicksand, KY) Presented tips on how teens can take a leadership role in helping peers stay off drugs; Workshop was held at the *Mobilizing Our Youth: Attacking Substance Abuse* In-service training.

What adults won't tell you about becoming a leader in your community. (1-hour workshop; conducted June 12, 2007 at the Kentucky 4-H State Teen Conference: Lexington, KY). Workshop provided teens with ways to assess their leadership competencies.

Bullying and other problem behaviors. (2-hour training; Conducted February 2007 at the State Extension Conference: Lexington, KY). In-service training for 4-H youth development agents to identify ways of addressing bullying and other aggressive behaviors among young people. Collaborator: Charles Stamper, Eastern Region Coordinator, Kentucky Cooperative Extension Service

What is youth development? (1-hour seminar; Conducted March, 2005). A presentation presented to Cooperative Extension Service specialists and administrators at University of Kentucky to provide an overview of youth development as a field of study.

ACADEMIC ADVISING

Graduate Students

Chair of Committee

Maggie Maynard– Masters (2019, Community & Leadership Development)
Meagan Klee – Masters (2018, Community & Leadership Development)
Krista Brown - Masters (2017, Community & Leadership Development)
Laura Hatfield – Masters (2017, Community & Leadership Development)
Chrissy Herren - Masters (2016 graduate, Community & Leadership Development)
Molly Tichenor - Masters (2016, Community & Leadership Development)
Shelley Meyer – Masters (2014 graduate, Community & Leadership Development)
Claudia Meeks – Masters (2011 graduate, Community & Leadership Development)

Member of Graduate Committee

Eli Parham – Masters (2019, Community & Leadership Development)
Kenneth Thompson – Ph.D. (2019, Science Education)
Craig Borie – Masters (2018, Community & Leadership Development)
Elizabeth Goldsmith – Masters (2018, Community & Leadership Development)
Timothy Tanner – Ed.D (2018, Educational Leadership)
Staci Thrasher – Masters (2017, Community & Leadership Development)
Marcus Benard – (Ph.D. (2016 graduate, Sociology)
Shari Dutton – Masters (2016 graduate, Community & Leadership Development)
Sharon Flynt – Masters (2016 graduate, Community & Leadership Development)
Rashawn Franklin – Masters (2016 graduate, Community & Leadership Development)
Rebecca Russell - Masters (2016 graduate, Community & Leadership Development)
Morgan Schafbuch – Masters (2016, Community & Leadership Development)
Jennifer Watson – Ed.D. (2016, Instructional Systems Design)
Lois Carter – Masters (2015 graduate, Community & Leadership Development)
Heather Dismuke – Masters (2014, Community & Leadership Development)
Randy Adams – Masters (2013 graduate, Community & Leadership Development)
Lauren Michalak – Masters (2013 graduate, Family Studies)
Ryan Thompson - Masters (2013 graduate, Community & Leadership Development)
Bethany Tucker – Masters (2013 graduate, Community & Leadership Development)
Jennifer Whittle – Masters (2013 graduate, Community & Leadership Development)
Katie Keith – Masters (2012 graduate, Community & Leadership Development)
Sherrill Bentley – Master’s (2008 graduate, Community & Leadership Development)
Donna Hancock – Master’s (2008 graduate, Community & Leadership Development)
Sarah Dotterweich – Master’s (2005 graduate, Community & Leadership Development)

Assistantship Supervisor

Chris Stapel - Ph.D. (2012 graduate, Sociology)

INSTRUCTION

Courses Taught

CLD 401 – Principles of Cooperative Extension

The purpose of this undergraduate course is to provide philosophies, principles, social and economic concepts associated with Extension Education in traditional and contemporary societies. The course also includes the examination of the organization, development and management of county and state level Extension programs. The course aims to afford students with the capacity to apply principles of program development and acquire skills needed to effectively plan, implement and evaluate a county and/or community-based program.

CLD /SOC 665 – Program Development & Evaluation

This graduate level course provides a basic understanding of program evaluation processes, concepts, and theories needed to design and conduct systematic evaluations of formal and non-formal programs. Because program evaluation is part of a larger interdisciplinary content area that includes research design and methods, the course covers needs assessment and asset building, with program development also being a necessary component. The majority of the course focuses on evaluation design, methods, and implementation. A range of program evaluation and research methods are presented and students are encouraged to identify those approaches that most closely align with their own philosophical perspectives, as well as strategies that will be utilized by their groups, organizations and current/future employers.

Guest Lectures

The role of Cooperative Extension Service in today's society. (2012, February). Presented to international students enrolled in the Center for English as a Second Language course, College of Arts and Science: University of Kentucky.

Surveys and focus groups. (2011, March). Program Development and Evaluation (CLD 665). Department of Community and Leadership Development, University of Kentucky.

Inputs, outputs and outcomes. (2011, February). Program Development and Evaluation (CLD 665). Department of Community and Leadership Development, University of Kentucky.

Program evaluation. (2010, November). Principles of Cooperative Extension (CLD 401). Department of Community and Leadership Development, University of Kentucky.

Incorporating youth leadership within community decision-making: An evaluation of five state youth-in-governance programs. (2009, May). Innovations in Community and Leadership Development Series, Department of Community and Leadership Development, University of

Kentucky.

History of the Cooperative Extension Service. (2009, April). Presented to international students enrolled in the Center for English as a Second Language course, College of Arts and Sciences: University of Kentucky.

Promoting positive youth development through 4-H. (2008, January). Youth organizations in Career and Technical Education (AED/FCS 671): Department of Community and Leadership Development, University of Kentucky.

Youth-adult partnerships: Fostering leadership, promoting change. (2007, February). *Leadership in Action* Presented to faculty and students of the Department of Community and Leadership Development, University of Kentucky.

4H: An essential element towards youth development. (2007, January). Youth Organizations in Career and Technical Education (AED/FCS 671): Department of Community and Leadership Development, University of Kentucky.

Mixed methods approaches in social science research. (2005, October). Special Topics in Advanced Sociological Methods: Qualitative Methods (SOC 682-001): Department of Sociology, University of Kentucky.

Cooperative extension service: A sociological perspective of non-formal education. (2005, October). Sociology of Education (SOC 661): Department of Sociology, University of Kentucky.

The role of the cooperative extension service at the University of Kentucky. (2005, September). Principles and Philosophy of Vocational Education (AED/FCS 535): Department of Community and Leadership Development, University of Kentucky.

OUTREACH

National

University of Arkansas Cooperative Extension Service – Served as a consultant to provide insight on strategies to enhance Extension reporting system (2017)

Clemson University Cooperative Extension Service – Served as a consultant to provide insight on strategies to enhance Extension reporting system (2015)

National 4-H Council – Served as facilitator of a 3-day training for USDA grant recipients working to implement youth leadership programs across the country (2011)

Substance Abuse and Mental Health Services Administration (SAMHSA)

Interagency Workgroup on Youth Development – Served as Consultant to a workgroup representing 25 government agencies; Advising on developing materials that promote positive youth development among youth (2009)

Substance Abuse and Mental Health Services Administration (SAMHSA) Interagency Workgroup on Youth Development – Created the *Youth Involvement and Engagement*

Assessment Tool, an instrument used to assess levels of positive youth development (Available online at: https://youth.gov/docs/pyd_AssessmentTool.pdf)
National 4-H Council – Served as workshop facilitator and evaluator of *Citizenship Washington Focus* program (Summer, 2007)

State

Kentucky State University – Evaluator/Consultant for new Family & Consumer Sciences Certification (2017-18)
Kentucky Council for Community Education – Board member (2009-2011)
Cumberland County 21st Century Learning Centers Project – Evaluator/Consultant (2009)
Kentucky State Youth Development Coordinating Council
– Chair, Outcomes/Accountability Committee (2007, 2008)
Kentucky Child Now – Evaluator/Consultant Youth Leadership Development Corps (2006-07)

Local – Lexington Community

Fayette County Public Schools – Formed partnership with school district to implement youth mentoring and literacy program (*Reading Writing & Rewards*) at William Wells Brown Elementary School <http://www.uky.edu/engageuk/documents/WilliamWellsBrownArticle.pdf> (2012-present)
Lexington-Fayette Urban County Government Social Services Advisory Board – 2018-2020
Lexington-Fayette Urban County Government – Conducted an evaluation of the Summer Youth Job Training Program (2017)
Alpha Phi Alpha Fraternity, Epsilon Chi Chapter, University of Kentucky – Advisor (2009)
Minority Out-of-State Student Association, University of Kentucky – Advisor (2008-2010)
Collegiate 4-H, University of Kentucky – Advisor (2007-2011)
March of Dimes – Board of Directors (2007- present)
Partners for Youth – Created survey instruments for use in community asset mapping project (2006)
Alpha Lambda Education Foundation - Director of Educational Activities (2006- present)
Alpha Phi Alpha Fraternity, Incorporated – Coordinate *Project Alpha* program (Project Alpha is a series of workshops and activities that aim to increase self-esteem, moral decision-making and positive changes toward sexual behaviors among young males) (2006-2018)
LexLinc – Assisted in the preliminary planning of a leadership academy for youth (2005)

SERVICE

REVIEW PANELS, REVIEWER SERVICE

Superintendent – National Research Discussion Contest, Minorities in Agriculture, Natural Resources and Related Sciences (MANRRS)(2017, 2018)
Judge, Jr. MANRRS impromptu Public speaking contest - National Minorities in Agriculture, Natural Resources and Related Sciences (MANRRS) national conference - (2013)
Reviewer, Conference Seminar Proposals - National Association of Extension Program and Staff Development Professionals (NAEPSDP) Conference (2011-13)

Expert Panel Reviewer, Core Elements for 4-H & CYFAR
(project led by North Carolina State University - 2010)
Review Panel, National Children Youth and Families at Risk Common Measures Project (led by
University of Arizona- 2010)
Editorial Board, Children, Youth and Families Education and Research Network (CYFERnet)
Teen Programming (2009-2011)
Review Panel, National Children Youth and Families At-Risk (CYFAR) Projects (2005)
Peer Reviewer, mentoring program grant proposals, Department of Education,
Office of Safe and Drug-free Schools (2004)

COMMITTEES, ELECTED POSITIONS, OFFICE HELD

National

National Association of Extension Program and Staff Development Professionals (NAEPSDP)
Conference – Awards Committee (2016-18), Co-Chair (2018)
Epsilon Sigma Phi – Professional Development Committee (2016-18)
Southern Region Program Leaders Network – Program & Staff Development Workgroup,
Committee Chair (2014)
Southern Region Program Leaders Network – Program & Staff Development Workgroup,
Secretary (2013)
National Association of Extension Program and Staff Development Professionals (NAEPSDP)
Conference – Program Committee (2013, 2012)
USDA-CSREES Youth Development Essential Elements Committee (2007-present)
Cooperative Extension Curriculum Project, National Youth Development Domain Leader
(2005-2007)
Evaluations Committee Chair, National Children Youth and Families At-Risk Conference (2005-11)

State

Joint Council of Extension Professionals – Chair (2017)
Kentucky State University – Search Committee, Director of Program & Staff Development (2016)
Epsilon Sigma Phi – Past President (2016)
Epsilon Sigma Phi – President (2015)
Epsilon Sigma Phi – President-Elect (2014)
Extension Regional Issues and Programs Committee, Kentucky Western Region (2006-2007)
Elected Board Member, Kentucky Association of State Extension Professionals (2006-08)

University – University of Kentucky

Inclusive Excellence Recognition Awards Committee (2018)
Faculty Senate Retrospective Withdrawal Appeals Committee (2017-18)
African American Faculty Advisory Committee (2016-17)
Unconscious Bias Faculty Subcommittee (2016)
Institutional Equity and Equal Opportunity Advisory Council (2013-2015)

College

College of Agriculture Food and Environment – Faculty Council, Chair (2017-18)
College of Agriculture Food and Environment – Faculty Council member (2016-2018)
State Extension Conference Planning Committee – Evaluations Chair (2014)
UK Cooperative Extension Service *Creating our Future* Strategic Planning Committee (2011)
UK College of Agriculture Community & Economic Development Initiative –Planning Committee (2010)
County Review Team Leader – Larue, Lee, Nelson Counties (2018)
County Review Team Leader – Mason, Owen, Wolfe Counties (2017)
County Review Team Leader – Estill, Rockcastle, Spencer Counties (2016)
County Review Team Leader – Butler, Grayson, Muhlenberg Counties (2014)
County Review Team Leader – Bath, Montgomery, Rowan Counties (2013)
County Review Team Leader – Elliott, Johnson & Lawrence Counties (2012)
County Review Team Leader – Fayette, Nicholas & Powell Counties (2011)
County Review Team member – Boyle, Garrard, & Mercer Counties (2008)
State Extension Conference - Planning Committee (2007)
KY Cooperative Extension, Western Region Issues and Programs Meeting – Reporter (2007)
UK College of Agriculture Center for Leadership Development – Steering Committee (2005-06)

Department – Community and Leadership Development

Faculty Search Committee member (Agricultural Education/Mechanics Position (2017)
Communications Committee Chair (2016-17)
Faculty Search Committee Chair (Extension Faculty, Community Development Position) (2014)
Extension Coordinator (2006-2018)
Faculty Merit Review Committee member (2010-2012)
Faculty Search Committee member (Community Communications position) (2007)
Program Committee Chair (2007-2011)

PROFESSIONAL MEMBERSHIPS

National Association of Extension Program & Staff Development Professionals (2012-present)
American Evaluation Association (2010-present)
International Leadership Association – (2008 – 2010)
Epsilon Sigma Phi (National) (2007 – present)
Society for Research on Adolescence (International) (2004 – present)
Kentucky Association of Extension 4-H Agents (1997-1998; 2005-2010)
National Association of Extension 4-H Agents (NAE4-HA) (1997-1998; 2005 – 2010)

OTHER PROFESSIONAL EXPERIENCES

Graduate Research Assistant, The Pennsylvania State University (Aug 2001 – Dec 2004)
University Park, PA

Fellow (Jan 2003 – June 2003)
The Forum for Youth Investment, Washington, DC

County Extension Agent for Agriculture and Natural Resources (Sept 1998 – Aug 2001)
Kentucky Cooperative Extension Service, Jefferson County, KY

County Extension Agent for 4-H/Youth Development (Aug 1997 – Aug 1998)
Kentucky Cooperative Extension Service, Jefferson County, KY

Graduate Research Assistant, The Pennsylvania State University (Aug 1995 – Aug 1997)

Daniel Kahl, Ph.D.

Curriculum Vitae

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University of Kentucky
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Daniel.kahl@uky.edu

ACADEMIC APPOINTMENTS

Assistant Professor, Department of Community and Leadership Development

July 2014 – Present

24.1% Instruction, 51.9% Extension Programing. Provide Cooperative Extension CED programming across the state of Kentucky. Develop and sustain CED professional development opportunities for Extension educators. Create and lead 1-3 courses of instruction each semester, including CLD 430 *Leading in Community*.

Associate Director, Community & Economic Development Initiative of Kentucky (CEDIK)

University of Kentucky, Lexington, Kentucky

October 2014 – Present

24% Administrative DOE. Responsible for shared leadership of Community & Economic Development Projects implemented through the initiative. Specific supervision of Business Retention and Expansion and leadership development programs.

Instructor, Kansas State Research and Extension, Community Development

Department of Agriculture, Natural Resources, and Community Development

2013 – 2014

Responsible for Extension community development professional development; multi-state collaboration initiatives for CED; scholarly advancement of community development research; and facilitating shared research opportunities between campus and Extension faculty.

Associate Specialist, Agriculture and Natural Resources

Kansas State University Research and Extension, Manhattan, Kansas

PRIDE Program Coordinator 2001 – 2013

Kansas PRIDE is a citizen-based community improvement program coordinated through a partnership between K-State Research and Extension and the Kansas Department of Commerce. Responsibilities include coordination of Extension system work with community volunteer groups, as well as providing leadership training and guidance directly to community groups as they develop and implement a planned approach to community improvement.

Extension Liaison, Center for Engagement and Community Development 2006 – 2013

Responsible for coordinating the linkage of campus-based resources and projects with Extension professionals in locations across the state of Kansas. Work with KSU and a statewide Advisory Board to identify and address issues relevant to the state and university. Co-coordinate center development, planning and program implementation. Submitted and received Carnegie Foundation designation for Kansas State University as a Community Engaged Institution in 2010.

Extension Associate, Project Coordinator**Kansas Environmental Leadership Program (KELP) 1998 –2001**

Kansas State University Biological and Agricultural Engineering Research and Extension, Manhattan, Kansas

Participated in the development and coordination of a statewide leadership training initiative that linked natural resource education with leadership skill-building. Facilitated skill development in communication, collaboration, conflict resolution, guiding change, and leadership profiles for a diverse array of established state government, academic institution, and agency leaders.

Previous Appointments and Professional Experience

1996 – 1998 Director, ProjectServ AmeriCorps, Fort Hays State University

Administrative oversight of a federally funded initiative through the Corporation for National Service to develop and initiate a service-learning program for Fort Hays State University.

1988 – 1996 Executive Director, Lutheran Lakeside Camp Association

Executive Director of a 501(c)3 organization employing up to 35 seasonal staff.

EDUCATION

2012 Ph.D. Kansas State University, Educational Leadership/Curriculum and Instruction, Manhattan, Kansas, USA

1999 M.L.S. Fort Hays State University, Leadership Studies, Hays, Kansas, USA

1987 B.S., Iowa State University, Major, Elementary Education, Minor, Fisheries and Wildlife Biology, Ames, Iowa, USA

AWARDS AND RECOGNITION

2019 *NACDEP Education Technology Award: National Runner Up.* Awarded by the national Extension program awards committee for *Working with Virtual Teams* program development and delivery. Recognized at the National Association of Community Development Extension Professionals (NACDEP) Conference, Asheville, NC.

NACDEP Education Technology Award: Southern Region. Awarded winning nomination for the Southern [U.S.] Region by the NACDEP Awards Committee to *Working with Virtual Teams*. 2019 NACDEP Conference, Asheville, NC.

2018 *Distinguished Extension Program: Group Award.* Awarded to CEDIK by the Agricultural and Applied Economics Association (AAEA). A prestigious and highly competitive national recognition of the impact of CEDIK in economic development.

Outstanding Program Award. Awarded by the Community Development Society (CDS) to recognize the University of Kentucky's Extension *Community & Leadership Development Extension Training Series*. Recipients of this nationally competitive award

were team members: Alison Davis, Jennifer Bridge, Lori Garkovich, Kristina Hains, Ron Hustedde, Dan Kahl, Melody Nall, and Lissa Pohl. CDS Annual Conference, Detroit, MI

NACDEP Award for Creative Excellence, Southern Region: Recognition awarded to Alison Davis and Dan Kahl for creative community and economic development initiatives developed by CEDIK to serve Kentucky. Awarded by the Southern Region NACDEP awards committee. Cleveland, OH

NACDEP Excellence in Teamwork Award: National Runner-up. Downtown Revitalization Team. Team Members: Simona Balazs, Shane Barton, Melissa Bond, Sarah Bowker, Natalie Cunningham, Alison Davis, Dan Kahl, Melody Nall, Mercedes Maness, Sky Marietta, Luke Ramsay, and Ryan Sandwick. National Association of Community Development Extension Educators. Cleveland, OH

NACDEP Excellence in Teamwork Award: Southern Region. Winner of the Southern [U.S.] Region Recognition of outstanding teamwork to the CEDIK *Downtown Revitalization Project*. National Association of Community Development Extension Educators. Cleveland, OH

- 2017 *Outstanding Program Award* awarded by the Kentucky Association of State Extension Professionals (KASEP) to Dan Kahl and Melissa Bond for impact of the *First Impressions Program*. Lexington, KY 2017.

Outstanding Project Award. Awarded by the Kentucky Association of State Extension Professionals to team members Marissa Aull, Lori Garkovich, Ron Hustedde, Dan Kahl, Melody Nall, and Lissa Pohl for their work with the *Western Kentucky Rural Hospital Leadership Institute: Strengthening Skills for Leading Others*. Lexington, KY

- 2016 *Innovative Program Award.* A nationally competitive award recognized by the Community Development Society. *Strengthening Skills for Leading Others* team members include Marissa Aull, Lori Garkovich, Ron Hustedde, Dan Kahl, Melody Nall, and Lissa Pohl. Minneapolis, MN

NACDEP Southern Region Educational Technology Award. Recognized for its creative delivery strategies using the Telehealth network, *Strengthening Skills for Leading Others* team members included Marissa Aull, Lori Garkovich, Ron Hustedde, Dan Kahl, Melody Nall, and Lissa Pohl. Awarded by the National Association of Community Development Extension Professionals (NACDEP) Southern Region.

- 2012 *Innovative Program Award* for development of the *Healthy Ecosystems ~ Healthy Communities Program*. Nationally competitive award recognition from the Community Development Society.

Certificate of Appreciation for Innovation in Curriculum Development for Extension Educators for work on the USDA/NIFA Facilitation project: Energy Independence, Bioenergy Generation and Environmental Sustainability; The Role of a 21st Century Engaged University. Awarded by the North Central Cooperative Extension Association.

- 2012 *Team Award*, in recognition of the extension community development program development team: *Board Leadership*. Awarded by K-State Research and Extension.
- 2010 *Team Award*, in recognition of teamwork on: *Get It –Do It Partnership for Healthy Communities*. Awarded by K-State Research and Extension.
- Outstanding Program Award for Rural Grocery Store Project*. Nationally competitive award from the Community Development Society.
- 2009 *Team Award*, for work on *KCARE Water Quality Initiatives*. Awarded by K-State Research and Extension.
- 2003 *Outstanding Publication, Agency Authority and Responsibilities for Water in Kansas*. Nationally competitive award from the American Society of Agricultural Engineers.
- 2002 *State Team Award for the Kansas Environmental Leadership Program*. Awarded by Epsilon Sigma Phi, Kansas.

Nominations

- 2018 *NACDEP Nominee to JCEP for National Recognition*. Selected by the national Extension program area board as the Community and Economic Development nomination forwarded for recognition by the Joint Council of Extension Programs (JCEP). Nomination recognized *Alison Davis and Dan Kahl* for creative community and economic development initiatives developed by CEDIK to serve Kentucky. Cleveland, OH
- Outstanding Educator Award*: Daniel Kahl, nominated by a colleague for national recognition to the Community Development Society, Detroit, MI
- Excellence in Community Development Award; Community Leadership Development*. Daniel Kahl, nominated by a colleague for recognition to National Association of Community Development Extension Professionals for work in extension professional development.

EXTRAMURAL FUNDING

Grants Awarded

(*explanation of role in initiative)

Alison Davis (PI), Jennifer Hunter (co-PI) **Dan Kahl** (evaluator). *Promoting Substance Use Prevention and Recovery Training and Education Through Cooperative Extension in Kentucky*. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration. 10/19 -9/21. \$1,056,977. *Evaluation Services for project components.

Alison Davis (PI), **Dan Kahl** (co-PI). *Strengthening Rural Retail in America*. Wal-Mart Foundation Grant. 2/2018- 2/2020. \$814,000 *Collaborator for KY design and implementation specifically for Business Retention and Expansion and workforce training.

Stacy Vincent (PI), **Dan Kahl** (co-PI), Carol Hanley (co-PI) *Developing Entrepreneurial Youth in Resource-depleted Communities*. USDA National Institute for Food and

Agriculture (NIFA) Secondary Education, Two-Year Postsecondary Education and Agriculture in the K-12 Classroom (SPECAs). 10/2016-9/2019. \$134,672 *Primarily responsible for coordinating businesses and Small Business Development Center support, curriculum development and oversight.

Alison Davis (PI), **Dan Kahl** (Co-PI), Jayoung Koo (Co-PI), *Promoting a New Culture of Economic Development in Southeast Kentucky*. USDA Rural Development Utilities Program, 10/2016-9/2018. \$155,617 *Project promotion and community involvement support.

Alison Davis (PI), **Dan Kahl** (Co-PI), & Jayoung Koo (Co-PI), *Downtown Revitalization in the Kentucky Promise Zone*. Appalachian Regional Commission. 9/1/2016-8/31/2019. \$1,464,251 *Staff guidance and supervision, planning and promotion.

Dan Kahl (PI), Alison F Davis (Co-PI), Jayoung Koo (Co-PI), Kang Namkoong (Co-PI), Jairus Rossi (Co-PI). *Supporting the health of Kentucky SNAP-Ed participants through engagement in reshaping local policy, systems and the environment*. USDA, NIFA, SNAP 11/1/2015-10/31/2018. \$462,746 *Lead organizer and coordinator.

Ann Vail (PI), Alison F Davis (Co-PI), Janet Kurzynske (Co-PI), **Dan Kahl** (Co-PI), Hyungsoo Kim (Co-PI), Chris Bollinger (Co-PI), Alex Vaszyoni (Co-PI), *National Rural Child Poverty Nutrition Center*. USDA Food and Nutrition Service. 4/1/2015-3/31/2019. \$2,500,000 *Coalition process coach and educator.

Extramural Funding – Kansas State University

Procter, D. (PI), Kahl, D, and Procter, S. (2013) Increasing Healthful Food Choice and Strengthening Rural Grocery Stores through Nutritional Education and Labeling. USDA National Institute of Food and Agriculture, Agriculture and Food Research Initiative Grant. \$499,514 *Co-PI, Coordination support and Development of Rural Grocery Toolkit. <https://www.ruralgrocery.org/resources/>

Procter, D. (PI), Kahl, D., and Peterson, H. (2012). Business Strategies for New and Existing Rural Grocery Stores: Roles of Local Foods, Institutional Sales, and Community Food Assessment. USDA, National Institute of Food and Agriculture, Agriculture and Food Research Initiative Grant. \$408,889 *Co-PI. Coordination support of educational outreach and research.

Kahl, Daniel. Sub-Awardee (2011). Training Community Coaches. USDA NIFA Agriculture and Food Research Initiative Childhood Obesity Prevention. Dr. Paula Peters, P.I., Kansas State University. \$79,500 *Design and support development of a multi-state coalition coaching initiative. Resulted in generation of training materials.

Boone, K. (PI) and Kahl, Daniel, (2011). Kansas Environmental Leadership Program. U.S Environmental Protection Agency. \$49,369 * Co-PI. Primarily responsible for the revision of the KELP program.

Devlin, D. (PI), Kahl, D., and Davis, S. (2011). Kansas PRIDE Program. Tuttle Creek Watershed. U.S. Environmental Protection Agency. \$16,500

Graham, S. (PI), Kahl, D., and Davis, S. (2011). Kansas PRIDE Program. Middle KS WRAPS PRIDE. U.S. Kansas Department of Health and Environment. \$17,500

Champion, B. (PI), Devlin, D., Rice, C., Spears, J., Harrington, J. Jr., Kahl, D., Steffensmeier, T., & Washburn, S. (2010). Central Great Plains Climate Change Education Partnership. National Science Foundation. \$1,229,101 *coordinated focus group research and facilitation.

Harner, J. (PI), Kahl, D., and Willingham, J. (2010) Kansas Environmental Leadership Program. US Environmental Protection Agency. \$51,181.10 *Provided leadership expertise and program oversight.

Devlin, D. (PI), and Kahl, D. (2010). E.A.R.T.H. Earth Awareness Researchers for Tomorrows Habitat. U.S. Environmental Protection Agency. \$98,368 *Coordinate team of Environmental Educators and programming.

Procter, D. (PI) Kahl, D. (Co-PI) (2009 – 2012). Community Coaching Academies. USDA Rural Development Community Initiative Grant. \$162,968

Procter, D. (PI), Kahl, D., Tolar, M. (2009) Environmental Leadership Interdisciplinary Curriculum to Address Water Resources. USDA CSREES Integrated Research, Education, and Extension Competitive Grants Program \$114,000

Kahl, D. (PI), Harner, J., and Procter, D. (2009) Kansas Environmental Leadership Program Redesign. US Environmental Protection Agency. \$30,000 *Primary author and coordinator of curriculum redesign.

Devlin, D. (PI), Janke, R., Kahl, D., and Davis, S. (2009) KSU Information and Education Project, EARTH, PRIDE, Citizen Science, WaterLINK. US Environmental Protection Agency. \$358,500. *Coordinator of WaterLINK program and PRIDE Community Environmental Planning.

Hargrove, W. (PI) and Kahl, D. (2008) PRIDE Initiated Community Water Quality Action Plans Part 3. US Environmental Protection Agency \$115,000 *Co-PI and supervisor of project implementation.

Kahl, D. (PI) and Davis, S. (2008). Melvern Trail Curriculum Development. US Environmental Protection Agency. \$5077 *Project oversight

Hargrove, W. (PI), and Kahl, D. (2007) PRIDE Initiated Community Water Quality Action Plans Part Two. US Environmental Protection Agency. \$112,000 *Project design and oversight.

Powell, M. (PI) and Kahl, D. (2007) Kansas Environmental Leadership Program. \$100,000
*Co director of the KELP program.

Hargrove, W. (PI), and Kahl, D. (2005) PRIDE Initiated Community Water Quality Action Plans. US Environmental Protection Agency. \$131,617 *Project design and oversight.

Kahl, Daniel (Sub-Awardee) 2010. Community Environmental Leadership Development Workshops. Environmental Protection Agency CARE Grant Project, Salina, KS. \$1,500

Procter, D., & Kahl, D. Contract co-recipient (2009). Missouri River Environmental Restoration Plan. US Center for Environmental Conflict Resolution. \$13,729

Procter, D (PI) and Kahl, D. (2007). Rural Grocery Project. USDA Rural Business Opportunity Grant \$50,000

Powell, M. (PI) and Kahl, D. (2004) Kansas Environmental Leadership Program. US Environmental Protection Agency. \$110,893. *Co Director of Program development and delivery.

Hargrove, W (PI) and Kahl, D. (2003) Healthy Ecosystems, Healthy Communities; Building Community Water Quality Leadership. US Environmental Protection Agency \$5,500.*Project oversight to implement training.

Powell, M. (PI), Willingham, J., Devlin, D., Kahl, D., and Leatherman, J. (2003). Kansas Environmental Leadership Program. US Environmental Protection Agency. \$116,710 *Co-director and curriculum development.

Powell, M. (PI), and Kahl, D. (2003). Kansas Environmental Leadership Program. US Environmental Protection Agency. \$113,036 *Co-director and curriculum development.

Middendorf, G. (PI), Flora, J. (Co-PI), Hargrove, W.(Co-PI), Kahl, D.(Co-PI) Lewis, H.(Co-PI), & Nagengast, D.(Co-PI). (2006). Building Capacity to Engage Latinos in Local Food Systems. USDA Sustainable Agriculture Research and Education (SARE) grant for Diversity Education. \$75,000 *Primary responsibility to engage Extension Education networks in design and planning of awareness building and educational resource development.

Co-Principal Investigator (2005). Kansas Environmental Leadership Program. Kansas Department of Health and Environment. \$220,134

Kahl, Daniel. (PI) & Wilson, Ron, (Co-PI). (2005). Facilitative Leadership Extension Educators Training. Kansas Health Foundation "Good to Great" award for professional development workshops. \$1,585 *Design and implement leadership training program for Extension personnel.

Hargrove, W. (P.I), Kahl, Daniel (Co-PI). (2004). Healthy Ecosystems ~ Healthy Communities. Kansas Department of Health and Environment. \$111,617 *Principally

responsible for the facilitation of community planning events to support environmental improvement.

Hargrove, W. (P.I), Kahl, D. (Co-PI) (2004). Kansas Environmental Leadership Program. Kansas Department of Health and Environment. \$138,174 *Coordinate ongoing program development of statewide environmental leadership development.

Downy, L. (PI), Kahl, D. (co-PI) & Wilson, R. (co-PI) (2004). Professional Development for Kansas Leaders: Community Environmental Decision-making Institute. Co-authored with Kansas Association of Conservation and Environmental Education and KSRE Office of Local Government. Environmental Protection Agency Environmental Education. \$69,150

Kahl, Daniel. Recipient 2002, 2003, 2004. Boeing Community Grant for Kansas PRIDE, Inc. \$2500 each year. *Maintained working relationship between Corporate leadership and state programs to support ongoing community development programs.

Hargrove, W., Kahl, D. Co-Principal Investigator (2003). Healthy Ecosystems, Healthy Communities workshop. Clean Water Neighbor Grant, Kansas Department of Health and Environment. \$9922 *Principally responsible for connecting community participants and supporting community based environmental change initiatives.

Downey, L. (PI), Kahl, D.(Co-PI), Wilson, R. (Co-PI) (2001). Community Based Environmental Issues Forums. Environmental Protection Agency, Environmental Education Grant. Co-authored with Kansas Association of Conservation and Environmental Education. \$63,353* Co-designed Forums to support Environmental Issues

Powell, M. (PI), Hargrove, W., and Kahl, D. (2001). Water Quality Workshops; Preparing Citizens to Address TMDL's. Environmental Protection Agency, Region 7, Environmental Education Grant. \$24,225 *Design a series of public engagement workshops for elected and appointed leaders to understand state and federal water quality legislation.

Contracts and Institutionally Funded Awards

Hains, B. J., Hains, K. D., **Kahl, D.**, Wang, R., Nash, J. & Rous, B. (Award, 2019). Community Leadership and Engagement Through Innovation. *W. Norris Duvall Endowment Grant, Department of Community and Leadership Development*. Community Research Grant \$10,450 *Teaching Engagement Collaborator

Dan Kahl (Lead), Kristina Hains (co-lead), Bryan Hains (co-lead). (Award, 2017-2018) *"Enhancing CDS Capacity through Innovative Community Engagement"* \$14,000 Community Development Society Institutional Capacity Development Award to the UK Community Innovation Lab. *Developed project, recruited participants, co-facilitated program and coordinated project reporting.

Dan Kahl (Contracted Sub-Award, 2014-2017) *Training Community Coaches*. Dr. Paula Peters (PI), Kansas State University. USDA Agriculture and Food Research Initiative Childhood Obesity Prevention. \$29,293*Designed, coordinated and delivered community

coaching training to a multi-state project team. Project resulted in curriculum for training community coaches.

Dan Kahl (Contracted agreement, 2015) *Strengthening Skills for Leading Others*. \$2,500 by Western Kentucky Area Health Education Center. *Designed, coordinated and delivered this program to regional hospitals in Western Ky. Project resulted in a developed published program.

Kahl, Daniel (Award, 2015) Developing a Rural Issue Guide – Concerns Gathering Workshops. Kettering Foundation \$1000

PUBLICATIONS

Senior author is by default the first author unless otherwise indicated. *Indicates student co-author.

Journal Articles

Zimmerman, Julie N., & **Kahl, Daniel**. (2018) Finding Publicly Available Data for Extension Planning and Programming: Developing Community Portraits. *Journal of Extension*. June 2018. 56 (3) 3TOT5. <https://joe.org/joe/2018june/tt5.php>

Kahl, D., Emery, M. & Holmes, P. (2016). Community Coaching; Insight into an Emerging Practice. *CD Practice, Community Development Society*. Spring 2016. Issue 20. 49-55. <https://www.comm-dev.org/images/pdf/Issue20CommunityDevelopmentPracticeKahletal.pdf>

Campbell Hibbs, A., **Kahl, D.**, PytlikZillig, L., Champion, B., Abdel-Monem, T., Steffensmeier, T., Rice, C., & Hubbard, K. (2014). Agricultural Producer Perceptions of Climate Change and Climate Education Needs for the Central Great Plains. *Journal of Extension*, July, Volume 52 Issue 1.

Pytlik Zillig, L. M., Steffensmeier, T., Campbell Hibbs, A., Champion, B., Hunt, E., Harrington, J. Jr., Spears, J., Umphlett, N., Bruning, R., & **Kahl, D.** (2013). Fostering Climate Change Education in the Central Great Plains: A Public Engagement Approach. *International Journal of Sustainability Education*, Volume 8, Issue 1, pp.161-177.

Bopp, M., Fallon, E. A., Bolton, D. J., & **Kahl, D.** (2012). Engaging community partners to develop a culturally relevant resource guide for physical activity and nutrition. *Ethnicity and Disease*, 22(2), 231.

Kahl, Daniel. (2010) *Journal of the Community Development Society*, volume 41, (2). p. 287-288. Book Review, Conflict Dialogue; working with layers of meaning for productive relationships. By Peter Kellett, Thousand Oaks, CA: Sage Publications, 2007.

Journal Articles – Pending

Kahl, Daniel. *Journal of the Community Development Society*, Book review (submitted 1/19) Jumping into civic life: Stories of public work from extension professionals, by Scott J. Peters, Theodore R. Alter, and Timothy J. Shaffer (eds.) Dayton, OH, Charles F. Kettering Foundation Press, 2018.

Kahl, Daniel, Lianekhammy, J., Harnik, R., & Woloshin, D. (Submitted 7/19) Addressing Hunger in Rural Communities: A Qualitative Assessment of Approaches to Improve Nutrition Program Participation and Coordination. *The Journal of Rural Health* (Lead author, publication related to RCPNC grant project.)

Kahl, Daniel, & Kinney, Heather*. Students Strengthening Community Leadership. *Journal of Community Engagement and Scholarship*. (Revisions submitted 5/19. Details CLD 430 engaged student learning.)

Kahl, D., Cavaye, J., Goodman, A., Goreham, G., Gulick, S., Hains, K., Hill, J., Loden, C., Phillips, R., Reddi, M., & Stanard, V., Community Development Society (CDS) Fellows Program: A Purposeful Exploration to Strengthen Community, *CD Practice, Community Development Society*. (Under review for publish). Serve as lead editor and author of a series of project report articles reflecting our work through the CDS Fellows project funded through the Community Innovation Lab.

Extension Publications

Kahl, D., Fawcett, K., Koo, J., Namkoong, K., & Rossi, J. (In review) *Survey of SNAP Food Providers in Eight Kentucky Counties*. (Project P.I., team leader and lead author. Publication result of USDA SNAP Ed. PSE grant)

Kahl, D., Fawcett, K., Koo, J., Namkoong, K., & Rossi, J. (In review) *Kentucky Grocers and Convenience Store Association, Assessment of SNAP Food Providers in Eight Kentucky Counties*. (Project P.I., team leader and lead author. Publication result of USDA SNAP Ed. PSE grant)

Kahl, D., Fawcett, K., Koo, J., Namkoong, K., & Rossi, J. (In review) *Business Needs and Community Connections for SNAP Food Providers in Eight Kentucky Counties*. (Project P.I., team leader and lead author. Publication result of USDA SNAP Ed. PSE grant)

Rossi, J., Fawcett, K., **Kahl, D.**, Koo, J., & Namkoong, K. (In review) *Local Food Demand in Eight Kentucky Counties. A Survey of SNAP Food Providers* (Project P.I., team leader and co-author. Publication result of USDA SNAP Ed. PSE grant)

Namkoong, K., Fawcett, K., **Kahl, D.**, Koo, J., & Rossi, J. (In review) *Getting the Word Out: Communication Methods of SNAP Food Providers in Eight Kentucky Counties* (Project P.I., team leader and co-author. Publication result of USDA SNAP Ed. PSE grant)

Koo, J., **Kahl, D.**, Fawcett, K., Namkoong, K., & Rossi, J. (In review) *SNAP Food Providers in Eight Kentucky Counties: Store Access and Availability of Food Types* (Project P.I., team leader and co-author. Publication result of USDA SNAP Ed. PSE grant)

Kahl, D. (2018) *Extension Community Assessment Focus Group Facilitation Guide*. Document template used by 120 County Extension Offices for 2018 statewide community assessment. CEDIK publication.

Kahl, D. (2018) *A Policy, Systems, and Environment Approach to Community Health*. University of Kentucky Cooperative Extension publication CLD2-14. <http://www2.ca.uky.edu/agcomm/pubs/CLD2/CLD214/CLD214.pdf> (publication result of USDA SNAP Ed. PSE grant)

- Kahl, Daniel**, and Fawcett, Karen (2018) *Moving from Listening to Action; A Guide to Facilitating PSE Focus Groups*. CEDIK publication.
<https://psekentucky.files.wordpress.com/2018/10/moving-from-listening-to-action-focus-groups-002-003.pdf> (publication result of USDA SNAP Ed. PSE grant)
- Kahl, Daniel** (2018) *Mapping Local Networks to Reach Stakeholders and Mobilize Resources*. CEDIK Publication for Extension audiences.
<https://psekentucky.files.wordpress.com/2018/01/stakeholder-mapping2.pdf>
- Kahl, Daniel** (2017) *Aligning Leadership Programs with Community Development*. University of Kentucky Cooperative Extension publication CLD 2-13 KELD Extension Publication. <http://www2.ca.uky.edu/agcomm/pubs/CLD2/CLD213/CLD213.pdf>
- Kahl, Daniel** (2016). *A Conveners' Guide to Hosting a Public Forum*. University of Kentucky Extension Publication. CLD 2-12 KELD Extension Publication. <http://www2.ca.uky.edu/agcomm/pubs/CLD2/CLD212/CLD212.pdf>
- Kahl, D.**, & Bouc, A., (2014) *Keep the Tap Flowing: How Should Kansans Manage a Declining Water Resource? A Deliberative Forum Issue Guide for the Future of the Ogallala Aquifer*. K-State Research and Extension Publication MF3157. Kansas State University, Manhattan, KS.
- Kahl, D.**, & Windholz, B. (2013) *Agency Authority and Responsibilities for Water in Kansas*. K-State Research and Extension Publication MF3110. Kansas State University, Manhattan, Kansas.
- Champion, B., Devlin, D., Rice, C. W., Harrington Jr., J., **Kahl, D. W.**, Spears, J. D., & Umphlett, N. (2012). *Building Trust with Agricultural and Rural Decision-Makers through Engaged Climate Educational Models in the Rural US Central Great Plains*. krex.k-state.edu
- Clark, P., Tsoodle, L., & **Kahl, D.** (2008) *Rural Grocery Sustainability Project Owner Survey*. Manhattan, Kansas: Kansas State University, Center for Engagement and Community Development.
- Kahl, Daniel** (2007) *Conducting a Community Clean-Up, Fix-Up Campaign*. K-State Research and Extension Publication MF931. Kansas State University, Manhattan, KS.
- Willingham, J., Powell, M. & **Kahl, D.** (2004) *Working in Groups for Community Improvement*. K-State Research and Extension Publication MF2569. Kansas State University, Manhattan, KS.
- Walker, K., **Kahl, D.**, et. al. (2002) *LEADS Curriculum Notebook: Leadership Excellence And Dynamic Solutions*. K-State Research and Extension Publication S137. Kansas State University, Manhattan, KS.
- Kahl, D.**, & Powell, G. M. (2001) *Agency Authority and Responsibilities for Water in Kansas*. K-State Research and Extension Publication MF2503. Kansas State University, Manhattan, Kansas.
- Kahl, D.**, Powell, M., Walker, K., & Willingham, J.M. (2000) *Kansas Environmental Leadership Program Module 1; Introduction to Leadership and Water Resources*. K-State Research and Extension Publication. Kansas State University, Manhattan, KS.

Kahl, D., Leatherman, J., Powell, M., Walker, K., & Willingham, J.M. (2000) Kansas Environmental Leadership Program Module 2; Dimensions of Leadership and Water Infrastructure. K-State Research and Extension Publication. Kansas State University, Manhattan, KS.

Kahl, D., Powell, M., Walker, K., & Willingham, J.M. (2000) Kansas Environmental Leadership Program Module 4; Conflict Management, Negotiation, and Surface Water. K-State Research and Extension Publication. Kansas State University, Manhattan, KS.

Kahl, D., Powell, M., Walker, K., Willingham, J.M., & Jacobs, J. (2000) Kansas Environmental Leadership Program Module 5; People managing watersheds and protecting water. K-State Research and Extension Publication. Kansas State University, Manhattan, KS.

Book Chapters

Kahl, D., & Campbell, A. (2018) “Engaging Citizens to Influence Climate Change.” In Albrecht, D. & Lachapelle, P. (eds), *Approaches to Address Climate Change at the Community Level in the U.S.* London: Routledge Publishing.

Curricula and Educational Materials

[Compilations of published educational materials designed for education of adult audiences via direct delivery or for use by Extension Educators.]

Boyster, Sam, **Kahl, Daniel**, Robinson, Julie, Vines, Neal, and Welborn, Rachel (2018) Working with Virtual Teams, a three-part web-based resource for effective virtual teamwork. <http://srdc.msstate.edu/virtualteams/index.html> (Co-author, lead for Session Two: Engaging Virtual Teams through On-line Processes.)

Kahl, Daniel. (2018) Leading Healthy Community Connections. Facilitator Guide. A Community-based Leadership Development Curriculum targeted to improve community level health access. SNAP-Ed Policy, Systems, and Environment grant 1700001994. (Author). <https://cedik.ca.uky.edu/pse-kentucky>

Griggeory, Brooke*, Vincent, Stacy, **Kahl, Daniel**, & Hanley, Carol. (2017) *Developing Entrepreneurial Youth in Resource-Depleted Communities*, a high school curriculum for supporting business sustainability and expansion. Developed 2016-17, Piloted 2017-18 in five Kentucky Schools. (Co-supervisor, contributing author)

Kahl, D., (2018) Coaching Councils and Groups Toward Community Change Training Materials. (lead author on 2015 materials from Kahl, Alexander, Holmes, Johnson, and Sigworth, authorship and adapted assessments, reflection tools, activities, resources and teaching scenarios)

Kahl, Daniel, & Emery, Mary. (2017) *Guiding Meaningful Change, Coaching for Results!* Training workbook. (Lead author).

Alexander, M., **Kahl, D.** & Johnson, S. (2017) *Coaching Community Partnerships to Transform Communities*. Training workbook. (Co-Author).

Kahl, D., Garkovich, L., Hustedde, R. and Pohl, L. (2015) *Strengthening Skills for Leadership* Training workbook. (Lead author).

Kahl, D., Alexander, M., Holmes, P., Johnson, S., Martin, S., & Sigworth, S. (2015) *Mobilizing Rural Low-income Communities to Assess and Improve the Ecological Environment to Prevent Childhood Obesity Community Coaching Workshop Training workbook*. (Lead author)

Silvis, A., Dane, D., Downing, D., **Kahl, D.**, & Kling, P. (2011). BIOEN4; Community economic development and bioenergy generation. Bioenergy and Sustainability Course Series, Chapter 4. Online publication: <http://blogs.extension.org/bioen4/> (Contributing author)

Reports

Kahl, Daniel & Ramsay, Luke. Business Retention and Expansion, Survey Compilation Report, Owen County, KY. Delivered to Owen County Economic Development, Chamber of Commerce, and Owenton community leadership. 2019 (Supervising author)

Kahl, Daniel, Ramsay, Luke, Cribbs, Chris, & Finley, Gill. Business Retention and Expansion, Survey Compilation Report, Franklin County, KY. Completed in a collaborative effort with Kentucky State University. Delivered to Frankfort Chamber of Commerce. 2019 (Supervising author)

Kahl, Daniel, & Davis, Alison. Bourbon County Strategic Plan 2020-2025. Developed with the Bourbon County Economic Development Association. Engaged a public planning process to engage the county in strategic plan development.

University of Kentucky Cooperative Extension, Kentucky Extension Community Assessment, County Reports. Individual county reports prepared for each Kentucky County (120 in all). (Co-author. Primarily responsible for compiling and summarizing key informant interview and focus group results for every county). Spring, 2019

University of Kentucky Cooperative Extension, Kentucky Extension Community Assessment, Statewide Report. Prepared for the University of Kentucky Cooperative Extension administration, July, 2019. (Co-author of statewide summary of community needs report)

Kahl, Daniel. Summary of Kentucky Woodland Owners Association (KWOA) Strategic Planning Workshop. Delivered to the KWOA board. 2019 (Designer, facilitator, author)

Kahl, Daniel & Ramsay, Luke. Business Retention and Expansion, Survey Compilation Report, Harlan County, KY. Delivered to Harlan Economic Development Partners and presented in a public forum. 2019 (Supervising author)

Kahl, Daniel, & Balazs, Simona. Community and Economic Development Professional Development Assessment for the Southern Region. 2017
http://srdc.msstate.edu/newsletters/ats/14_9_sept18.html (Lead author)

Kahl, Daniel, & Hains, Kristina. CDS Fellows Project Report. Submitted to the CDS Board of Directors. 2018 (Lead author)

Kahl, Daniel & Ramsay, Luke. Business Retention and Expansion, Survey Compilation Report, Crittenden County, Marion, KY. Delivered to Crittenden Economic Development and Marion Chamber of Commerce, and in a public forum. 2018 (Supervising author)

- Kahl, Daniel.** Business Retention and Expansion, Survey Compilation Report, Pineville, KY. Delivered to Pineville Main Street and presented in a public forum. 2017 (Supervising author)
- Kahl, D.,** White, B*, Kinney, H*. and the CLD 430 Fall 2017 Class*. *Leadership Winchester/Clark County Leadership Development Activities.* 2017. (Project coordinator, co-author)
- Kahl, Daniel,** & Harris, Rosalind., *Charles Young Community Center Neighborhood Survey Results.* Prepared and delivered 2017 (Lead author)
- Bond, M., & **Kahl, D.,** *First Impressions, Somerset/Pulaski County.* A report to the Kettering Foundation. 2016 (Supervising author)
- Extension Councils Task Force, (Task force chair and coordinating author of final report) *Report to UK Extension Administration.* University of Kentucky, Cooperative Extension System. Lexington, KY. December 2015.
- Extension Councils Task Force, (Task force chair and coordinating author of recommendations report) *Recommendations for the Kentucky Cooperative Extension Council System.* University of Kentucky, Cooperative Extension System. Lexington, KY. December 2015.
- Extension Councils Task Force, (Task force chair and coordinating author of council system guidelines revisions), *KENTUCKY COOPERATIVE EXTENSION SERVICE COUNCIL SYSTEM GUIDELINES, Revised November 2015.* University of Kentucky, Cooperative Extension System. Lexington, KY. December 2015.
- Maurer, Rick & **Kahl, Daniel.** Business Retention and Expansion, Survey Compilation Report, Mason County, Maysville, KY. Delivered to Maysville Chamber of Commerce and delivered in a public forum. 2015 (co-author)
- Kahl, D.,** Tarpeh, S*. and the CLD 430 Fall 2015 Class*. *Leadership Winchester/Clark County Leadership Program Materials* 2015 (Project coordinator, co-author)
- Kahl, D.,** & Bond, M. *Rural Futures Framework Reflection Report.* A report to the Kettering Foundation. 2015 (Lead author).

Magazines, Newsletters, Other

- Kahl, Daniel.** Strengthening Community Development Across the South; Community Resource Development 101. *Around the South. Regional Spotlight.* Southern Rural Development Center Newsletter. December 2019. Vol. 15, No. 9. http://srdc.msstate.edu/newsletters/ats/15_9_dec19.html
- Kahl, Daniel.** Focusing on the Important: Determining Needs for Community and Economic Development Success. *Around the South. Regional Spotlight.* Southern Rural Development Center Newsletter. September 2018. Vol. 14, No. 9. http://srdc.msstate.edu/newsletters/ats/14_9_sept18.html#2
- Kahl, Daniel.** Life or Death; The Importance of Community Engagement. *CDS Vanguard.* May, 2018. <https://www.comm-dev.org/professional-development/vanguard>

- Kahl, Daniel**, & Hains, Kristina. Exploring Our Role as Community Development Professionals, *International Association of Community Development*, Feb. 2018. p.16-17. <http://www.iacdglobal.org/wp-content/uploads/2019/06/PI-10-for-online.pdf>
- Kahl, Daniel**. Using Councils for Effective Programs. *Around the South*. Southern Rural Development Center Newsletter. November, 2017. Vol. 13. No.11. <http://srdc.msstate.edu/newsletters/ats/>
- Kahl, Daniel**. Exploring innovative ways to strengthen communities. *CDS Vanguard*. September 2017. <https://www.comm-dev.org/professional-development/vanguard>
- Kahl, Daniel**. Strengthening Community by Design. *CDS Vanguard*. October 2017. <https://www.comm-dev.org/professional-development/vanguard>
- Kahl, Daniel**, Stanard, V. & Hains, K. Community Complications. *CDS Vanguard*. November 2017. <https://www.comm-dev.org/professional-development/vanguard>.
- Avila, B., Contreras, D, Lobb, J., Oscarson, R., & Smatters, C. *Mobilizing rural communities to prevent childhood obesity: A toolkit*. Edited by Gold, A., **Kahl, D.**, Keim, A. Mobley, A., Peters, P., Procter, S., & Remig, V. The Ohio State University. 2016 https://cph.osu.edu/sites/default/files/outreach/docs/cpc%20toolkit_FINAL_small2.pdf

SCHOLARLY PRESENTATIONS

Invited Presentations

- 2019 Upendram, Sreedhar, and **Kahl, Daniel**. *Building a Regional Coalition for Natural Resource Conservation*. Southern Regional Development Center Webinar.
- 2018 **Kahl, Daniel**. Foundations of Practice. Understanding Community Power Dynamics. National Webinar. Hosted through eXtension.
- 2018 **Kahl, Daniel**. *Fostering Effective Community Change; What roles are important for leading change?* 29th Annual Rural Community Economic Development Conference, Revitalization and Development Opportunities. Peoria, IL. Plenary presentation.
- 2018 **Kahl, Daniel**. *Leading Collaborative Change in Rural Communities*. 29th Annual Rural Community Economic Development Conference, Revitalization and Development Opportunities. Peoria, IL.
- 2017 **Kahl, Daniel**. *Designing Environmental Leadership Programs, Lessons Learned Through KELP*. University of Texas, El Paso, guest of the Center for Environmental Resource Management. El Paso, TX.
- 2014 **Kahl, Daniel**. *Designing Community Leadership Programs to Result in Community Leadership*. 25th Annual Rural Community Economic Development Conference, Revitalization and Development Opportunities. Peoria, IL.
- 2014 **Kahl, Daniel**. *Community Reinvention; Leadership to shape the future*. 25th Annual Rural Community Economic Development Conference, Revitalization and Development Opportunities. Peoria, IL.
- 2014 **Kahl, Daniel**. *Making a Difference in Your Community*, Kansas Health Foundation, 2014 Health Symposium, Wichita, KS.

- 2010 **Kahl, Daniel.** *Understanding Community Through the Community Capitals Model* Kansas Department of Health and Environment. Core Public Health. Topeka, KS.
- 2009 **Kahl, Daniel.** *Understanding Community Through the Community Capitals Model* Kansas Department of Health and Environment. Core Public Health. Topeka, KS.
- 2006 **Kahl, Daniel.** *Community Collaboratives.* Tobacco Free Kansas Coalition. Salina, KS. & BelAire, KS.
- 2003 **Kahl, Daniel.** *Developing Community PRIDE.* Community Development Institute. University of Central Arkansas. Rogers, AR.

Professional Presentations

- Upendram, Sreedhar, and **Kahl, Daniel.** *Building a Regional Coalition for Natural Resource Conservation.* Community Development Society Annual Conference, Columbia, MO 2019
- Davis, Alison, **Kahl, Daniel,** & Fawcett, Karen. *A Statewide Assessment of Community Priorities,* National Association of Community Development Professionals Annual Conference, Asheville, NC. 2019
- Kahl, Daniel,** *Multistate Partnerships* presenter and discussion leader, National Association of Community Development Extension Professionals Extension Program Leaders Meeting, Asheville, NC. 2019
- Welborn, Rachel, & **Kahl, Daniel,** *Advancing Our Work in Virtual Teams.* National Association of Community Development Professionals Annual Conference. Cleveland, OH. 2018.
- Kahl, D.,** Cavaye, J., Gulick, S., Hill, J., Phillips, R., & Stanard, V., *CDS Fellows Project Panel Discussion,* Community Development Society, Plenary Session. 2018
- Kahl, Daniel,** & Fawcett, Karen, *Rocking Healthy Community Connections.* National Association of Community Development Professionals Annual Conference. Cleveland, OH. 2018.
- Koo, Jayoung, **Kahl, Daniel,** Fawcett, Karen, Rossi, Jairus, & Namkoong, Kang. *Voices of Communities Aiming to Enhance Healthy Connections: Findings for Reshaping Policies, Systems, and the Environment.* Community Development Society. Detroit, MI. 2018.
- Holmes, P., **Kahl, D.,** & Martin, S. *Skillful Intervention, The Promise of Community Coaching.* Community Development Society/NACDEP conference, Big Sky, Montana. 2017
- Draeger, K., Lubischer, K., **Kahl, D.,** & Procter, D. *Strategies to Strengthen Rural Healthy Food Access.* Community Development Society/NACDEP Annual Conference, Big Sky, Montana. 2017
- Kahl, Daniel.** *Igniting the Spark for Community Development.* Professional development webinar coordinated through the Southern Rural Development Center. 2016
- Goridano, E., **Kahl, D.,** Rizzo, W. & Silvus, A. *Deliberative Approaches to Public Engagement: Practice and Analysis.* Community Development Society pre-conference workshop. Minneapolis, MN. 2016

- Alexander, M., Holmes, P., Johnson, S., **Kahl, D.**, Martin, S., & Sigworth, S. *Community Coaching Workshop*, Mobilizing Rural Low-Income Communities to Assess and Improve the Ecological Environment to Prevent Childhood Obesity. Orlando, Florida. 2015
- Bronkema, D., Emery, M., Fortunato, M., Hustedde, R., **Kahl, D.**, Redlin, M., & Rios, M. *Mobilizing Theory, Practice and Research to Create Sustainable Futures: Challenges and Innovations in Community Development Educational Programming*. International conference of the Community Development Society, Lexington, KY. 2015
- Kahl, D.**, Emery, M., & Leonard, J. *Community Coaching Chautauqua*. Pre-conference workshop for the Community Development Society, Dubuque, Iowa. 2014
- Kahl, D.**, Peterson, M. & Ivan, D. “*Stimulating a Renaissance Through Strategic, Systems Approach to Community & Economic Development*”. Community Development Society Annual Conference. Minneapolis, MN. 2014
- Kahl, Daniel.** *Who makes community change for whom? The Lived Experiences of Civic Leadership by Citizens in a Midwest Rural Community*. Community Development Society. Charleston, SC. July 2013
- Buro, B., Gold, A., **Kahl, D.**, & Keim, A. *Community Coaching to Prevent Rural Childhood Obesity*. Priester National Extension Health Conference. Corvallis, OR. April 2013
- Kahl, D.**, & Rice, T. Kansas PRIDE Program – a 40 year Partnership Program for Improving Kansas Communities. *National Association of Community Development Extension Professionals*. Park City, Utah. May 2012
- Kahl, Daniel.** Applying the Community Capitals Framework in the Healthy Ecosystems, Healthy Communities Project. *Rural Sociological Society and Community Development Society Conference*, Boise, Idaho July 2011
- Kahl, Daniel.** Qualitative research exploring Civic Leadership. *Rural Sociological Society and Community Development Society Conference*, Boise, Idaho July 2011
- Kahl, Daniel.** Introduction to Module 4; Community Bio-Energy Development. *National Ag. Extension Association Conference*, Kansas City, MO. Aug. 2011
- Kahl, Daniel.** Healthy Ecosystems/Healthy Communities. *National Association of Community Development Extension Professionals*, Philadelphia, PA. April 2007

Poster Presentations

- Griggeory, B., Vincent, S.K., **Kahl, D.W.**, & Hanley, C.D. (2018) *An Intra-Curricular Approach in Assisting Underserved Populations: Engaging the Community in Student Development*. Poster presentation, American Association for Agricultural Educators Southern Region Conference. New Orleans.
- Griggeory, B., Vincent, S. K., **Kahl, D. W.**, & Hanley, C. D. (2017). Developing Entrepreneurial Youth in Resource-Depleted Communities. Presented at the Association for Agricultural Education Research Conference, San Luis Obispo, CA.
- Fawcett, K. & **Kahl, D.** (2017) *Providing Healthy Community Connections: Supporting the health of Kentucky residents through Policy Systems and Environment focus group*

conversations. Poster presentation. Community Development Society/NACDEP conference, Big Sky, Montana

Kahl, Daniel. *Community Discussion on Declining Water Resources*. Poster session. Governor's Conference on Water and the Future of Kansas. Manhattan, KS. Oct. 2013

Kahl, Daniel. *Environmental Decision Making*. Poster Session. National Association of Community Development Extension Professionals, San Antonio, TX Feb. 2006

FACILITATED TRAININGS AND WORKSHOPS

- 2019 Davis, Alison, & Kahl, Daniel, in association with the Kentucky Economic Development Association. *Business Retention and Expansion*. Workshop for economic developers, Chamber and community leadership. 25 in attendance.
- 2019 Kahl, Daniel, Jakes, Susan, McCullough, Stacey, Welborn, Rachel, Shideler, Dave, Cole-Crosby, Iris, Moten-Thomas, Joy, Rebekka Dudensing Walker, Jamie Rae. Southern Region Rural Development Center, Extension Program Leaders Network training, *CD 101*. Workshop for Extension program leaders in the Southern Region focusing on community development. 18 in attendance.
- 2019 Davis, Alison, & Kahl, Daniel. Bourbon County Joint Planning Commission, Comprehensive Planning Process. Facilitate multiple public meetings to stimulate public involvement in the development of a County strategic plan.
- 2019 Kahl, Daniel, & Davis, Alison, Bourbon County Economic Development Association strategic plan update. Series of public workshops and facilitated plan.
- 2018 Kahl, Daniel. Pendleton County Leadership, *Creating Healthy Community Connections*.
- 2018 Davis, A., Kahl, D., and Nall, M. Rural Child Poverty Nutrition Program Summit, Virginia. (Collaborative design of the workshop, presentation coordination and facilitated planning exercises)
- 2018 Kahl, Daniel. University of Kentucky Cooperative Extension *Community Assessment orientation*, District 3. Carroll County, Ky. (explanation of focus group facilitation process)
- 2018 Nall, M., Kahl, D., & Pierce, H. University of Kentucky Cooperative Extension *Community Assessment orientation*, Pilot Counties. Clark County, Ky.
- 2018 Barton, S., Kahl, D., Ramsay, L., Marietta, S., Bond, M. *Downtown Revitalization Convening*, Pikeville, Ky.
- 2018 Kahl, Daniel, & Farrell, Shannon. *Exploring Leadership*. Leadership Winchester Clark County, 2019 (Introduction to Community Leadership, facilitation of opening session.)
- 2018 Kahl, D., Ramsay, L., & Hustedde, R. *Coaching Councils and Groups for Community Change*. Berea, KY. (Designed, coordinated and presented core materials)
- 2018 Kahl, D., Robinson, J., & Welborn, R.. *Working with Virtual Teams; Session 2* of a 3part series. (Co-Facilitate and present on-line module recorded for online materials)

- 2018 Kahl, Daniel. *How Can I Be of Service? Determining the Best Role for Community Engagement*. SRDC webinar, January. (present regional professional development webinar) <http://srdc.msstate.edu/trainings/crdwebinars.html>.
- 2018 Hustedde, R., Kahl, D., and Pohl, E. *Principles of Effective Communication*. Extension professional development training. University of Kentucky.
- 2017 Kahl, D. and Hains, K. *Community Development Society Fellows Program*. Host monthly learning workshops to engage membership in discussion and projects to strengthen community. September 2017 – June 2018.
- 2017 *Discovering Leadership*. Eight monthly program presentations for the 2017- 2018 Leadership Winchester/Clark County class. Presentations on *Understanding Community Leadership and Working Effectively in Groups*. Organized and integrated other training presentations September- May.
- 2017 Kahl, Daniel & Garkovich, Lorraine. *Power, Influence and Ethics in Extension* one day professional development workshop for Cooperative Extension. Clark County, Ky.
- 2017 Kahl, D. and Hains, K. *Community Leadership* New agent core training for Cooperative Extension. Frankfort, Ky.
- 2017 Emery, M., and Kahl, D. *Guiding Meaningful Change, Coaching for Results!* Extension professional development training. Purdue University.
- 2017 Hustedde, R., Kahl, D., and Pohl, E. *Principles of Effective Communication*. Extension professional development training. University of Kentucky.
- 2017 Alexander, M., Johnson, S., & Kahl, D. *Coaching Community Partnerships to Transform Communities*. Community Development Society/NACDEP Pre-conference workshop. Big Sky, Montana.
- 2017 Kahl, Daniel & Garkovich, Lorraine. *Power, Influence and Ethics in Extension* one day professional development workshop for Cooperative Extension. Clark County, Ky.
- 2017 Kahl, Daniel & Garkovich, Lorraine, *Facilitating Effective Group Outcomes for Extension* presentation to Extension District 7 agents and staff.
- 2017 Kahl, D., Hustedde, R., Pohl, L., & Garkovich, L, *Facilitating Effective Group Outcomes for Extension* presentation to State Extension Council Convention. Lexington.
- 2017 Bridge, J., Garkovich, L., & Kahl, D. *Facilitation for Extension*. Extension professional development training. (KERS) University of Kentucky. (14 attendance)
- 2016 *Community-based Leadership*. Provide eight monthly reading and reflection sessions for Leadership Winchester/Clark County for the 2016-17 class, September – May.
- 2016 *Community Leadership and Thinking, Working, Learning Styles*. Leadership Montgomery County.
- 2016 Bridge, J., Garkovich, L., & Kahl, D. *Facilitation for Extension*. Extension professional development training. University of Kentucky.
- 2016 Aull, M., Davis, A., Kahl, D., and Wellborn, R. *Organizing for Success*. Kickoff training for newly funded project teams with the Rural Child Poverty Nutrition Center. University of Kentucky.

- 2015 Davis, A. & Kahl, D. *Decision making for elected officials* – Kentucky Judges and Magistrates Conference. Frankfort, KY. University of Kentucky.
- 2015 Kahl, D., Aull, M., Garkovich, L., Hustedde, R., Pohl, L., & Ricketts, K. Coordination of *Strengthening Skills for Leadership* to staff at 3 rural hospitals. Coordinated and moderated a series of 5 workshops, each delivered by a UK CLD specialist. Co-presented two of the five content areas.
- 2015 Kahl, D., & Bond, M. Collaborated with Fine Arts Extension Agents on the hosting and documenting of community listening sessions in Greenup, Pike, and Whitley Counties. Data gathered contributed to the development of a Rural Issues Guide supported by the Kettering Foundation.
- 2015 Facilitated Economic Development visiting professors Danie Meyer, Wynand Grobler, and Herman van der Merwe from North-west University: Vaal Campus, Vanderbijlpark, South Africa with Bath County Youth Engagement Leadership Program
- 2015 Hustedde, R., & Kahl, D. Facilitated coordination of Grassroots Comics Workshop at Appalshop, July 2015, by international visitor Sharad Sharma, World Comics Network.
- 2015 Coordinate and host live workshop/webinar by Dr. Robert Long, Guest lecturer from Murray State University. *Strategic Community Philanthropy*. Extension professional development, University of Kentucky
- 2015 Kahl, D. Coordinate and host workshop/webinar by Dr. Jim Cavaye. *Fostering Capable Rural Communities – An Australian Perspective*. Extension professional development, University of Kentucky.
- 2015 Presentation to Leadership Winchester, Clark County on *Community Leadership and Thinking, Working, Learning Styles*.
- 2015 *Community Leadership and Thinking, Working, Learning Styles*. Leadership Montgomery County.
- 2015 Alexander, M., Holmes, P., Johnson, S., Kahl, D., Martin, S., & Sigworth, S. *Mobilizing Rural Low-income Communities to Assess and Improve the Ecological Environment to Prevent Childhood Obesity Community Coaching Workshop*. Orlando, FL.
- 2015 Presentation of Leadership Curriculum to Leadership Winchester Clark County developed by Fall 2015 CLD 430 class.
- 2014 *Community Coaching Chautauqua*. Community Development Society, Pre-Conference Workshop. Dubuque, Iowa
- Tools for Rural Grocery Stores*, Rural Grocery Summit, Manhattan, KS
- Facilitating Public Issues Forums*. Kahl, D., Whitney, D., Procter, D, Griffin, C., and McCants, T. Annual workshop hosted by the Institute for Civic Discourse and Democracy for KSU and public audience. Manhattan.
- 2013 *Community Discussions on Declining Water Resources*. K-State Research and Extension Annual Conference. Manhattan, KS.
- Designing Effective Public Meetings*. Dan Kahl and David Procter. Consultation with Public Education Dept., League of United Latin American Citizens, and American Indian Graduate Education Center for Core Curriculum meetings in New Mexico.

- Facilitating Public Issues Forums.* Kahl, D., Whitney, D., Procter, D, Griffin, C., and McCants, T. Annual workshop hosted by the Institute for Civic Discourse and Democracy for KSU and public audience. Manhattan.
- The Basics of Facilitation.* Kahl, D., Whitney, D., and Procter, D. Workshop for K-State Research and Extension, Northwest Area Extension District.
- Facilitating Public Issues Forums.* Kahl, D., Whitney, D., Procter, D., and Miller, R. Kansas Public Library Association, Johnson County, Kansas.
- 2012 *Facilitating Public Issues Forums.* Kahl, D., Whitney, D., Procter, D, Griffin, C., and McCants, T. Annual workshop hosted by the Institute for Civic Discourse and Democracy for KSU and public audience. Manhattan.
- Community Development Academy,* Kahl, D., Procter, D., Wilson, R., Beck, D., and St Clair, N. Central Kansas ESSDACK schools and area community groups. Great Bend, KS.
- Community Coaching.* Kahl, D., Alexander, M., and Wilson, R. Training for AFRI Obesity Prevention. Seven state AFRI grant participants. Manhattan, KS.
- 2011 *Facilitating Public Issues Forums.* Kahl, D., Whitney, D., Procter, D, Griffin, C., and McCants, T. Annual workshop hosted by the Institute for Civic Discourse and Democracy for KSU and public audience. Manhattan.
- Leadership and Community Engagement.* Kahl, D., Procter, D. and St Clair, N. Kansas Rural Housing Conference, Pre-conference workshop. Topeka, KS.
- Leadership and Community Engagement.* Kahl, D., Procter, D. and St Clair, N. League of Kansas Municipalities, Pre-conference workshop. Wichita, KS.
- Community Development Academy,* Kahl, D., Procter, D., Wilson, R., Beck, D., and St Clair, N. Northeast Kansas. 8 Community teams from Northeast Kansas. Manhattan KS.
- Community Coaching Academy,* Kahl, D., Procter, D., Wilson, R., Beck, D., and St Clair, N. Northeast Kansas. Community coach training. Manhattan, KS.
- Community Development Academy,* Kahl, D., Procter, D., Wilson, R., Beck, D., and St Clair, N. Southwest Kansas. 6 Community teams from Southwest Kansas. Garden City, KS.
- Leadership and Community Engagement, and Engaging communities through Healthy Ecosystems/Healthy Communities.* KSU Community Sustainability Conference, Manhattan, KS.
- 2010 *Community Coaching Academy,* Kahl, D., Procter, D., Wilson, R., Beck, D., and St Clair, N. Northwest Kansas. Community coach training. Colby, KS.
- Community Development Academy,* Kahl, D., Procter, D., Wilson, R., Beck, D., and St Clair, N. Northwest Kansas. Six Community teams from Northwest Kansas. Colby, KS.
- Community Coaching Academy,* Kahl, D., Procter, D., Wilson, R., Beck, D., and St Clair, N. Southeast Kansas. Community coach training. Independence, KS.

- Community Development Academy*, Kahl, D., Procter, D., Wilson, R., Beck, D., and St Clair, N. Southeast Kansas. Eight Community teams from Southeast Kansas. Independence, KS.
- 2009 *Facilitating Public Issues Forums*. Kahl, D., Whitney, D., Procter, D, Griffin, C., and McCants, T. Annual workshop hosted by the Institute for Civic Discourse and Democracy for KSU and public audience. Manhattan.
- 2008 *Facilitating Public Issues Forums*. Kahl, D., Whitney, D., Procter, D, Griffin, C., and McCants, T. Annual workshop hosted by the Institute for Civic Discourse and Democracy for KSU and public audience. Manhattan.
- Facilitating Public Issues Forums*. Kahl, Dan and Procter, David. Wisconsin Institute of Public Policy and Service, University of Wisconsin..
- Facilitating Public Issues Forums*. Kahl, Dan and Procter, David. International Community Development Society Pre-conference workshop. Saskatoon, Saskatchewan, Canada.
- 2007 *Facilitating Public Issues Forums*. Kahl, D., Whitney, D., Procter, D, Griffin, C., and McCants, T. Annual workshop hosted by the Institute for Civic Discourse and Democracy for KSU and public audience. Manhattan.
- Grassroots Community Development Training: Facilitation skills, Community Asset Mapping, and Visioning Area* workshops for USDA Rural Development. KS.
- Regional Partnerships*. Kansas Annual Economic Development Conference, Salina, KS.
- Volunteer community action teams*. Kansas PRIDE and Extension Community Improvement workshop.
- 2006 *Community Development Academy*. Training for Community teams. Manhattan, KS.
- Facilitating Public Issues Forums*. Kahl, D., Whitney, D., Procter, D, Griffin, C., and McCants, T. Annual workshop hosted by the Institute for Civic Discourse and Democracy for KSU and public audience. Manhattan.
- Dimensions of Diversity Workshop*. Kahl, D., Bolton, D., and Wilson, R. Extension Professional Development. Garden City, KS.
- Effective Teams*. Kansas Department of Health and Environment WRAPS conference. Salina, KS
- Getting Things Done in Rural Communities*. Kansas Annual Economic Development Conference. Lindsborg, KS.
- Grassroots Community Development Training: Facilitation skills, Community Asset Mapping, and Visioning Area* workshops for USDA Rural Development. KS.
- 2005 *Dimensions of Diversity Workshop*, Dan Kahl and Ron Wilson. Extension Professional Development training. Junction City, KS.
- Grassroots Community Development Training: Facilitation skills, Community Asset Mapping, and Visioning Area* workshops for USDA Rural Development. KS.
- 2004 *Grassroots Community Development Training: Facilitation skills, Community Asset Mapping, and Visioning Area* workshops for USDA Rural Development. KS.

2003 *Healthy Communities, Healthy Ecosystems* Workshop for community action teams. Salina, KS.

Teambuilding. Kansas Main Street Annual Conference. Topeka, KS. 2003

Grassroots Community Development Training: Facilitation skills, Community Asset Mapping, and Visioning Area workshops for USDA Rural Development. KS.

Developing Community PRIDE, University of Central Arkansas. Community Development Institute. Rogers, AR.

Webinars and On-line Instruction

- 2019 Kahl, Daniel, & Hustedde, Ron. *Hosting Community Conversations*. University of Kentucky Cooperative Extension System. Recorded webinar.
- 2019 Kahl, Daniel. *Utilizing the County Assessment with Councils and Committees*. University of Kentucky Cooperative Extension System. Recorded webinar. 76 in attendance.
- 2019 Kahl, Daniel. *Understanding Community Power Dynamics*. Extension professional development training (KERS)
- 2019 Upendram, Sreedhar, and **Kahl, Daniel**. *Building a Regional Coalition for Natural Resource Conservation*. Webinar for the Southern Region Rural Development Center.
- 2019 Kahl, Daniel. *Understanding Community Power Dynamics*. Foundations of Practice. Hosted through eXtension
- 2018 Kahl, Daniel, & Davis, Alison. *Designing our Future: Project Sustainability*.
- 2018 Kahl, Daniel. *Understanding Community Power Dynamics*. Extension professional development training (KERS)
- 2018 Wellborn, R., Kahl, D., & Robinson, Julie. *Working with Virtual Teams, Session 2*. <http://srdc.msstate.edu/virtualteams/index.html>
- 2017 Kahl, D. *Tools for Stronger Coalitions*, webinar for Rural Child Poverty Nutrition Center project teams.
- 2017 Hustedde, R. & Kahl, D. *Hosting Community Conversations*. Extension professional development training. (KERS and external) Webinar. 40 registered.
- 2017 Kahl, Daniel. *Tools for Effective Coalition Assessment*. Webinar for project teams of the Rural Child Poverty Nutrition Center. University of Kentucky.
- 2017 Kahl, D., Davis, A. & Hargrove, W. *Identifying Creative Ways to Address Issues of Transportation in Rural Areas*. Interactive Webinar for project teams of the Rural Child Poverty Nutrition Center.
- 2017 Kahl, Daniel. *Understanding Community Power Dynamics*. Extension professional development training (KERS)
- 2017 Kahl, D. Foundations of Practice, *Understanding Communities and Their Dynamics; Community Power Structure*. Webinar. eXtension Professional Development offering: <http://articles.extension.org/pages/68894/understanding-communities-and-their-dynamics>
- 2016 Kahl, D. *Understanding Community Power Dynamics*. Foundations of Practice webinar. 86 attended.

- 2016 Kahl, D. *Designing Community Collaborative Efforts*, RCPNC Webinar for coalition teams.
- 2016 Kahl, D. *Building Successful Coalitions* on-line webinar for RCPNC coalition teams.
- 2015 Kahl, D. Foundations of Practice, *Understanding Communities and Their Dynamics; Community Power Structure*. Webinar. Southern Regional Development Center.
- 2015 Kahl, D., Smutko, S., Wright, W. *Public Talk, Public Action*. eXtension webinar to develop an active community of practice within the eXtension system.
- 2013 Kahl, D. Foundations of Practice, *Understanding Communities and Their Dynamics; Community Power Structure*. Southern Regional Development Center.
- 2013 Kahl, D., & Miller, R. *Strategic Planning*. Session 4 of the Community Board Leadership Series offered through K-State Research and Extension.
- 2013 Kahl, D., & Foster, D. The Practice of Community Development; An Online Interactive Course. A five session professional development offering for USDA Rural Development.
- 2012 Coltrane, D., Kahl, D., & Miller, R. *Strategic Planning*. Session 4 of the Community Board Leadership Series offered through K-State Research and Extension.
- 2012 Kahl, D. *Introduction to Community Coaching* webinar for Children Youth and Families at Risk (CYFAR) network. Archived at http://www.cyfernet.org/article.php?mode=b&c=1614&resource_id=136462011
- 2011 Kahl, D. Foundations of Practice, *Understanding Communities and Their Dynamics; Community Power Structure*. Southern Regional Development Center.
- 2010 Kahl, D. Foundations of Practice, *Understanding Communities and Their Dynamics; Community Power Structure*. Southern Regional Development Center.
- 2009 Kahl, D. Foundations of Practice, *Understanding Communities and Their Dynamics; Community Power Dynamics*. Southern Regional Development Center. Archived at: <http://srdc.msstate.edu/fop/levelone/trainarc/09fall.html>

Extension Community Support Services

Business Development

- 2019 Frankfort Business Retention and Expansion assessment for minority owned business with Kentucky State University and the Frankfort Chamber of Commerce (Assessment July -November 2019)
- 2019 *Harland County Business Retention and Expansion Summary Report*. Delivered to Harlan Economic Development Partners and presented in a public forum.
- 2018 *Crittenden County Business Retention and Expansion Summary Report*. Crittenden County Chamber of Commerce, Economic Development Board and community members (25 businesses represented)
- 2017 Crittenden County Chamber and Economic Development Board. Series of meetings for planning Business Retention and Expansion (BR&E) survey and volunteer training for BR&E interviewers.

- 2017 Danville Main Street Director, Planning discussion for Business Retention and Expansion program.
- 2017 Caldwell County Extension, series of planning calls and a facilitated meeting to address conflict and organizational changes with Farmers Market reorganization.
- 2017 Pineville, KY. *Business Retention and Expansion Summary Report*. Pineville Main Street Program, elected officials, and community members (16 businesses represented).
- 2016 Maysville/Marion County *Business Retention and Expansion Summary Report*. Maysville Chamber of Commerce, Economic Development Board, and community members (28 businesses represented).
- 2015-16 Business Retention and Expansion program orientation and planning meetings (4). Maysville, KY. Program work with the Chamber of Commerce, Extension, and County Economic Development.
- 2015-17 Business Retention and Expansion program orientation and planning meetings (4). Maysville, KY. Program work with the Chamber of Commerce, Extension, and County Economic Development.

Extension Public Engagement

- 2019 Clark County Environmental Education Network. Facilitate initial convening of the group to establish purpose, vision, and structure. Winchester, KY.
- 2019 Kentucky Woodlot Owners Association, Planned and conducted a five year strategic planning workshop. Lexington, Ky.
- 2019 Clark County Extension, Agriculture and Local Food Alliance (ALFA) Association strategic planning
- 2018-19 Bourbon County Economic Development Association, Strategic Plan Development facilitation. Series of three public engagement workshops.
- 2018-19 Bourbon County Planning Commission, Comprehensive Plan Development. Facilitated public engagement in the development of a county comprehensive plan. Series of engaged planning services.
- 2018-19 Riverlands Alliance. Facilitate the development of a multi-state, local, State, and Federal Agency alliance to address natural resource protection in Kentucky and Tennessee. (In collaboration with UT Extension, provide planning, facilitation, and on-going follow-up including grant writing assistance and extension project support services)
- 2018 Clark County Extension, Agriculture and Local Food Alliance (ALFA) Community event planning retreat facilitation
- 2018 Rural Retail Steering Committee, Create Bridges Forum, Manchester, Ky. Public planning focus group.
- 2017 *Pathways to Health* Community focus groups in Jackson, Owsley, Knott and Breathitt Counties. Facilitated 3 per county with service providers and community members for a total of 12 focus groups.

- 2017 *Charles Young Center neighborhood survey.* Worked with board of directors from the Charles Young Center (Lexington, KY) to create and administer a facility and program needs assessment survey of neighborhood residents. Collected 50 surveys, compiled, analyzed, and reported results.
- 2017 *The Future of Woodford County: How can we strengthen our Community?* A facilitated discussion testing a Kettering Foundation discussion guide and framework with the Woodford County Extension Council. Worked with CEDIK team in an arts-based discussion forum.
- 2016 *First Impressions Pulaski County:* Supervised assessment and delivery of results to Pulaski County Chamber of Commerce and interested community members. CEDIK staff facilitated report out to 150 community members resulting in the formation of community action strategies.
- 2016 Facilitated National Issues Forums Institute Forum *Making Ends Meet* with 25 students in Community and Leadership Development (CLD 375).
- 2016 Provided *Issues Forum Moderator Training* for environmental studies class at Eastern Kentucky University in preparation to host a forum on climate change.
- 2016 *Pathways to Health* Community focus groups in Madison, Boyle, Lincoln and Bourbon Counties. Facilitated events in each county with service providers and community members for a total of 10 focus groups.
- 2016 Public Issues Forum Facilitation. National Issues Forum materials testing; *Making Ends Meet* with CLD 375 Class. Review and reflections provided to the Kettering Foundation.
- 2015 Facilitated interested association representatives in organizing forums for promotion of the arts. Outcome was the formation of Kentuckians for the Arts, a 501(3)c organization. <https://www.facebook.com/groups/kentuckyforart/> Frankfort, Ky.
- 2015 *First Impressions Program* assessment and report, Lyon County. Resulted in immediate improvements in signage in the county.
- 2014 Facilitate organizing forum for the *Kentuckians for the Arts* Second organizing convening in Lexington, Ky.

COURSE INSTRUCTION

- Fall 2019 CLD 430 *Community Leadership.* Community & Leadership Development Department, College of Agriculture, Food & Environment. University of Kentucky, 24 enrolled.
- Spring 2019 CLD 430 *Community Leadership.* Community & Leadership Development Department, College of Agriculture, Food & Environment. University of Kentucky, 30 enrolled.
- Fall 2018 CLD 430 *Community Leadership.* Community & Leadership Development Department, College of Agriculture, Food & Environment. University of Kentucky, 33 enrolled.

- Fall 2018 CLD 495 -002 Introduction to Facilitation. Community & Leadership Development Department, College of Agriculture, Food & Environment. University of Kentucky. 12 enrolled.
- Spring 2018 CLD 430 *Community Leadership*. Community & Leadership Development Department, College of Agriculture, Food & Environment. University of Kentucky, 25 enrolled.
- Fall 2017 CLD 495 -002 *Introduction to Facilitation*. Community & Leadership Development Department, College of Agriculture, Food & Environment. University of Kentucky, 11 enrolled.
- Fall 2017 CLD 430 *Community Leadership*. Community & Leadership Development Department, College of Agriculture, Food & Environment. University of Kentucky, 25 enrolled
- Spring 2017 CLD 430 *Community Leadership*. Community & Leadership Development Department, College of Agriculture, Food & Environment. University of Kentucky,
- Fall 2016 CLD495 -002 *Introduction to Facilitation*. New Course Prep. Community & Leadership Development Department, College of Agriculture, Food & Environment. University of Kentucky, 12 enrolled.
- Fall 2016 CLD 260 *Community Portraits*. New Course Prep. Community & Leadership Development Department, College of Agriculture, Food & Environment. University of Kentucky, 45 enrolled.
- Spring 2016 CLD 375 *Adult and Contemporary Education*. New Course Prep. Community & Leadership Development Department, College of Agriculture, Food & Environment. University of Kentucky, 29 enrolled.
- Fall 2015 CLD 430, *Community Leadership*. New Course Prep. Community & Leadership Development Department, College of Agriculture, Food & Environment. University of Kentucky, 14 enrolled.
- Spring 2015 CLD 460, *Community Development and Change*. New Course Prep. Community & Leadership Development Department, College of Agriculture, Food & Environment. University of Kentucky, 12 enrolled
- Spring 2015 Kahl, Daniel. *The Practice of Community Development; An Online Interactive Course*. Instructor for a five-session professional development offering for USDA Rural Development. Coordinated through the North Central Regional Center for Rural Development at Michigan State University.
- Fall 2014 CDPLN 635. *Community Leadership and Capacity Building*. Great Plains Interactive Distance Education Alliance (GPIDEA) Graduate Program in Community Development. Web-based instruction. Landscape Architecture and Community Planning. Kansas State University.
- Fall 2014 Kahl, Daniel. *The Practice of Community Development; An Online Interactive Course*. A five-session professional development offering for USDA Rural Development. Sponsored by USDA Office of Rural Development. Coordinated

through the North Central Regional Center for Rural Development at Michigan State University.

STUDENT ADVISING

Graduate Student Committees

Committee Co-Chair. Rebecca Warta. Master's Thesis: *Exploring the Quality of Life Impact of the Bluegrass Double Dollars Program*. Graduation May 2017.

https://uknowledge.uky.edu/cgi/viewcontent.cgi?article=1035&context=cld_etds

Graduate Committee Member. Samson Tarpeh. Master's Thesis: *The Role of the Community Capital Framework and Christian Faith-based Community Development Organizations in Kentucky*. Graduation May 2017.

https://uknowledge.uky.edu/cgi/viewcontent.cgi?article=1042&context=cld_etds

Graduate Committee Chair. Tiffany Dupont. Master's Thesis: *Community engagement impacts of hosting community-driven online arts awareness platforms*. Anticipated Graduation 2020

External Examiner

University of Southern Queensland Graduate Office, external examiner. Hasanthi Buddhika Wirasagoda Arachchillage Ph.D. thesis, *Promoting Rural Women as Change Agents Through Access to Digital Technology*. June 2019

Undergraduate Student Advising

2014 – 2019 Provided formal undergraduate registration support and counseling to 18 assigned degree seeking students.

Supervised Student work

2014- 2019 Provided supervision and guidance to 12 undergraduate students in roles ranging from creation of curriculum to community support services.

SERVICE

Professional Organizations

- 2016-2018 Membership Committee, National Association of Community Development Extension Professionals (NACDEP).
- 2015-17 Community Development Society (CDS) Annual conference planning committee (Lexington, KY; St. Paul, Minnesota; Big Sky, Montana)
- 2014- 2017 Community Development Society, Board of Directors.
Co-Chair, Marketing and Membership Committee 2014 - 2017
- 2010-Present Community Change Network member. Professional working group.
- 2009-15 Founding Member, Deliberative Dialogue eXtension “Public Talk, Public Action” Community of Practice

College

- 2015-19 Southern Region Program Leaders Network. Co-representative of UK Extension Community and Economic Development to advance CED in the Southern Region.

- 2019 County Extension Program Review Team, Jeff Young, Team leader. Butler, Grayson, Edmonson, and Hart Counties.
- 2018-19 Extension County Needs Assessment Implementation Team (Primarily responsible for the development of focus group and key informant interview data collection and reporting)
- 2018 Barnhart Fund for Excellence selection committee member 2018-2020
- 2018 County Extension Program Review Team, Jeff Young, Team leader. Rowen, Knott, Pike, and Logan Counties.
- 2017 County Extension Program Review Team. Debra Cotterill, team leader, Adair, Tylor Counties
- 2016 County Extension Program Review Team. Gary Palmer, team Leader. Jessamine, Wayne, Woodford Counties.
- 2015 Search Committee. Community and Leadership Development Department, Department Chair position. College of Ag. Food and Environment, University of Kentucky.
- 2014/15 Extension Councils Task Force, UK Cooperative Extension, College of Ag. Food and Environment, University of Kentucky. (Chair of task force to evaluate and recommend improvements for the County Extension Councils structure and operations)

Department

- 2019 Ad-hoc Committee to address department hire process improvement, Community and Leadership Development Department, University of Kentucky
- 2018-19 Search Committee, Engaged Community Research Assistant Professor Position, Community and Leadership Development Department, University of Kentucky
- 2018 Ad-Hoc Committee for Position Description Development, Community and Leadership Development Department, University of Kentucky
- 2018 Search Committee, Assistant/Associate Professor, Extension Community and Leadership Development Department, University of Kentucky
- 2017-18 Program Committee, Community and Leadership Development Department. University of Kentucky.
- 2017-2020 Supervisory Committee for the Duvall Endowment Fund for Leadership Development, University of Kentucky.
- 2017-2020 Administration Advisory committee, Community and Leadership Development Department, University of Kentucky
- 2015-2017 Awards and Recognition Committee, Community and Leadership Development, Department, College of Ag. Food and Environment, University of Kentucky.

- 2016 Center for Leader Development, Advisory Council. Community and Leadership Development Department, College of Ag. Food and Environment, University of Kentucky.
- 2016 Search committee, Administrative Support Associate 1 position. Community and Leadership Development Department, College of Ag. Food and Environment, University of Kentucky.
- 2014-15 Undergraduate Committee member, Community and Leadership Development Department. University of Kentucky

Other Professional Service

- 2019 Establish a Memorandum of Understanding with North West University, South Africa to establish collaborative teaching, learning and project initiatives between UK CLD/CEDIK and the NWU Economics and Trade Departments.
- 2017-2019 Operation Making a Change (OMAC). Connect financial resources and volunteers through CLD 430 to gain exposure to community volunteer activities and purchase supplies for at risk youth involved in OMAC.
- 2017 Charles Young Community Center. Community program needs and interest survey. Lexington, KY. (designed and distributed survey, collected results, compiled and delivered report to the board of directors)
- 2016 Kentuckians for the Arts: Strategic facilitation for the development of a 501(c)3 organization. (supported network in organizing, identifying purpose, mission, vision and organizational structure)
- 2017 Community Development Society, Annual Conference Presentation proposal reviewer.
- 2016 Community Development Society, Annual Conference presentation proposal reviewer.
- 2015 Blind Peer Review Editor, *Journal of the Community Development Society Special Issue*. 8 articles.
- 2014 Blind Peer Review Editor, *Journal of the Community Development Society*
- 2013 Blind Peer Review Editor, *Journal of the Community Development Society*
- 2013 Conference presentation reviewer, *Engaged Scholarship Consortium*
- 2007/08 Team Leader, Community and Economic Development Professional Development. Kansas State Research and Extension
- 1999 – 2007 Leadership Excellence And Dynamic Solutions (LEADS) team member and Chair. Kansas State University Research and Extension
- 2005-2007 Institute for Civic Discourse and Democracy, Provost's Targeted Excellence project team. Kansas State University
- 2006/07 Leadership Studies Advancement Council. Leadership Studies Department, Kansas State University

Brad L. Olson

Updated July 2019

Work

511 Garrigus Building
Lexington, KY 40546
Brad.Olson@uky.edu

EDUCATION

- 2019 **Ph.D. Agricultural & Extension Education**
Dept. of Agricultural Economics, Sociology, and Education
The Pennsylvania State University
- 2012 **Dual-title M.S. Agricultural & Extension Education and
International Agriculture & Development**
Dept. of Agricultural Economics, Sociology, and Education
The Pennsylvania State University
- 2010 **B.A. International Politics**
Dept. of Political Science
Minors in International Agriculture and Middle East Studies
The Pennsylvania State University, University Park, PA

PROFESSIONAL EMPLOYEMENT

- 2019-present Assistant Professor, Agricultural and Public Communications
Dept. of Community and Leadership Development
University of Kentucky
- 2013-2019 Instructor, Agricultural Communications and Leadership Development
Dept. of Agricultural Economics, Sociology, and Education
The Pennsylvania State University
- Fall 2012 Teaching Assistant (wage payroll solo instructor)
Dept. of Agricultural Economics, Sociology, and Education
The Pennsylvania State University
- 2010-2012 Graduate Teaching/Research Assistant
Dept. of Agricultural and Extension Education
The Pennsylvania State University

TEACHING EXPERIENCE

University of Kentucky

Community and Communications: Exploring Their Intersections
Fall (2019) and Spring (2020 – planned)

Writing for Community Media
Spring (2020 – planned)

The Pennsylvania State University

Advanced Agricultural Multimedia Production (experimental)
Spring (2015)

Advanced Agricultural Writing
Spring (2013-2019)

Communication in Agricultural and Natural Resource Careers
Fall & Spring (2015-2019)

Communication Methods & Media
Fall (2012-2018) & Spring (2018-2019)

Developing Youth Leadership through Organization and Program Structure
Fall (2013-2018)

Leadership Development for Small Groups
Spring (2013-2019)

Leadership Practices: Power, Influence, and Impact (25% co-taught)
Fall (2014)

Program Design & Delivery (50% co-taught)
Fall (2014)

Teaching and Learning in the Agricultural Sciences (taught unit on TWT Certificate)
Spring (2013)

Student Evaluations of Course and Instruction

University of Kentucky

Evaluations will be updated at the end of the Fall 2019 semester.

The Pennsylvania State University

Rating scale = 1 (lowest) to 7 (highest)

Abbreviated Course Title	Times Taught	Cumulative Response Rate	Cumulative QOC ^a Mean	Cumulative QOI ^b Mean
Developing Youth Leadership Through Organization and Program Structure	6	40 / 97 (41.2%)	6.35	6.78
Communication in Agricultural and Natural Resource Careers	8	90 / 217 (41.5%)	6.05	6.63
Leadership Development for Small Groups	7	128 / 283 (45.2%)	6.34	6.77
Communication Methods and Media	9	102 / 222 (45.9%)	6.06	6.68

Note. ^a Quality of Course; ^b Quality of Instruction; Not included are: two co-taught courses; one experimental course; and five sections of advanced agricultural writing that where enrollments were too small to accurately use the university's evaluation.

Curriculum Development & Revision

Revision of the Agricultural & Extension Education (AEE) M.S. and M.Ed. and Applied Youth, Family, and Community Education (AYFCE) M.Ed. (2015-2018)

Facilitated the effort to add two graduate options and restructure the AEE M.S./M.Ed. programs and drop the AYFCE M.Ed. by coordinating meetings, soliciting feedback, drafting the proposal according to graduate curricular review guidelines, and responding to three rounds of committee review comments.

PUBLICATIONS

Peer-Reviewed Journal Articles

Olson, B. & Brennan, M. (2017). From community engagement to community emergence: The holistic program design approach. *International Journal of Research on Service-Learning and Community Engagement*, 5(1), 5-19.

Radhakrishna, R., **Olson, B. L.**, & Chaudhary, A. K. (2017). A conceptual model for selecting extension delivery methods to plan better programs. *Journal of Human Sciences and Extension*, 5(3), 132-142.

Tobin, D. Bruening, T., Brennan, M., & **Olson, B.** (2012). Agricultural extension and market-led agrarian reform: Findings from an exploratory case study in Limpopo province, South Africa. *Journal of International Agricultural and Extension Education*, 19(2), 39-52.

Book Chapter

Olson, B. & Brennan, M. A. (2018). From community engagement to community emergence: A conceptual framework and model to rethink youth-community

interaction. In S. Kenny, B. McGrath, & R. Phillips (Eds.), *The Routledge Handbook of Community Development* (pp. 264-278). New York, NY: Routledge.

Manuscripts Submitted/In-Review

None at this time

Manuscripts in Preparation

Olson, B. (in preparation). Measuring community participation factors, intent, and behavior: Existing instruments and a proposed 'willingness to participate' index.

Olson, B., & Brennan, M. (in preparation) Modeling the correlates of community participation among students and faculty members at a Land-Grant university.

Olson, B. (in preparation). Creating a venue for interaction: Using university and community stakeholder preferences to guide engagement project design.

Olson, B. (in preparation). A multi-stakeholder view on the role of a land-grant university in community development.

AWARDS & HONORS

2016 The Paul R. and Joan M. Shellenberger Award for Excellence in Undergraduate Teaching (College of Agricultural Sciences, The Pennsylvania State University)

2014 Emerging Engagement Scholar – selected as one of 20 early-career scholars to attend two-day pre-conference mentoring workshop (Engagement Scholarship Consortium)

GRANTS

Funded

Year	Role	Title	Amount (\$)	Sponsor
2014	PI	Technology upgrades for integrating AESE teaching, research, & extension functions through AGCOM multimedia production	10,946.19	Department of Agricultural, Economics, Sociology, and Education
2014	Co-PI	Engaging youth & community through media (<i>accepted for funding, but withdrew</i>)	1,800.00	Adobe Youth Voices and TakingITGlobal
<i>Total Funding Awarded</i>			<i>12,746.19</i>	

Non-funded

Year	Role	Title	Amount (\$)	Sponsor
2017	PI	Community Engagement at Penn State: Fact or Fiction?	2,499.00	Penn State College of Agricultural Sciences Graduate Student Competitive Grant Program
2017	PI	Assessing community information strengths and needs in rural Pennsylvania	11,000.00	The Center for Rural Pennsylvania
2015	Co-PI	Global partners, local projects: Piloting a network of student-faculty research teams to enhance global engagement	25,000.00	Penn State College of Agricultural Sciences Strategic Initiatives and Networks Program
2015	PI	Who benefits? Perceptions of university-community engagement in education and rural development	13,425.00	The Center for Rural Pennsylvania
<i>Total Funding Applied For</i>			<i>51,924.00</i>	

CONFERENCE, SEMINAR, & PROGRAM ACTIVITY

Events Organized & Assisted

UNESCO Symposium at Croke Park on Youth Leadership Development & Engagement Through Sport and Recreation. 2014. Dublin, Ireland

Launch of UNESCO Chair Program at Penn State. 2013. University Park, PA.

Global Knowledge Initiative - Penn State Africa Collaboration Colloquium. (2012). University Park, PA.

Penn State Fulbright Global Food Security Seminar. (2012). University Park, PA.

Global Engagement Leadership Experience Program. (2011, 2012). Howard, PA.

Presentations & Workshops

Olson, B. (2018). Comparing university and local government preferences for community project characteristics, activities, and outcomes. Presentation: *19th Annual Conference of the Engagement Scholarship Consortium*, October 2. Minneapolis, MN.

Olson, B. (2018). Modeling the correlates of faculty and students' willingness to participate in community development projects. Presentation: *19th Annual*

Conference of the Engagement Scholarship Consortium, October 3. Minneapolis, MN.

- Olson, B.** (2018) Voicing your vision. Workshop: Pennsylvania 4-H State Leadership Conference, January 26. University Park, PA. Facilitated three 1 hour-long workshops to approx. 50 high school youth
- Olson, B., & Brennan, M.** (2016). The holistic program design approach to curricular-based engagement. Workshop: *17th Annual Conference of the Engagement Scholarship Consortium*, October 12. Omaha, NE.
- Olson, B.** (2016) Your vision, your voice. Workshop: Pennsylvania 4-H State Leadership Conference, February 14. University Park, PA. Facilitated three 1 hour-long workshops to approx. 40 high school youth
- Olson, B., & Brennan, M.** (2015). An engagement model for shaping and assessing university-community interaction. Presentation: *16th Annual Conference of the Engagement Scholarship Consortium*, September 30. University Park, PA. Presented to approx. 20 administrators, faculty, staff, and engagement professionals
- Olson, B., & Brennan, M.** (2015). A preliminary model for developing, evaluating, and communicating student experiences. Presentation: *2nd Annual Engaged Scholarship Symposium*, March 31. University Park, PA. Presented to approx. 80 administrators, faculty, and staff
- Olson, B.** Seek your vision, shape your vision, share your vision. Workshop: Pennsylvania 4-H State Leadership Conference, January 31. University Park, PA. Facilitated three 1 hour-long workshops to approx. 60 high school youth
- Radhakrishna, R., **Olson, B. L.**, & Chaudhary, A. K. (2014). A 3D Model Linking Extension Delivery Methods to Better Program Outcomes. Paper presentation: *28th Annual Conference of the American Evaluation Association*. October 15-18. Denver, Colorado.
- Radhakrishna, R., **Olson, B. L.**, & Ewing, J.C. (2013). Is there a relationship between test review, sample test, and test performance? Paper presentation: *59th Annual NACTA Conference*, June 25-29. Virginia Tech, VA. Abstract published in proceedings of the NACTA Conference. Abstract #21, p. 25-26.

INVITED TALKS

On-Campus

- 2013 AgSci Media Commons Department Brownbag. Media Commons partnership, multimedia projects, and ePortfolios in AEE courses.
- 2012 Penn State Media Commons Tailgate. Multimedia projects and ePortfolios in AEE 440.

INTERNATIONAL EXPERIENCE

Course-Related

- 2013 Faculty Co-Lead - 3-week undergraduate study trip in Nairobi and central Kenya
- 2009 Undergraduate Participant - 4-month study of language, history and culture in Amman, Jordan with travel to Egypt, Syria, and Lebanon

Research-Related

- 2012 Graduate Researcher - 3-week qualitative research trip in and around Moscow, Russia
- 2011 Graduate Researcher/Multimedia Producer - 7-week qualitative research and multimedia production trip in central Kenya
- 2011 Graduate Researcher - 3-week qualitative research in Western Cape and Limpopo provinces, South Africa

PROFESSIONAL SERVICE

Service to the Profession

Manuscript Reviewer, Journal of the Community Development Society (2017-present)

Service to the Department and University

Committee Member, IT-Web (2015-2018)

Committee Member, AEE/AG SC Undergraduate Programs (2013-present)

Program Assistant, UNESCO Chair program at Penn State (2012-2016)

AEE Program Coordinator, Teaching With Technology certificate program (2012-2015)

Multimedia (photo and video) production (2012-present)

Service to the Public

PSA video production for the Pennsylvania Fish & Boat Commission (2015)

Informational video for exhibit display for the Pasto Agricultural Museum (2018)

ADDITIONAL TRAINING

2015	Penn State Online Teaching Certificate
2012	Teaching With Technology Certificate
2010	Global Engagement Leadership Experience Program

PROFESSIONAL SKILLS

Proficiency levels: *fundamental awareness; novice; intermediate; advanced; expert*

Adobe Photoshop (visual editing/creation software)	<i>novice</i>
Digital photography and video production	<i>expert</i>
Document/publication design	<i>advanced</i>
IBM SPSS Statistics	<i>intermediate</i>
Macintosh creative suite (photo and video editing)	<i>expert</i>
Microsoft Office suite (Word, Excel, PowerPoint)	<i>advanced</i>
WordPress (website platform)	<i>novice</i>

Karen Eugenie Rignall

Department of Community and Leadership Development
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krign2@uky.edu

University of Kentucky
Lexington, KY 40546

ACADEMIC APPOINTMENTS

Assistant Professor. Department of Community and Leadership Development, with a secondary appointment in the Department of Sociology, University of Kentucky, August 2015-present.

National Science Foundation Post-Doctoral Fellow. Department of Agricultural Economics, University of Kentucky, August 2013-July 2015.

Qatar Post-Doctoral Fellow. Center for Contemporary Arab Studies, Georgetown University, Washington, DC, August 2012-June 2013.

EDUCATION

Ph.D. Cultural Anthropology, University of Kentucky, 2012.

M.A. Cultural Anthropology and History, *University of Michigan-Ann Arbor*, 1998.

M.P.A. Woodrow Wilson School for Public and International Affairs (international economic development), *Princeton University*, 1994.

B.A. Woodrow Wilson School for Public and International Affairs (international economic development) with a certificate in Near Eastern Studies, *Princeton University*, 1992.

Additional Education

Center for Arabic Studies Abroad. Year-long intensive study to achieve fluency in Modern Standard/Classical Arabic. American University in Cairo, 1995-1996.

RESEARCH PROJECTS

- Understanding Rural Economic Dynamics in Appalachian Kentucky: Rural Livelihood Strategies and Access to Productive Resources (Agricultural Experiment Station)
- Stories of Place in a Changing Appalachia
- Natural Resource Extraction and governance in a resource frontier: Community-Engaged Research in Morocco's Rural Periphery
- Appalachian Land Ownership Study: Community-Engaged Research for Economic and Energy Transition in Central Appalachia
- Rural Price Project: Geographic Differences in Cost of Living for Kentuckians

PUBLICATIONS

Single-authored scholarly book

Rignall, K. *An Elusive Common: Land, Politics, and Agrarian Rurality in a Moroccan Oasis.* (Under Contract). Ithaca: Cornell University Press. In the *Cornell Series on*

Land: New Perspectives on Territory, Development and Environment, edited by Wendy Wolford, Nancy Peluso, and Michael Goldman.

Book chapter

Rignall, K. (2013). Time, Children, and Getting Ethnography Done in Southern Morocco. In *Encountering Morocco: Reflections on North African Fieldwork and Ethnography*. D. Crawford and R. Newcomb (eds). Pp. 40-55. Bloomington: Indiana University Press.*

Journal articles

1. **Rignall, K.** (2019). Is Rurality a Form of Gender-based Violence in Morocco? *Journal of Applied Language and Culture Studies* 2:15-33.
2. Cantoni, R., and **K. Rignall.** (2019). Kingdom of the Sun: A Critical, Multiscalar Analysis of Morocco's Solar Energy Strategy. *Energy Research and Social Science* 51: 20-31. Impact Factor (2018): 5.525.
3. **Rignall, K.,** and Y. Kusunose. (2018). Governing Livelihood and Land Use Transitions: The Role of Customary Tenure in Southeastern Morocco. *Land Use Policy* 78: 91-103. Impact Factor (2018): 3.573.
4. Kusunose, Y., and **K. Rignall.** (2018). The Long-Term Development Impacts of International Migration Remittances for Sending Households: Evidence from Morocco. *Migration and Development* 7(3):412-434.
5. **Rignall, K.,** and M. Atia. (2017). The Global Rural: Relational Geographies of Poverty and Uneven Development. *Geography Compass* 11(7):1-11. Impact factor (2018): 2.053.
6. Berriane, Y., and **K. Rignall.** (2017). La fabrique de la coutume au Maroc: le droit des femmes aux terres collectives [In French. English title: The Production of Custom in Morocco: Women's Rights to Collective Lands]. *Cahiers du Genre*, 62: 97-118. [Premier French academic journal for gender studies].
7. Rignall, K. (2017). La transformation de l'agriculture familiale dans la vallée du M'Goun: Nouvelles perspectives sur le passé et le futur de l'agriculture oasienne [In French. English title: The Transformation of Small-holder Agriculture in the Mgoun Valley: New Perspectives on the Past and Future of Oasis Agriculture]. *Alternatives Rurales* 5:40-56. [Premier Moroccan academic journal for agrarian and rural development]
8. **Rignall, K.** (2016). The Labor of Agrodiversity in a Moroccan Oasis. *The Journal of Peasant Studies*, 43(3):711-730. Impact factor (2018): 4.754. Ranked #1 journal in Anthropology.
9. **Rignall, K.** (2016). Solar Power, State Power, and the Politics of Energy Transition in Pre-Saharan Morocco. *Environment and Planning A*, 48:540-557. Impact factor (2018): 2.459.
10. **Rignall, K.** (2015). Land and the Politics of Custom in a Moroccan Oasis Town. *Anthropological Quarterly*, 88(4): 941-968.

Other publications

1. **Rignall, K.** (2019). Living Climate Change in the Middle East and North Africa (Roundtable). *International Journal of Middle East Studies* 51(4).
2. **World Bank** (2019). *Enabling the Business of Agriculture Report*. Washington D.C.: The World Bank Group (expert contributor).
3. **Rignall, K.** (2016). Ecologies of Capitalism in Morocco's Renewable Energy Transition [also published in French and Arabic translations]. In special issue: Questions Environnementales. *Emancipations* [Moroccan online public dedicated to social mobilization, civil society, and democracy in Morocco, available at <http://taharour.org>]
4. **Rignall, K.** (2015). *La dynamique socio-économique dans le Dadès M'goun à travers la mobilité des familles dans le temps et dans l'espace* [Final report]. Tinghir, Morocco: Réseau Associatif de Tinghir pour la Démocratie et le Développement, 2015.
5. **Rignall, K.** (2008). *Book Review of Pastoral Morocco: Globalizing Scapes of Mobility and Insecurity*. *Development and Change* 39(4):717-718.*

(* indicates before faculty appointment at the University of Kentucky)

GRANTS (Total since faculty appointment: \$825,222)

External (Since faculty appointment: \$766,049)

1. Woods, T., J. Rossi, **K. Rignall**, P. Vijayakumar, J.M. Lelekacs, D. Bloom, B. Bowen, S. McCullough, R. D. Lamie. (2018-2021). Measuring and Building on Local Food System Vitality for Consumers and Producers in the South. **Agriculture and Food Research Initiative (AFRI), National Institute of Food and Agriculture (NIFA)**, (total award: \$493,577, nationally competitive. 2% effort). As co-PI, I develop the methodology, participate in data collection, and support other co-PIs in conducting community-specific case studies of local food system performance.
2. Tanaka, K., **K. Rignall**, K. Moskowitz, M. Velandia, C. Trejo-Pech, S. Muntz. (2018-2021), Extending Roots of Fresh Stop Markets Across the Southeast Region. Research and Education Grant, **USDA Southern Sustainable Agriculture Research and Education (SARE)**, (total award: \$267,972, regionally competitive. 4.5% effort). As co-PI, I collaborate with team members on project design, data collection, other aspects of research implementation, data analysis and dissemination, and evaluation of project impacts.
3. **Rignall, K.** (2018-2019). Stories of Place in a Changing Appalachia. Public Engagement Fellowship, **Whiting Foundation**, (total award: \$50,000, nationally competitive). Year-long individual fellowship to develop a place-based environmental humanities and science outreach program in Eastern Kentucky with local and regional community collaborators.
4. **Rignall, K.** (2018-2019). Natural Resource Dynamics, Power, and Land in Morocco's Energy Frontier. Preliminary Research Award, **American Institute for Maghrib Studies** (total award: \$4,500, nationally competitive). As PI, I am conducting preliminary research and directing collaborative planning process for action research

on natural resource governance and extraction.

5. **Rignall, K.** (2013-2017). Assessing Poverty Dynamics in an Arid Agrarian Context- Socio-economic Mobility, Disparity, and Chronic Poverty in Pre-Saharan Morocco. SBE Interdisciplinary Postdoctoral Research Fellowship, **National Science Foundation (NSF)**, (*total award: \$208,568, nationally competitive, 100% effort.*) As PI, I conducted a household survey and qualitative research on agricultural production, land use, and migration under the mentorship of Dr. Y. Kusunose, Dept. of Agricultural Economics, University of Kentucky.*
6. **Rignall, K.** (2013). Engaged Anthropology Grant. **Wenner-Gren Foundation for Anthropological Research**, (*\$5,000, nationally competitive*). Disseminated study findings on land use and rural livelihoods to the Moroccan communities which had hosted the research.*
7. **Rignall, K.** (2012). Solar Energy, Land Tenure, and State Power. Research Award, **American Institute for Maghrib Studies**, (*\$3,000, nationally competitive*). Conducted field-based research on a renewable energy project, land rights, and community responses in southeastern Morocco.*
8. **Rignall, K.** (2012). Donna Lee Bowen Graduate Student Travel Award, **American Institute for Maghrib Studies**, (*\$500, nationally competitive*). For travel to present research findings at the Middle East Studies Association Annual Meeting.*
9. **Rignall, K.** (2011). Jeanne Jeffers Mrad Graduate Student Travel Award, **American Institute for Maghrib Studies**, (*\$500, nationally competitive*). For travel to present research findings at the Middle East Studies Association Annual Meeting.*
10. **Rignall, K.** (2009-2010). Dissertation Research Fellowship and Osmundsen Initiative Award, **Wenner-Gren Foundation for Anthropological Research**, (*\$9,715, nationally competitive*). For dissertation fieldwork on land use, agrarian change, and rural livelihoods in southeastern Morocco.*
11. **Rignall, K.** (2009). Doctoral Dissertation Research Improvement Grant, **National Science Foundation (NSF)**, (*\$5,606, nationally competitive*). For dissertation fieldwork on land use, agrarian change, and rural livelihoods in southeastern Morocco.*

Internal (Since faculty appointment: \$59,173)

1. **Rignall, K.** (2019). Research Activity Award. **Associate Dean for Research Office, College of Agriculture, Food and Environment, University of Kentucky**, (*\$2,500, internally competitive*). For preliminary research on natural resource governance in Morocco.
2. Kolavilli, C., C. Spears Brown, S. Lyon, L. Brislen, R. Harris, A. Holt, P. McCutcheon, M. Farrell, **K. Rignall.** (2018-2019). Just Food-Engaging UK in Racially Equitable Food Systems Development. **Sustainability Challenge Grant Award**, University of Kentucky, (*\$34,648, internally competitive*). As co-PI, I am supporting project coordination and will mentor undergraduate researchers.
3. **Rignall, K.** (2017-2018). Land Ownership, Economic Transition and Planning for the Future in Central Appalachia. Research Support Grant, **Office of the Vice President**

for Research, University of Kentucky, (*\$20,000, internally competitive*). Conducted collaborative preliminary research on land ownership and economic transition efforts with community and academic alliance, leading to multiple proposal submissions.

4. **Rignall, K.** (2017). Research Activity Award. **Associate Dean for Research Office, College of Agriculture, Food and Environment**, University of Kentucky, (*\$2,025, internally competitive*). For manuscript development workshop for my forthcoming scholarly monograph, held at the Institute for Middle East Studies at George Washington University.
5. **Rignall, K.** (2016). Research Activity Award. **Associate Dean for Research Office, College of Agriculture, Food and Environment**, University of Kentucky, (*\$2,000, internally competitive*). For preliminary research on land ownership and rural livelihoods, leading to development of Hatch project.
6. **Rignall, K.** (2008). Graduate Student Research Support. **Graduate School**, University of Kentucky, (*\$2,500, internally competitive*). For preliminary dissertation research in Morocco.*
7. **Rignall, K.** (2007-2010). Multi-year Graduate Fellowship. **Graduate School**, University of Kentucky, (*three-year tuition support and stipend, internally competitive*). Award for scholarly achievement.*
8. **Rignall, K.** (2007-2010). Daniel Reedy Quality Achievement Award. **Graduate School**, University of Kentucky, (*three-year stipend*). Award for scholarly achievement.*

Other funding

Rignall, K. (2017-present). Understanding Rural Economic Dynamics in Eastern Kentucky-Rural Livelihood Strategies and Access to Productive Resources. Kentucky Agricultural Experiment Station (KAES) project supported by **National Institute of Food and Agriculture (NIFA)** formula funds.

Proposals submitted (unfunded; total since faculty appointment: \$5,630,880)

1. **Rignall, K., T. Ochuodho, L. Shade, B. Taylor, J. Yang.** (2019). Surface Mining Impacts at the Mature Phase of Coal Extraction: How Social and Environmental Systems Interact to Produce Extractive Resource Dependency. Dynamics of Integrated Socio-Environmental Systems Program (CNH2), **National Science Foundation (NSF)**, (*total award: \$1,376,142, PI, nationally competitive*).
2. Shade, L., **K. Rignall**, B. Taylor. (2018). From Land Ownership to Constellations of Interests: Extractive Legacies and Economic Transition in Appalachia. Law and Social Science Program, **National Science Foundation (NSF)**, (*total award: \$367,021, co-PI, nationally competitive*).
3. **Rignall, K.** (2018). Natural Resource Extraction and Cultures of Bureaucracy: Community-Engaged Research in Morocco's Rural Periphery. Cultural Anthropology Program, **National Science Foundation (NSF)**, (*total award: \$344,838, PI, nationally competitive*).
4. **Rignall, K., T. Ochuodho, L. Shade, B. Taylor, J. Yang** (2018). Socio-ecological Feedbacks in Changing Energy Landscapes-Assessing the Role of Land Systems in

- Economic and Energy Transition in Central Appalachia. Coupled Natural and Human Systems Program, **National Science Foundation (NSF)**, (*total award: \$1,683,911, PI, nationally competitive*).
5. Shade, L., **K. Rignall**, B. Taylor. (2018). From Land Ownership to Constellations of Interests-Extractive Legacies and Economic Transition in Appalachia. Law and Social Science Program, **National Science Foundation (NSF)**, (*total award: \$490,327, co-PI, nationally competitive*).
 6. **Rignall, K.**, K. Jacobsen, K. Tanaka, S. Vincent, M. Williams. (2018). Training the Next Generational of Agricultural Educators: The Development of a Sustainable Agricultural Education Certificate. Higher Education Challenge Grant, **United States Department of Agriculture (USDA)**, (*total award: \$149,916, PI, nationally competitive*).
 7. Fryar, A., A. Milewski, **K. Rignall**, J. McDonald. (2018). A Multi-Faceted Approach for Understanding Hydrologic Controls on Transmission Losses in Dryland Environments. Collaborative Research. International Research Experiences for Students Program, **National Science Foundation (NSF)**, (*total award, \$88,910, co-PI, nationally competitive*).
 8. **Rignall, K.** (2017). Individual Research Fellowship, **American Association of University Women (AAUW)**, (*total award: \$30,000, nationally competitive, waitlisted*).
 9. **Rignall, K.**, K. Jacobsen, K. Tanaka, S. Vincent, M. Williams. (2017). Higher Education Challenge Grant: Training the Next Generational of Agricultural Educators-The Development of a Sustainable Agricultural Education Curriculum. **United States Department of Agriculture (USDA)**, (*total award: \$749,938, PI, nationally competitive*).
 10. **Rignall, K.**, A. Carman. (2017). Interdisciplinary Research Leaders Fellowship: This My Martin County-A Model for Community-Based Approaches to Strengthening Public Health in Rural Appalachia. **Robert Wood Johnson Foundation**, (*total award: \$349,877, nationally competitive*).

(* indicates before faculty appointment at the University of Kentucky)

INVITED PRESENTATIONS

International

1. *Nouvelle ruralité dans le Sud-est Marocaine à travers les changements socio-économiques*. [Delivered in French. English title: The New Rurality in Southeastern Morocco in the context of Socio-economic Change]. **Centre d'études doctorales, Université Chouab Doukkali**, El Jadida, Morocco, March 28, 2019.
2. *Nouvelle ruralité dans le Sud-est Marocaine à travers les changements socio-économiques*. [Delivered in French. English title: The New Rurality in Southeastern Morocco in the context of Socio-economic Change]. **Laboratoire de recherche: Géo-Environnement et développement des zones arides et semi-arides, Université Ibn Zohr**, Agadir, Morocco, March 14, 2019.

3. *La fabrique de la coutume au Maroc: le droit des femmes aux terres collectives* [In French. English title: The Production of Custom in Morocco: Women's Rights to Collective Lands], with Y. Berriane, for Workshop: Femmes et droits de propriété. **Centre national de la recherche scientifique**. Paris, France, June 11, 2018.
4. *Emergent Value, Contested Landscapes: Sovereignty and Development in the Sahara*. Symposium, Le Foncier, un objet d'étude interdisciplinaire [Land Tenure, An Object of Interdisciplinary Study]. **L'Université Grenoble Alpes**, Grenoble, France, November 25, 2016.
5. *Impact de la migration dans la vallée du Mgoun: Résultats d'une enquête dans la Province de Tinghir* [Delivered in French. English title: The Impact of Migration in the Mgoun Valley: Results from a Survey in Tinghir Province]. Centre d'études et de recherches géographiques, **Université Mohamed V**, Rabat, Morocco. March 19, 2015.*
6. *L'Impact de la migration: Terre, agriculture, et modes de vie dans la Vallée de Mgoun, Tinghir*. [Delivered in French. English title: Migration Impacts: Land, Agriculture, and Livelihoods in the Mgoun Valley, Tinghir]. Migrations Marocaines: Transformations, transitions et perspectives futures, colloquium organized by **Oxford University and L'Université Euro-Méditerranéenne**, Fès, Morocco, May 22-24, 2014.*

National

1. *Toward a Typology of Resource Conflict in Morocco*. Workshop: Resources and Livelihoods in Morocco. **Center for Contemporary Arab Studies, Georgetown University**, Washington, D.C. April 12, 2019.
2. *The Quotidian Politics of Agrarian Rurality in Morocco*. **Middle East and North African Studies Program, Northwestern University**, Evanston, IL, May 14, 2018.
3. *The Aporias of Rights in Contested Energy Landscapes: What it Means to Claim a Rightful Share in Southern Morocco*. Symposium: Neoliberalism-Spaces of Contention, **Rutgers University**, New Brunswick, NJ, April 14-15, 2017.
4. *Land and the Politics of Value in Unconventional Gas; Political Ecologies of Extraction*. Saleh Kamel Symposium: An Energy Revolution? The Political Ecologies of Shale Oil in the Middle East, US and China. **Center for Contemporary Arab Studies, Georgetown University**, Washington, D.C., February 11-13, 2015.*
5. *The Relationship between Agriculture and Migration in Household Livelihood Portfolios: Evidence from Morocco*. **Food Security Bureau Speaker Series, U.S. Agency for International Development**, Washington, D.C. May 30, 2013.*
6. *Refiguring the Commons in Morocco's New Enclosures: Ethnographic Reflections on Land, Community, and the State*. **Center for Contemporary Arab Studies, Georgetown University**, Washington, D.C. April 2, 2013.*

State

1. *Community/University Collaborations for Just Transitions: Emerging Models from Appalachia*. Facing Change Week Lecture Series, **Center for Equality and Social**

Justice, University of Kentucky, April 8, 2019.

2. *Marx, Land, and Rent*. Panel discussion: Marx, 150 Years Later. **Committee on Social Theory**, University of Kentucky, February 28, 2018.
3. *Materialisms and the Uses of Immaterial Labor in Southern Morocco*. **Annual Conference on Critical Geography**, University of Kentucky, October 23-25, 2015.
4. *Environmental Change as Uneven Development: Land Use and the Struggle over Narrative in Morocco's Saharan Periphery*. **Department of Geography Colloquium Series**, University of Kentucky, October 9, 2015.
5. *Natural Experiments and Ethnographic Accidents: Methodological Insights from an Interdisciplinary Migration Study in Morocco*. **Department of Anthropology speaker series**, University of Cincinnati, Cincinnati, OH, April 8, 2014.*

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CONFERENCE PRESENTATIONS

1. *Morocco's New Extractivism: Governance, Claims, and Rurality in Natural Resource Extraction*. Middle East Studies Association Annual Meeting, New Orleans, LA, November 14-17, 2019.
2. *Gender, Labor, and the Transactions of Affect in a Moroccan Oasis Town*. Annual Meeting of the American Anthropological Association, San Jose, CA, November 14-18, 2018.
3. *Land, Rent, and Valuation: What Incumbent Energy Regimes Can Tell Us About Large-Scale Solar Power*. Annual Meeting of the Association of American Geographers, New Orleans, April 10-14, 2018.
4. *New Labor Ecologies: Farming, Labor, and the Production of Landscape in a Moroccan Oasis*. Annual Meeting of the American Anthropological Association, Washington, D.C., November 29-December 3, 2017.
5. *Energy Sovereignties and the Politics of Novel Energy Landscapes*. Annual Meeting of the American Anthropological Association, Minneapolis, November 16-20, 2016.
6. *Poverty, Possibility, and the Spatiality of Uneven Development in Morocco*. Annual Meeting of the Association of American Geographers, San Francisco, March 30-April 2, 2016.
7. *Governing Livelihood and Land Use Transitions: The Role of Customary Tenure in Southeastern Morocco*. World Bank Conference on Land and Poverty, Washington, D.C., March 14-18, 2016.
8. *Labor Migration, Poverty and the Long-term Development Impact of International Migration* (co-author, presented by Dr. Y. Kusunose (Agricultural Economics, University of Kentucky)). Annual Meeting of the Agricultural and Applied Economics Association, San Francisco, July 26-28, 2015.*
9. *Elusive Traditions: Women, Collective Land Tenure, and the Legacy of the French Colonial Project*. Annual Meeting of the British Middle East Studies Association, London, England, June 24-26, 2015.

10. *Situating Agrodiversity in the New Rurality of a Moroccan Oasis*. Agriculture, Food, and Human Values Conference, Burlington, VT, June 18-21, 2014.*
 11. *Agrodiversity and the Agrarian Question in Morocco*. Dimensions of Political Ecology Conference, Lexington, KY, February 27-March 1, 2014.*
 12. *The Politics of Competence: Contesting Water as Environment in Southern Morocco*. Annual Meeting of the American Anthropological Association, Chicago, November 20-24, 2013.*
 13. *The Aporias of Green Energy: Land, Sovereignty, and Solar Energy in Pre-Saharan Morocco*. Finalist, Roy A. Rappaport Student Panel/Award, Annual Meeting of the American Anthropological Association, San Francisco, November 14-18, 2012.*
 14. *Theorizing Sovereignty in Terra Nullius: The Land Tenure Implications of Concentrated Solar Power in pre-Saharan Morocco*. International Academic Conference on Global Land Grabbing at Cornell University, Ithaca, October 17-19, 2012.*
 15. *The Practice of Agriculture and Peasantization in Pre-Saharan Morocco*. American Institute for Maghrib Studies Annual Conference, Berber Societies: New Approaches to Space, Time, and Social Process, Tangier, Morocco, June 29-July 2, 2012.*
 16. *Land, Livelihoods, and Renewing a Sense of Place in Pre-Saharan Morocco*. Middle East Studies Association Conference, Washington, D.C., December 1-4, 2011.*
 17. *Customary Institutions in the Margins of Neoliberalism: Land, Labor and Capitalist Farming in Pre-Saharan Morocco*. Annual Meeting of the American Anthropological Association, Montréal, November 16-20, 2011.*
 18. *Human Rights and Social Justice Committee Roundtable: Anthropological Insights into the 2011 Uprisings in North Africa and the Middle East* (roundtable panelist). Annual Meeting of the Society for Applied Anthropology, Seattle, March 29-April 2, 2011.*
 19. *Private Property and Collective Lands: Moroccan Neo-liberalism in the Pre-Saharan Periphery*. Annual Meeting of the Society for Applied Anthropology, Seattle, March 29-April 2, 2011.*
 20. *Land Conflict, State Power, and the Perils of Agriculture in Pre-Saharan Morocco*. Dimensions of Political Ecology Conference, Lexington, KY, February 18-19, 2011.*
 21. *The Problem of Land: Expanding Cultivation, Land, and Livelihood Transformations in Southern Morocco*. Arid Lands: Environments and Societies at Risk Conference at Al Akhawayn University, Ifrane, Morocco, May 20, 2010.*
 22. *Expanding Cultivation, Land, and Livelihood Transformations in Southern Morocco*. Maghrebi Area Studies Symposium, Moroccan-American Commission for Educational and Cultural Exchange, Rabat, Morocco, April 24, 2010.*
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CONFERENCE PANELS ORGANIZED

23. *Socio-Natures of Development and Extractive Capitalism* (with Brittany Cook). Middle East Studies Association Annual Meeting, New Orleans, LA, November 14-17, 2019.

24. *Extreme Land Politics and Just Transition: Planning a New Appalachian Land Study* (with Lindsay Shade and Betsy Taylor). Appalachian Studies Association Annual Meeting, Blacksburg, VA, March 9-12, 2017.
25. *Uneven Spatialities and the Production of Poverty Knowledge* (with Mona Atia). Annual Meeting of the Association of American Geographers, San Francisco, March 30-April 2, 2016.
26. *Comedy of the Commons* (with Heather Hyden, Garrett Graddy-Lovelace, and Tad Mutersbaugh). Dimensions of Political Ecology Conference, Lexington, KY, February 25-27, 2016.
27. *University of Kentucky Committee on Social Theory Distinguished Lecture*. Hosted and introduced Dr. Mahmood Mamdani, distinguished public intellectual and scholar of African history and politics at Columbia University and Makerere University (Uganda), October 2, 2015.
28. *Extension Agents, Institutions, and Social Justice* (with Heather Hyden). Community Development Society International Conference, Lexington, KY, July 19-22, 2015.*
29. *Agrarian Questions of Labor: Roundtable on Political Ecology and Agrarian Labor Issues* (with Garrett Graddy-Lovelace and Tad Mutersbaugh). Dimensions of Political Ecology Conference, Lexington, KY, February 26-28, 2015.*
30. *The Agrarian Question and Political Ecology: In Three Acts* (with Garrett Graddy-Lovelace and Tad Mutersbaugh). Dimensions of Political Ecology Conference, Lexington, KY, February 27-March 1, 2014.*
31. *Green Power? On the Uses, Abuses and Limits of an Environmental Frame* (invited session of the Anthropology and Environment Section). Annual Meeting of the American Anthropological Association, Chicago, November 20-24, 2013.*

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OTHER PRESENTATIONS

1. *Co-organizer (with Allison Leip, Mary Hufford, and Christin Roberson)*. (2019). Organized student fieldtrip to State Capitol and presentation of student work from Stories of Place (Whiting Foundation) at the **Kentucky Valley Educational Cooperative** event showcasing educational innovations in Eastern KY, State Capital Rotunda, Frankfort, February 12.
2. *Co-organizer and trainer (with Julie Zimmerman and Cameron Mitchell)*. (2018). Rural Price Project 2018. Trained members of the Homemakers Advisory Council in conducting data collection for the **Rural Price Project, Morgan County Extension**, W. Liberty, KY, March 28.
3. *Co-organizer and trainer (with Julie Zimmerman)*. (2018). Rural Price Project 2018. Trained members of the Homemakers Advisory Council in conducting data collection for the **Rural Price Project, Adair County Extension**, Columbia, KY, March 14.
4. *Department seminar*. (2018). *Who Owns Appalachia? Documenting Land Ownership*

and Use During a Time of Economic Transition. CLD Unexpected, **Department of Community and Leadership Development**, University of Kentucky, January 27.

5. *Co-organizer (with Lindsay Shade and Betsy Taylor)*. (2017). Workshop for stakeholders participating in **Appalachian Land Ownership Study** at Southern Folklife Center, with a focus on organizing strategies, skills building, and developing priorities for the study, Pipestem, WV, August 25.
6. *Co-presenter (with Julie Zimmerman)*. (2017). Does it Cost Less to Live in a Rural Area? Revisiting the Rural Price Project, Collecting New Data for a New Decade. **Family and Consumer Science Statewide In-Service Training**, Owensboro, KY, May 3.
7. *Interview*. (2016). Land and Labor in a Moroccan Oasis. *Tajine* [Podcast presenting accessible academic content on the society, culture, and history of North Africa, <http://tajine.ottomanhistorypodcast.com/>]
8. *Department seminar*. (2016), *Land, Rural Economies, and the Politics of Transition*. CLD Unexpected, **Department of Community and Leadership Development**, University of Kentucky, April 15.
9. *Co-organizer (with Lindsay Shade and Betsy Taylor)*. (2016). **Exploring a New Appalachian Land Ownership Study**. Collaborating with a UK/community working group, co-organized 65-person full-day planning workshop for collaborative research on land ownership and use in Central Appalachia, replicating the renowned 1979 Appalachian Land Ownership Study. Lexington, KY, September 30.
10. *Moderator*. (2016). *P.R.E.P. Talks (Prevent, reduce, and eliminate poverty): Local Food, Food Security and Justice*. A community/university collaboration relating local food systems to social justice issues, sponsored by the **Community Action Council**, Lexington, KY, February 25.
11. *Co-organizer and participant*. (2015). *Symposium for Arab-American studies scholars* on establishing a national research initiative on Arab Americans, Sponsored by the **Arab Community Center for Economic and Social Services (ACCESS) and Georgetown University**, Washington, D.C., December 14.
12. *La Dynamique Socio-économique dans le Dadès M'goun à travers la Mobilité des Familles dans le Temps et dans l'Espace* (with the Réseau des Associations de Tinghir pour la Démocratie et le Développement). [Delivered in Arabic and Tashelhit. English title: Socio-economic Dynamics in Dadès-Mgoun: Household Mobility across Time and Space]. Colloquium presenting research findings to survey participants, civil society activists, and local government officials, Tinghir, Morocco, March 28-29, 2015.*

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INSTRUCTION

Course	# Enroll	Title	Teaching evaluation (my score/ college mean)		Course evaluation (my score/ college mean)	
Fall 2015						
CLD 300	29	Foundational theories of community and leadership development	2.77	3.40	2.59	3.29
INT 495	4	Environmental dimensions of globalization	No evaluations available			
Spring 2016						
CLD/ SOC 380	43	Globalization: A cross-cultural perspective	3.26	3.34	3.23	3.23
CLD 560	12	Community Inequalities	3.70	3.34	3.70	3.23
Fall 2016						
CLD 300	30	Foundational theories of com. and lead. development	4.33	4.34	4.27	4.22
CLD/ SOC 380	48	Globalization: A cross-cultural perspective	4.34	4.29 (CAFE) 4.23 (A&S)	4.06	4.20 (CAFE) 4.06 (A&S)
Spring 2017						
SOC/ ANT 641	5	Gender issues in development	No evaluations available			
Fall 2017						
CLD 300	28	Foundational theories of com. and lead. development	3.70	4.3	3.4	4.2
Spring 2018						
SAG 201	24	Cultural perspectives on sustainability	3.7	4.4	3.1	4.2
CLD/SOC 380 HON)	29	Globalization: A cross-cultural perspective	3.9	4.4 (CAFE) 4.2 (A&S)	3.6	4.2 (CAFE) 4.0 (A&S)
2018-2019 Whiting Foundation funded leave to develop and implement curriculum with Martin County (Eastern KY) high-school students on place-based, experiential learning about the natural environment and social history of the county. Conducted experiential learning activities with 30 students.						
Fall 2019						
CLD/SOC 420	30	Sociology of Community	Course on-going			

Contextual information for instruction

1. *Cross-college teaching commitments*: teaching commitments reflect my joint appointment in Sociology, whereby I teach an average of two courses a year for the College of Arts and Sciences (some cross-listed).
2. *New preparations*: Redesigned CLD 300, CLD/SOC 380, CLD/SOC 420; CLD 560; subsequently revised CLD/SOC 380 as a cross-listed honors course;

3. *New course development*: INT 495 and ANT/SOC 641 (though in the course bulletin, ANT/SOC 641 had not been taught in a decade).
4. *Evaluation metrics*: scores for course evaluation shifted from a 4-point to a 5-point scale in 2016.

GUEST COURSE LECTURES

1. Qualitative Procedures and Analysis, for Dr. Patricia Dyk's seminar, *CLD 686: Research Design*, **University of Kentucky**, October 24, 2019.
2. Resources and Livelihoods in the Maghrib for senior seminar, *Development and Displacement in the Arab World*, **Georgetown University**, Washington, D.C., April 11, 2019.
3. Smallholder farming systems in North Africa for Dr. Keiko Tanaka's course *SAG 201: Introduction to Sustainable Agriculture*, **University of Kentucky**, February 16, 2019.
4. Methodology for field-based research in rural Morocco, seminar for doctoral students at the Laboratoire de recherche: Géo-Environnement et développement des zones arides et semi-arides, **Université Ibn Zohr**, Agadir, Morocco, March 14, 2019.
5. Smallholder farming systems in North Africa for Dr. Keiko Tanaka's course *SAG 201: Introduction to Sustainable Agriculture*, **University of Kentucky**, February 6, 2017.
6. Field-based research methods for James Allen's course, *AEC 300 Topics in Agricultural Economics: Agriculture and Development Economics*, **University of Kentucky**, November 18, 2015.
7. Arid-lands agriculture and food policy in Dr. Lee Meyer's course *AEC 309: International Agriculture, Food Needs and U.S. Trade*, **University of Kentucky**, October 15, 2014.

INSTRUCTIONAL DEVELOPMENT

1. *Critical Participatory Action Institute*, a week-long institute on how to conduct critical participatory action research, with a focus on integrating students, City University of New York, Graduate Center, June 3-7, 2019.
2. *Faculty Learning Community*, a group of College of Agriculture, Food, and Environment faculty dedicated to strengthening pedagogy, spring 2019.
3. *Faculty Learning Community*, University community of faculty and staff dedicated to developing promoting equity in the classroom, 2017-2019.
4. *Faculty Learning Community*, a group of College of Agriculture, Food, and Environment faculty dedicated to strengthening pedagogy through shared learning, 2015-2017.
5. *Stories from the Classroom: Tales of Successful Collaborations between Instructors and Librarians*, workshop, University of Kentucky Libraries, May 11, 2016.
6. *Navigating Conflict and Building Bridges*, workshop, Center for the Enhancement of Learning and Teaching (CELT), November 1, 2016.
7. *Consultancy with CELT for course re-design* (CLD 300 Foundational Theories of Community and Leadership Development), summer 2016.

8. *Proactive Strategies to Prevent or Mitigate Incivility*, workshop, CELT, February 17, 2016
9. *Exploring the Use of Rubrics*, workshop, CELT, January 27, 2016.
10. *CELT administered mid-term course evaluation* (CLD 300 Foundational Theories of Community and Leadership Development), conducted by CELT, October 2015.
11. *Assertion Evidence Design: Re-Thinking Course Slides*, workshop, CELT, October 28, 2015.
12. *Writing Good Multiple-Choice Questions*, workshop, CELT, October 7, 2015.

STUDENT THESIS COMMITTEES

Committee Chair, CLD

Heather Kinney MS, Community and Leadership Development, Spring 2019

Committee member, CLD

1. Teya Cuellar MS, Community and Leadership Development, Summer 2019
2. Martell Johnson MS, Community and Leadership Development, Spring 2018
3. Tori Summey MS, Community and Leadership Development, Spring 2018
4. Kelsey Shackelford MS, Community and Leadership Development, Spring 2018
5. Joshua Jennings MS, Community and Leadership Development, Spring 2017
6. Samson Tarpeh MS, Community and Leadership Development, Spring 2017
7. Heather Hyden MS, Community and Leadership Development, Spring 2017
8. Whitney Duvall MS, Community and Leadership Development, Spring 2017

Committee member, other University of Kentucky colleges

1. Brittany Stanfield PhD, Anthropology, College of Arts & Sciences (ongoing)
2. Ruth Dike PhD, Anthropology, College of Arts & Sciences (ongoing)
3. Shawna Van Zee MA, Department of Interiors, College of Design, Spring 2017

Committee member, other universities

1. Denise Fernandes PhD, Environmental Studies, University of Colorado—Boulder
2. David Balgley, MA, Arab Studies, Georgetown University, Washington, D.C.

Other student committee

Josiah Liew BA, Gaines Center Thesis Committee Member, Spring 2018.

SERVICE

National

1. Treasurer, Middle East Section of the American Anthropological Association (elected spring 2019 for three-year term)
2. Representative of Labor Seat, American Anthropological Association Members Programmatic Advisory and Advocacy Committee (advisory board to the executive

committee, elected spring 2019 for three-year term)

3. Graduate student paper prize committee, Middle East Section of the American Anthropological Association (2019-present)
4. Expert contributor, *World Bank Enabling the Business of Agriculture Report, 2019*.
5. Expert consultant, *World Bank Land Policy Review, 2018*.
6. Distinguished scholar committee, Middle East Section of the American Anthropological Association, 2017-present.
7. Funding proposal reviewer, National Science Foundation, Behavioral and Cognitive Science Division, 2016.
8. Abstract submission reviewer, *World Bank Land and Poverty Conference, 2016*.
9. Chair, Advisory Board, *National Network for Arab-American Communities*, a non-profit network of Arab American community-based organizations that represent the concerns of Arab Americans at the local level and collectively address these issues on the national level, (Member of the board from 2011, chair from 2016-2018).

University of Kentucky service

College of Agriculture, Food, and Environment and other affiliations

1. Member, Steering Committee, *Program in Sustainable Agriculture*, College of Agriculture, Food, and the Environment, 2013-present.
2. Member, *External Review Committee*, Program in Sustainable Agriculture, College of Agriculture, Food, and the Environment, 2018.
3. Member, *Awards Committee*, Appalachian Center, 2018-present.
4. Judge, *Serving Out Loud Student Competition*, College of Agriculture, Food and Environment 4H/FFA Field Day, 2017.
5. Reviewer, *Student Opportunity Grants Program*, Food Connection, 2017.
6. Member, *Digital Measures Implementation Team*, College of Agriculture, Food, and the Environment, 2016-2017.

Community and Leadership Development

7. Member, *Search Committee (Community-Engaged Research Tenure-track Faculty Position)*, 2018-2019.
8. Member, *Graduate Committee*, 2017-present.
9. Member, *Program Committee*, 2017-present.
10. Member, *Resources and Support Committee*, 2016-2017.
11. Member, *Departmental Awards Committee*, 2016-2017

Peer reviewer

- Political and Legal Anthropology Review (2019)
- Historical Geography (2019)
- Journal of Peasant Studies (2019)
- Land Use Policy (2018)
- Political Sociology (2018)

- Agriculture and Human Values (2018, 2019)
- Landscape Journal (2018, 2019)
- Canadian Journal of Development Studies (2019)
- Cities (2019)
- Sustainability Science (2017)
- Annals of the Association of American Geographers 2016
- Geoforum 2016
- Violence Against Women (2015, 2017)

AWARDS

1. **Rignall, K.** (2015). The Labor of Agrodiversity in a Moroccan Oasis. *The Journal of Peasant Studies*. Selected for a virtual special issue, *JPS 40: Greening Agrarian Studies*, a collection of 40 of the most important articles on environmental themes from the journal's 40-year history. Impact factor (2017): 4.311. Ranked #1 journal in Anthropology.
2. **Rignall, K.** (2012). *Robert M. Netting Best Student Paper Prize (Land, Livelihoods, and Renewing a Sense of Place in Pre-Saharan Morocco)*, Culture and Agriculture section of the American Anthropological Association.*
3. **Rignall, K.** (2012). *Harold K. Schneider Student Paper Prize (Land Use Change and the New Spatiality of Livelihoods in Pre-Saharan Morocco)*, Society for Economic Anthropology.*
4. **Rignall, K.** (2012). Finalist, *Roy A. Rappaport Student Panel and Award (The Aporias of Green Energy: Land, Sovereignty, and the Production of Solar Energy in Pre-Saharan Morocco)*, Anthropology and Environment section of the American Anthropological Association.*

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FACULTY AFFILIATIONS (UNIVERSITY OF KENTUCKY)

1. Appalachian Center
2. Community and Economic Development Initiative of Kentucky (CEDIK)
3. Committee on Social Theory

LANGUAGES AND INTERNATIONAL EXPERIENCE

1. French (fluent)
2. Modern Standard Arabic (near fluency, writing and reading)
3. Moroccan colloquial Arabic and Egyptian colloquial Arabic (near fluency)
4. Spanish (proficient)
5. Tashelheit (southern Morocco Berber dialect, beginner)
6. Lived and worked throughout the Middle East, Africa, and Latin America.

OTHER RELEVANT PROFESSIONAL EXPERIENCE

1. *Independent Consultant (community development, evaluation and training)*. Evaluation, program development, strategic planning services, feasibility studies for domestic and

international community development and philanthropic organizations, 2005-2007.

2. *National Outreach Director*, Arab Community Center for Economic and Social Services (ACCESS), Dearborn, MI. Established first-ever network of Arab-American community-based organizations with support for institutional capacity-building, effective service delivery, advocacy, and civic engagement, 2002-2005.
3. *Country Director*, Near East Foundation, Morocco. Directed rural community development organization focused on institutional capacity-building of local development associations, rural livelihoods, water and sanitation, community-based health initiatives, women's leadership development, literacy, and environmental sustainability, 2000-2001.
4. *Senior Associate*, Westhill Partners, New York, NY. Senior associate for public policy and marketing communications firm, with special focus on the National Association for Rural Electric Cooperatives, 1999-2000.
5. *Program Officer*, Catholic Relief Services, Rabat, Morocco. Designed and developed the proposal for a \$3 million microfinance project-the first ever in Morocco-funded by USAID, oversaw and evaluated community development projects throughout the country, 1992-1993.
6. *Field Researcher*, US Agency for International Development, Dakar, Sénégal. Conducted field research study on wholesale rice markets throughout Sénégal; crafted policy recommendations for USAID agricultural policy based on research results, 1992.

Alissa Lynn Meyer Rossi

Senior Lecturer and Program Coordinator
Community and Leadership Development
College of Agriculture, Food, and Environment

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Distribution of Effort is 90% Instruction (which is a 3-2 course load plus 23.5% dedicated to directing the GEN100 Program) and 10% Service (including advising, committees, and more).

Education

2008 PhD in Rural Sociology from the Pennsylvania State University
Graduate School Teaching Certificate
Dissertation Title: "Farming Fuels: Searching for Rural Revitalization in an Agricultural Bioeconomy"

2004 MS in Sociology from the University of Kentucky

2000 BA in International Studies from the University of Dayton

Teaching fields and research interests

Sociology of Food Systems, Agriculture, and Environment; Critical Social Theory; Global Development; Principles of Sociology; Research Methods, Qualitative Methods; Rural Sociology.

Professional experience

2016 to present, Senior Lecturer in the Department of Community & Leadership Development
College of Agriculture, Food, and Environment, University of Kentucky, Lexington, KY

2009 to 2016, Lecturer in the Department of Community & Leadership Development
College of Agriculture, Food, and Environment, University of Kentucky, Lexington, KY

2008-2009, Adjunct Faculty in the Department of Sociology
Eastern Kentucky University, Richmond, KY

2008-2009, Adjunct Faculty in the Department of Sociology & Geography
Midway College, Midway, Kentucky

2005-2008, Research Assistant in the Department of Rural Sociology
The Pennsylvania State University, State College, PA
National Science Foundation-funded Project "Biocomplexity in the Bioeconomy" with Dr. C. Clare Hinrichs

2007-2008, Teaching Assistant in the Department of Rural Sociology
The Pennsylvania State University, State College, PA

2004, Research Assistant, Southern Region - Sustainable Agriculture in Research and Education (SSARE)/UK

Funded Project: "Evaluation of SSARE-Funded Research."

2002-2004, Research Assistant, Department of Community and Leadership Development
College of Agriculture, Food, and Environment, University of Kentucky, Lexington, KY

Courses Taught

GEN100: Issues in Agriculture, Food, and Environment
CLD/SOC380: Globalization: A Cross-cultural Perspective
HON251-005: Syria & the Refugee Crisis: Whose Crisis?
HON251-004: Building Food Community & the Global Implications of Eating
GEN100/200: Issues in Agriculture and Natural Resources
HON251-001: Public Protests from Seattle to the Arab Spring
HON115-003: World Food Issues II
AS300-012: Community-based Education in International Studies
SOC235: Social Problems
SOC220: Social Problems – Career Development College
SOC120A: Principles of Sociology – Women's College
SOC120B: Principles of Sociology – Career Development College
GEO110: World Regional Geography – Online Course

Professional Presentations

2018. Rossi, A. L., Rural Sociology Annual Meeting, "Teaching Social Justice: Pedagogies of the Heart, Mind, and Spirit," RSS, Portland, OR, United States. (July 30, 2018).
2018. Meyer-Rossi, A. L., Rural Sociology Annual Meeting, "Community Engaged Sustainability Education," RSS, Portland, OR, United States. (July 28, 2018).
2018. Meyer-Rossi, A. L., CLD Unexpected, "Community Engaged Sustainability Education in the First-Year Experience: GEN100 & Retention," CLD Program Committee, Lexington. (February 23, 2018).
2017. Meyer-Rossi, A. L., 2017 UK Sustainability Forum, "Community Engaged Sustainability Education in the First-Year Experience: GEN100 and Retention," UK Office of Sustainability, Lexington. (December 6, 2017).
2017. Rossi, A., CAFE Chairs Meeting, "State of the Program – GEN100: Issues in Agriculture, Food, and Environment OR Why you should encourage your faculty to teach a section in the Fall 2018 semester," College of Ag, Food, and Environment, Lexington. (November 2017).
2017. Meyer-Rossi, A. L., Greentalks Radio Show, "Sustainability Challenge Grant and the GEN100 REO Tracks project," Greentalks, Lexington. (November 15, 2017).
2017. Rossi, Alissa. "Affect, politics and literary space: book discussion of *Your Heart is a Muscle the Size of a Fist*." Invited Panelist. American Association of Geographers. April 2017. Boston, MA.
2016. Rossi, Alissa. "What is Political Ecology? Perspectives from Food and Agriculture," Invited Speaker. Dimensions of Political Ecology, February 2016, Lexington, KY.
2015. "Collaboration and Interaction - Enhancing the Lexington Community Food System" Moderator. With presenters: Ryan Koch, Ashton Potter-Wright, Lee Meyer. Community Development Society Annual Meeting, July 21, 2015, Lexington, KY.
2015. Rossi, Alissa. "Teaching Sustainability: A Workshop." Dimensions of Political Ecology, February 2015, Lexington, KY.
2013. Rossi, Alissa and Jamie Dunn. "Retention & Reflection: Issues in Agriculture and Natural Resources." Poster Presentation. CFP: Building Partnerships between Academic and Student Affairs: Creating a Holistic Approach to Student Success at the 2013 Kentucky Student Success Summit.
2011. Rossi, Alissa. "Legacy and the Social Construction of Changing Rural Production and Land Use." Dimensions of Political Ecology, February 2011, Lexington, KY.

2008. Meyer, Alissa and Hinrichs, C. Clare. "An Energy, Agricultural, and Rural Solution? Insights from Iowa and Kentucky Switchgrass Project Participants." International Symposium on Society and Resource Management, June 2008, Burlington, VT.
2008. Hinrichs, Clare and Alissa Meyer. "Pathways and Prospects for Developing Sustainable Bioenergy Standards." International Symposium on Society and Resource Management, June 13, 2008 Burlington, VT.
2008. Meyer, Alissa and Hinrichs, Clare. "Growing Energy for the Public Good? Insights from Biomass Producers." Energy and Responsibility: A Conference on Ethics and the Environment, April 11, 2008 Knoxville, TN.
2007. Meyer, Alissa. "Feedstock Producer Perspectives on the Emerging Agricultural Bioeconomy." Penn State Extension Inservice, November 16, 2007 University Park, PA.
2007. Meyer, Alissa and Hinrichs, Clare. "(Poster) "Fuelish Dreams? Producing Sustainable Energy Feedstocks from Agriculture." Crossover Conference "Bioenergy: From fields to wheels," September 4-5, 2007 University Park, PA.
2007. Meyer, Alissa and Hinrichs, Clare. "A Tangle of Hope and Skepticism: Heartland Perspectives on Impacts of the Emerging Agricultural Bioeconomy." Rural Sociological Society Annual Meeting, August 5, 2007 Santa Clara, CA.
2006. Hinrichs, Clare and Meyer, Alissa L. (Poster) "Fuelish Dreams? Producing Sustainable Energy Feedstocks from Agriculture." Rural Sociological Society Annual Meeting, August 12, 2006 Louisville, KY.
2006. Woods, Brad, and Meyer, Alissa L. "Mountaintop Removal Mining in Appalachia: The context of poverty, the dearth of employment, and the outrage of residents in the West Virginia Coalfields." Rural Sociological Society Annual Meeting, August 11, 2006 Louisville, KY.
2005. Meyer, Alissa, Tanaka, Keiko, and Bhavsar, Victoria. "Sustaining Sustainable Agricultural Research: An Evaluation of Southern SARE Research 1988-2003." Rural Sociological Society Annual Meeting, August 12, 2005 Tampa, FL.
2004. Meyer, Alissa L. "Politicized Tastes: An Analysis of the Local Agri-Food Movement in Central Kentucky." Agriculture, Food and Human Values Society (AFHVS) Annual Meeting, July 2004 Hyde Park, NY.
2004. Meyer, Alissa L. "Consumer Preference as "Proactivism" in the Local Foods Movement." Southern Rural Sociological Association Annual Meeting, February 9, 2004 Tulsa, OK.
2003. Meyer, Alissa L. "From Consumerism to Consumption Politics: An Analysis of Local Agri-Food Networks in Central Kentucky." Rural Sociological Society Annual Meeting, July 29, 2003 Montreal, Canada.
2003. Zimmerman, Julie N. and Alissa L. Meyer, "Accessing Socio-Economic and Demographic Data through Cooperative Extension Websites." Rural Sociological Society Annual Meeting, July 28, 2003 Montreal, Canada.

Service

Department Service

- SLO Artifact Assessment. (April 2018 - Present).
- Committee Member, Program Committee. (2014 - Present).
- Hiring Committee for CLD Lecturer. (April 2017 - August 2017).
- Hiring Committee for CLD Agricultural Communications Assistant Professor (Spring 2019)
- Student course career advising (Spring 2019 - Present)
- Committee Member, Agricultural Education Undergraduate Committee (2018-Present)

College Service

- First Friday Sustainable Agriculture breakfasts

Member, Food Systems Group for Tracy Farmer Institute
Student Opportunity Grant Reviewer for the Food Connection. (April 2018 - Present).
Peer Reviewer, Blind Peer Review, for extension publication. (March 15, 2018).

University Service

Committee Member, Faculty Sustainability Council. (September 2018 - Present).
Agent of Change, Sustain-able Pedagogies Group. (May 2018 - May 2019).
Sustainability in the First-Year Experience – UK101, HON101, and GEN100 (2018-2019).

Public Service

Volunteer, Lexington Women's Garden. (March 2018 - May 2018).
Coach, Lexington Youth Soccer Association. 2016.

Student Success & Retention Activities:

March 14, 2019, 11:30am College screening & discussion of the film “Unlikely” about challenges for economically and racially disadvantaged students.
March 22, 2019, Teaching for Equity workshop
May 8-9, 2019, Mental Health First Aid training
Spring 2019. GEN100 Spring Workshops: idea sharing/orienting new instructors, information literacy & written communication, student athletes best practices

Internal Grants:

2019. Sustainability Challenge Grant \$11,000 “Sustainability in the First-Year Experience – UK101, HON101, and GEN100.”
2018. Student Sustainability Council \$3000 “Connecting Food to the First-Year Experience.”
2016-2017. Sustainability Challenge Grant \$24,040 “Community-Engaged Sustainability Education & the First-Year Experience.”

Refereed Journal Articles

Rossi, Alissa Meyer and Clare Hinrichs. 2011 “Hope and Skepticism: Farmer and Local Community Views on the Socio-Economic Benefits of Agricultural Bioenergy.” *Biomass and Biofuels* 35: 1418-1428.
Meyer, Alissa. 2008. Review of *Agroecology in Action 2007*, by Keith Warner. In *Renewable Agriculture and Food Systems*.
Zimmerman, Julie N. and Meyer, Alissa. 2005. “Building Knowledge, Building Community: Integrating Internet Access to Secondary Data as Part of the Community Development Process.” *Community Development: The Journal of the Community Development Society*. V. 36, N. 1. pp. 93-102.

Reports

Richard C. Maurer, Julie N. Zimmerman, Eric Scorsone, and Alissa Meyer. 2004. “Kentucky Business Retention and Expansion Program: Caldwell/Lyon County Report.” Kentucky Business Retention and Expansion Program. University of Kentucky. Jan. 2004.
Zimmerman, Julie N. and Alissa Meyer. 2003. “*Current and Future Trends in Housing for Pulaski County, Kentucky.*” Housing Authority of Somerset. Somerset, Kentucky. October 2003.

County level or multi county level analyses

“Harrison County: Finding and Using Data from the Internet.” Harrison County Extension Council.

“The Role of Changing Demographics and Policy: Socio-Economic, Demographic, and Agricultural Trends Facing Rural Areas.” Philip Morris Agricultural Leadership Development Program, University of Kentucky.

“Painting your Community By the Numbers: Finding and Using Data from the Internet.” Lake Cumberland Area Extension Council.

“Painting your Community By the Numbers: Finding and Using Data from the Internet.” Lincoln Trail Area Extension Council.

“Social and Economic Trends affecting Montgomery County” Leadership Montgomery County.

Invited presentations, state wide analyses (KY and WV)

“A Bird’s Eye View: Socio-Economic, Demographic, and Agricultural Trends Facing Kentucky.” Regional Issues and Program Committee Orientation. Kentucky Cooperative Extension System.

“It’s Not all the Same: Poverty and Place” 3 hr session for the Spring Continuing Education Conference for Social Workers. National Association of Social Workers – West Virginia. Charleston, West Virginia.

Extension Publications

Zimmerman, Julie N. and Alissa Meyer. “Population and Housing Units Update.” Kentucky: By the Numbers. (120 County Profiles). Social and Economic Education for Development (SEED): University of Kentucky. Nov., 2004. 2pp.
<http://www.ca.uky.edu/snarl>

Zimmerman, Julie N. and Alissa Meyer. “Population Projections Update.” Kentucky: By the Numbers. (120 County Profiles). Social and Economic Education for Development (SEED): University of Kentucky. July, 2003. 2pp.
<http://www.ca.uky.edu/snarl>

Zimmerman, Julie N. and Alissa Meyer. “Poverty and Housing Update.” Kentucky: By the Numbers. (120 County Profiles). Social and Economic Education for Development (SEED): University of Kentucky. July, 2003. 2pp.
<http://www.ca.uky.edu/snarl>

Zimmerman, Julie N. and Alissa Meyer. “Poverty 2000 Change Update.” Kentucky: By the Numbers. (120 County Profiles). Social and Economic Education for Development (SEED): University of Kentucky. February, 2003. 2pp.
<http://www.ca.uky.edu/snarl>

Zimmerman, Julie N. and Alissa Meyer. “Families and Poverty Update.” Kentucky: By the Numbers. (120 County Profiles). Social and Economic Education for Development (SEED): University of Kentucky. February, 2003. 2pp.
<http://www.ca.uky.edu/snarl>

Zimmerman, Julie N. and Alissa Meyer. “Poverty by Age Update.” Kentucky: By the Numbers. (120 County Profiles). Social and Economic Education for Development (SEED): University of Kentucky. February, 2003. 2pp.
<http://www.ca.uky.edu/snarl>

Honors/Awards

Juried Paper Award Winner: A Tangle of Hope and Skepticism: Heartland Perspectives on Impacts of the Emerging Agricultural Bioeconomy. 2007. Meyer and Hinrichs.

- Juried Paper Competition, Rural Sociological Society Annual Meeting 2007.

Lindsay Shade, Ph.D.

504 WP Garrigus Building, Lexington KY 40546

Email: lindsay.shade@uky.edu; Phone: +1-857-800-1584

Education:

University of Kentucky - Lexington, KY

Degree: PhD, Geography, May 2017, GPA 4.0;

Graduate Certificate in Digital Mapping (in progress, matriculated 2019)

Dissertation title: *Politics below the surface: A political ecology of mineral rights and land tenure struggles in Appalachia and the Andes*

Dissertation committee: Tad Mutersbaugh (Chair), Sue Roberts, Michael Samers, Ann Kingsolver, Carmen Martinez Novo.

American University - Washington, DC

Universidad para la Paz - Ciudad Colon, Costa Rica

Dual degree: International Affairs with focus in Global Environmental Politics (MA) and Natural Resources and Sustainable Development (MA), May 2012. GPA 3.9.

Thesis title: *Grassroots alternatives to neoliberal development in northwest Ecuador: Post-development in practice*

Thesis advisors: Ken Conca (American University), Robert Fletcher (formerly University for Peace, currently Wageningen University, Netherlands).

University of Massachusetts at Boston

Political Science (BA) with concentration in International Relations, August 2008. GPA 3.6. (*magna cum laude*).

Undergraduate thesis: *International intellectual property rights (IPR's) and economic development: A myth for the perpetuation of uneven accumulation*

Thesis advisor: Jalal Alamgir

Faculty & Teaching Appointments:

University of Kentucky, Lexington, KY, Lecturer, Community and Leadership Development, Fall 2017 – Present

(DOE: 75% teaching, 20% research, 5% service)

Courses:

- GEN 100 Issues in Food, Agriculture, and Environment
- GEN 300 Special Course: Peer Instructor
- CLD 305 Research Methods in Community and Leadership Development
- CLD 490 Senior Seminar in Community and Leadership Development

GEN 100 Program Co-Coordinator:

- Facilitate and coordinate GEN 100 peer mentor program, an outreach leadership development program for undergraduate instructional assistants.
- Facilitate and coordinate development of GEN 100 curriculum and recruitment and orientation of instructional team

Faculty Affiliations:

- Committee on Social Theory
- Center for Equality and Social Justice

- Appalachian Center

University of Kentucky, Lexington, KY, Graduate Teaching Assistant, Geography, Fall 2012 – Fall 2016

Primary Instructor:

- GEO 172 Introduction to Human Geography, 40 students, Fall 2016
- GEO 324 Geography of Latin America and the Caribbean, 13 students, Spring 2014

Recitation Leader:

- APP 200 Introduction to Appalachian Studies, Professor Kathryn Newfont, 103 students, Fall 2015

Teaching/Grading Assistant:

- A&S 100-021 Community 101 Learning Lexington, Assistant Professor Lynn Phillips, 72 students, Fall 2013
- GEO 172 Introduction to Human Geography, Professor Karl Raitz, 75 students. Spring 2012
- GEO 499 Senior Research Seminar, Professor Matt Zook, 25 students. Fall 2012

Scholarly Publications:

Published Manuscripts:

Shade, Lindsay and Javier Ramirez. 2018, "The Strategic Resources-Criminalization Nexus: Ecuador's Intag Zone." *Human Geography* Vol. 11(1).

Shade, Lindsay, Javier Ramirez and Susana Castro. 2018. "El Estado extractivista y el Estado penal: el caso de Intag, Ecuador" (The extractivist state and the penal state: the case of Intag, Ecuador). *Ecuador Debate* No. 102: 135-173.

Shade, Lindsay. 2015. "Sustainable development or sacrifice zone? Politics below the surface in post-neoliberal Ecuador" *Extractive Industries and Society* 2(4):775-784. doi:10.1016/j.exis.2015.07.004

Crampton, Jeremy, Jay Bowen, Daniel Cockayne, Brittany Cook, Eric Nost, **Lindsay Shade**, Laura Sharp, and Malene Jacobson. 2013. "Whose geography? Which publics?" *Dialogues in Human Geography* Vol 3(1): 73-76.

Shade, Lindsay, Richard D. Beger, and Jon G. Wilkes. 2003. "The use of carbon thirteen nuclear magnetic resonance spectra to predict dioxin and furan binding affinities to the aryl hydrocarbon receptor" *Environmental Toxicology and Chemistry*, 22(3),2003, 501-509.*

*Nominated for best publication by a young scientist in Environmental Toxicology and Chemistry, 2003.

Manuscripts in revision:

Shade, Lindsay. "Producing the subsurface: Opacity as governance in the new extractivism." [Minor revisions in progress, *Geoforum*]

Manuscripts in Progress:

Shade, Lindsay. "Creating maps without access to land: Land surveying using community-based spatial knowledge and participatory GIS." For submission to *The Professional Geographer*.

Shade, Lindsay, Betsy Taylor, Karen Rignall, Lindsay Tarus, Charice Starr. "The role of land in economic transition in Appalachia: A progress report on the Appalachian Land Study." Chapter proposal accepted for *In Pursuit of Just Transition: Reports from the Appalachian Post-Coal Revolution* edited by Shaunna Scott and Kathryn Engle. [*co-authored with the New Economy/Land Team of the Alliance for Appalachia and the Land

Competitive Research Grants and Fellowships:

- UK Appalachian Center Community Research Grants. Appalachian Land Study Multi-State Community Research Learning Exchange, UK Robinson Forest, June 28th-30th, 2019. Funded: \$3,000
- W. Norris Duvall Endowment Fund for Leadership Development. Planning a Student-Led Symposium on Sports and Social Justice. Funded: \$7,800.
- National Science Foundation, Dynamics of Coupled Natural and Human Systems program (Co-PI). 2019. Coupled Natural-Human Systems in Changing Energy Landscapes: Assessing the Role of Land in Economic and Energy Transition in Central Appalachia. With Karen Rignall, Betsy Taylor, Jian Yang, and Thomas Ochuodo. \$1,598,165. *Pending*
- National Science Foundation, Law and Social Science program (PI). 2019. From land ownership to constellations of interests: extractive legacies and economic transition in Appalachia. With Co-I's Karen Rignall and Betsy Taylor. \$490,328. *Not Funded*.
- Antipode Foundation. 2018. Appalachian Land and Livelihoods Study: Mobilizing Action Research for Land Reform and Post-Extraction Transition. \$12,470. *Not Funded*.
- Highlander Research and Education Center. 2018. Who Owns it? Coordinating land ownership research and dialogue in Mingo County and across West Virginia. Funded: \$12,500.
- Sociological Initiatives Foundation. Appalachian Communities for a Just Transition. 2018. Co-PI with Betsy Taylor/Livelihoods Knowledge Exchange Network. Funded: \$20,000.
- National Science Foundation Doctoral Dissertation Research Improvement Grant, Law and Social Science program. 2015. Politics Below the Surface: A Political Ecology of Mineral Rights and Land Tenure Struggles in Appalachia and the Andes. Funded: \$13,104.
- Institute for Human Geography, Small Grants Program. 2015. Politics Below the Surface: A Political Ecology of Mineral Rights and Land Tenure Struggles in Appalachia and the Andes. Funded: \$2,650.
- Graduate Student Academic Year Fellowship, University of Kentucky. 2015. Funded: \$7500
- Latin American Studies Summer Travel Grants, University of Kentucky. 2014. Funded: \$500
- James S. Brown Graduate Student Award for Research on Appalachia, University of Kentucky, 2015 & 2014. Politics Below the Surface: A Political Ecology of Mineral Rights and Land Tenure Struggles in Appalachia and the Andes. Funded: \$3,000 (two awards at \$1,500 each)
- Barnhart and Withington Research Award, University of Kentucky. 2015 & 2013. Politics Below the Surface: A Political Ecology of Mineral Rights and Land Tenure Struggles in Appalachia and the Andes. Funded: \$3,000.
- Woodrow Wilson International Center for Scholars, Global Women's Leadership Initiative grant, 2012. Funded: \$3500 (funded, declined due to acceptance to UK geography PhD).
- Tinker Field Research Grant - American University Center for Latin American and Caribbean Studies. 2011. Grassroots Alternatives to Neoliberal Development in Northwest Ecuador: Post-development in Practice" Funded: \$2500
- Graduate Research Grant - American University School of International Service. 2011. Grassroots Alternatives to Neoliberal Development in Northwest Ecuador: Post-development in Practice. Funded: \$1000.

Professional Research Experience - Academic:

Department of Community and Leadership Development, University of Kentucky, Lexington, KY

Postdoctoral Research Analyst, May 2017 to August 2017

Coordination of a collaborative regional land study on land ownership, land use and economic transition in the Appalachian region. Responsible for organizing events, research and communication, co-mentorship of undergraduate and Master's students, grant writing, and facilitation of collaborative research design process.

Department of Community and Leadership Development, University of Kentucky, Lexington, KY

Graduate Research Assistant Spring and Summer Term 2016, Spring 2017

Coordination of a collaborative regional land study on land ownership, land use and economic transition in the Appalachian region. Responsible for organizing events, research and communication, co-mentorship of undergraduate and Master's students, grant writing, and facilitation of collaborative research design process.

Department of Gender and Women's Studies, University of Kentucky, Lexington, KY

Graduate Research Assistant Fall Term 2013-2014 AY

Coded interviews on return migration from the United States to Peru under the supervision of Professor Cristina Alcalde to identify emerging themes related to race, class, gender, and violence.

Center for Latin American and Latino Studies, American University, Washington, D.C.

Graduate Research Assistant Feb 2012 - Jul 2012

Conducted literature review and draft NIH proposal for new initiative focused on the public health impacts of rising deportation rates; planned national academic conference on the distribution of mental and physical health risks in society, with attention to immigrant communities.

Defensa y Conservación Ecológica de Intag (DECOIN) Apuela, Imbabura, Ecuador

Research Intern May 2011-Aug. 2011

Conducted original research in three different communities to assess residents' views on economic globalization, mining, and alternative development. Also authored Spanish language grant proposals, critiqued 300+ page environmental impact study for minerals exploration, and reviewed and revised an economic valuation study of the Intag region's natural wealth.

Professional Experience - Non-Academic:

Ecumenical Commission for Human Rights (CEDUH), Quito, Ecuador

Human Rights Observer: (May 2014 – Dec 2014)

Documented human rights abuses in mining conflict in the Intag region of Ecuador by maintaining a daily journal observing conditions and activities in the conflict area, photographing and filming clashes, and maintaining an international presence. Provided accompaniment to individuals likely to be targeted with violence or assassination. Maintained communication with legal personnel and national and international human rights organizations.

Council for Affordable Quality Healthcare (CAQH), Washington, D.C.

Project Associate (temporary): Jun 2012 – Aug 2012

Supported the day-to-day activities of the Committee on Operating Rules for Information Exchange (CORE), including working with CORE technical assistants, overseeing database development and preparation for Affordable Care Act (ACA) compliance, communicating with CORE membership, and providing support for the CORE-certification process. The process certifies providers and health insurers' compliance with new ACA requirements for electronic records.

Friends of the Earth U.S. Washington, D.C.

Biofuels Policy Campaign Intern: Sept. 2010- Dec. 2010

Lead coalition meetings and legislative activities to advocate for the elimination of wasteful subsidies for corn ethanol. Developed public outreach campaign to increase public support for ending federal subsidies for blending ethanol with gas.

Grassroots International Jamaica Plain, MA

Individual Giving and eAdvocacy Coordinator: Jul. 2008 - Jul. 2010

Led all public communications programs for fund raising and advocacy, including management of budgets, consultants, and interns; event planning; and acting as a public speaker for the organization when necessary.

Oxfam America Boston, MA

Online Communications Coordinator: Jun. 2006 - Jul. 2008

Worked in a three person team to develop all internet-based communications strategies to build public awareness, support, and funding for Oxfam America's programs.

Harvard Medical School Cambridge, MA

Part Time Research Engineer: Nov. 2005 – Jun. 2006

Developed a prototype instrument to automate the process of creating microarrays of tissue samples for oncology research. Produced nanofabricated parts for research and development of biosensors based on properties of surface plasmon resonance.

Novartis Institutes for Biomedical Research, inc. (NIBRI) Cambridge, MA

Scientific Associate I: Sep. 2004 – Sep. 2005

Maintained international corporate library of synthetic medicinal research compounds, assisted with implementation and programming of a major robotic archive and database system, and ensured that newly synthesized compounds were routed to all appropriate research and toxicity screening programs. Provided all compound library support to Novartis's global scientific staff for research and discovery.

Transkaryotic Therapies, Inc. (TKT) Cambridge, MA

QC Microbiology Technician II: Jun. 2002 – Jun. 2004

Developed, produced, and analyzed microbiological assays for in-process, final product, and stability drug product samples for FDA regulated gene therapies as well as drug technologies in development.

National Center for Toxicological Research – FDA Jefferson, AR

Volunteer Student Researcher: Jun. 2000 – Aug. 2001

As a high school student, worked with a senior chemical engineer and spectroscopy specialist to develop a novel modeling technique – Spectroscopic Data Activity Relationship (SDAR) modeling – for discovering potential properties of chemical compounds, applied in this project to understanding the toxicity mechanisms of dioxin and dioxin-like compounds. The final results were published and presented at multiple state and international science fairs.

Kids for the Future, Inc. Forrest City, AR

Part Time Administrative Assistant: May 2000 – Aug. 2001

Provided administrative support for a large staff of behavioral healthcare specialists and teachers in a multi-location developmental preschool, including all medical data entry and billing, primarily through Medicaid. Substituted for and relieved classroom aids as needed.

Part Time Peer Tutor and Preschool Aid: Feb. 1998 – Aug. 1999

Tutored K-12 students with learning and behavioral disabilities in after-school program and worked as full time classroom aid in developmental preschool during summers.

Conferences and Speaking;

Conferences/Workshops Organized:

2019, *Appalachian Land Study Workshop – Mingo County*, UMWA Local 1440 Matewan, WV, April 21st 2019.

2017, *Regional Working Retreat on Appalachian Land Ownership Research*, Appalachian South Folklife Center, Pipestem WV. Aug. 26-27th 2017.

2016, *Land Ownership and Land Use for Just Transition in Appalachia: A community dialogue hosted by the Livelihoods Knowledge Exchange Network*. Lexington, KY Sept. 30th 2016.

2016. *Mapping our Land: a conversation on mining concessions and land rights in Intag*. Hosted at the Junin Community Center in Junin, Imbabura Province, Ecuador. July 1st, 2016.

2015. *Conozca sus derechos: Taller legal con abogado Fred Larreategui - Derechos humanos y derechos de la naturaleza en la Constitucion del Ecuador (2008) [Know your rights: Legal workshop with lawyer Fred Larreategui –Human rights and rights of nature in the 2008 Constiution]*. Hosted at the Junin Eco-Cabins August 2nd, 2015.

2014, *Third Annual Conference on Dimensions of Political Ecology*, University of Kentucky. President of UK Political Ecology Working Group. Feb. 27th – Mar. 1st 2014.

2014. *Mountaintop Removal Field Tour*, Third Annual Conference on Dimensions of Political Ecology, University of Kentucky. Led 28 international participants on site visits and community conversations throughout eastern Kentucky. Feb. 27th 2014.

2013. *Workshop: Land Ownership and Political Economies of Resistance*, Mountain Justice Spring Break, Doddridge County Park, Mar. 10th 2013.

Sessions Organized:

2019. Appalachian Studies Association, Boone, N.C. Roundtable Session: *Recognition, Ownership, and Authority in Organizing for Land Reform*.

2019. Association of American Geographers, Washington, D.C. Session: *Collaborative, Activist and Participatory Methods across Difference in Place-Based Struggles*.

2017, Appalachian Studies Association. Blacksburg, VA. *Extreme Land Politics and Just Transition: Planning a New Appalachian Land Study*.

2014, Association of American Geographers. Tampa, FL. *Administrative Opacity and Geographies of Invisibility*.

2014, Third Annual Conference on Dimensions of Political Ecology, University of Kentucky. *Scholar-Activist Panel - Working Across Borders: US/Latin America Collaborations for Social and Environmental Justice*.

2013, Association of American Geographers. Los Angeles, CA. *Hopeful Political Economies*. Double Session in *Symposium on Geographies of Hope at AAG*.

2013, Association of American Geographers, *Tales from the Neoliberal University*, panel co-organizer with University of Kentucky Critical Pedagogy Working Group.

Invited speaker/discussant:

2019. *UK Committee on Social Theory: New Affiliate Presentations*. “Extraction, Inequality, and the Politics of Illegibility.”

2018. *CLD Unexpected Speaker Series*, UK Dept of Community and Leadership Development. “Politics below the surface: mineral rights and land tenure in northern Ecuador.”

2018. *Dimensions of Political Ecology Conference*, University of Kentucky. "Political Ecology 101: What is Political Ecology?"

2017. *Appalachian Studies Association Annual Meeting*, Cincinnati, OH. Invited Discussant for Paper Session: Landscape and Land Use History in Appalachia.

2017. *Geography Colloquium Series*, University of Kentucky, "Politics below the surface: A political ecology of mineral rights and land tenure struggles in Appalachia and the Andes."

2009. *Understanding Our World Speaker Series*, Boston Cares, "Understanding Our World: The Global Food Crisis."

Papers Presented/Accepted:

2019. Association of American Geographers, Washington, D.C. Session: *Collaborative, Activist and Participatory Methods across Difference in Place-Based Struggles*. Paper: Multiscalar processes of community engagement in a regional study of land ownership inequality.

2018. Association of American Geographers, New Orleans, LA. Session: *Participatory Engagement*. Paper: Land Ownership and Energy Transition: Evidence from Central Appalachia.

2017, Association of American Geographers, Boston, MA. Session: *Legibility Acts and Climate Adaptation I*. Paper: From transparency to systemic opacity: Mining rights and land tenure struggles in Appalachia and the Andes.

2016, Association of American Geographers, San Francisco, CA *Point, Line, Plane, Volume: Increasing Dimensionality in Geographic Inquiry*. Paper: Rethinking land conflict and resource extraction in Appalachia and the Andes

2015, International workshop on the Political Economy of the Extractive Imperative in Latin America, Institute for Social Studies, The Hague. Paper: Politics Below the Surface: Sustainable Development or Mining Sacrifice Zones in Ecuador?

2015, Society for Applied Anthropology / Political Ecology Society annual meetings, Pittsburgh, PA. Session: *Politics, People, and Participation in the Extraction Industry*. Paper: Public Revenues and Extraction in the Context of Ecuadorian "21st Century Socialism:" The Intag Case.

2014, Association of American Geographers, Tampa, FL. *Law, Culture, and Place II: International Contexts*. Paper: Politics Below the Surface: Parcellation, Place and Struggles for Land in Extractive Economies

2013, Appalachian Public Interest Environmental Law Conference. University of Tennessee Law School, Knoxville, TN. *Finance, Land Ownership, and Mountaintop Removal Coal Mining: Hands Off Appalachia's Campaign Against UBS*

2013, Association of American Geographers, Los Angeles, CA. *Hopeful Political Economies*. Paper: "Hope at the Margins: Dispossession, Death, and Resistance" Session organizer and presenter.

2013, Third Annual Conference on Dimensions of Political Ecology, University of Kentucky. *Resistance and Resilience*. Paper: "Resistance to Mining in Northwest Ecuador: Perspectives from Political Ecology and Post-Development." Presenter.

2012, Conference on Critical Geography, University of North Carolina, Chapel Hill. *Territories in Resistance*. Paper: "Cooperation and Difference: Means of Resistance in Contentious Politics over Natural Resources in Ecuador's Intag Zone." Presenter.

2008, International Conference on Multiculturalism, Education, and Sustainable Development in West Africa, Cotonou, Benin. "Civil Society and Intellectual Property Rights in the TRIPS+ Era." Undergraduate presenter.

Panels:

2018, Appalachian Studies Association Annual Meeting, Cincinnati, OH. Session: *Exploring Appalachian Land Ownership: Methodologies and Data Collection for a New Study*.

2014, Association of American Geographers, Tampa, FL. Session: *The Politics and Ethics of Vulnerability: Exploring Methodologies for Rights and Justice-Based Research and Praxis*.

2013, Association of American Geographers, Los Angeles, CA. Session: *The American South: Perspectives on Researching the Region*.

2013, Association of American Geographers, Los Angeles, CA. Session: *Closing Plenary of the Symposium on Geographies of Hope at AAG*.

Professional Workshops and Training Completed:

2018-2019. Faculty Fellows Cohort 9. University of Kentucky Transformative Learning. Lexington, KY.

2018. Grant Writing Workshop. CAFÉ Research Office. University of Tennessee, Knoxville, TN.

2018. Inside Out Training Institute. The Inside Out Prison Exchange Program. Fairmont, WV.

2017. Op-Ed Project Workshop: Write to Change the World. Center for Equality and Social Justice, University of Kentucky. Lexington, KY.

Public Policy and Media Products:

Prosperino, Lill and **Lindsay Shade**. 2019. "Popular Education Workshop Packet for Community-Based Land Ownership Research." Appalachian Land Study Collective - available by request.

Shade, Lindsay. 2018. "A Citizen's Guide to Understanding and Researching the Land Books." Appalachian Land Study Collective – available by request.

Mountain Talk Radio WMMT 88.7, Whitesburg, KY: Interviewee for program "Who Owns Appalachia – Then and Now" Feb 2nd, 2018.

Kate McMahan, Ben Schreiber, Paul Harvey-Weiner, and Lindsay Shade. "Buying Bills: How the Biofuels Industry Influences Congress to Waste Your Taxpayer Dollars." Friends of the Earth, October 2010.

Shade, Lindsay. "Honduras Crisis Exposes Weakness of US Democracy." *Common Dreams*. August 1 2009.

Professional Affiliations:

- Community Development Society
- Association of American Geographers [Specialty Groups: Cultural and Political Ecology, Development Geographies, Economic Geography, Latin America, Qualitative Research, Socialist and Critical Geography]
- Latin American Studies Association
- Political Ecology Society / Society for Applied Anthropology
- Appalachian Studies Association

Professional, Academic, and Activist Service and Activities:

- Convener: Appalachian Land Study Working Group (2016 – present)
- Convener: West Virginia state land study team (Jan 2018 – present)
- Task force member: New Economy/Appalachian Land Team of the Alliance for Appalachia (July 2018 to present).
- Appalachian Transition Fellowship Mentor, Highlander Research and Education Center (June 2017 – present).
- Reviewer for *Extractive Industries and Society*, *Geoforum*, and *Development and Change* (ongoing).
- Human Rights Observer, Ecumenical Commission for Human Rights in Ecuador, Aug. 2014 – Nov. 2014.
- Facilitator, Political Ecology Working Group, University of Kentucky, AY 2013-2014.
- Graduate Student Representative, Personnel Committee, Geography Department, University of Kentucky AY 2013-2014.
- Infrastructure Committee, Extreme Energy Extraction Collaborative, March 2014 – May 2016.
- Organizing Committee Member, Political Ecology Working Group, University of Kentucky. Fall 2012– May 2016.
- Organizing member, Critical Pedagogy Working Group, University of Kentucky. 2012-2014.
- Organizing Fellow, Progressive Change Campaign Committee PAC, 2008-2010.
- Union steward for SEIU Local 2020 Boston, MA (employee rep at Oxfam America), 2006-2008.
- Creation of website and online advocacy tools for the U.S. Working Group on the Food Crisis in 2008.
- Co-founder of Boston Climate Justice, part of a national climate justice direct action campaign, 2009.

KEIKO TANAKA

Professor of Rural Sociology

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General Background

EDUCATION

Ph.D. Sociology, Michigan State University, 1997
M.A. Sociology, Michigan State University, 1992
B.A. Sociology, Aquinas College, 1990

EMPLOYMENT

7/17 to present Professor, Department of Sociology, University of Kentucky
7/16 to present Professor, Department of Community & Leadership Development, University of Kentucky
7/07 to 6/16: Associate Professor, Department of Community and Leadership Development (DOE: 55-80%) and Department of Sociology, University of Kentucky (DOE: 20-44%).
07/07 to 6/15: *The Dr. and Mrs. C. Milton Coughenour Research Professor in Agricultural Sociology and Natural Resources*, Department of Community and Leadership Development, College of Agriculture, Food and the Environment, University of Kentucky.
4/01 to 6/07: Assistant Professor, Department of Community and Leadership Development (80%) and Department of Sociology (DOE: 20%), University of Kentucky.
3/98 to 4/01: Lecturer (Tenured Assistant Professor), Department of Sociology and Anthropology, University of Canterbury, New Zealand.
10/97 to 2/98: Conference Coordinator, Great Lakes/Northeastern Region Fruit and Vegetable Systems Development Center, Michigan State University.
5/97 to 8/97: Instructor, Department of Sociology, Michigan State University.
8/96 to 5/97: Graduate Teaching Assistant, Department of Sociology, Michigan State University.
5/95 to 8/95: Instructor, Department of Sociology, Michigan State University.
5/93 to 8/93: Instructor, Department of Sociology, Michigan State University.
8/90 to 8/96: Graduate Research Assistant, Department of Sociology, Michigan State University.

ADMINISTRATIVE APPOINTMENTS

- 7/17 to present: Director of Undergraduate Studies in Community and Leadership Development, Department of Community and Leadership Development, College of Agriculture, Food and Environment, University of Kentucky (DOE: 15%)
- 7/15 to 12/15: Interim Director of Graduate Studies, Department of Community and Leadership Development, College of Agriculture, Food and Environment, University of Kentucky. (DOE: 10%)
- 5/13 to 12/14: Director of Graduate Studies, Department of Sociology, College of Arts and Sciences, University of Kentucky. (DOE: 20% for 2013-14AY; 10% for Fall, 2014)
- 7/10 to 12/13: Director, Asia Center, University of Kentucky. (DOE: 20%)
- 7/09 to 5/11: Director of Graduate Studies, Department of Sociology, College of Arts and Sciences, University of Kentucky. (DOE: 10%)
- 7/08 to 6/10: Co-director, Asia Center, University of Kentucky. (DOE: 10%)

VISITING SCHOLAR APPOINTMENTS

- 5/19 to 6/19: Visiting Research Fellow, Research Institute for Humanity and Nature, Kyoto, Japan.
- 6/18 to 7/18: Visiting Professor, Graduate School of Agriculture, Kyoto University
- 5/17 to 6/17: Visiting Research Fellow, Research Institute for Humanity and Nature, Kyoto, Japan.
- 5/16 to 6/16: Visiting Research Fellow, Research Institute for Humanity and Nature, Kyoto, Japan.
- 4/08 to 7/08: Visiting Scholar, Research Institute for Social Sciences/Afrasia Centre for Peace and Development Studies, Ryukoku University, Kyoto, Japan.
- 4/05 to 7/05: Visiting Scholar, Department of Food and Environmental Economics, Faculty/Graduate School of Agriculture, Kyoto University, Kyoto, Japan.
- 10/95 to 5/96: Visiting Graduate Fellow, Institute of Agricultural Economics, Chinese Academy of Agricultural Sciences, Beijing, China.

LANGUAGE ABILITY

- Japanese (native)
- English (fluent)
- Mandarin Chinese – reading & writing (intermediate)
- Mandarin Chinese - speaking (basic)

FIELDS OF INTERESTS

- Rural sociology
- Sociology of agriculture and food
- Sociology of science and technology
- Sociology of development
- East Asian studies

SOCIETY MEMBERSHIPS

1. Association of Asian Studies
2. Rural Sociological Society
3. Southern Rural Sociological Association

Awards & Fellowships

AWARDS & HONORS

National Awards & Honors

1. *The Rural Sociological Society's 2012 Award of Appreciation*. The Rural Sociological Society, 2012.
2. *The Rural Sociological Society's 2011 Excellence in Instruction Award*. The Rural Sociological Society, 2011.

Regional Awards & Honors

1. *The Southern Rural Sociological Association's 2014 Award of Appreciation*. The Southern Rural Sociological Association, 2014.

Internal Awards

1. *University of Kentucky Wethington Award*, May 2017
2. *University of Kentucky Ken Freedman Outstanding Advisor Award, 2015 (Nomination)*.
3. *University of Kentucky Wethington Award*, May 2014 (US\$3,000)
4. *The Dr. and Mrs. C. Milton Coughenour Research Professorship in Agricultural Sociology and Natural Resources*, 2007-2015. (\$10,000/year).
5. *The UK Department of Sociology Distinguished Leadership Service, 2011*. Department of Sociology, University of Kentucky, 2011.
6. *University of Kentucky Wethington Award*, May 2006 (US\$5,000).
7. *University of Kentucky Wethington Award*, May 2005 (US\$3,000).

FELLOWSHIPS

1. **Dissertation Fellow**. "Negotiating the Uniformity of a Commodity: The Case of the Rapeseed Subsector in the People's Republic of China," *U.S. Department of Education, Foreign Language and Area Studies Fellowship (FLAS)*, 1995-96 (\$10,846).
2. **Predissertation Fellow**. "The Development of Agricultural Research System in the People's Republic of China." *Social Science Research Council International Predissertation Fellowship*, 1993-94 (\$30,100).

Publications

Co-authorship Notes: * Undergraduate student under supervision; † Graduate student under supervision; § Post-doctorate under supervision

REFEREED JOURNAL ARTICLES

1. Brekken, C.A., C. Dickson, H.H. Peterson, G. Feenstra, M. Ostrom, **K. Tanaka**, and G. Engelskircheng. 2019. "Economic Impact of Values-Based Supply Chain Participation on Small and Midsize Produce Farms." *Journal of Food Distribution Research*, 50(2): forthcoming.

2. McGreevy, S., M. Kobayashi, and **K. Tanaka**. 2018. "Agrarian Pathways for the Next Generation of Japanese Farmers." *Canadian Journal of Development Studies*, DOI: 10.1080/02255189.2018.1517642
3. Burmeister, L. and **K. Tanaka**. 2017. "Fair Labor Practices in Values-Based Agrifood Supply Chains?" *Journal of Agriculture, Food Systems, and Community Development*. 7(3): 17-22.
4. **Tanaka, K.** 2017. "Mexican Farm Workers in Large-Scale Agriculture in the United States." (アメリカの大規模農業を支えるメキシコ人労働者) *Agriculture and Economy*, 83 (6): 63-72. (『農業と経済』6月号). Invited manuscript published in the special issue on "Foreign Workers in Agriculture and Rural Society." [Japanese]
5. Adams, I., C.T.C. Okoli, A. Linares, A. Keita, **K. Tanaka**, J. Polanin, and A. Koempel. 2016. "Breastfeeding Practices among Native Hawaiians and Pacific Islanders." *Journal of Obesity*. 2016. Article ID 2489021 [9 pages]
6. Brislen, L.†, **K. Tanaka**, and K. Jacobsen. 2016. "Preferred Knowledge Sources for Beginning Farmers: The Case of Kentucky." *Journal of Extension*. 15(4)
7. Hullinger, A.+ and **K. Tanaka**. 2015. "Agriculture of the Middle Participation in State Branding Campaigns: The Case of Kentucky." *Journal of Agriculture, Food Systems, and Community Development*. 6(1): 1-14.
8. Mooney, P.H. and **K. Tanaka**. 2015. "The Family Farm in the United States: Social Relations, Scale, and Region." *Village and Agriculture*, 166: 45-58. (*Wieś i Rolnictwo*). Invited manuscript published in the special issue as the proceeding of the international conference on "Family Farms in the World," organized by Institute of Rural and Agricultural Development of Polish Academy of Sciences (IRWiR PAN) and the United Nations Food and Agriculture Organization. [English]
9. **Tanaka, K.**, E. Indiano*, G. Soley†, and P. Mooney. 2015. "Building the Capacity for Community Food Work: The Role of the USDA Community Food Project Competitive Grant Program." *Journal of Agriculture, Food Systems, and Community Development*, 5(4): 1-15.
10. **Tanaka, K.** 2014. "Reimagining the Future of Agriculture: Building Knowledge for Sustainability and Resilience." *Journal of Rural Social Sciences*, 29(1): 1-16. Invited manuscript published as the 2014 Presidential Address of the Southern Sociological Association.
11. **Tanaka, K.** and A. Juska. 2011. "Technoscience in Agriculture: Reflections on the Contributions of the MSU School of Sociology of Food and Agriculture." *Journal of Rural Social Sciences*, 25(3): 34-55.
12. Niiyama, Y., H. Hosono, R. Kawamura, A. Kiyohara, H. Kudo, Y. Kido, and **K. Tanaka**. 2011. "Reexamination of Factors for Recognizing a Food Safety Risk." (食品由来リスクの認知要因の再検討) *Agricultural Economics Research*, 82(4) 230-242. (『農業経済研究』) [Japanese]
13. **Tanaka, K.** 2011. "Public Sociology: Building Engaged Scholarship in Lexington -- The Case of the University of Kentucky." (公共社会学：レキシントン地域にとりくむ学術を養う — ケンタッキー大学の例) *Agriculture and Economy*, 77 (2): 144-149. (『農業と経済』2月号). Invited manuscript published in the special issue on "Increased Expectation on the Contribution of Colleges and Universities toward Communities: Exploring Examples of University-Community Collaborations." [Japanese]
14. **Tanaka, K.** and P. Mooney. 2010. "Public Scholarship and Community Engagement in Building Community Food Security: The Case of the University of Kentucky." *Rural Sociology*, 75(4): 560-583.

15. Yotsumoto, Y.†, K. Sakamoto†, and **K. Tanaka**. 2009. "Conception of Rice among Japanese Expatriates in Kentucky." *Journal of Social Sciences*, 19(1): 19-26.
16. **Tanaka, K.** 2009. "On Innovation in Teaching Rural Sociology." *Southern Rural Sociology*, 24(3): 12-16.
17. **Tanaka, K.** 2008. "Seven *Samurai* to Protect 'Our' Food: The Reform of Food Safety Regulatory System in Japan After the BSE Crisis of 2001." *Agriculture and Human Values*, 25(4): 567-580.
18. **Tanaka, K.** and V. Bhavsar. 2008. "The Role of Southern SARE Projects in Enhancing the Quality of Life in Rural Communities in the South." *Southern Rural Sociology*, 23(1): 23-46.
19. **Tanaka, K.** and K. Sakamoto†. 2006. "American Public Response to BSE Crisis: An Examination of Globalizing Food Safety Risks from a Comparative Sociological Perspective." (BSE問題に対するアメリカ世論の反応—国際化する食品リスクを比較社会学の視点から考える—). *Science*, 76(11): 1156-1159. (『科学』11月号). Invited manuscript published in the special issue on "How Much Do We Know About BSE Risk? Cutting Edge in Prion Science". [Japanese]
20. **Tanaka, K.** 2005 "How American Public Responded to BSE Crisis?" (アメリカ国内世論はどう動いたか?) *Agriculture and Economy*, 71(14): 48-66. (『農業と経済』12月号). Invited manuscript published in the special issue on "Issues surrounding Reopening of Beef Import: Will Science be Used Effectively?" [Japanese]
21. **Tanaka, K.** 2005. "Redefining the Moral Responsibilities for Food Safety: The Case of Red Meat in New Zealand." *Rural Sociology*, 70(4): 470-490.
22. Wright, W., E. Ransom, and **K. Tanaka**. 2005. "Constructing Confidence: The 'All-American Meal' and the United States' Case of BSE." *Journal of Illness, Crisis and Loss*, 13(1): 95-115.
23. **Tanaka, K.** and L. Busch. 2003. "Standardization as a Means for Globalizing a Commodity: A Case of Rapeseed in China." *Rural Sociology*, 68(1): 25-45.
24. **Tanaka, K.**, A. Juska, and L. Busch. 1999. "Globalization of Agricultural Production and Agricultural Research: The Case of Rapeseed Subsector." *Sociologia Ruralis*, 39(1): 54-77.
25. **Tanaka, K.** 1998. "Agricultural Research in a Centrally Planned Economy: The Case of Rapeseed Research in the People's Republic of China." *Southeast Asian Journal of Social Science*, 26(1): 69-92.
26. Juska, A., L. Busch, and **K. Tanaka**. 1997. "The Blackleg Epidemics in Canadian Rapeseed as A 'Normal Agricultural Accident'." *Ecological Application*, 7(4): 1350-1356.
27. Busch, L. and **K. Tanaka**. 1996. "Rites of Passage: Constructing Quality in a Commodity Subsector." *Science, Technology, and Human Values*, 21(1): 3-27.
28. Busch, L., V. Gunter, T. Mentele, M. Tachikawa, and **K. Tanaka**. 1994. "Socializing Nature: Technoscience and the Transformation of Rapeseed into Canola." *Crop Science*, 34(3): 604-614.

REFEREED BOOK CHAPTERS

1. Mooney, P., **K. Tanaka**, and G. Ciciurkaite†. 2014. "The Food Policy Council Movement in North America: A Convergence of Alternative Local Agrifood Interests?" Pp. 229-255 in *Alternative Agrifood Movements: Convergence and Divergence*, edited by Douglas Constance, Marie-Christine Renard, and Marta G. Rivera-Ferre, Emerald Group Publishing Limited.
2. **Tanaka, K.**, P. Mooney, and B. Wolff†. 2014. "Food Insecurity and Obesity in Rural America: The Paradox of the Modern Agrifood System." Pp. 642-660 in *Rural America in a Globalizing World*:

Problems and Prospects for the 2010s, edited by C. Bailey, L. Jensen and E. Ransom. Morgantown, WV: West Virginia University Press.

3. **Tanaka, K.**, P. Mooney, and B. Wolff†. 2014. “Who’s Hungry? Understanding Food Insecurity in the U.S.” Pp. 242-260 in *Understanding Diversity: Celebrating Difference, Challenging Inequality*, edited by C.M. Renzetti and R.K. Bergen. Boston: Allyn & Bacon.
4. **Tanaka, K.**, M. Williams, K. Jacobsen, and M. Mullen. 2011. “Sustainably Growing Farmers of the Future: Undergraduate Curriculum in Sustainable Agriculture at the University of Kentucky.” Pp. 97-114 in K. Bartels and K. Parker (eds.), *Teaching Sustainability and Teaching Sustainably in Higher Education*. Sterling, VA: Stylus Publishing.
5. **Tanaka, K.** and E. Ransom. 2007. “Producers, Consumers and Citizens in the Global Agrofood System: The Cases of New Zealand and South Africa in the Global Red Meat Chain.” Pp. 247-272 in W. Wright and G. Middendorf (eds.), *Food Fights: Producers, Consumers, and Activists Challenge the Global Food System*. University Park: Penn State University Press Rural Studies Series.
6. Busch, L., **K. Tanaka**, and V. Gunter. 2000. “Who Cares if the Rat Dies? Rodents, Risks, and Humans in the Science of Food Safety.” Pp. 109-117 in Steve Kroll-Smith, Phil Brown and Valerie Gunter (eds.), *Environments and Illnesses: A Reader in Contested Medicine*. New York: New York University Press.

BOOK REVIEWS

1. Tanaka, K. 2011. Alessandro Bonanno, Hans Bakker, Raymond Jussaume, Yoshio Kawamura and Mark Schucksmith, eds., *From Community to Consumption: New and Classical Themes in Rural Sociological Research, Research in Rural Sociology and Development Volume 16*. Bingley, UK: Emerald Group Publishing Limited, 2010. Published in the *Journal of Rural Social Sciences*, 26(1): 147-150.

OTHER TECHNICAL PUBLICATIONS

1. Peterson, H.H., G. Feenstra, M. Ostrom, and **K. Tanaka**. 2017. “Impacts of Values-Based Supply Chains on Small and Medium-Sized Farms.” *Journal of Food Distribution Research*, 48(1): 105-106. Conference Proceeding Issue.
2. **Tanaka, K.**, K. Niewolny, L. MacAuley, H. Hyden+, M. Velandia, S. Hodges, E. Sorensen, K. Jacobsen, A. Wszelaki, & L. Brislen+. 2016. “A Systems Approach to Fostering New Farmer Innovation: Exploring the Influence of Social, Cultural and Human Capital Systems for Beginning Farmer Success in Food and Farming Systems”. In *Proceedings of the 7th National Small Farm Conference*, Virginia Beach, Virginia.
3. Niewolny, K., **K. Tanaka**, L. MacAuley, H. Hyden+, L. Brislen+, K. Jacobsen, M. Velandia, S. Hodges, E. Sorensen, & A. Wszelaki. 2016. “Mapping the Complexities of Farmer Knowledge Production: An Interdisciplinary Systems Approach to Examining New Farming Systems in Rural Appalachia. In *Proceedings of the XIII World Congress of Rural Sociology*, Toronto, Canada.
4. McGreevy, S. and K. Tanaka. 2016. “Nurturing Future Farmers: Comparative Analysis of the Support System for Beginning Farmers between Japan and the United States. In *Proceedings of the XIII World Congress of Rural Sociology*, Toronto, Canada.
5. Wolff, B.+ and **K. Tanaka** 2011. *Food Security in the Urban Bluegrass. Lessons Learned. Lexington Community Food Assessment 2009: Interview & Focus Group Results. Research Report*. Lexington, KY: Department of Community and Leadership Development, University of Kentucky.

6. Brislen, L.+ and **Tanaka, K.** 2010. *Shopping for Values: Food Concerns and Insights from Lexington Kentucky. Lexington Food Assessment 2008: Consumer Survey Results. Research Report.* Lexington, KY: Department of Community and Leadership Development, University of Kentucky.
7. Stiff, E.+ and **K. Tanaka.** 2010. "Sustainability, Justice, Health? Marketing of Ethical Eating in Kentucky" Published in *The Proceedings of the International Workshop on What Kinds of Ethics Support Food Communities?: Intimate and Public Confidence between Farmers and Consumer.* The GCOE Kyoto University, Kyoto, June 2010.
8. **Tanaka, K.** 2008. "Wrap-up Session." *The Proceeding of the International Seminar on the Impact of Globalizing Economy on Local Resources Management and Community Development for Conflict Resolution.* The Afrasian Center for Peace and Development Studies, Ryukoku University, Kyoto, June 29.
9. **Tanaka, K.,** P. Mooney, T. Lunsford+, B. Maddock+, W. Samson+, H. Sands+, C. Stapel+, C. Thompson+, and Q. Tyler+. 2008. *Lexington Community Food Assessment, 2004-07. Research Report.* Lexington, KY: Department of Community and Leadership Development, University of Kentucky. (34 pages)
10. Bhavsar, V., A. Meyer+, K.P. Mundy, and **K. Tanaka.** 2005. *Evaluation of SSARE-funded Research and Education Projects, 1988-2003: Review of SSARE-funded Soil and Water Quality Projects 1988—2003.* A research report submitted to the Southern Sustainable Agriculture Research and Education Program (SSARE). (32 pages) Available for download at: <http://www.southernsare.org/content/download/3226/27672/soilwater.doc>
11. **Tanaka, K.,** S. Jeffries§ and A. Broom+. 2002. *At the Laboratory Window: Genetic Engineering and Society.* A research report. Lexington, KY: Department of Sociology, University of Kentucky. (76 pages)
12. Busch, L., **K. Tanaka,** and A. Juska. 1992. *Transgenic Plants and Michigan Food and Agriculture: Issues and Recommendations.* A workshop report. East Lansing, MI: Department of Sociology, Michigan State University.
13. Busch, L., **K. Tanaka,** and V. Gunter. 1991. *Biotechnology and Michigan Food and Agriculture: Issues and Recommendations.* A workshop report. East Lansing, MI: Department of Sociology, Michigan State University.

NEWSLETTER ARTICLES

1. **Tanaka, K.** 2008. "Understanding Challenges of Food Access in Lexington." P. 7 in *Ace Weekly.* October 16, 2008.
2. Meyer, L., **K. Tanaka,** and K. Burdine. 2005. "The Japanese Market for U.S. Beef." *UK Cooperative Extension Service Economic and Policy Update,* 5(11): 1-2.
3. **Tanaka, K.** 2003. "Report on the Session, Employment in Non-Academic Settings." *The Rural Sociologist,* 22(4): 17-19.

EDITORSHIP

1. **Tanaka, K.** 2009. Guest Editor of "Special Issue: The Pedagogy of Rural Sociology" in *Southern Rural Sociology,* 24(3).

JOURNAL MANUSCRIPT UNDER PREPARATION

1. **Tanaka, K.** “Justice & Tyranny: Bringing ‘Rural’ Back Into the Sociology of Food and Agriculture.” To be published as the Presidential Address at the 82nd Annual Meeting of the Rural Sociological Society in *Rural Sociology*, forthcoming.
2. Tanaka, K., K. Rignall, H. Hyden, M. Valendia, C. Trejo-Pech, T. Cuellar, N. Messer, and A. Del Brocco. “Building Food Justice Markets: Opportunities and Challenges in the Southeast Region.” In preparation.

BOOK MANUSCRIPTS UNDER PREPARATION

1. **Robinson, K., M. Harvy, A. Carter, K. Tanaka, K., eds.** *Race in Rural America [tentative title]*. Morgantown, WV: West Virginia University Press.
2. **Sakamoto, K. and K. Tanaka, eds.** *Our Collective Future: Building Sustainable Agrifood Systems and Resilient Rural Communities. Lessons from Japan [tentative title]*. Morgantown, WV: West Virginia University Press.

Grants

Co-PI Notes: * Undergraduate student under supervision; † Graduate student under supervision; § Post-doctorate under supervision

EXTERNAL COMPETITIVE GRANTS FUNDED***Grants to Support My Own Scholarship***

1. **Principal Supervisor.** *Extending Roots of Fresh Stop Markets Across the Southeast Region.* “Southern Sustainable Agriculture Research and Education (SARE) James Harrison Hill, Sr. Young Scholar Enhancement Grant Program, Summer 2019 (US\$3,864). **Student Mentee:** Timothy Nathaniel Messer.
2. **Project Director.** “Extending Roots of Fresh Stop Markets Across the Southeast Region.” *Southern Sustainable Agriculture Research and Education (SARE) Research & Education Competitive Grant, 2018-21 (US\$267,972)*. Co-PIs: Karen Rignall (UK Community & Leadership Development); Karyn Moskowitz (New Roots, Inc.); Margarita Velandia (Agricultural & Resource Economics Department, University of Tennessee); Carlos Trejo-Pech (Agricultural & Resource Economics Department, University of Tennessee); and Steve Muntz (Southern Sustainable Agriculture Working Group).
3. **Co-Principal Investigator.** “Impacts of Values-Based Supply Chains on Small and Medium-Sized Farms.” *USDA-NIFA Agriculture and Food Research Initiative Grant, 2014-17 (US\$ 500,000)*. **Project Director:** Hikaru Peterson, University of Minnesota Agricultural Economics. **Co-PIs:** Gail Feenstra (University of California-Davis); and Marcia Ostrom (Washington State University).
4. **Co-Principal Investigator.** “A Systematic Review of Strategies for Addressing Disparities in Obesity Prevention for Pacific Islanders and Native Hawaiian: Informing Policy and Action.” *Robert Wood Johnson Foundation Competitive Grant, 2013-15 (US\$ 100,000)*. **Project Director:** Ingrid Adams (UK Dietetics and Human Nutrition).
5. **Co-Principal Investigator.** “BOOST H₂O (Helping Hydrologic Outreach) in Indonesia and Turkey.” US State Department Bureau of Oceans and International Environmental and Scientific Affairs’ (OES) Office of Science and Technology Cooperation, *Building Opportunity Out of Science and Technology (BOOST): Energizing Young Scientists Grant Program, 2012-13 (US\$ 197,883)*. **Project Director:** Alan Fryar (UK Earth and Environmental Sciences). **Co-PIs:** Carmen Agouridis (UK Biosystems and Agricultural Engineering); Carol Hanley (UK Agriculture); Adam Milewski

(Geology Department, University of Georgia); Michael Reed (UK Agricultural Economics; Paul Schroeder (Geology Department, University of Georgia).

6. **Project Director.** “Mapping Sustainable Farm Systems: An Integrated Focus on Upper South New Producers as Catalysts of “Good Stewardship.” *Southern Sustainable Agriculture Research and Education (SARE) Research & Education Competitive Grant, 2012-16* (US\$ 270,000). **Co-PIs:** Krista Jacobsen (UK Horticulture); Kim Niewolny (Adult & Community Education Department, Virginia Tech University); Steven Hodges (Crops & Soil Environmental Sciences Department, Virginia Tech University); Margarita Valandia (Agricultural & Resource Economics Department, University of Tennessee); Jason Fewell (Agricultural & Resource Economics Department, University of Tennessee); Annette Wszelaki (Plant Sciences Department, University of Tennessee).
7. **Co-Principal Investigator.** “Needs Assessment for Young and Beginning Farmers of Kentucky.” *The Sydney S. Spivack Program in Applied Social Research and Social Policy. 2011 Community Action Research Initiative (CARI). American Sociological Association* (US\$ 2,700). **Primary Investigator:** Lillian Brislen+ (UK Sociology).
8. **Project Director.** “Globalizing Agricultural Education: Sustainable Agriculture, Food, and Rural Development.” *USDA-NIFA International Science Education (ISE) Competitive Grant Program, 2010-13* (US\$ 150,000). **Co-PIs:** Carol Hanley (UK Tracy Farmer Institute for Sustainability & Environment); Kristine Ricketts (UK Community & Leadership Development Department); Mark Williams (UK Horticulture Department); Mike Reed (UK Agricultural Economics Department); and Beth Goldstein (UK Education Policy Evaluation Department).
9. **Principal Investigator.** “Rebuilding Trust in Beef: The Case of the New Science-Based Food Safety Regime in Japan.” *National Science Foundation, Societal Dimensions of Engineering, Science, and Technology, 2004-07* (US\$ 147,697). **Co-PI:** Keith Schillo (UK Animal and Food Sciences).
10. **Co-Principal Investigator.** “Local Food Systems and Agricultural Diversification: Opportunities and Obstacles.” *U.S. Department of Agriculture National Research Initiative (USDA-NRI) Rural Development Research Grant, 2003-06* (US\$ 180,000). **Project Director:** Mark Swanson, Department of Health Behavior, University of Kentucky. **Co-PIs:** Betty King, UK Community and Leadership Development; Larry Burmeister, UK Community and Leadership Development
11. **Principal Supervisor.** “At the Laboratory Window: Science and Society.” *Christchurch School of Medicine, the University of Otago, Summer Studentship Programme, Summer 1999* (NZ\$ 4,000). **Student Advisee:** Alex Broom+ (Department of Sociology, University of Canterbury)
12. **Principal Investigator.** “The Value of Standardization in the Global Agricultural Market: The Role of Science and Technology in Transforming the New Zealand Agricultural Sector.” *The Royal Society of New Zealand, NZ/USA Scientific and Technological Co-operative Science Programme of the International Science and Technology Linkages Fund Research Contract, 1998-99* (NZ\$ 4,050).
13. **Principal Investigator.** “Negotiating the Uniformity of a Commodity: The Case of the Rapeseed Subsector in the People’s Republic of China,” *National Science Foundation Social Dimension of Engineering, Science, and Technology, Dissertation Improvement Grant, 1995-96* (US\$ 10,000).

Grants to Support Asia Center Activities Under My Directorship

1. “Tomodachi: Understanding Contemporary USA by SNS Project.” *U.S. Department of State Cultural Affairs Section, U.S. Embassy in Japan, 2012-13* (US\$ 13,000). **Project Director:** Yonehiko Sugita (Contemporary American Studies Consortium of Japan, Osaka University, Japan). **Asia Center's Role:** Primary Partner Institution (Faculty co-PI: Keiko Tanaka, Asia Center).
2. “American Cultural Center at Shanghai University: American Stories from the South.” *U.S.*

Department of State Public Diplomacy Programming, China, 2011-12 (US\$ 100,000). Asia Center's Role: Primary Project Administrator (Faculty PI: Keiko Tanaka, Asia Center).

3. *The International Academic Partner Program (IAPP) with India*, Institute of International Education, 2011-12. **Asia Center's Role:** Nationally Selected Participant (Faculty PI: Srimati Basu, Gender & Women's Studies).
4. Chinese Language Teachers Training for the Fayette County Public School. *U.S. National Security Agency STARTALK Language Program, 2010-11 (US\$ 123,523). Asia Center's Role:* Principal Project Administrator (Faculty PI: Beth Goldstein, Education Policy Studies and Evaluation).
5. "Outreach-Matsuri in Kentucky." *The Japan Foundation Center for Global Partnership*, 2009-10 (US\$ 4,510). **Asia Center's Role:** Principal Project Administrator (PD: Shanna Herron, Asia Center).
6. "Building a Japan Studies Concentration at the University of Kentucky." *The Japan Foundation's Japan Studies and International Education Program*, 2008-09 (US\$ 178,000). **Asia Center's Role:** Primary Project Administrator (PD: Shanna Herron, Asia Center).
7. "National Consortium for Teaching about Asia." *Freeman Foundation*, 2008-09 (US\$ 81,000). **Asia Center's Role:** Subcontracting Institution (Faculty co-PIs: Beth Goldstein, Education Policy Studies and Evaluation; and Doug Slaymaker, Modern and Classic Language and Literature)

EXTERNAL NON-COMPETITIVE GRANTS

1. **Principal Supervisor.** "How Proud is Kentucky Food? What Local Food Means to Stakeholders." *Kentucky Department of Agriculture Research grant*, Summer 2011 (US\$ 3,600) **Student Advisee:** Alicia Fisher†
2. **Principal Investigator.** "Cross-Cultural Comparison of 'Sustainability' in Agriculture and Rural Development in East Asian Countries." *Ryukoku University Afrasian Centre for Peace and Development Studies*, 2008. (US\$ 3,000)
3. **Co-Principal Investigator.** "Evaluation of Southern Sustainable Agriculture and Education-Funded Research." *Southern Sustainable Agriculture Research and Education (SARE) Administrative Council Grant*, 2004-05. (US\$ 50,000) **Principal Investigator:** Victoria Bhavsar

INTERNAL COMPETITIVE GRANTS

1. **Co-Principal Investigator.** "Estimating Food Waste within a Kentucky Food Chain." *Food Connection Student Opportunity Grant, 2018. Principal Investigator:* David Gonthier (UK Entomology). **Co-PIs:** Mark Williams (UK Horticulture); Ric Bessin (UK Entomology); Amber Sciligo (UK Entomology) (US\$5,000).
2. **Principal Investigator.** "UK Food Summit." *University of Kentucky President's Sustainability Advisory Council, 2015.* (US\$ 6,750)
3. **Principal Supervisor.** "How Proud is Kentucky Food? What Local Food Means to Stakeholders." *University of Kentucky Sociology Department Howard Beers Mentoring Fellowship Program*, Summer 2011. (US\$ 2,000) **Student Advisee:** Alicia Fisher†
4. **Principal Supervisor.** "Sustainability, Justice, Health? Marketing of Ethical Eating in Kentucky." *University of Kentucky Sociology Department Howard Beers Mentoring Fellowship Program*, Summer 2010. (US\$ 1,000). **Student Advisee:** Eric Stiff†
5. **Developer.** *General Education Reform Fund 2009*, University of Kentucky, to revise *SAG 201: Cultural Perspectives of Sustainability* to meet the Global Dynamic requirement of General Education, Summer 2009 (US\$ 5,000).

6. **Co-Organizer.** *Barnhart Fund For Excellence Award 2008*, UK College of Agriculture. To support *Environmental and Social Justice in East Asia*, a symposium sponsored by Asia Center, University of Kentucky, March 19-20, 2008 (US\$ 1,000).
7. **Principal Investigator.** "Community Food Assessment in Lexington, KY." *University of Kentucky College of Agriculture Research Activity Award*, 2006. (US\$ 1,000)
8. **Principal Supervisor.** "Social (Re)construction of Rice among Japanese Expatriates in Kentucky." *University of Kentucky Sociology Department Howard Beers Mentoring Fellowship Program*, Summer 2002. (US\$ 2,000) **Student Advisees:** Yukio Yotsumoto & Kiyohiko Sakamoto†
9. **Principal Investigator.** "Social, Value, and Ethical Concerns Surrounding Agricultural Biotechnology in Kentucky." *University of Kentucky College of Agriculture Start-Up Research Fund for New Faculty*, 2001-03 (\$ 5,000).
10. **Principal Investigator.** "The Value of Standardization in the Global Agricultural Market: The Role of Science and Technology in Transforming the New Zealand Agricultural Sector." *University of Canterbury Research Grant*, 1999-01 (NZ\$ 20,000).
11. **Principal Investigator.** "At the Laboratory Window: Genetic Engineering and Medicine." *University of Canterbury Summer Studentship Scheme*, 1999-01 (NZ\$ 4,000)
12. **Principal Investigator.** "The Value of Standardization in the Global Agricultural Market: The Role of Science and Technology in Transforming the New Zealand Agricultural Sector." *University of Canterbury Sociology Departmental Research Grant*, 1998-99 (NZ\$ 2,983).

Research

CURRENT PROJECTS

Funded Research

1. **Project Director.** "Extending Roots of Fresh Stop Markets Across the Southeast Region ." *Southern Sustainable Agriculture Research and Education (SARE) Research & Education Competitive Grant*, 2018-21 (US\$267,972).
2. **Co-Primary Investigator.** "Impacts of Values-Based Supply Chains on Small and Medium-Sized Farms." *USDA-NIFA Agriculture and Food Research Initiative Grant*, 2014-17. (US\$ 500,000)

Multistate Research

1. **Project Member.** "Research and Education Support for the Renewal of Agriculture of the Middle." Multistate Research Project NC 1198, USDA National Institute of Food and Agriculture.

CURRENT OVERSEAS CONSULTANCY AND RESEARCH COLLABORATION

1. **Collaborator.** "Lifeworlds of Sustainable Food Consumption: Agrifood Systems in Transition." Full Study project directed by Steven McGreevey, Research Institute for Humanity and Nature, Japan. *RIHN Internal Feasibility Research Grant*, 2015-20.

PAST OVERSEAS CONSULTANCY

1. "Lifeworlds of Sustainable Food Consumption: Agrifood Systems in Transition." Feasibility Study project directed by Steven McGreevey, Research Institute for Humanity and Nature, Japan. *RIHN Internal Feasibility Research Grant*, 2014-15.

2. "Modeling of Ethical Behavioral Standards toward Sustainable Agrifood System: Possibilities for a Community Participatory Approach." Directed by Motoaki Akitsu, Kyoto University, Japan, and funded by a grant from *the Japan Society for the Promotion of Science Competitive Grant Program, the Ministry of Education, Culture, Sports, Science, and Technology*, 2014-17.
3. "Agrifood Regime: Comparative Analysis of Foreign Investment in Agriculture and Corporate Responsibilities." Directed by Shuji Hisano, Kyoto University, Japan, and funded by a grant from *the Japan Society for the Promotion of Science Competitive Grant Program, the Ministry of Education, Culture, Sports, Science, and Technology*, 2013-16.
4. "Tomodachi: Understanding Contemporary USA by SNS Project." Contemporary American Studies Consortium of Japan (CASCJ), Osaka University, 2012-13. *U.S. Department of State Cultural Affairs Section, U.S. Embassy in Japan, 2012-13* (US\$ 13,000). Directed by Yonehiko Sugita, Contemporary American Studies Consortium of Japan, Osaka University, Japan.
5. "Cross-Cultural Research on the Ethics of Cooperation in the Food System," 2008-10. Directed by Motoki Akitsu, Kyoto University, Japan. Funded by *Japan Society for the Promotion of Science, the Ministry of Education, Culture, Sports, Science, and Technology*.
6. "Science-Based Food Safety Regulatory Systems: Professionalization and Professional Ethics Surrounding Risk Analysis." Directed by Yoko Niiyama, Kyoto University, Japan. Funded by *Japan Society for the Promotion of Science, the Ministry of Education, Culture, Sports, Science, and Technology*, 2007-09.
7. "Evaluation of Social Impact of Nanotechnology in Agriculture and Food." Directed by Masashi. Tachikawa, Ibaraki University, Japan. Funded by *Japan Society for the Promotion of Science, the Ministry of Education, Culture, Sports, Science, and Technology*, 2006-08
8. "Assessment of Food Safety Risk Communication Methods." Directed by Jun Sekizawa, Tokushima University. Funded by *the Food Safety Commission of Japan*, 2005-07.
9. "Comprehensive Study of Food Safety Risk Assessment, Management, Communication and Education." Directed by Yoko Niiyama, Kyoto University. Funded by *the Japan Society for the Promotion of Science, the Ministry of Education, Culture, Sports, Science and Technology*, 2005-07.

Teaching & Advising

COURSES TAUGHT

Kyoto University (Invited)

1. FC 08000 Special Lecture on Natural Resource Economics "Justice and Tyranny: Mobilizing Rural Sociological Imaginations." (June 11-15, 2018).

University of Kentucky (500+ are graduate courses)

1. A&S 100: Passport to China – Global Issues, Local Understanding (Sp 12, Fa 11)
2. A&S 300: Passport to China II – Seeing China from Our Eyes. (Sp 12)
3. CLD 480/JPN 405: Topic in Communities -- Food & Society in Asia (Fa 19)
4. CLD 495: Topical Seminar in Community and Leadership Development – Sociology of Sport (Fa 18)
5. CLD 497: Practicum in Community and Leadership Development (Sp 19, Sp 18)
6. GEN 100: Issues in Agriculture, Food, and Environment (Fa 17, Fa 18)
7. HON 115: World Food Issues II – Daily Bread (Sp 09, Sp 07)

8. SAG 201: Cultural Perspectives on Sustainability (Sp 19, Sp 17, Fa 15, Sp 14, Sp 13, Sp 09)
9. SAG 490: Integration of Sustainability Principles (Sp 09, team taught)
10. SOC 101: Introduction to Sociology: Food for Thought (Fa 16, Fa 14)
11. SOC 180: Globalization (Fa 16)
12. SOC 299: Introductory Topic in Sociology: Global Food, Local Agriculture (Fa 13)
13. SOC 304: Classical Sociological Theory (Fa 09 team taught, Sp 07, Sp 06, Fa 04, Fa 03, Fa 01)
14. SOC 350: Special Topic in Sociology: Food & Society in Asia (Sp 16, Fa 17)
15. SOC 380: Development of Non-Western Societies (Sp 02)
16. SOC/CLD 420: Sociology of Communities (Fa 18)
17. SOC 435: Special Topics in Social Inequalities: Community Service in Food Security (Fa 12, Sp 11)
18. SOC/CLD 517: Rural Sociology (Fa 10, Fa 08, Fa 06, Fa 04, Fa 03)
19. SOC 541: Food Security (Fa 09 team taught)
20. SOC/ANT 637: Socioeconomic Dimensions of Economic Development (Fa 08)
21. SOC/ANT/CLD 640: Science, Agriculture & Development (Sp 16, Sp 13, Sp 06, Fa 02, Fa 01)
22. SOC/AEC/CLD 691: Sociology of Food and Agriculture (Fa 19)
23. SOC 650: Concepts and Theories in Sociology (Fa 11, Fa 10)

University of Canterbury (400+ are graduate courses)

1. INCO 221: Development Studies (team taught by various departments)
2. SOCI 102: New Zealand Society: Context and Change (team taught)
3. SOCI 104: Sociological Perspective (team taught)
4. SOCI 237/337: Sociology of Development
5. SOCI 240: Sociological Theory (team taught)
6. SOCI 402: Sociological Research (team taught; graduate seminar)
7. SOCI 437: Sociology of Development (graduate seminar)

Michigan State University

1. SOC 316: Youth and Society
2. SOC 322: Sociology of Work
3. SOC 424: Complex Organizations

THESIS SUPERVISION

BA/BS

1. Josiah Liew, Gaines Center Fellow, BS in Agricultural Biotechnology, completed April 2018 (Committee Chair). **Title:** "Malaysia: Globalization, Food, and Identity."
2. Kayla Janbakhsh, BS in Agricultural Biotechnology, completed May 2016 (Mentor). **Title:** "Nutritional Interventions Among College Students: A Systematic Review and Insight Into Future Research."
3. Xiao Wang, Gaines Center Fellow, BS in Economics/Pre-medicine, completed April 2014.

(Committee member). **Title:** “The Healing Hand: A Look at the Anatomical Study and the Practical Role of the Hand in TCM.”

4. Jon Sudkamp, BA in International Studies, completed May 2012 (Mentor). **Title:** “US Dollar vs. the Chinese RMB: The Potential Replacement of the US Dollar as the World’s Reserve Currency.”
5. Joshua England, BA in International Studies, completed May 2010 (Mentor). **Title:** “Defining the Fourth Pillar of Sustainable Agriculture: A Comparative Examination of China, the United States of America, Brazil, and France.”
6. Kristi Henderson, BA in International Studies, completed May 2010 (Mentor). **Title:** “Liberalization, Cocoa and Food Security in West Africa: A Comparative Account.”
7. Jonathan Wyatt, BA in Topical Studies in China Studies, completed December 2009 (Advisor). **Title:** “Midday Smog and Blue China Skies: Is China at odds with the Green Revolution?”
8. Patrick Huang, BA in Topical Studies in China Studies, completed May 2009 (Advisor). **Title:** “The Chinese Educational System and its Affect on Student’s Behavior in the Work Environment.”
9. Matthew Harmon, BA in Topical Studies in Japan Studies, completed December 2008 (Advisor). **Title:** “The Next Green Revolution Must Be A One-Straw Revolution.”

MA/MS (Chair/co-Chair: 14; Member: 5)

1. Cuellea, Teya, MS in Community & Leadership Development, completed July 2019 (Chair). **Title:** Constraints and Opportunities in Community-Led Food Justice Models.
2. Heather Kinney, MS in Community & Leadership Development, completed April 2019 (Committee Member). **Title:** Agricultural Livelihoods in Harlan County, Kentucky
3. Martell Johnson, MS in Community & Leadership Development, completed June 2018 (Chair). **Title:** “Post Pigford vs. Glickman: Continuing the Fight to Save the Black Farmer.”
4. Kelsey Shackelford, MS in Community & Leadership Development, completed April 2018 (Chair). **Title:** “Collaborative Organizational Structures among Artist Member and Other Arts Related Organizations.”
5. John Kim, MPH in Public Health, completed March 2017 (Committee Member). **Title:** “An Examination of the Literature on the Relationship Between Food Deserts and Diet.”
6. Heather Hyden, MS in Community & Leadership Development, completed November 2016 (Chair). **Title:** “Cultivating a Culture of Food Justice: Impacts of Community Based Economies on Farmers and Neighborhood Leaders in the Case of Fresh Stop Markets in Kentucky.”
7. Lillian Brislen, MS in Agriculture, completed July 2012 (Chair). **Title:** “Cultivating the Beginning Farmer An Analysis of the Beginning Farmer and Rancher Development Program.”
8. Brett Wolff, MA in Sociology, completed July 2012 (Chair). **Title:** “Meaning from Method: An Investigation of United States Food Security Measurement Tools.”
9. Zirui Wang, MA in Sociology, completed April 2012 (Co-Chair). **Title:** “CAFOs and Pastured Poultry Production in Kentucky: From the Glowers’ Perspectives.”
10. Alicia Fisher, MA in Sociology, completed April 2012 (Chair). **Title:** “How Proud is Kentucky Food? Meanings and Practices of Local Food for Stakeholders.”
11. Eric Stiff, MA in Sociology, completed April 2011 (Chair). **Title:** “Sustainability, Justice, Health? Marketing of Ethical Eating in Kentucky.”
12. Justin Mullikin, MA in Patterson School of Diplomacy, completed December 2010 (Committee

member). Non-thesis/paper.

13. Rebecca Som Castellano, MA in Sociology, completed September 2009 (Chair). **Title:** “School Lunch Programs and the American Diet: Exploring a Contested Food Terrain.”
14. Bradley Maddock, MA in Sociology, completed October 2008 (Committee member). **Title:** “The Peak Oil Movement: Hegemony, Affinity And Social Change.”
15. Yong-Ju Choi, MA in Sociology, completed August 2004 (Committee member). **Title:** “Regime Change, State Capacity, and Agricultural Transformation: An Analysis of Korea’s Agricultural Policy, 1960-1997.”
16. Alissa Meyer, MA in Sociology, completed June 2004 (Chair). **Title:** “Politicized Tastes: An Analysis of the Local Agri-food Movement in Central Kentucky”
17. Jeffrey Roberts, MA in Sociology, completed August 2003 (Co-chair). **Title:** “Social Predictors of Mental Health: A Comparative Analysis of Metro and Non-metro Gay Men Aged 18-25.”
18. Lei Yu, MA in Sociology, completed August 2003 (Chair). **Title:** “Interprovincial Migration in China, 1985-1990: An Approach to China's Post-Reform Spatial Restructuring”
19. Alex Broom, MA in Sociology, completed December 2000 with distinction (Co-chair). **Title:** “Boundary Work: The Construction of Boundaries Between 'Alternative' and 'Conventional' Cancer Treatments in New Zealand.”

Ph.D. (Chair/co-Chair: 5; Member: 10)

1. Del Brocco, Alessandra, Ph.D. in Sociology (Chair).
2. Aklilu Reda, Ph.D. in Anthropology (Committee member).
3. Jay Bowen, Ph.D. in Geography (Committee member).
4. Li Xiang, Ph.D. in Agricultural Economics (Committee member).
5. Tony Milanzi, Ph.D. in Anthropology completed in May 2017 (Committee member). **Title:** “Living on the Edge: Smallholder Grower Responses to a Changing Tobacco Economy.”
6. Megan Maurer, Ph.D. in Anthropology, completed in May 2017 (Committee member). **Title:** “‘To Nurture Something that Nurtures You’: Care, Creativity, Class, and the Production of Urban Environments among Vegetable Gardeners and Beekeepers in Deindustrial Michigan.”
7. Lilian Brislen, Ph.D. in Sociology, completed March 2017 (Chair). **Title:** “In the Butternut Big Time: Food Hubs, Farmers, and the Development of Community Agro-Food Economies.”
8. Baiqing (Cynthia) Zhang, Ph.D. in Sociology, completed August 2014 (Chair). **Title:** “Identity and Social Relations: A Case of Chinese Graduate Students in The U.S.”
9. Guzhen Zhou, Ph.D. in Agricultural Economics, completed April 2013 (Committee member). **Title:** *Applications of Nanotechnology in the Food System: Consumer Acceptance and Willingness to Pay.*
10. Chris Blackden, Ph.D. in Geography, completed January 2014 (Committee member). **Title:** *Transnational Policy Articulations: India, Agriculture, and the WTO.*
11. Kiyohiko Sakamoto, Ph.D. in Sociology, completed February 2012 (Chair). **Title:** *Making Boundaries and Linking Globally: “Material Politics” Of Phytosanitary Regulation On Mexican Mangos.*
12. Carey Ruiz, Ph.D. in Sociology, completed January 2012 (Chair). **Title:** *The Elephant in the Classroom: Examining High School Students' Definitions, Perceptions, and Reactions to Racism.*

13. Tammy Reedy-Strother, Ph.D. in Sociology, completed June 2011 (Committee member). **Title:** *Clergy Women of the United Methodist Church: Experiences and Perceptions of Disparities among Women of the Kentucky Annual Conference.*
14. Waruesporn Jiumpanyarah, Ph.D. in Sociology, completed November 2011 (Committee member). **Title:** *Single-Parent Families In Bangkok, Thailand: Factors Affecting Children Living In Single-Parent Families.*
15. Karen Greenough, Ph.D. in Anthropology, completed December 2010 (Committee member).

PRE-BACCALAUREATE RESEARCH SUPERVISION

1. Messer, Timothy Nathaniel. Undergraduate Research Assistant, Summer 2019. *Southern SARE 2019 James Harrison Hill, Sr. Young Scholar Enhancement Grant Program*, Summer 2019.
2. Asuka Koga. Kyoto University Exchange Student at the University of Kentucky, August 2018 – May 2019.
3. Rin Ishikawa. Kyoto University Exchange Student at the University of Kentucky, August 2017 - May 2018.
4. Kayla Janbakhsh. Undergraduate Research Assistant, Spring 2013-Spring 2016. *UK Bucks for Brain Summer Research Program*, Summer 2013 and Summer 2015.
5. Lauren Krukiel, Undergraduate Research Assistant. *UK Bucks for Brain Summer Research Program*, Summer 2014.
6. Graham Soley, Post-Baccalaureate Research Assistant, Summer 2014, Summer 2015 - Spring 2016.
7. Erica Indino. Undergraduate Research Assistant, Spring 2013 - Spring 2014.
8. Zachery D. Turner. Undergraduate Research Assistant, Summer 2013.
9. Kevin Herndon. Undergraduate Research Assistant, Fall 2012.
10. Christine Kindler. Undergraduate Research Assistant, Summer 2012.
11. Shantel Taylor. Undergraduate Research Fellow. *UK Bucks for Brain Summer Research Program, Summer 2012.*

POST-DOCTORATE RESEARCH SUPERVISION

1. Manabu Horita, Hiroshima Prefectural University, Japan, 2013.
2. Victoria LeBeaux. Lyman T. Johnson Fellow at the University of Kentucky, 2013-14.
3. Wei Wei, Chinese Academy of Social Sciences, China, 2011-12.
4. Fuping Li. Department of Sociology, Ryukoku University, Kyoto, Japan, 2006-07
5. Samantha Jeffries. Department of Sociology and Anthropology, University of Canterbury, 2000-01.

NON-ACADEMIC STUDENT ORGANIZATION ADVISING

1. **Faculty Advisor.** *Oxfam University of Kentucky Chapter*, offered by Student Organization Center, University of Kentucky, 2013-2016.
2. **Faculty Advisor.** *Sociology Graduate Student Organization*, offered by Student Organization Center, University of Kentucky, 2009-2011, 2013-2015.
3. **Faculty Advisor.** *Men's Rugby Club*, offered by Student Organization Center, University of Kentucky, 2007- 2009.

4. **Faculty Advisor.** *Women's Rugby Club*, offered by Student Organization Center, University of Kentucky, 2007-2011.

Meetings & Presentations

INVITED SEMINAR PAPERS

Overseas Institutions

1. “アメリカ農業を支える移民労働者: トランプ政権のジレマ. [Immigrant Labor in US Agriculture: Dilemmas of Trump Administration]” Doshisha University, Kyoto, Japan, June 2017 [Japanese].
2. “Sustainable Agrifood Development: Tackling Social Justice in the Community.” Doshisha University, Kyoto, Japan, June 2017 [Japanese].
3. “Sustainable Agrifood Development: Tackling Social Justice in the Community.” International Christian University, Tokyo, Japan, June 2017 [English].
4. “Sustainable Agrifood Development: Tackling Social Justice in the Community.” Presented at *the Kyoto Graduate Seminar*, a week-long residential, interdisciplinary training program for graduate students across the globe, Kyoto University, Kyoto, Japan, December 2016 [English].
5. "Beginning Farmers in Upper Southeast." Presented at *the Agricultural Marketing Research Group* of the Graduate Faculty of Agricultural Economics, Kyoto University, Kyoto, Japan, April 2015 [English & Japanese].
6. "Food Insecurity & Obesity in Rural America: Paradoxes of the Modern Agrifood System". Guest lecture presented in an undergraduate course in *Sociology of Food & Agriculture* at the International Christian University, Tokyo, Japan, April 2015 [English].
7. "Farming as an Assemblage." Presented at *the Political Economy Research Group* of the Graduate School of Economics, Kyoto University, Kyoto, Japan, April 2015 [English].
8. "Beginning Farmers in Upper Southeast." Presented at *the Third Seminar of the Lifeworlds of Sustainable Food Consumption: Agrifood Systems in Transition*, "Supporting New farmers: A Comparison of Knowledge Dynamics in America and Japan," in the Research Institute for Humanity & Nature, Kyoto Japan, April 2015 [English].
9. "日米農村開発比較 : “resilience” と “sustainability” の視点から [Rural Community Development in Japan and the United States: Concepts of 'Resilience' and 'Sustainability']" Presented at *the Akita Seminar on Thinking About Sustainable Agriculture and Farming Communities*, organized by Akita Prefectural University Environmental Sociology Research Group, Akita, Japan, April 2015 [Japanese].
10. "Building the Capacity for Community Food Work: The Role of The USDA Community Food Project Competitive Grant Program." Guest lecture presented at a graduate seminar in *International Political Economy of Agriculture*, Graduate School of Economics, Kyoto University, Japan, April 2015 [English].
11. “Closing a Gap in the Scale of Agriculture? Mid-Size Farmers’ Participation in the State-Sponsored Branding: The Case of Kentucky.” Invited lecture presented at *the First International Conference on Sustainability and the Environment*, Solo, Indonesia, June 2013 [English].
12. “Mapping Sustainability, Farming Sustainably: Mapping Approach in the Study of Sustainable Farming Systems.” Presented at *the International Studies Seminar*, Osaka University, Osaka, Japan,

June 2013 [English].

13. “持続性の地図化と持続的農業：持続的農業システムの研究における地図化手法の採用 [Mapping Sustainability, Farming Sustainably: Mapping Approach in the Study of Sustainable Farming Systems].” Presented at *the Environmental Studies Seminar*, Nagoya University, Japan, June 2013 [Japanese].
14. “持続性の地図化と持続的農業：持続的農業システムの研究における地図化手法の採用 [Mapping Sustainability, Farming Sustainably: Mapping Approach in the Study of Sustainable Farming Systems].” Presented at *the American Studies Seminar*, Doshisha University, Japan, December 2012 [Japanese].
15. “アメリカ農村地方における食料不足と肥満問題：現代農食制度のパラドックス [Food Insecurity and Obesity In Rural America: Paradoxes of The Modern Agrifood System].” Presented at *the International Studies Seminar*, Osaka University, Japan, December 2012 [Japanese].
16. “アメリカ農村地方における食料不足と肥満問題：現代農食制度のパラドックス [Food Insecurity and Obesity In Rural America: Paradoxes of The Modern Agrifood System].” Presented at *the Regional Development Studies Seminar*, Kobe University, Japan, December 2012 [Japanese].
17. “Food Insecurity and Obesity In Rural America: Paradoxes of The Modern Agrifood System.” Presented at *the International Studies Seminar*, Kyoto University, Japan, December 2012. [English]
18. “Who’s Hungry? Food Insecurity in the United States.” Presented at *the International Studies Seminar Series*, Jilin University, China, June 2012. [English]
19. “Who’s Hungry? Food Insecurity in the United States.” Presented at *the UK American Studies at Shanghai University Seminar Series*, Shanghai University, China, June 2012. [English]
20. “Food Access Assessment: Lessons from a Case Study of Lexington, Kentucky.” Presented at the *International Seminar Series*, the Afrasian Center for Peace and Development Studies, Ryukoku University, Kyoto, Japan, July 2008. [English]
21. “Food Safety for Whom? Consumers and Citizens in the Globalized Food System.” Presented at the *International Seminar Series*, the Afrasian Center for Peace and Development Studies, Ryukoku University, Kyoto, Japan, June 2007. [English]
22. “National Hysteria Over an Insignificant Risk?!: The U.S.- Japan Dispute Over the Risk of BSE.” Presented at the *Social and Material Practices of Agriculture, Farming and Food Production*, the Center for Science Studies, Lancaster University, Lancaster, the United Kingdom, June, 2007. [English]
23. “Comparison of Japanese and American Consumers Responses to the BSE Scare: The Examination of the Globalization of Food Safety Risks from a Food Systems Perspective.” Presented at the *Food Systems Studies Seminar*, the Ministry of Agriculture, Forestry, and Fisheries Agricultural Policy Institute, Tokyo, Japan, March 2007. [Japanese]
24. “U.S. Media Reporting on the Risk of BSE.” Presented at the *Food Safety Risk Seminar*, the Society for Risk Analysis Japan-Section, Tokyo, Japan, March 2006. [Japanese]
25. “BSE Crisis in the U.S.: Perspectives of a Producer/Exporter County.” Presented at the *Food Safety Seminar*, the Faculty/Graduate School of Agriculture, Kyoto University, Japan, May 2005. [Japanese]
26. “Lessons for the Chinese from Rapeseed Research in Canada, Japan, and the U.S.” Presented at the *Rapeseed Genetics and Breeding Study Group Seminar*, Institute of Crop Genetics and Breeding, Huazhong Agricultural University, Wuhan, Hubei, China, December 1995. [English/Chinese]
27. “Negotiating the Uniformity of a Commodity: The Case of the Rapeseed Subsector in the People’s

<Last Updated: 2/25/20>

Republic of China.” Presented at the *International Research Group Seminar*, the Institute of Agricultural Economics, the Chinese Academy of Agricultural Science, Beijing, China, October 1995. [English/Chinese]

U.S. Institutions

1. “What’s Social about Social Sustainability of Local Food Systems?” Presented as an invited Breakout Session Speaker in the session, Eating Well Together: Developing Partnerships For A Local Food Economy at *Our Farms, Our Future: Envisioning the Next 30 Years of Sustainable Agriculture*, St. Louis, MO, April 3-5, 2018.
2. “Globalisation of Agriculture and Immigration in New Zealand.” Presented at the *Department of Sociology and Anthropology Seminar*, University of Nebraska at Omaha, November 1999.
3. “Cross Cultural Research.” Presented at the *Comparative Sociology Seminar*, Department of Sociology, Western Michigan University, November 1999.
4. “Dialogues between Scientists and Laypeople: The Case of Biotechnology.” Paper presented at the *Conference of the Center for the Study of Science in Society*, Virginia Polytechnic University, Roanoke, VA, April 1993.

University Organizations

1. **Panelist.** “Faculty Panel.” *Ubuntu Orientation*, Center for Graduate and Professional Diversity Initiatives (CGPDI) and The Graduate School, August 18, 2018.
2. **Presenter.** “Cultivating the Future Farmers as Community Development: The Case of Japan,” *CLD Unexpected*, Department of Community & Leadership Development, University of Kentucky, December 8, 2017.
3. **Panelist.** *Key to Our Common Future Symposium on Emerging Technologies and Sustainability: Interactions between Science & Society*, College of Arts and Sciences, University of Kentucky, December 1, 2017.
4. **Panelist.** “Faculty, Staff, and Student Panel.” *The Inaugural Ubuntu Orientation*, Graduate School, University of Kentucky, August 19, 2017.
5. **Panelist.** “Immigration and Higher Education: Faculty Migration Stories at UK.” *Civic Life Panel Series*, College of Arts and Sciences, University of Kentucky, March 22, 2017.
6. **Panelist.** “Sustainability Challenges of Rural Japan.” *International Conference on Global Mountain Regions*, Appalachian Center, University of Kentucky, October 2012.
7. **Panelist.** *Forum on the Great East Japan Earthquake*, University of Kentucky, March 2011. Video available at: <http://connect.uky.edu/p38207040/>
8. **Discussant.** In response to Ann Kingsolver’s presentation, “‘Placing’ Futures and Making Sense of Globalization on the Edge of Appalachia.” *Place Matters Lecture Series*, Appalachian Center, University of Kentucky, February 2011.
9. **Presenter.** “Lexington Food Assessment: Linking Classroom and Community.” *Rural and Development Studies Seminar Series*, Department of Sociology, University of Kentucky, January 2008 (with P. Mooney).
10. “Japanese Agriculture in Transition: Observations from a Recent Field Trip.” *Rural and Development Studies Seminar Series*, Department of Sociology, University of Kentucky, September 2007 (with L. Burmeister and P. Mooney).
11. “Rebuilding Trust in Beef: The Case of the New Science-Based Food Safety Regime in Japan.”

Animal and Food Sciences Graduate Seminar, Department of Animal and Food Sciences, University of Kentucky, October 2004.

12. "Development: Sociological Perspectives." *Interdisciplinary Group in Development Studies*, Department of Anthropology, University of Kentucky, April 2004.
13. "Networks of Actions, Agency of Networks: The Cases of New Zealand and South Africa in the Global Red Meat Chain." *Geography Colloquia*, Department of Geography, University of Kentucky, October 2003.
14. "At the Laboratory Window: Science and Society." Presented at *the Plant and Microbial Science Department Seminar*, University of Canterbury, May 2000.
15. "Standardization as a Means for Globalizing a Commodity: The Case of Rapeseed in the PRC." Presented at *the Sociology Department Seminar*, University of Canterbury, August 1999.
16. "McDonald for Lunch, Pizza Hut for Dinner?! Changing Agricultural Structure and Food System in the People's Republic of China." Presented at *the Luncheon Seminar of the Center for Advanced Society of International Development*, and Society for International Development, Michigan State University, November 1996.
17. "Conducting Predissertation Research in the People's Republic of China." Presented at *the Brownbag Seminar of the Rural and Environmental Studies*, Department of Sociology, Michigan State University, November 1994.

CONFERENCE PAPERS

Co-authorship Notes: * Graduate student under supervision; ** Former graduate student; †Post-doctorate under supervision; †† Undergraduate student under supervision

International Conferences

1. "Nurturing Future Farmers: Comparative Analysis of the Support System for Beginning Farmers between Japan and the United States." Presented at *the 14th World Congress for Rural Sociology*, Toronto, Canada, July 2016. (with S. McGreevy)
2. "Mapping the Complexities of Farmer Knowledge Production: An Interdisciplinary Systems Approach to Examining New Farming Systems in Rural Appalachia." Presented at the 14th World Congress for Rural Sociology, Toronto, Canada, July 2016. (with K. Niewolny, L. MacAuley, H. Hyden, L. Brislen, K. Jacobsen, M. Velandia, S. Hodges, E. Sorensen, and A. Wszelaki)
3. "First Land: Creating a Farm for the Future." Presented at the RC-40 Session on Land as an Asset Class: The Future of Food and Farming in *the 18th World Congress of Sociology, Yokohama, Japan, June 2015*. (with L. Brislen* and K. Jacobsen).
4. "Mapping Sustainability, Farming Sustainably: Mapping Approach in the Study of Sustainable Farming Systems." Presented at *the 13th World Congress for Rural Sociology*, Lisbon, Portugal, August 2012 (with K. Niewolny, K. Jacobsen, and L. Brislen*).
5. "The Food Policy Council Movement in North America: A Convergence of Alternative Local Agrifood Interests?" Presented at *the 13th World Congress for Rural Sociology*, Lisbon, Portugal, August 2012 (with P. Mooney and G. Ciciurkaite*).
6. "Globalizing Today's Classroom: Faculty Perceptions of an International Curriculum Development Process." Presented at *the 28th Annual Meeting of the Association for International Agricultural and Extension Education*, May 2012 (with K. Ricketts and C. Hanley).
7. "Science for Trust and Trust in Science: The Case of Japan in Dealing with BSE Risk." Presented at

the 12th World Congress for Rural Sociology, Seoul, Korea, July 2008.

8. "Protecting Our Food: The Reform of the Food Safety Regulatory Regime in Japan." Presented at *the 11th World Congress for Rural Sociology*, Trondheim, Norway, July 2004.
9. "Networks of Actions, Agency of Networks: The Cases of New Zealand and South Africa in the Global Red Meat Chain." Presented in *the Mini-Conference of the Research Committee on Food and Agriculture of the International Sociological Association on Resistance and Agency in Contemporary Agriculture and Food: Empirical Cases*, Austin, TX, June 2003 (with C. Bain and E. Ransom).
10. "Negotiating for the Creation of Uniformity: Rapeseed Research in the People's Republic of China, 1949-96." Presented at *the 26th Annual Meeting of the Society for Social Studies of Science*, Milwaukee, WI, November 2002.
11. "Rapeseed Subsector and Agricultural Research: Science by Supply versus Science by Demand." Presented at *the Mini-Conference of the Research Committee on Food and Agriculture of the International Sociological Association on Agricultural Commodity Systems in Comparative Perspective*, Toronto, Canada, August 1997 (with A. Juska and L. Busch).
12. "Standardization as a Means for Globalizing a Commodity: The Case of Rapeseed in the PRC." Presented at *the Mini-Conference of the Research Committee on Food and Agriculture of the International Sociological Association on Agricultural Commodity Systems in Comparative Perspective*, Toronto, Canada, August 1997 (with L. Busch).
13. "Rites of Passage: Constructing Quality in a Commodity Subsector." Presented at *the 19th Annual Meeting of the Social Studies of Science*, New Orleans, LA, October 1994. (with L. Busch)
14. "Science and Japanese Society: The Case of Agricultural Science in the Transition from Edo to Meiji." Presented at *the 8th World Congress for Rural Sociology*, University Park, PA, August 1992.
15. "Part-time Farming and Sustainability of Rural Community: Japanese Case." Presented at *the 8th World Congress for Rural Sociology*, University Park, PA, August 1992. (with M. Tachikawa).
16. "Socializing Nature: Technoscience and the Transformation of Rapeseed into Canola." Presented at *the 8th World Congress for Rural Sociology*, University Park, PA, August 1992. (with L. Busch, V. Gunter, T. Mentele, and M. Tachikawa)

National Conferences

1. **Tanaka, K.** 2019. "Justice and Tyranny: Bringing 'Rural' Back Into the Sociology of Food." RSS Presidential Address presented at the 82nd Annual Meeting of the Rural Sociological Society, Richmond, VA, August 2019.
2. Peterson, H., G. Feenstra, M. Ostrom, **K. Tanaka**, C. Brekken, and G. Engelskirchen. 2018. "A Report from the AOTM Project: Farmer Perspectives on Mid-Tier Values-Based Supply Chains." Presented at *the 81st Annual Meeting of the Rural Sociological Society*, Portland, OR, July 2018.
3. **Tanaka, K.**, H. Hyden**, H. Peterson, G. Feenstra, M. Ostrom, and C.A. Brekken. 2017 "Linking Farmers with Consumers: Key Characteristics of Values-Based Supply Chains and Food Hubs in the United States. Presented at *the 80th Annual Meeting of the Rural Sociological Society*, Columbus, OH, July 2017.
4. **Tanaka, K.** 2017. Panelist. *Social Sustainability and the USDA Sustainable Agriculture Research and Education Program*. Presented at *the 80th Annual Meeting of the Rural Sociological Society*, Columbus, OH, July 2017.
5. **Tanaka, K.** 2017. Panelist. *Diversity in Agriculture: Setting a National New and Beginning Farmer Research Agenda*. Presented at *the 80th Annual Meeting of the Rural Sociological Society*, Columbus,

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OH, July 2017.

6. **Tanaka, K.** Panelist and Moderator. *Technoscience and Development*, mini-conference on “Standardization in the Food System: A Celebration of Larry Busch’s Career.” Presented at *the 80th Annual Meeting of the Rural Sociological Society*, Columbus, OH, July 2017.
7. Peterson, H., G. Feenstra, M. Ostrom, and **K. Tanaka**. 2016. “Impacts of Values-Based Supply Chains on Small & Medium-Sized Farms: Lessons Learned Thus Far.” Presented at *the 7th National Small Farm Conference*, Virginia Beach, Virginia, September 2016.
8. **Tanaka, K.**, K. Niewolny, L. MacAuley, H. Hyden*, M. Velandia, S. Hodges, E. Sorensen, K. Jacobsen, A. Wszelaki, & L. Brislen*. 2016. “A Systems Approach to Fostering New Farmer Innovation: Exploring the Influence of Social, Cultural and Human Capital Systems for Beginning Farmer Success in Food and Farming Systems”. Presented at *the 7th National Small Farm Conference*, Virginia Beach, Virginia, September 2016.
9. **Tanaka, K.**, L. Brislen* and K. Jacobsen. “Knowing Sustainability, Practicing Sustainability: Three Cases of Beginning Farms in Kentucky.” Presented at *the 78th Annual Meeting of the Rural Sociological Society*, Madison, WI, August 2015.
10. “Keeping Agricultural Cooperatives Relevant in Japan: The Struggle of the National Federation of Agricultural Cooperative Employees.” Presented at *the 78th Annual Meeting of the Rural Sociological Society*, Madison, WI, August 2015.
11. “Field Based Sociology: Some Lessons and Reflections in Kentucky.” Presented at *the 78th Annual Meeting of the Rural Sociological Society*, Madison, WI, August 2015.
12. “Socially Just Labor Arrangements in Values-Based Agrifood Supply Chains?” Presented at *the 119th Annual Meeting of the American Sociological Association*, San Francisco, CA, August 2014. (with L. Burmeister.
13. “Mapping a Sustainable Farm System: Transdisciplinary Approach to Modeling the Complexity of Sustainability.” Presented at *the 77th Annual Meeting of the Rural Sociological Society*, New Orleans, LA, August 2014 (with K. Jacobsen and L. Brislen*).
14. “The Diffusion of the Food Policy Council Movement in North America.” Presented at *the 76th Annual Meeting of the Rural Sociological Society*, New York, NY, July 2013 (with P. Mooney and G. Ciciurkaite*).
15. “Socially Just Labor Arrangements in Agrifood Values-based Supply Chains?” Presented at *the 76th Annual Meeting of the Rural Sociological Society*, New York, NY, July 2013 (with L. Burmeister and G. Curran).
16. “Good Foods Coop: A Historical Narrative.” Presented at *the 76th Annual Meeting of the Rural Sociological Society*, New York, NY, July 2013 (with A. Fisher*).
17. “Meeting the Food Insecure: Synthesizing Research, Instruction and Community Service.” Presented at *the 74th Annual Meeting of the Rural Sociological Society*, Boise, ID, July 2011 (with P. Mooney).
18. “Ethical Farming, Ethical Eating: The Case of Community Supporting Agriculture in Kentucky.” Paper presented at *the 73rd Annual Meeting of the Rural Sociological Society*, Atlanta, GA, August 2010 (with E. Stiff*).
19. “Lessons Learned in Food Security Research: a Study of Lexington-Fayette County, Kentucky.” Paper presented at *the 73rd Annual Meeting of the Rural Sociological Society*, Atlanta, GA, August 2010 (with B. Wolff++, Z. Davis++, and P. Mooney).
20. “Organizing Sustainable Agriculture Research in Japan.” Presented at *the 72nd Annual Meeting of the*

Rural Sociological Society, Madison, WI, July 2009.

21. "Public Scholarship and Community Engagement in Building Community Food Security: The Case of the University of Kentucky." Presented at *the 71st Annual Meeting of the Rural Sociological Society*, Manchester, NH, July 2008 (with P. Mooney).
22. "Mobilizing Students to Map-Out Food Deserts in Lexington." Presented at *the 69th Annual Meeting of the Rural Sociological Society*, Louisville, KY, August 2006 (with P. Mooney).
23. "Beef We Trust: Japan-U.S. Trade Dispute Over the Safety of U.S. Beef." Presented at *the Joint Annual Meeting of the Association for the Study of Food and Society & the Agriculture, Food, and Human Values Society*, Boston, MA, June 2006.
24. "Sustaining Sustainable Agricultural Research: An Evaluation of Southern SARE Research Projects, 1988-2003." Presented at *the 68th Annual Meeting of the Rural Sociological Society*, Tampa, FL, August 2005 (with A. Meyer and V. M. Bhavsar).
25. "Globalized Disease, Situated Science: The Challenge of Assessing BSE Risk in the Globalized Agrifood System." Presented at *the 68th Annual Meeting of the Rural Sociological Society*, Tampa, FL, August 2005 (with K. Sakamoto).
26. "Trust in Food: Consumers, Customers and Citizen" Presented at *the 67th Annual Meeting of the Rural Sociological Society*, Sacramento, CA, August 2004.
27. "Toward Social Studies of Agri-culture: We are What We Produce and What We Consume." Presented at *the 66th Annual Meeting of the Rural Sociological Society*, July 2003.
28. "Actor Network Theory and Commodity Systems Analysis: Friend or Foe?" Presented at *the 65th Annual Meeting of the Rural Sociological Society*, August 2002.
29. "Here is a Brochure with Necessary Information for You. Please Buy Our Product." Presented at *the 65th Annual Meeting of the Rural Sociological Society*, August 2002 (with A. Juska).
30. "From 'Poke and Sniff' to 'Swab and Petri Dish': HACCP and the Restructuring of the Agro-Food System." Presented at *the 64rd Annual Meeting of the Rural Sociological Society*, Albuquerque, NM, August 2001 (with A. Juska).
31. "(De)regulating the Quality? Restructuring the Regulatory Regime for the Agrifood Industry. The Case of the Meat Industry in New Zealand." Presented at *the 63rd Annual Meeting of the Rural Sociological Society*, Washington DC, August 2000 (with C. Bain).
32. "Impact of Globalization on the National Agricultural Research Program on Rapeseed in China." Presented at *the 59th Annual Meeting of the Rural Sociological Society*, Des Moines, IA, August 1996.
33. "Plant Disease Epidemics as 'Normal Agricultural Accidents': The Case of Blackleg Epidemics in Canadian Rapeseed." Presented at *the 59th Annual Meeting of the Rural Sociological Society*, Des Moines, IA, August 1996. (with A. Juska and L. Busch)
34. "Agricultural Research in a Centrally Planned Economy: The Case of Rapeseed Research in the People's Republic of China." Presented at *the 58th Annual Meeting of the Rural Sociological Society*, Washington, DC, August 1995.
35. "Metaphors and Measurements: Determining the Toxicity of Erucic Acid." Presented at *the 57th Annual Meeting of the Rural Sociological Society*, Portland, OR, August 1994. (with L. Busch)
36. "The Role of Indigenous Knowledge in Agricultural Development: The Case of Japan during the Meiji Period." Presented at *the 56th Annual Meeting of the Rural Sociological Society*, Orlando, FL, August 1993.

37. "Meiji Ishin: Revolution or Restoration?" Presented at *the 84th Annual Meeting of the American Sociological Association*, Pittsburgh, PA, August 1992.
38. "Four Modernization Strategies for the Development of Agricultural Science in Japan." Presented at *the 55th Annual Meeting of the Rural Sociological Society*, University Park, PA, August 1992.

Regional Conferences

1. "Preliminary Farmer Survey Results. Marketing Strategies Based on Shared Values: Farmers' Experiences with and Perspectives on Value Based Supply Chains." Presented at *the Annual Meeting of the Southern Rural Sociological Association*, Jacksonville, FL, February 2018. (H. Peterson, M. Ostrom, G. Feenstra, and C.A. Brekken).
2. "Development of Local Food Projects for Community Stability." Presented at *the Annual Meeting of the Southern Rural Sociological Association*, Dallas, TX, January 2014. (with E. Indiano⁺⁺ and P. Mooney)
3. "From Family Farm to Urban Table." Paper presented at *the Annual Meeting of the Southern Rural Sociological Association*, Corpus Christi, TX, January 2011. (with A. Fisher* and L. Brislen*)
4. "Sustainability, Justice, Health? Marketing of Ethical Eating in Kentucky." Paper presented at *the Annual Meeting of the Southern Rural Sociological Association*, Orlando, FL, January 2010. (with E. Stiff*)
5. "'Tell Us Your Concerns about Food': Shopper Survey as an Instructional Tool for a Rural Sociology Course." Paper presented at *the Annual Meeting of the Southern Rural Sociological Association*, Atlanta, GA, January 2009.
6. "What's Your Concern about Food? Shopper Survey at Five Food Retail Sites in Lexington, Kentucky." A paper presented at the Annual Meeting of the Southern Rural Sociological Association, Atlanta, GA, January 2009. (with R.S. Castellano*, J. Hanna⁺⁺, and S. Hunt⁺⁺).
7. "The Role of Southern SARE Projects in Enhancing the Quality of Community Lives in the Southern Region." Paper presented at *the Annual Meeting of the Southern Rural Sociological Association*, Mobile, AL, January 2007. (with V. Bhavsar)
8. "Japanese Farming: An Occupation." Paper presented at *the Annual Meeting of the North Central Sociological Association*, Dearborn, MI, April 1991.

State-wide Conferences

1. "Four Elements of Overseas Assignment: A Review." Paper presented at *the Annual Meeting of the Michigan Sociological Association*, Saginaw, MI, October 1990.

Scholarly Service

PUBLIC POLICY

1. **Member and submitter.** Ad Hoc Committee of Social Scientists, Royal Society of New Zealand, for the development of submission to *the Royal Commission on Genetic Modification*, 2000-2001.

PROFESSIONAL SOCIETY & ORGANIZATION SERVICE

Official Positions Held

International Organizations

1. **Co-Convener.** RC-40 Session. *The 18th World Congress of Sociology, International Sociological*

Association, Yokohama, Japan, July 2014.

2. **Co-Convener.** Working Group 19/22: Endogenous Development Strategies for Rural Revitalization In East Asia, with Comparative Perspectives from other World Regions at *the 13th World Congress for Rural Sociology, the International Rural Sociological Association*, Seoul, Korea, July 2008.
3. **Co-Convener.** Working Group 23: Responses to Agrifood Globalisation: East Asian Experience and Prospects at *the 11th World Congress for Rural Sociology, the International Rural Sociological Association*, Trondheim, Norway, July 2004.
4. **Editorial Committee Member.** “Agricultural Commodity Systems in Comparative Perspective,” the Miniconference of the Research Committee on Food and Agriculture of the International Sociological Association, Toronto, Canada, August 1997.

National Organizations

1. **President (Elected).** *Rural Sociological Society*, 2018-19.
2. **President-Elect (Elected).** *Rural Sociological Society*, 2017-18.
3. **Vice President (Elected).** *Rural Sociological Society*, 2014-15.
4. **Program Chair (Appointed).** *The 75th Annual Meeting of the Rural Sociological Society*, 2012.
5. **Member (Appointed).** Nomination Committee, *Rural Sociological Society*, 2009-2010.
6. **Member (Appointed).** Council, *Rural Sociological Society*, 2005-06.
7. **Chair (Appointed).** Membership Committee, *Rural Sociological Society*, 2005-06.
8. **Co-Chair (Elected).** Sociology of Agriculture Interest Group, *Rural Sociological Society*, 2001-03.
9. **Member (Appointed).** Membership Committee, *Rural Sociological Society*, 2001-05.
10. **Graduate Student Representative (Elected).** Program Committee, *Rural Sociological Society*, 1996-97.

Regional Organizations

1. **President (Elected Year 4).** *Southern Rural Sociological Association*, 2013-14.
2. **Vice President (Elected Year 3).** *Southern Rural Sociological Association*, 2012-13.
3. **Program Chair (Elected Year 2).** *Southern Rural Sociological Association*, 2011-12.
4. **Program Chair Elect (Elected Year 1).** *Southern Rural Sociological Association*, 2010-11.
5. **Vice President (Elected).** Board of Directors, *Michigan Sociological Association*, 1992-94.
6. **Student Representative (Elected).** Board of Directors, *Michigan Sociological Association*, 1989-94.

Invited

1. “Lessons Learned and Future Practices: Sustainable Development in the U.S. Today,” *The 4th International Conference on Social-Humanity-Education-Law-Development*, Bandar Lampung, Indonesia, August 26-27, 2019.
2. *The First International Conference on Sustainability and the Environment*, Solo, Indonesia, June 27-29, 2013
3. “The Impact of Globalizing Economy on Local Resources Management and Community Development for Conflict Resolution.” *The International Seminar by the Afrasian Center for Peace and Development Studies*, Ryukoku University, Kyoto, June 29, 2008.
4. “The First Meeting of the Transatlantic Platform for Consumer Concerns and International Trade,” *European Society for Agricultural and Food Ethics (EurSafe)*, Amsterdam, the Netherlands, June 15-

17, 2000.

Journal Editorial Board Service

1. Editorial Board Member, *Journal of Rural Social Sciences*, 2016-present.
2. Editorial Board Member, *Udayana Journal of Law and Society*, 2017-19.

Journal Reviewer Service

1. *Agriculture and Human Values*.
2. *Canadian Journal of Development Studies*
3. *Cambridge Journal of Regions, Economy, and Society*.
4. *Contemporary Japan*.
5. *GeoForum*.
6. *International Journal of Sociology of Agriculture and Food*.
7. *Journal of Agriculture Education and Extension*.
8. *Journal of Environmental Studies and Sciences*.
9. *Journal of Rural Social Sciences (formally, Southern Rural Sociology)*
10. *Journal of Rural Studies*
11. *Public Understanding of Science*.
12. *Rural Sociology*.
13. *Science as Culture*
14. *Science, Technology and Human Values*.
15. *Udayana Journal of Law and Society*
16. *Violence Against Women*.

Book Manuscript and Proposal Reviewer Service

1. *Rural People and Communities in the 21st Century, 2nd edition*, D. Brown and K. Schafft. Policy Press (Second edition review), 2018.
2. Polity Press, 2016 (Proposal review).
3. Duke University Press, 2015 (Pre-contract manuscript review).
4. Routledge, 2015 (Proposal review).
5. *Thirty Readings in Sociology*, edited by K. Gould and T. Lewis. Oxford University Press (Proposal review).
6. *Food Fight: Producers, Consumers, and Activists Challenge the Global Food System*, edited by W. Wright and G. Middendorf. Penn State University Press Rural Studies Series (Chapter peer-review).

Grant Reviewer Service

1. **Reviewer.** Swiss National Science Foundation, Fall 2017.
2. **Review Panel Member.** USDA National Institute of Food and Agriculture, Fall 2009, Fall 2010, Fall 2012, Spring 2013.
3. **Reviewer.** The Royal Society of New Zealand, Marsden Fund. Te Pūtea Rangahau a Marsden, Fall 2014.

4. **Reviewer.** Social Sciences and Humanities Research Council of Canada, Spring 2007, Spring 2014.
5. **Reviewer.** Southern Sustainable Agriculture Education and Research, Spring 2011, Spring 2014, Spring 2016.
6. **Reviewer.** National Science Foundation, Social Dimension of Science, Technology, and Engineering, 2002, 2008, 2009.

Tenure and Promotion Reviewer Service

1. Department of Community Development and Applied Economics, University of Vermont, 2019.
2. Department of Crop and Soil Sciences, College of Agriculture and Food Systems, Washington State University, 2019.
3. Department of Environmental Science, Policy and Management, College of Natural Resources, University of California, Berkeley, 2019
4. Department of Sociology, College of Social Sciences, University of Hawaii, Manoa, 2018
5. Division of Applied Social Sciences, College of Agriculture, Food and Natural Resources, University of Missouri, Columbia, 2018
6. Department of Gender Studies, College of Social Sciences, University of Hawaii, Manoa, 2012.
7. Department of Sociology, College of Humanities and Social Sciences, Sam Houston State University, 2012.

UNIVERSITY SERVICE

University-wide

1. **Member.** *UK Confucius Institute External Review Committee*, 2019.
2. **Chair.** *Social Science Area Advisory Committee*, 2018 – 2019.
3. **Member.** UK Core Education Committee, 2018-2019.
4. **Panel Member.** Office of Nationally Competitive Awards, Chellgren Center for Undergraduate Excellence, Fall 2018.
5. **Elected Member.** *Graduate Council*, 2018-2021.
6. **Co-Chair.** *Asian and Asian-American Affinity Group*, Office of Institutional Diversity, 2018-2019.
7. **Member.** *Social Science Area Advisory Committee*, July 2017 – June 2019.
8. **Faculty Member.** *Student Hearing Board*, 2017-2018.
9. **Member.** *Graduate Council Committee on Fellowships and Traineeships - Social Sciences Panel*, 2017-2018.
10. **External Review Member.** *Periodic Review of the Department of Education Policy and Evaluation*, College of Education, University of Kentucky, Spring 2017.
11. **Member.** *Advisory Committee for the Women's Executive Leadership Development (WELD)*, November 2015-May 2017.
12. **Selected Member.** *The Women's Executive Leadership Development Program (WELD)*, April – December, 2016
13. **Member.** *Strategic Plan Leadership Team for Community Engagement and Impact*, Fall 2015.
14. **Member.** *Graduate Fellowship Review Committee*, UK Graduate School, Spring 2015.
15. **Member.** *UK Food Connection Faculty Advisory Committee*, 2014-2016.

16. **Co-Chair.** *Food Systems Initiative*, UK Tracy Farmer Institute for Sustainability and the Environment, 2013-2016.
17. **Member.** *UK Confucius Institute Steering Committee*, 2010-2014.
18. **Member.** *UK International Advisory Council*, 2009-2014.
19. **Member.** *UK Office for International Affairs Search Committee for Assistant Director of Education Abroad*, Fall 2010.
20. **Member.** *UK General Education Reform Global Dynamic Curriculum Team*, Spring 2009.
21. **Selected Member.** *UK Circle of Powers Leadership Program for Female Faculty*, the University of Kentucky, 2009-2010.
22. **Member.** UK Sustainability Scholar Learning Community, 2009-10.
23. **Member.** *UK Asia Center Steering Committee*, 2006-2013.
24. **Invited Faculty Consultant.** *Five-year Review of UK Office for Sponsored Project Development (OSPD)*, June 2006.
25. **Cultural Consultant.** *UK Institutional Review Board*, 2001-present. (Protocols involving fieldwork in Japan or China)
26. **Elected Faculty Member.** *Asian Studies Committee*, University of Canterbury, 1999-01.
27. **Elected Faculty Member.** *International Committee*, University of Canterbury, 1999-01.

College of Agriculture, Food and Environment

1. **Member.** *Undergraduate Curriculum Committee*, College of Agriculture, Food and Environment, University of Kentucky, 2017-present.
2. **Member.** *International Working Group*, College of Agriculture, Food and Environment, University of Kentucky, 2017-present.
3. **Organizer.** *Integrity and Ethics in Instruction Workshop*, sponsored by College of Agriculture, Food, and Environment Faculty Council, University of Kentucky, January 2018.
4. **Member.** *Steering Committee for Sustainable Agriculture Curriculum*, College of Agriculture, Food and Environment, University of Kentucky, 2005-2018.
5. **Member.** *Sustainable Agriculture and Food Systems Working Group*, College of Agriculture, Food and Environment, University of Kentucky, 2006-2015.
6. **Elected Member.** *College of Agriculture Faculty Council*, College of Agriculture, University of Kentucky, 2011-13.
7. **Member.** *Natural Resources and Conservation Management Graduate Curriculum Development Committee*, College of Agriculture, University of Kentucky, Fall 2010.
8. **Peer Reviewer.** *Peer Review of the Teaching Program in the Department of Plant and Soil Sciences*, Fall 2005.
9. **Invited Faculty Participant.** “Keeping Kentucky Growing.” An open space meeting organized by the UK College of Agriculture and the Gaines Center for the Humanities, October 27, 2005.
10. **Representative.** Appointed by the Associate Dean for Research in UK College of Agriculture to review the program of *The 2005 Bioethics Institute of the National Agricultural Biotechnology Council*, to be held at Iowa State University, May 23-27, 2005.
11. **Member.** *Biotechnology Research and Education Initiative (BREI)*, College of Agriculture,

University of Kentucky, 2001-2005.

College of Arts and Sciences

1. **Member.** *Faculty Advisory Committee of the Japan Studies Curriculum*, College of Arts and Sciences, University of Kentucky, 2006-present.
2. **Member.** *The Council of the Directors of Graduate Studies*, College of Arts and Sciences, University of Kentucky, 2009-11, 2013-14.
3. **Coordinator.** *Year of China Program*, College of Arts and Sciences, University of Kentucky, 2011-2012.
4. **Co-Chair.** *Year of China Planning Committee*, College of Arts and Sciences, University of Kentucky, 2010-2011.
5. **Member.** *Search Committee for the Director of International Studies*, College of Arts and Sciences, University of Kentucky, Fall 2010.
6. **Member.** *International Studies Curriculum Review Committee*, College of Arts and Sciences, University of Kentucky, Spring 2010.
7. **Member.** *Faculty Advisory Committee of the International Studies Curriculum*, 2007-2012.

College of Fine Arts

1. **Member.** *ArtsAsia Planning Committee*, College of Fine Arts, University of Kentucky, 2011.

Public Scholarship

RADIO, NEWSPAPER, & OTHER MEDIA INTERVIEWS

National

Print Media

1. Progressive Farmer Magazine (April/May 2006)
2. Angus Beef Bulletin (February 2006)

Internet Media

1. Our Farm, Our Future Podcast Series (May 2018). Available at <https://www.sare.org/Events/Our-Farms-Our-Future-Conference/Our-Farms-Our-Future-Podcast-Series>
2. AgNetwork.com (December 9, 2008)
3. Cattlennetwork.com (November 19, 2008)
4. Extension.org (November 19, 2008)
3. Minnesota AgConnection (August 4, 2006)
4. The Press Enterprise (March 13, 2008)
5. Sunbelt AGnet.com (August 23, 2012)
6. USAgNet.com (November 14, 2008)

Local and Regional

Print Media

1. Lexington Herald-Leader (November 20, 2008; December 12, 2010)
2. UK Kernell (March 22, 2011; March 28, 2011; April 12, 2011; September 15, 2011; September 18,

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2011; September 20, 2011)

3. Odyssey (Fall 2006)
4. UK Ag Magazine (Winter/Spring 2003; Fall 2010)

Internet Media

1. Business Lexington (November, 2010, September 26, 2012).
2. UK AgNews (November 14, 2008; December 3, 2010; August 23, 2012).
3. UKNow (February 17, 2011; March 23, 2011; July 19, 2011; August 26, 2011; September 14, 2011; October 14, 2011; October 19, 2011; November 1, 2011; November 3, 2011a; November 3, 2011b; January 26, 2012; February 20, 2012; February 5, 2013; March 25, 2013)
4. UK A&S Dean's Chanel (August, 2010). Available at <https://www.as.uky.edu/deans-channel-keiko-tanaka-and-huajing-maske-year-china>
5. UK Newswise (September 6, 2011)

Radio

1. 95.7 FM WLXL Food Justice Radio (April 14, 2017)
2. 95.7 FM WLXL Dan Wu's Culinary Evangelist (March 16, 2016)
3. 91.3 FM Dr. Greg Davis On Medicine (March 28, 2012)
4. 91.3 FM UK Perspectives (October 30, 2011) Available at <http://wuky.org/post/year-china>
5. 91.3 FM WUKY Local News (April 29, 2010)
6. 91.3 FM WUKY Dr. Greg Davis On Medicine (December 3, 2008)
7. 91.3 FM WKMS In-Depth Report (November 28, 2008)

PUBLIC LECTURES & SERVICES

1. **Speaker.** "What to Expect in College," invited by AP English course, taught by Ms. Jennifer McPherson Toney at Lexington Christian Academy, October 2017.
2. **Judge.** *Kentucky Japanese Speech Contest*, organized by Japanese Speech Contest Committee, March 4, 2017.
3. **Panelist.** *PREP Talk: Food Insecurity & Social Injustice*, organized by Lexington Community Action Council, February 25, 2016.
4. "Food Security in the Bluegrass Region." Presented at the *Professional Women's Forum*, Lexington, KY, May 1, 2013.
5. "Food in East Asia." Presented at the *Contemporary East-Asia Course for High School Teachers*, funded by the National Consortium of Teaching about Asia and organized by the UK Asia Center, April 28, 2012.
6. **Panelist.** "Education Institutions and Local Foods." *The Bluegrass Food Security Summit: Eating from Our Soil*, April 21, 2011.
7. "日米の食感・食観の違いについて (Differences in the 'Taste' of Food between Japan and the US)." Presented at the *Monthly Japanese Conversation Forum*, organized by the UK Asia Center, December 17, 2009.
8. "Japanese and Korean Societies in Transition." Presented at the *Contemporary East-Asia Course for High School Teachers*, funded by the National Consortium of Teaching about Asia and organized by

the UK Asia Center, December 2, 2004.

9. "Genetically Modified Food: To Eat or Not to Eat... That is the Question." Presented at the Public Forum on Genetically Modified Food, organized by Good Foods Co-op, Lexington, October 23, 2004.
10. "Feeding One Child." Presented in the *East-Asia Society Course for High School Teachers*, organized by the Asia Center, University of Kentucky, March 2002.
11. "New Zealand's Strategy for Competing in the Global Market: Lessons for Kentucky Meat Sector." Presented in the *Third-Thursdays Sustainable Agriculture Workshop*, organized by the Kentucky State University Cooperative Extension Program, November 2001.
12. "Etiquette in Japan." Presented in the *Japan Today* course, at Canterbury Workers Educational Association, Inc. August 9, 1999.
13. "Food in Japan." Presented in the *Japan Today* course, at Canterbury Workers Educational Association, Inc. August 2, 1999.
14. "Four Myths about Japan." Presented in the *Japan Today* course, at Canterbury Workers Educational Association, Inc. April 26 and May 3, 1999.
15. "The Hopes and Dreams for Our Future: Conversations with College Students in the People's Republic of China." Presented as a public lecture for the Chinese painting exhibition, *Reckoning With the Past*, at Robert McDougall Art Gallery, Christchurch, New Zealand. July 19, 1998.
16. "How China Will Feed Her People? The Role of Agricultural Science in China." Presented at the monthly meeting of Christchurch Branch of the *New Zealand China Friendship Society, Inc.* April 30, 1998.

EXTENSION ACTIVITIES

1. "4-H Biotechnology Education Outreach 2006." *Friends of Kentucky 4-H, Inc. Kentucky 4-H Venture Grant, 2006* (\$32,404). Invited to be on the Ethics Panel as a social scientist at *Kentucky 4H Biotech Camp*, September 21-22, 2006. Kentucky 4H Youth Development Program.
2. "Biotechnology and You." *Friends of Kentucky 4-H, Inc. Kentucky 4-H Venture Grant, 2005* (\$9,330). Invited to be on the Ethics Panel as a social scientist at *CIS-East Kentucky Biotech Camp*, August 4-5, 2005. Kentucky 4H Youth Development Program.
3. Invited to be on the Ethics Panel as a social scientist at *CIS-Greenup County Biotech Camp*, June 29-30, 2004. Greenup County Cooperative Extension, 4-H Youth Development Program.

Stacy Kendall Vincent

Associate Professor, Agricultural Education
Community & Leadership Development
University of Kentucky

General Background

EDUCATION

- Ph.D. Agricultural Education, University of Missouri-Columbia, 2010
Dissertation: *A Comparison of Teachers' and Students' Multicultural Competence and Racial Color-Blindness in Ethnically Diverse and Non-Diverse FFA Chapters*
- M.A. Educational Leadership, University of Louisville, 2006
- M.S. Agricultural Sciences, Murray State University, 2002
- B.S. Agricultural Sciences, Murray State University, 1999

EMPLOYMENT

- July 2017 – Present Associate Professor, Department of Community and Leadership Development, University of Kentucky
Distribution of Effort: 50% (Instruction); 35% (Research); 10% (Administrative) 5% (Service)
- July 2012 – June 2017 Assistant Professor, Department of Community and Leadership Development, University of Kentucky
Distribution of Effort: 62% (Instruction); 30% (Research); 8% (Administrative)
- July 2011-June 2012 Assistant Professor, Department of Community and Leadership Development, University of Kentucky
Distribution of Effort: 75% (Instruction); 25% (Research)
- 2010-June 2011 Lecturer, Department of Community and Leadership Development, University of Kentucky
Distribution of Effort: 100% (Teaching)
- 2008-2010 Graduate Teaching Assistant, Department of Agricultural Education and Leadership, University of Missouri
- 2006-2008 Lecturer, Department of Agricultural Sciences, Murray State University
- 1999-2006 Teacher, Department of Career and Technical Education, Nelson County High School, Bardstown, Kentucky

ADMINISTRATIVE APPOINTMENTS

July 2012 - Present Director of Undergraduate Studies – Agricultural Education Program,
Department of Community and Leadership Development, University
of Kentucky

July 2001-June 2006 Chair, Department of Career and Technical Education, Nelson County
High School, Bardstown, Kentucky

PROFESSIONAL AWARDS AND RECOGNITION*National Awards and Honors*

1. *Intervention Evaluation Winner*, National Institute for Occupational Safety and Health, 2015
2. *Discussion Meet Runner-up*, American Farm Bureau, 2013
3. *Omega Recipient*, American Association for Agricultural Education, 2006
4. *Fulbright-Hayes Scholar*, United States Department of States Bureau of Educational and Cultural Affairs, 2006

Regional Awards and Honors

1. *Outstanding Research Paper and Presentation*, American Association for Agricultural Education Southern Region Research Conference, 2020
2. *Outstanding Innovative Idea Poster*, American Association for Agricultural Education Southern Region Research Conference, 2020
3. *Outstanding Research Poster*, American Association for Agricultural Education Southern Region Research Conference, 2020
4. *Outstanding Innovative Idea Poster*, American Association for Agricultural Education Southern Region Research Conference, 2013,
5. *Outstanding Research Paper and Presentation*, American Association for Agricultural Education Southern Region Research Conference, 2011,
6. *Outstanding Innovative Idea Poster*, American Association for Agricultural Education Southern Region Research Conference, 2011

State Awards and Honors

1. Kentucky FFA Association, Honorary Degree Recipient, 2014
2. Kentucky Farm Bureau, Discussion Meet Winner, 2012

Internal Awards

1. UK, College of Education, Teachers Who Made A Difference Honoree, 2016
2. UK, Ken Freedman Outstanding Advising Award Nominee, 2015, 2016, 2019
3. University of Kentucky, Gamma Sigma Delta Honor Society, 2015
4. University of Missouri College of Education “Feature a Teacher” Honor, 2010
5. University of Missouri, Donald K. Anderson Graduate Teaching Award Nominee, 2010

Publications**PEER-REVIEWED JOURNAL ARTICLES (*graduate student)**

1. Sanderson, W., Mazur, J. M., **Vincent, S. K.**, & Byrd, A. P. (2020). Response to –

- “ROPS are not homemade”. *Journal of Agricultural Safety and Health*, 26(1), 1-4, <http://doi:10.13031/jash.13723>.
2. Wright, K. M.,* **Vincent, S. K.**, & Epps, R. B. (2019). International agricultural education from 1975 to present: A research synthesis. *Journal of Agricultural Education*, 60(2), 153-172, <http://doi:10.5032/jae.2019.02153>
- [PEER-REVIEWED JOURNAL ARTICLES cont.]
3. **Vincent, S. K.**, & Drape, T. (2019). Evaluating microexpressions among undergraduate students during a class intervention exercise. *NACTA Journal*, 63(2), 133-139.
 4. **Vincent, S. K.**, Mazur, J., Summey, T.,* Namkoong, K., & Bird, A. P. (2019). Assessment of a CROPS curriculum for Appalachian youth. *Journal of Agricultural Safety and Health*, 25(1), 11-24. <http://doi:10.13031/jash.13103>
 5. Tingle, A. K.,* **Vincent, S. K.**, Mazur, J., Dietrich, M. S., Watson, J., & Namkoong, K. (2018). Observing Change in Behavioral Intent Among Secondary Youth Regarding Tractor Roll-Over Through and Educational Intervention Curriculum. *Journal of Career and Technical Education Research*, 43(3), 243-258. <http://doi.org/10.5328/cter43.3.243>
 6. Austin, A. L.,* **Vincent, S. K.**, & Kirby, A. T. (2018). Evaluating Protective factors’ contribution to postsecondary agriculture students enrolled in a first-generation program. *Journal of Research in Technical Careers*. <https://doi.org/10.9741/2578-2118.1014>
 7. Thieman, E. B., Bird, W. A., **Vincent, S. K.**, & Terry, R. (2017) Are champions born or made? Differences between low performers and high performers in a Missouri Career Development Event. *Journal of Southern Agricultural Education Research*, 66. Retrieved from <http://www.jsaer.org/index.html>
 7. Schafbuch, M.,* **Vincent, S. K.**, Mazur, J., Watson, J., & Westneat, S. (2016). The CROPS curriculum experiment: Evaluating the farm safety knowledge gained among secondary Appalachia youth. *Journal of Agricultural Education*, 57(2), 134-145, doi: 10.5032/jae.2016.02134
 8. **Vincent, S. K.** & Kirby, A. T.* (2015). Words speak louder than action?: A hybrid coding mixed-method case study. *Journal of Agricultural Education*, 56(1), 32-42. doi: 10.5032/jae.2015.01032
 9. Mazur, J. M., **Vincent, S. K.**, Watson, J. M.*, Westneat, S. (2015). Integrating CROPS installation in high school agricultural mechanics: A feasibility study. *Journal of Agromedicine*, 20(2), 149-159. doi: 10.1080/1059924X.2015.1009665 Impact Factor: 0.70
 10. Epps, R. B., Adams, R. J.,* and **Vincent, S.K.** (2015). Conflicts of time: Examining school schedules in secondary agricultural programs. *Journal of Agricultural Education*, 56(2), 1-12. doi: 10.5032/jae.2015.02001

[PEER-REVIEWED JOURNAL ARTICLES cont.]

11. **Vincent, S. K.**, and Torres, R. M. (2015). Multicultural competence: A case study of teachers and their student perceptions. *Journal of Agricultural Education*, 56(2), 64-75. doi: 10.5032/jae.2015.02064
12. Watson, J. M., Mazur, J. M., & **Vincent, S. K.** (2015). Youth-driven Youth–Adult Partnerships: A Phenomenological Exploration of Agricultural Education Teachers' Experiences. *Journal of Agricultural Education*, 56(3), 105-120. doi: 10.5032/jae.2015.03105
13. **Vincent, S. K.**, & Hains, B. J. (2015). Obtaining critical mass for the 21st century agricultural education student: Perspectives of a rural secondary minority educator. *Journal of Education and Social Policy*, 2(3), 37-47.
14. **Vincent, S. K.** (2014). Finding a spectrum in colorblindness: Case study of teachers and students by the ethnicity of the local youth organization's membership. *Journal of Multiculturalism in Education*, 4(1), online publication available at <http://www.wtamu.edu/journal/multiculturalism-in-education.aspx>
15. **Vincent, S. K.**, Kirby, A. T.*, Faulkner, P. E., & Deeds, J. P. (2014). The Evaluation of Multicultural Teaching Concerns among Pre-service Teachers in the South. *Journal of Agricultural Education*, 55(1). 152-166. doi: 10.5032/jae.2014.01152
16. Saucier, R. P., Anderson, R. A., & **Vincent, S. K.** (2014). Laboratory Safety Needs of Kentucky School-Based Agricultural Mechanics Teachers. *Journal of Agricultural Education*, 55(2), 184-200. doi: 10.5032/jae.2014.02184
17. Hains, B. J., Tubbs, J.*, & **Vincent, S. K.** (2013). Embracing alter-identities: Socio-Cultural development for graduate education. *Journal of Agricultural Education*, 54(3), 209-223. doi: 10.5032/jae.2013.03209
18. **Vincent, S. K.**, Killingsworth, J. L., & Torres, R. M. (2012). Multicultural teaching concerns: A comparison between disciplines at the secondary preservice level. *Journal of Agricultural Education*, 53(4), 171-186. doi:10.5032/jae.2012.04171
19. **Vincent, S. K.**, Ball, A. L., & Anderson II, A. C. (2012). College major choice for students of color: Toward a Model of recruitment for the agricultural education profession. *Journal of Agricultural Education*, 53(4), 187-200. doi: 10.5032/jae.2012.04187
20. Maxwell, L. D., **Vincent, S. K.**, & Ball, A. L. (2011). Teaching effectively: Award winning faculty share their views. *Journal of Agricultural Education*, 52(4), 162-174. <http://doi:10.5032/jae.2011.04162>

Accepted, for Publication

1. **Vincent, S. K.**, Franklin, R. P., & Thieman, E. B. Strategies and barriers of 1862 land grant institutions to recruiting African Americans. *NACTA Journal*
2. **Vincent, S. K.**, Turley, C., & Austin, A. L. Global exposure's effect on intercultural

effectiveness among secondary youth. *Journal of International Agricultural and Extension Education*

Revise and Resubmit

1. Tyler, Q. R., Harper, T. C., & **Vincent, S. K.** Teenage African American male perceptions of education: A comparative study based on educational achievement at the secondary level. *Journal of Rural Social Sciences*
2. Wright, K. M., **Vincent, S. K.**, & Maxwell, L. D. Designing a technique for program expansion of secondary agricultural education. *Journal of Agricultural Education*

Under Review

1. Austin, A. L.,* **Vincent, S. K.**, Mazur, J., Namkoong, K., & Byrd, A. P. Examination of gained knowledge through the theory of youth and adult partnership. *Journal of Agricultural Education*

Journal Manuscripts in Progress

1. Schafbuch, M. & **Vincent, S. K.** "Expectancy-Value Factors of Non-Traditional Agricultural Education Student Enrollments." To be submitted to *Journal of Agricultural Education*. (Expected Completion Date: February 2021)
2. **Vincent, S. K.**, & Kirby, A. T. "Exploring Best Teaching Strategies Among Rural Appalachian Coal Mine Youth." To be submitted to *Journal of Rural Social Sciences*. (Expected Completion Date: December, 2020)
3. Harper, T. C.,* **Vincent, S. K.**, Wasden, B.,* & Thieman, E. B. "Fast Friends: An Experimental Design Among Two Racially Diverse Student Populations" To be submitted to *Journal of Agricultural Education*. (Expected Completion Date: May 2020)

REFEREED BOOK CHAPTER

1. **Vincent, S. K.**, (2012). "Agricultural Education, Diversity In." In Banks, J. A. (Ed), *Encyclopedia of Diversity in Education*. Thousand Oaks, CA: Sage

PEER-REVIEWED CONFERENCE PROCEEDINGS (* graduate student)

International

1. Tingle, A.,* **Vincent, S. K.**, Schafbuch, M.,* & Mazur, J. (2016). *Exploring behavioral change in high school youth regarding tractor rollover and farm injury prevention*. Paper proceedings from the 2016 International Society for Agricultural Safety and Health Annual Research Conference, Lexington, KY.
2. **Vincent, S. K.**, Schafbuch, M.*, Mazur, J., Watson, J., & Westneat, S. (2015). *Evaluating the apprenticeship of observation in rural Appalachian youth through a farm safety curriculum experiment*. Paper proceedings from the International Society for Agricultural Safety and Health Annual Conference, Bloomington, IL.

National

1. Kirby, A. T.,* **Vincent, S. K.**, Faulkner, P. E., Deeds, J. (2012). *Are They Concerned? Determining the Effects of Multicultural Education on the Concern Levels of Preservice Teachers in the South*. Paper proceedings from the National Agricultural Education Research Conference, Asheville, NC.
2. Tubbs, J.,* Hains, B. J., & **Vincent, S. K.** (2012). *Teacher Preparation for the Culturally Different: The Next Chapter*. Paper proceedings from the National Agricultural Education Research Conference, Asheville, NC.
3. Vincent, S. K., & Hains, B. J., (2012). *Obtaining Critical Mass for the 21st Century Student: Implications for Agricultural Education*. Paper proceedings from the National Agricultural Education Research Conference, Asheville, NC.
4. Saucier, P. R., **Vincent, S. K.**, & Anderson, R. A. (2011). *Needs assessment and core content alignment of Kentucky agricultural mechanics teachers*. Paper proceedings from the American Association for Agricultural Education Research Conference, Coeur d'Alene, ID.
5. **Vincent, S. K.**, Killingsworth, J. L., & Torres, R. M. (2010). *Determinants of concern levels of multiculturalism among secondary preservice teachers*. Paper proceedings from the American Association for Agricultural Education Research Conference, Omaha, NE.
6. Maxwell, L. D., **Vincent, S. K.**, & Ball, A. L. (2010). *The meaning of effective teaching through the lens of award winning faculty*. Paper proceedings from the American Association for Agricultural Education Research Conference, Omaha, NE.
7. **Vincent, S. K.**, Ball, A. L., & Anderson II, J. C. (2010). *Making the jump: The meaning minority students ascribe to college major choice*. Paper proceedings from the American Association for Agricultural Education Research Conference, Omaha, NE.

Regional

1. **Vincent, S. K.**, & Austin, A. L.* (2020). *Acceptance, tolerance, or distance. Determining a degree of closeness to multicultural student profiles*. Presented to the Southern Association for Agricultural Education Research Conference, Louisville, KY. **Outstanding Research Paper**
2. Griggeory, B., **Vincent, S. K.**, Hanley, C. D., & Kahl, D. W. (2019). *Combining school-community partnerships and entrepreneurship in an agricultural marketing curriculum: The students' perspective*. Presented to the Southern Association for Agricultural Education Research Conference, Birmingham, AL.
3. **Vincent, S. K.**, & Kirby, A. T.* (2013). *The magnitude of teaching all: A hybrid coded qualitative case study*. Paper proceedings from the Southern Association for Agricultural Education Research Conference, Orlando, FL.

[PEER-REVIEWED CONFERENCE PROCEEDINGS cont.]

4. **Vincent, S. K.**, & Hains, B. J., (2012). *Barriers to overcome among African American Agricultural Educators*. Paper proceedings from the Southern Association for Agricultural Education Research Conference, Birmingham, AL.
5. **Vincent, S. K.**, & Torres, R. M. (2011). *Multicultural competence: A case study of teachers and their student perceptions*. Paper proceedings from the Southern Association for Agricultural Education Research Conference, Corpus, Christi, TX.
– **Outstanding Research Paper**
6. Saucier, P. R., **Vincent, S. K.**, & Anderson, R. A. (2011). *Agricultural mechanics Laboratory safety: professional development needs of Kentucky school-based agricultural educators*. Paper proceedings from the Southern Association for Agricultural Education Research Conference, Corpus, Christi, TX.

NON-REFEREED PUBLICATIONS (* graduate student)

1. Parham, E. B.,* & **Vincent, S. K.** (2018). Now is the Time: Effective Strategies to Connecting with African American Students. *Agricultural Education Magazine*, 91(1),
2. **Vincent, S. K.** (2018). Let's Create Cinderella Stories. *Agricultural Education Magazine*, 91(1), 3-4.
3. **Vincent, S. K.**, Tyler, Q. R., & Harper, T. C.* (2016). Are We Truly Serving All? Keys to Making a Positive Difference in the Lives of All Students. *Agricultural Education Magazine*, 88(6), 25-27.
4. **Vincent, S. K.** (2011). *Agricultural Education Teacher Internship Handbook*. University of Kentucky: Lexington, KY.
5. **Vincent, S. K.**, & Board, K. (2009). Slap-Chop, Sham-Wow, and Oxy-Clean: Does Agricultural Education Need an Infomercial? *Agricultural Education Magazine*, 82(1).
6. Warner, W., Burris, S., Kitchel, T., **Vincent, S. K.**, & Molina, Q. (2008). Learning the Language of Learning Styles. *Techniques*, 83(3).
7. **Vincent, S. K.**, Washburn, S.G., & Barrick, R.K. (2007). *Creating and Utilizing a Teaching Philosophy*. University of Florida Electronic Data Information Source. Gainesville, FL.
8. **Vincent, S. K.** & Washburn, S.G. (2007). *Developing an Effective Program of Activities*. University of Florida EDIS Publication. Gainesville, FL
9. **Vincent, S. K.** & Washburn, S.G. (2007). *Success in SAE (Supervised Agricultural \ Experience)*. University of Florida EDIS Publication. University of Florida EDIS Publication. Gainesville, FL

10. **Vincent, S. K.** & Washburn, S.G. (2007). *Creating and Implementing an Advisory Council*. University of Florida EDIS Publication. Gainesville, FL
11. Burris, S., Kitchel, T., Molino, Q., **Vincent, S. K.**, & Warner, W. (2008). The language of learning styles. *Techniques*, 83(1), 44-48.
12. **Vincent, S. K.** (2001). What They Could Be. *The Agriculture Education Magazine*, 74(2) 14-15.
13. **Vincent, S. K.** (1999). Drivers Wanted For the 21st Century. *The Agriculture Education Magazine*, 71(5) 12-14.

Research

MULTI-STATE PROPOSAL

S18678: Teaching for Multicultural Education and Communities in Agriculture. A project between Virginia Tech University and the University of Kentucky. (Under review)

HATCH PROPOSAL

1. **Principal Investigator.** “Assisting Underserved Populations Through Agricultural Education” 30% Division of Effort Devoted to Project

CURRENT PROJECTS

Submitted and Under Review

1. **Co-Investigator.** “Coupled Socio-economic and Ecological Dynamics in a Pasture-Livestock System under Climate and Land Use Changes”, National Science Foundation, 2020 – 3-year (\$750,000)

Project Director. Wei Ren, Department of Plant and Soil Sciences, University of Kentucky

As Co-PI, my responsibilities is to interview three generation farmers within the Bluegrass region of Kentucky to identify the behavioral changes over time in better land use management. In addition, I will provide the educational component of the findings to teachers and extension agents.

Funded

1. **Co-Investigator.** “Agricultural Safety and Health (ASH) for Public Health and Community and Leadership Development (CLD) Graduate Students”, 2019-2024 (\$1,140,000)

Project Director. Wayne Sanderson, College of Public Health

As Co-PI, I will serve as an instructor and student research mentor with ASH. I will co-teach CPH 720 Health of Agricultural Populations and assist Dr. Sanderson with CPH 698 Occupational Field Studies. My effort will be 4% per year. Year 1 funding is \$228,000.

2. Principal Investigator. “Preventing Farm Injury and Fatalities to At-Risk Youth in Rural Communities in the Southeast: A CROPS Intervention for Behavioral Change.” National Institute for Occupational Safety & Health, A division of the Center for Disease Control, 2016 – 2021 5-year. (\$1,356,806)

Co-PIs: Kang Namkoong, Department of Community and Leadership Development, University of Kentucky; Joan Mazur, College of Education, University of Kentucky

3. Co-investigator. “*Outreach Education for the Southeast Center for Agricultural Health and Injury Prevention.*” National Institute for Occupational Safety & Health, A division of the Center for Disease Control, 2015 – 2020, 5-year. (\$297,067)

Project Director. Mark Swansan, College of Public Health, University of Kentucky

I will work closely with the PI, utilizing my experience working with the Cooperative Extension Service to extend the research for white page papers in the extension circuit. My training and experience in agricultural education enables me to make critical contributions to the framing of all outreach messages. I will also be the lead contact with Conceptual Arts, Inc., the web producers for the National Ag Safety Database.

4. Principal Investigator. “Engaging Students to Strengthen Agribusinesses in Resource-Depleted Communities.” United States Department of Agriculture, National Institute for Food and Agriculture, 2016 – 2019, 3-year. (\$134,672)

Co-PIs: Dan Kahl, Department of Community and Leadership Development, College of Agriculture, Food & Environment; Carol Hanley, College of Agriculture, Food & Environment

FUNDED PAST PROJECTS

1. Principal Investigator. “Task Force on Suicide Prevention and Intervention in Agricultural Communities. Forming a Statewide Coalition.” Southeast Center for Agricultural Health and Injury Prevention. (\$10,000).

Co-PIs: Joan Mazur, College of Education, University of Kentucky

2. Co-Investigator. “vrCROPS: Developing Virtual Reality Tractor Safety Contents for A Smartphone-Based Interactive Agricultural Communication System (eCROPS),” Southeast Center for Agricultural Health and Injury Prevention”, 2017 (\$14,850)

Project Director. Kang Namkoong, Department of Community and Leadership Development

I will work closely with the PI, utilizing my connections with the secondary teachers and assisting with the training of their use of the Virtual Reality software. In addition, we will utilize my farm for the recording of the pilot material.

3. Co-Investigator. “Innovative Outreach and Community Engagement via a Feature Film Production Community Dialogues: SILO The Edge of the Real World”, Southeast Center for Agriculture Safety and Injury Prevention, 2017 (\$30,000)

Project Director. Joan Mazur, Department of Curriculum and Instruction, College of Education, University of Kentucky

I will be challenged to develop an educational facilitation guide for teachers, agents, and community leaders to utilize. The guide will help the use establish discussion among the learners in attendance.

4. **Co-Investigator.** “Evaluation of Grain Bin Safety Equipment: A Partnership with the Dixie Regional Firefighters Association and Western Kentucky Crop Farmers”, Southeast Center for Agriculture Safety and Injury Prevention, 2017 (\$28,000)
Project Director. Joan Mazur, Department of Curriculum and Instruction, College of Education, University of Kentucky

I will work, in collaboration, with the Kentucky Department of Agriculture, in the evaluation of all manufactured Grain Safety Equipment. This evaluation will be a true agricultural education/community engagement study as the study will encompass grain farmers in Western Kentucky and rural volunteer fire fighters. I will purposefully be responsible for selecting the communities and farmers that the study will be conducted with.

5. **Principal Investigator.** “A Cost-Effective Roll-Over Protective System (CROPS) Consortium for Secondary Agricultural Mechanics Teachers in Rural Appalachian Communities Throughout the Southeast United States” Southeast Center for Agricultural Health and Injury Prevention, 2016. (\$49,313)

Co-PIs: Kang Namkoong, Department of Community and Leadership Development, University of Kentucky; Joan Mazur, College of Education, University of Kentucky; A. Preston Byrd, Clemson University

6. **Co-investigator.** “eCROPS: A Smartphone-Based Interactive Education System for the Innovative CROPS Curriculum Intervention (ICCI)” Southeast Center for Agricultural Health and Injury Prevention, 2016. (\$39,461)

Project Director: Kang Namkoong, Department of Community and Leadership Development, University of Kentucky

Co-PIs: * Joan Mazur, College of Education, University of Kentucky & Ming-Yuan Chih, College of Health Sciences, University of Kentucky

Due to my extensive school contacts in high school Agricultural Education programs throughout the Southeast Region my role will be to supervise and implement recruitment at research sites as well as educate the teachers regarding the use of the eCROPS

7. **Principal Investigator.** “Integration of the Cost-Effective RollOver Protective System (CROPS) Construction & Installations into High School Agriculture Mechanics Classes in Eleven Rural Kentucky, Tennessee, & North Carolina Counties ” Southeast Center for Agricultural Health and Injury Prevention, 2015. (\$111,375)

Co-PIs: Joan Mazur, College of Education, University of Kentucky; Kang Namkoong, Department of Community and Leadership Development, University of Kentucky

[FUNDED PAST PROJECTS cont.]

8. Principal Investigator. “From Seed to Plate” University of Kentucky, College of Agriculture, Food & Environment’s Food Connection Student Opportunity Grant, 2015. (\$2,500)

Co-PI: Quentin Tyler, College of Agriculture, Food & Environment, University of Kentucky

9. Principal Investigator. “All About the Horse: Equine Management and Industry” Kentucky Department of Education, Carl D. Perkins Federal Education Grant, 2015. (\$3,500)

Co-PI: Robert Coleman, Department of Animal Sciences, University of Kentucky

10. Co-investigator. “Designing a Cost-Effective ROPS (CROPS) Professional Development for Secondary Agricultural Mechanics Teachers in Rural Appalachian Communities” Southeast Center for Agricultural Health and Injury, 2015. (\$57,973)

Project Director: Joan Mazur, College of Education, University of Kentucky
As co-PI, my responsibilities consisted of organizing and designing a professional development clinic to serve as a catalyst for the CROPS curriculum project. My duties consisted of development of presentations, orchestrating social media outlets, and school partnerships.

11. Co-investigator. “University of Kentucky Summer Academy – GEAR UP KY 3.0Yr4/Yr5” Kentucky Council on Postsecondary Education, 2015-2016. (\$479,888)

Project Director: Randolph Hollingsworth, College of Arts & Sciences, University of Kentucky

Co-PIs: Larry Grabau, College of Agriculture, Food & Environment; Ben Withers, College of Arts & Sciences; Matthew Deffendall, First Generation Initiatives; Sarah Kercksmar, College of Communication and Information; E. Walker, University of Kentucky; Robert Dickes, College of Fine Arts; Laurie Henry, College of Education; Allyson DeVito, College of Communication and Information;

I was charged with selecting and preparing an agricultural education undergraduate to facilitate three weeks of classroom instruction during the summer academy (0.5% DOE).

12. Principal Investigator. “Integration of the Cost-Effective RollOver Protective System (CROPS) Construction & Installations into High School Agriculture Mechanics Classes in Eight Rural Kentucky, Tennessee, & North Carolina Counties” Southeast Center for Agricultural Health and Injury Prevention, 2015. (\$82,617)

Co-PI: Joan Mazur, College of Education, University of Kentucky

13. Principal Investigator. “Experiential Education in Welding Mechanization Professional Development.” Kentucky Department of Education, Carl D. Perkins Federal Education Grant, 2014. (\$3,000)

Co-PI: John Wilhoit, Department of Biosystems & Agricultural Engineering, University of Kentucky

[FUNDED PAST PROJECTS cont.]

14. **Principal Investigator.** “Experiential Education Practices for Secondary Agricultural Education Instructors.” Briggs-N-Stratton Experiential Education Grant, 2014. (\$5,400)

15. **Principal Investigator.** “Integration of the Cost-Effective RollOver Protective System (CROPS) Construction & Installations into High School Agriculture Mechanics Classes in Five Rural Kentucky Counties” Southeast Center for Agricultural Health and Injury Prevention, 2013. (\$26,448)

Co-PI: Joan Mazur, College of Education, University of Kentucky

16. **Principal Investigator.** “Preparing Secondary Teachers for 21st Century Agriculture Mechanics Education.” Lincoln Electric Company, 2013. (\$27,000)

Co-PIs: Rebekah Epps, Department of Community and Leadership Development, University of Kentucky; John Wilhoit, Department of Biosystems & Agricultural Engineering, University of Kentucky

17. **Principal Investigator.** “Outback Wildcat: Expanding the Agricultural Education Student Teaching Experience to the Australian Culture.” Teaching Innovative Incentive Fund, College of Agriculture, Food & Environment, 2013. (\$2,000)

18. **Principal Investigator.** “Turf Management/Agricultural Education for Teacher Professional Development” Kentucky Department of Education, Carl D. Perkins Federal Education Grant, 2013. (\$3,300)

Co-PI: David Williams, Department of Plant and Soil Sciences, University of Kentucky

19. **Principal Investigator.** “Integration of the Cost-Effective Roll-Over Protective System (CROPS) Construction & Installations into High School Agriculture Mechanics Classes in Four Rural Kentucky Counties” Southeast Center for Agricultural Health and Injury Prevention, 2012. (\$17,000)

Co-PI: Joan Mazur, College of Education, University of Kentucky

20. **Principal Investigator.** “Meat Science and Evaluation for Teacher Professional Development.” Kentucky Department of Education, Carl D. Perkins Federal Education Grant, 2012. (\$2,500)

Co-PI: Gregg Rentfrow, Department of Animal Sciences, University of Kentucky

21. **Co-investigator.** “Economics of Preventing Agricultural Injury to Adolescent & Adult Farmers” The National Institute for Occupational Safety and Health, 2011. 5-year (\$1,350,000)

Project Director: Joan Mazur, College of Education, University of Kentucky

Co-PIs: R. McKnight, College of Health Services; Hank Cole, College of Health Services; Kathleen Swan, College of Education; Gerry Swan, College of Education; Bryan Hains, Department of Community and Leadership Development, College of Agriculture, Food & Environment; Susan Westneat, College of Health Services
My responsibility was to assist with pilot studies of the game and curriculum by targeting low income and high diverse school populations. (8.0% DOE).

22. **Principal Investigator.** “Designing a Distance Education Course in Agricultural Education” Murray State University, School of Agriculture Technology Funding 2007. (\$950)

Co-PI: Jay Morgan, Murray State University

23. **Principal Investigator.** “21st Century Classroom for Agricultural Education.” The United States Department of Agriculture, Secondary Education Challenge Grant, 2005. (\$29,675)

Co-PIs: Daniel Mattingly, Teacher, Marion County Schools; Josh Mitcham, Teacher, Meade County Schools; Jason Detre, Teacher, Larue County Schools

UNFUNDED GRANTS

1. **Co-Investigator.** “Training the Next Generation of Agricultural Educators: The Development of a Sustainable Agricultural Education Certificate”, United States Department of Education, Higher Education Challenge Grant, 2020 – 3-year (\$149,916)
Project Director. Karen Rignall, Department of Community and Leadership Development, University of Kentucky

As Co-PI, my responsibility is to work closely with the Kentucky Career and Technical College System (\$150,000) to educate the academic advisors in assisting students with their coursework as well as the recruitment of potential student candidates. In addition, my responsibilities include the academic course advising of the students and the evaluation of the students as they transition to the University of Kentucky.

2. **Co-Investigator.** Training the Next Generation of Agricultural Educators: The Development of a Sustainable Agricultural Education Degree”, United States Department of Education, Higher Education Challenge Grant, 2017 – 3-year (\$743,138)
Project Director. Karen Rignall, Department of Community and Leadership Development, University of Kentucky

3. **Principal Investigator.** “Evaluating the Change of Implicitness and Racial Color-Blindness among Two Racially Diverse Student Groups Within a College of Agriculture” (\$7,500)

Co-PIs: Tiffany Harper, University of Kentucky; Erica Thieman, University of Illinois

4. Principal Investigator. “Gained Literacy Among a Multi-Lingual Population During a Garden Education Program”

Co-PIs: Tiffany Harper, University of Kentucky; Tori Summey, University of Kentucky, Leslie Thomas, Fayette County Board of Education

5. Co-Investigator. CALS InCCLUDE: Colleges of Agriculture and Life Sciences Integrating Critical Conversations Leading to Understanding within Diverse Environments, United States Department of Education, Higher Education Challenge Grant, 2018 – 3-year (\$750,000)

Project Director. Donna Westfall-Rudd, Department of Agricultural, Leadership, and Community Development, Virginia Tech University

As Co-PI, my responsible would be for \$176,708 of the grant. That responsibility will include the development of a curriculum and training program for college faculty who desire to develop inclusive curriculum and techniques for all students.

6. Co-Investigator. “Inspiring Student Involvement in STEM Laboratories: A Pilot Study with Community Engagement” University of Kentucky, Igniting Research Collaborations Program Opportunity Grant, 2017. (\$27,200)

Co-PIs: Susan Odom, College of Arts & Sciences (PI); Kim Sora, College of Arts and Sciences; Betty Lorch, College of Arts and Sciences; Bryan Hains, College of Agriculture, Food & Environment

My responsibilities would be to assist with the community education delivery model..

7. Co-Investigator. “Can You Dig It?: Gardening and Plant Science Education for Kentucky Youth” University of Kentucky, College of Agriculture, Food & Environment’s Food Connection Student Opportunity Grant, 2015. (\$6,000)

Co-PIs: Quentin Tyler, College of Agriculture, Food & Environment

My responsibilities would be to implement the curriculum into my Multicultural Education course and prepare students for content delivery.

8. Principal Investigator. “Engaging Students to Strengthen Agribusinesses in Resource-Depleted Communities.” United States Department of Agriculture, Secondary and Two-Year Postsecondary Agricultural Education Challenge Grant, 2015. (\$149,015)

Co-PIs: Dan Kahl, Department of Community and Leadership Development, College of Agriculture, Food & Environment; Carol Hanley, College of Agriculture, Food & Environment

9. Principal Investigator. “Broad Implementation: Advancing Informal STEM Learning Among Low-Income Appalachian Male Youth.” National Science Foundation, 2013. (\$2,991,075)

Co-PI: M. Susie Whittington, The Ohio State University

Grants & Fellowships

EXTRAMURAL AWARDS

Federal

1. The National Institute for Occupational Safety and Health, 2019 (co-PI)	\$1,140,000
2. The National Institute for Occupational Safety and Health, 2016 (PI)	\$1,356,806
3. The National Institute for Occupational Safety and Health, 2016 (Ast. Dir)	\$301,000
4. United States Department of Education – NIFA, 2016 (PI)	\$134,672
5. The National Institute for Occupational Safety and Health, 2011 (Co-PI)	\$1,350,000
6. United States Department of Agriculture, Secondary Education Challenge Grant, 2005 (PI)	\$29,675

Regional

1. Southeast Center for Agricultural Health and Injury Prevention, 2017 (Co-PI)	\$30,000
2. Southeast Center for Agricultural Health and Injury Prevention, 2017 (Co-PI)	\$28,000
3. Southeast Center for Agricultural Health and Injury Prevention, 2016 (Co-PI)	\$14,850
4. Southeast Center for Agricultural Health and Injury Prevention, 2016 (PI)	\$49,313
5. Southeast Center for Agricultural Health and Injury Prevention 2016 (Co-PI)	\$29,461
6. Southeast Center for Agricultural Health and Injury Prevention, 2015 (PI)	\$111,375
7. Southeast Center for Agricultural Health and Injury Prevention, 2015 (Co-PI)	\$57,973
8. Southeast Center for Agricultural Health and Injury Prevention, 2014 (PI)	\$82,617
9. Southeast Center for Agricultural Health and Injury Prevention, 2013 (PI)	\$26,448
10. Southeast Center for Agricultural Health and Injury Prevention, 2012 (PI)	\$17,000

State

1. Kentucky Council on Postsecondary Education. (Team Member)	\$479,888
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National Outreach & Teaching

1. Briggs-N-Stratton Experiential Education Grant, 2014 (Primary Supervisor)	\$5,400
2. Lincoln Electric Post-Secondary Education Grant, 2013 (Primary Supervisor)	\$27,000

State Outreach & Teaching

1. Kentucky Department of Education, Professional Development Grant, 2017 (Co-PI)	\$3,000
2. Perkins Federal Education Grant, 2015 (Primary Supervisor)	\$3,500
3. Perkins Federal Education Grant, 2014 (Primary Supervisor)	\$3,000
4. Perkins Federal Education Grant, 2013 (Primary Supervisor)	\$3,300
5. Perkins Federal Education Grant, 2012 (Primary Supervisor)	\$2,500
6. Kentucky FFA Foundation, 2008 (Primary Supervisor)	\$500

Travel

1. Kentucky Education and Workforce Development Cabinet, 2020 (Fellow)	\$3,000
2. Kentucky Education and Workforce Development Cabinet, 2019 (Fellow)	\$3,000
3. Kentucky Education and Workforce Development Cabinet, 2018 (Fellow)	\$6,000
4. Kentucky Education and Workforce Development Cabinet, 2017 (Fellow)	\$3,000
5. Kentucky Education and Workforce Development Cabinet, 2016 (Fellow)	\$3,000
6. Kentucky Education and Workforce Development Cabinet, 2015 (Fellow)	\$3,000
7. Kentucky Education and Workforce Development Cabinet, 2014 (Fellow)	\$3,000
8. Kentucky Education and Workforce Development Cabinet, 2013 (Fellow)	\$3,000

9. Kentucky Education and Workforce Development Cabinet, 2012 (Fellow) \$4,500
Total during UK Appointment: \$

INTRAMURAL FUNDING

1. UK, College of Agriculture, Food & Environment’s Food Connection Student Opportunity Grant, 2015 (co-PI) – In a SNAP: Nutrition Education in Food Desert Communities \$3,500
 2. UK, College of Agriculture, Food & Environment’s Food Connection Student Opportunity Grant, 2015 (PI) \$2,500
 3. UK, College of Agriculture, Food & Environment’s Teaching Innovative Incentive Fund, 2013 (PI) \$2,000
 4. Murray State University, School of Agriculture Technology Funding, 2007 (PI) \$950
Total during UK Appointment: \$4,500

Teaching & Advising

COURSES TAUGHT

- GEN 109 Problems in CTE: Educational Development Using the State FFA Officer Experience – 2 semesters 3 Credits
 AED/FCS 110 Introduction to Career and Technical Education – 7 semesters 3 Credits
 AED/FCS 371/671 Advising a Career & Technical Organization – 9 semesters 3 Credits
 AED/FCS 580 Foundations of Career and Technical Education – 9 semesters 3 Credits
 AED 592 Student Teaching in Agricultural Education – 8 semesters 12 Credits
 AED/FCS 684 Current Trends in Career and Technical Education – 1 semester 3 Credits
 CLD 671 Advanced Teaching Methodology – 3 semesters 3 Credits

COURSE & INSTRUCTIONAL EVALUATION

Semester	Course	Number of Students	Overall Value of the Course	Dep’t / College Mean	University Mean	Overall Value of Teaching	Dep’t / College Mean	University Mean
F 19	AED 580	28	*			*		
	AED 110	25	4.8			4.8		
S 19	AED 371	32	4.6			4.7		
	AED 671	4	*			*		
F 18	AED 110	32	4.5			4.6		
	AED 580	18	3.6			4.1		
S 18	AED 371	31	4.3	4.4		4.3	4.5	
	AED 592	15	4.2			3.8		
	AED 671	1	*					
F 17	AED 580	26	4.4	3.5 / 4.2		4.6	3.7 / 4.2	
	AED 592	2	*			*		
	CLD 671	12	4.6			4.8		

S 17	AED 371	30	4.63	4.62 / 4.27		4.63	4.62 / 4.41	
	AED 592	10	^			^		
	AED 671	7	4.60			4.80		
F 16 Begin of 5.0 scale	AED 110	41	4.78	4.22	4.15	4.83	4.34	4.24
	AED 580	19	4.27			4.40		
	AED 592	1	*			*		
Sp 16	AED 592	6	^	3.35	3.23	^	3.48	3.34
	AED 371	23	3.41			3.53		
F 15	CLD 671	8	^	3.29	3.20	^	3.40	3.31
	AED 592	1	*			*		
	AED 580	9	^			^		
	AED 399	2	*			*		
	AED 110	30	3.69			3.88		
Sp 15	AED 671	4	3.67	3.35	3.25	4.0	3.45	3.33
	AED 592	10	4.0			3.8		
	AED 371	17	3.43			3.29		
F 14	AED 592	2	*	3.57	3.23	*	3.42	3.3
	AED 580	9	3.8			3.8		
	AED 110	21	3.93			3.93		
Sp 14	AED 371	21	4.0	3.27	3.31	4.0	3.39	3.35
	AED 592	11	3.57			3.5		
F 13	AED 110	23	3.5	3.5	3.2	3.6	3.5	3.4
	AED 586	19	3.2			3.5		
Sp 13	AED 371	24	3.6	3.5	3.4	3.7	3.5	3.5
	AED 592	5	4.0			4.0		
F 12	AED 110	23	2.9	3.4	3.3	3.1	3.4	3.4
	AED 580	11	2.7			2.7		
Sp 12	AED 371	24	3.1	3.4	3.3	3.4	3.5	3.4
	AED 592	7	3.7			3.4		
F 11	AED 110	19	3.7	3.4	3.3	3.8	3.5	3.4
	AED 580	9	3.7			3.7		
Sp 11	AED 371	24	3.3	3.4	3.3	3.3	3.5	3.4
	AED 592	14	3.5			3.1		
	AED 684	7	2.9			3.0		

F 10	AED 110	24	3.0	3.4	3.3	3.0	3.5	3.4
	AED 580	16	2.9			2.8		

1. Course evaluations based on a 4-point scale (4=excellent, 3=good, 2=fair, 1=poor)
2. * denotes too small enrollment for determining an evaluation score
3. ^ denotes low response rate to online teaching evaluation.
4. Fall 2016 scale moved from a 4.0 to 5.0

Courses taught prior to 2011 at the University of Kentucky

GEN 109 – Educational Development Using the State FFA Officer Experience
 AED/FCS 110 – Introduction to Career and Technical Education
 AED/FCS 371 – Advising a Youth Organization
 AED/FCS 580 – Foundations of Career and Technical Education
 AED/FCS 592 – Student Teaching
 AED/FCS 684 – Current Trends within Career and Technical Education

Courses taught at Murray State University

AGR 199 – Contemporary Issues in Agriculture
 AED 104 – Ag Education, Leadership and Life Knowledge
 AED 380 – Agricultural Education, Extension, and Leadership
 CTE 501 – Structures and Foundations of CTE
 AED 582 – Supervision of Student Teachers

GRADUATE SUPERVISION

Chair - Thesis

1. Tori Summey, Community and Leadership Education – 2018 (Completed) *Empowering hidden voices: A photo narration of community food needs by two cross-town middle schools in Kentucky* (Phoenix, AZ)
2. Ashley Leer Austin, Community and Leadership Education – 2018 (Completed) *Homophily and inclusion in the secondary agriculture classroom* (Goshen, IN)
3. Tiffany Harper, Community and Leadership Education – 2017 (Completed) *Fast Friends: Implicit bias of cross group friendships in a college of agriculture* (Eugene, OR)
4. Courtney C. Turley, Community and Leadership Education – 2017 (Completed) *Examining cultural proficiency among secondary agricultural education youth through intercultural effectiveness and global experiences* (Bloomfield, KY)
5. Andrea T. Kirby, Community and Leadership Education – 2016 (Completed) *Against the odds: A study of low socioeconomic status students’ enrollment into higher education.* (Irvine, KY)
6. Rashawn Franklin, Community and Leadership Education – 2016 (Completed) *An evaluation of the techniques and strategies for recruiting African Americans to 1862 Land-Grant Universities* (Chicago, IL)
7. Morgan Schafbuch Dietrich, Community and Leadership Development – 2016 (Completed) *Expectancy-value in the enrollment factors of Agricultural Education Youth* (Victor, IA)
8. Jonathan Tubbs, Career and Technical Leadership Education – 2015 (Co-Chair, Completed) *The role of culture in agricultural education: A synthesis of research.* (Bowling Green, KY)
9. Ryan Thomas, Career and Technical Leadership Education – 2013 (Completed) *Impact of*

- transformational leadership: Exploring the transformational leadership qualities of selected secondary agriculture teachers.* (Nicholasville, KY)
10. Randy Adams, Career and Technical Leadership Education – 2013 (Completed)
Identifying risk and protective factors of preparatory and non-preparatory students in agricultural education programs of a rural Kentucky high schools. (Bardstown, KY)
 11. Jessica Williams, Career and Technical Leadership Education – 2012 (Completed)
Project horse or horseless: A comparison of leadership life skills development of youth in the Kentucky 4-H horse program. (Owenton, KY)

Chair – Creative Component

1. Ally Barnett, Community and Leadership Development - 2020
2. Elijah Parham, Community and Leadership Education – (Completed) 2019
3. Brooke Griggeory, Community and Leadership Education – (Completed) 2018
4. Fallon Jackson, Community and Leadership Education – (Completed) 2018
5. Kyle Wood, Community and Leadership Education, - (Completed) 2016
6. Bethany Pratt, Career and Technical Leadership Education – 2013 (Completed)
Empowerment food: A curriculum for growing conscientious eaters.

Member - Thesis Committee

1. Lee Thomsen, Community and Leadership Development – 2018 (Completed)
2. Alex Tingle, Community and Leadership Development – 2017 (Completed)
3. Luci Hockersmith, Community and Leadership Development – 2016 (Completed)
4. Kendra Rowland, Community and Leadership Development – 2016 (Completed)
5. Rebecca Russell, Community and Leadership Development – 2016 (Completed)
6. Danielle Hutchins, Community and Leadership Development – 2015 (Completed)
7. Leah Vance, Career and Technical Leadership Education – 2015 (Completed)
8. Chaquenta Smith, Agricultural Economics – 2013 (Completed)
9. David Wilson, Community and Leadership Development – 2012 (Completed)

Member - Creative Component Committee

1. Alexandra Sluder, Community and Leadership Development – 2015 (Completed)
2. Bonnie Sigmon, Career and Technical Leadership Education – 2014 (Completed)
3. Carrie Tilghman (Animal Sciences) – 2013 (Completed)
4. Kelli Coblin, Career and Technical Leadership Education – 2012 (Completed)

Member – Doctoral Dissertation Committee

1. Tiffany Turrentine (Educational Leadership – Drexel University) - 2020
2. Christien Russell (Agricultural & Extension Education – Mississippi State University) – 2019
3. Chantel Simpson (Agricultural & Extension Education – Virginia Tech University) - 2019
4. Kendall Wright (Curriculum and Instruction) – 2020
5. Cheryl Witt (Nursing) – 2019
6. M. Aaron Guest (Gerontology) – 2019

UNDERGRADUATE SUPERVISION

Advising – Shared with one to two other faculty member in a group advising setting
 2019-2020 – 83 students
 2018-2019 – 87 students
 2017-2018 – 98 students

2016-2017 – 83 students
 2015-2016 – 72 students
 2014-2015 – 57 students
 2013-2014 – 61 students
 2012-2013 – 37 students – Began as Director of Undergraduate Studies
 2011-2012 – 45 students
 2010-2011 - 64 students

Student supervision during senior practicum at the University of Kentucky

2020 – 17 (Agricultural Education)
 2019 – 18 (Agricultural Education)
 2018 – 16 (Agricultural Education)
 2017 – 10 (Agricultural Education)
 2016 – 7 (Agricultural Education)
 2015 – 12 (Agricultural Education) / 2 (Family & Consumer Sciences)
 2014 – 13 (Agricultural Education) / 3 (Family & Consumer Sciences)
 2013 – 5 (Agricultural Education) / 1 (Family & Consumer Sciences)
 2012 – 7 (Agricultural Education) / 6 (Family & Consumer Sciences)
 2011 – 14 (Agricultural Education)

Student Advising Within the Office of Undergraduate Research

1. Crump, K. (2019). *Identifying barriers for learning among ESL students enrolled in secondary agricultural education in Kentucky.*
2. Green, E. (2017). *Developing a 16-week program with SNAP recipients living in Food Desert Areas of Lexington.*
3. Conn, K. (2016). *Exploration of International Standards Within US Agricultural Education College and Career Readiness Models.*
4. Meador, A. (2016). *Preferred College Degree Among Kentucky Youth Extension Agents.*
5. Mallory, K. (2014). *Methods for Establishing a Career and Technical Education Program.*
6. Chapman, K. & Leavell, A. (2013). *A Comparison of Motivation Levels Among Family and Consumer Sciences and Agricultural Education Students.*
7. French, R. & Clark, S. (2012). *Benefits Among Post-Secondary Students to Engage in Research-to-Practice.*

OTHER TEACHING INVOLVEMENTS IN CLASSROOM

University of Kentucky

1. **Vincent, S. K.** (2019). *Understanding Mixed Methods Research Design.* Invited lecture in CLD 682: Applied Research Design
2. Shepherd, J., Brislen, L., & **Vincent, S. K.** (2018). *Capitalization and Agrarian Transitions.* Invited lecture in GEN 100: Issues in Agriculture, Food & Environment.
3. **Vincent, S. K.**, & Namkoong, K. (2015). *Instrumentation Design that is Valid and Reliable.* Invited lecture in CLD 682: Applied Research Methods
4. **Vincent, S. K.** (2013). *Quantitative Research Methodology and Instrument Design.* Invited lecture in CLD 682: Applied Research Methods – 2-day lecture series
5. Maurer, R., & **Vincent, S. K.** (2011). *Introduction to Quantitative Analysis.* Invited lecture in CLD 682: Applied Research Methods
6. Hains, B. H., & **Vincent, S. K.** (2011). *Emerging Into Adulthood in the College of Agriculture.* Invited lecturer in the UK 101 course

Other Institutions

1. **Vincent, S. K.** (2016). *Are you fit: Mentally? Socially? Pedagogically?* Invited lecture in AGED 5530: Youth Leadership and Development. California Polytechnic, San Luis Obispo, CA
2. Larke, A., & **Vincent, S. K.** (2016). *Theory to Practice on Culturally Relevant Pedagogy and the NFA/FFA Merger.* Invited lecture in AGED 3033: Philosophy and Foundations. Arkansas Tech University, Russellville, AR

INVITED PROFESSIONAL DEVELOPMENT TEACHING OR PRESENTATIONS*National*

1. **Vincent, S. K.**, Barajas, G., & Wasden, B. (December 2019). *Breaking Ground! Preliminary Steps to Developing an Inclusive Agricultural Education Program*, Presented at the National Association of Agricultural Educators Conference, Anaheim, CA
2. **Vincent, S. K.** (December, 2019). *Living in the Sweet Spot in Agricultural Education*, Presented at the National Association of Agricultural Educators Conference, Anaheim, CA
3. **Vincent, S. K.** (October, 2019). *Working for Who We've Got, With What We've Got*, Presented at the National Association of Supervisors Agricultural Education Conference, Indianapolis, IN
4. Wright, K. M., & **Vincent, S. K.** (January, 2018). *Outback Wildcat: Capstone Semester International Immersion*, Presented at the Global Agriculture Initiative, Pennsylvania State University: Virtual Conference
5. **Vincent, S. K.** (June, 2017). *Developing Entrepreneurial Youth in Resource-Depleted Communities*, Presented at the National Institute of Food and Agriculture Project Director Meeting, Purdue University: West Lafayette, IN.

Regional

1. **Vincent, S. K.** (February, 2020). Connecting the dots: Infusing multiculturalism throughout the undergraduate curriculum, three, 25-minute workshops at the Southern Association for Agricultural Education Research Conference, Louisville, KY.
2. **Vincent, S. K.**, & Whittington, S. (April, 2017). Transforming the culture of agricultural education, 2-day professional development for secondary pre-service teachers from Pennsylvania State University, Ohio State University, University of Kentucky and Murray State University. Attendees (34), Pittsburgh, PA
3. **Vincent, S. K.**, Namkoong, K., & Mazur, J (July, 2016). CROPS Teacher Training Symposium, 3-day professional development for CROPS teacher participants. Attendees (13), Gatlinburg, TN.
4. Harper, T., Summey, T., & **Vincent, S. K.** (2017). Actions, Reactions, Subtractions, 1-hour workshop at the Tri-State Diversity Conference, Attendees (17), Hebron, KY

State

1. **Vincent, S. K.**, (July, 2019). *New Approaches to Improving SAE Among all Students*, One, 50 minute workshop, Attendees (72)
2. **Vincent, S. K.**, & Wasden, B. (July 2019). *Recruiting, Retaining, and Involving Males in Our Agricultural Education Programs*, Two, 1.5 hour workshops, Attendees (24)
3. **Vincent, S. K.**, Epps, R. B., & Fischer, L. (June, 2019). *Improving Agricultural*

- Communications Content Within Agricultural Education*. Two-day workshop, Attendees (18)
4. **Vincent, S. K.**, & Griggeory, B. (July, 2018). *Teaching an Agri-Marketing Curriculum*, Two, 1.5 hour workshops, Attendees (56)
[PROFESSIONAL DEVELOPMENT TRAINING cont.]
 5. Barnett, A, & **Vincent, S. K.** (July, 2018). *Safety in Agriculture Resources*, Two, 2-hour workshops, Attendees (120)
 6. Vincent, S. K., & Epps, R. B. (July, 2017). *Tips on Effective Classroom Management*, 2-hour workshop, Attendees (46)
 7. Hamilton, D., & **Vincent, S. K.** (July, 2017). *Methods for addressing the Horticulture Standards in the Classroom*, Two, 2-hour workshop, Attendees (82)
 8. **Vincent, S. K.** (July, 2016). *Addressing the Deficiencies in Horticulture Standard Performance on the Kentucky Occupational Skill Standards Assessment*, 2-hour workshop, Attendees (67)
 9. **Vincent, S. K.**, & Coleman, R. (June, 2015). *All about the Horse: Equine Management and Industry*. Two-day workshop, Attendees (22)
 10. **Vincent, S. K.**, & Wilhoit, J. (June, 2014). *Experiential Education in Welding Mechanization Professional Development*. Two-day workshop, Attendees (12)
 11. **Vincent, S. K.**,* & Williams, D. (2013). *Turf Management/Agricultural Education for Teacher Professional Development*. Two-day workshop, Attendees (11)
 12. **Vincent, S. K.**,* & Rentfrow, G. K. (2012). *Meat Science and Evaluation for Teacher Professional Development*. Two-day workshop, Attendees (18)

University

1. Jacobsen, K., & **Vincent, S. K.** (January, 2020). *Sustainable agricultural education at UK and beyond*. Invited 1-hour discussion. Department of Community and Leadership Development, University of Kentucky
2. **Vincent, S. K.** (May, 2012). *Cross cultural engagement: A path in multicultural teaching and learning in agriculture*. Invited 3-hour professional development workshop to the faculty within the College of Education and the College of Agriculture and Life Sciences at Iowa State University.
3. **Vincent, S. K.** (May, 2012). *Multicultural Education in Agricultural Education*. Invited 1-hour professional development to the agricultural education faculty at Iowa State University.
4. **Vincent, S. K.** (January, 2011). *Educating the Masses as a Multicultural Competent Agriculture Educator*. Invited 3-hour professional development to students and faculty at The Ohio State University.

CURRICULUM DEVELOPMENT

- Lead Author & Developer – Agriculture Business Marketing, 2019, Approved by the United States Department of Agriculture
- Committee Member & Editor - Leadership Dynamics 2006, Approved by Kentucky Department of Education - Career & Technical Education
- Developer – Principles of Agriculture Education Course – Approved by Kentucky Department of Education, 2006
- Developer – Agriculture Education Co-op (Revised Edition) – Approved by Kentucky Department of Education, 2006 & Adopted by Farm Credit Services Mid-America
- Coauthor – 2004 Kentucky Agriculture Education Record Book: instructor’s guide,

student worksheets, curriculum, cd-rom, and contest practicum.

INTERNATIONAL INVOLVEMENT

- | | |
|---|----------------|
| 1. Consortium for Overseas Student Teaching, | 2014 - Present |
| - Advisor and Coordinator for Bathurst, New South Wales, Australia | |
| 2. University of Kentucky – Charles Sturt University Exchange, | July 2014 |
| - Agricultural Education | |
| - Bathurst, New South Wales, Australia | |
| 3. Murray State University - Study Abroad | 2008 |
| - Agriculture in Mexico | |
| - Advisor and Counselor for MSU Agriculture Students | |
| 4. United States Department of Education – Virginia Tech University | 2006 |
| - Fulbright Scholarship Recipient | |
| - China Study Abroad | |
| 5. United States Agriculture Partners | 2004 |
| - USDA/USDE Representative | |
| - Agriculture Professor/Advisor for Riobamba, Ecuador | |
| 6. Agriculture Leaders of Ecuador | 2004 - 2006 |
| - Advisor to the Ecuadorian Young Agriculture Leaders | |
| - Consultant for farmers in the Riobamba region | |

Meetings & Presentations

PEER REVIEWED RESEARCH PRESENTATIONS (*graduate student; **undergraduate student)

International

1. Wasden, B.,* Tate, M.,* & **Vincent, S. K.** (2019). Safety perceptions of students enrolled in agricultural mechanics. Presented at the 2019 International Society for Agricultural Safety and Health Annual Research Conference, Des Moines, Iowa.
2. Nesmith, J.,* **Vincent, S. K.**, & Mazur, J. (2019). *Growing sober: Exploration of negative and positive factors influencing stakeholders in rural communities*. Presented at the 2019 International Society for Agricultural Safety and Health Annual Research Conference, Des Moines, Iowa.
3. Tate, M.,* **Vincent, S. K.**, & Wasden, B.* (2019). *Preservice Teachers' Perceptions of Agricultural Mechanics Laboratories*. Presented at the 2019 International Society for Agricultural Safety and Health Annual Research Conference, Des Moines, Iowa.
4. Drape, T., & **Vincent, S. K.** (2018). *Measuring Response to Racial Bias Among Preservice Teachers During a Class Intervention*. Presented at the Measuring Behavior 2018: 11th International Conference on Methods and Techniques in Behavioral Research, Manchester, United Kingdom.
5. Byrd, A. P., **Vincent, S. K.**, Mazur, J., & Namkoong, K. (2018). *Utilizing ultrasonic testing to evaluate constructed cost-effective roll over protective structure*. Presented at the 2018 International Society for Agricultural Safety and Health Annual Research Conference, Halifax, Nova Scotia, Canada.
6. Byrd, A. P., **Vincent, S. K.**, Mazur, J., & Namkoong, K. (2017). *Evaluation of Secondary Agricultural Education Student Constructed Cost-effective RollOver Protective Structures (CROPS)*. Presented at the 2017 International Society for Agricultural Safety and Health Annual Research Conference, Logan, UT.

7. Leer, A.,* **Vincent, S. K.**, Mazur, J., Namkoong, K., Tingle, A. K.,* & Byrd, A. P. (2017). *Youth-Adult Partnerships: A Tool for Youth Engagement in Tractor Rollover Safety Curriculum*. Presented at the 2017 International Society for Agricultural Safety and Health Annual Research Conference, Logan, UT.
- [PEER REVIEWED RESEARCH PRESENTATIONS cont.]
3. Summey, T.,* Namkoong, K., **Vincent, S. K.**, Mazur, J., & Byrd, A. P. (2017). *Evaluating the Behavioral Change Among Appalachian Youth Regarding Tractor Rollover and Farm Injury Prevention*. Presented at the 2017 International Society for Agricultural Safety and Health Annual Research Conference, Logan, UT.
 4. Drape, T., & **Vincent, S. K.** (2017). *Evaluating Micro Expressions in Agriculture Students Discussing Diversity*. Presented at the 2017 North American College Teachers of Agriculture Conference, West Lafayette, IN.
 5. Mazur, J., & **Vincent, S. K.** (2016). *Hazard reduction strategies of Cost-Effective-Roll-Over protective structures through high school ag mechanics curriculum*. Presented at the 2016 International Society for Agricultural Safety and Health Annual Research Conference, Lexington, KY.
 6. Tingle, A.,* **Vincent, S. K.**, Schafbuch, M.,* & Mazur, J. (2016). *Exploring behavioral change in high school youth regarding tractor rollover and farm injury prevention*. Presented at the 2016 International Society for Agricultural Safety and Health Annual Research Conference, Lexington, KY.
 7. **Vincent, S. K.**, Schafbuch, M.* , Mazur, J., & Watson, J., (2015). *Evaluating rural youth in a farm safety curriculum experiment*. Presented at the International Society for Agricultural Safety and Health Annual Conference, Bloomington, IL.
 8. Mazur, J. M., & **Vincent, S. K.** (2013). *Integration of Cost-Effective ROPS construction & installations into high school agricultural mechanics classes*. Presented at the International Society for Agriculture Safety and Health, Sandusky, OH.

National

1. Summey, T.,* Namkoong, K., **Vincent, S. K.**, Mazur, J., & Byrd, A. P. (2017). *Exploring the Role of Agricultural Education and Curriculum in Behavioral Change Among Youth in Appalachia*. Presented at the American Association for Agricultural Education Research Conference, San Luis Obispo, CA.
2. Leer, A.,* **Vincent, S. K.**, & Kirby, A. T.* (2017). *Evaluation of Protective Factors' Contribution to First Generation Postsecondary Agricultural Students Successful Transitions*. Presented at the American Association for Agricultural Education Research Conference, San Luis Obispo, CA.
3. Byrd, P., **Vincent, S. K.**, & Mazur, J. (2016). *Discovering what lies beneath: Utilizing testing for the evaluation of welds in secondary schools*. Presented at the 2016 National Agricultural Mechanics Professional Development Blue Ribbon Papers Presentation Conference, Indianapolis, IN.
4. Kirby, A. T.,* **Vincent, S. K.**, Faulkner, P. E., Deeds, J. (2012). *Are They Concerned? Determining the Effects of Multicultural Education on the Concern Levels of Preservice Teachers in the South*. Presented at the American Association for Agricultural Education Research Conference, Asheville, NC.
5. Tubbs, J.,* Hains, B. J., & **Vincent, S. K.** (2012). *Teacher Preparation for the Culturally Different: The Next Chapter*. Presented at the American Association for Agricultural Education Research Conference, Asheville, NC.
6. **Vincent, S. K.**, & Hains, B. J., (2012). *Obtaining Critical Mass for the 21st Century*

- Student: Implications for Agricultural Education.* Presented at the American Association for Agricultural Education Research Conference, Asheville, NC.
7. Saucier, P. R., **Vincent, S. K.**, & Anderson, R. A. (2011). *Needs assessment and core content alignment of Kentucky agricultural mechanics teachers.* Presented at the American Association for Agricultural Education Research Conference, Coeur d'Alene, ID.
 8. **Vincent, S. K.**, Killingsworth, J. L., & Torres, R. M. (2010). *Determinants of concern levels of multiculturalism among secondary preservice teachers.* Presented at the American Association for Agricultural Education Research Conference, Omaha, NE.
 9. Maxwell, L. D., **Vincent, S. K.**, & Ball, A. L. (2010). *The meaning of effective teaching through the lens of award winning faculty.* Presented at the American Association for Agricultural Education Research Conference, Omaha, NE.
 10. **Vincent, S. K.**, Ball, A. L., & Anderson II, J. C. (2010). *Making the jump: The meaning minority students ascribe to college major choice.* Presented at the American Association for Agricultural Education Research Conference, Omaha, NE.

Regional

1. **Vincent, S. K.**, & Austin, A. L.* (2020). *Acceptance, Tolerance, or Distance: Determining a Degree of Closeness to Multicultural Student Profiles.* Presented at the Southern Association for Agricultural Education Research Conference, Louisville, KY. – **Outstanding Research Paper Presentation**
2. Griggeory, B*., **Vincent, S. K.**, Hanley, C. D., & Kahl, D. W. (2019). *Combining school-community partnerships and entrepreneurship in an agricultural marketing curriculum: The students' perspective.* Presented at the Southern Association for Agricultural Education Research Conference, Birmingham, AL.
3. Wright, K. M.,* Turley, C. A.,* & **Vincent, S. K.** (2018). *Examining cultural proficiency among secondary agricultural education youth through intercultural effectiveness and global experiences.* Presented at the Southern Association for Agricultural Education Research Conference, Jacksonville, FL.
4. Byrd, A. P., **Vincent, S. K.**, Mazur, J., & Namkoong, K. (2018). *A multi-state evaluation of secondary agricultural education students' performance on industry-based standards.* Presented at the Southern Association for Agricultural Education Research Conference, Jacksonville, FL.
3. Tingle, A. K.,* **Vincent, S. K.**, Namkoong, K., Mazur, J., & Byrd, A. P. (2017). *An exploration of behavioral change through an educational intervention.* Presented at the Southern Association for Agricultural Education Research Conference, Mobile, AL.
4. Harper, T., Tyler, Q., & **Vincent, S. K.** (2016). *Teenage African American male perceptions of education: A comparative study based on educational achievement at the secondary level.* Presented at the 47th Annual Meeting of the Southern Rural Sociological Association, San Antonio, TX.
5. Mallory, K. A.**, & **Vincent, S. K.** (2014). *Agricultural education for all: A technique for expansion at the secondary level.* Presented at the North-Central Agricultural Education Research Conference, Morgantown, WV.
6. **Vincent, S. K.**, & Kirby, A. T.* (2013). *The magnitude of teaching all: A hybrid coded qualitative case study.* Presented at the Southern Association for Agricultural Education Research Conference, Orlando, FL.
7. **Vincent, S. K.**, & Hains, B. J., (2012). *Barriers to overcome among African American*

- Agricultural Educators*. Presented at the Southern Association for Agricultural Education Research Conference, Birmingham, AL.
8. **Vincent, S. K.**, & Torres, R. M. (2011). *Multicultural competence: A case study of teachers and their student perceptions*. Paper presented at Southern Association for Agricultural Education Research Conference, Corpus, Christi, TX.
– **Outstanding Research Paper Presentation**
 9. Saucier, P. R., **Vincent, S. K.**, & Anderson, R. A. (2011). *Agricultural mechanics Laboratory safety: professional development needs of Kentucky school-based agricultural educators*. Paper presented at Southern Association for Agricultural Education Research Conference, Corpus, Christi, TX.

RESEARCH POSTER PRESENTATIONS (*graduate student; **undergraduate student)

1. Barajas, G.,* Wasden, B.,* & **Vincent, S. K.** (2020). *Cardboard confessions: A critical starting point for Culturally Responsive Teaching*. Presented at the 2020 Southern Association for Agricultural Education Research Conference, Louisville, KY.
Innovative Poster Conference Winner
2. Wasden, B.,* & **Vincent, S. K.** (2020). *An exploration of secondary single-sex agricultural classrooms*. Presented at the 2020 Southern Association for Agricultural Education Research Conference, Louisville,
3. Barajas, G.,* Crump, M.,** & **Vincent, S. K.** (2020). *Exploring engagement of English as a second language Latino youth in agricultural education*. Presented at the 2020 Southern Association for Agricultural Education Research Conference, Louisville, KY. **Research Poster Conference Winner**
4. Wasden, B. M.,* **Vincent, S. K.**, & Tate, M.* (2019). *Risk and dread perceptions of secondary agricultural mechanics students*. Presented at the 2019 American Association for Agricultural Education Research Conference, Des Moines, IA.
5. Nesmith, J. D.,* **Vincent, S. K.**, & Mazur, J. (2019). *Growing sober: Exploration of negative and positive factors influencing stakeholders in rural communities*. Presented at the 2019 American Association for Agricultural Education Research Conference, Des Moines, IA.
6. Summey, T. E.,* Austin, A. C.,* **Vincent, S. K.**, Yongwook, S., Mazur, J. M., Namkoong, K., & Wasden, B.* (2018). *Virtual reality in a tractor safety curriculum intervention*. Presented at the 2018 International Society for Agricultural Safety and Health Annual Research Conference, Halifax, Nova Scotia, Canada.
7. Summey, T. E.,* Austin, A. C.,* **Vincent, S. K.**, Mazur, J. M., Namkoong, K., & Wasden, B.* (2018). *Behavioral change through an agricultural safety curriculum intervention*. Presented at the 2018 International Society for Agricultural Safety and Health Annual Research Conference, Halifax, Nova Scotia, Canada.
8. Austin, A. C.,* Summery, T. E.,* **Vincent, S. K.**, & Mazur, J. M. (2018). *The effects of youth-adult partnerships on tractor safety instruction*. Presented at the 2019 International Society for Agricultural Safety and Health Annual Research Conference, Halifax, Nova Scotia, Canada.
9. Griggoery, B.,* **Vincent, S. K.**, Kahl, D., & Hanley, C. D. (2018). *Enhancing youth education with school-community partnerships: An intra-curricular approach to secondary agricultural marketing*. Presented at the American Association for Agricultural Education Research Conference, Charleston, SC.
10. Austin, A. C.,* **Vincent, S. K.**, Mazur, J. M., Summey, T. E., Namkoong, K., & Byrd, A.

- P. (2018). *Evaluation of youth-adult partnerships in secondary agriculture classrooms*. Presented at the American Association for Agricultural Education Research Conference, Charleston, SC.
11. Summey, T. E.,* & **Vincent, S. K.** (2018). *The use of virtual reality simulations in agricultural education*. Presented at the American Association for Agricultural Education Research Conference, Charleston, SC.
 12. Green, E.,** Wright, K. M., **Vincent, S. K.**, Corum, J., & Self, R. (2018). *In a SNAP: Nutrition education in food desert communities*. Presented at the Southern Association for Agricultural Education Research Conference, Jacksonville, FL. **Outstanding Research Poster Winner**
 13. Parham, E.,* & **Vincent, S. K.** (2018). *Oh, the people you don't know: An interactive approach for building multiculturalism in the College of Agriculture*. Presented at the Southern Association for Agricultural Education Research Conference, Jacksonville, FL. **Outstanding Innovative Poster Winner**
 14. Warren, Sarah, D.,* **Vincent, S. K.**, Mazur, J., & Dobson, D. (2018). *Educating first responders to assist in an agricultural hazardous situation*. Presented at the Southern Association for Agricultural Education Research Conference, Jacksonville, FL.
 15. Griggeory, B.,* **Vincent, S. K.**, Kahl, D., & Hanley, C. D. (2018). *An intra-curricular approach in assisting underserved populations: Engaging the community in student development*. Presented at the Southern Association for Agricultural Education Research Conference, Jacksonville, FL.
 16. **Vincent, S. K.**, & Parham, E. (2018). *Creating student empowerment and inclusion for underserved youth in agriculture*. Presented at the Southern Association for Agricultural Education Research Conference, Jacksonville, FL. **Outstanding Innovative Poster Winner**
 17. Byrd, P., **Vincent, S. K.**, & Mazur, J. (2017). *Utilizing Industry Standards to Assess Secondary Agricultural Education Students*. Presented at the American Association for Agricultural Education Research Conference, San Luis Obispo, CA.
 18. Griggeory, B.,* **Vincent, S. K.**, Kahl, D. W., & Hanley, C. D. (2017). *Developing Entrepreneurial Youth in Resource-Depleted Communities*. Presented at the Association for Agricultural Education Research Conference, San Luis Obispo, CA.
 19. Summey, T.,* **Vincent, S. K.**, Namkoong, K., Mazur, J., & Byrd, A. P. *Exploring the Role of Agricultural Education and the Theory of Planned Behavior Among Appalachia Youth*. Presented at the Association for Agricultural Education Research Conference, San Luis Obispo, CA.
 20. Wright, K. M., Caton, S., & **Vincent, S. K.** (2017). *Recruitment Partnerships: Undergraduates and University Film Series*. Presented at the Association for Agricultural Education Research Conference, San Luis Obispo, CA.
 21. Leer, A.,* Kirby, A. T., & **Vincent, S. K.** (2017). *The Resiliency of First Generation, Low Income College of Agriculture Students*. Presented at the Association for Agricultural Education Research Conference, San Luis Obispo, CA.
 22. Leer, A.,* **Vincent, S. K.**, Namkoong, K., Mazur, J., & Byrd, A. P. *Youth-Adult Partnership in an Educational Based Intervention*. Presented at the Association for Agricultural Education Research Conference, San Luis Obispo, CA
 14. Namkoong, K., **Vincent, S. K.**, Mazur, J. M., Ming-Yuan, C., Jiyoun, K. (2017). *Virtual Reality and Occupational Safety: Exploring the Potential of Virtual Reality Technology in Agricultural Safety Education*. Presented at the National Occupational Injury Research Symposium Conference, Denver, CO.

15. Wright, K. M., & **Vincent, S. K.** (2017). *Outback Wildcat: Capstone Semester International Immersion*. Presented at the Global Learning in Agriculture Conference, Virtual Conference
 16. Wright, K. M., & **Vincent, S. K.** (2017). *Embracing the Undergraduate Experience: An Approach to Recruiting Secondary Agricultural Education Students*. Presented at the Southern Association for Agricultural Education Research Conference, Mobile, AL.
- [RESEARCH POSTER PRESENTATIONS cont.]
17. Tingle, A.,* **Vincent, S. K.**, Mazur, J., Namkoong, K., Schafbuch, M. L., Watson, J., & Harper, T.* (2016). *Four-Part Power Punch: Model for Successful Changes in Student Behavior*. Presented at the Association for Agricultural Education Research Conference, Kansas City, MO.
 18. Schafbuch, M. L.,* **Vincent, S. K.**, Asher, E., & Jones, K. (2016). *Expectancy-Value in the Enrollment Factors of Agricultural Education Youth*. Presented at the Association for Agricultural Education Research Conference, Kansas City, MO.
 19. Namkoong, K., **Vincent, S. K.**, & Mazur, J. (2016). *Asset and Need Assessment for eCROPS*. Presented at the 2016 International Society for Agricultural Safety and Health Annual Research Conference, Lexington, KY.
 20. Byrd, P., **Vincent, S. K.**, & Mazur, J. (2016). *Discovering what lies beneath: Utilizing testing for the evaluation of welds in secondary schools*. Presented at the Southern Association for Agricultural Education Research Conference, San Antonio, TX.
 21. Crume, C.,* Wright, K. M.,* **Vincent, S. K.**, & Epps, R. (2016). *Outback wildcat: Teaching agricultural education in the land down under*. Presented at the Southern Association for Agricultural Education Research Conference, San Antonio, TX.
 22. Schafbuch, M. L.,* **Vincent, S. K.**, & Mazur, J. (2016). *Establishing a crowdfunding sustainability project for resource-depleted secondary agricultural education programs*. Presented at the Southern Association for Agricultural Education Research Conference, San Antonio, TX.
 23. Harper, T.,* **Vincent, S. K.**, & Tyler, Q. (2016). *Can you dig it?: Authentic learning environments in gardening and plant science education curriculum*. Presented at the 11th Annual Universities Fighting World Hunger Summit, Columbia, MO.
 24. Schafbuch, M. L.,* **Vincent, S. K.**, Mazur, J., & Watson, J.* (2014). *Saving Lives in Rural Appalachian Communities through Agricultural Mechanics Education*. Presented at the North-Central Agricultural Education Research Conference, Morgantown, WV.
 25. **Vincent, S. K.**, Crume, C.*, Wright, K. M.*, Telfser, S., Dawes, L., Tuccori, L., & Brennan, S. (2014). *Outback Wildcat: Teaching Agricultural Education in the Land Down Under*. Presented at the North-Central Agricultural Education Research Conference, Morgantown, WV.
 26. Hollan, M. L., **Vincent, S. K.**, & Grabau, L. J. (2014). *An Examination of the Dialogue and Relevance; Foci on Students; and Thinking and Progression of Successful Instructors in a College of Agriculture*. Presented at North American Colleges & Teachers of Agriculture Conference, Bozeman, MT.
 27. Franklin, R. P.*, & **Vincent, S. K.** (2014). *The Teacher Columbine: Exploring a Method of Predicting Pre-service Teacher Performance*. Presented at Southern Association for Agricultural Education Research Conference, Dallas, TX
 28. Hollan, M. L.*, & **Vincent, S. K.** (2014). *The Act of Effective College Teaching*. Presented at Southern Association for Agricultural Education Research Conference, Dallas, TX

29. **Vincent, S. K.**, Welch, B.** , Mazur, J. M., Watson, J. * , Maxwell, L. D., & Alston, A. (2014). *Human Learning and Transformational Play: Using Electronic Gaming and Agricultural Education to Reduce Fatalities among Teenage Youth*. Presented at Southern Association for Agricultural Education Research Conference, Dallas, TX

30. Clark, S.** , French, R.** , & **Vincent, S. K.** (2013). *The foundation of undergraduate research: Exposure to a different side of agricultural education*. Presented at Southern Association for Agricultural Education Research Conference, Orlando, FL.

Recognized as the Winning Poster

[RESEARCH POSTER PRESENTATIONS cont.]

31. Futrell, J. L.** , Flores, E. J.* , Epps, R. B., & **Vincent, S. K.** (2013). *Promoting the industry: Stakeholders beliefs regarding an agricultural education career development event within a state FFA association*. Presented at Southern Association for Agricultural Education Research Conference, Orlando, FL.

32. Herndon, K. D.** , & **Vincent, S. K.** (2013). *Experiential learning: A comparison of teaching styles at a youth leadership camp*. Presented at Southern Association for Agricultural Education Research Conference, Orlando, FL.

33. Kirby, A. T.* , Adams, R. A.* , & **Vincent, S. K.** (2012). *Birds of a feather: Examining youth personality styles in the Kentucky FFA Association*. Presented at National Association for Agricultural Education Research Conference, Asheville, NC.

34. Clark, S.** , French, R.** , & **Vincent, S. K.** (2012) *Battle of the sexes: Classroom management among preservice teachers in agriculture education*. Presented at Southern Association for Agricultural Education Research Conference, Birmingham, AL.

35. Leavell, A.** , Chapman, K.** , & **Vincent, S. K.** (2012). *Student recruitment process for career and technical education*. Presented at Southern Association for Agricultural Education Research Conference, Birmingham, AL.

36. Riley, B. J.* , & **Vincent, S. K.** (2011). *By choice, not by chance art gallery exhibit*. Presented at National Association for Agricultural Education Research Conference, Coeur d'Alene, ID. **Recognized as the Winning Poster**

37. Tubbs, J. A.* , Hains, B. J., & **Vincent, S. K.** (2011). *A qualitative approach to social understanding in agricultural education*. Presented at National Association for Agricultural Education Research Conference, Coeur d'Alene, ID.

38. **Vincent, S. K.**, & Torres, R. M. (2010). *Culturally competent secondary agriculture teachers: The multicultural awareness-knowledge-skill-attitude assessment*. Presented at National American Association for Agricultural Education Research Conference, Omaha, NE.

39. **Vincent, S. K.**, & Ball, A. (2009). *An effective teacher self-assessment*. Presented at National American Association for Agricultural Education Conference, Louisville, KY.

40. **Vincent, S. K.**, & Ball, A. (2008). *Becoming the teacher of best practices*. Presented at North Central Association for Agricultural Education Conference, Ithaca, NY. – **Recognized as the Winning Poster**

41. **Vincent, S. K.** (2008). *State funded curriculum utilization in high school agricultural education classrooms*. Presented at North Central Association for Agricultural Education Conference, Ithaca, NY.

42. Peiter-Horstmeier, R., **Vincent, S. K.**, Houck, A., Morgan, J. (2008). *A Summation of the preparation level of first and second year Kentucky agricultural education teachers*. Presented at Southern Association for Agricultural Education Conference, Dallas, TX.

43. **Vincent, S. K.** (2007). *What defines a diverse agricultural education program?* Presented at Omega: Powerful Professional Growth, Indianapolis, IN.
44. **Vincent, S. K.**, & Morgan, J. (2007) *A bridge program for high school seniors.* Presented at American Association for Agricultural Education Conference, Minneapolis, MN.
45. **Vincent, S. K.**, & Morgan, J. (2007). *AED 104: An agricultural education bridge program.* Presented at Southern Association of Agriculture Scientists and the Southern Agricultural Education Research Conference, Mobile, AL. –
Recognized as the Winning Poster
46. Morgan, J. & **Vincent, S. K.** (2007). *International Agriculture Student Teachers: The Belize Experience.* Presented at Southern Association of Agriculture Scientists and the Southern Agricultural Education Research Conference, Mobile AL.

INVITED RESEARCH PRESENTATIONS (*graduate student)

1. Mazur, J., Watson, J., Franklin, R.,* **Vincent, S.K.**, & Westneat, S., (2015). *Virtual tractor inspection tool for agricultural educators: Use online or on-farm.* Selected to present at the 2015 National Association of Agricultural Educators (NAAE) & Career Tech Vision Convention, New Orleans, LA.
2. Mazur, J., **Vincent, S.K.**, Watson, J., & Westneat, S., (2015). *Economics of prevention: Free online farm safety and economics course and curriculum.* Selected to present at the 2015 NAAE and Career Tech Vision Convention, New Orleans, LA.
3. Schafbuch, M.,* Tingle, A.,* & **Vincent, S. K.** (2015). *The CROPS curriculum: Utilizing the apprenticeship of observation in a farm safety experience for rural Appalachian youth.* Selected to present at the 2015 NAAE Career Tech Vision Convention, New Orleans, LA.

Professional Society & Organizational Service

COMMITTEE SERVICE

University

UK, Member, Search Committee, Associate Provost for Student and Academic Life, 2017
 UK, Member, Field Experience Committee, NCATE Accreditation, 2014-2015
 UK, Nominated Member, Teaching Evaluation Committee, University Faculty Senate, 2014
 Member, Strategic Planning Committee, University of Missouri College of Education, 2010
 Member, Insight Committee, College of Education, Murray State University, 2008
 Member, Service Learning Committee, College of Education, Murray State, University, 2006-2008
 Agriculture Representative, Freshman Reading Experience, Murray State University, 2007
 Faculty Representative, Springer/Franklin Residential College, Murray State University, 2007

College

UK, Appointed Member, Steering Committee for the Individualized Program in Sustainable Agriculture, 2018-2019
 UK, Appointed Chair, College of Agriculture, Food & Environment FFA/4-H Field Day Steering Committee, 2017-Present
 UK, Member, First-Year Peer Mentor Program, College of Agriculture, Food & Environment, 2016-2017
 UK, Appointed, Classroom Renovation Committee, College of Agriculture, Food & Environment, March – April, 2015
 UK, Appointed, Diversity Advisory Committee, College of Agriculture, Food, &

Environment, 2013 - 2016
 UK, Member, University Supervisory Committee, College of Education, 2012 - Present
 UK, Member, Undergraduate Council Committee, College of Agriculture, Food & Environment, 2012 - Present
 UK, Coordinator, College of Agriculture, Food & Environment 4-H/FFA Field Day, 2012 – Present
 UK, Member, Upperclassmen Scholarship Review Committee, College of Agriculture, Food & Environment, 2011, 2013, 2014, 2015, 2017, 2020

Department

UK, Appointed Chair, Agricultural Education Assistant Professor Search Committee, Community and Leadership Development, 2020
 UK, Appointed Chair, Communications Assistant Professor Announcement Draft Committee, Community and Leadership Development, 2018
 UK, Appointed Chair, Assistant Professor Search Committee, Community and Leadership Development, 2017
 UK, Appointed, Lecturer Hiring Committee, Community and Leadership Development, 2017
 UK, Appointed, Computer Support Specialist Search Committee, Community and Leadership Development, 2017
 UK, Appointed, Administrative Associate Hiring Committee, Community and Leadership Development, 2016
 UK, Member, Internal Steering Committee, Technical Systems Management Degree, Biological and Agricultural Engineering Department, 2014 - Present
 UK, Appointed, Academic Coordinator Hiring Committee, Community and Leadership Development, 2014
 UK, Member, Department Program Committee, Community and Leadership Development Department, 2012 - Present
 UK, Member, Executive Committee, Community and Leadership Development Department, 2013 - Present

National

Member, American Association for Agricultural Education, 2006 – Present
 Member, National Association of Agricultural Educators, 1999 – Present
 Member, Association for Career and Technical Education Research, 2017 – Present
 Member, North American College Teachers of Agriculture, 2010 – Present
 Member, International Society of Agricultural Safety and Health, 2016 – Present

State

Kentucky Association of Agricultural Educators, Appointed, STAR Committee, 2017-2020
 Member, Kentucky Association of Agricultural Educators, 1999 – Present
 Member, Kentucky Farm Bureau Federation, 1999 – Present

Student Organization Advising

UK, Co-Advisor, Agricultural Education Society, 2011 - Present
 University of Missouri, Advisor, Agricultural Education Society, 2009
 Murray State University, Advisor, Collegiate FFA, 2006 – 2008

Nelson County School System

Coordinator, Career & Technical Education, Nelson County High School, 2001 – 2006
 Member, Facilities Planning Committee, Nelson County Board of Education, 2005
 Member, Curriculum Committee, Nelson County High School, 2001 – 2006
 Elected Member, Site-Based Decision Making Council, Nelson County High School, 2002 - 2005
 Member, Leadership Cadre, Nelson County Board of Education, 2004 – 2005
 Director, Strategic Planning Committee, Nelson County Board of Education, 2004 – 2005
 Lead Presenter, Student Impact Professional Development, Nelson County High School, 2004
 Facilitator, Consolidated School Improvement Plan, Nelson County Board of Education, 2003

REVIEW & EDITORIAL SERVICE

National

Reviewer, Journal of Agricultural Education, 2013 - Present

State

Editor, Leadership Dynamics Curriculum Committee, Kentucky Department of Education, 2006

Regional

Reviewer, Outstanding Journal Article of the Year – Journal of Southern Agricultural Education Research, 2020

Reviewer, Journal of Southern Agricultural Education Research, 2013 – 2015; 2017–Present

Grant Reviewer, Southern Region Sustainable Agriculture Research & Education, 2013 - 2014

University

Reviewer, Oswald Undergraduate Creativity and Research Award

PROFESSIONAL ORGANIZATIONAL SERVICE

National

Elected, Southern Region Vice-President, American Association for Agricultural Education, 2020-2021

Elected Member, Research Committee, American Association for Agricultural Education, Southern Region Representative, 2012 – 2014; 2018– 2020

Appointed Member, Strategic Planning Committee, American Association for Agricultural Education, 2017 – Present

State/Regional

Advisor, Northern Kentucky Region of Agriculture Teachers, 2012 – Present

Chair, Agricultural Issues Pilot Committee, Missouri Agriculture Teachers Association, 2008

Chairperson, Kentucky Vocational Agriculture Teachers Association Strategic Task Force Committee, 2007 - 2008

Elected Board of Directors, Agriculture Education Representative, Kentucky Association of Career and Technical Education, 2004 – 2005

Nominated Delegate, Kentucky Education Association Convention, 2005

Chair, Lincoln Trail Region Agriculture Teachers Association, 2002 – 2004

Outreach

YOUTH DEVELOPMENT

National

Superintendent, Agricultural Issues Forum, National FFA Organization, 2012 – Present

Regional/State

Superintendent, Agronomy Career Development Event, Kentucky FFA Association, 2011 – Present

Superintendent, Agriculture Communications Career Development Event, Kentucky FFA Association, 2011 – Present

Representative, Kentucky Team Ag Ed, Kentucky Department of Education, 2011 - Present

Coordinator, Capital City & Northern Kentucky FFA Region Agriculture Sales Contest, 2012 - Present

Coordinator, Bluegrass FFA Regional Competition Day, 2012 - Present

Member, Education Advisory Council, Nelson County Public Schools & Locust Trace Agriscience School, 2012 - Present

University of Kentucky

Coordinator, College of Agriculture, Food & Environment 4-H/FFA Field Day, 2011-Present

CIVIC ENGAGEMENT

State

Volunteer, Commissioner's Hunger Initiative, Kentucky Department of Agriculture, 2016-
Participant, Quality Assurance, Kentucky Cattleman's Association, 2016

Local

Elected Member, Board of Directors, Kentucky/Fayette County Farm Bureau Association, 2014-2017

Appointed, Social Media Liaison, Southside Church, 2016-

Appointed, Garrard County Public Schools Perkins Committee, 2019-

Volunteer, Junior Achievement Educator, Lexington, 2020

PUBLIC PRESENTATIONS

Vincent, S. K. (2012). Oh, the places you will go! Opportunities in Agriculture at UK.
invited presentation at the Estill County FFA Banquet – Irvine, Kentucky

Vincent, S. K. (2011). *Careers in Agriculture*. Invited lecturer at the 5th week of Kentucky FFA Leadership Training Center – Hardinsburg, KY.

PUBLIC WORKSHOPS

Vincent, S. K. & Wright, K. M. (August 2016). POA Day: Starting the Year off Right.
Workshop for youth from three local school districts – Lexington, Kentucky

Vitae

Julie N. Zimmerman

Coughenour Professor of Rural Sociology
Department of Community and Leadership Development
University of Kentucky
email: jzimm@uky.edu

CURRENT POSITION

Professor. Rural Sociology. Department of Community and Leadership Development. University of Kentucky. 2013-present.

Dr. and Mrs. C. Milton Coughenour Rural Sociology Professor (2015-2018 and 2018-2020)

Joint Appointment, Department of Sociology. University of Kentucky. (2002-present)

Graduate Faculty, Department of Community and Leadership Development. University of Kentucky (2002-present)

Graduate Faculty, Department of Sociology. University of Kentucky. (2002-present)

Faculty Affiliate, Appalachian Center. University of Kentucky, (2014- present)

Historian, Rural Sociological Society. (2009 – present)

Director, Kentucky: By The Numbers. University of Kentucky Cooperative Extension. (1998-present)

EDUCATION

Ph.D. Cornell University, Development Sociology. January, 1997.

Brown University, Graduate Study. Sociology/Demography. 1987-1988.

M.A. Kansas State University, Sociology. 1987.

B.A. Bemidji State University, Sociology. Cum Laude. 1985.

AWARDS

Certificate of Appreciation. Rural Sociological Society. Recognition for Historian's contributions to the Society. 2019.

Poster Award. Honorable Mention. Stone, Morgan* and Julie N. Zimmerman. 2019. "Increasing Reclaiming Forgotten Connections." Rural Sociological Society Annual Meeting. Richmond, VA. August, 2019.

Nominated. Distinguished Scholarly Publication Award. American Sociological Association, History of Sociology Section. Opening Windows onto Hidden Lives: Women, Country Life, and Early Rural Sociological Research. J.N. Zimmerman and Olaf F. Larson (Penn State Press). 2013.

Certificate of Appreciation. Rural Sociological Society. Recognition for Historian's contributions to the RSS 75th Anniversary. 2012.

Poster Award. Honorable Mention. Frank, Sarah Michelle,* and Julie N. Zimmerman. 2005. "Food in Floyd: A Case Study of Food Cost Disparity in Rural Areas." Research Poster Session. Rural Sociological Society Annual Meeting. August, 2005. Chicago, IL

Poster Award. Honorable Mention. Zimmerman, Julie N. and Nicole Breazeale*. 2002. "Funding TANF and the South: Does the Regional Divide Continue?" Research Poster Session. Rural Sociological Society Annual Meeting. August, 2002. Chicago, IL.

Outstanding New Extension Specialist. Association of Kentucky Extension Specialists. 2001.

ACADEMIC HONORS

- Alpha Kappa Delta (International Sociology Honor Society).
- Gamma Sigma Delta (Honor Society of Agriculture).
- Alpha Phi Sigma (Scholastic Fraternity).

RESEARCH PROJECTS AND GRANTS

Current Research Projects (* = graduate student)

1. Digitizing Book Manuscript on the Black Farmer (originally written by Minnie Brown and Olaf F. Larson.) w/ Dorian Cleveland. Jr. MANNRS. Carter G. Woodson Academy at Frederick Douglas High School. Spring 2019.
2. *2018 Rural Price Project.* w/ Karen Rignall and Cameron McAlister*. Department of Community and Leadership Development. 2016-present.
3. *Rural Food Price Restudy.* w/ Katherine Engle, Julia Miller*, Cameron McAllister*. Department of Sociology and Department of Community and Leadership Development. 2016-present.
4. *A Century of Scholarship and Service: Celebrating 100 Years of Rural and Development Sociology at Cornell.* History of first Department of Rural Sociology in the United States. Department of Development Sociology, Cornell University. 2015-present.
5. *Rural Data and the American Community Survey.* w/ Tony Love. Department of Sociology, University of Kentucky. 2014-present.
6. *RSS Oral History Project.* Historian, Rural Sociological Society. The RSS Oral History Project is ongoing research documenting and assessing the history of Rural Sociology and the Rural Sociological Society (RSS). 2010-present.

Research Grants and Funding

1. "The Many Shapes and Sizes of Rural Higher Education: An Exploration of Private Liberal Arts Colleges and Universities in Rural America." Faculty collaborator with J. Jared Friesen. **Beers Fellowship.** (The Beers Fellowship supports student-led collaborative research project with a graduate faculty member.) Department of Sociology. University of Kentucky. Summer 2016.
2. "A Century of Scholarship and Service: Celebrating 100 Years of Rural and Development Sociology at Cornell." Commissioned Research. Department of Development Sociology, Cornell University. 2015-2016. (\$2,000)
3. "*Is It Just Food? Geographic Differences in the Cost of Living.*" Julie N. Zimmerman and Sunny (Seonok) Ham, Department of Nutrition and Food Science. University of Kentucky. **Food Assistance Research Mini-Grant Program.** Southern Rural Development Center with the Economic Research Service, USDA. September, 2005-December, 2006. (\$30,000).
4. **Research Activity Award.** Associate Dean for Research, College of Agriculture, University of Kentucky. To add 2 additional counties to the research grant "*Is It Just Food? Geographic Differences in the Cost of Living*" from the Southern Rural Development Center and support graduate student participation in the research. Jan 6–May 2006. (\$2,100)
5. "*Determinants of Spatial Variation in Food Stamp Program Participation Dynamics.*" Stephan Goetz and Julie N. Zimmerman. **Joint Center for Poverty Research.** Food Assistance Research Grants. August, 2001.
6. "*The Impacts and Outcomes of Welfare Reform across Rural and Urban Places in Kentucky*" Patricia Dyk and Julie N. Zimmerman. **U.S. Department of Health and Human Services,** Assistant Secretary for Planning and Evaluation. Policy Outcome Grants. October, 1999-October 2000. .

7. "Economic Downturns and Welfare Reform: An Exploratory County-Level Analysis." Stephan Goetz, University of Kentucky; Fisseha Tegegne, Tennessee State University; Julie N. Zimmerman, University of Kentucky; S. P. Singh, Tennessee State University; and David L. Debertin, University of Kentucky. **Food Assistance Research Mini-Grant** Program. Southern Rural Development Center with the Economic Research Service, USDA. October, 1998.

Agricultural Experiment Station Projects

1. "Assessing the Impacts of Welfare Reform on Individual, Family, and Community Well-being: A Focus on the Rural South." Multi-State Agricultural Experiment Station research project S-298. Approved August 2000. Project Chair, 2002-4. Vice Chair, 2004-2005.
2. "Sociology in Government: The Galpin-Taylor Years in the U.S. Department of Agriculture, 1919-1953." U.S. Department of Agriculture, Economic Research Service, Agriculture and Rural Economy Division, and Cornell University, Agricultural Experiment Station Project 159329. Cornell University. 1991-2002.

Applied Funding

1. "Boone County Agriculture Profile." Boone County Conservation District. Burlington, KY. September 2009-September 2010. (\$2,500).
2. "Current and Future Trends in Housing for Pulaski County, Kentucky." Housing Authority of Somerset. Somerset, Kentucky. August 2003-October 2003. (\$3,000).
3. "Research Database on Welfare Reform in Rural Areas." Julie N. Zimmerman. Rural Policy Research Institute. National Rural Welfare Reform Initiative. June-August, 1999.

Development Grants

1. "Assessing the Design and First Results of National Evaluation Studies of Welfare Reform." Research Group in Work, Education, Poverty, and Social Policy. University of Kentucky Graduate School. Grant to fund speakers. (Speakers held in April 24th and June 16th, 1998. Research Roundtables held April 25th and June 17th, 1998).
2. "Research and Leadership Development in Appalachian Kentucky Welfare Reform." University of Kentucky. Extramural Faculty-Team Grant Development Program. (Speaker held on April 25th, 1998.)

Other Grants

1. Research Activity Award. Associate Dean for Research, College of Agriculture, University of Kentucky. Funding assistance for indexing of final manuscript for book with Olaf F. Larson. Opening Windows onto Hidden Lives: Women, Country Life, and Early Rural Sociological Research. September, 2010..
2. Research Activity Award. Associate Dean for Research, College of Agriculture, University of Kentucky. Travel assistance to complete final manuscript for book with Olaf F. Larson. Opening Windows onto Hidden Lives: Women, Country Life, and Early Rural Sociological Research. November, 2008..
3. Research Activity Award. Associate Dean for Research, College of Agriculture, University of Kentucky. To fund graduate student conference travel to present research. August, 2005..
4. Equipment Grant. Associate Dean for Research, College of Agriculture, University of Kentucky. August, 2003..
5. Equipment Grant. Associate Dean for Research, College of Agriculture, University of Kentucky. August, 2004..

PUBLICATIONS

Books

1. Zimmerman, Julie N. *In progress. A Century of Scholarship and Service: 100 Years of Rural and Development Sociology at Cornell.* Department of Development Sociology, Cornell University.
2. Zimmerman, Julie N. and Olaf F. Larson. 2010. *Opening Windows onto Hidden Lives: Women, Country Life, and Early Rural Sociological Research.* Rural Sociological Society. Rural Studies Series. Penn State University Press: University Park, PA. December, 2010. ***Nominated: Distinguished Scholarly Publication Award. American Sociological Association History of Sociology Section. 2013***
3. Larson, Olaf F. and Julie N. Zimmerman, with the assistance of Edward O. Moe. 2003. *Sociology in Government: The Galpin-Taylor Years in the U.S. Department of Agriculture, 1919-1953.* Published in cooperation with the American Sociological Association and the Rural Sociological Society. Rural Studies Series. Penn State University Press: University Park, PA.
4. Larson, Olaf F., Edward O. Moe, and Julie N. Zimmerman. 1992. *Sociology in Government: A Bibliography of the U.S. Department of Agriculture's Division of Farm Population and Rural Life, 1919-1953.* Published in cooperation with the American Sociological Association and the Rural Sociological Society. Rural Studies Series. Westview Press: Boulder, CO.

Invited Book Chapters

1. Zimmerman, Julie N. 2015. "I Could Tell Stories 'til the Cows Come Home: Individual Biography meets Collective Biography" Pp 35-62 in Johannes Hans Bakker (ed) *Rural Sociologists at Work: Candid Accounts of Theory, Methods and Practice.* Routledge.
2. Zimmerman, Julie N. and Tom Hirschl. 2003. "Welfare Reform in Rural Areas: A Voyage Through Uncharted Waters." Pp. 363-374 in *Challenges for Rural America in the 21st Century.* David L. Brown and Louis Swanson (eds). Rural Sociological Society. Rural Studies Series. Penn State University Press: University Park, PA.

Book Chapters and Encyclopedia Entries

1. Garkovich, Lori and Julie N. Zimmerman. 1999. "Women and Welfare Reform." Chapter 5 in *The Future Wellbeing of Women in Kentucky.* Kentucky Long Term Policy Research Center. Frankfort, KY. 14 pp. <http://www.kltprc.net/IndexToReports1.htm>
2. Hirschl, Tom and Julie N. Zimmerman. 2008. "Welfare." Pp. 1082-1085 Gary Goreham (ed.) *Encyclopedia of Rural America: The Land and People.* Grey House Publishing: Millerton, NY.
3. Zimmerman, Julie N. 1998. "Margaret Jarman Hagood." Pp. 791-792 in *American National Biography.* Oxford University Press: New York, NY.

Peer-Reviewed Journal Articles (* = graduate student)

1. Zimmerman, Julie N. 2018. "Finding Publicly Available Data for Extension Planning and Programming: Developing Community Portraits." *Journal of Extension.* 56(3):3TOT5.
2. Zimmerman, Julie N. 2013. "An Unexpected Legacy: Women, Early Rural Sociological Research, and the Limits of Linearity." *Journal of Rural Social Sciences* 28(3):32-59.
3. Zimmerman, Julie N. 2013. "The American Community Survey: Resources for the Occasional Data User." *Journal of Extension* 51(5). Article # 5TOT2. http://www.joe.org/joe/2013october/pdf/JOE_v51_5tt2.pdf
4. Setari, Anthony* and Julie N. Zimmerman. 2013. "TANF and SNAP Participation Fluctuations During the Great Recession and Implications for Family and Consumer Sciences Cooperative Extension Services." *The Forum for Family and Consumer Issues* 18(2). 14pp

5. Zimmerman, Julie N. 2011. "Mediated Knowledge: Re-Examining Six Classic Community Studies From a Woman's Point of View." *Rural Sociology*. 76(2):141-166.
6. Zimmerman, Julie N. 2010. Review of *Sociology in America: A History* edited by Craig Calhoun and *Diverse Histories of American Sociology* edited by Anthony J. Blasi. *Rural Sociology* 75(1):174-176.
7. Zimmerman, Julie N. 2008. Book Review: *Welfare Reform in Persistent Rural Poverty: Dreams, Disenchantments, and Diversity*. By Kathleen Pickering, Mark H. Harvey, Gene F. Summers, and David Mushinski. *American Journal of Sociology* 114(1):245-247.
8. Zimmerman, Julie N., Sunny (Seonok) Ham and Sarah M. Frank*. 2008. "Does it or Doesn't it? Geographic Differences and the Costs of Living." *Rural Sociology*. 73(3):463-486.
9. Garkovich, Lori, Kimberly Brown and Julie N. Zimmerman. 2008. "We're not horsing around" Conceptualizing the Kentucky Horse Industry as an Economic Cluster." *Community Development*. 39(3): 93 – 113
10. Zimmerman, Julie N. 2008. "Voices from the Past, Lessons for the Future: Learning from the History of Sociology in Government." *Equal Opportunities International (Now: Equality Diversity and Inclusion – An International Journal)*. 27(2):132-147.
11. Zimmerman, Julie N., Stephan J. Goetz, and David L. Debertin. 2006. "People and Places: Welfare Reform and the Separate Effect of Caseload Characteristics and the Local Conditions." *Sociological Spectrum*. 26:1-20.
12. Frank*, Sarah Michelle and Julie N. Zimmerman. 2005. "Food in Floyd: A Case Study of Food Cost Disparity in Rural Areas." *The Rural Sociologist*. 25(4):34-40.
13. Zimmerman, Julie N. and Alissa Meyer*. 2005. "Building Knowledge, Building Community: Increasing Internet Access to Secondary Data as Part of the Community Development Process." *Community Development Journal*. 36(1): 89-97.
14. Goetz, Stephan, Anil Dasgupta*, and Julie N. Zimmerman. 2005. "Spatial Food Stamp Program Participation Dynamics in US Counties." *The Review of Regional Studies*. 34(2): 53-71.
15. Zimmerman, Julie N. and Lori Garkovich. 2003. "How Much Would it Take? Making Ends Meet in the Era of Welfare Reform." **Re-Issued in a Retrospective Special Issue devoted to Research Methods**, October 2003. *Social Insight: Knowledge at Work*.
16. Zimmerman, Julie N. 2002. "Contextualizing Cash Assistance and the South." Introduction to the Special Issue. *Southern Rural Sociology*. 18(1):1-20.
17. Zimmerman, Julie N. and Lori Garkovich. 2002. "How Much Would it Take? Making Ends Meet in the Era of Welfare Reform." *Social Insight: Knowledge at Work*. 7:40-46.
18. Larson, Olaf F. and Julie N. Zimmerman. 2000. "The USDA's Bureau of Agricultural Economics and Sociological Studies of Rural Life and Agricultural Issues." *Agricultural History*. 74(2):227-240.
19. Zimmerman, Julie N., Lori Garkovich. 1998. "The Challenge of Welfare Reform: Earnings and the Cost of Living in Rural Kentucky." *Southern Rural Sociology*. 14(1): 41-66.

Reports

1. Zimmerman, Julie N. 2011. "A Long and Winding Road: Assessing *The Rural Sociologist's* Past in Order to Inform its Future." History and analysis conducted for and submitted to the Professional Communications Committee (PCC) of the Rural Sociological Society (RSS). November 2011. 58pp.
2. Haleman, Diana, Julie N. Zimmerman, Matthew Sargent*, Dwight Billings. 2000. *The Impact of Welfare Reform on Kentucky's Appalachian Counties*. Appalachian Center, University of Kentucky. May 2000. 32 pp. <http://www.uky.edu/RGS/AppalCenter/welcome.html>

3. Zimmerman, Julie N., Sunny (Seonok) Ham and Sarah Michelle Frank*. 2007. "Final Report: Is it Just Food? Geographic Differences in the Cost of Living." Food Assistance and Nutrition Research Small Grant. Southern Rural Development Center, Economic Research Service, USDA. January, 2007.
4. Zimmerman, Julie N., Sunny (Seonok) Ham and Sarah Michelle Frank*. 2007. "Is it Just Food? Geographic Differences in the Cost of Living." Pp. 41. in Ridge Project Summaries, 2006: Food Assistance and Nutrition Research Innovation and Development Grants in Economics Program. T. Alexander Majchrowicz, editor. USDA Contractor and Cooperator Report No. 31. August, 2007
5. Dyk, Patricia H. and Julie N. Zimmerman. 2000. "The Impacts and Outcomes of Welfare Reform across Rural and Urban Places in Kentucky." Policy Outcome Grant. Report to the U.S. Department of Health and Human Services, Assistant Secretary for Planning and Evaluation. 59 pp. <http://www.ca.uky.edu/snarl>
6. Goetz, Stephan J., Fisseha Tegegne, Julie N. Zimmerman, S.P. Singh, David L. Debertin. 1999. "Economic Downturns and Welfare Reform: An Exploratory County-Level Analysis." Food Assistance Grant. Report to the Southern Rural Development Center. 21pp. <http://ext.msstate.edu/srdc/activities/grantreceipt98.htm>
7. Zimmerman, Julie N. 1999. "Overview: Aggregate KTAP Caseload Characteristics." Food Assistance Grant. Report to the Southern Rural Development Center. Economic Downturns and Welfare Reform: An Exploratory County-Level Analysis. Stephan J. Goetz, Fisseha Tegegne, Julie N. Zimmerman, S.P. Singh, David L. Debertin. December, 1999. 13pp. <http://ext.msstate.edu/srdc/activities/grantreceipt98.htm>
8. Flora, Cornelia Butler, Stephen M. Aigner, Syed Noor Tirmizi, Carrie Wilcox, Julie N Zimmerman. 1998. "Empowering Persistently Poor Communities: Monitoring EZ/EC." Final Report to the U.S. Department of Agriculture. May 7, 1998. 118pp.
- 9-12. Zimmerman, Julie N. "Pathways from Poverty." Report to the Kellogg Foundation. North Central Regional Center for Rural Development. 1996, 6pp.; 1997, 11pp; 1998. 14pp.

Other Research-Based Publications (* = graduate student)

1. Zimmerman, Julie N. and David Brown. 2019. "Olaf F. Larson." *Footnotes*. American Sociological Association. 47(2):15.
2. Brown, David, Parfait Eloundou-Enyegue and Julie Zimmerman (lead author). 2018. "Olaf Larson. February 26, 1910-November 14, 2017." Faculty Memorial Statements. Cornell University. 2018. <https://cpb-us-e1.wpmucdn.com/blogs.cornell.edu/dist/3/6798/files/2018/10/LARSON-qdayvs.pdf>
3. Zimmerman, Julie N. 2017. "A Memorial to the Second RSS Archivist. John S. Holik (1924-2016) - RSS Archivist, 1967-2004." Rural Sociological Society Conference Program. 80th Annual Conference.
4. Zimmerman, Julie N. and David Brown. 2016. "Nation's First Department of Rural Sociology Celebrates its Centennial." *ASA (American Sociological Association) Footnotes* 44(1):7.
5. Zimmerman, Julie N. 2013. "A Rural Sociologist for Almost Eight Decades: Olaf F. Larson." (*ASA American Sociological Association) Footnotes* 41(7):5.
6. Zimmerman, Julie N. 2012. "What was happening when RSS began?" and "What Was Happening At the Fiftieth RSS Anniversary?" *The Rural Sociologist*. 32(3):10-14.
7. Zimmerman, Julie N. 2012. "Of Technicalities and Actualities: When did the RSS Begin and its First President Actually Serve?" *The Rural Sociologist*. 32(3):28-29.
8. Zimmerman, Julie N. 2011. "A Short History of RSS Council Meeting Minutes." Submitted to the Rural Sociological Society. November 2011. 6pp
9. Zimmerman, Julie N. 2006. "A Conversation with Olaf Larson: Part 3." *The Rural Sociologist*. Vol. 26(2):13-15.

10. Zimmerman, Julie N. 2006. "A Conversation with Olaf Larson: Part 2." *The Rural Sociologist*. Vol. 26(1):32-34.
11. Zimmerman, Julie N. and Sarah Michelle Frank*. 2005. "Selecting Control Counties for the 9-County Project on Breast and Cervical Cancer Screening." University of Kentucky. Data analysis and report. 16 May, 2005.
12. Zimmerman, Julie N. 2005. "A Conversation with Olaf Larson: Part 1." *The Rural Sociologist*. Vol. 25(4):30-32.
13. Zimmerman, Julie N. 2001. "Who are We? RSS Membership Data Analysis: Part 2." *The Rural Sociologist*. Vol. 21(4):6-8.
14. Zimmerman, Julie N. 2001. "Who are We? RSS Membership Data Analysis: Part 1" *The Rural Sociologist*. 21(4):4-5.
15. Zimmerman, Julie N. 2001. "The Times They are a Changing: RSS Membership Trends, 1988-2000." *The Rural Sociologist*. 21(2):2.

White Papers

1. RUPRI Rural Welfare Reform Research Panel. 2001. "Welfare Reform in Rural America: A Review of Current Research." Rural Welfare Reform Initiative. National Expert Panel. *Rural Policy Research Institute*. P2001-5. University of Missouri: Columbia, MO. 41 pp. <http://www.rupri.org>
2. RUPRI Rural Welfare Reform Research Panel. 1999. "Rural America and Welfare Reform: An Overview Assessment." Rural Welfare Reform Initiative. National Expert Panel. *Rural Policy Research Institute*. P99-3. University of Missouri: Columbia, MO. 64 pp. <http://www.rupri.org>
3. RUPRI Rural Welfare Reform Research Panel. 1998. "Rural America and Welfare Reform." Briefing book for Olivia Golden, U.S. Department of Health and Human Services, Assistant Secretary for the Administration of Children and Families. Rural Welfare Reform Initiative. National Expert Panel. *Rural Policy Research Institute*. P98-6. University of Missouri: Columbia, MO. 23pp. <http://www.rupri.org>

Other Publications

1. Zimmerman, Julie N. 2018. "Olaf F. Larson." Booklet with professional obituary for Panel session at Rural Sociological Society Annual Conference. July, 2018.
2. Zimmerman, Julie N. 2012. "RSS Trivia Game." *The Rural Sociologist*. 32(3):15-27.
3. Zimmerman, Julie N. 2012. "Books in the RSS Rural Studies Series." Prepared for the Rural Sociological Society. May, 2012.
4. Zimmerman, Julie N. 2012. "The American Sociological Society's Section on Rural Sociology." Display Volume with research-based introduction and original documents. Selected Documents in the History of the Rural Sociological Society. Produced for the 75th Anniversary, Rural Sociological Society. Chicago, IL. July 2012.
5. Zimmerman, Julie N. 2012. "Establishing the Rural Sociological Society." Display Volume with research-based introduction and original documents. Selected Documents in the History of the Rural Sociological Society. Produced for the 75th Anniversary, Rural Sociological Society.
6. Zimmerman, Julie N. 2012. "Creating the Journal: *Rural Sociology*." Display Volume with research-based introduction and original documents. Selected Documents in the History of the Rural Sociological Society. Produced for the 75th Anniversary, Rural Sociological Society. Chicago, IL. July 2012.

7. Zimmerman, Julie N. 2012. "Congress Strikes Again: The Era of the 'Big Chill.'" Display Volume with research-based introduction and original documents. Selected Documents in the History of the Rural Sociological Society. Produced for the 75th Anniversary, Rural Sociological Society. Chicago, IL. July 2012.
8. Zimmerman, Julie N. 2012. "Organizing the 1st World Congress of Rural Sociology: The Beginnings of the International Rural Sociological Association." Display Volume with research-based introduction and original documents. Selected Documents in the History of the Rural Sociological Society. Produced for the 75th Anniversary, Rural Sociological Society. Chicago, IL. July 2012.
9. Julie N. Zimmerman. 2012. RSS History. 75 research-based questions/answers on 100 years of Rural Sociology and 75 years of the Rural Sociological Society. Produced for the 75th Anniversary, Rural Sociological Society. Chicago, IL. July 2012.
10. Zimmerman, Julie N. 2011. "Information on the Buttell Award." Submitted to the Rural Sociological Society. November 2011. 4pp.
11. Zimmerman, Julie N. 2010. "Update on the Oral History Project" *The Rural Sociologist*. 31(4):43.
12. Zimmerman, Julie N. 2010. "Putting a Face to a Name: RSS Archives Photo Album." Display Volume produced for the Rural Sociological Society Annual Conference. Atlanta, GA. August, 2010.
13. Zimmerman, Julie N. 2010. "Straight from the Horse's Mouth..." *The Rural Sociologist*. 30(1):14-16.
14. Zimmerman, Julie N. 2009. "On Becoming Historian." *The Rural Sociologist*. 29(4):45-48.
15. Zimmerman, Julie N. 2009. "Country Life Commission Birthdate Recognized." *The Rural Sociologist*. Vol. 29(3):40.
16. Zimmerman, Julie N. 2009. "Footprints on the Web: Rural Sociology's History." *The Rural Sociologist*. Vol. 29(1):34-35.

APPLIED AND EXTENSION PUBLICATIONS

Reports and Publications (*not including data requests or other assistance*)

1. Jennifer Hunter, Maria Harris, Julie N. Zimmerman, and Rusty Manseau. 2018. Building Strong Families for Kentucky 2019. **School of Human and Environmental Sciences, Family and Consumer Sciences Extension**. University of Kentucky. <http://hes.uky.edu/StrongFamilies> approx. 130pp.
2. Vail, Ann, Cherry Kay Smith, Julie N. Zimmerman, Maria Harris, and Rusty Manseau. 2017. Building Strong Families for Kentucky 2018. **School of Human and Environmental Sciences, Family and Consumer Sciences Extension**. University of Kentucky. <http://hes.uky.edu/StrongFamilies> approx. 130pp.
3. Vail, Ann, Cherry Kay Smith, Julie N. Zimmerman, Maria Harris, and Rusty Manseau. 2016. Building Strong Families for Kentucky 2017. **School of Human and Environmental Sciences, Family and Consumer Sciences Extension**. University of Kentucky. <http://hes.uky.edu/StrongFamilies> approx. 130pp.
4. Vail, Ann, Cherry Kay Smith, Julie N. Zimmerman, Maria Harris, and Rusty Manseau. 2015. Building Strong Families for Kentucky 2016. **School of Human and Environmental Sciences, Family and Consumer Sciences Extension**. University of Kentucky. <http://hes.uky.edu/StrongFamilies> approx 130pp.
5. Zimmerman, Julie N. And Kenneth Jones. 2015. "Situation Analysis." Program and Staff Development. University of Kentucky, Cooperative Extension Service.

6. Vail, Ann, Cherry Kay Smith, Julie N. Zimmerman, Marcia Malone Bell, Rusty Manseau. 2014. Building Strong Families for Kentucky 2015. **School of Human and Environmental Sciences, Family and Consumer Sciences Extension**. University of Kentucky. <http://hes.uky.edu/StrongFamilies> approx 130pp.
7. Vail, Ann, Cherry Kay Smith, Julie Zimmerman, Anthony Setari, Rusty Manseau. 2013. Building Strong Families for Kentucky 2014. **School of Human and Environmental Sciences, Family and Consumer Sciences Extension**. University of Kentucky. <http://hes.uky.edu/StrongFamilies> approx 130pp.
8. Julie N. Zimmerman and Amy F. Hosier. 2013. "Understanding the Baby Boom Bubble." Kentucky: By the Numbers Program. Department of Community and Leadership Development. University of Kentucky March 2013. <http://www.ca.uky.edu/snarl/KentuckyByTheNumbers/KYBTNPublications/BabyBoomBubble.pdf>
9. Vail, Ann, Laura Stephenson, Julie N. Zimmerman, Anthony Setari, Rusty Manseau. 2012. Building Strong Families for Kentucky 2013. **School of Human and Environmental Sciences, Family and Consumer Sciences Extension**. University of Kentucky. <http://hes.uky.edu/StrongFamilies> approx 130pp.
10. Zimmerman, Julie N. 2012. "Entrepreneurship By the Numbers." (41 specialized County Profiles). **Kentucky Entrepreneurial Coaches Institute**. March, 2012. 2pp. <http://www.uky.edu/Ag/CLD/KECI>
11. Vail, Ann, Laura Stephenson, Julie Zimmerman, Anthony Setari, Jeanne Davis. 2011. Building Strong Families for Kentucky 2012. **School of Human and Environmental Sciences, Family and Consumer Sciences Extension**. University of Kentucky. 129pp.
12. Zimmerman, Julie N. 2008. "Entrepreneurship By the Numbers." (41 specialized County Profiles). **Kentucky Entrepreneurial Coaches Institute**. May, 2008. 2pp. <http://www.uky.edu/Ag/CLD/KECI>
13. Rennekamp, Roger, Julie N. Zimmerman, and Martha A. Nall. 2003. "Situation Analysis." University of Kentucky, Cooperative Extension Service.

Information-Based Decision-Making

American Community Survey

1. Zimmerman, Julie N. 2016. "New Kid in Town: Understanding Data from the American Community Survey." Kentucky: By the Numbers Extension Program. Department of Community and Leadership Development. University of Kentucky. Re-written to reflect changes to the American Community Survey. <http://www.ca.uky.edu/snarl>
2. Zimmerman, Julie N. 2016. "Data Availability for Extension Districts from the American Community Survey." Kentucky: By the Numbers Program. Department of Community and Leadership Development. University of Kentucky. June, 2011. Updated 2013. Updated to reflect changes to the American Community Survey. <http://www.ca.uky.edu/snarl>
3. Zimmerman, Julie N. 2016. "Data Availability from the American Community Survey." Kentucky: By the Numbers Program. Department of Community and Leadership Development. University of Kentucky. June, 2011. Updated 2013. Updated to reflect changes to the American Community Survey <http://www.ca.uky.edu/snarl>
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6. Zimmerman, Julie N. 2013. "Cautionary Tales: Comparing the American Community Survey with Data from the Decennial Census." Kentucky: By the Numbers Extension Program. Department of Community and Leadership Development. University of Kentucky. Revised April 2013. <http://www.ca.uky.edu/snarl>
7. Zimmerman, Julie N. 2012. "New Kid in Town: Understanding Data from the American Community Survey." Kentucky: By the Numbers Extension Program. Department of Community and Leadership Development. University of Kentucky. Revised, Oct. 2012., Updated 2013. <http://www.ca.uky.edu/snarl>
8. Zimmerman, Julie N. 2011. "Data Availability for Extension Districts from the American Community Survey." Kentucky: By the Numbers Program. Department of Community and Leadership Development. University of Kentucky. June, 2011. Updated 2013. <http://www.ca.uky.edu/snarl>
9. Zimmerman, Julie N. 2011. "A Picture is Worth... Using a Newer Program to Make Charts and Graphs with Data from the American Community Survey." Kentucky: By the Numbers Program. Department of Community and Leadership Development. University of Kentucky. Oct, 2011. Updated 2013. <http://www.ca.uky.edu/snarl>
10. Zimmerman, Julie N. 2011. "A Picture is Worth... Using an Older Program to Make Charts and Graphs with Data from the American Community Survey." Kentucky: By the Numbers Program. Department of Community and Leadership Development. University of Kentucky. Oct, 2011. Updated 2013. <http://www.ca.uky.edu/snarl>
11. Zimmerman, Julie N. 2011. "And Now for the Grain of Salt: Margins of Error and the American Community Survey." Kentucky: By the Numbers Program. Department of Community and Leadership Development. University of Kentucky. June, 2011. Updated 2013. <http://www.ca.uky.edu/snarl>
12. Zimmerman, Julie N. 2011. "Data Availability from the American Community Survey." Kentucky: By the Numbers Program. Department of Community and Leadership Development. University of Kentucky. June, 2011. Updated 2013. <http://www.ca.uky.edu/snarl>
13. Zimmerman, Julie N. 2011. "Quick List: Comparing the 2009 American Community Survey (ACS) with the 2000 Decennial Census Long Form." Kentucky: By the Numbers Program. Department of Community and Leadership Development. University of Kentucky. June, 2011. Updated 2013. <http://www.ca.uky.edu/snarl>
14. Zimmerman, Julie N. and Sarah Frank Bowker. 2011. "New Kid in Town: Understanding Data from the American Community Survey." Kentucky: By the Numbers Extension Program. Department of Community and Leadership Development. University of Kentucky. March, 2011. Updated June, 2011. <http://www.ca.uky.edu/snarl>
15. Zimmerman, Julie N. and Sarah Frank Bowker. 2011. "More than the Top Ten: A Resource for Questions about the American Community Survey." Kentucky: By the Numbers Extension Program. Department of Community and Leadership Development. University of Kentucky. March, 2011. <http://www.ca.uky.edu/snarl>
16. Zimmerman, Julie N. and Sarah Frank Bowker. 2011. "Cautionary Tales: Comparing the American Community Survey with Data from the Decennial Census." Kentucky: By the Numbers Extension Program. Department of Community and Leadership Development. University of Kentucky. April, 2011; Updated June 2011. <http://www.ca.uky.edu/snarl>

Using Data

1. Zimmerman, Julie N. 2016. "By the Numbers: Finding and Using Data on the Internet." Kentucky: By the Numbers Program. Department of Community and Leadership Development. Updated to reflect changes in data and online access. <http://www.ca.uky.edu/snarl>
2. Zimmerman, Julie N. 2016. "What Counts? Understanding Data on Jobs, Income, and Unemployment." Kentucky: By the Numbers Program. Department of Community and Leadership Development. Updated to reflect changes in data. <http://www.ca.uky.edu/snarl>
3. Zimmerman, Julie N. 2015. "By the Numbers: Finding and Using Data on the Internet." Kentucky: By the Numbers Program. Department of Community and Leadership Development. Updated. <http://www.ca.uky.edu/snarl>
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5. Zimmerman, Julie N. 2011. "By the Numbers: Finding and Using Data on the Internet." Kentucky: By the Numbers Program. Department of Community and Leadership Development. June, 2011 <http://www.ca.uky.edu/snarl>
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7. Zimmerman, Julie N. 2011. "The 2010 Census: New Decade, New Data." Kentucky: By the Numbers Program. Department of Community and Leadership Development. University of Kentucky. May, 2011. <http://www.ca.uky.edu/snarl>
8. Zimmerman, Julie N. 2010. "Did you know... Finding Local Poverty and Unemployment Rates." *CEDIK Newsletter*. 1(1) Community and Economic Development Initiative of Kentucky. College of Agriculture, University of Kentucky.
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5. Zimmerman, Julie N. and Matthew Renfro-Sargent*. "Cash Assistance Across Eastern Kentucky." *Rural Issues Brief*. No. 7. December, 2000. 4pp. <http://www.ca.uky.edu/snarl>
6. Zimmerman, Julie N. and Matthew Renfro-Sargent*. "Cash Assistance Across Central Kentucky." *Rural Issues Brief*. No. 6. December, 2000. 4pp. <http://www.ca.uky.edu/snarl>
7. Zimmerman, Julie N. and Matthew Renfro-Sargent*. "Cash Assistance Across Western Kentucky." *Rural Issues Brief*. No. 5. December, 2000. 4pp. <http://www.ca.uky.edu/snarl>
8. Zimmerman, Julie N. and Matthew Renfro-Sargent*. "The Changing Face of Cash Assistance Across Kentucky." *Rural Issues Brief*. No. 4. December, 2000. 4pp. <http://www.ca.uky.edu/snarl>
9. Zimmerman, Julie N. and Matthew Renfro-Sargent*. "After Welfare Reform: K-TAP Cases Across Kentucky." *Rural Issues Brief*. No. 3. December, 2000. 4pp. <http://www.ca.uky.edu/snarl>
10. Zimmerman, Julie N. "Counting Cases Across Kentucky: Declines in Cash Assistance 1993-1997." *Rural Issues Brief*. No. 2. April, 2000. 4pp. <http://www.ca.uky.edu/snarl>

11. Zimmerman, Julie N., Deb Kershaw, Lori Garkovich. "It's Not Just the Numbers: A Monthly Budget Case Study Update." Social and Economic Education for Development (SEED): University of Kentucky. May 2000. 4pp. <http://www.ca.uky.edu/snarl>
12. Zimmerman, Julie N. 1999. "Counting Cases: Changes in Welfare Reciprocity Since 1993." *Welfare Reform Information Brief*. Number 7. Southern Rural Development Center. (Director reviewed). 4pp. <http://ext.msstate.edu/srdc/publications/reform.htm>
13. Zimmerman, Julie N. "Policies and People: Welfare Reform in Kentucky." *Rural Issues Brief*. No. 1. December, 1999. 4pp. <http://www.ca.uky.edu/snarl>
14. Zimmerman, Julie N., and Lori Garkovich. 1998. "The Bottom Line: Making Ends Meet in Rural Kentucky." Social and Economic Education for Development. University of Kentucky, College of Agriculture. January 1998.
15. Zimmerman, Julie N. and Lori Garkovich. 1998. "The Bottom Line: Welfare Reform, the Cost of Living, and Earnings in the Rural South." *Welfare Reform Information Brief*. Number 2. Southern Rural Development Center. (Director reviewed). 4pp. <http://ext.msstate.edu/srdc/publications/reform.htm>
16. Zimmerman, Julie N. and the KY Cooperative Extension Welfare Reform Implementation Task Force – Decision Making Group. "Getting Involved in Welfare Reform: Answers to Commonly Asked Questions." Social and Economic Education for Development (SEED): University of Kentucky. April, 1998. 4pp. <http://www.ca.uky.edu/snarl>
17. Zimmerman, Julie N. "Welfare Reform on the Internet" Social and Economic Education for Development (SEED): University of Kentucky. August, 1997. 4pp. <http://www.ca.uky.edu/snarl>. Excerpted in *Rural Perspectives*, Newsletter of the Southern Rural Development Center. (<http://ext.msstate.edu/srdc/publications/newsletter.htm>) and the national *Pathways from Poverty* newsletter. 1pp.
18. Zimmerman, Julie N. 1997. "Meeting the Monthly Budget: Earnings and the Cost of Living in Rural Kentucky." *Rural Perspectives*. Volume 1(1). Southern Rural Development Center. December, 1997. 1pp. <http://ext.msstate.edu/srdc/publications/newsletter.htm>
19. Zimmerman, Julie N. 1997. "Rural Poverty: Myths and Realities (part 2)." *Rural Development News*. 21(2):8-9. North Central Regional Center for Rural Development. <http://www.ag.iastate.edu/centers/rdev/rdnarchindex.html>
20. Zimmerman, Julie N. 1997. "Rural Poverty: Myths and Realities (part 1)." *Rural Development News*. 21(1):4-5. North Central Regional Center for Rural Development. <http://www.ag.iastate.edu/centers/rdev/rdnarchindex.html>
21. Zimmerman, Julie N. 1996. *Pathways Resource Directory*. Pathways from Poverty Program. North Central Regional Center for Rural Development. Iowa State University. 149pp.

Other Applied and Extension Publications

1. Zimmerman, Julie N. "Building a New Perspective: Asset-Based Development." Social and Economic Education for Development (SEED): University of Kentucky. September, 2000. <http://www.ca.uky.edu/snarl>
2. "Community Resource Tools: SEED Publications." Social and Economic Education for Development (SEED): University of Kentucky. September, 2000.
3. "Land Use Issues and Planning: SEED Publications." Social and Economic Education for Development (SEED): University of Kentucky. September, 2000.

4. Flora, Cornelia Butler, Stephen M. Aigner, Syed Noor Tirmizi, Carrie Wilcox, Julie N Zimmerman. 1998. "EZ/EC Initiative Stimulates Economic Progress in Rural Communities." North Central Regional Center for Rural Development. December, 1998.
<http://www.ag.iastate.edu/centers/rdev/ezecexecsum.html>

Business Retention and Expansion

5. Scorsone, Eric, Richard C. Maurer, and Julie N. Zimmerman. 2004. "Kentucky Business Retention and Expansion Program: Nicholasville Now! Report." Kentucky Business Retention and Expansion Program. University of Kentucky. April, 2004.
6. Richard C. Maurer, Julie N. Zimmerman, Eric Scorsone, and Alissa Meyer. 2004. "Kentucky Business Retention and Expansion Program: Caldwell/Lyon County Report." Kentucky Business Retention and Expansion Program. University of Kentucky. Jan. 2004.
7. Scorsone, Eric, Richard C. Maurer, and Julie N. Zimmerman. 2003. "Kentucky Business Retention and Expansion Program: Green County Report." Kentucky Business Retention and Expansion Program. University of Kentucky. July, 2003.
8. Scorsone, Eric, Richard C. Maurer, and Julie N. Zimmerman. 2003. "Kentucky Business Retention and Expansion Program: Green County Report." Kentucky Business Retention and Expansion Program. University of Kentucky. July, 2003.
9. Scorsone, Eric, Richard C. Maurer, and Julie N. Zimmerman. 2002. "Kentucky Business Retention and Expansion Program: Taylor County Report." Kentucky Business Retention and Expansion Program. University of Kentucky. October, 2002.
10. Maurer, Richard C., Eric Scorsone, and Julie N. Zimmerman. 2002. "Kentucky Business Retention and Expansion Program: Oldham County Report." Kentucky Business Retention and Expansion Program. University of Kentucky. January, 2002. 29 pp.
11. Zimmerman, Julie N., Matthew Sargent*, Richard C. Maurer. 2000. "Northern Kentucky - Kentucky Economic Expansion Program." Kentucky Economic Expansion Program (KEEP). 21pp.
12. Zimmerman, Julie N., Matthew Sargent*, Richard C. Maurer. "Winchester-Clark County Retention, Expansion, and Assistance Program. Phase IV: Manufacturing Sector." Kentucky Economic Expansion Program (KEEP). March, 1999. 32pp.
13. O'Bryan, David, Patti R. Kirk, Rick Maurer, Julie N. Zimmerman, Deborah Jackson. 1998. "Kentucky Economic Expansion Program (KEEP): Measuring and Incorporating Outcomes of a Statewide Business Retention and Expansion Visitation Program." *BREI News*. 4(2):4-6.
14. Maurer, Rick, Julie N. Zimmerman, Deborah Jackson, David O'Bryan, Patti R. Kirk. "Kentucky Economic Expansion Program (KEEP): Measuring and Incorporating Outcomes of a Statewide Business Retention and Expansion Visitation Program." *Social and Economic Education for Development (SEED)*. University of Kentucky. September, 1998. 4pp.
15. Kentucky Economic Expansion Program: An Existing Business Retention and Expansion Program for Kentucky Communities. Handbook for Coordinators. Revised by: David O'Bryan, Julie N. Zimmerman, Richard Maurer, Danielle Kelly, and Patti Kirk. University of Kentucky: Lexington, KY. June, 1999. 105pp.

ELECTRONIC PUBLICATIONS

1. Electronic Display. Jeopardy for Rural Sociology. Rural Sociological Society. Aug 2019.
2. Kentucky: By The Numbers website. <https://kybtn.ca.uky.edu/> Reformatted and migrated to Drupal platform. June 2019.
3. Kentucky: By the Numbers and "SNARL" website. Updated contents 2017. <http://www.ca.uky.edu/snarl>

4. "Department of Development Sociology Centennial Celebration." Electronic display created for the Rural Sociological Society Annual Conference. Toronto, Canada. August, 2016.
5. "Our History" Document for CLD Department website. Conducted historical research, wrote text on historical beginnings, updated periodically. 2014-present.
6. Historian's website. To increase public access to historical resources and information for the Rural Sociological Society. 2010-present. <http://www.ruralsociology.org> (<http://www.ca.uky.edu/snarl/rss/>)

Webpages:

- RSS History Online
- Publications
- RSS Oral History Project
- Past Presidents
- Archives of Rural Sociologists
- How the RSS Began
- Department Histories
- Interviews with Rural Sociologists
- Links with Other Associations
- Presidential Trivia
- "Firsts"
- 75th Anniversary

7. Kentucky: By the Numbers and "SNARL" website. (Updated layout and contents 2012). <http://www.ca.uky.edu/snarl>

Webpages (Kentucky By the Numbers):

- Data Series
- Publications
- Graphical Website Instructions
- Resources for the American Community Survey
- Links to Additional Data Sources

Webpages (SNARL):

- Kentucky: By The Numbers
- Community Resource Publications
- Land Use Publications
- Rural Issues Briefs
- Welfare Reform Publications
- Additional Links

8. Electronic display of 75 research-based questions/answers on 100 years of Rural Sociology and 75 years of the Rural Sociological Society. Produced for the 75th Anniversary, Rural Sociological Society. Chicago, IL. July 2012.
9. Entrepreneurship By the Numbers Update CD. (41 specialized County Profiles). Kentucky Entrepreneurial Coaches Institute. March, 2012. <http://www.uky.edu/Ag/CLD/KECI>
10. Website and web-based resources on the American Community Survey. 2011-present. <http://www.ca.uky.edu/snarl/KentuckyByTheNumbers/ACSpages/ACSINDEX.htm>

Webpages:

- Background
- Filling out the Survey
- Understanding the Data
- Accessing the Data
- Using the Data
- Additional Resources
- Sample Tables

11. "Putting a Face to a Name: RSS Archives Photo Album." Electronic display created for the Rural Sociological Society Annual Conference. Atlanta, GA. August, 2010.
12. Entrepreneurship By the Numbers CD. (41 specialized County Profiles). Kentucky Entrepreneurial Coaches Institute. May, 2008. <http://www.uky.edu/Ag/CLD/KECI>
13. Rural Price Project Website. 2005-2006. <http://www.ca.uky.edu/snarl/RuralPriceProject/IndexRuralPriceProject.htm>
14. Redesigned, updated and added section on Leadership Development to website. 2005. Social N' Agricultural Resource Lab (SNARL). <http://www.ca.uky.edu/snarl>

15. Completely Redesigned Website. 2003. Kentucky: By the Numbers and resources for Community Development. Social N' Agricultural Resource Lab (SNARL). <http://www.ca.uky.edu/snarl>
 Webpages (SNARL):
- Kentucky: By The Numbers
 - Community Resource Publications
 - Land Use Publications
 - Rural Issues Briefs
 - Welfare Reform Publications
 - Additional Links
- Webpages (Kentucky By the Numbers):
- Data Series
 - Publications
 - Links to Additional Data Sources
16. Website and Webpages. Julie N. Zimmerman and Bruce Gage. Social N' Agricultural Resource Library (SNARL). <http://www.ca.uky.edu/snarl>
17. By The Numbers CD-ROM. Julie N. Zimmerman and Bruce Gage. Social and Economic Education for Development (SEED): University of Kentucky. September, 2000.
18. Rural Sociological Society, Extension Interest Group webpages. <http://www.ruralsociology.org>
19. Webpages. Kentucky: By the Numbers. Social, Natural and Agricultural Information Resources Lab (SNRIL). (<http://snril.ca.uky.edu>)

PRESENTATIONS

Invited Professional Presentations

1. Zimmerman, Julie N. "Development (Rural) Sociology: 100 Years of Scholarship at Cornell." **Opening Keynote** for Centennial Celebration. Cornell University. Ithaca, NY. 25 September 2015.
2. Zimmerman, Julie N. "100 Years of Rural Sociology at the University of Kentucky." Department of Sociology Awards Ceremony. (Brief presentation and poster). Lexington, KY. 8 May 2015.
3. Zimmerman, Julie N. "Kentucky: By The Numbers." Population Research Initiatives Trends, Challenges, and Opportunities Panel. Population Research Interest Group. 2013 Rural Sociological Society Annual Meeting. August 2013.
4. Zimmerman, Julie N. "Rural Prices in Rural Places: Examining the Cost of Living." Institute for Federalism and Intergovernmental Relations. Workshop Series. Martin School of Public Policy and Administration. University of Kentucky. April 2009.
5. Zimmerman, Julie N. "Neuter or Nurture: Rural Sociology's Engagement with Public Sociology." Presidential Thematic Session. 2008 Rural Sociological Society Annual Meeting. Manchester, NH. July, 2008.
6. Zimmerman, Julie N. "Roles, Responsibilities, Repercussions: Public Sociology and the USDA's Division of Farm Population and Rural Life." 2008 Rural Sociological Society Annual Meeting. Manchester, NH. July, 2008.
7. Zimmerman, Julie N. "Local Prices and the Cost of Living in Rural Kentucky." Southern Regional Science Association. Washington, DC. March 2008.
8. Zimmerman, Julie N. and Sarah Michelle Frank*. "Dollars and Sense: Food and Community in Rural Kentucky." Invited Panel: Fostering Community Food Systems Part 1: Community Food Assessment in Kentucky. 2006 Rural Sociological Society Annual Meeting Louisville, KY. August, 2006.
9. Discussant. "Does Welfare Reform Work in America? A Seven Year Follow-up." By Barry Tadlock. Small Grants Conference. University of Kentucky Center for Poverty Research. Lexington, KY. April 13, 2006.

10. Zimmerman, Julie N. "Voices from the Past, Lessons for the Future: Rural Sociology and Government." Invited Panel: Building upon Previous Contributions to Rural Sociology. 2004 Rural Sociological Society Annual Meeting Sacramento, California. August, 2004.
11. Zimmerman, Julie N. Invited Panel. "Policy Briefs from "Challenges for Rural America in the Twenty-First Century" (2003) Edited by David L. Brown and Louis E. Swanson." 2004 Rural Sociological Society Annual Meeting Sacramento, California. August, 2004.
12. Zimmerman, Julie N. "It's Not all the Same: Poverty and Place" 3 hr session for the Spring Continuing Education Conference for Social Workers. National Association of Social Workers – West Virginia. Charleston, West Virginia. April 30, 2004.
13. Zimmerman, Julie N. "By the Numbers: Finding information you need on agriculture, community development, and economic trends." Public Policy Pre-Conference Institute. Sustainable Community Innovation Grants Program: Southern Region Sustainable Agriculture Research and Education (SARE) Program and Southern Rural Development Center (SRDC). Kentucky Women in Agriculture Conference. November 3, 2004.
14. Zimmerman, Julie N. "Funding Community Development: by Building on Strengths." 1.5 hr video-taped session for the Spring Continuing Education Conference for Social Workers. National Association of Social Workers – West Virginia. Charleston, West Virginia. April 29, 2004.
15. Zimmerman, Julie N. "A Bird's Eye View: Socio-Economic, Demographic, and Agricultural Trends Facing Kentucky." Regional Issues and Program Committee Orientation. Kentucky Cooperative Extension System. September 30, 2003.
16. Invited Panel. "Obtaining Federal Funding from Agencies other than USDA." Sponsored by the University of Kentucky, Agricultural Faculty Council. Sept. 4th, 2002.
17. Zimmerman, Julie N. "Policies and People: Making Ends Meet in the Era of Welfare Reform." Invited presentation for the Government Department and Sociology 346. Western Kentucky University. Bowling Green, KY. November 29, 2001.
18. Zimmerman, Julie N. "Connecting with Food: Policies and Economic Sustainability." Invited presentation for the Kentucky Food Security and Nutrition Partnership. Campaign to End Hunger Conference. Nazareth, KY. November 7, 2001.
19. Zimmerman, Julie N. "How Much Would it Take?" Invited presentation for the Social Work Symposium. *Economic Injustice: Focus on Appalachia*. Eastern Kentucky University. April 11, 2001.
20. Invited Member. Plenary Panel. "Reflections and Reactions to the Plenary Speaker Daniel Kemmis." Organizer, Louis E. Swanson, President, Rural Sociological Society. Rural Sociological Society Annual Meeting. August, 2000. Washington, DC.
21. Invited Session. "Book Discussion: "Sociology in Government: The Galpin-Taylor Years in the US Department of Agriculture, 1919-1953." Chair: Glenn V. Fuguitt. Panelists: David L. Brown – Cornell University, Calvin L. Beale – U.S. Department of Agriculture, Jess C. Gilbert – University of Wisconsin, Madison., James J. Zuiches – Washington State University. Rural Sociological Society Annual Meeting. August, 2000. Washington, DC.
22. Zimmerman, Julie N. "Joining Needs-Based Funding with Asset-Based Action" Invited presentation at *Building Vibrant Rural Communities: How to Cultivate and Leverage Public and Private Sector Resources*. Pre-Institute by Maine Rural Development Council and the University of Maine at Presque Isle. 25th National Institute on Human Services in Rural Areas. July 19, 2000. Presque Isle, ME.
23. Zimmerman, Julie N. "Standing Still or Falling Behind? Welfare Reform in Rural Areas." Invited presentation for the University of Kentucky Women's Studies Program. April 7, 2000.
24. Invited Organizer. 2000. "Implementing Locally the Workforce Investment Act: A View from Kentucky." Special Session on the Workforce Investment Act. SERA-IEG 16. Southern Association of Agricultural Scientists Annual Meeting. Jan-Feb, 2000. Lexington, KY.

25. Zimmerman, Julie N. "Rural Welfare Reform Research." Invited presentation for the Welfare Reform Taskforce Session Panel. National Rural Development Partnership. March 22-25, 1999. Washington, DC.
26. Zimmerman, Julie N. "Pathways from Poverty: Job Readiness." Invited presentation at the Ohio Appalachian Conference. October 5-6, 1999. Jackson, OH.
27. Zimmerman, Julie N. "Rural and Urban Differences in Poverty." Invited presentation to the Kentucky Commission on Poverty. May 28, 1999. Frankfort, KY.
28. Zimmerman, Julie N. "Poverty in Kentucky in 1999." Invited presentation to the Kentucky Commission on Poverty. April 18th, 1999. Frankfort, KY.
29. Zimmerman, Julie N. "The Bottom Line of Welfare Reform in the Rural South." Invited presentation at the Southern Association of Agricultural Scientists. Organized by SERA-IEG 16. Jan-Feb, 1999. Memphis, TN.
30. Zimmerman, Julie N. "Rural Poverty Policy (The Working Poor)." Invited presentation for the NRDP Pathways Session Panel. National Rural Development Partnership. March 22-25, 1999. Washington, DC.
31. Larson, Olaf F. and Julie N. Zimmerman. "The USDA's Bureau of Agricultural Economics and Sociological Studies of Rural Life and Agricultural Issues." Olaf F. Larson and Julie N. Zimmerman. Invited presentation. Agricultural History Society 80th Anniversary Symposium. June 17-19, 1999. Starkville, MS. (Published in *Agricultural History*.)
32. Zimmerman, Julie N. "Rural Poverty in the North Central Region." Invited Keynote Address at the 1995 Great Plains Sociological Association Annual Meeting. Brookings, SD. October 12, 1995.

Presentations at Professional Organizations (*=Graduate Student)

(not including invited presentations)

1. Zimmerman, Julie N., Karen Rignall and Cameron McAlister*. 2019. "Understanding the Rural/Urban Divide Through the Content and Cost of Living." Presentation at Rural Sociological Society Annual Meeting. Richmond, VA. Aug 7-10, 2019.
2. Vance, Leah* and Julie N. Zimmerman. 2019. "Building an Understanding of Rural First-Generation Graduate Students." Presentation at Rural Sociological Society Annual Meeting. Richmond, VA. Aug 7-10, 2019.
3. Engle, Kathryn, Julia Miller*, Julie N. Zimmerman, and Cameron McAlister*. 2019. "Meals in the Mountains: Examining Longitudinal Changes in Rural/Urban Food Prices." Poster at Rural Sociological Society Annual Meeting. Richmond, VA. Aug 7-10, 2019.
4. McAlister, Cameron*, Julie N. Zimmerman and Janet Stamatel. 2019. "Socioeconomic and Place-based Determinants of Overdose: An Exploratory Study across Kentucky Counties." Presentation at Rural Sociological Society Annual Meeting. Richmond, VA. Aug 7-10, 2019.
5. Stone, Morgan* and Julie N. Zimmerman. 2019. "Increasing Reclaiming Forgotten Connections." Poster at Rural Sociological Society Annual Meeting. Richmond, VA. Aug 7-10, 2019. **Awarded Honorable Mention.**
6. Alexander, Erin * and Julie N. Zimmerman. 2019. "Increasing Rural Sociology's Web Presence: Charles J. Galpin." Poster at Rural Sociological Society Annual Meeting. Richmond, VA. Aug 7-10, 2019.
7. Zimmerman, Julie N. 2019. "Jeopardy for RSS." Two part Historian's Posters at Rural Sociological Society Annual Meeting. Richmond, VA. Aug 7-10, 2019.
8. Zimmerman, Julie N. 2018 "Public Sociology before it was Cool." Historian's Poster and Larson Session Poster at Rural Sociological Society Annual Meeting. Portland OR. July 26-29, 2018

9. Zimmerman, Julie N. 2018 "Olaf F. Larson Graduate Student Paper Award." Historian's Poster and Larson Session Poster at Rural Sociological Society Annual Meeting. Portland OR. July 26-29, 2018
10. Zimmerman, Julie N. 2018 "Living the History of Rural Sociology." Historian's Poster and Larson Session Poster at Rural Sociological Society Annual Meeting. Portland OR. July 26-29, 2018.
11. Zimmerman, Julie N. 2018. "Introduction: Honoring the Life and Legacy of Olaf F. Larson." Rural Sociological Society. Portland OR. July 26-29, 2018.
12. Zimmerman, Julie N. and Tony Love. 2017. "Data Inequality in an Evidence Based World: Rural Reliability and the American Community Survey." Paper presented at the Rural Sociological Society Annual Meeting. Columbus, OH. July 27-30, 2017.
13. Zimmerman, Julie N. 2017. "Rural Sociologists Instrumental in ASA's First Statement on Professional Ethics." Historian's Poster at the Rural Sociological Society Annual Meeting. Columbus, OH. July 27-30, 2017.
14. Zimmerman, Julie N. 2017. "When RSS was Last in Columbus, OH." Historian's Poster at the Rural Sociological Society Annual Meeting. Columbus, OH. July 27-30, 2017.
15. Zimmerman, Julie N. 2016. "What Should I Save?" Historian's Poster at the Rural Sociological Society Annual Meeting. Toronto, Canada. August 16-19, 2016.
16. Zimmerman, Julie N. 2016. "Cornell Celebrates 100 Years." Historian's Poster at the Rural Sociological Society Annual Meeting. Toronto, Canada. August 16-19, 2016.
17. Zimmerman, Julie N. 2015. "Author Meets Critics: Planning Democracy: Agrarian Intellectuals and the Intended New Deal by Jess Gilbert." Session organizer. Rural Sociological Society Annual Meeting. Madison, WI. August 6-9, 2015.
18. Zimmerman, Julie N. 2015. "Rural Sociology Begins." Historian's Poster at the Rural Sociological Society Annual Meeting. Madison, WI. August 6-9, 2015.
19. "When is your 100th? 100 Years of Rural Sociology @ the University of Kentucky." Historian's Poster at the Rural Sociological Society Annual Meeting. Madison, WI. August 6-9, 2015.
20. Zimmerman, Julie N. 2013. "Sustainability and Skills: Using Data to Inform Educational Programming and Local Decision-Making." Poster presented at the Kentucky Engagement Conference. November, 2013.
21. Setari, Anthony*, Ann Vail, Laura Stephenson, Julie N. Zimmerman, and Kim Henken. 2013. "Connecting with Policy Makers: "Building Strong Families" Profiles." Educational Session at the American Association of Family and Consumer Sciences Annual Meeting. Houston, TX. June, 2013.
22. Setari, Anthony* and Julie N. Zimmerman. 2012. "Trends in Public Assistance Usage and Unemployment During the Current Recession: An Exploratory Look at Kentucky." Paper presented at the Rural Sociological Society Annual Meeting. Chicago, IL. July, 2012.
23. Zimmerman, Julie N. 2012. "What's Rural Got To Do With It? Rural Sociologists and the ASR Rebellion in the American Sociological Association." Paper presented at the Rural Sociological Society Annual Meeting. Chicago, IL. July, 2012.
24. Zimmerman, Julie N. 2012. "Clarity or Confusion? One attempt to explain the American Community Survey." Poster presented at the Rural Sociological Society Annual Meeting. Chicago, IL. July, 2012.
25. Zimmerman, Julie N. 2012. "Presidents of the Rural Sociological Society." Historian's Poster for the 75th Anniversary. Rural Sociological Society Annual Meeting. Chicago, IL. July, 2012.
26. Zimmerman, Julie N. 2012. "Distinguished Rural Sociologists." Historian's Poster for the 75th Anniversary. Rural Sociological Society Annual Meeting. Chicago, IL. July, 2012.

27. Zimmerman, Julie N. 2012. "Editors of *Rural Sociology*." Historian's Poster for the 75th Anniversary. Rural Sociological Society Annual Meeting. Chicago, IL. July, 2012.
28. Zimmerman, Julie N. 2012. "The *Rural Sociologist*." Historian's Poster for the 75th Anniversary. Rural Sociological Society Annual Meeting. Chicago, IL. July, 2012.
29. Zimmerman, Julie N. 2012. "The Section on Rural Sociology (of the American Sociological Society)." Historian's Poster for the 75th Anniversary. Rural Sociological Society Annual Meeting. Chicago, IL. July, 2012.
30. Zimmerman, Julie N. 2011. "Bits of Presidential Trivia." Historian's Poster at the Rural Sociological Society/Community Development Society Joint Annual Meeting. Boise, ID. July, 2011.
31. Zimmerman, Julie N. 2011. "Resources for the 75th Anniversary Available on the RSS Website." Historian's Poster at the Rural Sociological Society/Community Development Society Joint Annual Meeting. Boise, ID. July, 2011.
32. Zimmerman, Julie N. 2010. "Be a Part of Making History." Historian's Poster and presentations as RSS Historian on the Oral History Project on site interviews during the Rural Sociological Society Annual Meeting. Atlanta, GA. August, 2010.
33. Zimmerman, Julie N. 2009. "An Unexpected Legacy: Women and Early Rural Sociological Research." Paper presented at the Rural Sociological Society Annual Meeting. Madison, WI. July/Aug, 2009.
34. Zimmerman, Julie N. 2009. "Hidden Windows, Hidden Lives: Women, Country Life, and Early Rural Sociological Research" Paper presented at the Third Triennial Conference of the Rural Women's Studies Association. Bloomington, IN. September 2009.
35. Zimmerman, Julie N. 2007. "From a Woman's Point of View: A Re-Examination of Six Classic Community Studies." Paper presented at the Rural Sociological Society Annual Meeting. Santa Clara, CA. August, 2007.
36. Zimmerman, Julie N, Seonok (Sunny) Ham and Sarah Michelle Frank*. 2006. "Is It Just Food? Geographic Differences in the Cost of Living." Food Assistance Research Grant Program. Economic Research Service, USDA. Washington, DC. October, 2006.
37. Zimmerman, Julie N, Sarah Michelle Frank*, and Seonok (Sunny) Ham. 2006. "Exploring Geographic Differences in the Cost of Living in Kentucky." Paper presented at the Rural Sociological Society Annual Meeting. Louisville, Kentucky. August 10-14, 2006.
38. Zimmerman, Julie N, Seonok (Sunny) Ham and Sarah Michelle Frank*. 2006. "Is It Just Food? Geographic Differences in the Cost of Living." Food Assistance Research Mini-Grant Program. Southern Rural Development Center with the Economic Research Service, USDA. Midyear meeting. Atlanta, GA. August, 2006.
39. Zimmerman, Julie N, Sarah Michelle Frank*, and Seonok (Sunny) Ham. 2006. "Supper in the South: An Exploratory Look at Food Prices in Metropolitan and Micropolitan Areas in the Southern United States." Southern Rural Sociological Association. Feb. 2006. Little Orlando, FL.
40. Frank, Sarah Michelle,* and Julie N. Zimmerman. 2005. "Food in Floyd: A Case Study of Food Cost Disparity in Rural Areas." Research Poster Session. Rural Sociological Society Annual Meeting. August, 2005. Chicago, IL. **Awarded Honorable Mention.**
41. Harris, Rosalind P. and Julie N. Zimmerman. 2004. "Thinking it over: Conceptualizing Poverty and Reconceptualizing Rural Poverty." Southern Rural Sociological Association. Feb. 2004. Little Rock, AR.
42. Harris, Rosalind P. and Julie N. Zimmerman. 2004. "Is There a Gorilla in the Room? Conceptualizing Poverty and Reconceptualizing Rural Poverty." In the Shadows of Poverty: Strengthening the Rural Poverty Research Capacity of the South. July 21-23, 2004. Memphis, TN.

43. Zimmerman, Julie N. and Alissa Meyer*. 2003. "Accessing Socio-Economic and Demographic Data through Cooperative Extension Websites." Rural Sociological Society Annual Meeting. Montreal, Canada. July 27-30, 2003
44. Goetz, Stephan J., Anil Rupasingha, and Julie N. Zimmerman. 2002. "Determinants of Spatial Variation in Food Stamp Program Participation Dynamics." Food and Nutrition Assistance Research Program Conference: Small Grants Program. Oct. 17-18, 2002. Washington, DC.
45. Goetz, Stephan J., Anil Rupasingha, and Julie N. Zimmerman. 2002. "Food Stamp Program Participation Dynamics in US Counties and States." Southern Regional Science Association. April 11-13, 2002. Arlington, VA.
46. Zimmerman, Julie N. and Nicole Breazeale*. 2002. "Funding TANF and the South: Does the Regional Divide Continue?" Research Poster Session. Rural Sociological Society Annual Meeting. August, 2002. Chicago, IL. **Awarded Honorable Mention.**
47. Goetz, Stephan J., Anil Rupasingha, and Julie N. Zimmerman. 2002. "Determinants of Spatial Variation in Food Stamp Program Participation Dynamics." Joint Center for Poverty Research. Research Development Grants Workshop. Northwestern University. April 19th 2002. Chicago, IL.
48. Zimmerman, Julie N. and Nicole Breazeale*. 2002. "Decisions, Dollars, and Declines: Welfare Reform and the South" Southern Rural Sociology Association Annual Meeting. Feb, 2002. Orlando, FL.
49. Goetz, Stephan J., Anil Rupasingha, and Julie N. Zimmerman 2002. "Determinants of Spatial Variation in Food Stamp Program Participation Dynamics." Southern Regional Science Association Annual Meeting. April, 2002. Arlington, VA.
50. Dyk, Patricia H. and Julie N. Zimmerman. 2001. "Individual, Location and Place Characteristics Associated with Welfare Caseload Composition in Kentucky." Rural Sociological Society Annual Meeting. August, 2001. Albuquerque, NM.
51. Zimmerman, Julie N., Nicole Breazeale*, and Lori Garkovich. 2001. "Socioeconomic and Population Trends in Appalachian and Non-Appalachian Kentucky." Poster Session. Rural Sociological Society Annual Meeting. August, 2001. Albuquerque, NM.
52. Dyk, Patricia H. and Julie N. Zimmerman. 2001. "Individual and Contextual Factors Associated with Welfare Caseload Composition in Kentucky." Southern Rural Sociology Association Annual Meeting. Jan-Feb, 2001. Fort Worth, TX.
53. Zimmerman, Julie N., Matthew Sargent*, and Patricia H. Dyk. 2000. "Rural and Urban Differences in Welfare Reform Outcome in Kentucky" Rural Sociological Society Annual Meeting. August, 2000. Washington, DC.
54. Zimmerman, Julie N. and Patricia H. Dyk. 2000. "Linking Policy, Practice and Research: The Impacts and Outcomes of Welfare Reform across Rural and Urban Places in Kentucky" Southern Rural Sociology Association Annual Meeting. Jan-Feb, 2000. Lexington, KY
55. Debertin, David and Julie N. Zimmerman. 2000. Food Assistance Needs of the South's Vulnerable Populations. Panel organized by Lionel J. Beaulieu, Southern Rural Development Center. Southern Rural Sociological Association Annual Meetings. February, 2000. Lexington, KY.
56. Zimmerman, Julie N. 1999. "A Longitudinal Analysis of AFDC/TANF Recipients and Place in Kentucky." Rural Sociological Society Annual Meeting. August, 1999. Chicago, Illinois.
57. RUPRI Rural Welfare Reform Research Panel. 1999. "RUPRI Rural Welfare Reform Initiative: First Results." Panel Presentation at the Southern Rural Sociology Association Annual Meeting. Jan-Feb, 1999. Memphis, TN

58. Zimmerman, Julie N., Rick Maurer, Deborah Jackson, David O'Bryan, Patti R. Kirk. 1999. "Kentucky Economic Expansion Program (KEEP): Measuring and Incorporating Outcomes of a Statewide Business Retention and Expansion Visitation Program." Southern Rural Sociology Association Annual Meeting. Jan-Feb, 1999. Memphis, TN.
59. Zimmerman, Julie N., Seetha Veragantha*, and Nirmal Niroula*. 1998. "Place Matters: Results from a Preliminary Spatial Analysis of TANF Recipient Characteristics and Caseload Reductions in Kentucky." Rural Sociological Society Annual Meeting. August, 1998. Portland, OR.
60. Zimmerman, Julie N. and Lori Garkovich. 1998. "Meeting the Monthly Budget: Earnings and the Cost of Living in Rural Kentucky." Poster at the Rural Sociological Society Annual Meetings. August, 1998. Portland, OR.
61. Zimmerman, Julie N. and Lori Garkovich. 1998. "Meeting the Monthly Budget: Earnings and the Cost of Living in Rural Kentucky." Southern Rural Sociological Association Annual Meeting. March, 1998. Little Rock, AR.
62. Zimmerman, Julie N. and Scott A. Samson. 1998. "Where the Information Super Highway Meets the Gravel Road." Panel presentation at the Southern Rural Sociological Association Annual Meeting. March, 1998. Little Rock, AR.
63. Zimmerman, Julie N., Stephen Aigner, and Cornelia Butler Flora. 1997. "Empowering Persistently Poor Communities: Monitoring EZ/EC." Rural Sociological Society Annual Meeting. August, 1997. Toronto, Canada.
64. Zimmerman, Julie N. 1997. "Building Communities of Interest: Rural Poverty and the Pathways Program." Midwest Sociological Society Annual Meeting. April, 1997. Des Moines, IA.
65. Zimmerman, Julie N. 1997. "Constructing U.S. Hegemony in the 1920s: Incorporating Gramsci and Feminist Inquiry." Midwest Sociological Society Annual Meeting. April, 1997. Des Moines, IA.
66. Zimmerman, Julie N. Session Chair and Organizer. 1996. Historical Research in Rural Sociology. 1996 Rural Sociological Society Annual Meeting. August, 1996. Des Moines, IA.
67. Zimmerman, Julie N. 1996. "International Hegemony, Gramsci, and Feminist Theory." Midwest Sociological Society Annual Meeting. May, 1996. Chicago, IL.
68. Zimmerman, Julie N. 1994. "Recovering Rural Sociology's Past: The Division of Farm Population and Rural Life, U. S. Department of Agriculture, 1919-1953." Rural Sociological Society Annual Meeting. August, 1994. Portland, OR.
69. Larson, Olaf F., Edward O. Moe, and Julie N. Zimmerman. 1992. "Sociology and Government. The Case of Rural Sociology in the U.S. Department of Agriculture." 8th World Congress, International Rural Sociology Association. August, 1992. State College, PA.
70. Larson, Olaf F., Edward O. Moe, and Julie N. Zimmerman. 1992. Panel: Social History of Rural Sociology: Reflections. Moderator: Jess Gilbert. (Videotaped for RSS Archives.) Rural Sociological Society Annual Meeting. August, 1992. State College, PA.
71. Zimmerman, Julie N and Olaf F. Larson. 1992. "75th Anniversary of the Department of Rural Sociology at Cornell University." 6-case Display in Mann Library. Department of Rural Sociology, Cornell University.
72. Zimmerman, Julie N and Olaf F. Larson. 1992. "75th Anniversary of the Department of Rural Sociology at Cornell University." Poster. Rural Sociological Society Annual Meeting and 8th World Congress, International Rural Sociology Association. August, 1992. State College, PA.

73. Zimmerman, Julie N and Olaf F. Larson. 1990. "World Agriculture Society, 1919-1927: The Beginnings of International Rural Development Organizations." Rural Sociological Society Annual Meeting. August, 1990. Norfolk, VA.
74. Zimmerman, Julie N. 1990. "Studies of Women by the USDA's Division of Farm Population and Rural Life, 1919-1953." Special Session: "The Uses of Sociology in Government: The Case of the U.S. Department of Agriculture's Division of Farm Population and Rural Life." American Sociological Society Annual Meeting. August, 1990. Washington, DC.

Applied and Extension Presentations

1. "Evaluation and Data." 4H Youth Development Institute. **Kentucky Cooperative Extension**. Clark County Extension Office. May 10-11, 2018.
- 2-8. "**The Rural Price Project**." Trainings for local community groups in data collection for community-based research.
 - Marshall County. Homemakers advisory council. March 5, 2018.
 - Livingston County. Homemakers. March 5, 2018.
 - Breathitt County. "Age with Class" group. March 8, 2018.
 - Harlan County. FCS Extension Homemaker Council. March 8, 2018.
 - Morgan County. Morgan County Homemakers. With Cameron McAlister and Karen Rignall. March 28, 2018.
 - Washington County. Extension Homemakers. March 22, 2018.
 - Adair County. Homemakers Advisory Council. With Karen Rignall. March 14, 2018.
9. "Who Gets What and Where -- What Does Inequality Mean for Extension?" **District 7 Extension Leadership Forum**. October 24, 2017.
10. "Speed Dating with Data." New Agent Core Training. **Kentucky Cooperative Extension**. Kentucky State University. October 19, 2017.
11. "Who Gets What and Where -- What Does It Mean for Extension?" **Kentucky Cooperative Extension** Administrative Staff Meeting. Sept 6, 2017.
12. "Does it Cost Less to Live in a Rural Area? Revisiting the Rural Price Project: Collecting New Data for a New Decade." Julie N. Zimmerman and Karen Rignall. **Family and Consumer Sciences Extension Statewide In-Service Training**. Owensboro, KY. May 3, 2017.
13. "Food for Thought: Using Demographic Data to Guide Nutrition Education Programs in Kentucky." **Nutrition Education Program** Advisory Council Meeting. **Kentucky Cooperative Extension**. April 7, 2017.
14. "Taking the Guesswork out of Finding and Using Data." Core Training. **Kentucky Cooperative Extension**. Kentucky State University. October 20, 2016.
15. "Appalachia Kentucky Up Close: Population Trends and Projections for Eastern Kentucky Counties." University of Kentucky **Appalachian Center**. October 12, 2016.
16. "Evaluation and Data." 4H Youth Development Institute. **Kentucky Cooperative Extension**. Clark County Extension Office. May 3, 2016.
17. "**Nelson County** and Beyond: Population Trends and Projections." Board of Realtors. March, 2016.
18. "Navigating Data Websites." w/ Maria Harris. Family and Consumer Sciences Agent Training. **Kentucky Cooperative Extension**. Christian and Clark County Extension Offices. Feb 2016.

19. "LaRue County Up Close: Population Trends and Projections." **LaRue County** Extension Banquet. Feb. 2016.
20. "Doing a Situation Analysis – Taking the Guesswork out of Finding and Using Data?" **Core Training: Program Development. Kentucky Cooperative Extension.** Frankfort Extension Office. July 2015.
21. "Boomers and Business: Population Projections for Nelson County." Nelson County Chamber of Commerce. May, 2015.
22. "Doing a Situation Analysis – Taking the Guesswork out of Finding and Using Data?" **Core Training: Program Development. Kentucky Cooperative Extension.** Kentucky Leadership Center. February 15, 2015.
23. "Data Sources in the Building Strong Families Profiles." Presented at the evening session "The Next Kentucky" at the 5th **HES All-School Conference.** Lexington, KY. December 1, 2015.
24. "**Taylor County** Up Close: Population Trends and Projections." Co-sponsored by Taylor County Cooperative Extension, Campbellsville/Taylor County Chamber of Commerce, and Team Taylor County Economic Development Authority. 17 Sept, 2015
25. "Washington County Up Close: Population Trends and Projections." **Washington County Leadership.** Sept 10th, 2015.
26. "Nelson County Up Close: Population Trends and Projections." **Nelson County Leadership.** March 9, 2015.
27. "Anderson County: By The Numbers." **Anderson County Leadership.** April 14, 2015.
28. "Doing a Situation Analysis – Taking the Guesswork out of Finding and Using Data?" **Core Training: Program Development. Kentucky Cooperative Extension.** Franklin County Extension Office. July 22, 2015.
29. "Green County Up Close: Population Trends and Projections." **Green County Leadership.** Greensburg, KY. November 24, 2014.
30. "Where Have the Years Gone? Population Trends and Projections in District 5." Analysis and presentation at **District 5 Leadership Forum.** Campbellsville, KY. November 7, 2014.
31. "Race and Ethnicity in Kentucky." **Kentucky Association of Family and Consumer Sciences.** Lexington, KY. March 6, 2014.
32. "Doing a Situation Analysis – Just What Do Those Numbers Mean?" **Core Training: Program Development. Kentucky Cooperative Extension.** Kentucky Leadership Center. February 17, 2014.
33. "By The Numbers: Finding Additional County/District Local Supporting Data." **Region 7 Family Resources Youth Services Center (FRYSC) Coordinators.** December 5, 2013.
34. "New Demographics for Programming: Population Projections and the next 40 Years in District 5." Analysis and presentation at **District 5 Leadership Forum.** Campbellsville, KY. November 8, 2013.
35. "Sustainability and Skills: Using Data to Inform Educational Programming and Local Decision-Making." Poster presented at the 2013 **Kentucky Engagement Conference.** Eastern Kentucky University. November 6, 2013.
36. "Fatherhood: By the Numbers." Training session at 2013 **Kentucky Fathering Conference.** Engaging Fathers: Strengthening Families. Lexington, KY. October 18, 2013.
37. "Where's My Secret Decoder Ring? Finding your way around American FactFinder (and other websites)." Training conducted for **Kentucky State University Cooperative Extension.** Recorded on Adobe Connect. September 13, 2013.

38. "New Demographics for Programming: Population Projections and the next 40 Years in District 3." Presentation at **District 3** monthly meeting. May 15, 2013.
39. "Demographic Changes and Future Program Needs." **Kentucky Cooperative Extension State Advisory Council**. Lexington, KY. March 5, 2013.
40. "New Demographics for Programming: Population Projections and the next 40 Years in District 4." Presentation at **District 4** monthly meeting. March 13, 2013.
41. "Painting A Picture Of Your Community – Just What Do Those Numbers Mean?" **Core Training: Program Development. Kentucky Cooperative Extension**. Kentucky Leadership Center. February 18, 2013.
42. "New Demographics for Programming: Population Projections and the next 40 Years in District 1." Presentation at **District 1** monthly meeting. February 13, 2013.
43. "New Demographics for Programming: Population Projections and the next 40 Years." Presentation at **Extension Administrator and District Director's** monthly meeting. January 9, 2013.
44. "The Future Face of Families in Kentucky: Population Projections and the next 40 Years." **Family and Consumer Sciences** Statewide In-Service Training, December 4, 2012.
45. "The American Community Survey: Boot Camp for Administrators." Presentation at **Extension Administrator and District Director's** monthly meeting. April 4, 2012.
46. "Painting A Picture Of Your Community – Just What Do Those Numbers Mean?" **Core Training: Program Development. Kentucky Cooperative Extension**. Kentucky Leadership Center. February 15, 2012.
47. "Mercer County: By The Numbers." Data analysis and presentation. **Mercer County** Leadership Appreciation Breakfast. Harrodsburg, KY. January 23, 2012.
48. "Agriculture Profile: Boone County." Data analysis, presentation, and report for **Boone County Conservation District**. Burlington, KY. September 1, 2010.
49. "Painting A Picture Of Your Community – Just What Do Those Numbers Mean?" **Core Training: Program Development. Kentucky Cooperative Extension**. Kentucky Leadership Center. February 16, 2010.
50. "Incorporating Data. Community and Economic Development Resources to Support Family and Consumer Sciences." **Family and Consumer Sciences** Statewide In-Service Training, May 15, 2010.
51. "Anderson County: By the Numbers." Data analysis and presentation for county leaders in **Anderson County**. November 9, 2009.
52. "Pendleton County: By the Numbers." Data analysis and presentation for the **Pendleton County Extension Council**. November 20, 2008.
53. "Knowing Your Community: Finding and Using Data on your Community." **Core Training: Program Development. Kentucky Cooperative Extension**. Kentucky Leadership Center. February 13, 2008.
54. "The Rural Price Project: Livingston County." **Livingston County 4H**. Smithland, Kentucky. November 30, 2006.
55. "The Rural Price Project: Adair County." **Adair County Extension Homemakers**. Columbia, Kentucky. November 14, 2006.
56. "The Rural Price Project: Letcher County." **Letcher County Extension Homemakers**. Whitesburg, Kentucky. November 6, 2006.

57. "Social and Economic Trends affecting Montgomery County" **Leadership Montgomery County**. August 5, 2006.
58. "By the Numbers: Finding and Using Data on the Internet." **Leadership Montgomery County**. August 5, 2006.
- 58-65. "**The Rural Price Project**." Trainings for local community groups in data collection for community-based research.
Leadership and other groups: Allen County, March 1, 2006; Montgomery County, March 16, 2006; Rowan County, February 24, 2006
Family and Consumer Sciences groups: Adair County, March 6, 2006, Letcher County, March 23, 2006
4-H Groups: Johnson County, March 23, 2006; Marshall County, March 8-9, 2006; Livingston County, March 27, 2006
66. "Knowing Your Community: Finding and Using Data on your Community." **Core Training**: Program Development. **Kentucky Cooperative Extension**. Kentucky Leadership Center. February 15, 2006
67. Zimmerman, Julie N. "Family Trends in Kentucky." Kentucky Extension Association of Family and Consumer Sciences Conference and Inservice. Lexington, KY. November 29, 2005.
68. "Does it REALLY cost less to live in a rural area?" **Kentucky Cooperative Extension**. State Conference. Lexington, KY. Feb. 2005.
69. "Social and Economic Trends affecting Montgomery County" **Leadership Montgomery County**. August 5, 2005.
70. "By the Numbers: Finding and Using Data on the Internet." **Leadership Montgomery County**. August 5, 2005.
71. "Program Evaluation Focus Group – Guests." **Philip Morris Agricultural Leadership Development Program**. Lexington, KY. March 4, 2005.
72. "Social and Economic Trends affecting Montgomery County" **Leadership Montgomery County**. August 6, 2004.
73. "By the Numbers: Finding and Using Data on the Internet." **Leadership Montgomery County**. August 6, 2004.
74. "Harrison County: Finding and Using Data from the Internet." **Harrison County Extension Council**. April 8, 2004 (analysis prepared, presentation cancelled by the county)
75. "The Role of Changing Demographics and Policy: Socio-Economic, Demographic, and Agricultural Trends Facing Rural Areas." **Philip Morris Agricultural Leadership Development Program**. Dec. 17, 2003
76. "Painting your Community By the Numbers: Finding and Using Data from the Internet." **Lake Cumberland Area Extension Council**. March 11, 2003.
77. "Painting your Community By the Numbers: Finding and Using Data from the Internet." **Lincoln Trail Area Extension Council**. March 25, 2003.
78. "A Bird's Eye View: Socio-Economic, Demographic, and Agricultural Trends Facing Kentucky." Regional Issues and Program Committee Orientation. **Kentucky Cooperative Extension**. September 30, 2003.
79. "Social and Economic Trends affecting Montgomery County" **Leadership Montgomery County**. August 8, 2003.

80. "By the Numbers: Finding and Using Data on the Internet." **Leadership Montgomery County**. August 8, 2003.
81. "Social and Economic Trends affecting Montgomery County" **Leadership Montgomery County**. August 9, 2002.
82. "By the Numbers: Finding and Using Data on the Internet." **Leadership Montgomery County**. August 9, 2002.
83. Dyk, Patricia H. and Julie N. Zimmerman. "Individual and Contextual Factors Associated with K-TAP Caseload Composition." Poster at state Research Symposium. *Helping Kentucky's Diverse Families Work: A Celebration of Research*. **Kentucky Cabinet for Families and Children**. Frankfort, KY. April 16, 2002.
84. "Social and Economic Trends Affecting Russell County." **Russell County Extension Council**. January 17, 2002.
85. "Business Retention and Expansion Program." Community and Economic Development in Extension. Forum with President Lee Todd. University of Kentucky. February 8, 2002.
86. "Social and Economic Trends Affecting Pulaski County." **Pulaski County Leadership Development Program**. September, 2001.
87. "Welfare Reform: An Update." EFNEP Inservice Training. **Kentucky Cooperative Extension**. Kentucky State University. Frankfort, KY. October 24, 2001.
88. "Social and Economic Trends affecting Montgomery County" **Leadership Montgomery County**. August, 2000.
89. "Social and Economic Trends Affecting Pulaski County." **Pulaski County Leadership Development Program**. September, 2000.
90. Garkovich, Lori and Julie N. Zimmerman. "Population Trends for the Appalachian Region of Kentucky." Multi-area Agent Inservice on Community Economic Development for Northeast, Quicksand, and Wilderness Trail Extension Areas. **Kentucky Cooperative Extension**. October 23rd, 2000.
91. "The Half-Full Glass: Building our Capacities." (Using the Access Computer Program in Asset Mapping). **Kentucky State Cooperative Extension Conference**. January, 2000.
92. "Social and Economic Trends Affecting Pulaski County." **Pulaski County Leadership Development Program**. September, 1999.
93. "Trends for the Millennium." **Lake Cumberland Area Extension Council**. Lindsey Wilson College. November 12, 1999.
94. "Demographics of Montgomery County and Community Assessment." **Leadership Montgomery County**. August 14, 1998.
- 95-96. "Overview of Welfare Reform." Agent Inservice Training on Welfare Reform. **Kentucky Cooperative Extension Service**. Lexington, KY and Princeton, KY. April, 1998.
- 97-98. Zimmerman, Julie N. and Scott A. Samson. "Overview of *Welfare Reform: By The Numbers*." Agent Inservice Training on Welfare Reform. **Kentucky Cooperative Extension Service**. Lexington, KY and Princeton, KY. April, 1998.
99. "Background on Welfare Reform." Area Expanded Food and Nutrition Program Assistant meeting. **Kentucky Cooperative Extension**. Somerset, KY. January, 1998.

100. "Evaluation Results for KEEP." Kentucky Economic Expansion Program. KEEP Coordinator Conference. Louisville, KY. Fall, 1997.
101. "Challenges and Our Changing World." Talk delivered at the **Philip Morris Agricultural Leadership Program**. Program V, Seminar II. Lexington, KY. October 9, 1997.

Other Presentations

1. "Spatial Inequality Meets Data Inequality: Rural Data Reliability and the American Community Survey." CLD Unexpected. Department of Community and Leadership Development. University of Kentucky. Nov 2, 2018.
2. "The Worsen it Gets, The Worsen it Got: Rural Reliability and the American Community Survey." Inequality Research Group. Department of Sociology, University of Kentucky. November 8, 2016
3. "Online Data Sources and Understanding the American Community Survey." Professional Development for Department of Sociology graduate students. March 28, 2014
4. "By the Numbers: Basic Training in Understanding Data from the American Community Survey." **Department of Sociology**, University of Kentucky. Oct. 2011.
5. "Finding and Using Secondary Data from the Web." DGS Tricks of the Trade Series. **Department of Sociology**, University of Kentucky. Nov. 2010.
6. "Does it Cost Less? Evidence from the Rural Price Project in Kentucky." Julie N. Zimmerman and Sarah Michelle Frank*. Rural Development Seminar Series. Department of Sociology and the Department of Community and Leadership Development. University of Kentucky. March, 2008.

Selected Requested Data/Analyses

1. Urban Agriculture for meeting with Congressional Staff. Ron Hustedde. University of Kentucky. 2019.
2. Data for housing repair assistance program. Lexington Habitat for Humanity. Lexington, KY. 2019.
3. Profiles on issues facing Eastern Kentucky Appalachian counties. Appalachian Center. University of Kentucky. 2019.
4. Data on families at risk for Breckinridge, Meade, and Grayson Counties for working with District Judge on multicounty effort to assistance families encountering the judiciary. 2018-2019.
5. Secondary Data for Extension County Assessment Profiles. July 2018-2019.
6. Data on Poverty, Unemployment, ARC Distressed Counties for determining Veterinarian shortage areas. Summer, 2018
7. Limited English Proficiency Households in Kentucky. Data analysis, maps, and PowerPoint slides. Kentucky State University Cooperative Extension. Fall 2017
8. Local and national inequality. Fall, 2017.
9. Multiple data and data sources on Kentucky Appalachia region for grant proposal in forestry and natural resources. Spring, 2017
10. Estimates for data on youth by age, race/ethnicity for a report to the Fayette County Juvenile Justice Department. Fall, 2016.
11. Population in Kentucky at Mid-Decade. Winter 2016-7.
12. Population and other data for County Budgets. Data collection and analysis. University of Kentucky Cooperative Extension. Fall 2016.
13. Population Projections for Eastern Kentucky. Fall 2016.
14. Household and Population projections for Nelson County. Spring 2016
15. LaRue County Population Trends and Projections. Winter 2015-6

16. Nelson County Projections and Businesses. Spring 2016.
17. Washington County Trends and Projections. Fall, 2015.
18. Nelson County Population Trends and Projections. Spring 2015.
19. Anderson County profile analysis. Spring 2015.
20. Taylor County Population Trends and Projections Fall 2015.
21. Green County Population Trends and Projections. Fall 2014.
22. Population Trends and Projections in District 5. Fall 2014.
23. Race and Ethnicity in Kentucky. Spring 2014.
24. Proprietors in Kentucky. Data analysis for Ron Hustedde for the Kentucky Entrepreneurial Coaches Institute. March, 2012.
25. Proprietors in Wisconsin. Data analysis for Ron Hustedde. February, 2012.
26. Aging in Kentucky: A Growing Issue for the Coming Decades. Data analysis and PowerPoint Slides with Talk Notes for Dr. Amy Hosier (FCS Aging Initiative) for presentation at the **Family and Consumer Science County Agents' statewide meeting**. Bowling Green, KY. May 10, 2011.
27. Zimmerman, Julie N. 2010. Agriculture Profile: Boone County. **Boone County Conservation District**. 2009-2010.
28. "Anderson County: By the Numbers." Data analysis. 2009.
29. "Pendleton County: By the Numbers." Data analysis. **Pendleton County Extension Council**. 2008.
30. Socio-Economic, Demographic, and Agricultural Trends Facing Kentucky. Regional Issues and Program Committee Orientation. Kentucky Cooperative Extension System. 2003.
31. Current and Future Trends in Housing for Pulaski County, Kentucky. Housing Authority of Somerset. 2003.
- 22-27. Social and Economic Trends affecting Montgomery County. Leadership Montgomery County. 2006, 2005, 2004, 2003, 2002, 2000.
28. Family Trends in Kentucky. Kentucky Extension Association of Family and Consumer Sciences Conference and Inservice. 2005.
29. Harrison County: Finding and Using Data from the Internet. Harrison County Extension Council. April 8, 2004 (presentation cancelled by the county)
30. Socio-Economic, Demographic, and Agricultural Trends Facing Rural Areas." Philip Morris Agricultural Leadership Development Program. 2003.
31. Social and Economic Trends. Russell County Extension Council. 2002.
32. Social and Economic Trends. Pulaski County Leadership Development Program. 1999, 2000, 2001.
33. Population Trends for the Appalachian Region of Kentucky." Multi-area Agent Inservice on Community Economic Development for Northeast, Quicksand, and Wilderness Trail Extension Areas. 2000.
34. Social and Economic Trends. Lake Cumberland Area Extension Council. Lindsey Wilson College. 1999.
35. Demographics of Montgomery County. Leadership Montgomery County. 1998.

CONSULTATIONS WITH GOVERNMENT AND POLICY LEADERS

1. U.S. General Accounting Office. Assistance provided in their analysis of welfare reform in rural America. 2003-4.
2. Temporary Assistance for Needy Families Reauthorization (Temporary Assistance for Needy Families). Derek Miller, Staffer for Congresswoman Eva Clayton, Chair of the Congressional Rural Caucus. Jan 9, 2002, April 15, 2002.
3. Temporary Assistance for Needy Families Congressional Reauthorization, U.S. Department of Health and Human Services. Welfare Reform Task Force. National Rural Development Partnership. 2002.
4. Research requested by the U.S. Senate Finance Committee. May 10, 2001.
5. Invited Attendance (by invitation only). Rural Dimensions of Welfare Reform. Co-Sponsored by the Joint Center for Poverty Research, Rural Policy Research Institute, and Economic Research Service, USDA. May 4-5, 2000. Washington, DC.
6. Save the Children's Blue Ribbon Panel on Rural Youth Poverty. Chuck Fluharty. Rural Policy Research Institute. Oct 15, 2001.
7. Briefing with Olivia Golden, Assistant Secretary, Administration for Families and Children, U.S. Department of Health and Human Services. Rural Policy Research Institute Rural Welfare Reform Research Panel and National Rural Development Partnership Welfare Reform Task Force. October 29th, 1998.
8. Consultation for Materials sent to the White House Domestic Policy Council. National Rural Development Partnership Welfare Reform Task Force. October 6th, 1998.
9. Response to U.S. Department of Health and Human Services Temporary Assistance for Needy Families Notice of Proposed Rule Making. Welfare Reform Task Force. National Rural Development Partnership. 1997.

RADIO, NEWSPAPER AND OTHER MEDIA INTERVIEWS

NATIONAL MEDIA

National Print Media

The Economist
 LA Times
 Wall Street Journal
 National Journal
 Boston Globe
 Seattle Times
 Stateline. Pew Charitable Trust
 The Riveter Magazine

National Broadcast Media

NPR
 Dateline NBC
 ABC News
 NBC Nightly News
 HD TV News
 WUKY -- for national syndication
 National Satellite Agriculture news show (Ag. Day)
 Canadian Broadcast Corporation
 Harvest Public Media/NPR

LOCAL AND REGIONAL*Local and Regional Print Media*

Central Kentucky News Journal
 Kentucky Standard
 Glasgow Daily Times
 Mississippi State University Agricultural
 Communications (Southern Rural
 Development Center)
 UK Ag Magazine
 Louisville Courier Journal
 Lexington Herald Leader
 Anderson News
 Columbia Magazine
 Breckinridge County Herald News
 Ashland Daily Independent
 Western Kentucky University College
 Heights Herald
 KY Department of Agriculture Newspaper,
Kentucky Agriculture News

Local and Regional Broadcast Media

WUKY
 WMKY
 WLEX TV
 WEKU
 KAUF Public Radio. Fayetteville, Arkansas
 SE Ohio Public Radio
 MN Public Radio - All Things Considered
 NPR in Western Kentucky (WKYU, WDCL,
 WKPB, WKUE)
 UK News Report

Selected Media Interviews

- Interviewed by the *Cornell Chronicle* about Olaf Larson. Nov, 2017 and June, 2017
- Background interview on women in Dairy farming. Harvest Public Media/NPR. 2016.
- *The Riveter Magazine*. Interviewed by Nicole Gardner for an article on women in agriculture. 2015.
- 2015. Interviewed by John Prideaux, Washington correspondent for *The Economist*.
- “‘Silver tsunami’ predicted to hit Nelson in 2030.” Kentucky Standard. March 10, 2015. <http://www.kystandard.com/content/%E2%80%98silver-tsunami%E2%80%99-predicted-hit-nelson-2030>
- “Area should prepare now for the silver tsunami.” By The Kentucky Standard Editorial Board. March 19, 2015. <http://www.kystandard.com/content/area-should-prepare-now-silver-tsunami>
- “Nelson County residents to get ‘Up Close’ look at Monday presentation” By Forrest Berkshire, Editor. *Kentucky Standard*. March 7, 2015. <http://www.kystandard.com/content/nelson-county-residents-get-%E2%80%98close%E2%80%99-look-monday-presentation>
- “Officials Take ‘Up Close’ Look at County.” By Franklin Clark. *Central Kentucky News-Journal*. Sept 2015.
- *Cornell Daily Sun*. Interviewed by Jonathan Levenfeld for article on Centennial of the Department of Development Sociology at Cornell University. <http://cornellsun.com/2015/09/25/development-sociology-department-celebrates-centennial/>

- 2014-2015. Interviewed by multiple local and regional broadcast and print media on local county and regional population projections including *Central Kentucky News-Journal*, *Kentucky Standard*, etc.
- “Only in recent years has federal data begun to count female farm workers and owners.” The Rural Blog. <http://irjci.blogspot.com/2014/12/only-in-recent-years-has-federal-data.html>
- 2014. National Public Radio. “Women’s Work Is Never Done On The Farm, And Sometimes Never Counted.” Interviewed by Luke Runyon at Harvest Public Media. National Air date: Dec 11, 2014. <http://www.npr.org/sections/thesalt/2014/12/11/369902748/womens-work-is-never-done-on-the-farm-and-sometimes-never-counted>. also carried by: <http://netnebraska.org/article/news/949127/women-have-always-been-farmers-now-theyre-being-counted>, <http://www.kvnews.com/2014/11/womens-roles-farms-changing/>, and the Rural Blog http://irjci.blogspot.com/2014_12_07_archive.html
- Interviewed and quoted in *Glasgow Daily Times* for an article on the uninsured in Kentucky. 2013.
- Interviewed by KAUF Public Radio Fayetteville, Arkansas for a multi-part series on poverty in the South. June 2012.
- “Adair Homemakers to participate in University of Kentucky study.” *Columbia Magazine*. 2011.
- “Farms still call Boone Home.” *Boone County Reporter*. 2010. <https://issuu.com/cincinnati/docs/boone-county-recorder-081910>
- Interviewed as background for an article on mining in Kentucky with Jenny Jaube in the Atlanta Bureau of the *LA Times*. Feb, 2006.
- Interviewed by Robert Guest for *The Economist* on an article concerning rural poverty. Quoted in article published Dec. 20, 2005
- Interviewed by *ABC News* for a story on an isolated family in the western U.S. Aired: June 1, 2001. Interview led to ABC News producing an additional story on rural health care by Judy Muller. Aired: June 7 2001.
- Participated in a roundtable for an article on economic development in Kentucky for the College of Agriculture’s mAGazine.
- Research cited by Senator Wendell Ford on the floor of the U.S. Senate during debates on the Wellstone Amendment.
- Research reported in the Congressional Record, “Higher Education Amendments of 1998,” U.S. Senate, Sept. 29, 1998.
- Invited panelist for radio program “Women’s Forum” at WMKY, organized by the Department of Sociology and Women’s Studies at Morehead State University. Fall, 1999. Morehead, KY.

COMMUNITY ISSUES FACILITATION

Tourism Commission. Strategic Planning. Co-Facilitator with Lori Garkovich. Bardstown/Nelson County. January 24, 2001.

Pulaski City/County Government Retreat. Co-Facilitator with Lori Garkovich. December, 1998 and 1999.

Pulaski Welfare Reform Coalition. Facilitator. November 1, 1999.

“Pulaski County’s Housing Needs for 2020.” Co-Facilitator with Lori Garkovich. October 27-28, 1999.

“Identifying and Clarifying the Vision and Developing some Planning Goals.” Nelson county. Co-Facilitator with Lori Garkovich. April 15, 1999.

Cumberland Valley/Lake Cumberland Retreat on the WorkForce Investment Act. Lead Facilitator. February 24-25, 1999.

Facilitator Training for Cumberland Valley/Lake Cumberland retreat on WorkForce Investment Act. February 21, 1999.

“Economic Development, Job Creation and Retention.” Co-Facilitator with Linda Stephens. Kentucky Cooperative Extension state conference. January 13-15, 1999. Lexington, KY.

Pulaski County Chamber of Commerce Strategic Planning Retreat. Facilitator. November, 1998.

INVITED CLASSROOM PRESENTATIONS

1. “Demographics of Students in Kentucky.” **AED 583** Curriculum Design and Assessment. Spring 2019.
2. “Lag Behind or Left Behind? Rural Challenges in a 21st Century World.” **GEN 100**. Issues In Agriculture, Food and Environment. Spring 2019.
3. “Lag Behind or Left Behind? Rural Challenges in a 21st Century World.” **GEN 100**. Issues In Agriculture, Food and Environment. Spring 2019.
4. “Lag Behind or Left Behind? Rural Challenges in a 21st Century World.” **GEN 100-401**. Issues In Agriculture, Food and Environment. Fall 2018.
5. “Lag Behind or Left Behind? Rural Challenges in a 21st Century World.” **GEN 100-003**. Issues In Agriculture, Food and Environment. Fall 2018.
6. “Lag Behind or Left Behind? Rural Challenges in a 21st Century World.” **GEN 100-004**. Issues In Agriculture, Food and Environment. Fall 2018.
7. “Finding and Using Publicly Available Secondary Data in Program Development and Evaluation.” **CLD 665**. *Program Development and Evaluation*. Fall 2018.
8. “Research Secrets and Secondary Data.” **CLD 686**. *Research Design*. Fall 2018.
9. Population and Development. Expert Panel. **GEN 100**. Issues in Agriculture, Food and Environment. Fall 2018.
10. “Beyond Just Numbers: Finding and Using Data for Communications Campaigns.” **CLD 400**. *Agricultural Communications Campaigns*. Fall 2018.
11. “Lag Behind or Left Behind? Rural Challenges in a 21st Century World.” **GEN 100**. Issues In Agriculture, Food and Environment. Spring 2018.
12. “Demographics of Students in Kentucky.” **AED 583** Curriculum Design and Assessment. Spring 2018.
13. “History and Rural Sociology.” **CLD/SOC 517**. *Rural Sociology*. Fall, 2017.
14. “Finding and Using Existing Data Sources for Extension Programming.” **CLD 401**. *Principles of Cooperative Extension*. Fall 2017.
15. “Research Secrets and Secondary Data.” **CLD 686**. *Research Design*. Fall 2017.
16. Discussion: Reading Rural Sociology with Rosalind Harris. **CLD/SOC 517**. *Rural Sociology*. Fall, 2017.
17. “Lag Behind or Left Behind? Rural Challenges in a 21st Century World.” **GEN 100 Expert Speaker Series**. Issues In Agriculture, Food and Environment. Fall 2017.
18. “Lag Behind or Left Behind? Rural Challenges in a 21st Century World.” **GEN 100-003**. Issues In Agriculture, Food and Environment. Spring 2017.

19. "Lag Behind or Left Behind? Rural Challenges in a 21st Century World." **GEN 100-004**. Issues In Agriculture, Food and Environment. Spring 2017.
20. "Demographics of Students in Kentucky." **AED 583** Curriculum Design and Assessment. Spring 2017.
21. "Solving the Secondary Data Puzzle." **CLD 305** Research Methods in CLD. Spring 2017.
22. "Finding and Using Publicly Available Secondary Data in Program Development and Evaluation." **CLD 665**. *Program Development and Evaluation*. Fall 2016.
23. "It's More than just Finding Numbers." **CLD 260**. *Community Portraits*. Fall 2016.
24. "Understanding Secondary Data for Research Methods." **CLD 686**. *Research Design*. Fall, 2016.
25. "Beyond Just Numbers: Finding and Using Data for Communications Campaigns." **CLD 400**. *Agricultural Communications Campaigns*. Fall 2016.
26. "Demographics of Students in Kentucky." **AED 583**. *Curriculum Design and Assessment*. Spring 2016
27. "Q & A with Julie N. Zimmerman." **SOC 444**. *Public Sociology*. Spring 2016.
28. "Understanding Secondary Data for Research Methods." **CLD 686**. *Research Design*. Fall, 2015.
29. "Doing Research is Never Done: Finding and Using Data for Communications Campaigns." **CLD 400** *Agricultural Communications Campaigns*. Fall, 2015.
30. "Demographics of Students in Kentucky." **AED/FCS 583**. *Curriculum Design and Assessment in Career and Technical Education*. Spring 2015.
31. "Beyond Just Numbers: Finding and Using Data for Communications Campaigns." **CLD 400**. *Agricultural Communications Campaigns*. Spring 2015.
32. "Quantitative Methods 1: Using Data." **CLD 686**. *Research Design*. Fall, 2014.
33. "Finding and Using Publicly Available Secondary Data in Program Development and Evaluation." **CLD 665**. *Program Development and Evaluation*. Fall 2014.
34. "Demographics of Students in Kentucky." **AED/FCS 583**. *Curriculum Design and Assessment in Career and Technical Education*. Spring 2014.
35. "Data and Nonprofit Organizations." **CLD 440**. *Community Processes and Communications: Nonprofit Campaigns and Community Relations*. Spring 2014.
36. "By The Numbers: Finding and Using Data for Communications Campaigns" **CLD 400**. *Agricultural Communications Campaigns*. Spring 2014.
37. "By The Numbers: Finding Data for Your Program Proposal." **CLD 401**. *Principles of Cooperative Extension*. Fall 2013.
38. "By The Numbers: Using Data in a Situation Analysis." **CLD 401**. *Principles of Cooperative Extension*. Fall 2013.
39. "Finding and Using Publicly Available Secondary Data in Program Development and Evaluation." **CLD 665**. *Program Development and Evaluation*. Fall 2013.
40. "By The Numbers: Finding and Using Data for Communications Campaigns" **CLD 400**. *Agricultural Communications Campaigns*. Spring 2013.
41. Class Interview with the Historian of the Rural Sociological Society: The History of Rural Sociology and American Sociology. **SOC/CLD 517-1**. *Rural Sociology*. Spring 2013.
42. "The Details Matter: Methodological Decisions in the Rural Price Project" **CLD 682**. *Research Methods*. Fall 2012.

43. "Using Secondary Data in Research Methods." **CLD 682**. *Research Methods*. Fall 2012.
44. "Finding and Using Secondary Data in Program Development and Evaluation." **CLD 665**. *Program Development and Evaluation*. Fall 2012.
45. "By the Numbers: Finding and Using Data for Communications Campaigns." **CLD 400**. *Agricultural Communications Campaigns*. Spring 2012.
46. "By the Numbers: Finding and Using Secondary Data for Communities, Schools, and Neighborhoods." **CLD 495/775**. *Schools, Community, and Society*. Fall 2011.
47. "Secondary Data Analysis: Part 2." **CLD 405**. *Analytical Methods for CLD*. Fall, 2010.
48. "Secondary Data Analysis: Part 1." **CLD 405**. *Analytical Methods for CLD*. Fall, 2010.
49. "Rurality and the Price of Place." **SOC 517**. *Rural Sociology*. Department of Sociology. Fall, 2010. Sept. 7, 2010.
50. "By the Numbers: Finding and Using Secondary Data in Program Evaluation and Design." **CLD 665**. *Program Development and Evaluation*. Spring, 2010.
51. "By the Numbers: Finding and Using Secondary Data For Program Evaluation and Design." **CLD 665**. *Program Development and Evaluation*. Spring, 2009.
52. "Rurality and the Price of Place: A Focus on Food." **SOC 541**. *Food Security*. Fall, 2009.
53. "Family Trends in Kentucky." **CLD 102**. *The Dynamics of Rural Social Life*. Fall, 2008.
54. "Rurality and the Price of Place." **SOC 517**. *Rural Sociology*. Department of Sociology. Fall, 2008. Sept. 15, 2008.
55. "By the Numbers: Finding data and understanding trends in Kentucky." **CLD 665**. *Program Development and Evaluation*. Jan. 31, 2008.
56. "Finding and Using Secondary Data from the Web." **SOC 681** – *Research Design and Analysis*. Nov 15, 2007.
57. "Finding and Using Secondary Data for Understanding Poverty." **SOC 735** – *Rural Poverty*. Sept 20, 2007.
58. "By the Numbers: Finding data and understanding trends in Kentucky." **CLD 665**. *Program Development and Evaluation*. Sept. 14, 2005.
59. "By the Numbers: Finding data and understanding trends in Kentucky." **ACE 501**. *Principles of Cooperative Extension*. Feb. 16, 2005.
60. "By the Numbers: Finding information on community development and economic trends. PART 1." **AEC 653**. *Local Economic Development*. Jan. 31, 2005.
61. "By the Numbers: Finding information online on community development and economic trends. PART 2." **AEC 653**. *Local Economic Development*. Feb. 3, 2005.
62. "By the Numbers: Finding and using secondary data for program evaluation and design." **AED 779**. *Program Development and Evaluation*. Department of Community and Leadership Development. Fall, 2004. Oct. 8, 2004.
63. "By the Numbers: Locating and Using Data from the Internet." **ACE 501**. *Principles of Cooperative Extension*. Department of Community and Leadership Development. Fall, 2004. Sept. 28, 2004.
64. "Rural Poverty: Analyzing County Data." **SOC 517**. *Rural Sociology*. Department of Sociology. Fall, 2004. Sept. 9, 2004.
65. "Rural Poverty: Conceptual and Policy Issues." **SOC 517**. *Rural Sociology*. Department of Sociology. Fall, 2004. Sept. 14, 2004.

66. "Socio-Economic, Demographic, and Agricultural Trends Facing Rural Areas." **ACE 320**. *Survey of Agricultural and Consumer Media*. Department of Community and Leadership Development. Spring, 2004. March 11, 2004
67. "By the Numbers: Locating and Using Data from the Internet." **ACE 501**. *Principles of Cooperative Extension*. Department of Community and Leadership Development. Spring, 2004. Feb. 25, 2004
68. "Welfare Reform in the New Millennium." **PM770-402**. *Seminar in Preventive Medicine and Public Health: Maternal and Child Health*. Department of Preventive Medicine and Environmental Health. Spring, 2004. Jan. 29, 2004
69. "Finding the Bottom Line in the Poverty Line: Making Ends Meet in Rural Kentucky." **RS102**. *The Dynamics of Rural Social Life*. Department of Community and Leadership Development. University of Kentucky. Fall, 2003.
70. "By the Numbers: Locating and Using Data from the Internet." **SOC517**. *Rural Sociology*. Department of Sociology. University of Kentucky. Fall, 2003.
71. "By the Numbers: Locating and Using Data from the Internet." **AEC483**. *Regional Economics*. Department of Agricultural Economics. University of Kentucky. Spring, 2003.
72. "Welfare Reform in the New Millennium." **PM770-402**. *Seminar in Preventive Medicine and Public Health: Maternal and Child Health*. Department of Preventive Medicine and Environmental Health. University of Kentucky. Spring, 2003.
73. "By the Numbers: Locating and Using Data from the Internet." **SOC517**. *Rural Sociology*. Department of Sociology. University of Kentucky. Fall, 2002.
74. "Welfare Reform: An Introduction." **NUR841**. *Issues in Nursing*. University of Kentucky College of Nursing. Fall, 2001.
75. "Finding the Bottom Line in the Poverty Line: Making Ends Meet in Rural Kentucky." **SOC101-007**. *Introduction to Sociology*. Department of Sociology. University of Kentucky. Spring, 2001.
76. "Welfare Reform: An Introduction." **NUR841**. *Issues in Nursing*. University of Kentucky College of Nursing. Spring, 2001.
77. "Welfare Reform: An Introduction." Invited lecture. **NUR841**. *Issues in Nursing*. University of Kentucky College of Nursing. Fall, 2000.
78. "The Impacts of Welfare Reform in Rural Kentucky." **SOC517**. *Rural Sociology*. Department of Sociology. University of Kentucky. Fall, 2000.
79. "Welfare Reform: An Introduction." **NUR841**. *Issues in Nursing*. University of Kentucky College of Nursing. Spring, 2000.
80. "Welfare Reform: An Introduction." **NUR841**. *Issues in Nursing*. University of Kentucky College of Nursing. Fall, 1999.
81. "Welfare Reform: An Introduction." **NUR841**. *Issues in Nursing*. University of Kentucky College of Nursing. Spring, 1999.
82. "Welfare Reform: An Introduction." **NUR841**. *Issues in Nursing*. University of Kentucky College of Nursing. Fall, 1998.
83. "Rural Poverty: Myths and Realities." **Soc. 331**. *Social Class and Poverty*. Iowa State University. Spring, 1997.
84. "Rural Poverty" **Soc. 543**. *Issues in Rural Sociology*. Iowa State University. Fall, 1996.

85. "Rural Poverty in the North Central Region." **Soc. 331.** *Social Class and Poverty*. Iowa State University. Summer, 1996; Fall, 1995.
86. "Feminist Methodologies" **Soc. 425.** *Gender Relations and Social Change*. Cornell University. Fall, 1992.
87. "The Portrayal of Women in Advertising." **Soc. 206.** *Gender and Society*. Cornell University. Spring, 1991.
88. "Women in International Migration." **Soc 430.** *International Migration*. Cornell University. Spring, 1990.

INSTRUCTION

1. **SOC 792.** Independent Study with Cameron McAlister. Spring 2019.
2. **SOC 780.** Independent Study with Julia Miller. Spring 2018.
3. **SOC 517.** Rural Sociology (with Rosalind Harris). Fall 2018.
4. **SOC 790.** *Research in Rural Sociology*. Independent Study with Jared Friesen. Fall, 2015.
5. **CLD780-021.** *Constructing Knowledge and its Implications for Understanding Poverty*. Independent Study with Anthony Setari. PhD Student in Family Studies. Summer 2012.
6. **FAM 786.** *Independent Study in Research Methods* with Linda Bradley. Fall 2009.
7. **SOC 780.** *Special Problems in Sociology. Rural Genders and Sexualities*. Spring 2008. Independent Study with Chris Stapel.
8. Introduction to Rural. Informal Study with Adam Pritchard. Fall 2006.
9. **SOC 780.** *Special Problems in Sociology. Applied Demography*. Spring 2006. Independent Study with Sarah Frank.
10. **CLD 682.** *Applied Research Methods*. Department of Community and Leadership Development. University of Kentucky. Spring, 2006.
- 7-8. **Soc. 101.** *Introduction to Sociology*. Cornell University. Teaching Assistant. Spring, 1991, Spring, 1990.
9. **Soc. 425.** *Gender Relations and Social Change*. Cornell University. Teaching Assistant. Fall, 1990.
10. **Soc. 430.** *International Migration*. Cornell University. Teaching Assistant. Spring, 1990.
11. Instructor. *Population and Human Ecology*. Kansas State University. Spring Term, 1987.
- 12-14. Instructor. **Socio 211.** *Introduction to Sociology*. Kansas State University. Winter Term, 1986-1987, Fall Term, 1986, Summer Term, 1986.
- 15-16. **Socio 211** *Introduction to Sociology*. Kansas State University. Teaching Assistant. Fall, 1985, Spring, 1986.

STUDENTS

Graduate Committees (Chair)

1. Cameron McAlister. PhD. **Sociology**. In Progress
2. Aimee Imlay. PhD. **Sociology**. In Progress.
3. Jared Friesen. Ph.D. **Sociology**. Completed 2018.
4. Leah Vance. M.A. **Community and Leadership Development**. Completed 2015.
5. Sarah Michelle Frank. M.A. **Sociology**. Completed 2006.

Graduate Committees (Co-Chair)

1. Alicia Fisher (Hullinger). Ph.D. **Sociology**. Completed 2017
2. Anthony Setari. Ph.D. **Family Studies** (thru 2012 – Student changed topic/programs)

Graduate Committees (member)**Ph.D.**

1. Kevin Alehandrez. PhD. **Sociology**. (in progress)
2. Julia Miller. PhD. **Sociology**. (In progress)
3. Leah Vance. Ph.D. **Education**. (In progress)
4. James Thomas. Ph.D. **Education**. Completed 2017
5. Anthony Setari. Ph.D. **Family Studies**. 2012-2014 (transferred to the College of Education)
6. Jess Kropczynski. Ph.D. **Sociology**. Completed 2013
7. Salma Bergum. Ph.D. **Economics**. Completed 2013
8. Chris Stapel. Ph.D. **Sociology**. Completed 2012
9. Adam Pritchard. Ph.D. **Sociology**. 2010. (Student changed topic and committee.)
10. Liu Zheng. Ph.D. **Agricultural Economics**. Completed 2009.
11. Mandi Bates. Ph.D. **Political Science**. Completed 2005
12. Mary Beth Beller. Ph.D. **Political Science**. Completed 2004
13. Seung-Hahn Koh, Ph.D. **Sociology**. Completed 1999

Masters

1. Kevin Alejandrez. M.A. **Sociology**. Completed 2018.
2. Braylon Gillespie. M.A. **Sociology**. Exited program. Spring 2018.
3. Julia Miller. M.A. **Sociology**. Completed 2017.
4. Mary Kate Gray. M.A. **Community and Leadership Development**. Completed 2017.
5. Alex Tingle. M.A. **Agricultural Education**. Completed 2017.
6. Ivy Brashear. M.A. **Community and Leadership Development**. Completed 2016
7. Chrissy Herren. MA. **Community and Leadership Development**. Completed 2015
8. Lynda Williams. M.A. **Community and Leadership Development**. Completed 2013
9. Ray Tackette. M.A. **Community and Leadership Development**. Completed 2012
10. Stacy Mullins. M.A. **Community and Leadership Development**. Completed 2012
11. Jui-Chang Jao. M.A. **Sociology**. Completed 2000
12. Kimathi Mitiri, M.A. **Agricultural Economics**. Completed 1998
13. Debra Jackson, M.A. **Sociology**. Completed 1998

Other Graduate Student Committees

1. Hui Chu. PhD. External Reviewer. **Experimental Psychology**. University of Kentucky. Graduated: 2014.
2. Anthony Setari. Co-Chair. "Mini Thesis." Ph.D. Student. **Family Studies**. University of Kentucky. Completed: 2012.
3. Nicole Roades. Ph.D. External Committee Member. **Antioch College**, Yellow Springs, OH. **PhD in Leadership and Change**. Graduated: 2011.

Interim Advisor

1. Erin Alexander. **Sociology**. 2018-2019.
2. Mya Price. **Community and Leadership Development**. 2015.
3. Jared Friesen. **Sociology**. 2013-2014.
4. Marilou Johnson. **Community and Leadership Development**. 2013.
5. Sarah Michelle Frank. **Sociology**. 2004.
6. Jui-Chang Jao. **Sociology**. 2004.

Graduate Research Assistants

1. Cameron McAlister. **Sociology**. 2018- 2019, 2019-2020.
2. Sarah Michelle Frank. **Sociology**. 2004-2006.
3. Alissa Meyer. **Sociology**. 2002-2004.
4. Nicole Breazeale. **Sociology**. 2000-2002.
5. Kelly Behre. **Sociology**. Summer 1999.
6. Nirmal Niroula. **Sociology**. Summer 1999.
7. Matthew Renfro Sargent. **Sociology**. 1998-2000.

Other Graduate Assistants

1. Aimee Implay. **Sociology**. Historian's Assistant. 2019-2020.
2. Erin Alexander. **Sociology**. Historian's Assistant. 2018-2019.
3. Cameron McAllister. **Sociology**. 2018 Rural Price Project. Summer, 2018 and Summer 2019.
4. Martell Johnson. **Community and Leadership Development**. Food Price Restudy. Winter 2017-2018.
5. Julia Miller. **Sociology**. Historian's Assistant. 2016-2017, 2017-2018.
6. Kevin Alejandrez. **Sociology**. Historian's Assistant for Oral History Project. 2017, 2018, 2019.
7. Jared Friesen. **Sociology**. Historian's Assistant. 2014-2016
8. Kathryn Engle. **Sociology**. Food Price Restudy. 2016.
9. Katie Founds. **Sociology**. Historian's Assistant for Oral History Project. 2016.
10. Alicia Hullinger. **Sociology**. Historian's Assistant for Oral History Project. 2015.
11. Leah Vance. **Community and Leadership Development**. Historian's Assistant for Oral History Project. 2014.
12. Marcia Malone Bell. **Family and Consumer Sciences**. Building Strong Families Profiles. 2014-2015
13. Anthony Setari. **Family and Consumer Sciences**. Building Strong Families Profiles. 2012-2014
14. Jared Friesen. **Sociology**. Digitizing *The Rural Sociologist*. Rural Sociological Society. 2013.
15. Ivy Brashear. **Community and Leadership Development**. Videographer. Rural Sociological Society *Oral History Project*. 2012.
16. Cecil Shelton. **Community and Leadership Development**. Videographer. Rural Sociological Society *Oral History Project*. 2010.

Undergraduate Assistants

1. Sarah Jessen. 2018 Rural Price Project. (**SOC 444**. Public Sociology.) Fall 2018.
2. Michael Riggs. 2018 Rural Price Project. (**SOC 444**. Public Sociology.) Fall 2018.

Other Student Assistants

- Dorian Cleveland. Junior MANNRS. Carter G. Woodson Academy. Spring 2019.

SERVICE

Editorial and Reviewer Service

Reviewer. *Economic Development Quarterly*. 2017.

Editorial Board. *Sociological Inquiry*. (4 terms) 2001-2005, 2005-2009, 2009-2013, 2014-2018. journal of Alpha Kappa Delta, the International Sociology Honor Society [*Impact Factor: 1.241. ISI Journal Citation Reports® Ranking: 2012: 43/139 (Sociology)*].

Editorial Board. Rural Studies Book Series. Rural Sociological Society. 2008-2010.

Co-Associate Review Editor. *Rural Education for the Twenty-First Century*. Rural Studies Series. 2008/9.

Editorial Board. *Rural Realities*. Rural Sociological Society. 2005-2006.

Guest Editor. Special Issue: Welfare Reform and the South. *Southern Rural Sociology*. 2002. Volume 18(1).

Advisory Board. Challenges for Rural America in the Twenty First Century. Rural Studies Series. Pennsylvania State University Press. 2000-2001.

National/State

Affiliate. Kentucky State Data Center. 2016-present.

Expert Advisory Panel. Cost of Living Index. C²ER (The Council for Community and Economic Research). Arlington, VA. 2009-present.

Kentucky Kids Count Advisory Group. Kentucky Youth Advocates. 1998-2005.

Kentucky Welfare Reform Assessment Project. 2001-2003.

Kentucky Family Self Sufficiency Project. Kentucky Youth Advocates. 2001-2002.

National 4H Council. UPS Workforce Development Grant. Curriculum Matrix Advisory Group and Conference Planning Committee. 2000-2001.

Kentucky Community Development Collaboration. Kentucky Chamber of Commerce. 1999.

National Rural Welfare Reform Initiative. Welfare Reform Research Panel. Rural Policy Research Institute. 1997-1999.

Welfare Reform Task Force. National Rural Development Partnership. 1996-1999.

TANF Notice of Proposed Rule-Making Comment Sub-Group. Welfare Reform Task Force. National Rural Development Partnership. 1997-1998.

Pathways from Poverty Task Force. National Rural Development Partnership. 1996-1998. Co-Chair, 1997-1998.

Other Committees

Advisory Board. Kansas State University. Dept. of Sociology, Anthropology & Social Work. Manhattan, KY. 2016-present.

Alumni Member. Centennial Committee. Department of Development Sociology. Cornell University. Ithaca, NY. 2015-2016

Professional committees, elected positions, offices held

Professional Associations

1. Historian. Rural Sociological Society. 2009-present.

2. Reviewer. Fred Buttel Outstanding Scholarly Achievement. Rural Sociological Society. 2015.
3. Steering Committee Member. Save Our Archival Records. (Organized effort to save archival records at the American Sociological Association.) 2014-2015.
4. Member. Distinguished Scholarly Publication Award Committee. History of Sociology Section. American Sociological Association. 2013-2014.
5. Nominated. President. Rural Sociological Society. 2013.
6. Nominated. Vice President. Rural Sociological Society. 2011.
7. Nominated. Council Member. History of Sociology Section. American Sociological Association. 2010.
8. Appointed. 75th Anniversary Committee. Rural Sociological Society. 2008-2009.
9. Elected. Council Member. Rural Sociological Society. 2004-2006.
10. Chair. Professional Communications Committee. Rural Sociological Society. 2005-2006.
11. Member. Committee on Rural Policy and Partnership Outreach. Rural Sociological Society. 2005-2006.
12. Chair designate. Professional Communications Committee. Rural Sociological Society. 2004-2005.
13. Board Member. Kentucky Association of State Extension Professionals. 2003-2005.
14. Appointed. Member. Endowment Committee. Rural Sociological Society. 2003-2004.
15. Appointed. Council Member. 2000-2001. RSS Council. Rural Sociological Society.
16. Appointed. Chair. 2000-2001. Membership Committee. Rural Sociological Society.
17. Department Contact. Kentucky Association of State Extension Professionals (formerly Association of Kentucky Extension Specialists). 2001-2003.
18. Awards Committee. Association of Kentucky Extension Specialists. 2002.
19. Elected. Co-Chair. Extension Interest Group, Rural Sociological Society. 1999-2000.
20. Appointed. Chair Designate. Membership Committee. Rural Sociological Society. 1999-2000.
21. Appointed. Member. Membership Committee. Rural Sociological Society. 1997-2002.
22. Appointed. Member. Marketing Research Committee. Community Development Society. 1997-1999.

University Service

University of Kentucky

1. Executive/National Advisory Committee. University of Kentucky Center for Poverty Research. 2005-present.
2. Databank Advisory Committee. University of Kentucky. Appalachian Center. 2009-2010.
3. Reviewer. University of Kentucky Center for Clinical & Translational Science (CCTS) Community Engagement pilot program. 2012.
4. Facilitator. Internal/External Focus Groups. Appalachian Center Review. May, 2009.
5. Appointed. President's Council on Outreach and Engagement. 2002-2005.
6. Appointed. University of Kentucky Library Review Committee. 2003.

College of Agriculture, Food and Environment

1. College of Agriculture, Food and Environment Appeals Committee. January 1, 2017-2019.

2. Ad Hoc Endowed Professorship Selection Committee for the Kathryn Louise Chellgren Endowed Professorship for Research. May 2017.
3. Ad Hoc Endowed Professorship Selection Committee for the John I. & Patricia J. Buster Endowed Professor. March 2017.
4. Member. Aging Initiative. Family and Consumer Sciences Cooperative Extension. University of Kentucky. 2009-present.
5. Community and Economic Development Initiative of Kentucky (CEDIK). College of Agriculture, University of Kentucky. 2010-2012.
6. Member. Planning Committee. Community and Economic Development Extension. College of Agriculture, University of Kentucky. 2009-2010.
7. State Leadership Committee. Kentucky Cooperative Extension. 2004-2007.
8. Social Science Group. Phase I Tobacco Settlement. University of Kentucky. 2000-2001.
9. Appointed Chair. Steering Committee. Center for Leadership Development. College of Agriculture, University of Kentucky. 2005-2006.
10. Appointed Member. Diversity Advisory Committee. College of Agriculture, University of Kentucky. 2005.
11. Facilitator, Strategic Planning. Food Systems Innovation Center. College of Agriculture, University of Kentucky. September 29, 2005.
12. Appointed Member. Diversity Task Force. College of Agriculture, University of Kentucky. 2004-2005.
13. Appointed Member. Search Committee. Associate Dean for Instruction. College of Agriculture, University of Kentucky. 2003.
14. Appointed Member. College of Agriculture Diversity Taskforce. College of Agriculture, University of Kentucky. 2002-3.
15. Proposal Reviewer. Precision Resource Management Committee (PRMC). College of Agriculture, University of Kentucky. 2004
16. County Review Team. Kentucky Cooperative Extension. Spring, 2001.
17. Planning Committee. Kentucky Cooperative Extension State Conference. 2000.
18. Welfare Reform Implementation Task Force. Kentucky Cooperative Extension Service. 1998-1999. Decision Making Group. 1998-1999. Leader. Community Resources Group. 1998-1999.

Department of Community and Leadership Development (established 2002).

1. Judge. CLD 479. Spring 2019 CLD Academic Showcase. Department of Community and Leadership Development. May, 2019.
2. Member. Executive Committee. Department of Community and Leadership Development. 2018-2019.
3. Member. Extension Position Search Committee. Department of Community and Leadership Development. 2018.
4. Chair. Position Description Committee. Department of Community and Leadership Development. 2018.
5. Member. Staff Search Committee #2. Department of Community and Leadership Development. 2017-2018.
6. Member. Staff Search Committee #1. Department of Community and Leadership Development. 2017.

7. Chair. Program Committee. Department of Community and Leadership Development. 2017-2018.
8. Communications Committee. Department of Community and Leadership Development. 2017-2018.
9. Communications Committee. Department of Community and Leadership Development. 2016-2017.
10. Program Committee. Department of Community and Leadership Development. 2016-2017.
11. Ad Hoc Awards Committee. Department of Community and Leadership Development. University of Kentucky. 2015-2016.
12. Program Committee. Department of Community and Leadership Development. University of Kentucky. 2015-2016.
13. Merit Review Committee. Department of Community and Leadership Development. University of Kentucky. Fall 2015. (Replaced Rosalind Harris for remainder of term)
14. Ad Hoc Awards Committee. Department of Community and Leadership Development. University of Kentucky. 2014-2015.
15. Program Committee. Department of Community and Leadership Development. University of Kentucky. 2014-2015.
16. Program Committee. Department of Community and Leadership Development. University of Kentucky. 2013-2014.
17. Program Committee. Department of Community and Leadership Development. University of Kentucky. 2012-2013.
18. Program Committee. Department of Community and Leadership Development. University of Kentucky. 2011-2012.
19. Sociology Liaison Committee. Department of Community and Leadership Development. University of Kentucky. 2010-2011.
20. Program Committee. Department of Community and Leadership Development. University of Kentucky. 2010-2011.
21. Program Committee. Department of Community and Leadership Development. University of Kentucky. 2009-2010.
22. Chair. Search Committee. Tenure Track Faculty Position in Agricultural Education. Department of Community and Leadership Development. University of Kentucky. 2010.
23. Search Committee. Lecturer Position in Agricultural Education. Department of Community and Leadership Development. University of Kentucky. 2010.
24. Program Committee. Department of Community and Leadership Development. University of Kentucky. 2008-2009.
25. Faculty Merit/Evaluation Committee. Department of Community and Leadership Development. University of Kentucky. 2007-2009.
26. Program Committee. Department of Community and Leadership Development. University of Kentucky. 2007-2008.
27. Program Committee. Department of Community and Leadership Development. University of Kentucky. 2005-2006.
28. Program Committee. Department of Community and Leadership Development. University of Kentucky. 2004-2005.
29. Graduate Committee. Department of Community and Leadership Development. University of Kentucky. 2002-2004.
30. Search Committee. Department Chair. Department of Community and Leadership Development. University of Kentucky. 2002.

CLD Department Faculty Mentor

1. Dan Kahl (2017-present)
2. Karen Rignall (2017 – present)
3. Laura Rice (2019)
4. Kang Nankoom (2012 - 2017)
5. Seunghan Nah (2011 - 2012)
6. Bryan Hains (2008 - 2013)
7. Tracy Kitchel (2006 - 2010)

Department of Sociology

1. Awards Committee. Department of Sociology. University of Kentucky. 2019-2020.
2. Graduate Admissions Committee. Department of Sociology. University of Kentucky. 2018-2019.
3. Graduate Committee. Department of Sociology. University of Kentucky. 2017-2018.
4. Graduate Committee. Department of Sociology. University of Kentucky. 2016-2017.
5. Graduate Committee. Department of Sociology. University of Kentucky. 2015-2016.
6. Graduate Committee. Department of Sociology. University of Kentucky. 2014-2015.
7. Graduate Committee. Department of Sociology. University of Kentucky. 2010-2011.
8. Graduate Committee. Department of Sociology. University of Kentucky. 2009-2010.
9. Research and Grants. Department of Sociology. University of Kentucky. 2008-2009.
10. Graduate Committee. Department of Sociology. University of Kentucky. 2005-2006.
11. Professional Development Committee. Department of Sociology. University of Kentucky. 2001-2002.
12. Beers Endowment ad hoc Committee. 2001. Department of Sociology. University of Kentucky.
13. Marketing, PR, and Recruitment. 2000-2002. Department of Sociology. University of Kentucky.
14. Graduate Committee. 2000-2001. Department of Sociology. University of Kentucky.
15. Graduate Committee. 1999-2000. Department of Sociology. University of Kentucky.
16. Rural Graduate Program Committee. 1997-2002. Department of Sociology. University of Kentucky.
17. Awards Committee. 1998-1999. Department of Sociology. University of Kentucky.
18. Policy Committee. 1997-1998. Department of Sociology. University of Kentucky.

Other Service

Feeding America. Assistance with understanding rural America for national meeting of rural food pantries. 2018.

FFA Judge. Lexington, KY. 2014, 2017, 2019

Promotion Review: Penn State University; Washington State University.

PREVIOUS POSITIONS

Associate Professor. Rural Sociology. Department of Community and Leadership Development. University of Kentucky. 2003-2013. Ending DOE: 65% extension, 20% research, 15% special assignment.

Assistant Professor. Department of Community and Leadership Development (formerly part of the Department of Sociology). University of Kentucky. 2002-2003. DOE: Extension 100%.

Assistant Professor. Department of Sociology. University of Kentucky. 1997-2002. DOE: Extension 100%.

Postdoc. USDA Rural Empowerment Zone/Enterprise Community Monitoring and Evaluation Project. North Central Regional Center for Rural Development, Iowa State University. November, 1996-1997.

Coordinator, Pathways from Poverty, North Central Regional Center for Rural Development, Iowa State University. September, 1994-1997.

Logistics Coordinator. 1993. National Rural Studies Committee Summer Institute "Exploring Rural Studies." Cornell University. Ithaca, NY.

Professional Staff Curriculum Vitae

John C. Hill

Office:

College of Agriculture, Food and Environment
Department of Community and Leadership
Development University of Kentucky
515 Garrigus Building
Lexington, Kentucky
40546
Phone: (859) 230-5447
Email: JohnCHill@uky.edu

EDUCATION

Doctor of Philosophy, 2016-currently

University of Kentucky – Lexington, KY

Field: Educational Leadership Studies

Dissertation: THE SOUND OF LEADERSHIP: THE SELF-LEADERSHIP STRATEGIES OF LOCAL ACTIVIST MUSICIANS

Master of Science, 2014

University of Kentucky – Lexington, KY

Field: Community and Leadership Development

Thesis: DRUMMING AWAY DRUGS: AN INNOVATIVE ALTERNATIVE TOWARDS DRUG REHABILITATION.

Master of Science, 2012

University of Cincinnati – Cincinnati, OH

Field: Criminal Justice

Bachelor of Science, 2005

Ball State University – Muncie, IN

Field: Secondary Education-Social Studies

PEER REVIEWED PUBLICATIONS

JOURNAL ARTICLES

Hill, J. C., Goreham, G. (Under Review). The community development students and young professionals fellows initiative. *Journal of Community Practice*.

Hill, J. C., Hains, B. J., Hains, & Nash, J. B. (Under Review). Beyond pomp and circumstance: A case for town and gown relationships. *Journal of Cases in Educational Leadership*.

Salazar, J., Hains, B. J., Hains, K. D., & **Hill, J. C.** (Under Review). If you don't know, now you know: Hip-hop, students and community. Submitted to *Journal of Education*.

Hill, J. C., Hains, K. D., Hains, B. J., & Hustedde, R. (Under Review). A social innovation approach to programming to address social issues. Submitted to *Journal of Extension*

Hill, J. C., Hains, K. G., & Hains, B. J. (Under Review). Innovative forms of rehabilitation: Enhancing communities of practice through the art of drumming. Submitted to *Journal of the Community Development Society*.

Hill, J. C., Hains, B. J. & Ricketts, K. G. (2017). Drumming: An innovative alternative for drug addicted individuals. *Journal of Drug and Alcohol Education*, 61(2), 7-21.

CONFERENCE PROCEEDINGS

Hill, J. C., Ricketts, K. G. & Hains, B. J. (2017). Bonding With Beats: Helping Individuals Connect in Order to Foster Positive Community Change. *Proceedings of the 2017 CDS-NACDEP Conference, June 11-14 2017, Big Sky, Montana, USA. <https://doi.org/10.15788/M26949>*

Ricketts, K. G., **Hill, J. C.**, Tanaka, K. & Hanley, C. D. (2013). Globalizing Curriculum from the Perspective of Secondary Educators. *Proceedings from the 29th Annual Association of International Agricultural & Extension Education conference*. Fort Worth, TX.

PRESENTATIONS

RESEARCH PRESENTATIONS

National

Hill, J. C. (2019) "Factors for Innovative Community Development Education Programming & Social Innovation." 2019 Community Development Education Symposium, Detroit, MI. (May 2019)

Kahl, D. W., Cavaye, J., Gulick, S., **Hill, J. C.**, Phillips, R., Stannard, V. "CDS Institutional Capacity Building; CDS Fellows Project," Plenary, Community Development Society, Exploring Community in Detroit 2018 Annual Conference, Detroit, MI, United States. (July 2018).

Hill, J. C. (2018) "Beyond Pomp and Circumstance: A Unique Strategy Towards Community-University Engagement." *Community Development Society Annual International Conference* Detroit, MI.

Hill, J. C., Hains, K. D., & Hains, B. J. (2018) "Enhancing Community Capacity Building Through the Examination of a Lifestyle Sport." *Community Development Society Annual International Conference* Detroit, MI.

Hill, J. C., Ricketts, K. G., & Hains, B. J. (2017) "Bonding With Beats: Helping Individuals Connect in Order to Foster Positive Community Change." *Community Development Society & NACDEP Conference* Big Skies, MT

Hill, J. C., Hains, B. J. & Ricketts, K. G. (2016). "Addressing Community Health Needs Through the Art of Drumming: Drumming Away Drugs." *Community Development Society Annual Conference*. Minneapolis, MN.

State

White, S. C., & Hill, J. C. (2018) "Gowns and Goal Lines: Embracing Athletic Identity in the Classroom"
2019 Spring Research Conference "Research to Practice: Pursuing Vision and Values in Education,"
Louisville, KY

Hill, J. C. (2018) "The Sound of Leadership" *2018 Spring Research Conference*, Louisville, KY

INVITED PRESENTATIONS

Community Development Society 46th Annual International Conference | July 19-22, 2015 | Lexington, KY
Presented "Drumming Away Drugs"

OTHER PRESENTATIONS

Professional Development Workshops:

Hains, B. J. & Hill, J.C. (2016). "Implicit Bias: Implications Within Professional Settings."
Lexington, KY Day Treatment Center

INSTRUCTION

UNDERGRADUATE COURSES

Department of Community and Leadership Development, University of Kentucky

CLD 362: Field Experience

Fall, 2016; Summer, 2017 (online); Fall, 2017; Summer, 2018 (online); Fall, 2018; Summer, 2019
(online); Fall, 2019 (online)

CLD 370: Learning in Society

Fall, 2018

CLD 475: Entrepreneurial Approaches to Community Education

Spring, 2016; Spring, 2017; Spring, 2018

CLD 478: Entrepreneurial Programming in Community Education

Spring, 2019

Department of Educational Leadership Studies, University of Kentucky

EDL 402: Principles of Leadership

Fall, 2018 (online); Fall, 2019 (online)

EDL 404: Contemporary Leadership Applications

Spring, 2018 (online); Spring 2019 (online); Summer 2019 (online)

PROFESSIONAL ACTIVITIES

Community Development Society Fellow

Community Development Society (CDS) Innovative Community Engagement Fellows Program | **August 11, 2017 – Present**

The Community Development Society (CDS) provides meaningful opportunities for professionals and citizens across the spectrum of community development. Members have multiple opportunities to learn what's new in the profession, to exchange ideas, to obtain the most current research and reference information available and to share professional expertise. This CDS Community Engagement Fellows group is a year-long leadership program that develops community innovators within the context of community engagement.

Journal Reviewer, *Journal of the Community Development Society*. | **November 2017 – November 2018**

Scholarly Activities Committee Member, Community Development Society (CDS) & National Association of Community Development Extension Professionals (NACDEP) Conference 2018-Detroit MI

Scholarly Activities Committee Member, Community Development Society (CDS) & National Association of Community Development Extension Professionals (NACDEP) Conference 2017-Big Sky, MT

Poster Judge, Community Development Society (CDS) & National Association of Community Development Extension Professionals (NACDEP) Conference 2017

Lab Fellow

University of Kentucky – Community Innovation Lab | Lexington, KY | **January 1, 2015 – Present**

Design and implement research studies “Drumming Away Drugs.” Collect, analyze, and report data from studies. Write research articles for submission to academic journals. Prepare presentations on core subject matter.

PREVIOUS EXPERIENCE**Academic Coordinator**

University of Kentucky – Community & Leadership Development | Lexington, KY | **July, 2016 – Present**

Advise the Director of Undergraduate Studies in areas of program review, curriculum, and recruitment. Teach one course per semester. Assist undergraduate students with course schedules and registration. Co-facilitate social media outlets for CLD major.

Part Time Instructor

University of Kentucky – Community & Leadership Development | Lexington, KY | **Spring 2016**

Provide a foundation and environment for applying theory and design to community education. Assist in the learning environment by connecting students with local community agencies to develop a better understanding of community education. Encourage and guide students in applying creativity and innovation towards community education. Course: CLD 475: Non-Formal Methods of Community Education.

Recovery Coordinator

Administrative Office of the Courts – Fayette County Drug Court | Lexington, KY | **2012 – 2016**

Participating in development of pilot-misdemeanor court, H.E.A.T. Court, Veteran’s Treatment Court, A Running Start, and Recovering(Me) software in Fayette County. Collect quantitative and qualitative

data for analysis. Collaborate with community agencies to provide resources to drug courts participants through federal grant funds. Conduct individual, group, and family education sessions.

Graduate Research Assistant

University of Kentucky – Community and Leadership Development | Lexington, KY | **2012 – 2014**

Collect, analyze, and report data collected from studies. Write research articles for submission to academic journals. Prepare presentations on core subject matter.

Case Specialist

Administrative Office of the Courts – Fayette County Drug Court | Lexington, KY | **2008 – 2012**

Provided treatment services and guidance to participants regarding their problems, such as unsatisfactory family relationships or drug addiction. Assisted in monitoring compliance with program guidelines. Entered data into database system.

Child and Adolescent School Based Case Manager

Wabash Valley Hospital Inc. | West Lafayette, IN | **2006-2007**

Negotiated treatment plans with the client and/or parent and referral source as well as present results of assessment, diagnosis, and treatment plans successfully. Updated and design individual treatment plans as well as provided direct service and related interventions, such as individual or small group social skills training. Collaborated and advised in case conferences with the Division of Child Services, juvenile probation, physicians and school personnel to assure client's safety and personal growth.

Social Studies Teacher

Tippecanoe School Corporation – A Tippecanoe Learning Alternative School | Lafayette, IN | **2005-2006**

Educated at-risk students in grades six through twelve. Developed and facilitated lesson in U.S. government, U.S. history, and geography. Responsible for instruction, discipline, administering tests, and homework assignments.

Undergraduate Teaching Assistant

Ball State University – Department of History | Muncie, IN | **2002-2003**

Advised and assisted undergraduate students, developed and delivered testing sessions, and grading assignments. Courses: *American History 1877-Present* and *The West in the World*.

AWARDS AND HONORS

Student Recognition Award, Community Development Society, 2018.

LICENSES AND CERTIFICATIONS

State of Indiana Standard Teaching License 5-12 (issued 2005)
United States History, Geography, Government

Darryl Anthony Strode

Office: 305 W.P. Garrigus Bldg, Community and Leadership Development
University of Kentucky, Lexington, KY 40546
Phone: (859) 257-3404 E-mail: dstrode@email.uky.edu

ACADEMIC PREPARATION:

Ph.D. in Sociology, University of Kentucky, Lexington, August 2012

Concentrations: Rural Sociology, Technology & Society

Dissertation: *Innovativeness, Teaching Style and the Adoption of Technology for Program Delivery in Cooperative Extension*

Advisor: Dr. Lorraine Garkovich

M.A. in Sociology, Western Kentucky University, 1991

Concentrations: Demography, Quantitative Methodology

Thesis: *Applications of Artificial Intelligence/Expert Systems to Sociological Concepts*

Advisor: Dr. Paul Wozniak

B.A. in Sociology, Western Kentucky University, 1988

A.A. in Small Business Management, Western Kentucky University, 1988

TEACHING EXPERIENCE:

- **Part-Time Instructor**, Department of Community and Leadership Development, University of Kentucky College of Agriculture, 2005 – present.
 - Courses Taught:
 - Dynamics of Rural Social Life (CLD 102)
 - New Media Applications in Community Communications (CLD 495)
 - Web Design for Community Organizations (CLD 495)
 - Survey Design (CLD 495)
 - Community Communications (CLD 320)
- **Extension Specialist Senior**, University of Kentucky Cooperative Extension Service, 1996 – 2013.
 - Developed and implemented Technology Education workshops (traditional and via distance) on a variety of topics.
- **ESL Tutor (Volunteer)**, Carnegie Center, Lexington, KY, 2000 – 2002.

PROFESSIONAL EXPERIENCE:

- **Principal Extension Specialist (Communications)**, Department of Community and Leadership Development, University of Kentucky College of Agriculture, 2013 – Present
 - Develops education and outreach programs in community communications
 - Serve as Director of Community Digital Media Lab
 - Teach undergraduate courses
 - Conduct applied research in community communications/informatics

- **Extension Specialist Senior (Computing and Networking)**, Agricultural Communications, University of Kentucky College of Agriculture, 1996 – 2013.
 - Managed the first Extension IT Support Group (DEITCs) that provided technical support for all 120 county Cooperative Extension Service offices across Kentucky
 - Managed project to network all 120 county Cooperative Extension Service offices
 - Managed content on first College Web Server hosted by the Ag Weather Center
 - Served as instructional designer for online learning modules
 - Developed and delivered technology training workshops on topics such as Using Adobe Connect, Using Qualtrics Survey, and Social Media in Extension
 - Taught workshops for faculty on using Blackboard Course Management System
 - Assisted faculty with integrating instructional technology in teaching
 - Created instructional videos on information technology topics using Camtasia
 - Wrote documentation for online applications such as CATPAWS and county Extension event scheduling system
 - Assisted with coordination of College's annual Teaching and Technology Fair

- **Computer Technician**, Agricultural Communications, University of Kentucky College of Agriculture, 1994 – 1995.
 - Maintained and networked desktop computers in the College of Agriculture
 - Installed and maintained remote access and web servers for the College of Agriculture
 - Installed Novell Netware Client software and Netscape Browser software on all College desktop computers
 - Installed Ethernet Cards and connected College desktop computers to UK Novell Netware Network

- **Computer Operator**, Hospital Information Systems, Regional Medical Center, Madisonville, KY, 1990-1992.
 - Responsible for operation of patient care, radiology, laboratory and pharmacy computer systems in a 410-bed acute and skilled care facility
 - Maintained hospital's financial database and generated patient reports and bills
 - Responsible for operation and maintenance of in-house patient video system

PROFESSIONAL MEMBERSHIPS:

Alpha Kappa Delta International Sociology Honor Society
Gamma Sigma Delta Agriculture Honor Society

PROFESSIONAL CERTIFICATIONS:

Graduate Certificate in College Teaching and Learning, Graduate School, University of Kentucky (May 2007)

ArcInfo/GIS (Geographic Information Systems) Course Completion Certificate, Environmental Systems Research Institute (ESRI), Vienna, VA (2000)

HONORS AND AWARDS:

Lyman T. Johnson Doctoral Fellow, University of Kentucky, 1993 – 1994

Outstanding Graduate Student in Sociology Award, Western Kentucky University, 1991

REFERENCES:

Available upon request.

Administrative Staff Resumes

Judy A. Blackburn

3840 Old Tates Creek Road, Lexington, KY 40517 | 859-552-8080 | judy.blackburn@uky.edu

Accounting, Payroll + Finance

Administrative Assistant I.....Fall 2017-Present

Department of Community and Leadership Development, University of Kentucky, Lexington, KY

- Facilitates departmental financial reporting & budget, payroll, cash transmittals, budget management
- Supervises student employment program and supports department chair functions
- Actively works in TRIP, SAP, IRIS, ECRTS, FES and Business Warehouse

Administrative Assistant I.....Spring 2006-Fall 2017

Educational Policy Studies, University of Kentucky, Lexington, KY

- Managed department budget, payroll, and purchasing transactions
- Oversaw departmental travel, summer employment, and annual faculty review/compliance
- Reviewed documentation prior to college-level approval and maintained record retention

Staff Assistant II.....Spring 2006

College of Social Work, University of Kentucky, Lexington, KY

- Oversaw payroll processes for Kentucky social workers
- Supported departmental communications through mailings, newsletters, and filing
- Worked closely with department administration to support operations

Administrative Assistant I..... Summer 2003-Fall 2005

Kentucky Orthopedic & Hand Surgeons, PSC

- Scheduling for four Physician's clinic procedures
- Executed balances daily of patient billing

Administrative Assistant IFall 2001-Summer 2003

Department of Radiation Medicine, University of Kentucky, Lexington, KY

- Executed budget analysis, monitoring, billing transactions, and maintained Director calendar
- Liaison for department chair/faculty; facilitated travel arrangements, and clinical schedule
- Provided faculty support for budgetary needs, lectures, and daily billing

Staff Support Associate IISpring 1995-Fall 2001

Managed Care Department

- Executed department budget
- Provided faculty support for budgetary needs, lectures, daily billing, and HR

Education

Associates Coursework, Business Administration + Accounting

Kentucky Community & Technical College System

References available upon request

Miriam Hillmer

mghillme@gmail.com

2622 Clifton Road * Versailles, KY 40383
(785) 218-1089

PROFESSIONAL EXPERIENCE

University of Kentucky

Administrative Associate I – Department of Community and Leadership Development
Staff Support Associate – Department of Community and Leadership Development

Lexington, KY
July 2019-Present
October 2017-Present

- Serve as department grant manager: complete all grant associated purchases, monthly grant reconciliations, and offer support to faculty for grant related matters.
- Provide administrative support to faculty for undergraduate and graduate instructional programs.
- Daily work in SAP to perform student administrative, faculty administrative, and financial tasks.
- Process and submit travel authorizations/reimbursements, check deposits and payment request documents, edit Procards, and perform other financial responsibilities as requested.
- Work with the Graduate School to ensure graduate student admissions, appointments and credentialing.
- Coordinate department events including workshops, banquets, field days, and receptions.
- Maintain accurate and up-to-date files and databases related to student data and departmental records.

Legacy Consulting Group

Client Solutions Specialist

Lexington, KY
September 2014-September 2017

- Managed client QuickBooks accounts including daily bill entry, bill payment, and monthly bank/credit card reconciliations.
- Compiled and prepared client tax information for staff accountants, assembled completed tax returns for delivery to clients, and prepared tax returns for e-file submission.
- Conducted weekly audits of tax workflow.
- Coordinated implementation of improved client on-boarding procedures designed to improve customer relations and work flow efficiency.
- Organized client information: Entered new clients into company data systems and maintained accurate client records.
- Assisted with company billing including reviewing company WIP, mailing invoices, and receiving payments.
- Monitored company e-mail accounts, responded to client communications and inquiries, and scheduled client appointments.
- Performed daily office organizational tasks including scanning, filing, mailings, and other tasks as requested.
- Recorded and outlined company procedures to be used as reference and training tool for current/future staff.
- Maintained updated financial planning client assets under management records and facilitated client financial distribution requests.

Florida State University

Music Therapy Coordinator

(Staff liaison and coordinator for clinical music therapy program: a partnership between Florida State University And Tallahassee Memorial HealthCare)

Tallahassee, FL
August 2009-July 2014

- Tracked and reported monthly and annual departmental activity and community contributions to hospital administration.
- Managed a three-year Society for Arts in HealthCare grant including budget monitoring and compliance, database management, and coordinated staffing.
- Assessed and organized departmental expansion opportunities, implemented securing increased revenue sources, and maintained updated policies and procedures for department.
- Created and maintained departmental budget, including annual creation and development of spending rationale,

- Monthly budget reconciliation; prepared and submitted departmental purchase orders.
- Coordinated implementation of all research activity undertaken in the music therapy department, including IRB submissions, personnel coordination, and data collection.
- Developed and disseminated all departmental promotional materials including music therapy brochures and factsheets; created all music therapy-specific information for grant submission.
- Conducted individual assessments, designed treatment to address patient social, emotional, physical, and/or spiritual needs, and documented patient progress.
- Collaborated daily as music therapy representative on interdisciplinary team regarding patient treatment, research opportunities, recurring business, hospital mission, and strategic plan.
- Supervised staff, interns, and practicum students in designing and leading music therapy sessions in the clinical setting.
- Designed and conducted hospital in-service education as well as presentations regarding Medical Music Therapy for the university, community, and at conferences.

Tallahassee Memorial HealthCare

Clinical Internship Director

Music Therapist/Program Development

Tallahassee, FL
January 2008-August 2009
August 2006-January 2008

- Organized Infant and Child Medical Music Therapy Institute, including correspondence with prospective and registered participants, creation and implementation of schedule, coordination of speakers, maintenance and organization of required paperwork, and handling all aspects of institute audit.
- Conducted daily individual and group music therapy sessions with hospital inpatients and outpatients.
- Supervised music therapy interns and practicum students in designing and leading sessions in the clinical settings.
- Represented Music Therapy in weekly multi-disciplinary meetings; collaborated with staff regarding treatment.
- Conducted individual assessments, designed treatment to address patient social, emotional, physical and/or spiritual needs, and documented patient progress.
- Conducted research in the medical setting and assisted in grant writing for research and music therapy funding.

EDUCATION

M.A. in Music Therapy

Masters of Music Education/Music Therapy – December 2007

University of Kansas
Lawrence, KS

B.A. in Music Education

Bachelor of Arts Degree – May 2003

Augustana College
Sioux Falls, SD

SPECIALIZED TRAININGS AND RECOGNITIONS

- *NICU-MT Certified - August 2006* (Trained to use specialized music therapy techniques with premature infants)
- *NMT training - October 2009* (Neurologic Music Therapy Techniques)
- *Tallahassee Memorial HealthCare ICARE Award - July 2009* (given in recognition of excellent customer service)
- *Invited keynote speaker for Arts Integration Symposium - January 2012*
- *Invited panel presenter for Art and Design Social Justice Symposium - January 2010*
- *Invited author for two book chapters relating to Medical Music Therapy*

ADDITIONAL SKILLS

- SAP/BW/FES
- Microsoft Office Suite
- Adobe
- QuickBooks
- Thompson Reuter CS Professional Suite
- Cerner Medical Charting System
- PeopleSoft Applications

Catherine Denise Nally

191 Idle Hour Drive, Lexington, KY 40502
859.229.5858 denisenally@yahoo.com

Objective

A dynamic customer service professional seeking an administrative position and to make a strong impact by utilizing and expanding upon related education, skills, experiences and capabilities. Multi-talented candidate experienced in managing multiple projects simultaneously and committed to delivering high quality results. Energetic associate pursuing a work environment that will enable personal and professional development.

Qualifications

Over 25 years of customer service and public relations experience in fast-paced, high pressure positions. Able to multi-task, prioritize, organize, plan and execute jobs while ensuring productivity and quality. Proficient in many computer programs including Microsoft Word, Outlook, Publisher, Excel and SAP. Highly experienced in the operation of basic office machines. Skilled in maintaining integrity, researching business workflow to increase efficiency, logistical strategies and strengthening financial results. Analytical problem-solving abilities, interpersonal skills, effective written and oral communication skills, strong work ethic, resourcefulness, proofreading and quality assurance capabilities. Attention to detail, follow-through, strong team member and leadership characteristics. Able to complete assignments while keeping the happiness and well-being of the customer as the number one priority. Dedicated, organized and able to complete mundane tasks in a timely manner while using creative talents to come up with the perfect solution to job challenges.

Work History

May 2018 to Present, Patient Relations Assistant, Integrative Medicine & Health, University of Kentucky

Provide a positive customer experience and collaborates with a team to improve workflow. Resolve patient complaints and work closely with medical, ancillary and clerical staff in a clinical setting. Perform all front office duties including welcoming patients and visitors, conducting clinic tours, answering phones, scheduling and confirming appointments. Maintain patient records and HIPAA compliance regarding release of patient information. Manage patient insurance details and payments for clinic services. Market clinic services to UK patient and staff population. Plan and execute special recognition luncheons and events held at the clinic. Perform other administrative duties as needed.

June 2013 to May 2018, Office Assistant in Residence Life, Lyman T. Johnson Hall, University of Kentucky

Assisted in the set-up and opening of a brand new residence hall working directly with the EdR staff and students to ensure a smooth and secure transition for all. Daily duties include answering the phones, processing payroll for the RAs and Night Desk clerks, sort and distribute mail, completing maintenance and key requests, and filing. Most important duties include interacting with the students on a daily basis and monitoring security for the residence hall by greeting and registering all visitors. Developing a rapport and interacting with students by assisting students with campus resources such as financial aid, class registration, and academic services as well as being a surrogate mother are daily occurrences.

September 2009 to June 2010, Front Office/Receptionist, Dentistry for Children

Performed all front office duties including welcoming patients and visitors, answering phones, scheduling and confirming appointments, registering patients, preparing medical records and procuring new patient records, and verifying insurance coverage. Facilitated travel arrangements and completed personal errands for doctors. Planned and executed office gatherings and Holiday events.

May 2006 to February 2009, Managing Partner/Co-Owner, Dream Dinners, LLC

Founded a unique meal assembly business. Secured financing, licensing, location, ordered all inventory and equipment, and directed the facility build-out, as well as all other start-up business needs. Spearheaded all marketing efforts and secured contracts with large local corporate accounts including Saint Joseph and Baptist Health Hospitals, University of Kentucky, and Toyota Motor Manufacturing. Successfully guided this upstart business to sales exceeding \$250,000 with a customer base of over 1300 clients by demonstrating excellent customer service, remaining passionate about the service and keeping an eye on the bottom line.

October 2002 to May 2006, Front Office/Receptionist, The Lexington School

Served as a liaison between parents/community and faculty/staff. Duties included welcoming visitors to the school and having them register at the front office, answering telephones and directing the calls to the appropriate staff, planning and coordinating Holiday and special events for faculty and staff. Assisted students with queries and served as a substitute teacher when necessary.

July 1991 to July 1996, Flight Attendant, United Airlines

Attended preflight briefings, ensured refreshments and emergency supplies were stocked on board the plane, cleaned cabin in between flights, demonstrated the use of safety equipment and ensured all passengers abided by safety guidelines. Took care of passengers' needs including serving refreshments, reassuring passengers during flights, administering first aid, directing passengers in case of emergency, and helping those passengers with special needs.

April 1986 to July 1991, Flight Attendant/Flight Service Manager, Trans World Airlines

Performed as liaison with local and system departments and responded to Flight Attendant needs and requests, handled Customer Service questions and provided Flight Service Management in air during both domestic and International flights. Duties also included typing, filing, handling mail, directing/coordinating flight attendant activity, ordering office supplies, updating manuals and maintaining revisions, arranging hotel and transportation accommodations, preparing company and station reports as required. Represented Flight Service at various meetings and functions.

Education

University of Kentucky, Lexington, KY

College of Agriculture, Food and Environment



Nancy M. Cox, Ph.D., is Dean of the College of Agriculture, Food and Environment; Robert Houtz, Ph.D., is Associate Dean for Research and Director of the Kentucky Agricultural Experiment Station; Laura Stephenson, Ph.D., is Associate Dean for Extension; Carmen T. Agouridis, Ph.D., is Associate Dean for Instruction; Orlando Chambers, Ph.D., is Associate Dean for Administration; Sandra Bastin, Ph.D., R.D., L.D., is Associate Dean for Faculty Resources, Planning and Assessment.

The research, teaching, extension, and regulatory functions of the College of Agriculture, Food and Environment are combined into a coordinated, mutually supporting program of undergraduate and graduate education. Teaching in this college is closely related to the other functions thus providing the student with a unique opportunity to broaden his or her background in the areas of research and application of scientific findings to stakeholders.

Degrees and preprofessional programs in the college encompass the entire range of the food, fiber, and agricultural system from farm production and marketing, manufacturing, processing and fabrication through nutrition, hospitality management, and consumer, community, and family sciences.

The School of Human Environmental Sciences is part of the College of Agriculture, Food and Environment. Degree requirements and information pertaining to these programs are listed beginning on page 118.

Admission

All students planning to study any phase of agriculture, food or environment, including pre-veterinary medicine, are admitted directly into the College of Agriculture, Food and Environment. Application for admission is made through the Office of Undergraduate Admission.

Students interested in the Landscape Architecture program must meet all requirements for admission to the University. In addition, enrollment in the landscape architecture program is determined by a selective admission procedure. Applicants are selected on a competitive basis as determined by potential success in the program.

Students must apply for the Coordinated Program in Dietetics by **February 1** prior to potential admission to year three in the Dietetics Program. For additional information, see page 119.

Accreditation

The undergraduate Forestry program at the University of Kentucky is accredited by the Society of American Foresters. The Landscape Architecture program is accredited by the American

Society of Landscape Architects and meets all the requirements for licensing of landscape architects in Kentucky and other states. The Food Science program is accredited by the Institute of Food Technologists.

Accreditations for the School of Human Environmental Sciences are listed on page 118 of this Bulletin.

Undergraduate Programs in Agriculture, Food and Environment

The University of Kentucky grants the following degrees in the College of Agriculture, Food and Environment:

- Bachelor of Science in Agriculture
- Bachelor of Science in Agricultural and Medical Biotechnology
- Bachelor of Science in Agricultural Economics
- Bachelor of Science in Animal Sciences
- Bachelor of Science in Career and Technical Education
- Bachelor of Science in Community and Leadership Development
- Bachelor of Science in Consumer Economics and Family Financial Counseling
- Bachelor of Science in Dietetics
- Bachelor of Science in Equine Science and Management
- Bachelor of Science in Family Sciences
- Bachelor of Science in Food Science
- Bachelor of Science in Forestry
- Bachelor of Science in Horticulture, Plant and Soil Sciences
- Bachelor of Science in Hospitality Management and Tourism
- Bachelor of Science in Human Nutrition
- Bachelor of Science in Landscape Architecture
- Bachelor of Science in Merchandising, Apparel and Textiles
- Bachelor of Science in Natural Resources and Environmental Science
- Bachelor of Science in Sustainable Agriculture and Community Food Systems

SPECIAL APPLICATION DEADLINE FOR SCHOOL OF HUMAN ENVIRONMENTAL SCIENCES

Coordinated Program in Dietetics Upper division program applicants (students who have 71 semester hours of lower division courses) – special application, transcript(s), and recommendations are due by:

February 1

For fall entry to
Coordinated Program

Information and degree requirements for each program follows. Students may obtain additional information on programs and recommended plans of study from the Center for Student Success.

The college offers minors in agricultural economics, animal sciences, community and leadership development, entomology, family sciences, food science, pest management, plant and soil science, sustainable agriculture, technical systems management, and wildlife biology and management.

Students majoring in biosystems engineering are enrolled in the College of Engineering. Degree requirements and curriculum are listed in the *College of Engineering* section of this Bulletin.

See page 118 of this Bulletin for the list of degree requirements for majors in the School of Human Environmental Sciences.

Undergraduate Certificates in Agriculture, Food and Environment

The University of Kentucky grants the following undergraduate certificates in the College of Agriculture, Food and Environment:

- Distillation, Wine and Brewing Studies
- Food Systems and Hunger Studies

Undeclared / Exploratory Studies

Students who are interested in the College of Agriculture, Food and Environment but are undecided about a major should work closely with an advisor in the college who will assist them in selecting courses that will fulfill general requirements while exploring the various areas of study in agriculture, food and environment.

Scholarships and Financial Aid

The College of Agriculture, Food and Environment offers scholarship awards to students on the basis of academic accomplishment and involve-

ment in extracurricular activities. Many of the departments in the college employ students in laboratories, greenhouses, barns, and field work in connection with the college's research programs in agriculture. Information about scholarships and work opportunities is available in the Center for Student Success.

Freshman scholarship applications are due **December 1**. Continuing and transfer scholarship applications are due **April 1**. For more information go to:

<http://students.ca.uky.edu/scholarships>.

Academic Advising

Students in the College of Agriculture, Food and Environment are advised by selected faculty or academic coordinators in the department of the student's major. Students needing assistance selecting an advisor or general information about academics may visit the Center for Student Success.

Inquiries about programs or majors within the College of Agriculture, Food and Environment may be directed to:

**College of Agriculture, Food
and Environment
Center for Student Success
N24 Ag. Science Center
University of Kentucky
Lexington, KY 40546-0091
859-257-3468**

Dean's List

A student who completes at least 12 credits of "letter" grades with a 3.50 or higher grade-point average with no **I** grades listed for the fall or spring semester will be named to the Dean's List in the College of Agriculture, Food and Environment. CLEP, AP, special exam and Independent Study credits are excluded. The student's cumulative grade-point average is not considered; only the grade-point average for that particular semester is relevant. Exceptional circumstances including fewer than 12 credits will be considered for inclusion on the Dean's List; students should contact the Center for Student Success for more information.

Graduate Work

The College of Agriculture, Food and Environment offers the Master of Science degree in the following areas: Agricultural Economics, Animal and Food Sciences, Biosystems and Agricultural Engineering, Community and Leadership Development, Entomology, Family Sciences, Forestry, Integrated Plant and Soil Science, Nutrition and Food Systems, Plant Pathology, Retailing and Tourism Management, Science Translation Outreach, and Veterinary Science.

Doctor of Philosophy degrees are offered in the following areas: Agricultural Economics, Animal and Food Sciences, Biosystems and Agricultural Engineering, Entomology, Family Sciences, Integrated Plant and Soil Science, Plant Pathology, and Veterinary Science. For more information, visit The Graduate School website at: www.research.uky.edu/gsl/.

MINIMUM REQUIREMENTS FOR GRADUATION

NOTE: Except where noted in specific degree programs, students pursuing a Bachelor of Science degree in the College of Agriculture, Food and Environment:

1. Complete UK Core and University graduation requirements;
2. Complete GEN 100: Issues in Agriculture, Food and Environment. Students who transfer into the College and have already completed the UK Core Community, Culture and Citizenship in the USA requirement are not required to take GEN 100;
3. Earn a minimum of 120 credit hours with at least a 2.0 cumulative grade point average and at least a 2.0 grade-point average in major specific courses. Note that "major-specific" refers to all premajor, major, and specialty/professional support courses. Further, note that some programs require more than the minimum 120 credit hours and have higher grade-point average requirements. Remedial courses **cannot** be counted toward the total hours required for the degree;
4. Complete a minimum of 24 credit hours of major required course work to include a capstone course or other culminating experience;
5. Complete a core of specialty or professional support courses outside their major totaling 18 or more hours at the 200 level or above;
6. Complete a graded, credit-bearing Academic Enrichment Experience (AEE) as specified by the degree program. The AEE may consist of a single course or could involve a series of related courses. Such experiences may include mentored research or teaching, supervised internships, directed service learning, or Education Abroad. Some programs may choose to accept course work from other programs to satisfy this requirement; and
7. Complete a minimum of 45 graded credit hours from upper division courses (300 level and above). Note that some such courses are only offered for P/F grading; in that case, such courses can be counted toward this requirement at the discretion of the College.

B.S. in Agriculture with a major in INDIVIDUALIZED PROGRAMS

Individualized program opportunities have been developed to assist students with academic goals that cross several disciplines.

The procedure for entering an individualized program is as follows:

1. Each student must apply to the Associate Dean for Instruction. The student will receive an explanation of the program and its objectives, and the possible risks involved, including prospective employment and acceptance for advanced graduate degree work.
2. Students who continue their interest in the individualized program develop, with the assistance of an advisor, the plan which they propose to follow.
3. This plan must be submitted to the Associate Dean for consideration and possible approval.
4. Approval of the student's program by the Associate Dean will admit the student to the individualized program option.

For more information, contact:

**College of Agriculture, Food
and Environment
Center for Student Success
N24 Ag. Science Center
University of Kentucky
Lexington, KY 40546-0091
859-257-3468**

BACHELOR OF SCIENCE IN AGRICULTURAL AND MEDICAL BIOTECHNOLOGY

Agricultural and medical biotechnology encompasses cellular and molecular approaches to the manipulation and improvement of agricultural plants, animals and microorganisms, and the control of agricultural pests and diseases. The primary purpose of the baccalaureate degree program in Agricultural and Medical Biotechnology is to train students in modern cellular and molecular biology and genetic engineering. Students will be provided with a firm foundation in the principles of genetics and molecular biology of both prokaryotic and eukaryotic organisms. Each student will then specialize in an area appropriate to his or her interest and career objectives, including: microbial, fungal, plant, insect and mammalian biotechnology.

Graduates will be prepared to assume government, university, and industry positions with research and technology applications to agriculture and food production. Employment opportunities include research scientists, laboratory technicians or managers in university, government, industrial, or clinical laboratories using biotechnological tools for research and production. Examples of re-

search areas include: gene cloning, construction of novel pest and disease resistance genes, development of new immunological and nucleic acid types of diagnostic probes for plant and animal disease, genetic engineering of microorganisms for the production of important pharmaceutical agents, and development of new bioengineered strains of microorganisms for fermentation and food production services. Students will also be prepared to enter graduate programs in agriculture, molecular biology, and the biological sciences.

Graduation Requirements

To earn a Bachelor of Science in Agricultural and Medical Biotechnology the student must complete 125 semester hours with at least a 2.0 grade-point standing. A minimum of 45 credit hours must be from upper division courses (300 and above). Remedial courses may **not** be counted toward the total hours required for the degree. In addition to the UK Core requirements, students must complete college, premajor, major, and specialty support requirements, including an independent research project relevant to the student's interest in biotechnology.

UK Core Requirements

See the *UK Core* section of this Bulletin for the complete UK Core requirements. The courses listed below are (a) recommended by the college, or (b) required courses that also fulfill UK Core areas. Students should work closely with their advisor to complete the UK Core requirements.

I. Intellectual Inquiry in Arts and Creativity

Choose one course from approved list 3

II. Intellectual Inquiry in the Humanities

Choose one course from approved list 3

III. Intellectual Inquiry in the Social Sciences

Choose one course from approved list 3

IV. Intellectual Inquiry in the Natural, Physical, and Mathematical Sciences

CHE 105 General College Chemistry I 4
CHE 111 General Chemistry I Laboratory 1

V. Composition and Communication I

CIS/WRD 110 Composition and Communication I 3

VI. Composition and Communication II

CIS/WRD 111 Composition and Communication II 3

VII. Quantitative Foundations

MA 123 Elementary Calculus and Its Applications
or
MA 113 Calculus I
or
MA 137 Calculus I
With Life Science Applications 4

VIII. Statistical Inferential Reasoning

STA 296 Statistical Methods and Motivations
or
BST 230 Statistical Thinking in Public Health 3

IX. Community, Culture and Citizenship in the USA

GEN 100 Issues in Agriculture,
Food and Environment 3

X. Global Dynamics

Choose one course from approved list 3

UK Core hours **33**

Graduation Composition and Communication Requirement (GCCR)

ABT 201 Scientific Method in Biotechnology 1
ABT 301 Writing and Presentations
in the Life Sciences 2

Graduation Composition and Communication Requirement hours (GCCR) 3

Premajor Requirements

Hours

BIO 148 Introductory Biology I 3
BIO 152 Principles of Biology II 2
BIO 155 Laboratory for Introductory Biology I 1
CHE 105 General College Chemistry I 4
CHE 107 General College Chemistry II 3
CHE 111 General Chemistry I Laboratory 1
CHE 113 General Chemistry II Laboratory 2
CHE 230 Organic Chemistry I 3
CHE 231 Organic Chemistry Laboratory I 1
CHE 232 Organic Chemistry II 3
CHE 233 Organic Chemistry Laboratory II 1
MA 123 Elementary Calculus and Its Applications
or
MA 113 Calculus I
or
MA 137 Calculus I With Life Science Applications 4
PHY 211 General Physics 5
PHY 213 General Physics 5
(or equivalent with laboratory)

Subtotal: Premajor hours **39-42**

Major Requirements

Hours

Biotechnology

ABT 101 Introduction to Biotechnology 1
ABT 201 Scientific Method in Biotechnology 1
ABT 301 Writing and Presentations
in the Life Sciences 2

Microbiology

BIO 208 Principles of Microbiology
or
BIO 308 General Microbiology 3
BIO 209 Introductory Microbiology Laboratory
or
BIO 309 Microbiology Laboratory 2

Biochemistry

BCH 401G Fundamentals of Biochemistry 3

Genetics

ABT 120 Genetics and Society 3
ABT/ENT 360 Genetics
or
BIO 304 Principles of Genetics 3-4
ABT 460 Introduction to Molecular Genetics 3
ABT 461G Introduction to Population Genetics 3

Statistics

STA 296 Statistical Methods and Motivations
or
BST 230 Statistical Thinking in Public Health 3

Advanced Practical Skills

ABT 495 Experimental Methods in Biotechnology
or
BIO 510 Recombinant DNA Techniques Laboratory 4

Independent Study

ABT 395 Independent Study in Biotechnology
or
ABT 399 Experiential Learning in Biotechnology 3
All students are expected to undertake an independent study project in an area of their interest for a minimum of 3 credit hours. This requirement can be met by a research project or an internship that is agreed upon by a student's advisor and

approved by the Biotechnology Coordinating Committee prior to initiation of the project. Both written and oral reports are required when the project is completed.

Subtotal: Major hours **34-35**

Specialty Support

Hours

Students must take a minimum of 21 credit hours of specialty support courses that will be selected according to the student's area of interest with the approval of the academic advisor. Of these 21 credits, a maximum of 9 credits may be ABT prefixed courses. Of the 21 credits, a maximum of 6 credits may be research credits. The remaining 15 credits must be in regularly scheduled courses.

Subtotal: Specialty Support hours **21**

Electives

Electives should be selected to complete the 125 hours required for graduation.

Subtotal: Electives **7-10**

TOTAL HOURS: **125**

BACHELOR OF SCIENCE IN AGRICULTURAL ECONOMICS

The Agricultural Economics program enables graduates to pursue careers in agribusiness and food industries, international marketing and trade, farm management and production, and related opportunities. Opportunities are also available in public policy for agriculture and rural America and environmental economics. These career opportunities may be found in both the private and public sectors. Economic theory is applied to problems concerning the production, marketing, and distribution of agricultural and food products and also to public policy and natural resource and environmental issues facing rural communities.

Agricultural Economics students choose one of three options (1) Agribusiness Management & Food Marketing, (2) Agricultural Economics, or (3) Advanced Studies in Agricultural Economics.

Graduation Requirements

To earn the Bachelor of Science in Agricultural Economics, students must have a minimum of 120 credit hours with at least a 2.0 grade-point average in either of the first two program options or at least a 3.4 grade-point average in the Advanced Studies option. Students must earn a minimum grade of **C** in each of the five agricultural economics courses required in the major. A minimum of 45 credit hours must be from upper division courses (300 and above). Remedial courses may **not** be counted toward the total hours required for the degree. In addition to UK Core requirements, students must complete college, departmental and support requirements.

UK Core Requirements

See the *UK Core* section of this Bulletin for the complete UK Core requirements. The courses listed below are (a) recommended by the college, or (b) required courses that also fulfill UK Core areas. Students should work closely with their advisor to complete the UK Core requirements. NOTE: Students who enter/transfer into the College and have already satisfied the UK Core Community, Culture and Citizenship in the USA requirement are not required to take GEN 100.

I. Intellectual Inquiry in Arts and Creativity	
Choose one course from approved list	3
II. Intellectual Inquiry in the Humanities	
Choose one course from approved list	3
III. Intellectual Inquiry in the Social Sciences	
AEC 110 Current Issues in Agricultural Economics or course from approved list	3
IV. Intellectual Inquiry in the Natural, Physical, and Mathematical Sciences	
Choose one course from approved list	3
V. Composition and Communication I	
CIS/WRD 110 Composition and Communication I	3
VI. Composition and Communication II	
CIS/WRD 111 Composition and Communication II	3
VII. Quantitative Foundations	
MA 123 Elementary Calculus and Its Applications or MA 113 Calculus I	4
VIII. Statistical Inferential Reasoning	
STA 296 Statistical Methods and Motivations	3
IX. Community, Culture and Citizenship in the USA	
GEN 100 Issues in Agriculture, Food and Environment	3
X. Global Dynamics	
Choose one course from approved list	3
UK Core hours	31

Graduation Composition and Communication Requirement (GCCR)
NOTE: AEC 306 is both a GCCR and major requirement. Students must receive a grade of C or better in AEC 306.

AEC 306 Technical Communication in Economics	3
Graduation Composition and Communication Requirement hours (GCCR)	3

OPTIONS

1. Agribusiness Management & Food Marketing Option

This option provides a program of study for students interested in careers in marketing, sales, and management of farms or firms involved in production, financing, processing, marketing and distribution of food and agricultural products, depending on the electives chosen.

NOTE: MA 113 or MA 123 satisfies the UK Core Quantitative Foundations requirement and STA 296 satisfies the UK Core Statistical Inferential Reasoning requirement. Students must earn a C or higher in MA 113 or MA 123 to take AEC 303 and a C or higher in ECO 201 to take any AEC 300 level or higher course.

Premajor Requirements	Hours
CS 101 Introduction to Computing I	3
or B&E 105 Technology for Business Solutions	1
ECO 201 Principles of Economics I	3
ECO 202 Principles of Economics II	3
MA 113 Calculus I	4
OR	
MA 123 Elementary Calculus and Its Applications	4
and	
MA 162 Finite Mathematics and Its Applications	3
STA 296 Statistical Methods and Motivations	3
ECO 391 Economic and Business Statistics	3
Subtotal: Premajor hours	17-22

Major Requirements	Hours
NOTE: Students must receive a grade of C or better in AEC 302, AEC 303, AEC 305, AEC 306, and AEC 422 required for graduation.	
Students may count only one of the following towards their major requirements: AEC 324, AEC 325, AEC 326.	
AEC 301 Career Readiness for Agricultural Economics	1
AEC 302 Agricultural Management Principles	4
AEC 303 Microeconomic Concepts in Agricultural Economics	3
AEC 305 Food and Agricultural Marketing Principles ...	3
AEC 422 Agribusiness Management	3
plus 9 hours at the 300+ level	9
plus 3 hours at 400+ level	3
Subtotal: Major hours	26

Academic Enrichment Requirement	Hours
Choose one of the following:	
NOTE: Additional credit hours of AEC 399 beyond one (1) credit shall not count towards the AEC Major Requirements, but additional graded credit hours of AEC 395 or AEC 580 beyond one (1) credit may count towards that requirement.	
AEC 395 Independent Research in Agricultural Economics	1
AEC 396 International Studies in Agricultural Economics	1
AEC 399 Experiential Learning in Agricultural Economics	1
AEC 580 Special Problems in Agricultural Economics	1
Subtotal: Academic Enrichment hours	1

Specialty Support	Hours
ACC 201 Financial Accounting I	3
ACC 202 Managerial Uses of Accounting Information	3
AN 300 Analyzing Business Operations	3
FIN 300 Corporation Finance	3
MGT 301 Business Management	3
MKT 300 Marketing Management	3
plus 3 additional hours of courses at the 200 level or higher to fulfill the student's area of interest and selected with advisor's approval from the College of Agriculture, Food and Environment, the Gatton College of Business and Economics or the departments of COM, CS, GEO, MA, PPL, PS, PSY, SOC, STA, and WRD (excluding WRD 203)	15
Subtotal: Specialty Support hours	21

Electives	
Electives should be selected by the student to complete the minimum total of 120 hours required for graduation.	
Subtotal: Electives	minimum of 16
TOTAL HOURS:	120

2. Agricultural Economics Option

This option provides a program of study for students interested in careers in rural public policy analysis, rural economic development, natural resource and environmental economics, cooperative extension, or other individualized programs.

NOTE: MA 113 or MA 123 satisfies the UK Core Quantitative Foundations requirement and STA 296 satisfies the UK Core Statistical Inferential Reasoning requirement. Students must earn a C or higher in MA 113 or MA 123 to take AEC 303 and a C or higher in ECO 201 to take any AEC 300 level or higher course.

Premajor Requirements	Hours
ECO 201 Principles of Economics I	3
ECO 202 Principles of Economics II	3
MA 113 Calculus I	4
OR	
MA 123 Elementary Calculus and Its Applications	4
and	
MA 162 Finite Mathematics and Its Applications	3
STA 296 Statistical Methods and Motivations	3
ECO 391 Economic and Business Statistics	3
Subtotal: Premajor hours	16-19

Major Requirements	Hours
NOTE: Students must receive a grade of C or better in AEC 302, AEC 303, AEC 305, AEC 306, and AEC 490.	
Students may count only one of the following towards their major requirements: AEC 324, AEC 325, AEC 326.	
AEC 301 Career Readiness for Agricultural Economics	1
AEC 302 Agricultural Management Principles	4
AEC 303 Microeconomic Concepts in Agricultural Economics	3
AEC 305 Food and Agricultural Marketing Principles ...	3
AEC 490 Quantitative Methods and Price Analysis	3
plus 9 hours at the 300+ level	9
plus 3 hours at 400+ level	3
Subtotal: Major hours	26

Academic Enrichment Requirement	Hours
Choose one of the following:	
NOTE: Additional credit hours of AEC 399 beyond one (1) credit shall not count towards the AEC Major Requirements, but additional graded credit hours of AEC 395 or AEC 580 beyond one (1) credit may count towards that requirement.	
AEC 395 Independent Research in Agricultural Economics	1
AEC 396 International Studies in Agricultural Economics	1
AEC 399 Experiential Learning in Agricultural Economics	1
AEC 580 Special Problems in Agricultural Economics	1
Subtotal: Academic Enrichment hours	1

Specialty Support	Hours
ACC 201 Financial Accounting I	3
ACC 202 Managerial Uses of Accounting Information	3
plus 15 additional hours of courses at the 200 level or higher to fulfill the student's area of interest and selected with advisor's approval from the College of Agriculture, Food and Environment, the Gatton College of Business and Economics or the departments of COM, CS, GEO, MA, PPL, PS, PSY, SOC, STA, and WRD (excluding WRD 203)	15
Subtotal: Specialty Support hours	21

Electives	
Electives should be selected by the student to complete the minimum total of 120 hours required for graduation.	
Subtotal: Electives	minimum of 19
TOTAL HOURS:	120

3. Advanced Studies in Agricultural Economics Option

This option targets students who plan to pursue graduate study in law (JD), business (MBA), public policy (MPA), or other areas including agricultural economics (MS) and international affairs (MA). This option is only available to students who maintain at least a 3.4 cumulative grade-point average. Students that complete this option will receive Departmental Honors in Agricultural Economics. Students in this option that have at least a 3.5 grade-point average in their major coursework are eligible to apply at the end of their Junior year for admission to the Department's two University Scholars Programs where 12 credit hours from their undergraduate degree may also count towards a master's degree at UK in Agricultural Economics (MS) or international affairs (Patterson School). Students enrolled in the Lewis Honors College who complete this option will satisfy their 2nd Tier Honors requirements (6 credit hours), Honors Experience requirement (6 credit hours), and Honors Capstone requirement (3 credit hours).

Important: This option requires students to substitute 9 hours of lower-level major elective or specialty support credit with 9 hours of graduate-level course work completed for graduate credit and selected with their advisor's approval. Graduate-level courses include 500+ level AEC courses and non-AEC courses at the 400G level or higher.

NOTE: MA 113 satisfies the UK Core Quantitative Foundations requirement and STA 296 satisfies the UK Core Statistical Inferential Reasoning requirement. Students must earn a C or higher in MA 113 to take AEC 303 and a C or higher in ECO 201 to take any AEC 300 level or higher course.

Premajor Requirements Hours

ECO 201 Principles of Economics I	3
ECO 202 Principles of Economics II	3
MA 113 Calculus I	
or	
MA 137 Calculus I with Life Science Applications	4
STA 296 Statistical Methods and Motivations	3
ECO 391 Economic and Business Statistics	3

Subtotal: Premajor hours 16

Major Requirements Hours

NOTE: Students must receive a grade of C or better in AEC 302, AEC 303, AEC 305, and AEC 580.

Students may count only one of the following towards their major requirements: AEC 324, AEC 325, AEC 326.

AEC 301 Career Readiness	
for Agricultural Economics	1
AEC 302 Agricultural Management Principles	4
AEC 303 Microeconomic Concepts in	
Agricultural Economics	3
AEC 305 Food and Agricultural Marketing Principles ...	3
AEC 580 Special Problems	
in Agricultural Economics	3
plus 9 hours at the 300+ level	9
plus 3 hours at 400+ level	3

Subtotal: Major hours 26

Academic Enrichment Requirement Hours

Choose one of the following:	
UK-affiliated education abroad course	3
AEC 399 Experiential Learning	
in Agricultural Economics	3

Subtotal: Academic Enrichment hours 3

Specialty Support Hours

ACC 201 Financial Accounting I	3
ACC 202 Managerial Uses of	
Accounting Information	3

plus 15 additional hours of courses at the 200 level or higher to fulfill the student's area of interest and selected with advisor's approval from the College of Agriculture, Food and Environment, the Gatton College of Business and Economics or the departments of COM, CS, GEO, MA, PPL, PS, PSY, SOC, STA, and WRD (excluding WRD 203)

Subtotal: Specialty Support hours 21

Electives

Electives should be selected by the student to complete the minimum total of 120 hours required for graduation.

Subtotal: Electives minimum of 20

TOTAL HOURS: 120

BACHELOR OF SCIENCE IN ANIMAL SCIENCES

Animals have many important roles in human societies including the provision of food and fiber, draft power, recreational and athletic activities, and companionship. In addition, animals and their interactions with humans have environmental consequences. Processing, preservation, and quality of animal-derived foods significantly affect human health and economics. Animal Sciences involves studying and applying the basic principles of nutrition, reproduction, and genetics to the production and management of animals including horses, dairy and beef cattle, sheep, swine, poultry, and other domesticated species. Additional course work provides information on production and handling of animal-derived foods.

No one program fits all Animal Sciences students. Students come from varied backgrounds and their interests range from livestock and poultry production and management to marketing and public relations; from public education and extension to graduate training in research and teaching and veterinary medicine. No matter what species you have an interest in, the Animal Sciences major will allow you to combine your interest with your desire for an exciting and rewarding career.

As an Animal Sciences major, students have the opportunity to pursue specific interests by selecting one of three study options: Animal Industry, Food Industry or Pre-Professional. The Animal Industry option is for those students interested in animal production and management and allows specialization in one of three areas: livestock, equine, or dairy. The Food Industry option is designed to provide an emphasis on aspects of food processing, chemistry, and safety. The Pre-Professional option is a rigorous study program for students with interests in veterinary sciences, human medicine, and graduate research. Students must consult the pre-professional advisor or graduate school advisor of the university to which they intend on applying for additional or specific requirements.

Career Opportunities

To keep pace with the food, fiber, and recreation requirements of a growing world population, Animal Sciences graduates are needed in the livestock industry and closely related fields. The

Animal Sciences major offers considerable flexibility in fulfilling specific career objectives, whether you are interested in working directly with livestock or indirectly in closely related areas such as agribusiness, research, government, or education.

Graduation Requirements

To earn the Bachelor of Science in Animal Sciences, the student must have a minimum of 120 credit hours with at least a 2.0 grade-point standing. A minimum of 45 credit hours must be from upper division courses (300 and above). Remedial courses may **not** be counted toward the total hours required for the degree. In addition to UK Core requirements, students must complete college, departmental and specialty support requirements.

Each student must complete the following:

UK Core Requirements

See the **UK Core** section of this Bulletin for the complete **UK Core** requirements. The courses listed below are (a) recommended by the college, or (b) required courses that also fulfill UK Core areas. Students should work closely with their advisor to complete the UK Core requirements.

I. Intellectual Inquiry in Arts and Creativity
Choose one course from approved list

II. Intellectual Inquiry in the Humanities
Choose one course from approved list

III. Intellectual Inquiry in the Social Sciences
Choose one course from approved list

IV. Intellectual Inquiry in the Natural, Physical, and Mathematical Sciences
CHE 105 General College Chemistry I

V. Composition and Communication I
CIS/WRD 110 Composition and Communication I

VI. Composition and Communication II
CIS/WRD 111 Composition and Communication II

VII. Quantitative Foundations
MA 123 Elementary Calculus and Its Applications
 or
MA 113 Calculus I
 or
MA 137 Calculus I With Life Science Applications

VIII. Statistical Inferential Reasoning
Recommended:
STA 210 Making Sense of Uncertainty:
 An Introduction to Statistical Reasoning

IX. Community, Culture and Citizenship in the USA
GEN 100 Issues in Agriculture,
 Food and Environment

X. Global Dynamics
Choose one course from approved list

UK Core hours 33

Graduation Composition and Communication Requirement (GCCR)

WRD 203 Business Writing
 or
WRD 204 Technical Writing

Graduation Composition and Communication Requirement hours (GCCR) 3

Premajor Requirements	Hours
MA 123 Elementary Calculus and Its Applications	
or	
MA 113 Calculus I	
or	
MA 137 Calculus I With Life Science Applications	4
BIO 148 Introductory Biology I	3
BIO 152 Principles of Biology II	3
CHE 105 General College Chemistry I	4
CHE 107 General College Chemistry II	3
CHE 111 General Chemistry I Laboratory	1
CHE 113 General Chemistry II Laboratory	2
Subtotal: Premajor hours	20

Major Requirements	Hours
ASC 101 Domestic Animal Biology	3
ASC 102 Introduction to Livestock and Poultry Production	3
ASC 205 Career Development for Animal Sciences	1
ASC 325 Animal Physiology	3
ASC 362 Animal Breeding and Genetics	4
ASC 364 Reproductive Physiology of Farm Animals	4
ASC 378 Animal Nutrition and Feeding	3
ASC 380 Applied Animal Nutrition	3
ASC 470 Capstone for Animal Agriculture	3
plus one of the following courses:	
ASC 333 Topics in Animal Science (Subtitle required)	3
ASC 395 Special Problems in Animal Sciences	1-4
ASC 399 Experiential Learning in Animal Sciences	1-4
EAP 599 Study Abroad	1
GEN 300 Special Course	3
plus at least three of the following courses:	
ASC 340 Poultry Production	2
ASC 404G Sheep Science	4
ASC 406 Beef Cattle Science	4
ASC 408G Swine Production	3
ASC 410G Equine Science	3
ASC 420G Dairy Cattle Management	3
Subtotal: Major hours	37-43

In addition to the Major Requirements, students choose one of three options:

OPTIONS

Option A – Animal Industry

Students fulfilling the Major Requirements are eligible for the Animal Industry Option by taking certain required Specialty Support Courses (see below). In addition, students with more specific interests may, but are not required to, choose from three specializations available within this Option.

No Specialization

(required Specialty Support only; see below) 0

Livestock Specialization

ASC 300 Meat Science 4

and at least two from:

ASC 340 Poultry Production 2

ASC 404G Sheep Science 4

ASC 406 Beef Cattle Science 4

ASC 408G Swine Production 3

Equine Specialization

ASC 310 Equine Anatomy 3

ASC 320 Equine Management 3

ASC 410G Equine Science 3

Dairy Specialization

ASC 420G Dairy Cattle Management 3

ASC 564 Milk Secretion 3

Subtotal: Option A hours **0-5**

Option B – Food Industry

Students fulfilling the Major Requirements are eligible for the Food Industry Option by taking certain required Specialty Support Courses (see below) and:

ASC 300 Meat Science 4

FSC 107 Introduction to Food Science 3

Subtotal: Option B hours **7**

Option C – Pre-Professional

Students fulfilling the Major Requirements are eligible for the Pre-Professional Option by taking certain Specialty Support Courses (see below). Students must consult the pre-professional advisor or graduate school advisor of the university to which they intend on applying for additional or specific requirements.

Specialty Support

Animal Industry Option

CHE 230 Organic Chemistry I

or

CHE 236 Survey of Organic Chemistry 3

Depending on the student's area of interest and subject to the advisor's approval, additional courses at the 200-level or above may be selected from biochemistry, biology, chemistry, physics, statistics, or any agriculture-related area other than Animal Sciences 15

Food Industry Option

CHE 230 Organic Chemistry I

or

CHE 236 Survey of Organic Chemistry 3

FSC 304 Animal Food Products 4

Depending on the student's area of interest and subject to the advisor's approval, additional courses at the 200-level or above may be selected from biochemistry, biology, chemistry, physics, statistics, or any agriculture-related area other than Animal Sciences 12

Pre-Professional Option*

BIO 304 Principles of Genetics

or

ABT/ENT 360 Genetics 3-4

CHE 230/231 Organic Chemistry

and Laboratory I 4

CHE 232/233 Organic Chemistry

and Laboratory II 4

PHY 211 General Physics 5

PHY 213 General Physics 5

**Students must consult the pre-professional advisor or graduate school advisor of the university to which they will apply for additional or specific requirements.*

Subtotal: Specialty Support **18-22**

Electives

Electives should be selected to complete the 120 hours required for graduation.

Subtotal: Electives **minimum of 18**

TOTAL HOURS: **120**

BACHELOR OF SCIENCE IN BIOSYSTEMS ENGINEERING

Biosystems engineering provides an essential link between the biological sciences and the engineering profession. This linkage is essential for the development of production and processing systems involving biological materials that preserve our natural resource base. Students have the latitude to develop an area of specialization relating to bioenvironmental engineering, food and bioprocessing, machine systems, or controlled environment engineering. The curriculum is also

ideal preparation for those students wanting to pursue a graduate or professional degree in biomedical engineering or veterinary medicine through pre-biomedical engineering and pre-veterinary medicine options.

The degree requirements and curriculum are listed in the *College of Engineering* section of this Bulletin.

BACHELOR OF SCIENCE IN CAREER AND TECHNICAL EDUCATION

Students pursuing a degree in Career and Technical Education complete courses in education and agriculture. Graduates with this degree pursue careers in both formal and informal education of agriculture. Formal education opportunities include teaching in the middle school or high school classroom. Informal education opportunities include working in Extension and the public or private sectors of industry. In addition to receiving the degree, graduates attain Rank III teaching certification in Agricultural Education.

Teacher Certification

Besides receiving the B.S. in Career and Technical Education, students completing the requirements obtain a letter of endorsement to teach agricultural education.

Requirements for teacher certification are as follows:

You must be admitted to the teacher education program (TEP) after you have completed, or complete during the semester in which you apply, 60 semester hours of course work and AED/FCS 110 Introduction to Career and Technical Education and have at least a 2.75 grade-point standing (on a 4.0 scale). See a full description of "Admission, Retention, and Completion from Teacher Education Programs" in the *College of Education* section of this Bulletin.

Applicants are evaluated on an interview, recommendations, scholastic achievement, demonstrated skills, and professional commitment and goals. A student's progress is continuously monitored, assessed, and reviewed throughout the teacher education program as described in the Teacher Education Programs section of this Bulletin. You must successfully complete assessment items and portfolio items as required. Further, you must successfully complete the Principles of Learning and Teaching Exam and a professional exam, scoring above cutoff scores specified by the State Board of Education for each exam. After completing these exams, students hired by Kentucky schools will complete a one-year paid internship as a first-year teacher and will be evaluated at least three times by a three-person committee before certification is completed.

Note: Because graduation and teacher certification requirements change frequently, students should obtain more complete information from their advisors.

Graduation Requirements

To earn the Bachelor of Science in Career and Technical Education, the student must have a minimum of 120 credit hours with at least a 2.75 grade-point average (required for Teacher Certification). A minimum of 45 credit hours must be from upper division courses (300 level and above). Remedial courses may **not** be counted toward the total hours required for the degree.

Students must complete the following:

UK Core Requirements

See the *UK Core* section of this Bulletin for the complete UK Core requirements. The courses listed below are (a) recommended by the college, or (b) required courses that also fulfill UK Core areas. Students should work closely with their advisor to complete the UK Core requirements.

I. Intellectual Inquiry in Arts and Creativity

Choose one course from approved list 3

II. Intellectual Inquiry in the Humanities

Choose one course from approved list 3

III. Intellectual Inquiry in the Social Sciences

CLD 102 The Dynamics of Rural Social Life 3

IV. Intellectual Inquiry in the Natural, Physical, and Mathematical Sciences

Choose one course from approved list 3

V. Composition and Communication I

CIS/WRD 110 Composition and Communication I 3

VI. Composition and Communication II

CIS/WRD 111 Composition and Communication II 3

VII. Quantitative Foundations

Choose one course from approved list 3

VIII. Statistical Inferential Reasoning

STA 210 Making Sense of Uncertainty:
An Introduction to Statistical Reasoning 3

IX. Community, Culture and Citizenship in the USA

GEN 100 Issues in Agriculture,
Food and Environment 3

X. Global Dynamics

Choose one course from approved list 3

UK Core hours 30

Graduation Composition and Communication Requirement (GCCR)

AED/FCS 583 Designing Curriculum and
Assessment in Career and Technical Education 3

Graduation Composition and Communication Requirement hours (GCCR) 3

Major Requirements**Hours**

AED/FCS 110 Introduction to Career and
Technical Education 3

AED/FCS 362 Field Experiences in Career and
Technical Education 3

AED/FCS 371 Advising a Career and Technical
Student Organization 3

AED/FCS 580 Foundations of Teaching Career
and Technical Education 3

AED/FCS 583 Designing Curriculum and
Assessment in Career and Technical Education 3

AED/FCS 586 Methods of Teaching Career and
Technical Education 3

AED/FCS 592 Teaching Experience in Career and
Technical Education 12

EDP 203 Teaching Exceptional Learners in
Regular Classrooms 3

FAM 357 Adolescent Development 3

Subtotal: Major Required hours 36

Agricultural Education Requirements

*AEC 302 Agricultural Management Principles 4

AEN 252 Fabrication and Construction
for Technical Systems 3

ASC 101 Domestic Animal Biology 3

ASC 102 Introduction to Livestock
and Poultry Production 3

CLD 102 The Dynamics of Rural Social Life
(or other Social Science elective) 3

ECO 201 Principles of Economics I 3

PLS 210 The Life Processes of Plants
or

PLS 386 Plant Production Systems 3-4

**PLS 366 Fundamentals of Soil Science 4

Subtotal: Agricultural Education hours 26-27

*ECO 201 is a prerequisite for AEC 302.

**CHE 105 is a prerequisite for PLS 366.

Specialty Support Requirements

Students must complete one additional agricultural economics course, one additional animal sciences course, one additional agricultural engineering course, two additional plant and soil sciences courses, and three additional courses in the College of Agriculture, Food and Environment in consultation with your advisor.

Subtotal: Specialty Support 24

Other agriculture majors can also qualify to teach agricultural education provided they meet current certification requirements.

Electives

Electives should be selected by the student to lead to the minimum total of 120 hours required for graduation

Subtotal: Electives minimum of 7

Total Minimum Hours for Program 120

BACHELOR OF SCIENCE IN COMMUNITY AND LEADERSHIP DEVELOPMENT

Community and Leadership Development is an interdisciplinary social science major. It provides students with the knowledge and skills to integrate communications, sociology, journalism, and community development theories and apply them to real-world situations involving local communities and agricultural organizations.

The major focuses on such skills as written and oral communication; strategic problem solving; critical thinking; understanding of group, organizational, and community dynamics; and ethical decision making.

Graduation Requirements

To earn the Bachelor of Science in Community and Leadership Development, the student must have a minimum of 120 credit hours with at least a 2.0 grade-point average. A minimum of 45 credit hours must be from upper division courses (300 level and above). Remedial courses may **not** be counted toward the total hours required for the degree.

Students must complete the following:

UK Core Requirements

See the *UK Core* section of this Bulletin for the complete UK Core requirements. The courses listed below are (a) recommended by the college, or (b) required courses that also fulfill UK Core areas. Students should work closely with their advisor to complete the UK Core requirements.

The UK Core courses listed below are **recommended** by the College to fulfill each area.

I. Intellectual Inquiry in Arts and Creativity

Choose **one** of the following:

A-S 245 Introduction to Web Design

A-S 280 Introduction to Photographic Literacy

LA 111 Living on the Right Side of the Brain 3

II. Intellectual Inquiry in the Humanities

Choose **one** of the following:

EGR 201 Literature, Technology, and Culture

ENG 230 Introduction to Literature (Subtitle required)

ENG 264 Introduction to Black Writers

GWS 201 Gender and Popular Culture

HIS 112 The Making of Modern Kentucky

MCL 100 The World of Language 3

III. Intellectual Inquiry in the Social Sciences

CLD 102 The Dynamics of Rural Social Life 3

IV. Intellectual Inquiry in the Natural, Physical, and Mathematical Sciences

Choose **one** of the following:

PLS 104 Plants, Soils, and People: A Science Perspective

ANT 230 Introduction to Biological Anthropology

BIO 102 Human Ecology

GEO 130 Earth's Physical Environment

GEO 135 Global Climate Change

EES 120 Sustainable Planet:

The Geology of Natural Resources 3

V. Composition and Communication I

CIS/WRD 110 Composition and Communication I 3

VI. Composition and Communication II

CIS/WRD 111 Composition and Communication II 3

VII. Quantitative Foundations

MA 111 Introduction to Contemporary Mathematics

or

MA 123 Elementary Calculus and Its Applications... 3-4

VIII. Statistical Inferential Reasoning

STA 210 Making Sense of Uncertainty:

An Introduction to Statistical Reasoning

or

PSY 215 Experimental Psychology

and

PSY 216 Applications of Statistics in Psychology 3-8

IX. Community, Culture and Citizenship in the USA

CLD 360 Environmental Sociology

or

GEN 100 Issues in Agriculture,

Food and Environment 3

X. Global Dynamics

CLD 380 Globalization:

A Cross-Cultural Perspective 3

UK Core hours 30-36

Graduation Composition and Communication Requirement (GCCR)

CLD 305 Research Methods in

Community and Leadership Development 3

CLD 497 Senior Capstone Practicum in

Community and Leadership Development 3

Graduation Composition and Communication Requirement hours (GCCR) 6

Major Core Requirements	Hours
Thematic Core	
CLD 260 Community Portraits	3
CLD 320 Community and Communication: Exploring Their Intersections	3
CLD 370 Learning in Society	3
CLD 430 Leading in Communities: Vision, Action, and Change	3
Common Core	
CLD 305 Research Methods in Community and Leadership Development	3
CLD 362 Field Experience in CLD	3
CLD 490 Senior Capstone Seminar in Community and Leadership Development	3
CLD 497 Senior Capstone Practicum in Community and Leadership Development	3
Subtotal: Major Core Requirements	24

Major Electives
Students must choose 12 hours of additional CLD courses in consultation with their advisor. Up to 3 credits as CLD 395 (Special Problems in Community and Leadership Development) or CLD 399 (Experiential Learning in Community and Leadership Development) may be counted as part of these 12 credits.

Subtotal: Major Electives **12**

Specialty Support
Depending on the student's area of interest and subject to his/her academic advisor's approval, he/she will complete 30 hours in related areas at the 200 level or higher.

Subtotal: Specialty Support **30**

Electives
Electives should be selected by the student to lead to the minimum total of 120 hours required for graduation

Subtotal: Electives **24**
Total Minimum Hours for Program **120**

**BACHELOR OF SCIENCE IN
EQUINE SCIENCE
AND MANAGEMENT**

The horse industry is a dynamic industry that encompasses not only the breeding, raising and training of horses but also the development of activities for the use of the horse in sports and recreation. The industry has a significant economic impact across the U.S. and world-wide.

Equine science and management involves the study and application of science and business concepts to the horse industry. Additional course work supports learning in areas that aid in breeding and raising horses and marketing the industry. Students come from varied equine backgrounds but have a common interest in the horse. Regardless of which breed of horse or activity focus students have, equine science and management majors will have the opportunity to combine their interest in the horse with a desire to become active participants in the horse industry.

Students in equine science and management considering a career in veterinary medicine or graduate research can meet those goals in the degree program as well. Interested students need to consult with an advisor to ensure all specific academic requirements are met.

Career Opportunities
The horse industry is continually changing. Equine science and management graduates are needed in all aspects of the industry including production, business management and other related support industries.

Graduation Requirements
To earn the Bachelor of Science in Equine Science and Management, the student must have a minimum of 120 credit hours with at least a 2.0 grade-point average. A minimum of 45 credit hours must be from upper division courses (300 level and above). Remedial courses may **not** be counted toward the total hours required for the degree.

Students must complete the following:

UK Core Requirements
See the *UK Core* section of this Bulletin for the complete UK Core requirements. The courses listed below are (a) recommended by the college, or (b) required courses that also fulfill UK Core areas. Students should work closely with their advisor to complete the UK Core requirements.

I. Intellectual Inquiry in Arts and Creativity
Choose one course from approved list 3

II. Intellectual Inquiry in the Humanities
Choose one course from approved list 3

III. Intellectual Inquiry in the Social Sciences
Choose one course from approved list 3

IV. Intellectual Inquiry in the Natural, Physical, and Mathematical Sciences
Choose course(s) from approved list 3-5

V. Composition and Communication I
CIS/WRD 110 Composition and Communication I 3

VI. Composition and Communication II
CIS/WRD 111 Composition and Communication II 3

VII. Quantitative Foundations
MA 109 College Algebra
or
MA 123 Elementary Calculus and Its Applications
or
MA 113 Calculus I 3-4

VIII. Statistical Inferential Reasoning
STA 210 Making Sense of Uncertainty:
An Introduction to Statistical Reasoning
or
STA 296 Statistical Methods and Motivations 3

IX. Community, Culture and Citizenship in the USA
GEN 100 Issues in Agriculture,
Food and Environment 3

X. Global Dynamics
Choose one course from approved list 3

UK Core hours **30-33**

Graduation Composition and Communication Requirement (GCCR)
EQM 305 Equine Industry Issues 3

Graduation Composition and Communication Requirement hours (GCCR) **3**

Premajor Requirements **Hours**
BIO 148 Introductory Biology I 3
BIO 152 Principles of Biology II 3

CHE 105 General College Chemistry I
CHE 107 General College Chemistry II
CHE 111 General Chemistry I Laboratory
CHE 113 General Chemistry II Laboratory 10

OR
CHE 104 Introductory General Chemistry
CHE 108 Introduction to Inorganic, Organic and
Biochemistry without Laboratory 6

OR
CHE 105 General College Chemistry I
CHE 108 Introduction to Inorganic, Organic and
Biochemistry without Laboratory
CHE 111 General Chemistry I Laboratory 8

ECO 201 Principles of Economics I 3

MA 109 College Algebra
or
MA 123 Elementary Calculus and Its Applications
or
MA 113 Calculus I 3-4

Subtotal: Premajor hours **18-23**

Major Requirements	Hours
ASC 101 Domestic Animal Biology	3
EQM 101 Introduction to the Horse and the Horse Industry	3
EQM 105 Equine Behavior and Handling	2
EQM 106 Introduction to Careers in the Equine Industry	1
ASC 310 Equine Anatomy	3
ASC 320 Equine Management	3
EQM 305 Equine Industry Issues	3
EQM 351 Equine Health and Diseases	3
EQM 399 Equine Science and Management Internship or EQM 396 Equine Study Abroad (Subtitle required)	3
EQM 490 Capstone in Equine Science and Management	3
AEC 302 Agricultural Management Principles	4
Subtotal: Major hours	31

Emphasis Areas

Students must have one emphasis area. In order to have an emphasis area, students must take 12 credits in one area. Students will then select 9 additional credits from any emphasis area. 21 credit hours in emphasis area courses must be completed.

Equine Science

This area will provide the students with a strong background in basic sciences which will prepare them for graduate school or careers such as laboratory research assistants, breeding technicians, pharmaceutical sales representatives, and technical representatives for the feed industry.

ASC 220 Applied Animal Behavior and Welfare	3
ASC 311 Advanced Equine Evaluation	1
ASC 325 Animal Physiology	3
ASC 364 Reproductive Physiology of Farm Animals	4
ASC 378 Animal Nutrition and Feeding	3
ASC 380 Applied Animal Nutrition	3
ASC 389 Advanced Equine Nutrition and Feeding	2
ASC 410G Equine Science	3
EQM 300 Topics in Equine Science and Management	1-6
PLS 366 Fundamentals of Soil Science	4
PLS 510 Forage Management and Utilization	3
VS 307 Genetics of Horses	3
VS 500 Advanced Equine Reproduction	3
VS 507 Advanced Horse Genetics	2

Subtotal: Emphasis hours **21**

Equine Management and Industry

Students will learn skills related to marketing, operations, and management of equine businesses. This will prepare students for careers as farm managers as well as business managers for equine enterprises, breed associations, and sales associates. This area also introduces them to the diversity of the equine industry through courses in equine law, sales, careers, event planning, marketing, and human resources.

AEC 305 Food and Agricultural Marketing Principles	3
AEC 312 Equine Markets	3
AEC 320 Agricultural Product Marketing and Sales or	
MKT 300 Marketing Management	3
AEC 324 Agricultural Law	3
AEC 325 Equine Law	3
AEC 340 Human Resource Management in Agriculture	3
EQM 210 Tools and Tack in the Equine Industry	2
EQM 300 Topics in Equine Science and Management	1-6
EQM 301 Thoroughbred Sales	1
EQM 340 Equine Facility Design and Management	3
Subtotal: Emphasis hours	21

Communications and Leadership

Students who are interested in leadership roles in business, breed associations or non-profit equine organizations and cooperative extension should consider this area. They will enhance their communication skills and be required to take courses in community dynamics, leadership development, and agriculture communication.

CLD 102 The Dynamics of Rural Social Life	3
CLD 230 Intrapersonal Leadership	3
CLD 260 Community Portraits	3
CLD 320 Community and Communication: Exploring Their Intersections	3
CLD 400 Agricultural Communications Campaigns	3
CLD 401 Principles of Cooperative Extension	3
CLD 402 Principles of Leadership	3
CLD 403 Leadership and Communication	3
CLD 404 Contemporary Leadership Applications	3
CLD 430 Leading in Communities: Vision, Action, and Change	3
CLD 495 Topical Seminar in Community and Leadership Development (Subtitle required)	1-3
CLD 530 Fundamentals of Organizational Leadership	3
EQM 300 Topics in Equine Science and Management	1-6
EQM 302 Equine Event Planning	1
Subtotal: Emphasis hours	21

Specialty Support Requirement

The student will choose, in consultation with an advisor, at least 18 hours of courses at the 200 level or above that will strengthen the program in an area of importance to the student. To aid in developing this area of study, a list of suggested courses is available from your advisor. The list includes courses in agricultural economics, animal sciences, community and leadership development, marketing, management, finance, plant and soil sciences plus other areas of study at UK.

Subtotal: Specialty Support 18

Electives

Electives should be selected by the student to lead to the minimum total of 120 hours required for graduation

Subtotal: Electives minimum of 3

Total Minimum Hours for Program 120

**BACHELOR OF SCIENCE IN
FOOD SCIENCE**

Food science is the study of the transformation of biological materials into food products acceptable for human consumption. This requires studying diverse scientific disciplines related to food, including chemistry, engineering, microbiology, biochemistry, toxicology, and management; and effectively applying the industrial and practical aspects to product development, food processing, preservation, and marketing. The program is administered by the Department of Animal and Food Sciences and offers training in the basic sciences and in the fundamentals of food science.

Career opportunities in food industries include: management, research and development of new food products and ingredients, process supervision, quality control, procurement, distribution, sales, and merchandising. Positions include sales and services in allied industries; consulting and trade association activities; and promotional and educational services. Governmental agencies employ food scientists whose work is directed towards research, regulatory control, and the development of food standards.

Graduation Requirements

To earn the Bachelor of Science in Food Science, the student must complete a minimum of 120 semester hours with at least 45 hours from courses at the 300 level and above. A 2.0 grade-point standing (on a 4.0 scale) is necessary and remedial courses may **not** be counted toward the total hours required for the degree.

The Food Science program meets the requirements for accreditation by the Institute of Food Technologists and the National Organization of Food Science Professionals.

Each student must complete the following:

UK Core Requirements

See the *UK Core* section of this Bulletin for the complete UK Core requirements. The courses listed below are (a) recommended by the college, or (b) required courses that also fulfill UK Core areas. Students should work closely with their advisor to complete the UK Core requirements.

I. Intellectual Inquiry in Arts and Creativity

Choose one course from approved list

II. Intellectual Inquiry in the Humanities

Choose one course from approved list

III. Intellectual Inquiry in the Social Sciences

Choose one course from approved list

**IV. Intellectual Inquiry in the Natural, Physical,
and Mathematical Sciences**

CHE 105 General College Chemistry I

CHE 111 General Chemistry I Laboratory

V. Composition and Communication I

CIS/WRD 110 Composition and Communication I

VI. Composition and Communication II

CIS/WRD 111 Composition and Communication II

VII. Quantitative Foundations

MA 113 Calculus I

or

MA 123 Elementary Calculus and Its Applications

or

MA 137 Calculus I With Life Science Applications

VIII. Statistical Inferential Reasoning

STA 296 Statistical Methods and Motivations

IX. Community, Culture and Citizenship in the USA

GEN 100 Issues in Agriculture,

Food and Environment

X. Global Dynamics

Choose one course from approved list

UK Core hours 33

**Graduation Composition and
Communication Requirement (GCCR)**

WRD 203 Business Writing

**Graduation Composition and Communication
Requirement hours (GCCR)** 3

Premajor Requirements**Hours**

BIO 148 Introductory Biology I

BIO 152 Principles of Biology II

ECO 201 Principles of Economics I

BIO 208 Principles of Microbiology

BIO 209 Introductory Microbiology Laboratory

CHE 105 General College Chemistry I

CHE 107 General College Chemistry II

CHE 111 General Chemistry I Laboratory

CHE 113 General Chemistry II Laboratory

CHE 236 Survey of Organic Chemistry

or

CHE 230 Organic Chemistry I

DHN 212 Introductory Nutrition

MA 113 Calculus I

or

MA 123 Elementary Calculus and Its Applications

or

MA 137 Calculus I With Life Science Applications

STA 296 Statistical Methods and Motivations

Subtotal: Premajor hours 37

Major Requirements**Hours****Required:**

FSC 107 Introduction to Food Science

FSC 306 Introduction to Food Processing

FSC 395 Special Problems in Food Science

or

FSC 399 Experiential Learning in
Animal Sciences/Food Science

or

EXP 396 Experiential Education

FSC 434G Food Chemistry

FSC 530 Food Microbiology

FSC 535 Food Analysis

FSC 536 Advanced Food Technology

plus at least three of the following courses:

FSC 304 Animal Food Products

FSC 430 Sensory Evaluation of Foods

FSC 538 Food Fermentation

FSC 540 Food Sanitation

Subtotal: Major hours 38-41

Specialty Support

AEN 340 Principles of Food Engineering 4
 DHN 311 Nutritional Biochemistry
 or
 BCH 401G Fundamentals of Biochemistry 3
 PHY 211 General Physics 5
 plus two of the following courses:
 AEC 305 Food and Agricultural
 Marketing Principles 3
 ASC 300 Meat Science 4
 CLD 230 Intrapersonal Leadership
 or
 CLD 340 Community Interaction 3
Subtotal: Specialty Support 18-19

Electives

Elective courses should be selected by the student to lead to the minimum total of 120 hours required for graduation.
Subtotal: Electives 6
TOTAL HOURS: 120

BACHELOR OF SCIENCE IN FORESTRY

Kentucky boasts many forested areas with famous reputations, such as Natural Bridge, Red River Gorge, Daniel Boone National Forest, and Robinson Forest. Robinson Forest is one of the largest research and educational forests in the eastern United States. It is managed by the Department of Forestry and Natural Resources, and as a forestry student at the University of Kentucky all of its resources will be available to you as a unique outdoor laboratory.

The missions of the Department of Forestry and Natural Resources are to identify and address the challenges and opportunities facing sustained management of our renewable natural resources, including forests, soils, water, and wildlife. These missions involve three interrelated functions: research, extension, and education. The research goal of the department is to obtain basic and applied information leading to wise and effective management of our natural resources. Forestry extension seeks to inform land owners and the general public about forest stewardship. Forestry education prepares students for careers as forestry and natural resource professionals. The objectives of the required courses in the forestry curriculum are to educate and train students in the communication, managerial, scientific, processing, and administrative skills and principles related to the stewardship and utilization of renewable natural resources. Accomplishment of these objectives will ensure a continuing supply of entry-level professionals for Kentucky and the nation.

The undergraduate (B.S.) program leading to the professional degree in forestry is accredited by the Society of American Foresters (SAF). SAF is the specialized accrediting body recognized by the Commission on Recognition of Postsecondary Accreditation as the accrediting agency for forestry in the United States. Additionally, you may become certified by The Wildlife Society if you choose appropriate elective courses.

Career Opportunities

Forestry graduates are employed as professional foresters in private forest industries and organizations, consulting companies, and public agencies, including the U.S. Forest Service, Soil Conservation Service, and state, county, or urban forestry programs. Graduates are also qualified to be research technicians in government, university, and private laboratories, or may continue their studies in specialized graduate programs.

The inclusion in the curriculum of management and processing principles makes UK forestry graduates attractive to the forest products industry; graduates are often employed as technical specialists, managers, and marketing and wood procurement personnel.

Graduation Requirements

To earn the Bachelor of Science in Forestry, the student must complete a minimum of 121 semester hours. A 2.0 grade-point standing (on a 4.0 scale) is necessary and remedial courses may **not** be counted toward the total hours required for the degree.

Students will complete a field semester in the spring of their junior year. Throughout the spring field semester, students will visit numerous sites to see different ecosystems in the region. Students will periodically return to one site, or sample property, that will be used for in-depth analysis to show integration and application of field semester concepts.

The curriculum consists of UK Core requirements, preprofessional, professional, and specialty support components. Preprofessional, professional, and specialty support courses provide the skills and understanding to manage forest resources. Electives, chosen with the assistance of your advisor, strengthen your knowledge of basic principles in areas of special interest to you.

UK Core Requirements

See the *UK Core* section of this Bulletin for the complete UK Core requirements. The courses listed below are (a) recommended by the college, or (b) required courses that also fulfill UK Core areas. Students should work closely with their advisor to complete the UK Core requirements.

I. Intellectual Inquiry in Arts and Creativity
 Choose one course from approved list 3
II. Intellectual Inquiry in the Humanities
 Choose one course from approved list 3
III. Intellectual Inquiry in the Social Sciences
 Choose one course from approved list 3
IV. Intellectual Inquiry in the Natural, Physical, and Mathematical Sciences
 BIO 103 Basic Ideas of Biology 3
V. Composition and Communication I
 CIS/WRD 110 Composition and Communication I 3
VI. Composition and Communication II
 CIS/WRD 111 Composition and Communication II 3

VII. Quantitative Foundations

Any approved Quantitative Foundations course with a Math (MA) prefix 3

VIII. Statistical Inferential Reasoning

FOR 250 Statistics and Measurements I 4

IX. Community, Culture and Citizenship in the USA

GEN 100 Issues in Agriculture,
 Food and Environment 3

X. Global Dynamics

FOR 435 Conservation Biology 3

UK Core hours 31

Graduation Composition and Communication Requirement (GCCR)

FOR 400 Human Dimensions of Forestry
 and Natural Resources 3
 FOR 480 Integrated Forest Research Management 5

Graduation Composition and Communication Requirement hours (GCCR) 8

Premajor Requirements Hours

BIO 103 Basic Ideas of Biology
 or
 BIO 148 Introductory Biology I 3
 CHE 104 Introductory General Chemistry
 or
 CHE 105 General College Chemistry I 3-4
 Any approved Quantitative Foundations course with a Math (MA) prefix 3
Subtotal: Premajor hours 9-10

Major Requirements Hours

FOR 100 Forests and Forestry 3
 FOR 200 Basics of Geospatial Technology 3
 FOR 219 Dendrology 4
 FOR 221 Winter Dendrology 1
 FOR 240 Forestry and Natural Resource Ethics 2
 FOR 250 Statistics and Measurements I 4
 FOR 255 Forest Fire 1
 FOR 260 Forest Products and Wood Science 4
 FOR 280 Forest Resource Policy and Law 3
 FOR 285 Communication and Professional
 Development in Forestry and Natural Resources I 1
 FOR 286 Communication and Professional
 Development in Forestry and Natural Resources II 1
 FOR 310 Introduction to Forest Health
 and Protection 1
 FOR 320 Forest Valuation and Economics 3
 FOR 330 GIS and Spatial Analysis 3
 FOR 340 Forest Ecology 4
 FOR 350 Silviculture 4
 FOR 356 Forest Soils and Hydrology 1
 FOR 357 Inventory and Measurements II 2
 FOR 358 Silvicultural Practices 3
 FOR 359 Forest Operations and Utilization 3
 FOR 365 Wildlife Assessment 2
 FOR 370 Wildlife Biology and Management 4
 FOR 400 Human Dimensions of Forestry
 and Natural Resources 3
 FOR 425 Forest Management 4
 FOR 435 Conservation Biology 3
 FOR 460 Forest Hydrology and
 Watershed Management 3
 FOR 480 Integrated Forest Resource Management 5
 FOR 502 Forest Entomology 3
 PLS 366 Fundamentals of Soil Science 4
Subtotal: Major hours 82

Professional Electives

Nine hours of professional electives. In general, the professional electives should be a 300-level or above course. If a student wants to take a course not on the forestry program's professional elective list, the student must receive approval from the Department of Forestry and Natural Resources Undergraduate Programs Committee.

Subtotal: Professional electives 9

Electives

Elective courses should be selected by the student to lead to the minimum total of 121 hours required for graduation.

Subtotal: Electives 3

TOTAL HOURS: 121

BACHELOR OF SCIENCE IN HORTICULTURE, PLANT AND SOIL SCIENCES

The Horticulture, Plant and Soil Sciences degree program is designed to provide students with the knowledge and skills needed for a career in the production and management of plants and soils for food, fiber, forage, oil, recreation, landscaping and the enhancement of the human environment. Graduates have the technical and scientific skills as well as the communication, computational, leadership, and interpersonal capabilities necessary to function effectively as professionals. Careers are as diverse as they are challenging. Each Option prepares graduates for specific professional opportunities.

Options

Students pursuing a Horticulture, Plant and Soil Sciences degree may choose from the following Options:

- Horticulture Enterprise Management
- Turfgrass Science
- Crops and Livestock
- Crop, Soil and Horticulture Science

Graduation Requirements

Students must complete a minimum of 120 semester credit hours with at least 45 credit hours from courses at the 300 level or above. A 2.0 grade-point standing (on a 4.0 scale) is necessary and remedial courses may **not** be counted toward the total hours required for the degree. In addition to the UK Core and college requirements, students must select an Option with the assistance of an advisor and fulfill the area's program requirements.

UK Core Requirements

See the UK Core section of this Bulletin for the complete UK Core requirements. The courses listed below are (a) recommended by the college, or (b) required courses that also fulfill UK Core areas. Students should work closely with their advisor to complete the UK Core requirements.

I. Intellectual Inquiry in Arts and Creativity

Choose one course from approved list 3

II. Intellectual Inquiry in the Humanities

Choose one course from approved list 3

III. Intellectual Inquiry in the Social Sciences

Recommended:

CLD 102 The Dynamics of Rural Social Life 3

IV. Intellectual Inquiry in the Natural, Physical, and Mathematical Sciences

CHE 105 General College Chemistry I 4

CHE 111 General Chemistry I Laboratory 1

V. Composition and Communication I

CIS/WRD 110 Composition and Communication I 3

VI. Composition and Communication II

CIS/WRD 111 Composition and Communication II 3

VII. Quantitative Foundations

MA 123 Elementary Calculus
and Its Applications 4

VIII. Statistical Inferential Reasoning

STA 210 Making Sense of Uncertainty:
An Introduction to Statistical Reasoning 3

for the **Crop, Soil and Horticulture Science Option**, students take:

STA 296 Statistical Methods and Motivations 3

IX. Community, Culture and Citizenship in the USA

GEN 100 Issues in Agriculture,
Food and Environment 3

X. Global Dynamics

Choose one course from approved list 3

UK Core hours 33

Graduation Composition and Communication Requirement (GCCR)

PLS 490 Topics in Plant and Soil Science 3

**Subtotal: Graduation Composition
and Communication hours (GCCR)** 3

In addition, the student must submit a proposed plan of study for the junior and senior years.

Premajor Requirements	Hours
CHE 105 General College Chemistry I	4
CHE 107 General College Chemistry II	3
CHE 111 General Chemistry I Laboratory	1
CHE 113 General Chemistry II Laboratory	2
MA 123 Elementary Calculus and Its Applications	4
Subtotal: Premajor hours	14

Students choose one of four Options in the Horticulture, Plant and Soil Science program – Horticulture Enterprise Management; Turfgrass Science; Crops and Livestock; and Crop, Soil and Horticulture Science. All students take the Major Requirements listed below. Then, depending on their Option, take specific courses and 21 hours of Specialty Support courses, some of which may be specified. Option requirements follow Major Requirements.

Major Requirements	Hours
PLS 104 Plants, Soils, and People: A Science Perspective	3
PLS 210 The Life Processes of Plants	3
or	
*BIO 148 Introductory Biology I and	
*BIO 152 Principles of Biology II	6
PLS 220 Introduction to Plant Identification	3
PLS 366 Fundamentals of Soil Science	4
PLS 386 Plant Production Systems	4
PLS 395 Special Problems in Plant and Soil Science	
or	
PLS 399 Experiential Learning in Plant and Soil Science	3

PLS 404 Integrated Weed Management 4

PLS 470G Soil Nutrient Management 3

PLS 490 Topics in Plant and Soil Science 3

*Students in the *Crop, Soil and Horticulture Science Option* take BIO 148/152.

Subtotal: Major hours 30-33

OPTIONS

Horticulture Enterprise Management Option

PLS 100 An Introduction
to Horticulture Professions 1

PLS 440 Plant Propagation 3

PLS 525 Nursery and Floriculture Crop Production 4

PPA 400G Principles of Plant Pathology 3

Select 12 credit hours from the following courses:

PLS 320 Woody Horticultural Plants 4

PLS 330 Herbaceous Horticultural Plants I 2

PLS 332 Herbaceous Horticultural Plants II 2

PLS 451 Landscape Management
and Arboriculture 3

PLS 515 Turf Management 3

PLS 520 Fruit and Vegetable Production 4

Other PLS courses with consent of advisor

Subtotal: Option hours 23

Specialty Support Requirements

Select 21 hours of courses with consent of advisor 21

Subtotal: Specialty Support 21

Electives

Elective courses should be selected by the student to lead to the minimum total of 120 hours required for graduation.

Subtotal: Electives minimum of 1

TOTAL HOURS: 120

Turfgrass Science Option

PLS 514 Grass Taxonomy and Identification 3

PLS 515 Turf Management 3

PPA 400G Principles of Plant Pathology 3

Select additional 9 credit hours of PLS courses 9

Subtotal: Option hours 18

Specialty Support Requirements

ENT 320 Horticultural Entomology 3

CHE 226 Analytical Chemistry
or

CHE 236 Survey of Organic Chemistry 3

Select additional 15 credit hours of specialty support
in consultation with academic advisor 15

Subtotal: Specialty Support 21

Electives

Elective courses should be selected by the student to lead to the minimum total of 120 hours required for graduation.

Subtotal: Electives minimum of 1

TOTAL HOURS: 120

Crops and Livestock Option

PLS 510 Forage Management and Utilization 3

Select 15 credit hours of additional PLS courses 15

Subtotal: Option hours 18

Specialty Support Requirements

CHE 236 Survey of Organic Chemistry 3

Earn a minor in Animal Science 18

Minor in Animal Sciences**Prerequisites**

Note that several classes in Group A and Group B have prerequisites beyond/other than ASC 101. These are indicated in parentheses following the courses below. Students taking the minor are responsible for satisfying the prerequisites.

Minor Requirements

ASC 101 Domestic Animal Biology	3
ASC 102 Introduction to Livestock and Poultry Production (<i>ASC 101</i>) or	
ASC 382 Animal Production Principles	3
Additional Course Work	9

At least 9 credit hours must be selected from the list that follows (Groups A and B). At least one course must be selected from Group A and one course from Group B.

Group A

ASC 300 Meat Science (<i>ASC 101, 102</i>)	4
ASC 325 Animal Physiology (<i>BIO 152</i>)	3
ASC 362 Animal Breeding and Genetics (<i>ASC 101 and BIO 152</i>)	4
ASC 364 Reproductive Physiology of Farm Animals (<i>ASC 101 and BIO 152</i>)	4
ASC 378 Animal Nutrition and Feeding (<i>ASC 101 and CHE 230 or 236</i>)	3
ASC 380 Applied Animal Nutrition (<i>ASC 378</i>)	3

Group B

ASC 340 Poultry Production (<i>ASC 101 or 102</i>)	2
ASC 404G Sheep Science (<i>ASC 300, 362, 364, 378</i>)	4
ASC 406 Beef Cattle Science (<i>ASC 300, 362, 364, 378</i>)	4
ASC 408G Swine Production (<i>ASC 101, 102</i>)	3
ASC 410G Equine Science (<i>ASC 310, 364, 378</i>)	3
ASC 420G Dairy Cattle Management (<i>ASC 325, 364, 378</i>)	3

Total Hours Required 15

Additional specialty support classes may be selected in consultation with your academic advisor for a total of 21 hours in specialty support.

Subtotal: Specialty Support 21

Electives

Elective courses should be selected by the student to lead to the minimum total of 120 hours required for graduation.

Subtotal: Electives minimum of 1

TOTAL HOURS: 120

Crop, Soil and Horticulture Science Option

Select 18 hours of PLS courses with consent of advisor

Subtotal: Option hours 18

Specialty Support Requirements

CHE 226 Analytical Chemistry or	
CHE 230 Organic Chemistry I or	
CHE 236 Survey of Organic Chemistry	3
STA 296 Statistical Methods and Motivations	3

An additional 15 credit hours of other science courses from the following list or other science courses selected with consent of advisor for a total of 21 hours:

BIO 304 Principles of Genetics	4
BIO 308 General Microbiology	3
BIO 315 Introduction to Cell Biology	4
BIO 430G Plant Physiology	4

EES 220 Principles of Physical Geology	4
PHY 211 General Physics	5
PHY 213 General Physics	5
CHE 231 Organic Chemistry Laboratory I	1
CHE 232 Organic Chemistry II	3
CHE 233 Organic Chemistry Laboratory II	1

Subtotal: Specialty Support 21

Electives

Elective courses should be selected by the student to lead to the minimum total of 120 hours required for graduation.

Subtotal: Electives minimum of 1

TOTAL HOURS: 120

BACHELOR OF SCIENCE IN LANDSCAPE ARCHITECTURE

The profession of landscape architecture has grown out of the tradition of the great garden designers of Italy, France, England, and China to encompass the art and science of design, planning, and management of the land. The *science* of landscape architecture is concerned with the conservation and management of natural resources. The *art* of landscape architecture is concerned with the creation of more enjoyable, comfortable, and safe outdoor areas where human use requires adaptation of the natural environment.

This four-year professional program is accredited by the American Society of Landscape Architects and meets all the requirements for licensing of landscape architects in Kentucky and other states. Landscape architecture employment opportunities may be found in the designing of urban communities, plazas, university campuses, institutional grounds, parks and recreational areas, commercial and industrial sites, and residential communities, as well as in the areas of historic preservation, regional planning, and mine reclamation.

Admission Requirements

Admission to the University of Kentucky and to the College of Agriculture, Food and Environment does not guarantee admission to the Landscape Architecture program. All applicants must be reviewed by the Landscape Architecture Program Chairperson. The number of applicants ultimately admitted is determined by the resources available to provide high quality instruction. Applicants will be reviewed on a comparative basis. Determination of acceptability into the program is based on the following.

Entering freshmen and transfer students from degree programs other than Landscape Architecture must:

- submit a formal application to the Undergraduate Admissions Office indicating Landscape Architecture as your major;
- meet the minimum criteria for admission or readmission to the University as specified in this Bulletin (The Landscape Architecture program requires a minimum of a 2.0 grade-point average on a 4.0 scale for eligibility to transfer into the program.); and

- successfully complete the aptitude testing designated by the Landscape Architecture program.

If a student transferring from another degree program has a background in related design fields, he or she may submit available work, such as a portfolio or other work examples, as an indication of potential success.

Transfer students from degree programs in Landscape Architecture at other accredited institutions must:

- submit a formal application to the Office of Undergraduate Admissions indicating Landscape Architecture as your major;
- meet the minimum criteria for admission to the University as specified in this Bulletin (The Landscape Architecture program requires a minimum of a 2.0 grade-point average on a 4.0 scale for eligibility to transfer into the program.); and
- submit a portfolio for review which, combined with an evaluation of courses completed, will determine acceptance into the program as well as the level to which the student will be accepted.

Graduation Requirements

To earn a Bachelor of Science degree in Landscape Architecture, the student must have 128 semester hours with at least a 2.0 grade-point standing (on a 4.0 scale). Remedial courses may **not** be counted toward the total hours required for graduation. In addition to satisfying the UK Core requirements, each student must complete pre-major, professional, and specialty support requirements. The Landscape Architecture program policy requires a student to achieve a C grade or better in major design studios in order to advance to the next level.

UK Core Requirements

See the *UK Core* section of this Bulletin for the complete **UK Core requirements**. The courses listed below are (a) recommended by the college, or (b) required courses that also fulfill UK Core areas. Students should work closely with their advisor to complete the UK Core requirements.

I. Intellectual Inquiry in Arts and Creativity

LA 111 Living on the Right Side of the Brain

II. Intellectual Inquiry in the Humanities

Choose one course from approved list

III. Intellectual Inquiry in the Social Sciences

Choose one course from approved list

IV. Intellectual Inquiry in the Natural, Physical, and Mathematical Sciences

Choose one course from approved list

V. Composition and Communication I

CIS/WRD 110 Composition and Communication I

VI. Composition and Communication II

CIS/WRD 111 Composition and Communication II

VII. Quantitative Foundations

Choose one course from approved list

VIII. Statistical Inferential Reasoning

STA 210 Making Sense of Uncertainty:
An Introduction to Statistical Reasoning

IX. Community, Culture and Citizenship in the USA

Choose one course from approved list 3

X. Global Dynamics

Choose one course from approved list 3

UK Core hours 30**Graduation Composition and Communication Requirement (GCCR)**

LA 222 Landscape Architecture Design Studio II 6

LA 223 Landscape Architecture Design Studio III 6

Graduation Composition and Communication Requirement hours (GCCR) 12**Premajor Requirements Hours**

Premajor requirements met by UK Core courses:

LA 111 Living on the Right Side of the Brain 3

Subtotal: Premajor hours 3**Departmental Professional Requirements**

LA 105 Introduction to Landscape Architecture 3

LA 121 Landscape Architecture Design Studio I 6

LA 161 Graphics I 3

LA 162 Digital Representation I 3

LA 205 History of Landscape Architecture 3

LA 222 Landscape Architecture Design Studio II 6

LA 223 Landscape Architecture Design Studio III 6

LA 271 Design Implementation I 4

LA 324 Landscape Architecture Design Studio IV 6

LA 372 Design Implementation II 4

LA 373 Design Implementation III 6

LA 390 International Study 3

LA 398 Professional Development I 1

LA 400 Professional Development II 1

LA 425 Landscape Architecture Design Studio V 6

LA 426 Landscape Architecture Design Studio VI 6

Students must complete 11 hours from the following list of Topical Studies courses:

LA 262 Graphics II 3

LA 305 Design Theories in Landscape Architecture 3

LA 307 Cultural Landscape Preservation 3

LA 308 Regional Land Use Planning Systems 3

LA 345 Design with Plants 3

LA 355 Introductory Geospatial Applications for Land Analysis 3

LA 395 Independent Study in Landscape Architecture 1-6

LA 397 Special Topics in Landscape Architecture (Subtitle required) 3

LA 399 Internship in Landscape Architecture 2

LA 457 Contemporary Regional Land Use Planning Applications 3

LA 462 Digital Representation II 3

LA 531 Water in Urbanizing Landscapes 3

LA 556 Contemporary Geospatial Applications for Land Analysis 3

Subtotal: Major hours 78**Specialty Support Requirements**

PLS 220 Introduction to Plant Identification 3

PLS 320 Woody Horticultural Plants 4

PLS 366 Fundamentals of Soil Science 4

One course in ecology from the following or other ecology-focused courses approved by Director of Undergraduate Studies:

FOR 340 Forest Ecology 4

FOR 435 Conservation Biology 3

FOR 540 Urban Ecology 3

GEO 530 Biogeography and Conservation 3

FOR/GEO 570 Landscape Ecology for Natural Resources 3

SOC 360 Environmental Sociology 3

Select one additional course from the 300-500 series with advisor assistance 3

Subtotal: Specialty Support minimum of 17**Electives**

Electives should be selected by the student to lead to the minimum total of 128 hours required for graduation. Electives may be chosen from the Landscape Architecture Topical Studies or other university courses at any level.

Subtotal: Electives minimum of 3**TOTAL HOURS: 128****BACHELOR OF SCIENCE IN NATURAL RESOURCES AND ENVIRONMENTAL SCIENCE**

The program in Natural Resources and Environmental Science is designed to provide students with the knowledge and skills needed for a career in the rapidly growing fields of environmental science, natural resource management, and environmental policy. With global climate change and an inter-connected world economy, the conservation and management of our natural resources and sustainability of our natural environment is becoming an issue for all societies. This curriculum provides students with exposure to a broad array of disciplines that are essential in approaching issues of natural resources, environmental quality, and environmental sustainability. Experiential learning is a key component in the curriculum. As a result, graduates have the capacity to integrate perspectives and diverse bodies of knowledge in dealing with environmental resource management problems.

All students in the program take a common core of major requirements which is designed to provide exposure to technical and socioeconomic dimensions of natural resource management and policy. Important components of the core requirements are a required three-week summer camp, a pre-professional internship or research experience, and a senior capstone course that is problem based. In addition to the core requirements, all students must complete nine hours of course work in both an Analytical Skill Development Area (ASD) and an Environmental System Emphasis Area (ESEA). This allows students to match analytical skills to an area of particular interest in conservation biology, natural resource planning, environmental soil science, water resources, forestry, wildlife management, agricultural sustainability, geological processes, or related areas. Courses completed for the ASD and ESEA are selected from a list of choices in each area. Students are required to complete an off-campus internship or a research experience that is related to their ESEA and/or ASD. NRES majors have completed internships in several foreign countries, although most are conducted within the U.S. with organizations such as the National Park Service, the U.S. Forest Service, with local nature preserves, an Alaskan salmon recovery program, a national laboratory, environmental consulting firms, private corporations, and both state and

local governments. All seniors apply their course work and experiential learning to the senior capstone course which focuses on a well-defined natural resource issue, requires group collaboration and problem-solving, and involves actual stakeholders.

Graduates of the Natural Resources and Environmental Science degree program move on to graduate work or careers. Many graduates continue their studies in Masters or Ph.D. programs or go on to law school. Most graduates begin careers as aspiring environmental professionals in both the public and private sector. Additional employment opportunities exist in environmental education, journalism, and work with nonprofit organizations which have environmental concerns.

Graduation Requirements

To earn a Bachelor of Science in Natural Resources and Environmental Science, a student must complete at least 120 semester hours of credit with at least a 2.0 cumulative grade-point average. A minimum of 45 credits must be from upper division courses (300-level and above). Remedial courses may **not** be counted toward the total degree hours. In addition to the UK Core requirements, students must complete College requirements, premajor and major requirements, and complete an internship or research experience. With advisor approval, students select and Analytical Skill Development and an Environmental System Emphasis Area which focuses course work in a student's area of interest.

UK Core Requirements

See the *UK Core* section of this Bulletin for the complete **UK Core requirements**. The courses listed below are (a) recommended by the college, or (b) required courses that also fulfill UK Core areas. Students should work closely with their advisor to complete the UK Core requirements.

I. Intellectual Inquiry in Arts and Creativity

Choose one course from approved list 3

II. Intellectual Inquiry in the Humanities

Choose one course from approved list 3

III. Intellectual Inquiry in the Social Sciences

Choose one course from approved list 3

IV. Intellectual Inquiry in the Natural, Physical, and Mathematical Sciences

CHE 105 General College Chemistry I 4

CHE 111 General Chemistry I Laboratory 1

V. Composition and Communication I

CIS/WRD 110 Composition and Communication I 3

VI. Composition and Communication II

CIS/WRD 111 Composition and Communication II 3

VII. Quantitative Foundations

MA 123 Elementary Calculus and Its Applications

or

MA 113 Calculus I

or

MA 137 Calculus I With Life Sciences Applications 4

VIII. Statistical Inferential Reasoning

STA 296 Statistical Methods and Motivations 3

IX. Community, Culture and Citizenship in the USA

GEN 100 Issues in Agriculture,

Food and Environment 3

X. Global Dynamics

Choose one course from approved list 3
UK Core hours 33

Graduation Composition and Communication Requirement (GCCR)

NRE 400 Professional NRES
 Composition and Communication 2
Graduation Composition and Communication Requirement hours (GCCR) 2

Premajor Requirements Hours

BIO 148 Introductory Biology I 3
 BIO 152 Principles of Biology II 3
 CHE 105 General College Chemistry I 4
 CHE 111 General Chemistry I Laboratory 1
 ECO 201 Principles of Economics I 3
 EES 220 Principles of Physical Geology 4
 MA 123 Elementary Calculus and Its Applications
 or
 MA 113 Calculus I
 or
 MA 137 Calculus I With Life Sciences Applications 4
 STA 296 Statistical Methods and Motivations 3
Subtotal: Premajor hours 25

Major Requirements Hours

AEC 326 Principles of Environmental Law 3
 AEC 445G Introduction to Resource
 and Environmental Economics 3
 FOR 435 Conservation Biology 3
 FOR 240 Forestry and Natural Resource Ethics
 or
 PHI 336 Environmental Ethics 2-3
 FOR 325 Economic Botany:
 Plants and Human Affairs 3
 FOR 340 Forest Ecology 4
 FOR 460 Forest Hydrology and
 Watershed Management
 or
 EES 385 Hydrology and Water Resources 3
 NRE 201 Natural Resources
 and Environmental Science 3
 *NRE 320 Natural Resource
 and Environmental Analysis 3
 NRE 355/LA 355 Introductory Geospatial
 Applications for Land Analysis 3
 NRE 381 Natural Resource
 and Environmental Policy Analysis 3
 †NRE 395 Research in Natural Resources
 and Environmental Science
 or
 †NRE 399 Experiential Education in
 Natural Resources and Environmental Science 1-3
 NRE 400 Professional NRES
 Composition and Communication 2
 NRE 471 Senior Problem in Natural Resources
 and Environmental Science 4
 PLS 366 Fundamentals of Soil Science 4
 *NRE 320 is a three-week summer camp field data collection
 experience. The student will attend this camp after the sopho-
 more or junior year. This camp exposes the student to a wide
 range of natural resource techniques and concepts, including
 aquatic ecology, soil and plant sciences, wildlife and forestry,
 and waste management.
 †Requires approved (Advisor and Coordinator) Learning
 Contract as a condition of registration and prior to starting the
 learning experience.
Subtotal: Major hours 44-47

**Analytical Skill Development (ASD)
 and Environmental System
 Emphasis Areas (ESEA)**

Students must select one area within Analytical Skill Development and one Environmental System Emphasis Area and complete nine hours of course work in each area from the list of courses provided below. Students must select from the courses listed under each ASD and ESEA but may request one (1) substitute course per ASD and ESEA, subject to approval by both their academic advisor and the DUS. For the 18 hours of ASD and ESEA course work, all classes must be 200-level or above and at least twelve (12) credit hours must be in 300-level or above courses. Classes taken to complete the ASD requirement may not count towards the ESEA course requirement and vice versa. Research experiences, internships, or apprenticeships cannot be used to satisfy the ASD and ESEA requirements, including individualized options.

Analytical Skill Development Areas

1. Economic and Policy Analysis

Economic and Policy Analysis – The economic and policy analysis skill development area will provide students with the theoretical and analytical tools necessary to evaluate the economic and social effects of resource and environmental issues. The policy courses will help students understand how environmental policy is made, the public agencies that manage resources, and how policies are evaluated for impact on humans and the environment.

AEC 309 International Agriculture, World Food Needs
 and U.S. Trade in Agricultural Products 3
 AEC 483 Regional Economics 3
 AEC 532 Agricultural and Food Policy 3
 AEC/NRE 545 Resource and
 Environmental Economics 3
 CLD/SOC 360 Environmental Sociology 3
 ECO 473G Economic Development 3
 FOR 320 Forest Valuation and Economics 3
 FOR 400 Human Dimensions of Forestry
 and Natural Resources 3
 GEO 235 Environmental Management and Policy 3
 GEO 316 Environment and Development 3
 GEO 431 Political Ecology 3

**2. Field and Laboratory Analysis
 of Ecosystems**

Students will learn the theory and application of sample data collection and techniques, field and laboratory analysis, statistical analysis, and data interpretation required to evaluate the quality of water, soil, and ecosystem resources. This analytical skill development area is geared towards students pursuing careers as environmental science and protection scientists/technicians and forest and conservation scientists/technicians.

ENT/BIO 300 General Entomology 3
 BIO 325 Ecology 4
 BIO 351 Plant Kingdom 3
 BIO/NRE 420G Taxonomy of Vascular Plants 4
 BIO 559 Ornithology 4
 EES 230 Fundamentals of Geology I 3
 ENT/FOR 502 Forest Entomology 3
 FOR 219 Dendrology 4
 FOR 221 Winter Dendrology 1
 FOR 510 Herpetology 4
 FOR 520 Mammals of the Eastern United States 4
 PLS 396 Soil Judging 1-2
 PLS 468G Soil Use and Management 3
 PLS 514 Grass Taxonomy and Identification 3
 PLS 573 Soil Morphology and Classification 3
 PLS 581 Chemical Analysis of Soils and Plants 4

3. Geospatial Analysis

Geospatial technologies are often used in conjunction with traditional natural resource and environmental scientist job requirements. This development area will provide students with enhanced skills beyond the major requirements in the use of geospatial software, approaches, and products. Students will learn the theory and application required to address a variety of environmental conditions. This analytical skill development area is geared towards students wishing to pursue careers that depend on extensively applying geospatial technologies to natural resources and environmental science issues or advanced study in geospatial science.

FOR 200 Basics of Geospatial Technology 3
 FOR 570 Landscape Ecology for Natural Resources 3
 GEO 305 Elements of Cartography 3
 GEO 409 Advanced GIS 3
 GEO 415 Map Interpretation 3
 GEO 419 Introduction to Remote Sensing 3
 GEO 509 Workshop in Geospatial Technologies 3
 LA/NRE 556 Contemporary Geospatial
 Applications for Land Analysis 3

**4. Environmental Education and
 Communication**

The environmental education and communication area will introduce you to the concepts of Environmental Education (in NRE 365) and then provide you with the background necessary to apply your environmental systems knowledge in an educational (formal and non-formal) setting or through other avenues of communication.

AED/FCS 583 Designing Curriculum and Assessment
 in Career and Technical Education 3
 CLD 230 Intrapersonal Leadership 3
 CLD/SOC 360 Environmental Sociology 3
 CLD/EDL 402 Principles of Leadership 3
 CLD/EDL 403 Leadership and Communication 3
 COM 281 Communication in Small Groups 3
 COM 287 Persuasive Speaking 3
 COM 315 Understanding Workplace
 Communication in a Diverse U.S. Society 3
 ECO 499 Seminar in Economics (Subtitle required) 3
 EDP 202 Human Development and Learning 3
 ENG 425 Environmental Writing 3
 NRE 360 Environmental Communication 3
 NRE 365 Environmental Education 3

**5. Individualized Analytical Skill
 Development**

With advisor approval, a student may submit a request for an individualized ASD. The written proposal must include a memo explaining the rationale, a list of proposed courses for the ASD, an explanation of how those courses meet the intent of the ASD, and a copy of the student's Plan of Study which includes the proposed course work. The written proposal must be submitted to the DUS for Steering Committee approval.

**Environmental System Emphasis
 Areas**

1. Conservation Biology

The conservation biology emphasis area will provide students with knowledge of the ecological underpinnings and organismal biology of conservation biology. Depending on the courses chosen, students will: (1) gain a solid foundation in field botany by learning tree identification and by developing a taxonomic framework for plant identification; (2) become familiar with the mammals, birds, reptiles and amphibians of Kentucky and surrounding states; (3) gain an introduction to the vegetation, flora and forests of Kentucky and surrounding states; and (4) develop an understanding of ecosystem pattern and process. Students who choose courses in this environmental systems emphasis area may be qualified

to pursue careers with organizations dedicated to the preservation, conservation, and management of habitat, and related rare species preservation. Other opportunities include nature preserve manager, natural resource educator, naturalist, biological inventories and assessment, and environmental consulting. This emphasis area also prepares students for graduate studies in ecology, evolutionary biology, zoology, or botany.

ABT/BIO/ENT/FOR 461G Introduction to Population Genetics	3
BIO/PLS 210 The Life Processes of Plants	3
BIO 303 Introduction to Evolution	4
BIO 325 Ecology	4
BIO 375 Behavioral Ecology and Sociobiology	3
BIO/NRE 420G Taxonomy of Vascular Plants	4
BIO/GEO 530 Biogeography and Conservation	3
FOR 219 Dendrology	4
FOR 370 Wildlife Biology and Management	4
FOR 510 Herpetology	4
FOR 520 Mammals of the Eastern United States	4
FOR 530 Freshwater Ecology	3
FOR 540 Urban Ecology	3
FOR/GEO 570 Landscape Ecology for Natural Resources	3
NRE/PLS 455G Wetland Delineation	3

2. Forestry

The forestry emphasis area provides students with knowledge in dendrology (the study of trees) and silviculture (the cultivation, growing, and management of trees). In dendrology students will learn basic concepts of botany of woody species, and their use, along with basic soil and site characteristics used in the identification of trees and forest vegetation. In silviculture students will learn the basics of ecologically-based management of forest ecosystems to achieve a desired objective. Students who choose this emphasis area may be qualified to pursue careers in natural resource management with an emphasis on forest systems. [Note: Students with a B.S. in Forestry from a Society of American Foresters (SAF) accredited forestry program may be more competitive for certain forestry jobs. The NRES program is not an SAF accredited program.]

FOR 200 Basics of Geospatial Technology	3
*FOR 219 Dendrology	4
FOR 221 Winter Dendrology	1
FOR 255 Forest Fire	1
FOR 260 Forest Products and Wood Science	4
FOR 320 Forest Valuation and Economics	3
*FOR 350 Silviculture	4
FOR 400 Human Dimensions of Forestry and Natural Resources	3
FOR 425 Forest Management	4
ENT/FOR 502 Forest Entomology	3

*Students are strongly encouraged to take these key courses.

3. Human Dimensions and Natural Resource Planning

The human dimensions and natural resource planning emphasis area will provide students with an understanding of the interaction between society and natural systems and provide students with the skills and knowledge for tomorrow's effective conservation leaders. This emphasis area does this by building upon the core NRES curriculum with course work and internship experience focused on land planning, legal aspects of land and water, landscape ecology, biogeography, and geospatial technologies. Private foundations and government entities are funding land conservation efforts, and increasingly, real estate developers and their consultants are incorporating land conservation into their development projects. There is a professional community working in a variety of capacities for conservation organizations globally and there is the opportunity for advanced study in a variety of graduate programs.

BIO/GEO 530 Biogeography and Conservation	3
CLD/SOC 340 Community Interaction	3
CLD/SOC 360 Environmental Sociology	3
CLD/SOC 420 Sociology of Communities	3
CLD/SOC 440 Community Processes and Communication	3
CLD/SOC 517 Rural Sociology	3
ENG 425 Environmental Writing	3
FOR 400 Human Dimensions of Forestry and Natural Resources	3
FOR 540 Urban Ecology	3
GEO 220 U.S. Cities (UK Core)	3
GEO 222 Cities of the World (UK Core)	3
GEO 285 Introduction to Planning	3
GEO 422 Urban Geography	3
GEO 431 Political Ecology	3
GEO 485G Urban Planning and Sustainability	3
GEO 490G American Landscapes	3
GEO/BIO 530 Biogeography and Conservation	3
GEO 531 Landscape Ecology	3
GEO 550 Sustainable Resource Development and Environmental Management	3
LA 307 Cultural Landscape Preservation	3
LA 308 Regional Land Use Planning Systems	3
SOC 363 Environmental Justice	3

4. Soil Science

Students choosing this emphasis area will learn about the dynamic and interrelated processes taking place within the thin skin of the Earth (i.e., Critical Zone) and the services provided by these processes to ensure adequate and sustainable feed, fuel and fiber production, clean air and water, and healthy habitats. Topics covered include bioremediation, phytoremediation, soil fertility, microbiology, soil chemistry, biogeochemistry, etc. Students completing this emphasis area will be equipped to evaluate soils for a range of management options, and be eligible for positions with public and private agencies (e.g., the Natural Resource Conservation Service, Environmental Protection Agency, U.S. Department of Agriculture, Environmental Consulting Firms, etc.)

PLS 396 Soil Judging	3
PLS 406 Advanced Soil Judging	1
PLS/NRE 455G Wetland Delineation	3
PLS 468G Soil Use and Management	3
PLS/NRE 470G Soil Nutrient Management	3
PLS 566 Soil Microbiology	3
PLS 573 Soil Morphology and Classification	3
PLS 575 Soil Physics	3
GEO 351 Physical Landscapes	3
EES 530 Low Temperature Geochemistry	3

5. Water Resources

The water resources emphasis area will provide students with a fundamental understanding of the hydrologic cycle so that students understand how climate, soils, vegetation, and land-use affect the amount, timing and quality of water. Use of this information is important in natural resource management so that one may determine where water resource management objectives are compatible and where they conflict with other resource management objectives. Ultimately, students will gain an understanding of the role of watershed management and multiple use in planning and implementing natural resource programs while becoming familiar with current issues in watershed management and water resources.

AEN 461G Biometeorology	3
BAE 532/CE 542 Introduction to Stream Restoration	3
BAE 538 GIS Applications for Water Resources	3
BAE/CE 547 Watershed Sedimentation	3
BIO/GEO 530 Biogeography and Conservation	3
CHE 565 Environmental Chemistry	3
EES 530 Low Temperature Geochemistry	3
EES 585 Hydrogeology	3

FOR 530 Freshwater Ecology	3
GEO 230 Weather and Climate	3
GEO 451G Fluvial Forms and Processes	3
LA 531 Water in Urbanizing Environments	3
NRE/LA 556 Contemporary Geospatial Applications for Land Analysis	3
PLS/NRE 455G Wetland Delineation	3
PLS 573 Soil Morphology and Classification	3
PLS 575 Soil Physics	3

6. Wildlife Ecology and Management

This emphasis area will provide opportunities for students to gain knowledge and experience, understand fundamental concepts, and develop basic skills in the area of wildlife ecology and management. The curriculum provides students with the option to meet certification requirements to become a registered Associate Wildlife Biologist with The Wildlife Society. To do this, students will need to complete additional course work. For more information visit: <http://wildlife.org/learn/professional-development-certification/certificationprograms/>

ASC 325 Animal Physiology	3
BIO/ENT 300 General Entomology	3
BIO 303 Introduction to Evolution	4
BIO 304 Principles of Genetics	4
BIO 325 Ecology	4
BIO 350 Animal Physiology	4
BIO 375 Behavioral Ecology and Sociobiology	3
BIO 559 Ornithology	4
BIO/ENT 568 Insect Behavior	3
FOR 370 Wildlife Biology and Management	4
FOR/ENT 502 Forest Entomology	3
FOR 510 Herpetology	4
FOR 520 Mammals of the Eastern United States	4
FOR 530 Freshwater Ecology	3
FOR 540 Urban Ecology	3
FOR 550 U.S. Biodiversity Hotspots	3
FOR/GEO 570 Landscape Ecology for Natural Resources	3

7. Global Sustainable Food Systems

Students who choose this area will be exposed to basic principles in sustainable agriculture, issues in global food systems (e.g., food security) and the ecology of agricultural systems, emphasizing the overlap and complementarities between systems emphasized through NRES major requirements and food production systems. Some students choosing this ESEA may want to obtain the minor in Sustainable Agriculture, which requires the selection of SAG 210 (not listed below because all 9 credits must be 200 or above), in addition to SAG 310 and 386.

AEC 309 International Agriculture, World Food Needs and U.S. Trade in Agricultural Products	3
AEC 532 Agricultural and Food Policy	3
CLD/SOC 360 Environmental Sociology	3
DHN 318 Hunger, Food Behavior, and the Environment	3
ENT/BIO 300 General Entomology	3
ENT 310 Insect Pests of Field Crops	3
PLS 404 Integrated Weed Management	4
SAG 310 Cultural Perspectives on Sustainability	3
SAG/PLS 386 Plant Production Systems	4
SAG 390 Agroecology	3

8. Earth System Sciences

The Earth Systems Science emphasis area will provide context for understanding the processes that operate within and at the interface between Earth's lithosphere, biosphere, hydrosphere, and atmosphere, i.e., the environments in which bedrock, soil, organisms, water, and air interact. Students pursuing this area of emphasis may choose to pursue the minor in Geological Sciences, which can be partly satisfied with NRES required courses EES 220 and PLS 366, plus EES 230 and 235, and an additional 5 credits at the 300

level or higher in Earth and Environmental Sciences (EES) or a related field. All courses listed below at the 300+ level would count toward the minor. Students who take EES 385 among their NRES major requirements may also count this course toward the minor.

EES 230 Fundamentals of Geology I	3
EES 235 Fundamentals of Geology II	3
EES 323 Field Work in Regional Geology	6
EES 345 Paleoclimatology: The Science	3
EES 360 Mineralogy	4
EES 450G Sedimentary Geology	4
EES 530 Low Temperature Geochemistry	3
EES 550 Fundamental Geophysics	3
EES 585 Hydrogeology	3
GEO 331 Global Environmental Change	3
GEO 351 Physical Landscapes	3
PLS 450G Biogeochemistry	3

9. Individualized System Emphasis Area

With advisor approval, a student may submit a request for an individualized ESEA. The written proposal must include a memo explaining the rationale, a list of proposed courses for the ESEA, an explanation of how those courses meet the intent of the ESEA, and a copy of the student’s Plan of Study which includes the proposed course work. The written proposal must be submitted to the DUS for Steering Committee approval.

Subtotal: Analytical Skill Development and Environmental System Emphasis Areas	18
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Electives

Free elective courses should be selected by the student to lead to the minimum total of 120 hours required for graduation.

Subtotal: Electives	7-9
TOTAL HOURS:	120

BACHELOR OF SCIENCE IN SUSTAINABLE AGRICULTURE AND COMMUNITY FOOD SYSTEMS

This interdisciplinary, interdepartmental program in the College of Agriculture, Food and Environment is grounded in the framework integrates three conceptual “pillars”: environmental stewardship, economic profitability, and social responsibility. Sustainable Agriculture and Community Food Systems core courses are designed to integrate these perspectives at the introductory, intermediate, and capstone levels. The remainder of the curriculum leverages external courses within each of these “three pillars” of sustainability, in addition to UK Core and premajor requirements.

Specialty support credits are recommended along two tracks: 1) Farming Systems – for students seeking focus on sustainable production methods and biophysical systems; and 2) Community Food Systems – for students seeking focus on food systems issues beyond the “farm gate”, including access, food security, and hunger issues. Experiential learning is emphasized throughout the program, through the course work and faculty advising directing independent research (395-level) and EXP 399 credit, as well as Education Abroad offerings. Graduates of the B.S. in Sustainable Agriculture and Community Food

Systems are prepared for careers in farming, the non-profit sector, Cooperative Extension, local government, on-farm conservation service providers, and graduate studies in their track area.

Graduation Requirements

Students must complete a minimum of 120 semester credit hours with at least 45 credit hours from courses at the 300 level or above. A 2.0 grade-point standing (on a 4.0 scale) is necessary and remedial courses may **not** be counted toward the total hours required for the degree. In addition to the UK Core and college requirements, students must select an Option with the assistance of an advisor and fulfill the area’s program requirements.

UK Core Requirements

See the UK Core section of this Bulletin for the complete UK Core requirements. The courses listed below are (a) recommended by the college, or (b) required courses that also fulfill UK Core areas. Students should work closely with their advisor to complete the UK Core requirements.

- I. Intellectual Inquiry in Arts and Creativity**
Choose one course from approved list 3
- II. Intellectual Inquiry in the Humanities**
Choose one course from approved list 3
- III. Intellectual Inquiry in the Social Sciences**
Recommended:
*CLD 102 The Dynamics of Rural Social Life
or
*SOC 101 Introduction to Sociology 3
- IV. Intellectual Inquiry in the Natural, Physical, and Mathematical Sciences**
Choose one course from approved list 3

- V. Composition and Communication I**
CIS/WRD 110 Composition and Communication I 3
- VI. Composition and Communication II**
CIS/WRD 111 Composition and Communication II 3
- VII. Quantitative Foundations**
PHI 120 The Art of Thinking:
An Introduction to Logic
or
MA 109 College Algebra 3
- VIII. Statistical Inferential Reasoning**
*STA 210 Making Sense of Uncertainty:
An Introduction to Statistical Reasoning 3
- IX. Community, Culture and Citizenship in the USA**
**GEN 100 Issues in Agriculture,
Food and Environment 3
- X. Global Dynamics**
SAG 310 Cultural Perspectives on Sustainability 3

UK Core hours **30**

**Satisfies the premajor requirement.*
***Satisfies the College requirement.*

Graduation Composition and Communication Requirement (GCCR)

SAG 310 Cultural Perspectives on Sustainability	3
SAG 490 Integration of Sustainable Agriculture Principles	3
Subtotal: Graduation Composition and Communication hours (GCCR)	6

Premajor Requirements

BIO 148 Introductory Biology I	3
BIO 152 Principles of Biology II	3
CHE 104 Introductory General Chemistry	3
CHE 108 Introduction to Inorganic, Organic and Biochemistry Without Laboratory	3
DHN 212 Introductory Nutrition	3
ECO 201 Principles of Economics I	3
Subtotal: Premajor hours	18

Major Requirements

Environmental Stewardship Cluster

ASC 382 Animal Production Principles	3
PLS 366 Fundamentals of Soil Science	4
PLS/SAG 386 Plant Production Systems	4

Economic Profitability Cluster

AEC 302 Agricultural Management Principles	4
AEC 305 Food and Agricultural Marketing Principles	3
AEC 445G Introduction to Resource and Environmental Economics	3

Social Responsibility Cluster

PHI 205 Food Ethics	3
SOC 360 Environmental Sociology	3
CLD/SOC 420 Sociology of Communities or CLD/SOC 517 Rural Sociology	3

Sustainable Agriculture Core

SAG 210 Introduction to Sustainable Agriculture and Community Food Systems	3
SAG 310 Cultural Perspectives on Sustainability	3
SAG 397 Apprenticeship in Sustainable Agriculture	3
SAG 490 Integration of Sustainable Agriculture Principles	3

Subtotal: Major hours **42**

Specialty Support

Students must declare one program track in the SAG major.

Community Food Systems Track

Students must declare one track in the SAG major. At least 12 hours must come from this single track, with 9 additional credits selected from courses in either program track, or other supporting courses at the 200-level or above, with approval by the student’s academic advisor. For the Community Food Systems Track, select 12 hours from the following courses in consultation with your academic advisor. Additional course work, including education abroad credit and special topics courses, may be appropriate to fulfill this requirement, but must be approved in advance by the student’s academic advisor. All track course work must be taken for a grade, not pass/fail.

AEC 309 International Agriculture, World Food Needs and U.S. Trade in Agricultural Products	3
*AEC 300 Topics in Agricultural Economics (Subtitle required)	3
AEC 532 Agricultural and Food Policy	3
ANT 303 Topics in the Anthropology of Food and Nutrition (Subtitle required)	3
ANT 338 Economic Anthropology	3
ANT 225 Culture, Environment and Global Issues	3
ANT 375 Ecology and Social Practice	3
CLD 401 Principles of Cooperative Extension	3
CLD/SOC 420 Sociology of Communities	3
*CLD 475 Topics in Non-Formal Education (Subtitle required)	3
*CLD 480 Topics in Community (Subtitle required)	3
DHN 318 Hunger, Food Behavior, and the Environment	3

DHN 319 Seminar in Hunger Studies	1
DHN 320 Experiential Learning in Hunger Studies	2
*GEN 300 Special Course	3
GEO 235 Environmental Management and Policy	3
GEO 316 Environment and Development	3
GEO 431 Political Ecology	3
PHI 336 Environmental Ethics	3
SOC 363 Environmental Justice	3
SOC 534 Sociology of Appalachia	3

*Courses must have appropriate subtitle. AEC 300: *Economics of Nonprofits*. CLD 475: *An Entrepreneurial Approach to Community Education*. CLD 480: *Food, Culture and Community*. GEN 300: *Food Connections: Issues in Food Systems*.

Farming Systems Track

Students must declare one track in the SAG major. At least 12 hours must come from this single track, with 9 additional credits selected from supporting courses in either program track, or other supporting courses at the 200-level or above, with approval by the student's academic advisor. For the Farming Systems Track, select 12 hours from the following courses in consultation with your academic advisor. Additional course work, including education abroad credit and special topics courses, may be appropriate to fulfill this requirement, but must be approved in advance by the student's academic advisor. All track course work must be taken for a grade, not pass/fail.

AEN 252 Fabrication and Construction for Technical Systems	3
AEC 309 International Agriculture, World Food Needs and U.S. Trade in Agricultural Products	3
AEC 311 Livestock and Meat Marketing	3
AEC 316 Cooperative Management and Marketing	1
AEC 317 Marketing Horticultural Products	1
ASC 300 Meat Science	4
ASC 325 Animal Physiology	3
ASC 340 Poultry Production	2
ASC 362 Animal Breeding and Genetics	4
ASC 364 Reproductive Physiology of Farm Animals	4
ASC 378 Animal Nutrition and Feeding	4
ASC 404G Sheep Science	4
ASC 406 Beef Cattle Science	4
ASC 408G Swine Production	3
ASC 410G Equine Science	3
ASC 420G Dairy Cattle Management	3
ENT 300 General Entomology	3
ENT 320 Horticultural Entomology	3
FOR 340 Forest Ecology	4
PLS 220 Introduction to Plant Identification	3
PLS 336 Introduction to Viticulture – Grape Production	3
PLS 337 Introduction to Enology: Wine Production	3
PLS/SAG 390 Agroecology	3
PPA 400G Principles of Plant Pathology	3
PLS 404 Integrated Weed Management	4
PLS 440 Plant Propagation	3
PLS 465 Greenhouses and Controlled Environments	3
PLS 468G Soil Use and Management	3
PLS 470G Soil Nutrient Management	3
PLS 510 Forage Management and Utilization	3
PLS 520 Fruit and Vegetable Production	4
PLS 531 Field Schools in Crop Pest Management	2
Subtotal: Specialty Support hours	21

Electives

Free electives may be chosen as needed to achieve at least 120 credit hours.

Subtotal: Elective hours	12
TOTAL HOURS:	120

MINORS IN AGRICULTURE, FOOD AND ENVIRONMENT

Minor in Agricultural Economics

Preprofessional Requirement Hours

ECO 201 Principles of Economics I	3
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Minor Requirements

Two courses selected from:

AEC 302 Agricultural Management Principles	4
AEC 303 Microeconomic Concepts in Agricultural Economics	3
AEC 305 Food and Agricultural Marketing Principles	3

In addition, students should select 9 hours from other agricultural economics courses. A maximum of 3 credit hours from AEC 312, 313, 314, 315, or 341 may be credited to the minor. AEC 399 may not be included.

Minor in Animal Sciences

Prerequisites

Note that several classes in both Group A and Group B have prerequisites beyond ASC 101. These are indicated in parenthesis following the courses below. Students taking the minor are responsible for satisfying the prerequisites.

Minor Requirements Hours

ASC 101 Domestic Animal Biology	3
ASC 102 Introduction to Livestock and Poultry Production (<i>ASC 101</i>) or ASC 382 Animal Production Principles	3
Additional Course Work	9

At least 9 credit hours must be selected from the list that follows (Groups A and B). At least one course must be selected from Group A and one course from Group B.

Group A

ASC 300 Meat Science (<i>ASC 101, 102</i>)	4
ASC 325 Animal Physiology (<i>BIO 152</i>)	3
ASC 362 Animal Breeding and Genetics (<i>ASC 101 and BIO 152</i>)	4
ASC 364 Reproductive Physiology of Farm Animals (<i>ASC 101 and BIO 152</i>)	4
ASC 378 Animal Nutrition and Feeding (<i>ASC 101 and CHE 230 or 236</i>)	3
ASC 380 Applied Animal Nutrition (<i>ASC 378</i>)	3

Group B

ASC 340 Poultry Production (<i>ASC 101 or 102</i>)	2
ASC 404G Sheep Science (<i>ASC 300, 362, 364, 378</i>)	4
ASC 406 Beef Cattle Science (<i>ASC 300, 362, 364, 378</i>)	4
ASC 408G Swine Production (<i>ASC 101, 102</i>)	3
ASC 410G Equine Science (<i>ASC 310, 364, 378</i>)	3
ASC 420G Dairy Cattle Management (<i>ASC 325, 364, 378</i>)	3

Total Hours Required	15
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Minor in Community and Leadership Development

The minor in Community and Leadership Development requires 15 hours as follows:

	Hours
Select three of the following courses:	
CLD 260 Community Portraits	3
CLD 320 Community and Communication: Exploring Their Intersections	3
CLD 370 Learning in Society	3
CLD 430 Leading in Communities: Vision, Action, and Change	3
Students must choose 6 hours of additional CLD courses at the 300 level and above, in consultation with their advisor.	
Total Hours Required	15

Minor in Entomology

Premajor Requirement Hours

Two semesters of introductory biology	6
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Minor Requirements

Required:	15
ENT 300 General Entomology	3

Select the remaining credits (12 hours) from:

ENT 310 Insect Pests of Field Crops	3
ENT 320 Horticultural Entomology	3
ENT 340 Livestock Entomology	2
ENT 360 Genetics	3
ENT 395 Independent Work	1-3
ENT 502 Forest Entomology	3
ENT 530 Integrated Pest Management	3
ENT 561 Insects Affecting Human and Animal Health	3
ENT 563 Parasitology	4
ENT 564 Insect Taxonomy	4
ENT 568 Insect Behavior	3
ENT 574 Advanced Applied Entomology	4

Minor in Food Science

Required Courses Hours

FSC 535 Food Analysis or	4
FSC 434G Food Chemistry	4
FSC 530 Food Microbiology	5
FSC 536 Advanced Food Technology or FSC 538 Food Fermentation	4

Elective Courses

Two of the following:	
FSC 306 Introduction to Food Processing	4
AEN 340 Principles of Food Engineering	4
*FSC 535 Food Analysis or *FSC 434G Food Chemistry	4
*FSC 536 Advanced Food Technology or	4
*FSC 538 Food Fermentation	4

*If not taken as one of the required courses.

Minor in Pest Management

Prerequisite **Hours**

One course from the following:
 ASC 320, 404G, 406, 408G, 420G
 PLS 352, 386, 402, 408, 512, 515, 520, 525, 556 2-4

Minor Requirements

ENT 300 General Entomology	3
PLS 404 Integrated Weed Management	4
PPA 400G Principles of Plant Pathology	3
Select at least 9 hours from the following:	
ENT 310 Insect Pests of Field Crops	3
ENT 320 Horticultural Entomology	3
ENT 340 Livestock Entomology	2
ENT 502 Forest Entomology	3
ENT 530 Integrated Pest Management	3
ENT 574 Advanced Applied Entomology	4
PPA 595 Epidemiology and Control of Plant Diseases	4
VS 351 Principles of Animal Hygiene and Disease Control	3
PLS 470G Soil Nutrient Management	3
ASC 378 Animal Nutrition and Feeding	3

Minor in Plant and Soil Science

Premajor Requirement **Hours**

CHE 105 General College Chemistry I 4

Minor Requirements

Required: 18

PLS 104 Plants, Soils, and People:
A Science Perspective 3

PLS 210 The Life Processes of Plants
or
BIO 152 Principles of Biology II 3

PLS 366 Fundamentals of Soil Science 4

plus 9 more hours of plant and soil science courses chosen from the following prefixes: PLS, PPA.

Minor in Sustainable Agriculture

The minor in Sustainable Agriculture requires 21 to 23 hours as follows:

Minor Prerequisite **Hours**

ECO 201 Principles of Economics I 3

Minor Requirements

Required: 9

SAG 210 Introduction to Sustainable Agriculture
and Community Food Systems 3

SAG 310 Cultural Perspectives on Sustainability 3

SAG 397 Apprenticeship in Sustainable Agriculture 3

Select one from:

GEO 235 Environmental Management and Policy 3

*PLS 366 Fundamentals of Soil Science 4

Select one from:

AEC 302 Agricultural Management Principles 4

AEC 305 Food and Agricultural
Marketing Principles 3

AEC 445G Introduction to Resource
and Environmental Economics 3

Select one from:

**SOC 360 Environmental Sociology 3

GEN 501 Agricultural and Environmental Ethics 3

*Prerequisite: CHE 105.

**Prerequisite: SOC 101.

Minor in Technical Systems Management

The minor in Technical Systems Management requires 15 hours as follows:

Required

TSM 101 Introduction to Technical Systems Management	1
TSM 252 Fabrication and Construction for Technical Systems	3
plus 11 or more hours from the following:	
TSM 203 Basic Principles of Surveying	3
TSM 220 Principles of Internal Combustion Engines ...	3
TSM 340 Principles of Food Engineering	4
TSM 341 Brewing Science and Technology	3
TSM 370 Fundamentals of Occupational Safety and Health	3
TSM 461G Biometeorology	3

Minor in Wildlife Biology and Management

The minor in Wildlife Biology and Management requires 21 hours of course work as follows:

Prerequisite **Hours**

BIO 148 Introductory Biology I 3

Requirements

FOR 101 Introduction to Wildlife Conservation	3
FOR 370 Wildlife Biology and Management	4
FOR 435 Conservation Biology	3
Two of the following courses:	
FOR 510 Herpetology	4
FOR 520 Mammals of the Eastern United States	4
BIO 559 Ornithology	4

Electives

One of the following courses:

BIO 303 Introduction to Evolution	4
BIO 325 Ecology	4
BIO 375 Behavioral Ecology and Sociobiology	3
BIO 555 Vertebrate Zoology	5
*FOR 340 Forest Ecology	4
*FOR 400 Human Dimensions of Forestry and Natural Resources	3
FOR 530 Freshwater Ecology	3
FOR 540 Urban Ecology	3
FOR 550 U.S. Biodiversity Hotspots	3
FOR/GEO 570 Landscape Ecology for Natural Resources	3
NRE/LA 556 Contemporary Geospatial Applications for Land Analysis	3

*Forestry majors may not select FOR 340 or FOR 400 to count towards the Minor Electives. Forestry majors must select one of the other courses listed under the Minor Electives.

Undergraduate Certificate in Distillation, Wine and Brewing Studies

The Undergraduate Certificate in Distillation, Wine and Brewing Studies (DWBS) is inclusive of students from all departments and colleges at UK. The Departments of Animal and Food Sciences; Biosystems and Agricultural Engineering; Chemistry; Chemical and Materials Engineering; History; Horticulture; Plant and Soil Sciences; Retailing and Tourism Management; and Writing, Rhetoric and Digital Studies are all engaged in DWBS. Three key student learning outcomes comprise the DWBS and are accomplished through a cluster of courses:

- Students will comprehend the breadth of the career opportunities in the DWBS industry.
- Students will be able to identify key technical methods and analytical skills required in the DWBS industry.
- Students will be capable of outlining the history of DWBS and clearly explain how this relates to human cultures.

UK is offering this program because, (a) this industry represents the science of one of the oldest products linked to human civilization; thus, education opportunities span a breadth of disciplines; and (b) this is a global industry that provides a wide and interdisciplinary range of careers. The curriculum was developed due to an urgent need to train people in this area as identified by the local industries. The Bluegrass is home to nearly 95 percent of the production of bourbon, one of the world's premier distilled spirits. There are over 70 wineries in the area as well, in addition to numerous large and small breweries. The program is suited to an undergraduate certificate rather than a minor because the undergraduate certificate creates a framework for students from programs across the UK to gain a certificate without changing their major/minor of interest, which is congruent with the interdisciplinary nature of the career opportunities available in this space.

The DWBS is affiliated with the Department of Horticulture in the College of Agriculture, Food and Environment (CAFE). The DWBS will complement the undergraduate B.S. program in Horticulture, Plant and Soil Science by providing additional opportunities for students already interested in these industries (e.g., in wine-growing) to delve into the related areas of wine-making.

Distillation, wine and brewing industries form a multi-billion dollar industry with a myriad of careers in science, engineering and the arts. Regionally, Kentucky is famous for bourbon production and in 2013 the industry surpassed 5 million barrels in over 40 distilleries worth more than \$8 billion/year. Current estimates suggest Kentucky employment may now number 10,000 within the bourbon industry alone.

Undergraduate Certificate in Distillation, Wine and Brewing Studies

Further, approximately 25 new craft and full scale distillers are opening in the coming year with a shortage of trained intellectual infrastructure identified recently as a major hurdle to growth (by the Kentucky Distillers Association Technical Committee Meeting). There are over 70 wineries that also demand trained and knowledgeable employees, and a thriving craft beer movement has been established in the past 5 years.

Despite Kentucky being a landmark destination for producers, few courses focused on this industry have been delivered in the past at UK. The proposed certificate pedagogy will engage an inter-disciplinary team that will align certificate enrollees with skills and knowledge of career options. Intellectual infrastructure will immediately benefit the career opportunities and serve a rapidly growing industry.

The DWBS certificate program is designed to be applicable across many of the current UK academic majors. Most obviously, the DWBS would serve students in the colleges of Agriculture, Food and Environment; Arts & Sciences; Business & Economics; Education; and Engineering. However the DWBS is designed to also attract students from other colleges and units based on interest.

Distilling, Wine and Brewing Studies Curriculum

The Certificate in Distilling, Wine and Brewing Studies curricula are as follows:

- A minimum of 12 credits of course work taken for a letter grade.
- At least 12 credits must be 200 level or above, and a minimum of 6 credits must be at the 300-level or above.
- The student must complete a 3-credit breadth component. The breadth component requires that a student take courses in at least two colleges, with a minimum of three credits to be completed in a discipline other than the student's major.
- Student must earn a C or better in each required certificate course to receive the certificate.
- Certificates will only be awarded to students who successfully complete a degree, or have completed a four-year degree.
- No more than 9 credits taken for a certificate can be used to satisfy the requirements for the student's bachelor's degree, a minor, or another certificate, exclusive of free or unrestricted electives.

Course	Credit Hours	Term Offered	Minimum Age
Required Courses			
A&S 306 Spirit Chemistry	3	Fall	
PLS 335 Distillation, Wine and Brewing Science	3	Fall	
Elective Courses			
Select 6 hours from the following:			
AEN/TSM 341 Brewing Science and Technology	3	Spring	
FSC 430 Sensory Evaluation of Foods	3	Fall (even years)	
FSC 538 Food Fermentation	4	Spring	
FSC 540 Food Sanitation	3	Fall (even years)	
PLS 336 Introduction to Viticulture – Grape Production	3	Spring	
PLS 337 Introduction to Enology: Wine Production	3	Fall	21
HMT 420 Beer, Wine and Spirits Tourism Principles and Practice	3	Fall	21
PLS 389 Wine Appreciation	3	Fall/Spring	21
PLS 395 Special Problems in Plant and Soil Science	3	Fall/Spring	
PLS 399 Experiential Learning in Plant and Soil Science	3	Fall/Spring	
WRD 225 Craft Writing	3	Spring	

Students must complete a minimum of 12 hours from the list of courses in the chart above. A&S 306 and PLS 335 are required. Students will select an additional 6 hours from the list of elective courses to complete the certificate.

Undergraduate Certificate in Food Systems and Hunger Studies

Career opportunities related to food systems and hunger are expanding domestically and abroad. However, there are limited academic programs that prepare the workforce with a comprehensive approach focused on the impact of food systems on food security and health. The 12-credit hour Certificate in Food Systems and Hunger Studies provides students with a cross-disciplinary approach to understanding the impact of food systems on food security, hunger, and the overall health and wellness of a community. Through structured experiential learning opportunities, students will apply knowledge of food systems and the environment to develop and implement evidence-based strategies to end hunger in both the United States and globally.

The Certificate in Food Systems and Hunger Studies will complement numerous majors and minors offered on campus, but through a multidisciplinary approach and structured experiential learning opportunities tailored towards the interests and professional goals of the student. Students completing the certificate will have the basic knowledge and skills to provide thoughtful and impactful strategies to promote a sustainable food system and fight hunger and related issues.

All undergraduate students in good standing at the University of Kentucky are invited to declare the Certificate in Food Systems and Hunger Studies and complete the required coursework and certificate activities. Students must earn a C or better in each required certificate course to receive the certificate.

Required Courses

SAG 210 Introduction to Sustainable Agriculture and Community Food Systems	3
DHN 318 Hunger, Food Behavior, and the Environment	3
DHN 319 Seminar in Hunger Studies	1
DHN 320 Experiential Learning in Hunger Studies	2

plus 3 hours of pre-approved elective course work at the 200-level or above. The elective course work includes pre-approved courses as well as additional course work (3 hours), such as education abroad credit and special topics courses, that are appropriate to fulfill this requirement and should be approved in advance by the Certificate Director.

AEC 309 International Agriculture, World Food Needs, and U.S. Trade in Agriculture Products	3
ANT 225 Culture, Environment and Global Issues	3
ANT 251 Global Health Inequalities	3
CPH 201 Introduction to Public Health	3
ECO 450G The Economics of Poverty and Welfare Programs	3
*GEN 300 Special Course	3

*Course must have subtitle: *Food Connections: Issues in Food Systems.*

**PRE-VETERINARY MEDICINE
(Non-Degree)**

Students interested in becoming veterinarians may enroll in the College of Agriculture, Food and Environment at the University of Kentucky and complete their requirements for admission to veterinary school. Most students completing a science-based degree program can complete pre-vet requirements at the same time. Pre-veterinary advising is available for any UK student.

Although the Commonwealth of Kentucky does not have a school of veterinary medicine, it is a participating member of the Southern Regional Education Board plan, under which legal Kentucky residents may attend the Auburn University College of Veterinary Medicine. Each year 38 qualified Kentucky students are chosen from Kentucky to enter the Auburn program. There is also a plan whereby three legal Kentucky residents may be accepted by the Tuskegee University College of Veterinary Medicine each year.

Admission is on a competitive basis with the final selection being made by a committee from each of the veterinary schools.

Pre-veterinary studies is not a degree program, but a pre-professional curriculum. It is strongly recommended that all pre-veterinary students choose a degree goal early in their college career. Although it is possible to complete pre-vet requirements in three years, the majority of students accepted to veterinary school have a B.S. or B.A. degree.

Due to the high level of competition for admission to any veterinary school, a student should maintain at least a 3.2 academic standing on all college work. The average overall GPA for students accepted to veterinary schools is approximately 3.6. All required courses must have a grade of C or greater.

Most US veterinary schools use the Veterinary Medical College Application Service (VMCAS) application.

The following is a list of courses for Auburn College of Veterinary Medicine requirements. However, some changes in the pre-veterinary curriculum may go into effect during the school year. **The student has the responsibility to work closely with his or her pre-veterinary advisor in making certain that all requirements are met for consideration for acceptance.**

All advanced placement credit for required courses must have prior approval by Dr. Dwyer. Auburn does not accept correspondence credit for required courses, except for Animal Nutrition.

Auburn's Pre-Veterinary Curriculum

Written Composition*	6
Literature (e.g. ENG 251)**	3 or 6
Fine Arts (e.g. MUS 100)**	3
Humanities/Fine Arts electives**	6
History (e.g. HIS 108/109)**	3 or 6
Social sciences electives**	9
MA 123 Elementary Calculus and Its Applications	
or	
MA 113 Calculus I	4
The above courses are waived for students with a B.S. or B.A. degree.	
BIO 148 Introductory Biology I	3
BIO 152 Principles of Biology II	3
Biology Laboratory I and II***	2
BIO 315 Introduction to Cell Biology	4
CHE 105 General College Chemistry I	4
CHE 107 General College Chemistry II	3
CHE 111 General Chemistry I Laboratory	1
CHE 113 General Chemistry II Laboratory	2
CHE 230 Organic Chemistry I	3
CHE 231 Organic Chemistry Laboratory I	1
CHE 232 Organic Chemistry II	3
CHE 233 Organic Chemistry Laboratory II	1
PHY 211 General Physics	5
BCH 401G Fundamentals of Biochemistry	3
ASC 378 Animal Nutrition and Feeding	3
Science Electives****	6

*Consult advisor.
 **Students should contact a UK pre-veterinary advisor regarding approved courses.
 ***Check with pre-veterinary advisor for approved courses.
 ****Science electives must be two of the following courses: BIO 304, BIO 350 or ASC 325, BIO 308, BIO 542, ASC 364, BIO 561 or BIO 563, BIO 544, PHY 213.

Auburn strongly urges students to take organic chemistry and physics courses at a four-year college or university.

Tuskegee's Pre-Veterinary Curriculum

Chemistry w/Lab	4
Organic Chemistry w/Lab	4
Biochemistry w/Lab	4
Physics w/Lab	8
Advanced Biology (300 level or above)	9
ASC 101 Domestic Animal Biology	3
ASC 378 Animal Nutrition and Feeding	3
Mathematics	6
English	6
Social Sciences/Humanities	6
Liberal Arts	6
Advanced Biology Electives	8
Medical Terminology	1

The student has the responsibility to work closely with his or her pre-veterinary advisor in making certain that all requirements are met for consideration for acceptance.

All pre-veterinary students who enter veterinary school without obtaining an Animal Science degree and petition UK for one later must fulfill the departmental requirements for an Animal Science degree. In order to be eligible for the B.S. in Animal Sciences, students must have completed all UK Core courses, all college requirements and all of the required core courses and production courses required in the Animal Sciences degree program.

SCHOOL OF HUMAN ENVIRONMENTAL SCIENCES

Human Environmental Sciences provides science-based programs concerned with the interactions of individuals and families within multiple environmental contexts, including social, cultural, economic, and political. The specialized areas of study prepare graduates for professional roles through academic work, practicum or field experience, and research with a focus on improving quality of life for individuals and families throughout the lifespan.

There are three departments in the School of Human Environmental Sciences – Dietetics and Human Nutrition; Family Sciences; and Retailing and Tourism Management. Each department offers both undergraduate and graduate study.

For more information, visit:
<http://hes.ca.uky.edu/>.

Undergraduate Programs in Human Environmental Sciences

The University of Kentucky grants the following degrees in the School of Human Environmental Sciences:

- Bachelor of Science in Consumer Economics and Family Financial Counseling
- Bachelor of Science in Dietetics
- Bachelor of Science in Family Sciences
- Bachelor of Science in Hospitality Management and Tourism
- Bachelor of Science in Human Nutrition
- Bachelor of Science in Merchandising, Apparel and Textiles

Minor Offered

The following minor is available:

- Family Sciences

Accreditations and Approvals

All undergraduate programs in the School of Human Environmental Sciences are accredited by the American Association of Family and Consumer Sciences.

Additionally, all programs and facilities which can be accredited or approved have achieved that recognition:

- Didactic and Coordinated Programs in Dietetics are both accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND)
- The Masters Specialization in Couple and Family Therapy (M.S. in Family Sciences) is accredited by the Commission on Accreditation for Couple and Family Therapy Education (COACFTE). The program includes course work and clinical practicum required for licensure.

Unique Features of the School Facilities and Services

The School oversees the Research Center for Families and Children and the Family Center. The Family Center is a learning laboratory for students who provide services to students, staff, and community members. The Department of Retailing and Tourism Management oversees the Betty D. Eastin Costume Collection and the Textiles Quality Research Laboratory. The Department of Family Sciences includes two research labs. The Family Interaction Research Lab (FIRL) features equipment to measure family interactions, including psychological arousal and electrical brain activity. The Family Social Science Research Center includes equipment to complete random digit dialing research. The Department of Dietetics and Human Nutrition operates the Lemon Tree Restaurant and the Nutritional Assessment Laboratory.

Scholarships

Over fifty scholarships are awarded each year to undergraduate and graduate students enrolled in the School of Human Environmental Sciences. Information about scholarships is available from the College of Agriculture, Food and Environment Scholarship Office, N-8 Ag Science Building.

Advising

All students are assigned an advisor during their first semester in a program in the School of Human Environmental Sciences. For more information about programs or advising, contact:

Center for Student Success
N24 Ag. Science Center
University of Kentucky
Lexington, KY 40506-0091
859-257-3468

DEPARTMENT OF DIETETICS AND HUMAN NUTRITION

The Department of Dietetics and Human Nutrition provides sound undergraduate and graduate programs in foods and nutrition, and is concerned with research and extension services.

The department offers the Bachelor of Science in Dietetics and the Bachelor of Science in Human Nutrition. A post-baccalaureate dietetic internship is also offered.

Visit us on the web at:
<http://dhn-hes.ca.uky.edu/>.

Admission Policy

Admission to the University is sufficient for lower-division admission to the human nutrition and dietetics majors. However, lower-level admission to the majors or any admission to the University does not guarantee upper-division admission to either of the degree programs in the Department of Dietetics and Human Nutrition. In

general, admission depends upon the qualifications and preparation of applicants, as well as the availability of resources for maintaining quality instruction.

Upper-division admission into the human nutrition or dietetics degree programs is necessary in order to be granted a baccalaureate degree from the Department of Dietetics and Human Nutrition. Students who have attained a **2.8** or higher grade-point average in the premajor component required for all students in the Department of Dietetics and Human Nutrition will be assured admission.

To be considered for upper-division admission to either the human nutrition or dietetics undergraduate degree programs, an applicant must fulfill the following requirements:

1. Enrollment in the University of Kentucky. (Students are considered for acceptance by the Department only after acceptance by the University of Kentucky.);
2. Completion of the premajor component (premajor courses include: CHE 105, CHE 107, CHE 111, CHE 113, BIO 148, DHN 212, and DHN 241) required for all students within the Department of Dietetics and Human Nutrition with a minimum premajor course work grade-point average of 2.8.*
3. Submission of an application form to the Department of Dietetics and Human Nutrition Academic Coordinator.

**A student can repeat a premajor course to meet this GPA requirement. If a student repeats the course as one of their three University-accepted repeat options only the repeat grade will be factored into the premajor course work GPA. If a student repeats the course outside of the University-accepted repeat options then the course grades will be averaged and then factored into the premajor course work GPA.*

Applications from students outside the University of Kentucky seeking admission to the Human Nutrition or Dietetics degree programs, whether for upper-division or lower-division status, must be received by the University Admissions Office no later than **April 15** (first summer session); **May 15** (second summer session); August 1 (fall semester); and **December 1** (spring semester).

Students enrolled in other UK programs on campus should apply for admission prior to the priority registration period. (The appropriate deadlines are listed in the University calendar for approved times to change major.)

Lower-division students enrolled in the Department of Dietetics and Human Nutrition should apply for upper-division admission to the Human Nutrition Program or Didactic Program in Dietetics during the semester they are completing the premajor course work. The application for upper-division admission should be made before the priority registration period for the upcoming semester.

Appeal Process

Students with a GPA below 2.8 and who have completed all premajor requirements may appeal for admission into the human nutrition or dietetic

programs. If the Appeals Committee feels that there is persuasive evidence that personal, academic or professional circumstances have affected a student's grades and the student shows promise for successful completion of a degree in the Department of Dietetics and Human Nutrition, acceptance may be granted. Materials and information necessary for the appeals process will be available from the DHN Academic Coordinator. The deadline for submission of the appeals is generally 45 days prior to the beginning of the semester; however, appeals materials are not accepted for the first summer session.

BACHELOR OF SCIENCE IN DIETETICS with a major in Dietetics

Dietetics prepares professionals who are recognized for expertise in food and nutrition. Graduates of the University of Kentucky Dietetics Program are prepared to apply to an accredited Dietetic Internship program to become Registered Dietitians to function as entry level professionals with opportunities for practice in medical nutrition therapy, community dietetics, food systems management, and/or the business of dietetics. Becoming a registered dietitian involves a combination of academic preparation, including a minimum of a baccalaureate degree, and a supervised practice component and successfully passing the registration examination for dietitians.

The UK DHN Dietetics Program offers two options to earn a bachelor's degree in dietetics. Option A is the Didactic Program in Dietetics (DPD) and Option B is the Coordinated Program in Dietetics (CP). Both options lead to the Bachelor of Science in Dietetics and fulfill the foundation knowledge and/or competencies established by the Accreditation Council for Education in Nutrition and Dietetics, ACEND, the accrediting agency for the Academy of Nutrition and Dietetics, AND. The DPD and the CP are both fully accredited by ACEND. Option B, CP, is a selective admission program to which students must apply prior to beginning the major course work in the third year of the dietetics program.

Option A, designated as the Didactic Program in Dietetics, DPD, focuses on the foundation knowledge requirements provided by the academic component of dietitian education. A student must be a declared dietetics major in the Department of Dietetics and Human Nutrition to complete the DPD. Students must attain a cumulative grade-point average of **2.4** or above to progress into course work designated as major requirements.

Successful completion of the DPD curriculum enables graduates to apply to a ACEND-accredited supervised practice program, SPP, in a post-baccalaureate Dietetic Internship.

Upon successful completion of the Dietetic Internship the individual is eligible to sit for the national registry exam administered by the Com-

mission on Dietetic Registration, CDR, the credentialing agency of the AND, which grants use of the nationally recognized credential “RD” Registered Dietitian.

Graduates of the UK DHN Option A may apply for placement in the Dietetic Internship program offered by the Department of Dietetics and Human Nutrition, School of Human Environmental Sciences, or any other ACEND-accredited dietetic internship outside the department. Students must consider the highly competitive scenario in competing for acceptance into a Dietetic Internship.

Option B, designated as the Coordinated Program in Dietetics, CP, provides the foundation knowledge requirements provided by the academic component of dietitian education (see DPD above) **and** an ACEND-accredited supervised practice component. Students who have completed the premajor requirements and are interested in the Coordinated Program to attain the academic preparation and supervised practice program through the UK DHN Dietetics Program may apply for admission to Option B, the CP. Option B requires three additional semesters of didactic course work in the major requirements prior to beginning the 1,200 hour supervised practice program. Students in the CP must successfully complete the didactic and supervised practice component to receive the B.S. in Dietetics degree.

The ACEND-accredited CP is a selective admission program. Admission to the University of Kentucky DHN Dietetics Program does not guarantee admission to the Coordinated Program, CP. A limited number of students who have completed the required preprofessional courses will be admitted on the basis of cumulative grade-point average, potential qualities for becoming a successful dietitian, leadership potential and professional involvement and commitment.

The application deadline for the UK DHN CP is February 1, prior to potential fall admission in Year Three of the Dietetics Program. Year Three of the Dietetics Program is the beginning of the Major Requirements for completion of course work. Program application materials should include an application form, a letter of professional goals and qualifications, three letters of reference, and record of academic performance.

The CP Admissions Committee considers grade-point average, letter of application, work experience, honors and extracurricular activities and letters of recommendation. Students who apply to the UK DHN CP will be granted an interview where the applicant’s goals, communication skills, knowledge of the profession, and organizational and leadership skills are evaluated.

Successful CP applicants will be notified of provisional acceptance into the CP before UK’s priority registration dates for the ensuing fall semester. Final acceptance depends on successful completion of the work in progress at the time

of the application and throughout the remaining didactic component prior to beginning the supervised practice component of the undergraduate dietetics program.

Transfer students are urged to contact the DHN Academic Coordinator, 203 Funkhouser Building, for a preliminary evaluation of credits well in advance of the application date. Year Three of the Dietetics Program is the beginning of the Major Requirements for completion of course work. CP applicants must be a declared major in the UK DHN dietetics program or if a transfer student, indicate intent to declare dietetics as their major. Students accepted into the CP must be majors in the UK DHN dietetics program.

Successful completion of Option B, the UK DHN CP, results in the Bachelor of Science in Dietetics degree. Graduates of Option B are eligible to sit for the national registry exam administered by the Commission on Dietetic Registration, CDR, the credentialing agency of the AND, which grants use of the nationally recognized credential “RD” Registered Dietitian.

The UK DHN ACEND-accredited Dietetic Internship, DI, selects competitive students who have completed a Didactic Program in Dietetics at UK or other ACEND-accredited institutions. Qualified graduates compete for a limited number of positions in the UK DHN DI. For information regarding the UK DHN Dietetic Internship, the application and/or screening procedures, please contact:

**Director, Dietetic Internship Program
203 Funkhouser Building
University of Kentucky
Lexington, KY 40506-0054**

Degree Requirements

Each student must complete the following:

1. Complete UK Core requirements.
2. Complete 124-133 credit hours with a minimum grade-point average of 2.0.
3. Complete the required curriculum in the major program.

UK Core Requirements

See the *UK Core* section of this Bulletin for the complete UK Core requirements. The courses listed below are (a) recommended by the college, or (b) required courses that also fulfill UK Core areas. Students should work closely with their advisor to complete the UK Core requirements.

I. Intellectual Inquiry in Arts and Creativity

Choose one course from approved list 3

II. Intellectual Inquiry in the Humanities

Choose one course from approved list 3

III. Intellectual Inquiry in the Social Sciences

PSY 100 Introduction to Psychology
or
SOC 101 Introduction to Sociology 3-4

IV. Intellectual Inquiry in the Natural, Physical, and Mathematical Sciences

CHE 105 General College Chemistry I 4
CHE 111 General Chemistry I Laboratory 1

V. Composition and Communication I

CIS/WRD 110 Composition and Communication I 3

VI. Composition and Communication II

CIS/WRD 111 Composition and Communication II 3

VII. Quantitative Foundations

MA 111 Introduction to
Contemporary Mathematics 3

VIII. Statistical Inferential Reasoning

STA 210 Making Sense of Uncertainty:
An Introduction to Statistical Reasoning 3

IX. Community, Culture and Citizenship in the USA

Recommended:
GEN 100 Issues in Agriculture,
Food and Environment 3

X. Global Dynamics

Choose one course from approved list 3

UK Core hours 32-33

Graduation Composition and Communication Requirement (GCCR)

DHN 374 Research and Writing in Dietetics 3

Graduation Composition and Communication Requirement hours (GCCR) 3

Progression Requirements

Students must attain a grade-point average of 2.4 or above to progress into course work designated as major requirements. In addition, students must achieve a grade of **C** or better in all course work designated as major requirements.

Students must complete the following requirements:

Premajor Requirements Hours

BIO 148 Introductory Biology I	3
BIO 208 Principles of Microbiology	3
CHE 105 General College Chemistry I	4
CHE 107 General College Chemistry II	3
CHE 111 General Chemistry I Laboratory	1
CHE 113 General Chemistry II Laboratory	2
CHE 230 Organic Chemistry I	
or	
CHE 236 Survey of Organic Chemistry	3
CLA 131 Medical Terminology	
from Greek and Latin	3
ECO 201 Principles of Economics I	3
DHN 212 Introductory Nutrition	3
DHN 241 Food Service Sanitation	1
PGY 206 Elementary Physiology	3
PSY 100 Introduction to Psychology	4
SOC 101 Introduction to Sociology	3
STA 210 Making Sense of Uncertainty:	
An Introduction to Statistical Reasoning	3
Subtotal: Premajor hours	42

Major Requirements Hours

Prior to beginning the major requirements, students should indicate a choice of Option A or Option B with the UK DHN Academic Coordinator, 203 Funkhouser Building. Option B is a selective admissions program.

DHN 301 Dietetics Practice	2
DHN 302 Principles of Food Preparation	3
DHN 304 Experimental Foods	3
DHN 311 Nutritional Biochemistry	3
DHN 312 Life Cycle and Community Nutrition I	3
DHN 313 Life Cycle and Community Nutrition II	3
DHN 342 Quantity Food Production	4
DHN 346 Management for Food Industries	3

DHN 374 Research and Writing in Dietetics	3
DHN 408G Seminar in Dietetics and Human Nutrition	1
DHN 510 Advanced Nutrition	3
DHN 512 Medical Nutrition Therapy I	4
DHN 514 Dietetics: Counseling and Communication Theories and Applications	3
DHN 517 Medical Nutrition Therapy II	3
Subtotal: Major hours	41

Option Requirements

One option must be completed concurrently with the major requirements stated above.

OPTIONS**Option A – Didactic Program
in Dietetics (DPD)**

DHN 480 Dietetics Pre-Professional Practice	1-6
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Subtotal: Option A 1-6

**Option B – Coordinated Program
in Dietetics (CP)**

Option B requires the student to apply to admission to the CP after completion of premajor requirements. See Bulletin for details.

DHN 518 Evaluation of Dietetic Issues and Leadership	2
DHN 520 Medical Nutrition Therapy I: Supervised Practice	5
DHN 522 Food Service Systems Management I: Supervised Practice	5
DHN 524 Food Service Systems Management II: Supervised Practice	3
DHN 526 Medical Nutrition Therapy II: Supervised Practice	3
DHN 528 Community Nutrition I: Supervised Practice	1
DHN 530 Community Nutrition II: Supervised Practice	2
Subtotal: Option B	21

Electives

Professional Support Elective	3
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Electives should be selected by the student to lead to the minimum total hours required for graduation.

Subtotal: Elective hours Option A 16

Subtotal: Elective hours Option B 4

TOTAL HOURS: Option A 124

TOTAL HOURS: Option B 133

Requests for applications or further information may be directed to:

**College of Agriculture, Food
and Environment
Director, Coordinated Program
Department of Dietetics
and Human Nutrition
203 Funkhouser Building
University of Kentucky
Lexington, KY 40506-0054**

BACHELOR OF SCIENCE IN HUMAN NUTRITION with a major in Human Nutrition

The Bachelor of Science in Human Nutrition offers appropriate preparation for further study in nutritional sciences and health-related sciences, particularly public health, pharmacy, medicine, dentistry, physical therapy, physician assistant school, optometry, and nutrition research.

Each student must complete the following:

1. Complete UK Core requirements.
2. Complete 120 credit hours with a minimum grade-point average of 2.0.
3. Complete the required curriculum in the major program.

UK Core Requirements

See the *UK Core* section of this Bulletin for the complete UK Core requirements. The courses listed below are (a) recommended by the college, or (b) required courses that also fulfill UK Core areas. Students should work closely with their advisor to complete the UK Core requirements.

I. Intellectual Inquiry in Arts and Creativity

Choose one course from approved list

II. Intellectual Inquiry in the Humanities

Choose one course from approved list

III. Intellectual Inquiry in the Social Sciences

PSY 100 Introduction to Psychology

**IV. Intellectual Inquiry in the Natural, Physical,
and Mathematical Sciences**

CHE 105 General College Chemistry I

CHE 111 General Chemistry I Laboratory

V. Composition and Communication I

CIS/WRD 110 Composition and Communication I

VI. Composition and Communication II

CIS/WRD 111 Composition and Communication II

VII. Quantitative Foundations

MA 123 Elementary Calculus and its Applications

or

MA 113 Calculus I

VIII. Statistical Inferential Reasoning

STA 296 Statistical Methods and Motivations

IX. Community, Culture and Citizenship in the USA

Recommended:

GEN 100 Issues in Agriculture,
Food and Environment

X. Global Dynamics

Choose one course from approved list

UK Core hours 33-34

**Graduation Composition and
Communication Requirement (GCCR)**

DHN 474 Research in Nutrition: Theory

DHN 475 Research in Nutrition: Application

**Graduation Composition and Communication
Requirement hours (GCCR)** 6

Premajor Requirements**Hours**

PSY 100 Introduction to Psychology

MA 113 Calculus I

or

MA 123 Elementary Calculus and

Its Applications

CHE 105 General College Chemistry I	4
CHE 107 General College Chemistry II	3
CHE 111 General Chemistry I Laboratory	1
CHE 113 General Chemistry II Laboratory	2
CHE 230 Organic Chemistry I	3
CHE 231 Organic Chemistry Laboratory I	1
CHE 232 Organic Chemistry II	3
CHE 233 Organic Chemistry Laboratory II	1
STA 296 Statistical Methods and Motivations	3
BIO 148 Introductory Biology I	3
BIO 152 Principles of Biology II	3
BIO 155 Laboratory for Introductory Biology I	1
BIO 208 Principles of Microbiology	3
PGY 206 Elementary Physiology	3
ANA 209 Principles of Human Anatomy	3

Subtotal: Premajor hours 45

Major Requirements**Hours**

DHN 212 Introductory Nutrition	3
DHN 241 Food Service Sanitation	1
DHN 302 Principles of Food Preparation	3
DHN 304 Experimental Foods	3
DHN 311 Nutritional Biochemistry	3
DHN 312 Life Cycle and Community Nutrition I	3
DHN 313 Life Cycle and Community Nutrition II	3
DHN 315 Nutrition Issues in Physical Activity	3
DHN 318 Hunger, Food Behavior, and the Environment	3
DHN 408G Seminar in Dietetics and Human Nutrition	1
DHN 474 Research in Nutrition: Theory	3
DHN 475 Research in Nutrition: Application	3
DHN 510 Advanced Nutrition	3
PHI 305 Health Care Ethics	3

At least 45 hours of course credit at the 300-level or above is required for graduation.

Subtotal: Major hours 38

Professional Support Electives

Select 18 hours in Professional Support Electives at the 200 level or above.

Subtotal: Professional Support hours 18

Electives

Electives should be selected by the student to complete the minimum total of 120 hours required for graduation.

Subtotal: Minimum Elective hours 1

TOTAL HOURS: 120

DEPARTMENT OF FAMILY SCIENCES

The Department of Family Sciences is committed to offering quality programs for students preparing to work with individuals and families in various settings including schools, private and public social agencies, and business. The focus is on enhancing the quality of life for families. Undergraduate programming is at an applied level using an interdisciplinary approach from the perspectives of individual and family development, family resource management, and family systems.

The department offers a major in family sciences. Students in the family sciences major earn the degree Bachelor of Science in Family Sciences. A minor in family sciences is available.

Family sciences prepares students to work with individuals and families in unique ways. Positions include coordinators of community education and outreach, crisis management, residential care, family financial management, research and planning, and social service workers. Students completing the program are eligible to apply to become certified family life educators through the National Council on Family Relations. Contact the Department of Family Sciences, 315 Funkhouser Building, 859-257-7750, for more information about this optional credential.

Visit us on the Web at:
<http://fam-hes.ca.uky.edu/>.

BACHELOR OF SCIENCE IN CONSUMER ECONOMICS AND FAMILY FINANCIAL COUNSELING

The Consumer Economics and Family Financial Counseling program provides students with the knowledge and skills to positively impact economic and financial decision making of individuals and families. The course work in consumer economics, personal finance, and financial counseling provides students with a broad skill-set to assist consumers in making sound financial decisions and ultimately improving overall family economic well-being and financial security.

Students will receive training that will allow for them to pursue careers in local government agencies such as the housing authority; state agencies such as health and human services; and federal agencies such as the Social Security Administration. For students who choose to pursue the AFC (Accredited Financial Counselor) certification option, careers are available as financial counselors in credit counseling agencies and non-profits. Additionally, program graduates will have a clear understanding of consumer issues and personal finance; this educational background will result in individuals capable of making healthy and informed family and personal financial decisions leading to responsible consumerism and financial independence for themselves and their families.

To earn a Bachelor of Science in Consumer Economics and Family Financial Counseling, the student must have:

1. a minimum of 120 credit hours that meet the requirements of the UK Core, the College, and the curriculum of the major;
2. at least a 2.0 grade-point average;
3. a grade of C or higher in the following Consumer Economics and Family Financial Counseling courses required to graduate: CEF 350, CEF 351, CEF 352, CEF 402, and CEF 403; and
4. a minimum of 45 credit hours from upper division courses (300 level and above).

UK Core Requirements

See the *UK Core* section of this Bulletin for the complete UK Core requirements. The courses listed below are (a) recommended by the college, or (b) required courses that also fulfill UK Core areas. Students should work closely with their advisor to complete the UK Core requirements.

I. Intellectual Inquiry in Arts and Creativity

Choose one course from approved list 3

II. Intellectual Inquiry in the Humanities

Choose one course from approved list 3

III. Intellectual Inquiry in the Social Sciences

Choose one course from approved list 3

IV. Intellectual Inquiry in the Natural, Physical, and Mathematical Sciences

Choose one course from approved list 3

V. Composition and Communication I

CIS/WRD 110 Composition and Communication I 3

VI. Composition and Communication II

CIS/WRD 111 Composition and Communication II 3

VII. Quantitative Foundations

Choose one course from approved list 3

VIII. Statistical Inferential Reasoning

STA 210 Making Sense of Uncertainty:
 An Introduction to Statistical Reasoning 3

IX. Community, Culture and Citizenship in the USA

GEN 100 Issues in Agriculture,
 Food and Environment 3

X. Global Dynamics

Choose one course from approved list 3

UK Core hours 30

Graduation Composition and Communication Requirement (GCCR)

CEF 390 Introduction to Research Methods 3
 CEF 402 Theories and Applications
 in Consumer Economics 3
 FAM 360 Introduction to Family Intervention:
 Working With Families and Individuals 3

Graduation Composition and Communication Requirement hours (GCCR) 9

Premajor Requirements

Hours

ACC 201 Financial Accounting I 3
 ECO 201 Principles of Economics I 3
 ECO 202 Principles of Economics II 3
 PSY 100 Introduction to Psychology 4
 SOC 101 Introduction to Sociology
 or
 SOC 235 Inequalities in Society 3
 STA 210 Making Sense of Uncertainty:
 An Introduction to Statistical Reasoning 3
Premajor Requirement hours 19

Students must have a C or higher in ECO 201 to enroll in the core classes. Students must receive a grade of C or better in the following consumer economics and family financial counseling courses required to graduate: CEF 350, CEF 351, CEF 352, CEF 402, and CEF 403.

Program Core

Hours

CEF 251 Personal and Family Finance Introduction 3
 CEF 350 Consumer Economics 3
 CEF 351 Advanced Personal and Family Finance I 3
 CEF 352 Advanced Personal and Family Finance II 3
 CEF 390 Introduction to Research Methods 3

CEF 402 Theories and Applications
 in Consumer Economics 3
 CEF 403 Family Financial Counseling 3
 CEF 496 Accredited Financial Counselor
 Review Course 3
 CEF 498 Internship in Consumer Economics
 and Personal Finance 3
 CEF 499 Advanced Internship in Consumer
 Economics and Personal Finance 6
 FAM 360 Introduction to Family Intervention:
 Working With Families and Individuals 3
Program Core hours 36

Electives

In addition to the major requirements, each student will select 35 hours of electives. Electives are chosen in consultation with the academic advisor and should be chosen to support the academic content of the Consumer Economics and Family Financial Counseling major; while also keeping in mind that electives should be chosen to complete the requirement of a minimum of 45 credit hours from upper division courses (300 level and above).

Elective hours 35

TOTAL HOURS: 120

BACHELOR OF SCIENCE IN FAMILY SCIENCES

Each student must complete the following:

1. Complete UK Core requirements.
2. Complete 120 credit hours with a minimum grade-point average of 2.0.
3. Complete the required curriculum in the major program.

UK Core requirements

See the *UK Core* section of this Bulletin for the complete UK Core requirements. The courses listed below are (a) recommended by the college, or (b) required courses that also fulfill UK Core areas. Students should work closely with their advisor to complete the UK Core requirements.

I. Intellectual Inquiry in Arts and Creativity

Choose one course from approved list 3

II. Intellectual Inquiry in the Humanities

Choose one course from approved list 3

III. Intellectual Inquiry in the Social Sciences

PSY 100 Introduction to Psychology
 or
 SOC 101 Introduction to Sociology 3-4

IV. Intellectual Inquiry in the Natural, Physical, and Mathematical Sciences

Choose one course from approved list 3

V. Composition and Communication I

CIS/WRD 110 Composition and Communication I 3

VI. Composition and Communication II

CIS/WRD 111 Composition and Communication II 3

VII. Quantitative Foundations

PHI 120 The Art of Thinking:
 An Introduction to Logic 3

VIII. Statistical Inferential Reasoning

STA 210 Making Sense of Uncertainty:
 An Introduction to Statistical Reasoning 3

IX. Community, Culture and Citizenship in the USA

Recommended:
 GEN 100 Issues in Agriculture,
 Food and Environment 3

X. Global Dynamics

Choose one course from approved list	3
UK Core hours	30-31

Graduation Composition and Communication Requirement (GCCR)

FAM 357 Adolescent Development	3
FAM 360 Introduction to Family Intervention: Working with Families and Individuals	3
FAM 390 Introduction to Research Methods	3

Graduation Composition and Communication Requirement hours (GCCR) **9**

Premajor Requirements**Hours**

COM 252 Introduction to Interpersonal Communication	3
PHI 120 The Art of Thinking: An Introduction to Logic or PHI 332 Professional Ethics	3
PSY 100 Introduction to Psychology	4
STA 210 Making Sense of Uncertainty: An Introduction to Statistical Reasoning	3
DHN 101 Human Nutrition and Wellness	3
SOC 101 Introduction to Sociology	3
ECO 201 Principles of Economics I	3
Subtotal: Premajor hours	22

Major Requirements

FAM 251 Personal and Family Finance	3
FAM 253 Human Sexuality: Development, Behavior and Attitudes	3
FAM 254 Life Course Human Development	3
FAM 352 Issues in Family Sciences	3
FAM 357 Adolescent Development	3
FAM 360 Introduction to Family Intervention: Working With Families and Individuals	3
FAM 390 Introduction to Research Methods	3
FAM 402 Issues in Family Resource Management	3
FAM 499 Internship in Family Sciences	3
FAM 544 Cultural Diversity in American Children and Families or FAM 354 The Family in Cross-Cultural Perspective	3
Subtotal: Major hours	30

Professional Support

In addition to the major requirements, each student in consultation with his or her academic advisor will select a minimum of 18-21 credits in course work in a university-recognized minor. At least 12 of these hours must be at the 300 level or above. A minor is a structured group of courses that leads to considerable knowledge and understanding of a subject. Suggested minors include Psychology, Sociology, Gender and Women's Studies, Anthropology, Economics, Political Science, Appalachian Studies, Business, Communication, Health Promotion, Human Nutrition, Community and Leadership Development, etc.

Students must contact the department responsible for the minor program for guidance and advising.

Subtotal: Professional Support **18-21**

Electives

Electives at the 300 level or above to reach 120 credits including sufficient credits to reach 45 hours at the 300 level or above. Work with an advisor to select additional FAM classes if available.

Subtotal: Electives **7**

TOTAL HOURS: **120**

Minor in Family Sciences

Any student interested in a minor in family sciences should file an application with the student's college prior to entering the program.

Minor Requirements

FAM 251 Personal and Family Finance	3
FAM 254 Life Course Human Development	3
FAM 352 Issues in Family Sciences	3

Plus 12 additional hours in family sciences with at least 6 hours at the 300-level or above.

DEPARTMENT OF RETAILING AND TOURISM MANAGEMENT

The Department of Retailing and Tourism Management is committed to excellence in teaching, service and research resulting from innovative interdisciplinary education with a global, product, and consumer focus. Students build competencies for outstanding business and customer service in retail and hospitality organizations in a changing society. Opportunities are provided for experiential education through industry-related work experiences, internships, study tours, and exchange programs. Graduates are prepared for careers in the merchandising, hospitality and tourism industries in the developing experience economy. The department offers the Bachelor of Science in Hospitality Management and the Bachelor of Science in Merchandising, Apparel and Textiles.

Visit us on the Web at:
<http://rtm-hes.ca.uky.edu/>.

BACHELOR OF SCIENCE IN HOSPITALITY MANAGEMENT AND TOURISM

The Hospitality Management and Tourism program focuses on the specialized knowledge needed for careers in the hospitality industry. The degree develops graduates who are consumer and technology focused within the service industry. Course work integrates hospitality marketing strategies, communications and financial management through a curriculum focused on management of facilities and operations that provide hospitality services to the public.

The curriculum challenges students to exercise an integration of creativity and business components for various tourism services such as, Food & Beverage, Lodging, Attractions, Convention and Meeting Planning, Non-Profit Management, and Special Event Coordinating. The hospitality and tourism industries are rapidly growing; as the United States' second largest employer, a degree in Hospitality Management and Tourism provides many career opportunities for graduates.

Internships are a required component of the program, which can lead to permanent professional placement. The internship provides stu-

dents with first-hand experience in hospitality and tourism related fields, allowing them to exercise classroom knowledge in a real-world setting. Visit us at:

<http://rtm-hes.ca.uky.edu/content/bachelor-science-hospitality-management-and-tourism>.

Entrance Requirement

The minimum grade-point average for entrance of all students into the Hospitality Management and Tourism program is 2.30.

Progression Requirement

In addition, students must have completed the following premajor courses with a grade of C or better in order to progress to courses which are major requirements: CS 101, ACC 201, ACC 202, ECO 201, ECO 202, HMT 120, HMT 210, DHN 241, and HMT 270.

Graduation Requirement

Students must fulfill all prerequisites and achieve a grade of C or better in all DHN and HMT courses which are major requirements.

Each student must complete the following:

1. Complete UK Core requirements.
2. Complete 120 credit hours with a minimum grade-point average of 2.0.
3. Complete the required curriculum in the major program.

UK Core Requirements

See the *UK Core* section of this Bulletin for the complete UK Core requirements. The courses listed below are (a) recommended by the college, or (b) required courses that also fulfill UK Core areas. Students should work closely with their advisor to complete the UK Core requirements.

I. Intellectual Inquiry in Arts and Creativity

Choose one course from approved list 3

II. Intellectual Inquiry in the Humanities

Choose one course from approved list 3

III. Intellectual Inquiry in the Social Sciences

Choose one course from approved list 3

IV. Intellectual Inquiry in the Natural, Physical, and Mathematical Sciences

Choose one course from approved list 3

V. Composition and Communication I

CIS/WRD 110 Composition and Communication I 3

VI. Composition and Communication II

CIS/WRD 111 Composition and Communication II 3

VII. Quantitative Foundations

MA 123 Elementary Calculus
and Its Applications 4

VIII. Statistical Inferential Reasoning

STA 296 Statistical Methods and Motivations 3

IX. Community, Culture and Citizenship in the USA

Recommended:
GEN 100 Issues in Agriculture,
Food and Environment 3

X. Global Dynamics

ANT 160 Cultural Diversity in the Modern World 3

UK Core hours **31**

Graduation Composition and Communication Requirement (GCCR)

RTM 425 Human Resource Management 3

Graduation Composition and Communication Requirement hours (GCCR) 3

Premajor Requirements Hours

Two semesters of a single foreign language chosen from: Arabic; Chinese; English as a Second Language; French; German; Italian; Japanese; Russian; Spanish; and Sign Language (exclude: Latin, Hebrew, Greek) 8

Diversity Requirements

ANT 160 Cultural Diversity in the Modern World 3

plus **one** of the following courses:

AAS 200 Introduction to African-American Studies 3

AAS 235 Inequalities in Society 3

AAS 261 African American History 1865-Present 3

ANT 220 Introduction to Cultural Anthropology 3

ANT 225 Culture, Environment and Global Issues 3

ANT 324 Contemporary Latin American Cultures 3

ANT 327 Culture and Societies of India and South Asia 3

ANT 340 Development and Change in the Third World 3

CHI 331 Introduction to Chinese Culture, 1840 to Present 3

GEO 160 Lands and Peoples of the Non-Western World 3

GWS 200 Sex and Power 3

LAS 201 Introduction to Latin America 3

MAT 247 Dress and Culture 3

RUS 372 Experiments in Life and Russian Art: Russian Culture 1900-Present 3

SOC 380 Globalization: A Cross-Cultural Perspective 3

Subtotal: Diversity Requirement hours 6

CS 101 Introduction to Computing I 3

ACC 201 Financial Accounting I 3

ACC 202 Managerial Uses of Accounting Information 3

ECO 201 Principles of Economics I 3

ECO 202 Principles of Economics II 3

HMT 120 Introduction to Hospitality Management and Tourism 3

MA 123 Elementary Calculus and Its Applications 4

STA 296 Statistical Methods and Motivations 3

DHN 241 Food Service Sanitation 1

Subtotal: Premajor hours 40

CS 101 Introduction to Computing I 3

ACC 201 Financial Accounting I 3

ACC 202 Managerial Uses of Accounting Information 3

ECO 201 Principles of Economics I 3

ECO 202 Principles of Economics II 3

HMT 120 Introduction to Hospitality Management and Tourism 3

MA 123 Elementary Calculus and Its Applications 4

STA 296 Statistical Methods and Motivations 3

DHN 241 Food Service Sanitation 1

Subtotal: Premajor hours 40

Major Requirements Hours

Required:

HMT 210 Hotel Rooms Division Management 3

HMT 270 Principles of Travel and Tourism 3

HMT 308 Principles of Food and Beverage 3

HMT 350 Revenue Management 3

RTM 340 Professional Practice/Pre-Internship 1

RTM 345 Service Management 3

RTM 425 Human Resource Management 3

RTM 499 Retailing and Tourism Management Internship 6

DHN 342 Quantity Food Production 4

FIN 300 Corporation Finance 3

MGT 301 Business Management 3

MKT 300 Marketing Management 3

Subtotal: Major Core hours 38

Plus 15 hours from HMT major selections:

HMT 320 Hospitality and Tourism Marketing 3

HMT 330 Meetings and Convention Management 3

HMT 359 Hospitality and Tourism Special Topics (Subtitle required) 1-3

HMT 360 Tourism Planning and Development 3

HMT 395 Hospitality and Tourism Independent Study 1-3

HMT 414 Entrepreneurship in the Hospitality Industry 3

HMT 420 Beer, Wine and Spirits Tourism Principles and Practice 3

HMT 470 Hospitality and Tourism Law and Ethics 3

HMT 486 HMT Study Tour 3

HMT 560 Advanced Seminar in Lodging and Tourism 3

HMT 570 Event Planning and Coordination 3

HMT 580 Trends Analysis for the Hospitality Industry 3

HMT 588 Strategic Management in the Hospitality and Food Service Industry 3

PLS 389 Wine Appreciation 3

Subtotal: Major Selection 15

Plus additional upper-level credits to complete 45 hours of 300-400-500 level classes.

Subtotal: Major Requirements 47

Electives

Electives should be selected by the student to lead to the minimum total of 120 hours required for graduation.

Subtotal: Minimum Elective hours 6

TOTAL HOURS: 120

BACHELOR OF SCIENCE IN MERCHANDISING, APPAREL, AND TEXTILES

The Merchandising, Apparel, and Textiles program blends creativity with business components to develop graduates who are consumer and technology focused. Students study concepts and develop skills necessary for understanding market trends, retail strategies, and industry structures that facilitate the development, sourcing, marketing, and merchandising of consumer goods and services in the domestic and international marketplace.

The curriculum challenges students to exercise resourceful thinking in business operations, merchandising strategies, and the interrelationships of people, technology, and materials. Course work is designed to match industry expectations and intended to provide students with the knowledge and experience they will need to understand trends and applications in the merchandising, apparel, and textiles industries.

Internships are a required component of the program, which can lead to permanent professional placement. The internship provides students with first-hand experience in merchandising, apparel, and textiles related fields, allowing them to exercise classroom knowledge in a real-world setting. Visit us at:

<http://rtm-hes.ca.uky.edu/content/bachelor-science-merchandising-apparel-and-textiles>.

Each student must complete the following:

1. Complete UK Core requirements.
2. Complete 120 credit hours with a minimum grade-point average of 2.0.
3. Complete the required curriculum in the major program.

UK Core Requirements

See the *UK Core* section of this Bulletin for the complete UK Core requirements. The courses listed below are (a) recommended by the college, or (b) required courses that also fulfill UK Core areas. Students should work closely with their advisor to complete the UK Core requirements.

I. Intellectual Inquiry in Arts and Creativity

Choose one course from approved list 3

II. Intellectual Inquiry in the Humanities

Choose one course from approved list 3

III. Intellectual Inquiry in the Social Sciences

PSY 100 Introduction to Psychology 4

IV. Intellectual Inquiry in the Natural, Physical, and Mathematical Sciences

Choose one course from approved list 3

V. Composition and Communication I

CIS/WRD 110 Composition and Communication I 3

VI. Composition and Communication II

CIS/WRD 111 Composition and Communication II 3

VII. Quantitative Foundations

Recommended:

MA 123 Elementary Calculus and its Applications

or

MA 113 Calculus I 4

VIII. Statistical Inferential Reasoning

Choose one:

STA 210 Making Sense of Uncertainty: An Introduction to Statistical Reasoning

or

STA 296 Statistical Methods and Motivations 3

IX. Community, Culture and Citizenship in the USA

Recommended:

GEN 100 Issues in Agriculture,

Food and Environment 3

X. Global Dynamics

Recommended:

MAT 247 Dress and Culture 3

UK Core hours 32

Graduation Composition and Communication Requirement (GCCR)

RTM 425 Human Resource Management 3

Graduation Composition and Communication Requirement hours (GCCR) 3

Program Entrance Requirements

The minimum grade-point average for entrance of all students into the Merchandising, Apparel and Textiles program is 2.0.

Graduation Requirements

MAT majors and transfer students must obtain or have received a C or better in ALL premajor, professional support and MAT major required courses. No letter grade of a D would be accepted in the premajor, professional support and MAT major required courses.

Premajor Requirements	Hours
PSY 100 Introduction to Psychology	4
SOC 101 Introduction to Sociology	3
ECO 201 Principles of Economics I	3
ECO 202 Principles of Economics II	3
STA 210 Making Sense of Uncertainty: An Introduction to Statistical Reasoning or	
STA 296 Statistical Methods and Motivations	3
Subtotal: Premajor hours	16
Major Requirements	Hours
MAT 114 Introduction to Merchandising	3
MAT 120 Textiles for Consumers	3
MAT 237 Aesthetic Experience in Retail	3
MAT 247 Dress and Culture	3
MAT 315 Merchandise Planning and Control	3
MAT 414 Merchandising Strategy Analysis	3
MAT 510 Brand Management	3
MAT 514 Retail Entrepreneurship	3
MAT 572 International Merchandising	3
RTM 340 Professional Practice/Pre-Internship	1
RTM 345 Service Management	3
RTM 499 Retailing and Tourism Management Internship	6
Choose 9 credits from:	
HMT 570 Event Planning and Coordination	3
MAT 359 Special Topic in Merchandising, Apparel and Textiles (Subtitle required)	3
MAT 395 Independent Study in Merchandising, Apparel and Textiles	3
MAT 480 Merchandising, Apparel and Textiles Study Tour	3
MAT 515 Specification and Evaluation of Textiles and Apparel	3
MAT 520 Textiles for Interiors	3
MAT 522 History of Textiles	3
MAT 533 History of Costume	3
MAT 547 Social and Psychological Aspects of Apparel	3
MAT 559 Special Topic in Merchandising, Apparel and Textiles (Subtitle required)	3
MAT 570 Electronic Retailing (E-Tailing)	3
MAT 595 Independent Study in Merchandising, Apparel and Textiles	3
Subtotal: Major hours	46
Professional Support (27 hours)	
ACC 201 Financial Accounting I	3
ACC 202 Managerial Uses of Accounting Information	3
MKT 300 Marketing Management	3
MKT 320 Retail and Distribution Management	3
MGT 301 Business Management	3
plus 6 hours at the 200 level or above to be chosen with approval of the academic advisor from such areas as business, communication and social sciences or additional MAT courses.	
plus 6 hours at the 300 level or above	6
Subtotal: Professional Support	27
Electives	
Electives should be selected to complete the minimum total of 120 hours required for graduation.	
Subtotal: Minimum Elective hours	6
TOTAL HOURS	120

Community & Leadership Development

College of Agriculture, Food & Environment

The Department of Community and Leadership Development offers the Masters of Science degree in Community and Leadership Development (CLD). The program's interdisciplinary base and range of engaged experiences support the growth of knowledgeable, skillful, and creative leaders. Graduates are therefore prepared to address the needs and concerns of communities of place, of interest (e.g., non-profit organizations) and of practice (e.g., schools and advocacy organizations). Coursework and training are grounded in the philosophical foundations of leadership, community, community communication, social science inquiry and formal and non-formal educational scholarship and practice.

The CLD graduate program accommodates a wide variety of individuals from diverse settings such as administration, nonprofit organizations, communications, public service, schools, adult education, social services and Cooperative Extension. The program is organized around a strong experiential education, learner-centered core, designed to be practical, engaging and thought provoking. Through the selection of enrichment areas that draw upon courses from across the university, students have considerable flexibility in planning a program that will meet their individual professional goals.

The Community and Leadership Development Master's requires the following core courses:

- CLD 620 Graduate Study in CLD (1)
- CLD 686 Research Design (3)
- CLD 684 Statistical Analysis in CLD or Qualitative Research Methods course (3)
- CLD 630 Individual and Group Dynamics (3)
- CLD 610 Experiential Education: Process and Practice or
- CLD 670 Community Engagement (3)

One of the following:

- CLD 671 Advanced Methods of Teaching
- CLD 685 Advanced Community Development Theory and Practice
- CLD 675 Theoretical Foundations of Communication and Community
- CLD 660 Advanced Leadership Theory and Practice (3)
- CLD 768 Thesis or
- CLD 758 Creative Component (Non-Thesis Option) (3)

Total (19)

Students will then complete a minimum of an additional 11 hours of graduate course work within a supporting enrichment area. Students will work with their Advisory Committees to identify the courses that best suit their professional interests. Sample of Enrichment Areas:

- Community Development
- Leadership Development
- Non-formal (Community-based, Agency-based)
- Agricultural Education and other Agricultural areas of interest (with a social science emphasis – e.g., horticulture's role in urban gardening)
- Rural Studies
- Community Communication

Admission

The University of Kentucky is committed to a policy of providing educational opportunities to all qualified students regardless of economic or social status. The University will not discriminate on the basis of race, color, ethnic origin, national origin, creed, religion, political belief, sex, sexual orientation, marital status, age, veteran status or physical or mental disability.

Admission to the Master's program in Community and Leadership Development is based on a combination of the following: undergraduate GPA (cumulative 2.75 and above), three letters of reference (only one letter can be written by a CLD faculty member), GRE scores the fit between the applicant's personal/professional experiences and goals and the program's focus and resources, and, in some cases, a personal interview. See the MS-CLD website <http://www.uky.edu/Ag/CLD/cld-grad.html> for materials required for a complete application packet.

Applicants for the MS-CLD program pursuing the MIC (Masters with Initial Certification for Agricultural Education for Grades 5-12) need to contact the CLD Director of Graduate Studies for additional admission procedures.

Applicants for the MS-CLD program without MIC Option

Candidates for the MS-CLD program must have a minimum undergraduate GPA of 2.75 and graduate GPA of 3.0 to be eligible for admission to the Graduate School. Graduate Record Examination (GRE) scores are required for all applicants. International students must also take the TOEFL examination, with a minimum score of 550 (213 on the computer-based test) required by the Graduate School.

Candidates for the MS-CLD program must have a minimum undergraduate GPA of 2.75 and graduate GPA of 3.0 to be eligible for admission to the Graduate School. Graduate Record Examination (GRE) scores are required for all applicants. Please note that GRE scores are one of several materials used to select students for admission. International students must also take the TOEFL examination, with a minimum score of 550 (213 on the computer-based test) required by the Graduate School.

Applicants for the MIC Option

Candidates in the graduate initial certification program must apply for admission to the Graduate School and to the Teacher Education Program. They must have a minimum undergraduate GPA of 2.75 to be eligible for admission to the Graduate School. In addition, they must submit passing scores on PRAXIS Core Academic Skills for Educators (CASE). A minimum 156 score on the reading portion, a minimum 150 score on the mathematics portion, and a minimum 162 score on the writing portion are required. Graduate candidates may use the GRE as the basic test requirement.

Candidates must submit an application packet and successfully complete the admission interview with program faculty. The application packet must be on file prior to the admission interview and includes the following items:

- Candidate demographic information
- Official transcripts
- PRAXIS I/GRE scores
- Standards self-assessment
- Character and Fitness Review
- Reference forms (3)
- Current resume
- Writing sample

Application Requirements

- Application Letter indicating motivation for pursuing MS-CLD and fit with faculty research interests and areas of practice. Students seeking department funding should indicate their interest in being considered in their letter.
- Current Resume
- Narrative accompanying resume that includes a description of applicant's experience regarding:
 - Professional responsibilities and accomplishments
 - Leadership development program design and implementation
 - Specific accomplishments in leading community-based initiatives
 - Grants awarded and implemented
 - Professional/leadership certifications
 - Professional trainings/courses and/or credentials
- Undergraduate/graduate transcripts
- GRE Scores
- 3 Recommendation letters (Only 1 can be written by a CLD faculty member)
- TOEFL/IELTS scores (International applicants only)

Funding

It is the policy of the Department to try to provide funding for as many qualified students as possible upon entry into the graduate program. Those students who do not receive funding upon entry are eligible to be considered for funding in the following year. Decisions about funding are made in yearly evaluations of graduate student progress, academic performance, and participation in departmental life (e.g., attending departmental colloquium and talks). Students must make systematic progress toward their degrees and meet professional expectations of their TA/RA responsibilities to ensure continued funding.

The CLD Department has a limited number of half-time service (20 hours per week) teaching and research assistantships to support qualified students in the Master's program. The actual number of available assistantships varies from year to year. Funding decisions are made subsequent to admission decisions. Students wishing to be considered for departmental funding need to express this interest in their Application Letter.

The Department of Community and Leadership Development has a limited number of graduate assistantships to support qualified students in the Master's program. Other units on campus also offer potential sources of funding. Those students who do not receive funding upon entry into the program are eligible for consideration in subsequent years. Decisions about funding are made in annual evaluations of student performance. Students must make systematic progress toward their degrees to ensure continued funding for the second year of study. Students will not receive more than two years of departmental support.

Course Descriptions

CLD 517 RURAL SOCIOLOGY. (3)

A sociological study of the issues relevant to rural communities. Topics may include transformations in rural communities; the agrifood system; and the natural environment in the U.S. and the world. Prereq: Graduate student status; undergraduates with consent of instructor only. (Same as SOC 517.)

CLD 525 COMMUNITY DIVERSITY AND MEDIA. (3)

This course covers how media, both traditional news media and newly emerging digital communication technologies, relate to community diversity. Specifically, the course focuses on the relationships between media and community (power) structure, community institutions/ organizations, social movements and minority groups, urban/rural communities, gender/race/ethnicity/class and more. Prereq: Major

standing in CLD or graduate student status.

CLD 530 FUNDAMENTALS OF ORGANIZATIONAL LEADERSHIP. (3)

This course examines the existing and emerging knowledge base for leadership within organizations. Leadership and motivation of others requires individuals to go beyond their basic knowledge of managing others and learn how cultures, structures, and individuals in organizations interact within the system. This course highlights correlations with organizational behavior, team building, and collaborative leadership styles. In this class, students will explore organizational culture.

CLD 534 SOCIOLOGY OF APPALACHIA. (3)

A sociological study of selected social issues facing Appalachian communities, with an emphasis on placing regional political economy, society and culture in a global context. Prereq: Sociology, Anthropology or CLD senior major or minor; Appalachian Studies minor; graduate student status; or consent of instructor. (Same as ANT/SOC 534.)

CLD 560 COMMUNITY INEQUALITIES. (3)

This course focuses on the emergence and persistence of community inequalities in contemporary American society. This begins by identifying, describing, and analyzing inequalities within and among American communities and then considering the implications of these inequalities for organizational and community processes. The essential questions that will guide this course are: How do we define, measure and evaluate the differences among communities? What factors contribute to the emergence and persistence of the inequalities among communities? What are the consequences of these inequalities for the people who live in these communities? Prereq: Major standing in CLD or graduate student status.

CLD 575 SCHOOLS, COMMUNITY AND SOCIETY. (3)

This course highlights the integral relationships between contemporary and historical societal norms, distinctive communities and educational systems. Prereq: Major standing in CLD; CTE students admitted to TEP; or graduate student status.

CLD 610 EXPERIENTIAL EDUCATION: PROCESS AND PRACTICE. (3)

This course is designed for students to examine and apply theoretical and practical foundations of Experiential Education within classroom and community-based educational environments.

CLD 620 GRADUATE STUDY IN COMMUNITY AND LEADERSHIP DEVELOPMENT. (1)

This course is an introduction to the interdisciplinary field of Community and Leadership Development (CLD). CLD reflects the multidisciplinary fields of faculty in the department: Rural Sociology, Community Development, Community Communications, Leadership Development and Agricultural Education.

CLD 630 INDIVIDUAL AND GROUP DYNAMICS. (3)

This course is designed as an advanced course exploring the dynamics involved in individual and group situations. Specifically, students will explore basic psychological and social psychological processes shaping human behavior and learn to apply the knowledge of these processes in educational, organizational and community settings.

CLD 640 SCIENCE, AGRICULTURE, AND DEVELOPMENT. (3)

An in-depth examination of the interrelations between science, agriculture, and development. Both domestic and international issues are explored. Prereq: Graduate standing in the social or agricultural sciences. (Same as ANT/SOC 640.)

CLD 650 APPLIED COMMUNITY COMMUNICATIONS. (3)

Designed to familiarize students with advanced writing and editing techniques, common forms of

workplace writing, audience analysis, content analysis, and graphic design tips and tools. Discussion will include some of the larger issues surrounding community communications, such as discourse communities, bias, and ethics. Prereq: Graduate standing.

CLD 660 ADVANCED LEADERSHIP THEORY AND PRACTICE. (3)

This course has been designed to introduce the theoretical and research foundation of leadership studies through current journal articles and text chapters and also emphasizes multiple dimensions and contexts that influence leadership dynamics.

CLD 665 PROGRAM DEVELOPMENT AND EVALUATION. (3)

Course is designed to help students design, implement, and evaluate educational and social programs using a logic-based framework. (Same as SOC 665.)

CLD 670 COMMUNITY ENGAGEMENT. (3)

This course is designed as a service-learning/community engagement experience. It is organized with a field component related to the student's area of interest and an in-class experience that provides students with the opportunity to share and process their field experiences and to learn and grow from them through a variety of interactive exercises, readings, films and guest presentations.

CLD 671 ADVANCED METHODS OF TEACHING. (3)

The principles of method applied to teaching in the fields of classroom and community-based education. Prereq: Teaching experience within a classroom or community-based educational setting.

CLD 672 ADULT EDUCATION IN COMMUNITY AND LEADERSHIP DEVELOPMENT. (3)

Preparation for teaching adult classes in career and technical education including organization of classes, development of curriculum, and methods of teaching.

CLD 673 CURRENT TRENDS IN AGRICULTURAL EDUCATION. (3)

Class work pertains to current trends and significant developments in agricultural education. May be repeated to a maximum of nine credits.

CLD 675 THEORETICAL FOUNDATIONS OF COMMUNICATION AND COMMUNITY. (3)

This course is designed to explore the dynamics of community development and leadership communication within both geographic-bounded communities and communities of taste. (Same as SOC 675.)

CLD 676 SUPERVISION IN AGRICULTURAL EDUCATION. (3)

This course includes practice in teaching for observation by others, student teaching, and school visiting.

CLD 678 COLLEGE TEACHING OF AGRICULTURE, NATURAL RESOURCES AND HUMAN SCIENCES. (3)

A course designed to assist current or future college faculty in agriculture, natural resources or human science disciplines seeking to enhance the teaching skills. Topics include theories, principles and practices associated with effective teaching and learning in higher education. Prereq: Graduate Standing in the College of Agriculture.

CLD 684 STATISTICAL ANALYSIS IN COMMUNITY AND LEADERSHIP DEVELOPMENT. (3)

The purpose of this course is to develop an overview and basic understanding of descriptive and inferential statistics. As a result, students will be able to organize and summarize quantitative data; interpret data; make generalizations from sample data to populations or theory; and, read and understand research

reports.

CLD 685 COMMUNITY DEVELOPMENT THEORY AND PRACTICE. (3)

This course examines the application of our conceptual understanding of community and organizational dynamics to community development that builds upon assets and encourages local involvement. (Same as SOC 685.)

CLD 686 RESEARCH DESIGN. (3)

This course is an introduction to research design/methodology in social science research. The course emphasizes conceptualizing and working with the various components of a research inquiry and in particular how these components work together and strengthen the overall research design.

CLD 691 SOCIOLOGY OF FOOD AND AGRICULTURE. (3)

This seminar will analyze the transformation of agriculture and the food system in the historical context of increased globalization. Emphasis is given to key historical transitions, changing social relations surrounding production and consumption of food, and shifts in regulations and policy at the local, national, and/or international levels. Such emphases provide a framework for understanding the historical roots and future prospects for the socioeconomic problems confronting contemporary U.S. and global agriculture and food economies. Prereq: Graduate standing, or consent of instructor. (Same as AEC/SOC 691.)

CLD 694 THE ADMINISTRATION OF AGRICULTURAL EDUCATION. (3)

A course designed for superintendents, high school principals, and other administrators. Its purpose is to prepare administrators and supervisors for leadership in agricultural education. (Same as EDL 694.)

CLD 748 MASTER'S THESIS RESEARCH IN COMMUNITY AND LEADERSHIP DEVELOPMENT. (0)

Half-time to full-time work on thesis. May be repeated to a maximum of six semesters. Prereq: All course work toward the degree must be completed.

CLD 758 CREATIVE COMPONENT IN COMMUNITY AND LEADERSHIP DEVELOPMENT. (3)

This course offers a non-thesis option in Community and Leadership Development for students interested in completing a practitionerbased scholarly project. Prereq: All course work toward the degree must be completed and approval of the student's Advisory Committee is required.

CLD 768 RESIDENCE CREDIT FOR THE MASTER'S DEGREE. (1-6)

May be repeated to a maximum of 12 hours. Prereq: All course work toward the degree must be completed.

CLD 775 TOPICAL SEMINAR IN COMMUNITY AND LEADERSHIP DEVELOPMENT. (3)

Advanced study of topics of current importance in community and leadership development such as dispute resolution, volunteer management, or advanced program design and evaluation. May be repeated to a maximum of six credits.

CLD 780 SPECIAL PROBLEMS IN COMMUNITY AND LEADERSHIP DEVELOPMENT. (1-6)

Supervised individual study on selected issues in community and leadership development. May be repeated to a maximum of six credits. Learning contract must be filed with Director of Graduate Studies.

CLD 790 RESEARCH IN COMMUNITY AND LEADERSHIP DEVELOPMENT. (1-6)

Supervised individual graduate research projects on selected issues in community and leadership development. May be repeated to a maximum of six credits. Research Learning contract must be filed with the Director of Graduate Studies.

Success Stories, 2014-2019
 Kentucky Extension Reporting System (KERS)
 (Alphabetic Order)

Title	Person	Report Year	Description
Public Conflict Mediation	Ron Hustedde	2019	Community organizations continue to turn to Extension because of its perceived neutrality and expertise to help them deal with conflict. In a recent case, two community-based food-related organizations were disputing shared resources and overlapping missions. A UK Extension professor and a research-teaching professor who are experienced mediators worked with the two groups over a two month period to resolve the conflict. The disputants are interested in receiving conflict resolution training as a result of this intervention. The UK Extension training manual, Public Conflict: Turning Lemons Into Lemonade, is a helpful resource to empower the participants and others with skills in conflict analysis and resolution.
Finding Entrepreneurial Uses for Abandoned Coal Mined Land in Eastern Kentucky	Ron Hustedde	2019	Eastern Kentucky has hundreds of coal mine sites that are abandoned because they are no longer economically viable for coal production. High school students from 21 coal-dependent counties took part in a series of educational workshops to help them prepare for an entrepreneurial contest to look at these sites as viable business opportunities. A Community and Leadership Development Extension specialist presented a series of workshops and educational materials to help the teens prepare business plans to develop a particular abandoned coal mine site near their hometown. The specialist was also involved in judging entrepreneurial plans which included tourism and recreation facilities, solar farms and other uses. Winning teen participant teams received significant cash prizes from the coal industry for their entrepreneurial visions and business plans.
Youth Entrepreneurship Contests	Ron Hustedde	2018	Entrepreneurship is becoming a more pronounced aspect of rural economic development. More than 25% of rural residents own a business that serve a variety of local and external needs. These businesses may involve a single proprietor that provides supplemental income for families or they may employ several hundred people. Youth must be prepared to explore innovative approaches to business. Extension groomed over 100 teen entrepreneurs through several intensive week-long entrepreneurship programs in Somerset, Pikeville and Springfield, Kentucky. Each of these programs involved youth entrepreneurship contests in which the participants had to explain their business concepts and financial plans to a team of judges. The winners received college scholarships, cash or opportunities to compete further in state and regional contests. All of the participants learned about the role of innovation and planning to bring a product or service to market. These programs and contests are laying the groundwork for youth to imagine themselves as entrepreneurs and to build an entrepreneurial eco-system in which creativity is valued by rural communities.
Strengthening Civility in Communities	Ron Hustedde	2018	Americans are losing aspects of civility and mutual respect as they become more entrenched in ideological stances. Fifteen Extension agents and Extension specialists took part in a one-day 'train the trainer' workshop to learn how to navigate community conflicts with tools and structured approaches that can create common understanding and improved communications. They also learned how to use interest-based problem solving to find win-win solutions for disputants. The Extension educators will be expected to teach their constituencies how to resolve difficult public conflict or to at least build better understanding of the many dimensions of public disputes. The participants have access to training materials to integrate conflict resolution into leadership and other training programs.

Success Stories, 2014-2019
Kentucky Extension Reporting System (KERS)

Title	Person	Report Year	Description
Entrepreneurship for those with disabilities	Ron Hustedde	2018	Almost 15% of rural Americans have a permanent or temporary disability. One of out of every 4 veterans is disabled. While entrepreneurship is on the rise, there is relatively scant research about the opportunities for people with disabilities in rural areas to become civic or business entrepreneurs. Ron Hustedde, an Extension specialist, conducted research in this area and published a chapter in the 2018 book, Disability and Vocational Rehabilitation in Rural Settings. The chapter makes a strong case for integrating entrepreneurship into vocational rehabilitation programs with practical examples.
E-Discovery Challenges You!	Ron Hustedde	2017	<p>Over 900 high school youth in the most economically distressed counties of Appalachia Kentucky learned how to be entrepreneurs through an Extension program, E-Discovery Challenges You! They used creativity exercises to develop business concepts, conducted market research, developed financial projections, formed teams and actually sold products and services at community events. Over 300 new businesses were created in the process. Most students made profits in the process. I</p> <p>Based on evaluations from teachers and students, the program has created a visceral awareness of the opportunities associated with entrepreneurship and how it can be a form of economic development in the region. The initiative was recognized with national creativity and innovation program awards from the Community Development Society and the National Association of Community Development Extension Professionals in 2017. Most of the 53 teachers in the program indicated they will continue this educational process in the 2017-2018 school year.</p>
Finding Common Ground in a School Dispute	Ron Hustedde	2017	<p>A Kentucky school was rocked by accusations of sexism and racism. The situation was compounded by poor communications and misunderstandings. An Extension specialist was called by administrators and a school attorney to mediate the dispute. The specialist is known for his work in public policy conflict resolution. He cooperated with a UK faculty member to get to the heart of the issue among the disputants. After extensive individual interviews and group meetings, a written sustainable agreement was reached. Over 800 students are impacted by the decisions that resulted from the resolution.</p> <p>The dispute resolution process draws upon the Extension specialist' public conflict resolution manual. It can be downloaded at no charge from the Southern Rural Development Center: http://srdc.msstate.edu/trainings/educurricula/lemons/</p>
Radical Walking	Ron Hustedde	2017	A Lexington urban neighborhood experienced limited community involvement in the development of a long-term cultural plan. Extension educators worked with the local leaders to create an alternative environment for community participation. Radical Walking is based on a concept developed by French geographer, Guy Debord. It is "radical" because it assumes that most urbanites do not walk through their neighborhoods and as a consequence, do not experience the fullness of their environment. It is argued that our human bodies are data collection devices and can complement other forms of data. That is, we can use the 5 senses to "map" a neighborhood and the emotions that they trigger. Several hundred people learned how to conduct radical walks through the neighborhood. The walks and reflections took about 2-3 hours for each participant. The sensory information provided input into long range cultural plan for the neighborhood. The process involved school children, teachers, artists, business people, planners and other stakeholders. It generated a greater sense of community awareness and new possibilities for the neighborhood. The local community development corporation is using the ideas from the walks for a long-term plan.

Success Stories, 2014-2019
Kentucky Extension Reporting System (KERS)

Title	Person	Report Year	Description
Advancing the Field of Community Development	Ron Hustedde	2016	<p>The Community Development Society accepted a Kentucky Extension specialist's invitation to host the July 015 international conference in Lexington, Kentucky. It focused on creativity and imagination in the field of community development. A 15 member Kentucky extension steering committee was organized for the following: 1) to integrate a wide range of artistic interludes and presentation into the conference;2) to organize 8 mobile learning tours; 3) to market the conference to a wide range of community development practitioners and educators; 4) to raise local monies to embellish the conference venue.</p> <p>The results? Presentations from 19 artistic groups, including 4-H group, gave the confreres a better understanding of the vibrancy and diversity of Kentucky. The mobile learning tours were exceptionally engaging. They included visits with the LGBT community, a changing inner city neighborhood, food systems and food security partners, public art and other venues. Over 330 people attended the conference including representatives from 10 countries and over \$42,000 was raised from local sources for speakers and the arts. According to the Community Development Society president, the Kentucky conference has influenced future conferences and dialogue about the field. University of Kentucky Extension has made links with national and international presenters that impacts on the practice of community development education across the Commonwealth.</p>
E-Discovery Challenge: Youth Entrepreneurship in Appalachian Kentucky	Ron Hustedde	2016	<p>E-Discovery Challenge is a high school educational program for entrepreneurship. It was launched in twenty of the most economically distressed counties in Appalachian Kentucky. During the 2015-2016 school year, 45 teachers took part in a training program to prepare them with the educational tools to help students launch new businesses. The curricula we designed included: creativity and imagination, market research, financial projections, entrepreneurial team building, and sales. Over 900 students participated; they launched approximately 250 businesses that sold products and services at entrepreneurial fairs. Based on written and verbal feedback from teachers and students, this initiative has influenced how teachers teach. They welcome more creativity and the chaos and ambiguity associated with entrepreneurship. They also discovered that entrepreneurship provides a context for students to become more engaged with learning. Most of the teachers will continue the program in the next school year regardless of external funding.</p>
Integrating Democratic Practices with Community Development	Ron Hustedde	2016	<p>I worked with the Kettering Foundation to design and lead a process to explore how democratic practices influence the community development field. This multi-state effort involved 20 nationally prominent community development scholars and practitioners. There were a series of extensive retreats in Kentucky and Ohio. The results of these gatherings include the following:</p> <p>1) a comprehensive national report about the tensions, obstacles and influences of democratic practices on community development that was distribute through the Kettering Foundation and the Community Development Society; 2) a special issue of Community Development that address cutting-edge key issues about democracy that are influencing community development practice; 3) the formation of a multi-state group of Extension educators and researchers who have submitted a \$750,000 Higher Education grant to investigate the status quo and future of the field.</p>



Success Stories, 2014-2019
Kentucky Extension Reporting System (KERS)

Title	Person	Report Year	Description
Extension Program offers Success to Unstably Housed Youth	Kenneth Jones	2019	A Louisville-based five-year USDA funded project (CYFAR - Children Youth and Families at Risk) will come to an end this year (summer 2019). Over the course of the grant period, 483 life skills lessons were provided to nearly 1,300 homeless/unstably housed youth on a number of topics to promote workforce readiness (budgeting, healthy choices, communication, conflict resolution, teamwork, etc.). Throughout this time, we have heard reports of a number of youth who participating in CYFAR programming at the YMCA's Youth Development Center; several have returned home, found jobs or completed their GEDs as a result of the project. For example, one youth who attended the program for over three years recently returned to the Center to inform the staff that he had obtained his high school diploma. Despite many battles with mental health challenges and substance abuse, he finally accomplished a goal that is already making a difference in his life.
Fatherhood Initiative Highlights the Role of Father Figures in the Lives of Youth	Kenneth Jones	2018	<p>The year 2018 was the final year for a Kentucky CYFAR project targeting fathers/father figures. A group that is often overlooked, this program aimed to assist this target audience in finding the critical characteristics necessary to be better fathers and family men. This program raised the awareness of fathers about their importance in the lives of their children and others within the family.</p> <p>A total of 152 male participants from Todd and Wolfe Counties participated in the program over the past five years. Over 50% indicated they their own fathers were not very involved in their lives. However, all participants revealed that as fathers, they personally have improved the communication skills with their children and have a better understanding of the importance of a father/father figure in a child's life. One participant, who was a grandfather noted that he saw a need to be active in his grandson's life after the child's father became addicted to drugs. In Todd County, 76 participants were in the local detention center. Over the course of this program, all have been released and only one has returned as a repeat offender. The CYFAR program assistant in Todd County has reported that all have a new-found commitment to being a better father. Across both counties, a common theme was that participants learning how to "take time to allow their kids to have fun and letting their kids see them have fun" has been a key to strengthening relationships within the family.</p>
Project YES (Youth Engagement & Support) Makes a Difference for Homeless Youth	Kenneth Jones	2017	University of Kentucky Cooperative Extension (state specialists, agents in the Jefferson County Extension office), partnered with the Louisville YMCA to focus on addressing the needs (life skill development) of homeless youth in the greater Louisville area. The project (Project YES) targets homeless youth ages 12 to 23 to help them attain critical skills that will aid their development and allow them to be more marketable as future employees. A focus group was conducted in May (2017) to gather feedback on experiences of the project participants. Seven participants were involved in the focus group. All of the youth indicated having positive experiences within the project. All noted various employable skills they have developed, including communication, listening, a stronger work ethic, goal setting and the ability to make critical decisions. Several indicated being able to make better choices despite their situations. One young person reported her success in obtaining stable housing for herself and her child. Of the total number of youth participating in the focus group, three were currently employed. A total of 42 young adults utilized services at the YMCA in June and 32 participated in life skills training through the Project YES program. It is anticipated that a significant increase in life skills will be obtained by additional youth, thus affording them the chance to develop the skills to get jobs and secure adequate housing.

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Title	Person	Report Year	Description
Parenting Initiative Boosts Confidence among Fathers	Kenneth Jones	2016	Kentucky's "Strong Dads, Resilient Families" continued for another year, with grant sites in Todd and Wolfe Counties. As of this year, a total of 98 men have been involved as active participants. When completing a survey all (100%) have expressed having positive experiences in the program and have developed more confidence as fathers. Several indicated in a pre-survey that their relationships with their parents and negative interactions with their child's mother had a significant effect on their parenting. However, a follow up with participants noted more positive perceptions toward the participants' relationships with their children (mean score of 4.23 on a scale of 1 to 5). In addition to becoming more active in their children's lives, the participants are also developing stronger connections within their community through Extension programs.
Strong Dads Enhancing Families, Programs and Communities	Kenneth Jones	2015	Male participants are vastly underrepresented within Extension programs, therefore not taking advantage of the parenting programs offered by our organization. The purpose of this project was to offer educational programs for fathers/father figures and their families in order to strengthen parenting skills of fathers as a means to promote family resiliency. Another objective was to get more men involved in Extension programs (as participants and volunteers) and within the community, in general. A total of 61 participants have participated in this fatherhood initiative in both Wolfe and Todd Counties (over the past year). Approximately 40% of the participants had not previously been exposed to 4-H/ Extension prior to participating in this project. However, several have increased participation as the year progressed, becoming consistent participants and even volunteering their services. Over 50% indicated that they now participate in this project at least 4-5 hours per week. In addition, based on a scale (1 to 6) that was used to measure nurturance of parents, participants had a mean of 5.1, indicating that these fathers felt a sense of closeness and provided encouragement to their children. More data will follow as the project goes into a second year.
Attaining Positive Youth Development through Mentoring	Kenneth Jones	2014	With Fayette County remaining a school district with a number of students reading below grade level, the Reading, Writing and Rewards program continues to serve as a meaningful resource for youth in the North end of Lexington. The project's group mentoring model continues to provide those students who are challenged with excelling in reading and writing a chance to strengthen their skills in these areas. Students select books and are then required to write a summary to help measure reading comprehension and writing skills. Adult mentors meet with students once a week to discuss the books they are reading and offer words of encouragement to motivate the students to do their best in school. The youth participation has grown from 15 to 30 participants. The group mentoring model provides youth with an opportunity to interact with not just one, but several positive adults. Over 50% of the youth are still showing improvements in reading and writing abilities. Results from standardized (reading) test scores of students for the second year revealed that a majority of the students saw consistent increases in their test scores over the (2013-14) academic year (from fall to winter and into the spring). Several teachers with students participating have reported noticing improvements in students' academic performance and attitude towards school in general.

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Title	Person	Report Year	Description
Leading Healthy Community Connections	Daniel Kahl	2019	<p>Leading Healthy Community Connections is a leadership development program that grew from CEDIK facilitated Policy Systems and Environment work with Supplemental Nutrition Assistance Program audiences through the Nutrition Education Program. The leadership program is designed to facilitate community members in discovering their own assets and talents and then apply them to issues within their community. Leading Healthy Community Connections is a five-meeting leadership development series based on the book "That is Not How We Do It Here" by John Kotter and Holger Rathgeber (2016). Building from the book story line about organizational leadership, participants are asked to apply the concepts to their community systems and design an intervention for change. The curriculum was first piloted in Lincoln County by Extension Agent Rita Stewart. While the pilot group was small, Rita noted, "the program gave them skills to plan projects. It looked at all parts of the planning change process. It gave everyone on the program a responsibility." As a part of the curriculum, participants were asked to visit with people in leadership roles to explore community systems that support health. In doing so, participants were purposeful to broaden their social connections within the community, learn more about community health, and engage in solution finding activities. In a program reflection, Rita shared, "This program gives them voice and connection to their community. They see how they can make a difference." The curriculum is being tested again with larger groups in Lincoln and Pendleton County in the Spring of 2019.</p>
Approaches to Resolving Conflicts - an Extension Professional Development Opportunity	Daniel Kahl	2019	<p>As society becomes more fragmented and polarized, the seriousness of conflict is an increasing concern. Recognizing that leadership requires the cultivation and appreciation of diverse and sometimes conflicting goals and ideas, it is essential that Extension agents have tools to manage conflict constructively. Agents must be able to recognize and diffuse polarizing conflict before it freezes all forward progress of boards, committees and professional groups. Approaches to Resolving Conflicts was a professional development workshop for Extension professionals offered in April of 2019. A workshop hosted through CEDIK and the Community and Leadership Development Department, Approaches to Resolving Conflicts was presented by Dr. Ron Hustedde, Dr. Daniel Kahl, and Elisabeth Pohl. This day-long, interactive workshop was held in Bowling Green, Ky., and engaged a dozen agents from across the state.</p> <p>The five primary goals of the workshop were for participants to: 1) Gain a deeper understanding of my own conflict management style and other personal qualities that influence my ability to engage in conflict resolution. 2) Describe and define different sources of conflict. 3) Describe and illustrate the process of re-framing from positions to interests. 4) Develop techniques for responding to difficult/disruptive behaviors. 5) Develop an understanding of, and ability to analyze and respond to conflicts. These five goals were used as the focus for workshop development, and also served as the evaluation criteria for the workshop.</p>
			<p>On a ranking scale of 1-5, with 5 being "strongly agree", the average scores on each of these outcomes ranged between 4.5 and 4.8. Participants noted valuable exercises were "disarming conflict", "reframing questions in response to conflict", and [learning about] "My own conflict management style and ways to diffuse conflict." In addition, final comments included: "Awesome and Informative training. Much needed", "Thank you all, it was one of the most beneficial workshops I have attended", and "This was a great in service – on the questions where I marked somewhat agree – the limiting factor is that I need to practice and I need to do more review. It is a lot to learn and process in one day." While the results of this workshop evaluation are immediate responses to the workshop, it is encouraging to have professional development opportunities that align with the immediate needs of agents and contribute to their success in delivering effective Extension programming.</p>

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Strengthening Community Leadership - a case example	Daniel Kahl	2019	<p>UK involvement began with the 2018-19 Leadership Winchester Clark County in the spring of 2018 with a consultation with the Chamber of Commerce Director, Cindy Banks. Cindy invited me to assist with the program delivery with the class that began in August of 2018. I had worked with the previous class. Registration for this class had increased to 30, six more than the previous year. Indications were that the previous year's participants had actively recruited more enrolled participants, which is one of the indicators the Chamber uses to document a successful program.</p> <p>Working with Shannon Ferrell, 4-H Agent with Clark County Cooperative Extension, we opened the first session with some team building activities and presentations to help guide the class in a better understanding of leadership and community. We utilized a community leadership self-assessment tool to help participants think about their skills and asked them to identify areas they would like to improve that related to community leadership. I collected the note cards from the class with the priority improvement areas. Over the next seven sessions, I had an opportunity to speak directly with the class or invite a speaker on my behalf at each meeting. I designed the program around the priority improvement areas identified by participants on the note cards I had collected. Aside from my brief monthly appearance, the day coordinators of the class took the class on tours and arranged for the session details.</p> <p>At the end of the eight-month session, I asked participants to rate any changes they perceived in themselves around the topic areas they had identified for growth. Combining all class scores, the average change scores improved on every assessed priority improvement area the participants had identified... Overall, the participant evaluations reflected positive growth of participants in their class experience. The skill areas identified in the community leadership assessment provided a good framework for identifying areas for personal and interpersonal development, and the evaluation results reflect an overall average trend of improvement. While there are some identified issues with the assessment methodology (incomplete and improperly completed evaluations, and issues of controlling for maturation in results), the outcomes of the program reflect overall positive gains in specifically targeted intended outcomes of leadership development for the program.</p>
Facilitating Leadership for Extension	Daniel Kahl	2018	<p>Thirteen agents from Western Kentucky gathered for a day of facilitation training at the Cooperative Extension Office in McCracken County on September 19, 2017. Dan Kahl and Lori Garkovich, Extension Community and Leadership Development/CEDIK faculty, and Jennifer Bridge, Meade County Extension agent, led this one-day training to help extension agents develop and improve their facilitation skills when working with community teams. The workshop content focused on core facilitation practices that support full participation, meaningful involvement, and effective group progress. The workshop allowed facilitation practice so participants could learn, test and improve important facilitation skills.</p> <p>The ability to effectively facilitate meetings is a skill set important to all Cooperative Extension agents. The agents identified many situations when they lead formal facilitation activities and times when they facilitate informally as a member of the group. Agents shared they are frequently called upon in their work to facilitate committees, farmers' markets, boards, and councils. External audiences include Chambers of Commerce, organizational strategic planning, city and county action teams, school groups, businesses and community organizational meetings. The workshop explored the similarities, differences and skills required to facilitate in differing scenarios.</p> <p>Based on pre and post workshop self-assessments, all participants rated higher confidence levels in their facilitation skills after the program. Over 90% of the participants indicated growth in</p>

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			<p>Familiarity with the core process tools used to structure participative group discussions-91% Understanding the difference between decision-making tools, knowing when to use each-91% In addition, while some members of the group had many years of experience, more than 70% of the participants also indicated growth in the following areas:</p> <p>Knowing how to ask good questions that challenge assumptions in a nonthreatening way- 82% Skilled at using feedback to involve clients to interpret their own data and identify actions- 82% Understanding the concepts, values, and beliefs underpinning facilitation- 73% The core facilitation skills imparted through this workshop will support the ongoing effectiveness of UK Cooperative Extension to convene groups and mobilize meaningful change in communities across the Commonwealth.</p>
Coaching Coalitions to Success	Daniel Kahl	2018	<p>Coaches can help groups support and sustain successful community change initiatives. University of Kentucky Cooperative Extension Service hosted a two-day professional development coaching workshop in historic Berea, Kentucky. Eight Extension agents joined with professionals from Extension administration, program coordinators, professors, Supplemental Nutrition Assistance Program, and Community and Economic Development Initiatives of Kentucky staff to practice coaching skills that can be used to support any group or council working on community level health initiatives. The workshop fulfilled the final segment in the USDA SNAP-Education funded Policy, Systems, and Environment (PSE) three year grant supported by University of Kentucky's Human Environmental Sciences School.</p> <p>The CEDIK PSE project provided several processes, including coalition coaching, to help local community improvement groups work more effectively, increase community member involvement, and be more effective at bringing about changes in community health.</p> <p>Two thirds of the coaching workshop participants said the training exceeded their expectations in a written survey provided at the completion of the workshop. All participants indicated an increase in understanding of the background and theories that support community coaching, a better understanding of the framework of sustainable community change initiatives, improved skills for coaching community change groups and an increased ability to model reflective listening skills used in coaching.</p> <p>Participants stated the ability to provide and enable the formation of effective coaching questions would be the most helpful skill that would benefit their future Extension work. They reported the workshop also helped them to develop skills to encourage and teach effective listening and facilitate the stakeholder mapping process.</p> <p>In addition, participants completed a Community Coaching Skills and Abilities chart, self-reporting their position before and after the workshop. In measuring the change of 42 different variables, participants reported the highest improvement of the following skills in ranked order: Helping the groups to assess project outcomes; balancing advocacy with inquiry to reduce defensiveness; facilitating group decision-making; assessing people's understanding of the current reality; exercising patience in conversation; and being flexible in working with others.</p> <p>"Coaching Councils and Groups toward Community Change Workshop" provided Cooperative Extension participants the tools, skill development opportunities, and resource materials for working with a community coalition pursuing community change. Interactive</p>

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			<p>activities provided time for improvement of group assessments, focusing the conversation, exploring options, guiding conversation toward action, and supportive group follow-up. Using these coaching skills, Extension professionals are better equipped to support groups or councils as a way to increase long-term benefits of community level change initiatives.</p>
Extension Facilitation Training	Daniel Kahl	2017	<p>In October of 2016, CEDIK hosted a Facilitation Training for 23 Extension Educators from across Kentucky. The team of Dan Kahl and Lori Garkovich, Extension Community and Leadership Development/CEDIK faculty, and Jennifer Bridge, Extension Educator, Meade County, designed and hosted a one-day workshop intended to improve the facilitation skills of Extension participants working with community teams. The day began with identification of the context in which Extension Educators most frequently utilize facilitation skills. Working from these examples, the workshop was able to contextualize the workshop content to the situations most relevant to the participants. After identifying and exploring core facilitation practices, participants rotated through sessions on the topics of Communication, Establishing group climate, and Group Decision-making. The participants completed a pre and post workshop self-assessment of their knowledge, confidence and abilities related to facilitation. Results indicated that every participant increased their understanding of the concepts, values and beliefs underpinning facilitation, and their knowledge of the key components of effective meeting design. Other areas showing the greatest indications of growth included: • Increased knowledge of techniques for encouraging active participation and generating ideas (89%) • Increased familiarity with the core process tools used to structure participative group discussions. (83%) • Increased understanding about how to help a group achieve consensus and gain closure (83%) • Improved ability to design meetings for a variety of purposes and can adjust the meeting design in mid-stream if necessary (83%) • Increased sensitivity to interests, needs, and concerns of individuals from different cultural backgrounds and from various levels and functions in the organization after the workshop (83%) • Increased ability to articulate both sides of an issue then offer a process to reframe the conversation. (78%) It is clear from the responses to the workshop content that the "Facilitative Leadership for Extension" workshop will help improve the abilities of participants in their interactions with boards, committees, and Extension clientele. Through this workshop, agents improved knowledge, skills, and tools to support their efforts to facilitate meaningful change. While this was a pilot workshop, CEDIK would like to formalize this offering as an annual training.</p>

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Increasing Health Awareness Through Focus Groups	Daniel Kahl	2017	<p>The University of Kentucky Human Environmental Sciences (HES) Supplemental Nutrition Assistance Program Education (SNAP-Ed) and the Community & Economic Development Initiative of Kentucky (CEDIK) collaborated with eight county Extension offices in a project to engage community members and health program leaders in learning more about local health related policies, systems and environment (PSE).</p> <p>By engaging SNAP-Ed eligible participants to actively describe local PSE conditions, the project created an engaged education process that allowed community members to become active creators of information and not just recipients of information. The process allowed participants to describe the PSE elements impacting them, and to consider active change ideas. The project is rooted in the belief that improved community member understanding of local PSE connections and implications will provide service providers and community members a clearer roadmap to effectively negotiate local health factors and make more informed health related decisions.</p> <p>In the 2017 program year, project leaders hosted nearly 24 interviews involving 119 community members and 71 health service providers for a total of 190 focus group participants. In each focus group setting, the facilitator and participants created a descriptive map illustrating health connections for their community. In addition, a large satellite photo map of their county highlighted the locations of resources in each county. Following the listening sessions, the team collected feedback from participants regarding the impact of the facilitated process. When asked if the focus group experience improved their awareness of community policies, community systems of operation, or community environment, 58% of the participants responded “very much”, while 39% noted “a little” improvement. Only 3% indicated it had not expanded their awareness. In addition, 68% of service providers and 44% of community member participants identified positive changes their organization or family can make related to policies, systems, or environment. Supporting the health of Kentucky SNAP-Ed participants through engagement in reshaping local policy, systems and environment is both an engaged education process – allowing SNAP-Ed participants to better understand the PSE elements impacting them, and a way to help them to identify action intervention strategies. In doing so, this project strengthens the long-term capacity of community members to assess and address change initiatives within their community. Through these early project results, the PSE project is demonstrating that engaging citizens in shared learning experiences is the first step to an improved understanding of local health factors.</p>
First Impressions Program leads to Community Action	Daniel Kahl	2016	<p>Community Readiness is a term often used by community developers to refer to a location or groups state of capacity, motivation, or ability to take action on community related initiatives. Community readiness is often rooted in the types and quality of community relationships (social capital), the shared sense of ability to make change (cultural or political capital), the skills needed to plan and organize the change (human capital) or may just be stalled because of competing priorities for attention and resources. The CEDIK coordinated program called FIRST IMPRESSIONS supports a community in their readiness for community development. Facilitated by Extension Fine Arts leader, Melissa Bond, Pulaski County, Kentucky recently went through the First Impressions process.</p>

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			<p>Through meeting with County leadership, priority interests for the program were identified. Pulaski County was seeking feedback about how older adults (potential retirees) and young adults (young families) from outside of the county perceived the county when visiting. Ms. Bond prepared teams of volunteer visitors representing these demographics to visit and implement an assessment of the county. She then compiled the assessment feedback into a report for County leaders. The Pulaski County leadership was so impressed with the feedback, they asked Mrs. Bond back to the county to not only report the findings, but to help them reflect on the report, prioritize possible responses, and organize to take action. In March of 2016, Ms. Bond reported the assessment results to the community and then led the 150 attendees in a process of determining what to do with the information they received. Committees formed to set action priorities in areas including education, physical community improvements, and the arts. Community members agreed on the value and importance of developing a new county strategic plan. While the results of related community development efforts may just be starting in Pulaski County, it is clear that the First Impressions Program provided the spark needed to move this county from thought to action.</p>
Kentuckians for the Arts	Daniel Kahl	2016	<p>A key role of Extension in community development is to convene and facilitate public groups around shared interests. When citizens or interest groups have issues or ideas, Extension can play an important role by providing a neutral convening role to facilitate processes wherein citizens can define their issue and identify agreeable ways to organize and take action. In follow-up to an initial facilitation held in 2015 (See 2015 KERS success stories), the Kentuckians for the Arts interest group asked for a second round of facilitation to develop their group. After the Capital closet facilitation of 2015, the group continued to have informal discussions. When the state budget threatened significant cuts to the Kentucky Arts Council, the urgency for forming a group again stepped up. Adopting the title Kentuckians for the Arts, the primary actors once again met to organize. In February of 2016, Extension facilitated a second round of organizing meetings to discuss and decide details about the type of organization to be formed, preferred structure, function and action steps for the first year. A Facebook site was created and membership rocketed to more than 5,000 "likes" in the first two weeks. As of March, 2016, the group has registered as an organization with the state, is waiting on confirmation of IRS organizational status, and is meeting regularly. The short term benefit to Extension was being asked to assist with organizing a new state level collaborative organization, and the broad exposure that comes from participating at this level. I continue to work with the core team to guide their work. Anticipated outcomes will include the creation of one or more jobs.</p>
UK Leadership class supports local leadership program	Daniel Kahl	2016	<p>When the director of Leadership Winchester, Clark County (LWCC) called Daniel Kahl, Extension Community and Leadership Development, to inquire about ways to enhance the county leadership program, an opportunity presented itself for student engagement. In the Fall semester, Dr. Kahl was teaching CLD 430, Community Leadership. An agreement was established for the students of CLD 430 to create a community leadership assessment questionnaire for Clark County and to create program activity suggestions based on the results of that survey.</p>

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			<p>Outcomes:</p> <p>As with any effective Extension community engagement strategy, we began by listening to the interests of the community. Working with the class helped the LWCC Director to implement a process to identify stakeholders and listen to their priorities for the leadership program. This allowed the LWCC program leaders to have a better understanding of why community supporters valued the program. The survey results identified the important desired outcomes of the leadership program. The survey results also provided several positive impact stories from previous participants. The students suggested those impact statements could be used in the marketing of the program.</p> <p>Building on the leadership priorities for the program, the students worked in teams to match activities, resources and evaluation tools that addressed the program priorities. LWCC received three different sets of student authored curriculum designed to align program activities with the intended program outcomes. The program leaders were very receptive to the ideas and immediately incorporated some of the student activities.</p> <p>The impact of this experience was also beneficial to the students. In addition to aligning the literature with real life context, it gave students an opportunity to think critically about their own recommendations. Students tested methods of community assessment including stakeholder identification, survey design, and survey interpretation. The students were challenged to align activities with specific leadership needs and articulate how the activities addressed the program goals. They were challenged to provide assessment tools to test activity outcomes. Finally, students practiced their presentation skills to a public audience. One student noted this was his first experience of presenting outside of the classroom, and was a great confidence builder.</p> <p>While Extension will continue to work with LWCC on their program design, the connection of student energy and insight provided an exceptional service learning and university outreach experience that benefited both the students and the community.</p>
Western Kentucky Rural Leadership Institute - Strengthening Skills for Leading Others	Daniel Kahl	2016	<p>This training has helped me to better understand how to be more effective when talking with my staff."Arguably, there are few settings where clear communication and effective working relationships are more important than within the health care system. When the Purchase Area Health Education Center and the Kentucky Office for Rural Health approached CEDIK to provide leadership development programming for staff of the Critical Access Hospitals in western Kentucky, we immediately recognized the importance of this opportunity.CEDIK faculty and staff worked with the Purchase Area Health Education Center, and the Kentucky Office for Rural Health to identify and prioritize leadership topics and skills most important to them. These topics included: personal leadership, effective listening and communications, conflict resolution, leading organizational change, leading teams and time management.</p>

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			<p>An average of twelve participants from Caldwell, Livingston, and Marshall county hospitals, met for two hours monthly over five months in 2015 using distance learning and face to face sessions. As a result of the training series, one-quarter of the participants have reported taking additional leadership roles within two months of the training, several participants have recommended that the Strengthening Skills for Leading Other workshop series be required for new hospital managers and others have reported the benefits of utilizing the skills they acquired to improve their professional and personal relationships. Because of the impact of the program for the staff, this program was nominated and supported from the participating rural hospital(s). The program was recognized by NACDEP in the Southern Region with a "NACDEP Educational Technology Award" for its creative use of the Telehealth network. The project was also selected to receive the "Innovative Program Award" from the Community Development Society in 2016.</p>
Community Coaching Chautauqua	Daniel Kahl	2015	<p>On July 20, 2014, Community and Leadership Extension Specialist Dan Kahl worked with volunteers from eleven other states to host a pre-conference workshop in Dubuque, Iowa at the Community Development Society Annual International Conference. Forty-one Extension, University, and private practitioners registered to participate in a sharing session that explored the emerging practice of Community Coaching. Attendees worked together to document success and lessons learned from community coaching. The information collected at the workshop was compiled and shared back to the planning committee, and may be shared through the Community Development Society Vanguard or Community Development Practice Series.</p> <p>While the learning outcomes from this workshop are still being documented, this workshop was a wonderful opportunity for the University of Kentucky Department of Community and Leadership Development to be involved on the cutting edge of community development practice.</p>
Organizing for the Arts	Daniel Kahl	2015	<p>As a community organizer in the Community and Leadership Development Department, I was contacted to assist with facilitating a meeting of community arts organizations for the purpose of exploring ways they might organize and collaborate at a state level. I worked with a small steering committee to detail the agenda for the day. The invitation to participate went out to the representatives of the arts organizations attending the Kentucky Arts Day at the capitol on Feb. 11, 2015. After a morning of individual contacts with their elected representatives, the group began to gather in a small room that the organizers had reserved in the Capitol Annex. Due to a double booking, our group was asked to move - and after much confusion - the Capitol Annex staff emptied an equipment storage room and set chairs up for our meeting. The room was packed and people were standing in the hall outside the room crowding to listen. In spite of the original confusion and the cramped space, we introduced the topic of the meeting, the meeting organizers. We asked the group to write what they saw as the benefits of organizing; what concerns they had about organizing; the best structure for organizing; and their hopes for what could be accomplished through this new collaborative. We summarized their input, collected names, and set a follow-up meeting time. The energy leaving the meeting was palpable. I took the comments from the meeting and compiled them in a report with coding and theme statements that emerged from the responses to each question. I returned the notes to the organizers with follow-up information on establishing an organization with the IRS, and contacts for further assistance and support. The short term impact of this facilitation was service to the 100+ community based arts organizations in Kentucky. The group has created an organization plan based on the feedback we solicited and compiled. They have submitted the application to form a 501(C)4 organization to support and advocate for the arts in Kentucky. The short term benefit to Extension was being asked to assist with organizing a new state level collaborative organization, and the broad exposure that comes from participating at this level. I continue to work with the core team to guide their work. Anticipated outcomes will include a new organization and the creation of one or more jobs.</p>

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Title	Person	Report Year	Description
Lexington Tree Week October 2018	Lissa Pohl	2019	<p>CLD Program & Outreach Associate Lissa Pohl contacted Mary Arthur and Lynne Reiske-Kinny, faculty members of Forestry and Entomology, to gage their interest in bringing Rupert Bentley Walls, Senior Arborist of London’s Borough of Hackney to the CAFE as a guest lecturer and resource with expertise in the community engagement aspect of urban forestry initiatives. This idea was then introduced to the UFI group in September of 2017 who were enthusiastic about incorporating Rupert into their bi-annual community Seminar Series on Urban Forestry. Soon UFI’s community members realized that they were also hosting events in October of 2018 that Rupert could be part of, and thus Tree Week was created to showcase the various community wide urban tree and nature initiatives throughout Lexington.</p> <p>Success...</p> <p>From its inception and design, Tree Week was a grassroots coalition between the local city government, the university and non-profit organizations and individuals around urban forestry initiatives. Tree Week itself was a demonstration of a successful community engagement initiative which met the missions of both UFI and the CLD.</p> <p>There were over 60 separate events throughout the community that were advertised via the UFI sponsored Tree Week website. At CLD sponsored events over 500 people had a chance to meet or hear Rupert speak about urban forestry and community engagement. Over 150 students in both Forestry and Community & Leadership Development attended lectures and public presentations sponsored by UFI and CLD.</p>
UK Extension Leadership Development Program	Lissa Pohl	2018	<p>In 2017 the UK Extension Leadership Program was launched. This program is a collaboration between staff and faculty in the Department of Community & Leadership Development and CEDIK. The intention of this program is to offer leadership development opportunities to extension personnel across Kentucky enabling them to gain skills and knowledge to better serve their communities. Between July 2017 and June 30 2018 this program offered 16 separate workshops facilitated via online webinars and through in-person half or full day workshops in various counties. My role in the program was to both assist with logistics of holding these workshops as well as to add my expertise in the designing and facilitation of programs when warranted. The total number of extension professionals served by this program was 346. Of that total, I had the opportunity to design and develop, then to facilitate with my colleagues Dan Kahl, Ron Hustedde, and Lori Garkovich the following four workshops to 128 participants: Effective Communication (CORE) Feb 2017 with 21 attendees State Advisory Council Meeting – Facilitating Effective Group Outcomes August 2017 with 72 attendees Effective Communication (CORE) Feb 2018 with 22 attendees Approaches to Resolving Conflicts April 2018 with 13 attendees This program will be recognized at the 2018 Community Development Society Conference in the 2018 Outstanding Program Award category for working to develop and deliver an ongoing Community Economic Development (CED) and leadership professional development series for University of Kentucky Extension. This group of program developers are currently looking at ways in which the impact of such extension leadership development workshops on the community can be measured other than just post workshop evaluations by extension agents.</p>

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Title	Person	Report Year	Description
Herd Dynamics for Leaders - 4-H Horse Extension Agent/Staff Leadership Development	Lissa Pohl	2017	<p>On May 9th, 2017, eleven 4-H Horse Extension Agents/staff attended a day-long session of Herd Dynamics For Leaders: Learning Leadership Competencies From Horses, an experiential leadership development workshop where participants collaborate with horses to learn leadership competencies. The workshop was a collaboration between the Department of Community & Leadership Development and the UK Equine Extension Specialist Fernanda Camargo and Amy Lawyer, Equine Extension Associate. The purpose of this training was to introduce the District 4-H Horse Agents and associated staff to the concept of Equine Assisted Learning and to improve their own individual and team leadership competencies. This concept of learning leadership from horses can be transferred and integrated into 4-H horse programming at the community level, building on the core 4-H competencies. Participants engaged in ground exercises with horses designed to increase their ability to utilize relational problem solving to serve others more effectively. The teaching methods used were; experiential activities, facilitated debrief discussions about each activity, and a post workshop survey. Learning outcomes included: • Self and Social Awareness (Emotional Intelligence) • Effective Communication Skills (including a higher awareness of non-verbal communication) • Team Building • Receiving Feedback • Building Trust • Decision Making • Problem Solving • Visioning • Developing Strategy and Planning. Each person who attended the workshop consented to participate in a research study being conducted as part of a capstone class by ECU senior Jade Rauen. This study, titled, The Effectiveness of Equine Assisted Learning to Develop Emotional Intelligence consisted of a post workshop qualitative survey. Initial analysis of the data collected from this workshop indicates that this type of experiential learning with horses does highlight learning many of the leadership competencies mentioned above. Final analysis of this and other sets of data taken from other Herd Dynamics For Leaders Workshops in 2017 will occur in Fall of 2017.</p>
Data Profiles for Statewide County Assessment	Julie Zimmerman	2019	<p>Providing data for local planning can take a variety of forms – from working with individual counties to supporting statewide efforts. As part of the UK Extension County Assessment process, I developed extensive data profiles for each county in the state as well as a state profile and summary profiles with selected data for each of the Extension Districts. Each 4-page profile presents data on 92 different variables from 23 sources. Data are organized across 6 thematic areas: demographics; families and households; agriculture; jobs, economy and labor force; youth; and, health and wellness. In each section, the data were presented using 3 techniques: tables, graphs, and text. All told, the final data for these profiles contained 25,000 numbers spanning 226 columns and 726 individual charts.</p>
Assessing Childcare Needs in Boyle County	Julie Zimmerman	2019	<p>Responding to data requests associated with a specific local need is part of my Extension program Kentucky: By The Numbers. This past year, Alethea Price, FCS county agent, was working with a local taskforce to address the increasing need for access to childcare in Boyle county. The Taskforce suggested paying a consultant to conduct a local assessment. However, without funding, this was not possible. Building on previous work conducted by the Early Childhood Council and Bluegrass Community Action, I compiled data on child care facilities and slots in Boyle county over time and compared the results with both the current population and population projections for those under the age of 5 years old in the county. Using the analysis, I prepared both Powerpoint slides and a 13-page PDF with each slide and an explanation of the results that could be printed and shared with the Taskforce.</p>

Success Stories, 2014-2019
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Title	Person	Report Year	Description
Supporting Families at Risk Profiles	Julie Zimmerman	2019	<p>Extension can and does play multiple roles in supporting families at risk across the state. In Breckinridge, Grayson, and Meade Counties, the newly elected Judge to the 46th Judicial Court District met with FCS agents to develop a partnership to assist families that come through his courtroom. To support this effort, I developed the Supporting Families at Risk county profiles. The resulting profiles contained both current data and longitudinal data on 54 variables covering multiple topic areas at the county level including grandparents responsible for grandchildren, out-of-home care, neglect/abuse, substance abuse and arrests, domestic violence, and violent crime. Since these were data that would be useful beyond the initiating counties, profiles were created for all 120 counties with a state profile for comparison. Overall, the final profiles contained over 12,000 numbers covering issues affecting families at risk across the state.</p>
Limited English Proficiency and Working with Kentucky State University Extension	Julie Zimmerman	2018	<p>As part of my Extension program Kentucky: By The Numbers, I conduct custom data analyses by request for audiences across the state. In 2017, I conducted an analysis of limited English proficiency in Kentucky for Nancy Calix at Kentucky State University. The data analysis was part of Kentucky State University's civil rights compliance guidelines and the results were used in a series of trainings on reaching limited English proficient clients. Estimates from the American Community Survey were used to conduct 5 analyses. In addition to a statewide county level analysis of the extent and characteristics of limited English proficiency individuals and households, similar analyses were conducted at the tract-level for Jefferson, Franklin, and Christian counties. Each of the analyses examined the extent, geographic distribution, and characteristics of individuals 5 years and older who spoke a language other than English at home and reported speaking English less than "very well" with a similar analysis of limited English speaking households.</p> <p>After conducting the analyses, data visualization techniques and maps were used to translate the results into a 5 different PowerPoint presentations to be used for the trainings. Each one contained detailed explanations of the results as well as the limitations of the estimates from the American Community Survey. Results of the analysis provided data-based picture of limited English proficiency across the state and in detail for Jefferson, Franklin, and Christian counties. The data, visualizations, and maps were used in the trainings conducted by Nancy Calix. The results were also useful in identifying counties with the greatest need of resources for reaching limited English proficiency individuals and households.</p>
Growing the Skills of County 4-H Agents	Julie Zimmerman	2018	<p>Continuing to upgrade the skills of county agents is important for all Extension program areas. Organized by Kim Ledger and Chuck Stamper, the 4-H Youth Development Institute is geared toward 4-H agents who have established themselves in the county, and who have begun to take a critical look at their 4-H program and ask "why we do what we do." As a result of participating in the Institute, agents gain a better understanding of Positive Youth Development concepts, how to apply the concepts in designing their local 4-H program, and they learn not only how to go into more depth in programming but also in making a greater impact.</p> <p>The Instituted was first conducted in 2016 for which I was asked to provide a presentation that not only addressed how to use secondary data, but included a discussion of the importance of research ethics and how a philosophy of knowledge is embedded in the research-based approach of Cooperative Extension. Since participants in the 2016 Institute ranked my presentation as among the most influential, in 2018, I was again asked to be a part of the 4-H Youth Development Institute and have already be asked to return for the 2020 Institute.</p>

Success Stories, 2014-2019
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Title	Person	Report Year	Description
Going Beyond Just Numbers	Julie Zimmerman	2018	<p>As I often say, numbers alone do not exist in a vacuum. They are part of a much larger landscape of understanding than simply knowing how much of something exists. In addition to training on how to find and use publicly available secondary data, I conduct and provide analyses that examine specific issues for specific audiences.</p> <p>This year, for example, I was asked to speak before the Nutrition Education Program advisory group about trends in employment and unemployment, characteristics of those in poverty in Kentucky, and the extent of food insecurity in the state. Because of the success of the presentation, I was then asked to speak to the Family and Consumer Sciences Advisory Council. This analysis and presentation examined social and demographic trends useful for understanding the reach of FCS Extension in Kentucky and included a specific examination of drug abuse, obesity, and disability across the state.</p> <p>With increasing income inequality nationally and globally, I also conducted analyses and presentations on inequality, understanding what it is, and understanding some of the implications for Extension. The initial presentation was conducted for Extension administration and led to a request from the District 7 Director to provide a similar presentation. For the approximately 85 people attending the District 7 meeting, in addition to national and state trends, I also provided a custom analysis and data specifically tailored for counties in the District.</p>
15 Years in the Making	Julie Zimmerman	2017	<p>While the impacts of our work are often immediate, it can sometimes take years before you find out that you not only had a significant impact but one that has lasted for years. When someone mentions having heard one of my talks or that they regularly use Kentucky: By the Numbers, I will typically follow up by asking more about the impact or how they used the information. This year, in one of these follow up questions, I was surprised to learn about the lasting impact of a talk I gave about 15 years ago on poverty and the working poor. As the former county agent recounted, because of learning about the working poor, she returned to her county and actually changed her county programming. Now, 15 years later, she not only remembered the talk and her actions back then, but noted how she still brings that understanding of the working poor to her own work to this day.</p>
Data Requests Large and Small	Julie Zimmerman	2017	<p>In today's data-driven world with internet access to publicly available secondary data, expectations have grown that local communities will use and incorporate data into their programming, grant proposals, and decision-making processes.</p> <p>My Kentucky: By The Numbers Extension program is designed to enhance skills, provide resources, and provide specialized assistance in finding and using data for local programming and decision-making. In addition to providing training, resources, and data analyses, assistance is also provided for specialized requests on locating and using publicly available secondary data for local programs, county collaborations, grant proposals, and/or future planning.</p> <p>Part of my Extension program Kentucky: By The Numbers is to respond to data requests of all kinds. These requests can come from county agents, faculty, staff, or anyone in the state. Requests could be for a single piece of data, for multiple variables from multiple sources, for understanding a particular piece or type of data, or for conducting custom analyses.</p>

Success Stories, 2014-2019
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Title	Person	Report Year	Description
			<p>Examples of the range of data, sources, and uses for which I receive requests are wide ranging. Looking for county data which were going to be used in a conducting a comprehensive county plan, for instance, a county Extension agent sent a request looking for data on educational status including school statistics, drop out rates, and college graduates. In another instance, an agent requested help in not only locating data on cancer rates for their community, but requested help in explaining the different data and sources to a local leader. For state Extension staff, I was asked to develop and analyze different systems of using data to use in determining county budgets. A reporter from the LaRue County Herald News newspaper sought assistance in understanding the population projections and trends for the county as well as understanding the newly revised population projections released by the State Data Center.</p> <p>In addition to local requests for data, I also get requests from faculty and staff in the college and university. In one case, a faculty member was conducting an analysis for the Fayette County Juvenile Justice Department and needed up-to-date data on youth and race. A new faculty member in Forestry contacted the Appalachian Center, of which I am an affiliate, looking for sources of data on the region including employment, poverty, income, population, education, and immigration. The resulting list of 15 different data sources for multiple variables was used by the faculty member in developing the justification for a grant proposal on Integrated Environmental Economic research that will entail reclamation of abandoned mining sites through tree planting which can be used as bioenergy feedstock. Finally, a new staff member working in the Promise Zone counties of Eastern Kentucky was looking for data to develop a comprehensive overview to be used in Whitley, Bell, Knox, Harlan, Clay, Leslie, Perry and Letcher county programs. In addition to profiles from multiple sources, I also gathered and shared both national data and data from state sources on specific topics including education, population projections, migration, food assistance, cash assistance, and youth.</p>
Ripples into the next generation	Julie Zimmerman	2017	<p>With today's easy online access to secondary data, it is expected that data will be incorporated into local uses including planning, proposals, evaluations, and decision-making. As a result, it is important that future educators and leaders be conversant on how to access and use data in their work. As part of my Extension program, I regularly give specialized presentations in classes in the Department of Community and Leadership Development. Each year, I develop presentations for several classes. Each presentation is tailored to meet the specific needs of the particular class that semester and contains up-to-date data and web-based resources. For the Agricultural Education program, I conduct analyses of the current demographics of students in the state and teach students not only about data for their current school assignments, but teach them skills that are transferable to finding data to use in job interviews and in positions at other schools. This past year, I learned of a new and unique success that demonstrated how one student in the class creatively applied the knowledge she learned from my presentation to the class. During her student teaching assignment, the student developed a classroom project for her students that utilized the data and resources I had shared that year. She created an assignment that had her students develop custom infographics visualizing data for their county. During the assignment, students not only learned about their county, they also learned about how to effectively communicate the data and brought the lessons learned from my presentation beyond the classroom to a new generation of students.</p>

Success Stories, 2014-2019
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Title	Person	Report Year	Description
Kentucky: By The Numbers Reaches Counties and Communities Across the Commonwealth	Julie Zimmerman	2016	<p>Sometimes residents, professionals, and/or Extension agents need specialized or specific data and analyses. Consequently, one aspect of the Kentucky: By The Numbers means fielding requests from individuals and organizations not only for data but for analyses as well. Data requests range from looking for a few specific numbers or national trends to requests that cover multiple variables for all counties in the state. The requested data have been used in grant proposals, such as a HRSA proposal by Big Sandy Healthcare Inc., as well as county plans of work and extension programming. State level requests include providing data for Extension administration, for EFNEP reporting, and collaborating with Family and Consumer Sciences Extension on their Building Strong Families annual profiles which reach counties and leaders across the state. In Johnson county, requested data on housing were used in the post-flood recovery process.</p> <p>In addition to data requests, I regularly receive requests to conduct custom data analyses and then share the results in a community presentation. This year, there were 4 additional requests for custom analyses and presentations on the population projections. In Washington county, the analysis was presented to local leaders including the Judge Executive, Mayor, and educational leaders. In Taylor county, in addition to local elected leaders, the audience included local media, economic development professionals, and leaders in the local business and education community. In March, I made my third return trip to Nelson county. Having spoken previously for community leaders and the Chamber of Commerce, this time the regional Board of Realtors was the audience. As with the previous presentations, this analysis was customized to meet the audience's needs and interests. In addition to the overall projections for Nelson and the surrounding 7 counties, this presentation also examined household projections in the multi-county area. Oftentimes, these presentations are carried in the local media. In LaRue county, for instance, the event and my presentation of the county's custom analysis was covered in the LaRue County Herald News and in Taylor county, an article in the Central Kentucky News-Journal covered not only the event, but shared detailed results from the analysis.</p>
Teaching People to Fish: Finding and Using Online Data	Julie Zimmerman	2016	<p>Part of having 21st century skills to navigate a 21st century world means being able to find and use data that are readily available online. A key part of the Kentucky: By The Numbers Extension program is helping individuals build these essential skills through training and assistance. Since 2006, this type of training has been a feature of core training for all new Extension agents which has reached approximately 30 new agents each year for the last decade. This past year, I was requested to also provide specialized training for a select group of 4H agents as well as develop specialized presentations on accessing and using data websites for FCS agents that reached 86 FCS agents from all across the state. In addition to extension agents, I regularly field requests to provide training on accessing and using online data for graduate and undergraduate courses and projects for Agricultural Education, Community Communications, and Research Methods in the Department of Community and Leadership Development. This past year, I was invited to speak about being a rural sociologist working with Extension to a Department of Sociology course on public sociology. Finally, because of my interview last year with Harvest Media which was carried on NPR, another reporter contacted me to better understand data on women in dairying.</p>

Success Stories, 2014-2019
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Title	Person	Report Year	Description
Bringing Extension into the Classroom	Julie Zimmerman	2015	<p>With today's easy online access to secondary data, it is expected that data will be incorporated into local uses including planning, proposals, evaluations, and decision-making. As a result, it is important that future educators and leaders be conversant on how to access and use data in their work. In addition to providing training, data, and assistance to county agents and local organizations, Kentucky: By The Numbers also brings those skills and resources into the classroom.</p> <p>As part of my Extension program, I regularly give specialized presentations in classes in the Department of Community and Leadership Development. Each year, I develop presentations for several classes with each one not only containing up-to-date resources but are tailored to meet the specific needs of the particular class that semester. For example, in Agricultural Education, I conduct analyses of the current demographics of students in the state and teach students not only about data for their current school assignments, but teach them skills transferable to finding data to use in job interviews and in positions at other schools. For Research Methods, I provided a presentation directed at not only accessing and using secondary data, but also on understanding the research processes used in producing secondary data. For a course in Community Communications, the presentation was tailored to the needs of the course project of developing a communications plan for a county's local farmer's market. As a result, every student project incorporated data on the local county into their communication plan.</p>
Data Needs in a "One-Click-Away-Data" World	Julie Zimmerman	2015	<p>Accessing and using publicly available secondary data is not like it was 30 years ago. Today, anyone can obtain data from a large number of different websites and in any number of different formats. As web technology has continued to change, so too have methods of data access changed – often making website navigation designs more complicated and for those with limited internet access, difficult to download.</p> <p>In an age with "one-click-away-data," users need skills to navigate data and sources that already exist, custom data designed to address local uses, and analyses that translate data in ways that can be used to direct local action. Kentucky: By The Numbers continues to respond to the new realities of secondary data by focusing on skill building and providing customized data and analyses designed to respond to and reflect current local needs and issues. Anderson County provides an example that highlights the effectiveness and continuing impact of Kentucky: By The Numbers.</p> <p>In April of 2015, the local county Agriculture agent in Anderson County asked if I would return and provide an updated analysis to one I had conducted and presented in 2009. Since so many in the county had used the data and analysis so extensively, there was a strong interest in updating what was seen as a crucial resource. In addition, since the previous analysis, national and local issues and trends had changed. The resulting updated analysis drew on 20 distinct and different data sources for almost two dozen variables and included comparisons to the state, surrounding counties, and over time.</p> <p>The agents organized a public event to highlight the analysis and brought together more than 30 leaders in the county. And, just as had happened after the previous analysis in 2009, audience members reported that they were again planning to use the updated data and analysis. One example of this came from a representative from the local schools. He reported that not only had he attended the previous presentation and used the data with the local school board, he looked forward to doing the same with the updated data. Moreover, just as the previous analysis was used in local decision making about schools in the county, he expected the same would happen again.</p>

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Title	Person	Report Year	Description
NPR and Data on Farm Women	Julie Zimmerman	2015	<p>In addition to local and regional media coverage, this past year my work in Extension received national attention. In October, I was contacted by a reporter from National Public Radio. He initially contacted me for an historical sense of women in agriculture because of my book <i>Opening Windows onto Hidden Lives: Women, Country Life, and Early Rural Sociological Research</i>, but it soon became clear that he was also interested in data from the newly released 2012 Census of Agriculture. Since I had just released the 2012 Agriculture Update for the Kentucky: By The Numbers Data Series, I was well versed on the recent data. The resulting piece "Women's Work Is Never Done On The Farm, and Sometimes Never Counted" went national and was heard on NPR stations across the nation. http://www.npr.org/sections/thesalt/2014/12/11/369902748/womens-work-is-never-done-on-the-farm-and-sometimes-never-counted.</p>
Bringing Extension into the Classroom and Beyond	Julie Zimmerman	2014	<p>With today's online access to publicly available secondary data, there are high expectations that data will be incorporated into decision-making processes. As a result, leaders and organizations need to be able to locate and use data for work in areas such as planning, proposals, assessment, and evaluation.</p> <p>Responding to this need, the Kentucky: By The Numbers Program, run by rural sociologist Dr. Julie N. Zimmerman, is an Extension program that focuses on providing resources and assistance for accessing data in real time. The program includes help with finding data online, web-based resources and quick links to commonly-used websites, assistance in using and understanding data from the American Community Survey, and specialized training and analyses on finding and using secondary data.</p> <p>In 2013-2014, direct assistance provided through the Kentucky: By The Numbers Program reached nearly 700 individuals. Specialized trainings included core training for all new Extension agents in the state, online training on how to use the American FactFinder website for Kentucky State University Cooperative Extension, a specialized analysis on diversity for the Kentucky Association of Family and Consumer Sciences, an analysis of the population projections for Extension District 5, and a presentation on finding Kentucky data on fatherhood for the Kentucky Fathering Conference. Because of this last presentation, the Region 7 Family Resources Youth Services Center (FRYSC) Director attending the session requested a specialized training for the 70 staff and coordinators in his region. Kentucky: By The Numbers also partnered with the 2014 Building Strong Families profiles which reached every Family and Consumer Science county Extension agents in all 120 counties in the state. Requests from individuals seeking data and assistance included requests from county Extension agents, the UK Appalachian Center, a local church, current and former students, requests from faculty at the Northeast Regional Center for Rural Development at Penn State University and the University of Missouri, and an interview with the Glasgow Daily Times regarding the newly released estimates of individuals without health insurance. Other data and assistance included finding county level data on homes without electricity, ATV safety, farm size, roadside trash, finding data by zip codes, county fairs, fatherhood, and small area estimates of ethnicity.</p>

Success Stories, 2014-2019
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Title	Person	Report Year	Description
			<p>In addition to providing service to groups and individuals in the state, Kentucky: By the Numbers is also in the classroom training the next generation of citizens, teachers, and leaders on how to find and use publicly available data. In 2013-2014, trainings tailored to the specific needs of each class were developed and presented to students in 6 classes and in 2 departments. Guest classroom trainings included data on nonprofit organizations, on education, data for school districts, using data in program development and evaluation, in communication campaigns, and an in depth training on using data from the American Community Survey for Sociology graduate students.</p> <p>Finally, the Federal government shutdown last fall meant that all Federal data websites either “went dark” or were dormant for nearly 3 weeks. In response, Kentucky: By The Numbers immediately sent out a message to Extension agents with a list of alternative websites and fielded questions and requests for assistance. Since this was a crucial time for student projects, the list of alternative websites was also shared with department faculty and direct assistance was provided to students needing data to meet coursework deadlines. Data and assistance provided by Kentucky: By The Numbers were used by a variety of audiences including local city officials, county fiscal courts, local organizations and initiatives, Cooperative Extension, student projects, research, assessment and reporting, funding requests, grant proposals, and program planning.</p>
<p>Counties Embrace Data from the Population Projections and the Coming ‘Silver Tsunami’</p>	<p>Julie Zimmerman</p>	<p>2015</p>	<p>For several years, I have been conducting and sharing custom analyses of the population projections and their local implications for the state, regions, and counties. County Extension agents have been successfully using these analyses and data with a wide range of local groups. In addition to using the data to understand coming trends, county agents have also been requesting local analyses and presentations customized to their county. Agents have then built the data presentations in a county-wide event that was used do to enhance partnerships with a broad range of local leaders and to demonstrate the usefulness of Extension in their counties.</p> <p>Nelson County provides a good example of this kind of local impact. Soon after my successful return presentation to the District 5 Leadership meeting in the fall, I was asked to provide a custom analysis and presentation on the population projections for Nelson County. As the date approached, the number of anticipated participants grew. Initially, 30 participants were expected but this soon increased to 50. By the day of the event, the number had grown to 85 attendees. Following the event, the Kentucky Standard ran a front page article on the data and my presentation with an editorial in the following days urging local leaders to pay attention to the trends revealed in the data. All told, I was interviewed by 3 media outlets that night including the regional radio station WBRT and CKTV (Central Kentucky Television), both of which aired the story during this time.</p> <p>Within a few weeks, I was asked by the Nelson Chamber of Commerce to return and present the data for their members. (As I later realized, given the immediate need for the data, a previously scheduled speaker was cancelled to make space for the presentation.) In addition to the data analysis of the population projections, the group was particularly interested in the impacts for local businesses. After researching the literature, in May I presented “Boomers and Business: Population Projections for Nelson County.” I was again interviewed by CKTV and a reporter from the Kentucky Standard/PLG-TV requested an electronic copy of my presentation slides to share with his corporate office – Landmark Community Newspapers. Other counties have followed a similar approach including Green County, which focused on the projections, and Anderson county which incorporated the projections onto a larger county analysis. Moreover, because of the local success, the model is being replicated in other counties. Taylor and Washington counties are already scheduled for September.</p>

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Direct Contacts (2014-2019)

Name	2014	2015	2016	2017	2018	2019
Lori Garkovich	1,846		990	850	990	
Ron Hustedde			1,908	524	1,758	3,624
Dan Kahl	25	655	971	775	1,073	1,009
Julie Zimmerman	611	396	605	317	599	276
Kenneth Jones	1,747	1,645	2,551	1,937	1,530	1,078
Kristina Hains						
Lissa Pohl				706	978	1,746
Darryl Strode			494			61
Total	4,229	2,696	7,519	5,109	6,928	7,794

Indirect Contacts (2014-2019)

Name	2014	2015	2016	2017	2018	2019
Lori Garkovich	323					
Ron Hustedde			8,878	11,190	415	155
Dan Kahl						
Julie Zimmerman	2,285	5,840	189,720	313,429	1,840	5,650
Kenneth Jones	3,900	2,300	2,725	2,150	2,525	500
Kristina Hains						
Lissa Pohl				175		
Darryl Strode			1,541			
Total	6,508	8,140	202,864	326,944	4,780	6,305

Demographics of Direct Contacts (2014-2019) (Part 1)

Employee	Years Reported	Total Contacts	White	Black	Asian/ Pacific Islander	American Indian or Alaska Native	Other (Incl Hawaiian)	Could not be deter- mined
Garkovich, Lorraine E	4	4,676	4,336	312	3			25
Hustedde, Ronald J	4	7,814	6,236	889	264	11	267	147
Kahl, Daniel W	5	4,483	3,624	343	5	8	2	501
Zimmerman, Julie N	6	2,804	1,065	127			165	1,447
Jones, Kenneth R	6	10,488	7,620	2,767	88		13	
Hains, Kristina								
Pohl, Elisabeth	3	3,430	3,173	235	15		7	
Strode, Darryl	2	555	531	17	7			
Total		29,019	21,718	4,361	372	19	454	2,095

Demographics of Direct Contacts (2014-2019) (Part 2)

Employee	Hispanic	Female	Male	Youth Participants (18 and under)	Adult Volunteers
Garkovich, Lorraine E	18	2,412	2,264	298	249
Hustedde, Ronald J	327	4,190	3,624	525	193
Kahl, Daniel W	46	2,567	1,916	17	534
Zimmerman, Julie N	1	1,628	1,176		
Jones, Kenneth R	278	6,494	3,994	1,259	129
Hains, Kristina					
Pohl, Elisabeth	35	2,150	1,280	343	164
Strode, Darryl	-	308	247		
Total	687	17,029	11,990	2,144	1,020

List of Publications and Presentations with Students

Selected Faculty

Stacey Vincent

***graduate student**

Sanderson, W., Mazur, J. M., **Vincent, S. K.**, & Byrd, A. P. (2020). Response to – “ROPS are not homemade”. *Journal of Agricultural Safety and Health*, 26(1), 1-4, <http://doi:10.13031/jash.13723>.

Wright, K. M., * **Vincent, S. K.**, & Epps, R. B. (2019). International agricultural education from 1975 to present: A research synthesis. *Journal of Agricultural Education*, 60(2), 153-172, <http://doi:10.5032/jae.2019.02153>

Vincent, S. K., & Drape, T. (2019). Evaluating microexpressions among undergraduate students during a class intervention exercise. *NACTA Journal*, 63(2), 133-139.

Vincent, S. K., Mazur, J., Summey, T., * Namkoong, K., & Bird, A. P. (2019). Assessment of a CROPS curriculum for Appalachian youth. *Journal of Agricultural Safety and Health*, 25(1), 11-24. <http://doi:10.13031/jash.13103>

Tingle, A. K., * **Vincent, S. K.**, Mazur, J., Dietrich, M. S., * Watson, J., & Namkoong, K. (2018). Observing Change in Behavioral Intent Among Secondary Youth Regarding Tractor Roll-Over Through and Educational Intervention Curriculum. *Journal of Career and Technical Education Research*, 43(3), 243-258. <http://doi.org/10.5328/cter43.3.243>

Austin, A. L., * **Vincent, S. K.**, & Kirby, A. T.* (2018). Evaluating Protective factors' contribution to postsecondary agriculture students enrolled in a first-generation program. *Journal of Research in Technical Careers*. <https://doi.org/10.9741/2578-2118.1014>

Thieman, E. B., Bird, W. A., **Vincent, S. K.**, & Terry, R. (2017) Are champions born or made? Differences between low performers and high performers in a Missouri Career Development Event. *Journal of Southern Agricultural Education Research*, 66. Retrieved from <http://www.jsaer.org/index.html>

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Vincent, S. K. & Kirby, A. T.* (2015). Words speak louder than action?: A hybrid coding mixed-method case study. *Journal of Agricultural Education*, 56(1), 32-42. doi: 10.5032/jae.2015.01032

Mazur, J. M., **Vincent, S. K.**, Watson, J. M.*, Westneat, S. (2015). Integrating CROPS installation in high school agricultural mechanics: A feasibility study. *Journal of Agromedicine*, 20(2), 149-159. Doi 10.1080/1059924X.2015.1009665 Impact Factor: 0.70

Epps, R. B., Adams, R. J.,* and **Vincent, S.K.** (2015). Conflicts of time: Examining school schedules in secondary agricultural programs. *Journal of Agricultural Education*, 56(2), 1-12. doi: 10.5032/jae.2015.02001

Vincent, S. K., and Torres, R. M. (2015). Multicultural competence: A case study of teachers and their student perceptions. *Journal of Agricultural Education*, 56(2), 64-75. doi: 10.5032/jae.2015.02064

Watson, J. M., Mazur, J. M., & **Vincent, S. K.** (2015). Youth-driven Youth–Adult Partnerships: A Phenomenological Exploration of Agricultural Education Teachers' Experiences. *Journal of Agricultural Education*, 56(3), 105-120. doi: 10.5032/jae.2015.03105

Vincent, S. K., & Hains, B. J. (2015). Obtaining critical mass for the 21st century agricultural education student: Perspectives of a rural secondary minority educator. *Journal of Education and Social Policy*, 2(3), 37-47.

Vincent, S. K. (2014). Finding a spectrum in colorblindness: Case study of teachers and students by the ethnicity of the local youth organization's membership. *Journal of Multiculturalism in Education*, 4(1), online publication available at <http://www.wtamu.edu/journal/multiculturalism-in-education.aspx>

Vincent, S. K., Kirby, A. T.*, Faulkner, P. E., & Deeds, J. P. (2014). The Evaluation of Multicultural Teaching Concerns among Pre-service Teachers in the South. *Journal of Agricultural Education*, 55(1). 152-166. doi: 10.5032/jae.2014.01152

Saucier, R. P., Anderson, R. A., & **Vincent, S. K.** (2014). Laboratory Safety Needs of Kentucky School-Based Agricultural Mechanics Teachers. *Journal of Agricultural Education*, 55(2), 184-200. doi: 10.5032/jae.2014.02184

Accepted, for Publication

Vincent, S. K., Franklin, R. P.,* & Thieman, E. B. Strategies and barriers of 1862 land grant institutions to recruiting African Americans. *NACTA Journal*

Ron Hustedde

Book Chapters from 2015 to January 2020

Hustedde, Ronald (2020) *Politics of Rural Aging*. Leonard Kaye (editor), *Handbook of Rural Aging*, Taylor & Francis Group (forthcoming).

Hustedde, Ronald J. (2018) "Entrepreneurship and Economic Development in Rural America," Debra A. Harley, Noel A. Ysasi, Malachy L. Bishop, and Allison R. Fleming (eds.) *Disability and Vocational Rehabilitation in Rural Settings*, Springer International Publishing, pp. 3-16.

Gruidl, J. and Ron Hustedde (2017), Chapter 6, "Towards a robust democracy: core competencies critical to community developers," Paul Lachapelle and Michael Rios (eds.), *Community Development and Democratic Practice*, Routledge, pp. 90-104.

Breazeale, Nicole, and Ronald J. Hustedde, (2017) "Understanding the Impact of Culture on Entrepreneurship," Michael Fortunato and Morgan R. Clevenger (eds), *Entrepreneurial Community Development: Leaping Cultural and Leadership Boundaries*, Taylor and Francis/Routledge, pp. 104-125.

Hustedde, Ronald J., (2015) "Seven Theories for Seven Community Developers," Phillips, Rhonda and Robert H. Pittman (eds.), *An Introduction To Community Development*, (2015) New York City: "Routledge, pp. 22-44.

Peer-Reviewed Articles from 2015 to present

Koo, Jayoung, Ron Hustedde and Richard Young, (2018) "Radical Walking: Tool, Practice, and Implications for Community Development," *Community Development Practice*, Fall 2018, pp. 17-28, https://www.comm-dev.org/images/CDS_Practice/CDPissue22.pdf

Hains, B. J., Hansen, G. & Hustedde, R. (2017). *Agricultural & science education: A socio-analysis of their intersection and positions within the educational field*. *Cultural Studies of Science Education – Special Issue* DOI 10.1007/s11422-016-9753-5

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Breazeale, Nicole, Michael W.P. Fortunato, James E. Allen IV, Ronald J. Hustedde and Helen Pushkarskaya, (2015) *Constructing a Multi-dimensional measure of local entrepreneurial culture*," *Community Development*, Vol. 46 Issue 5, pp. 516-540.

Hustedde, Ronald J. "Practical Wisdom: The Right Way to Do the Right Thing." *Journal of Higher Education Outreach and Engagement* 19.1 (2015): 211-214.

Gruidl, John, and Ronald Hustedde. "Towards a robust democracy: the core competencies critical to community developers." *Community Development* 46 (3) (2015): 279-293.

Keiko Tanaka

* Undergraduate student under supervision;

† Graduate student under supervision; and

§ Post-doctorate under supervision

Tanaka, K. 2019. "Justice & Tyranny: Bringing 'Rural' Back Into the Sociology of Food and Agriculture." *Rural Sociology*, 1-19. DOI: 10.1111/ruso.12317

Brekken, C.A., C. Dickson, H.H. Peterson, G. Feenstra, M. Ostrom, **K. Tanaka**, and G. Engelskircheng. 2019. "Economic Impact of Values-Based Supply Chain Participation on Small and Midsize Produce Farms." *Journal of Food Distribution Research*, 50(2): 1-26. DOI: 10.22004/ag.econ.300074

McGreevy, S., M. Kobayashi, and **K. Tanaka**. 2018. "Agrarian Pathways for the Next Generation of Japanese Farmers." *Canadian Journal of Development Studies*, 40(2): 272-290. DOI: 10.1080/02255189.2018.1517642

Burmeister, L. and **K. Tanaka**. 2017. "Fair Labor Practices in Values-Based Agrifood Supply Chains?" *Journal of Agriculture, Food Systems, and Community Development*, 7(3): 17-22.

Tanaka, K. 2017. "Mexican Farm Workers in Large-Scale Agriculture in the United States." (アメリカの大規模農業を支えるメキシコ人労働者) *Agriculture and Economy*, 83 (6): 63-72. (『農業と経済』6月号). [Japanese]

Adams, I., C.T.C. Okoli, A. Linares, A. Keita, **K. Tanaka**, J. Polanin, and A. Koempel. 2016. "Breastfeeding Practices among Native Hawaiians and Pacific Islanders." *Journal of Obesity*, 2016. Article ID 2489021. DOI: 10.1155/2016/2489021. [9 pages].

Brislen, L.†, **K. Tanaka**, and K. Jacobsen. 2016. "Preferred Knowledge Sources for Beginning Farmers: The Case of Kentucky." *Journal of Extension*. 54(4). Online <https://joe.org/joe/2016august/index.php>

Hullinger, A.† and **K. Tanaka**. 2015. "Agriculture of the Middle Participation in State Branding Campaigns: The Case of Kentucky." *Journal of Agriculture, Food Systems, and Community Development*. 6(1): 1-14.

Mooney, P.H. and **K. Tanaka**. 2015. "The Family Farm in the United States: Social Relations, Scale, and Region." *Village and Agriculture*, 166: 45-58. (Wieś i Rolnictwo). [English]

Tanaka, K., E. Indiano*, G. Soley†, and P. Mooney. 2015. "Building the Capacity for Community Food Work: The Role of the USDA Community Food Project Competitive Grant Program." *Journal of Agriculture, Food Systems, and Community Development*, 5(4): 1-15.

Tanaka, K. 2014. "Reimagining the Future of Agriculture: Building Knowledge for Sustainability and Resilience." *Journal of Rural Social Sciences*, 29(1): 1-16.

Dr. Alissa Rossi

List of all Presentations:

2018. Rossi, A. L., *Rural Sociology Annual Meeting, "Teaching Social Justice: Pedagogies of the Heart, Mind, and Spirit,"* RSS, Portland, OR, United States. (July 30, 2018).
2018. Meyer-Rossi, A. L., *Rural Sociology Annual Meeting, "Community Engaged Sustainability Education,"* RSS, Portland, OR, United States. (July 28, 2018).
2018. Meyer-Rossi, A. L., *CLD Unexpected, "Community Engaged Sustainability Education in the First-Year Experience: GEN100 & Retention,"* CLD Program Committee, Lexington. (February 23, 2018).
2017. Meyer-Rossi, A. L., *2017 UK Sustainability Forum, "Community Engaged Sustainability Education in the First-Year Experience: GEN100 and Retention,"* UK Office of Sustainability, Lexington. (December 6, 2017).
2017. Rossi, A., *CAFE Chairs Meeting, "State of the Program – GEN100: Issues in Agriculture, Food, and Environment OR Why you should encourage your faculty to teach a section in the Fall 2018 semester,"* College of Ag, Food, and Environment, Lexington. (November 2017).
2017. Meyer-Rossi, A. L., *Greentalks Radio Show, "Sustainability Challenge Grant and the GEN100 REO Tracks project,"* Greentalks, Lexington. (November 15, 2017).
2017. Rossi, Alissa. "Affect, politics and literary space: book discussion of *Your Heart is a Muscle the Size of a Fist*." Invited Panelist. American Association of Geographers. April 2017. Boston, MA.
2016. Rossi, Alissa. "What is Political Ecology? Perspectives from Food and Agriculture," Invited Speaker. *Dimensions of Political Ecology*, February 2016, Lexington, KY.
2015. "Collaboration and Interaction - Enhancing the Lexington Community Food System" Moderator. With presenters: Ryan Koch, Ashton Potter-Wright, Lee Meyer. *Community Development Society Annual Meeting*, July 21, 2015, Lexington, KY.
2015. Rossi, Alissa. "Teaching Sustainability: A Workshop." *Dimensions of Political Ecology*, February 2015, Lexington, KY.

Grants awarded

2019. Sustainability Challenge Grant \$11,000 "Sustainability in the First-Year Experience – UK101, HON101, and GEN100."
2018. Student Sustainability Council \$3000 "Connecting Food to the First-Year Experience."
- 2016-2017. Sustainability Challenge Grant \$24,040 "Community-Engaged Sustainability Education & the First-Year Experience."

THE COMMUNITY INNOVATION LAB@

The University of Kentucky

Organizational Report, 2020



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Community Innovation Lab Organizational Report 2020

BACKGROUND

The Community Innovation Lab at the University of Kentucky was formed in August 2014, in the Department of Community and Leadership Development within the College of Agriculture, Food and Environment. Its purpose is to be a social science laboratory focusing on innovations associated with local, national, and international communities. More specifically, it is meant to be a collaborative space where ideas and initiatives are generated, supported and challenged by university faculty, community members and students. Members of the lab cultivate, apply and reflect on scholarly innovations associated with community learning and development in communities of place, practice and interest. This report documents the lab's achievements over the past six years.

MEMBERS

The lab was initially formed by three CLD faculty members, Dr. Bryan Hains, Dr. Kristina (Ricketts) Hains and Dr. Ron Hustedde. Since that time, the lab has become a robust multi-college initiative including seven faculty and one graduate student from the colleges of Agriculture, Food & Environment, Education and Communications. In addition to the multidisciplinary faculty, community partners have also joined the lab, making the CIL team a total of nine members.

Lab Members:

College of Agriculture, Food & Environment:

- Dr. Bryan Hains, (Co-Director) Community & Leadership Development
- Dr. Kristina Hains, (Co-Director) Community & Leadership Development
- Dr. Dan Kahl, Community & Leadership Development
- Dr. Brad Olson, Community & Leadership Development
- Addie Reinhard, Graduate Student – Community & Leadership Development

College of Communications:

- Dr. Rong Wang, Communications

College of Education:

- Dr. John Nash, Educational Leadership Studies
- Dr. Beth Rous, Educational Leadership Studies

Community Partner:

- Loren Wood, Community Partner (IMPAKTFEL)

CIL FELLOWS

The Community Innovation Lab Fellows program is an incubation center for development community innovators within the context of community learning and development. Fellows work in cohorts to create innovative solutions within their respective communities.

CIL Fellow Programs:

2020 – CIL Fellows: Seven undergraduate researchers

2018 – Community Development Society CIL Fellows Program – An international fellows program consisting of 12 individuals from 10 universities

2017 – CIL Fellows: Seven graduates consisting of community members, Cooperative Extension Agents and U.K. graduate students.

2015 – CIL Fellows: One graduate of the pilot program

INNOVATIVE INITIATIVES

Communities of Interest

- **Lyricism & Leadership (2018 – 2020).** Indie Hip Hop artist Devine Carama (Believing in Forever) and CIL Director, Bryan Hains co-teach a course in the Department of Community and Leadership Development. During the course, students are challenged to use the music genre Hip Hop to discuss community development issues. As such, a very diverse group of students (age, ethnicity, cultural backgrounds, socio-economic status etc.) write, sing and produce albums to promote community education and community change. To further expand their community development focus, proceeds from the album support student chosen non-profit organizations. Past beneficiaries include On the Move Art Studio and OMAC (Operation Make a Change) in Lexington, KY.
- **University of Kentucky College of Agriculture, Food & Environment Gridiron Challenge (Spring 2015).** Eleven faculty and staff, seven students and six student athletes within the College of Agriculture, Food and Environment participated in a role –reversal cultural immersion, experience life as a student athlete and student athletes experienced life as professors. The student-designed innovation was covered by local media as well as the National Football Foundation.

Communities of Practice

- **The Community Development Education Collaborative [CDEC] (2019 – Present).** CDEC is a virtual community of practice for all community development educators - including university-based educators, students and community educators. As community development instructors, we are informally bound by shared expertise and passion. The *CDEC* works as a virtual collaborative that brings educators together to share their thoughts, works, experiences, and resources. As such, we have created a comprehensive platform for educators to communicate and share resources.
- **National Study of Community Development in Higher Education (2016 – 2020).** Community development philosophies, epistemologies, and contexts vary widely among post-secondary education programs. Curricula and pedagogical practices have not been compared, contrasted, or debated in any systematic way, and there remains no agreed upon or clearly articulated foundation for community development education. This splintering of the field is compounded by its multidisciplinary nature - because community development is a process, it transcends diverse community contexts, an aspect often not realized when trained in a traditional discipline. To better understand the current state of community development higher education, the Community Innovation Lab at the University of Kentucky in collaboration with the UC Davis Center for Regional Change (CRC) has documented both undergraduate and graduate community development programs in the United States and examined their educational philosophies and practice.
- **Community Development Education National Symposium (2019).** Over the last few decades, the community development field has grown substantially, creating a need for further professional training. Today, there are approximately 42 graduate and undergraduate community development programs across the United States. While this growth is positive, community development education remains splintered. No shared standards, core content, or teaching practices have been identified or agreed upon by educators who span diverse disciplines and community contexts. There is also a lack of communication among community development educators about what new knowledge and methods are emerging, and where the field is going. In response, is current pedagogy relevant to the training of future practitioners? The 2019 Community Development Education Symposium, sponsored by CIL, UC, Davis, and U. Detroit Mercy, focused on community development education and educational delivery for undergraduate and graduate students. It brought together community development educators to share knowledge, best practices, and innovative ideas for teaching and learning.

- **Drumming away drugs: A renaissance in community rehabilitation (2014 – 2018).** Eleven participants have completed the innovative program that infuses emotional and social intelligence within a drumming context. Participants report an increase in coping and emotional regulation as a result of the program. Additionally, the eleven participants remain abstinent from drugs and alcohol and continue to progress in the Drug Court program.

Communities of Place

- **International synergy: An international exchange focusing on complex community dynamics (Spring/Summer 2015).** Two community leaders, four faculty and ten students participated in an international exchange to examine social and economic divides between community citizens and community leaders in neighborhoods under transition (Lexington, KY & Glasgow, Scotland).

INNOVATIVE COLLABORATIONS

- **Urban Extension Institute's Fellows program (Spring, 2020):** Lab members are partnering with Jeff Young, Director for Urban Extension, to design and present a leadership development program for Extension agents and specialists interested in more effectively engaging within urban communities. The UEI – Fellows Program seeks to expand the research knowledge of how Extension can work successfully in urban communities. This one-year longitudinal leadership development program combines experiential learning, research and innovation within a cohort-style group that is focused within the context of urban communities within Extension. Lab members have created, are the instructors, facilitators and coaches of the overall program.
- **Pli Gallery (Spring, 2020).** Lab members are partnering with the Lexington Mayor's Office, University of Kentucky's Office of Community Engagement, University of Kentucky's Service-Learning and Civic Engagement and the non-profit CivicLex to create a year-round, interactive, transdisciplinary space where the government, the community at large and the academic community convene around data to share research, ideas and feedback, working to sustainable solutions to some of Lexington's most complex issues.
- **North Limestone CDC: Julietta Market (Fall, 2019/Spring 2020).** In continuation of the work completed in Spring, 2016. NoLi CDC leadership and lab members are examining the impetus behind the long coming project titled the Julietta Market. Members are providing visioning sessions to assist in identifying potential markets, vendors and patrons to the newly forming market and its impact on the local community.
- **North Limestone CDC: Northside Common Market Project (Winter 2015/Spring, 2016).** The North Limestone Corridor in Lexington, KY. has experienced several community changes. As such, it is vital that there be broad community participation and transparency when instituting community initiatives. In an effort to provide community members with background and context regarding the grant initiative "Northside Common Market" lab members utilized several culturally relevant and sensitive methods to facilitate several community meetings. This included multi-lingual communications, providing childcare, food etc. As a result, the numerous community members from diverse cultures came together to provide insight toward the Northside Common Market Project.

CONSULTATION & FACILITATION

California Housing and Community Development: (2017 – 2019) A multidisciplinary team of educators from UC Davis and UK's Community Innovation Lab developed an engaging, experiential learning program for California Housing and Community Development staff to advance their knowledge of fair housing practices and strengthen their ability to be more inclusive in their organizational practice.

Commerce Lexington: (2015) Local Investment for Transformation (LIFT) meeting. Forty selected government, business, and civic leaders from Lexington convened to brainstorm potential capital projects that could be funded by the LIFT initiative. Lab faculty were contracted to design, direct and analyze the brainstorming session.

GRANTS

Throughout its six-year history, the Community Innovation Lab has had limited financial support from the University of Kentucky. As such, seeking grants and grant writing plays a particularly salient role in keeping the lab running and determining what projects can be undertaken. Below is a list of grants sought over the duration of the lab:

Hains, B. J., Hains, K. D., Kahl, D., Wang, R., Nash, J. & Rous, B. (2019). Community leadership and engagement through innovation. W. Norris Duvall Endowment. Department of Community & Leadership Development, University of Kentucky. **\$10,450**

Kahl, D., Hains, K. D. & Hains, B. J. (2017). Innovative community engagement and development. Community Development Society Institutional Enhancement Grant. Community Development Society. **\$14,500**

Hains, B. J., Ricketts, K. G., Hustedde, R., Rios, M., Stanard, V. & Gruidl, J. (2017). Building capacity and diffusing innovation in community development education. United States Department of Agriculture Higher Education Challenge Grant. **\$731,692**

Brown, R., Ricketts, K. G., **Beard, T., **Gantz, X., Hains, B. J. (2015). Building an inclusive community by empowering youth through sustainable education. University of Kentucky President Sustainability Challenge Grant. **\$27,455**

Young, R. (2015). Northside common market. Knight Cities Challenge Grant. \$550,000. *Hains, B. J., Hustedde, R. J., & Hains, K. G. sub-contracted to facilitate community research.* **\$20,000**

** Denotes Undergraduate Students as Co-PIs

Total Grants Awarded: \$804,097

Grants Under Review

James, A, Hains, B. J., Hains, K. D., McCormick, K., & Stoltzfus, T. (2020). Pli (people learning information): A space to nurture and foster ideas within the context of data presentation. Knight Cities Challenge Grant. \$200,000

Not Funded:

Hains, K. D., Hains, B. J. & Knobloch, N. A. (2019). Building bridges through an “Experiential learning network for growing social action groups for community engagement (ENGAGE)”. United States Department of Agriculture Higher Education Challenge Grant. \$300,000.

Mandorano, L., Hains, B. J. & Hains, K. D. (2019). Value of community engaged teaching. Spencer Foundation Grant. \$300,000

Hains, K. D., Hains, B. J., Kahl, D., Nash, J. & Rous, B. (2018). Incubating community change: Exploring the incubations process with nonprofit networks. CNCS Community Conversations Research Grant. \$100,000

Rous, B., Nash, J. Hains, B. J., Hains, K. D. & Kahl, D. (2018). Learning on the move. Open IDEO The Early Childhood Innovation Prize. \$100,000

Hains, B. J. & Ricketts, K. D. (2017). Sustainable community innovation within the Kentucky Commonwealth. University of Kentucky Sustainable Challenge Grant. \$26,620

Hains, B. J. & Ricketts, K. G. (2015). Virtual education: Addressing urban food insecurity through eXtension. eXtention Innovation Grant. \$150,000

Hains, B. J., Ricketts, K. G., Hoffman, K. & Hill, J. C. (2014). Drumming away drugs: An innovative alternative towards drug rehabilitation. University of Kentucky Sustainable Challenge Grant. \$23,890

PEER REVIEWED JOURNAL ARTICLES

Kahl, Daniel, and Hains, Kristina. (2020 Publish pending) Community Development Society (CDS) Fellows Program: A Purposeful Exploration to Strengthen Community, *CD Practice, Community Development Society*.

Stanard, V., Goodman, A., Reddy, M., Kahl, D., and Hains, K. (2020 Publish pending) Community Development Society (CDS) Community Engagement Fellows: Detroit. Creating a Learning Community for Community Engagement for Detroit Practitioners. *CD Practice, Community Development Society*.

Hill, J., Goreham, G., Kahl, D. and Hains, K. (2020 Publish pending) The Community Development Students and Young Professionals Fellows Initiative. *CD Practice, Community Development Society*.

Waltzer, N., Gulick, S., Loden, C., Emery, M., Wall, N., Kahl, D. & Hains, K. (2020 publish pending). Moving Forward with a Community Change Network. *CD Practice, Community Development Society*.

Hains, K. D., Hains, B. J., *White, S., Stanard, V. & Rios, M. (Under Review). Skills, knowledge and values essential for effective community development practice: A Delphi study. *Journal of Community Practice*

Rios, M. Hains, B. J., Hains, K. D. & Abrams, C. (In Press). Civic-university synergy: Addressing fair housing through innovative community programming. *Journal of Community Engagement in Higher Education*

Hains, B. J., Salazar, J., Hains, K. D. & *Hill, J. C. (In Press). If you don't know, now you know: Hip-hop, students and community. *Journal of Education*

Hains, B. J. & Hains, K. D. (In Press). Community reaction towards social innovation: A discussion of Roger's Diffusion of Innovations Theory in consideration of community emotional response. *Journal of International Agriculture and Extension Education*

*Johnson, T., Hains, K. D., Hains, B. J. & Salazar, J. (2019). Conceptualizing university education study abroad programs utilizing a mutualistic process. *Journal of Studies in International Education*.

Hill, J. C., Hains, K. D. & Hains, B. J. (2019). Innovative forms of rehabilitation: Enhancing communities of practice through the art of drumming. *Community Development*

*Hill, J.C., Hains, B. J. & Ricketts, K. G. (2017). Drumming: An alternative for drug addicted individuals. *Journal of Drug and Alcohol Education*, 61(2), 7-24

OTHER PUBLICATIONS & REPORTS

Hains, B. J. & LaChapelle, P. (2018). Perspectives on community development organizational trends and trajectories. *Practice and Insights*. A quarterly publication from the International Association for Community Development, Issue 10 pp. 39-41.

Rios, M., Hains, B. J., Hains, K. D. & Abrams, C. (2018). Fair Housing & Social Inclusion Fellowship Program: A Final Report. California Department of Housing and Community Development. Sacramento, CA.

Hains, B. J., Ricketts, K. D., & Hustedde, R. (2017). North Limestone CDC Northside Common Market Report. North Limestone Community Development Corporation. Lexington, KY.

RESEARCH PRESENTATIONS

International:

Hains, B. J., Hains, K. D. & *Salazar, J. (2019). Utilizing Hip Hop Pedagogy as a Context to Enhance Student Community Quality of Life. *International Society for Quality of Life Studies (ISQoLs) Conference*. Grenada, Spain.

Hains, K. D., Hains, B. J. & *White, S. (2019). Skills, Knowledge and Values Necessary for Community Development Practice Towards Cultivating Quality of Life: A Delphi Study. *International Society for Quality of Life Studies (ISQoLs) Conference*. Grenada, Spain.

Hains, K. D., Hains, B. J. & *Salazar, J. (2018). The CIL Fellows Program – Developing a 21st Century Cohort for Innovation. *International Agriculture & Extension Education Conference*. Merida, Mexico

Hains, B. J. Hains, K. D. & *Salazar, J. (2018). Building Capacity in Extension Professionals through Community Development Education. *International Agriculture & Extension Education Conference*. Merida, Mexico

Hains, B. J., Hains, K. D., Rous, B., Nash, J. & Kahl, D. (2018). Developing Community Through Innovation, Leadership & Human Centered Design. *International Association for Community Development Conference*. Maynooth, Ireland.

Hains, B. J. & LaChapelle, P. (2018). Community Development? Leadership Perspectives from Community Development Professional Organizations. *International Association for Community Development Conference*. Maynooth, Ireland.

Ricketts, K. G., *McClintic, T. & Hains, B. J. (2016). Partnering with Communities Utilizing a Mutualistic Process: Developing Positive International Education Opportunities for Students in Higher Education. *International Agriculture & Extension Education Conference*. Portland, Oregon.

Hains, B. J. & Knobloch, N. A. (2014). Emotional Regulation and Community Development: Applications for Developers and their Communities. *International Association for Community Development Conference*. Glasgow, Scotland.

Hains, B. J., Ricketts, K. G. & Hustedde, R. (2014). Improv as Community Development. *International Association for Community Development Conference*. Glasgow, Scotland.

Hains, B. J., Hains, K. D., Marin, H., Gormally, S. & *White, S. (2018). Global Perspectives of Community Education: An Engaged Discussion. *International Association for Community Development Conference*. Maynooth, Ireland.

Hains, K. D., Hains, B. J. & *Salazar, J. (2018). The CIL Program – Developing a 21st Century Cohort for Innovation. *International Association for Community Development Conference*. Maynooth, Ireland.

National:

Hains, K. D., Hains, B. J., Kahl, D., Rous, B. & Nash, J. (2019). Community Innovation Lab: A Unique Model for Community Engagement. *Engagement Scholarship Consortium Conference*. Denver, CO.

Hains, K. D., Hains, B. J. & Rios, M. (2019). Building Capacity Through Multi-Institutional Collaboration and Community Engagement. *Engagement Scholarship Consortium Conference*. Denver, CO.

*Hill, J. C. & Hains, B. J. (2019). Beyond Pomp & Circumstance: A University and Community Engagement Strategy. *Engagement Scholarship Consortium Conference*. Denver, CO.

Stanard, V., Hains, B. J., Hains, K. D., Rios, M., Gruidl J. & Hustedde, R. (2019). Towards an Innovative Approach to Community Development Education: The Results of a National Symposium. *Community Development Society Conference*. Columbia, MO.

*Hill, J. C., Hains, K. D. & Hains, B. J. (2018). Enhancing Community Capacity Building Through the Examination of a Lifestyle Sport. *Community Development Society Conference*. Detroit, MI.

Rios, M., Hains, B. J. & K. D. (2017). Designing Spaces of Community Development Governance: A Case Study of the California Department of Housing and Community. *Community Development Society Annual Conference*. Big Sky, MT.

*Hill, J. C., Hains, K. D. & Hains, B. J. (2017). Bonding with Beats: Helping Individuals Connect in Order to Foster Positive Community Change. *Community Development Society Annual Conference*. Big Sky, MT.

Hains, K. D. & Hains, B. J. (2017). Shifting the Land-Grant Paradigm: Community Innovation Lab as a 21st Century Social Science Experiment Station. *Community Development Society Annual Conference*. Big Sky, MT.

Ricketts, K. G, Hains, B. J. & Hustedde, R. J. (2016). Community Innovation Lab as a 21st Century Social Science Experiment Station. *Proceedings of the North American Colleges and Teachers of Agriculture Annual Conference*, Oahu, HI.

*Yunker, J. & Hains, B. J. (2016). Alternative tourism as a method for community development: Explorations of the non-traditional and overlooked. *Proceedings of the North American Colleges and Teachers of Agriculture Annual Conference*, Oahu, HI.

Ricketts, K. G., Hains, B. J., & **Faulkner, G. (2016). Gridiron challenge: Utilizing sport to build community. *Proceedings of the North American Colleges and Teachers of Agriculture Annual Conference*, Oahu, HI.

***Spaulding, R., Hains, B. J. & Ricketts, K. G. (2016). Hip hop and you don't stop: Art as a form of community development. *Proceedings of the Community Development Society Annual Conference*, Minneapolis, MN.

*Hill, J. C., Hains, B. J., Ricketts, K. G. & Hustedde, R. J. (2016). Innovative methods of community rehabilitation: Drumming away drugs. *Proceedings of the Community Development Society Annual Conference*, Minneapolis, MN.

Hains, B. J., Ricketts, K. G. & Beck, D. (2015). International Synergy: An International Exchange Focusing on Complex Community Dynamics. *Proceedings of the Community Development Society Annual Conference*. Lexington, KY.

*Shelton, B. M., Hains, B. J. & Ricketts, K. G. (2015). Contemporary Cultural Dynamics: An International Community Comparison. *Proceedings of the Community Development Society Annual Conference*. Lexington, KY.

Hains, B. J., Ricketts, K. G., Fortunato, M. & Rios, M. (2014). A Renaissance in Community Education: Re-examining Philosophical, Educational and Professional Practices. *Proceedings of the Community Development Society Annual Conference*. Dubuque, IA.

*Shelton, B, Hains, B. J. & Ricketts, K. G. (2014). Exploring Community Engagement. *Kentucky Engagement Conference*. Morehead, KY.

*McClintic, T., Ricketts, K. G., Hains, B. J. & Hustedde, R. (2014). Dismantling the Ivory Tower Through Community Engagement. *Kentucky Engagement Conference*. Morehead, KY.

*Denotes a graduate student researcher; ** Denotes an undergraduate researcher; *** Denotes a community researcher

RESEARCH POSTER PRESENTATIONS

Talmage, C., Hains, K. D. & Hains, B. J. (2018). Incubating Community Change: Exploring the Nurturing Process in Nonprofit Networks. *Association for Research on Nonprofit Organizations and Voluntary Action (ARNOVA)*. Austin, TX.

Talmage, C. Hains, B. J. & Hains, K. D. (2018). Bullying Behavior: Toxic Players and Culture in Professional Organizations. *Association for Research on Nonprofit Organizations and Voluntary Action (ARNOVA)*. Austin, TX.

Ricketts, K. G., Hains, B. J. & **Faulkner, G. (2016). Gridiron Challenge: Utilizing Sport as an Educational Platform to Reduce Cultural Gaps in Colleges of Agriculture. *North American Colleges and Teachers of Agriculture*. Honolulu, HI.

*Yunker, J. Hains, B. J. & Ricketts, K. G. (2016). Urban Agritourism as an Educational Venue Addressing Local Food Movements. *North American Colleges and Teachers of Agriculture*. Honolulu, HI

AWARDS

Community in Action Award (2019)– Award honoring contributions to community engagement and enhancing local communities. Community Action Council, Lexington, KY.

KEYNOTES

Hains, B. J. & Hains, K. D. (2017). Community Innovation Lab @ The University of Kentucky – A Model for a 21st Century Social Science Research Station? *American Association of Agricultural Educators Conference*. San Louis Obispo CA. Presented to 110 members.

Hains, B. J. (2017). Systemic Community Issues: An Internal (Emic) and External (Etic) Reflection. *It Takes a Village Conference*. Lexington, KY. Presented to 300 community professionals.

COMMUNITY INNOVATION LAB SPONSORSHIPS

Community Development Society Annual Conference: Co-sponsored mobile learning tours throughout Lexington highlighting unique cultural and artistic characteristics. *200 participants.* (Summer 2015)

Food Security and Justice in Kentucky. Prevent, Reduce, and Eliminate Poverty (PREP) Talk: Community Action Council. University of Kentucky Seay Auditorium. *150 community members, faculty and students.* (February 2016)

Our History

Formed in the College of Agriculture, Food and Environment in 2002, the Department of Community and Leadership Development (CLD) brought together faculty from rural sociology, agricultural education, agricultural communications, and Extension program and staff development into one unit. In terms of University structure, the "rural sociology" component (or College of Agriculture "side" of the Department of Sociology) formed the administrative foundation with the academic appointments of all of the faculty members transferred to it and rural sociology's offices in the Garrigus building became the physical home for the new department.

Deep Roots

Of the new department's constituent parts, both agricultural education and rural sociology have histories at the University of Kentucky that extend over a century. For rural sociology, these roots began in the College of Agriculture but soon thereafter extended to include the College of Arts & Sciences (Bradford 1969; Coleman [no date]; 1986). For agricultural education, the roots trace to both the College of Agriculture and the College of Education. Despite their different paths, the two programs hold Charles Bohannon in common as he played a role in the beginnings of both rural sociology and agricultural education at the University of Kentucky.

Rural Sociology

The first course in rural sociology at the University of Kentucky occurred in the 1913-1914 school year in the College of Arts and Sciences. The next year, the College of Agriculture followed suit. After going to the University of Kentucky Board of Trustees to secure Professor Charles Bohannon from the Department of Education, a new emphasis area was created called Rural Social Science (University of Kentucky 1914; 1915). Part of the Department of Farm Economics, Bohannon led the new area in the College of Agriculture which included rural sociology, agricultural education, and rural problems. This move was consonant with the view at the time that the College should not only provide technical agricultural knowledge but also an understanding of the social and economic issues beyond the farm (e.g. Bradford 1969:9). Topics covered in Bohannon's rural sociology course included the relationship of schools to communities, population, community cooperation, leadership development, and community action for local betterment (Bradford 1969:10; Coleman [no date]:2; 1986; Sanderson 1917).

Early growth in rural sociology continued in the College of Agriculture. Not only were courses in rural sociology and rural problems offered, but faculty pursued rural sociology-related research and Extension. Agricultural economist William D. Nicholls taught courses in rural sociology and his work included organizing the state's first leadership development institute in Extension as well as the Kentucky School Boards Association (Bradford 1969:21; 61; 91-101; Smith 1981:495). Three years after the Purnell Act named "sociological investigations" which increased funding and administrative authority to pursue or expand work in rural sociology, through an arrangement with the USDA's Division of Farm Population and Rural Life (Larson and Zimmerman 2003) in 1928 the University of Kentucky hired its first rural sociologist – Merton Oyler (Smith 1981:489; Bradford 1969:84).

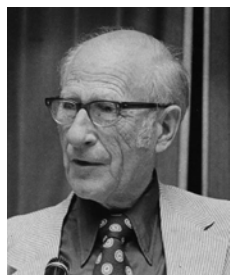


Merton D. Oyler*

Thomas Poe Cooper, Dean of the College of Agriculture (1917-1951 and Acting President of the University 1940 through 1941), was instrumental in rural sociology's growth in the 1930s and 1940s (Smith 1981:316-317). Cooper's philosophy was that the College should produce

students who had the broad-based training provided by rural sociology and agricultural economics (Smith 1981:191). As a result, he appealed to the General Education Board (GEB) for funding to expand work in the College. The University of Kentucky became one of only 3 universities nationwide to receive such funding from the Rockefeller philanthropy (Smith 1981:316; 490).

With this help, rural sociology in the College of Agriculture began to take off – building library resources in rural sociology and agricultural economics as well as funding a significant number of graduate student assistantships and visiting lecturers to teach additional courses (University of Kentucky 1939:24-25; Smith 1981:316-8) including the first course in the College on leadership development. The funds also made it possible to hire new faculty such as rural sociologist Howard Beers. That same year, this time with regular College funds, Robin Williams was also hired to focus on rural sociology (Smith 1981:318). In 1941, Alvin Lee Bertrand earned one of the first two graduate degrees (masters) in rural sociology (Bradford 1969:110). Bertrand went on to become President of the Rural Sociological Society (1967-68) and in 1982 he received the Society's Distinguished Rural Sociologist award.



Howard Beers*

Howard Beers' desire to form a Department of Rural Sociology separate from the Department of Farm Economics provided an important impetus for hiring the first Extension faculty member in rural sociology (Smith 1981:394-396). While the first work in rural sociology Extension had been conducted by Nicholls in the Department of Farm Economics, and despite Beers' earlier pleas to hire an Extension rural sociologist (Smith 1981:316), Ralph Ramsey was finally hired in 1946 (Smith 1981:395). Not long after, and now being able to fulfill all three functions of research, teaching, and Extension, in 1948 a separate Department of Rural Sociology was established in the College of Agriculture with Howard Beers as its head (University of Kentucky 1947:49). In its first year, a joint PhD program with the Department of Sociology was established (Smith 1981:395-6; University of Kentucky 1949:9).

With the joint graduate program established in 1949, rural sociology at the University of Kentucky began its formal relationship and presence in both the College of Agriculture and the Department of Sociology in the College of Arts and Sciences. Using a variety of administrative arrangements over the years including a single department chair for both departments in the 1950s, the two were administratively combined in the 1960s into a single department in the College of Arts and Sciences with faculty and budgets in both colleges (Dept. of Sociology 1964). Under this arrangement, department chairs could be in either college. Faculty hiring in rural sociology was through either college with Extension faculty hired and funded through the College of Agriculture. For non-Extension rural sociology faculty hired through the College of Agriculture, their instructional component was funded through the College of Arts and Sciences and their research component was funded through the College of Agriculture. Faculty tenure and promotion was conducted by the full department but followed the procedures of the faculty member's home college. All classes were given under the SOC prefix. Graduate teaching assistantships were funded through the College of Arts and Sciences and graduate research assistantships were funded through College of Agriculture. Operating as a single department by leveraging the assets of each college to enhance the whole, this organizational structure remained in place for four decades.

Since its inception, rural sociology and rural sociologists at the University of Kentucky have held a prominent place in the history of rural sociology as is evidenced by both the professional accomplishments of its faculty as well as the future careers of the graduate students it trained. Fifteen past presidents of the Rural Sociological Society have ties to the University of Kentucky. Of these, 8

were faculty members at the University of Kentucky at the time of their presidency including CLD faculty member Keiko Tanaka who served in 2018-2019. Additionally, 5 editors of the Society's national flagship journal *Rural Sociology* have ties to the University of Kentucky and the journal twice resided at the University of Kentucky under the editorships of faculty members Howard Beers and James Christenson in 1948-51 and 1982-85 respectively.

Rural sociology faculty at the University of Kentucky have also been recipients of nearly every award given by the Rural Sociological Society. Eleven awardees of its highest honor have ties to the University of Kentucky including Howard Beers who was among the first to be named Distinguished Rural Sociologist – the Society's highest honor. In 1987, Lori Garkovich was the first person to receive the Society's award for Excellence in Instruction. Since forming the CLD department, recognitions and awards include Ron Hustedde for his work in Extension (2007), Keiko Tanaka for instruction (2010), C. Milton Coughenour as Distinguished Rural Sociologist (2012), and Julie N. Zimmerman as the Society's Historian (2012 and 2019).

As the new CLD department was created, formal relationships between CLD and the Department of Sociology initially continued. Joint appointments with Sociology for College of Agriculture faculty (who had been members of the Sociology department) were created soon after the CLD department began. Sociology continued funding the instruction portion of several of the faculty's salaries which became CLD courses cross listed with Sociology. And, two Directors of Graduate Studies in Sociology were faculty in the CLD department: Larry Burmeister and Keiko Tanaka.

Despite its size and long history in the College, unlike the other areas that came together to form the new department, rural sociology did not become one of the named emphases in the new CLD department. Instead, resources that had supported rural sociology were redirected to support other aspects of the new department. Responsibility for the graduate degree emphasis area in rural sociology, which began in 1949 as a cross college collaboration, became the sole direction of the Department of Sociology as well as the three awards named for rural sociologists who had been in the College of Agriculture: Lee Coleman, Howard Beers, and Tom Ford. Following the 2014 CLD department review, faculty with instructional components funded by Sociology were bought out by the College of Agriculture, Food and Environment. While the Dr. and Mrs. Milton C. Coughenour Rural Sociology Professorship is in the CLD department, today, relationships with Sociology consist of continuing the cross-listed courses and the joint appointments of remaining faculty that had been established soon after CLD's inception. Both CLD faculty Keiko Tanaka and Julie Zimmerman retained their primary graduate faculty status in Sociology and continue to be active in the Sociology department and graduate program.

Agricultural Education

With the new CLD department, agricultural education retained its role and function, continuing its long history at the University of Kentucky. Even though agricultural education predated the Smith-Hughes legislation (Hillison 1996; Moore 1988), the 1917 act initiated federal support for training in agricultural education and called for the "implementation of farm practice programs, specified the purposes of agricultural education, and provided federal monies to initiate programs on a nationwide scale" (Camp and Crunkilton 1985:61).

Initially, only the University of Kentucky qualified as an institution able to train teachers in vocational agriculture. However, it was not long before an "equivalency clause" was used to expand that qualification to both Berea College and Western State Normal College. By 1950, other universities in

the state offering 4-year degrees in agriculture joined the group of institutions training teachers in agriculture (Smith 1981:399-400).

After the Smith-Hughes legislation, training in agricultural education at the University of Kentucky raised questions regarding the boundaries of the College of Agriculture relative to other units at the university (Smith 1981:187-189). Early on, attempts were made to have degree granting in agricultural education be the sole province of the Department of Education. Two degree options were subsequently developed: a Bachelor of Science in Education (with a minor in art education, agriculture, home economics, or engineering) and a Bachelor of Science in Agriculture or Home Economics. While both options were available to students, only the latter of the two qualified for the certificate to teach vocational agriculture or home economics. In the end, education courses, the program's administration, and teaching certificates were issued through Education and technical courses in agriculture (and home economics) were offered through the College of Agriculture.

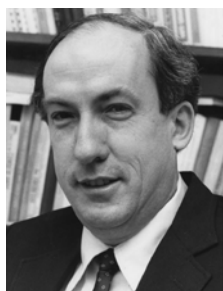


Carsie Hammonds*

The first course in education directed at rural or agriculture was taught by Charles Bohannon. Initially hired into the Department of Education, Bohannon's courses included one on the American Rural School (University of Kentucky 1913). In 1914, Bohannon transferred to the College of Agriculture (University of Kentucky 1914) where he led the new area called Rural Social Science in the Department of Farm Economics and taught both the first course in rural sociology in the College as well as the first course at the University of Kentucky to focus on agricultural education (University of Kentucky 1915:187-169).

Soon after the Department of Education became its own College, in 1924 Carsie Hammonds joined the faculty in Agricultural Education. In 1925 Hammonds became head of the Department of Vocational Education and played a major role in its development. In 1947, he was Chairman of the Division of Vocational Education and in 1952-53 he served as acting Dean of the College (Binkley 1975:258). Soon after his retirement, the American Association of Teacher Educators in Agriculture presented him with the Distinguished Service Award (University of Kentucky 1965:14). In 1985, Hammonds was voted one of the 10 most influential leaders in the history of agricultural education and his book *Teaching Agriculture* influenced the field for years to come (Camp and Crunkilton 1985:60; Binkley 1975).

Agricultural education remained in the College of Education where, in 1980, Charles Byers served as the Director of Graduate and Undergraduate Studies in the Department of Agricultural Education. It was in 1994 that the program moved to the College of Agriculture and the faculty were housed within the Department of Agricultural Economics. This arrangement lasted until 2002 and the formation of CLD. Initially, agricultural education remained in its offices in the Agricultural Economics department, but as new faculty were hired, it soon joined the rest of CLD in the Garrigus building. Not long after and until 2020, the National Association of Agricultural Educators (NAAE) began sharing offices in Garrigus and its Executive Director became an adjunct professor in CLD.



Charlie Byers*

Long-term faculty members Charles Byers and Rodney Tulloch guided agricultural education through its earlier transition from the College of Education to Agricultural Economics and then in its transition to CLD. Known simply as "Rod and Charlie" throughout Kentucky's agricultural community, they remain well-loved and respected figures among multiple generations of program

alumni. Today, Stacey Vincent and Rebekah Epps lead the Agricultural Education program in CLD not only for a new generation, but those to come.

"ALEC" and Program and Staff Development

Two programs with more recent histories were also a part of forming the new CLD department – the ALEC degree program and Extension program and staff development. Two parts of the ALEC degree, agricultural communications and public service and leadership, began as individualized undergraduate majors in the College. Dr. Randy Weckman, who was later joined by Dr. Deborah Witham, initiated the agricultural communications major in the 1970s. The public service and leadership individualized major was created in the 1980s by Lori Garkovich.

In 1994 when agricultural education moved to the College of Agriculture, it provided an opportunity to formalize the two individualized majors. Consequently, agricultural communications and public service and leadership partnered with agricultural education and formed a joint undergraduate major named Agricultural Education, Communications, and Leadership (later known as "ALEC"). The degree received formal approval in 1997 and existed as a major until 2002 when the new CLD department was formed. Agricultural education became its own degree program, leadership became part of the new department's name, and as CLD took shape, the degree emphasis in agricultural communications evolved into community communications. Following the departures of Seungahn Nah and Kang Namkoong, in 2019, Brad Olson became the CLD faculty member in communications.

Creating the new CLD department also included faculty from Extension's Program and Staff Development unit which had been headed for many years by Paul Warner, a rural sociology Extension faculty member. With the new CLD department, the unit was moved to Garrigus. Roger Rennekamp and Martha Nall, who both held faculty appointments, were part of forming the new department and their instructional components became part of CLD. In 2013, Martha Nall was inducted into School of Human Environmental Sciences Hall of Fame. Today, CLD department faculty member Kenneth Jones is the Director of Extension's Program and Staff Development unit.

A New Department

Forming a department out of these many pieces has meant changes for each. Examples include: organizing the undergraduate program out of the degree program in agricultural education, communications and leadership; the master's degree in agricultural education became the CLD master's degree; most Extension faculty who had previously been in rural sociology took on instructional responsibilities; agricultural communications was refocused to community communications; resources from rural sociology were redirected to grow the new department; and programs that had previously been solely instruction-based now contained active research components.

As a new department, there have also been a series of "firsts." In partnership with 4H, CLD hired Kentucky's first Extension faculty to focus on youth development – Kenneth R. Jones (who is now Director of Program and Staff Development for Extension). While the first leadership program in the College had been a component of early rural sociology Extension, CLD hired UK's first Extension faculty member to focus specifically on leadership – Kristina Hains. Patricia Hyjer Dyk was the first faculty member in the new department to receive a Fulbright. The first book published by a department faculty member was co-authored by rural sociologist Julie N. Zimmerman. And, a student from the agricultural education undergraduate program became the first woman from Kentucky to become a national officer in FFA (Future Farmers of America) (University of Kentucky 2012) – to name but a few.

Since its creation in 2002, CLD has had three department chairs. In 2016, Wes Harrison joined the department from LSU, serving as the department chair ever since (2016-present). Harrison was preceded by Larry Jones who served as interim chair (2014-2016) and Gary Hansen who chaired the department following its inception (2002-2014). As we continue to evolve, develop, and honor the land-grant values of learning, discovery, and engagement, our goal throughout has been to offer programs that make just as much of a difference in the 21st century as our land-grant predecessors did in the last century.

*Julie N. Zimmerman.
Coughenour Professor of Rural Sociology
Dept of Community and Leadership Development
University of Kentucky
Historian, Rural Sociological Society*

*Originally written August, 2013.
Updated December, 2019.*

*** Photo Credits**

Merton D. Oyler. Chimes. Yearbook of Berea College. Class of 1947. Pg. 44.

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CLD Fall 2019

Section Cancelled	Module (Abbrev.)	Event Package (Abbrev.)	Event Package (Description)	Monday	Tuesday	Wednesday	Thursday	Friday	Start time	End time	Business Event Instructor (Desc.)	Maximum capacity	Number of Students enrolled
	CLD 230	Section 001	INTRAPERSONAL LEADERSHIP	X		X			3:00:00 PM	4:15:00 PM	Grace G Gorrell	60	57
	CLD 260	Section 001	COMMUNITY PORTRAITS		X		X		11:00:00 AM	12:15:00 PM	Shannon Celeste White	50	46
	CLD 260	Section 002	COMMUNITY PORTRAITS	X		X		X	11:00:00 AM	11:50:00 AM	Heather Lynn Hyden	50	28
	CLD 305	Section 001	RESEARCH METHODS IN CLD	X		X			2:00:00 PM	3:15:00 PM	Lindsay E Shade	40	24
	CLD 320	Section 001	COMMUNITY AND COMMUNICATION		X		X		12:30:00 PM	1:45:00 PM	Bradley L. Olson	50	49
	CLD 360	Section 401	ENVIRONMENTAL SOCIOLOGY		X				6:00:00 PM	8:30:00 PM	Shaunna Scott	12	13
	CLD 362	Section 201	FIELD EXPERIENCE IN CLD						12:00:00 AM	12:00:00 AM	John C Hill	35	43
	CLD 370	Section 001	LEARNING IN SOCIETY		X		X		9:30:00 AM	10:45:00 AM	Bryan Hains	35	31
	CLD 380	Section 001	GLOBALIZATION: A X- CULTURAL PERSPECTIVE	X		X		X	9:00:00 AM	9:50:00 AM	Alissa Meyer Rossi	15	17
	CLD 395	Section 001	SPECIAL PROBLEMS IN CLD						12:00:00 AM	12:00:00 AM	Patricia H Dyk	0	0
	CLD 395	Section 002	SPECIAL PROBLEMS IN CLD						12:00:00 AM	12:00:00 AM	Rebekah Epps	0	0
	CLD 395	Section 003	SPECIAL PROBLEMS IN CLD						12:00:00 AM	12:00:00 AM	Bryan Hains	0	0
	CLD 395	Section 004	SPECIAL PROBLEMS IN CLD						12:00:00 AM	12:00:00 AM	Kristina Hains	0	0
	CLD 395	Section 005	SPECIAL PROBLEMS IN CLD						12:00:00 AM	12:00:00 AM	Rosalind P Harris	0	0
	CLD 395	Section 006	SPECIAL PROBLEMS IN CLD						12:00:00 AM	12:00:00 AM	Robert Wesley Harrison Jr.	0	0
	CLD 395	Section 007	SPECIAL PROBLEMS IN CLD						12:00:00 AM	12:00:00 AM	Ronald J Hustedde	0	0
	CLD 395	Section 008	SPECIAL PROBLEMS IN CLD						12:00:00 AM	12:00:00 AM	Kenneth R Jones	0	0
	CLD 395	Section 009	SPECIAL PROBLEMS IN CLD						12:00:00 AM	12:00:00 AM	Daniel W. Kahl	0	0
	CLD 395	Section 010	SPECIAL PROBLEMS IN CLD						12:00:00 AM	12:00:00 AM	Alissa Meyer Rossi	0	1
	CLD 395	Section 011	SPECIAL PROBLEMS IN CLD						12:00:00 AM	12:00:00 AM	Karen Rignall	0	0
	CLD 395	Section 012	SPECIAL PROBLEMS IN CLD						12:00:00 AM	12:00:00 AM	Lindsay E Shade	0	0
	CLD 395	Section 013	SPECIAL PROBLEMS IN CLD						12:00:00 AM	12:00:00 AM	Darryl Anthony Strode	0	0
	CLD 395	Section 014	SPECIAL PROBLEMS IN CLD						12:00:00 AM	12:00:00 AM	Keiko Tanaka	0	3
	CLD 395	Section 015	SPECIAL PROBLEMS IN CLD						12:00:00 AM	12:00:00 AM	Dr. Stacy K Vincent	0	0
	CLD 395	Section 016	SPECIAL PROBLEMS IN CLD						12:00:00 AM	12:00:00 AM		0	0
	CLD 399	Section 001	EXPERIENTIAL LEARNING IN CLD						12:00:00 AM	12:00:00 AM	Patricia H Dyk	0	0
	CLD 399	Section 002	EXPERIENTIAL LEARNING IN CLD						12:00:00 AM	12:00:00 AM	Rebekah Epps	0	0
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	CLD 399	Section 010	EXPERIENTIAL LEARNING IN CLD						12:00:00 AM	12:00:00 AM	Alissa Meyer Rossi	0	0
	CLD 399	Section 011	EXPERIENTIAL LEARNING IN CLD						12:00:00 AM	12:00:00 AM	Karen Rignall	0	0
	CLD 399	Section 012	EXPERIENTIAL LEARNING IN CLD						12:00:00 AM	12:00:00 AM	Lindsay E Shade	0	0
	CLD 399	Section 013	EXPERIENTIAL LEARNING IN CLD						12:00:00 AM	12:00:00 AM	Darryl Anthony Strode	0	0
	CLD 399	Section 014	EXPERIENTIAL LEARNING IN CLD						12:00:00 AM	12:00:00 AM	Keiko Tanaka	0	5
	CLD 399	Section 015	EXPERIENTIAL LEARNING IN CLD						12:00:00 AM	12:00:00 AM	Dr. Stacy K Vincent	0	0
	CLD 399	Section 016	EXPERIENTIAL LEARNING IN CLD						12:00:00 AM	12:00:00 AM		0	0
	CLD 400	Section 001	AGRICULTURAL COMMUNICATIONS CAMPAIGN	X				X	11:00:00 AM	11:50:00 AM	Robert Wesley Harrison Jr.	36	16
	CLD 401	Section 001	PRIN OF COOP EXTENSION			X			3:00:00 PM	5:30:00 PM	Kenneth R Jones	25	21
	CLD 402	Section 201	PRINCIPLES OF LEADERSHIP						12:00:00 AM	12:00:00 AM	Kristina Hains	15	12
	CLD 402	Section 202	PRINCIPLES OF LEADERSHIP						12:00:00 AM	12:00:00 AM	John C Hill	1	2
	CLD 420	Section 001	SOCIOLOGY OF COMMUNITIES		X		X		2:00:00 PM	3:15:00 PM	Karen Rignall	20	20
	CLD 430	Section 001	LEADING IN COMMUNITIES		X		X		3:30:00 PM	4:45:00 PM	Daniel W. Kahl	35	24
	CLD 470	Section 001	TOPS LDSHP:LDERSHP POWER, ETHICS, IMPAC		X		X		11:00:00 AM	12:15:00 PM	Kristina Hains	25	24
	CLD 480	Section 001	TOPS IN COMM:FOOD & SOCIETY IN ASIA		X		X		3:30:00 PM	4:45:00 PM	Keiko Tanaka	5	4
X	CLD 495	Section 001	TOP SEM CLD:FACILITATION BASICS		X		X		9:30:00 AM	10:45:00 AM		0	0
X	CLD 495	Section 002	TOP SEM CLD:WEB DEVELOPMENT I		X		X		9:30:00 AM	10:45:00 AM		0	0
X	CLD 495	Section 003	TOP SEM CLD:WEB DEVELOPMENT II		X		X		9:30:00 AM	10:45:00 AM		0	0
	CLD 497	Section 001	SENIOR CAPSTONE PRACTICUM IN CLD						12:00:00 AM	12:00:00 AM	Keiko Tanaka	0	2
	CLD 517	Section 401	RURAL SOCIOLOGY	X					6:00:00 PM	8:30:00 PM	Rosalind P Harris	10	4
	CLD 630	Section 001	INDIVIDUAL AND GROUP DYNAMICS		X				5:00:00 PM	7:30:00 PM	Kristina Hains	10	5
	CLD 671	Section 001	ADVANCED METHODS OF TEACHING	X					5:00:00 PM	7:30:00 PM	Rebekah Epps	15	6
	CLD 686	Section 401	RESEARCH DESIGN				X		6:00:00 PM	8:30:00 PM	Patricia H Dyk	15	7
	CLD 691	Section 401	SOC OF FOOD & AGRICULTURE		X				6:00:00 PM	8:30:00 PM	Keiko Tanaka	5	0
	CLD 748	Section 001	THESIS RESEARCH IN CLD						12:00:00 AM	12:00:00 AM	Patricia H Dyk	10	0
	CLD 748	Section 002	THESIS RESEARCH IN CLD						12:00:00 AM	12:00:00 AM	Rebekah Epps	5	1

CLD 748	Section 003	THESIS RESEARCH IN CLD						12:00:00 AM	12:00:00 AM	Bryan Hains	5	0
CLD 748	Section 004	THESIS RESEARCH IN CLD						12:00:00 AM	12:00:00 AM	Kristina Hains	5	0
CLD 748	Section 005	THESIS RESEARCH IN CLD						12:00:00 AM	12:00:00 AM	Rosalind P Harris	5	2
CLD 748	Section 006	THESIS RESEARCH IN CLD						12:00:00 AM	12:00:00 AM	Robert Wesley Harrison Jr.	5	0
CLD 748	Section 007	THESIS RESEARCH IN CLD						12:00:00 AM	12:00:00 AM	Ronald J Hustedde	5	0
CLD 748	Section 008	THESIS RESEARCH IN CLD						12:00:00 AM	12:00:00 AM	Kenneth R Jones	5	0
CLD 748	Section 009	THESIS RESEARCH IN CLD						12:00:00 AM	12:00:00 AM	Daniel W. Kahl	5	0
CLD 748	Section 010	THESIS RESEARCH IN CLD						12:00:00 AM	12:00:00 AM	Karen Rignall	5	0
CLD 748	Section 011	THESIS RESEARCH IN CLD						12:00:00 AM	12:00:00 AM	Keiko Tanaka	5	0
CLD 748	Section 012	THESIS RESEARCH IN CLD						12:00:00 AM	12:00:00 AM	Dr. Stacy K Vincent	5	0
CLD 748	Section 013	THESIS RESEARCH IN CLD						12:00:00 AM	12:00:00 AM		5	0
CLD 758	Section 001	CREATIVE COMP IN COMM AND LEAD DEV						12:00:00 AM	12:00:00 AM	Patricia H Dyk	5	1
CLD 758	Section 002	CREATIVE COMP IN COMM AND LEAD DEV						12:00:00 AM	12:00:00 AM	Rebekah Epps	0	0
CLD 758	Section 003	CREATIVE COMP IN COMM AND LEAD DEV						12:00:00 AM	12:00:00 AM	Bryan Hains	0	0
CLD 758	Section 004	CREATIVE COMP IN COMM AND LEAD DEV						12:00:00 AM	12:00:00 AM	Kristina Hains	0	0
CLD 758	Section 005	CREATIVE COMP IN COMM AND LEAD DEV						12:00:00 AM	12:00:00 AM	Rosalind P Harris	0	0
CLD 758	Section 006	CREATIVE COMP IN COMM AND LEAD DEV						12:00:00 AM	12:00:00 AM	Robert Wesley Harrison Jr.	0	0
CLD 758	Section 007	CREATIVE COMP IN COMM AND LEAD DEV						12:00:00 AM	12:00:00 AM	Ronald J Hustedde	1	0
CLD 758	Section 008	CREATIVE COMP IN COMM AND LEAD DEV						12:00:00 AM	12:00:00 AM	Kenneth R Jones	0	0
CLD 758	Section 009	CREATIVE COMP IN COMM AND LEAD DEV						12:00:00 AM	12:00:00 AM	Daniel W. Kahl	5	1
CLD 758	Section 010	CREATIVE COMP IN COMM AND LEAD DEV						12:00:00 AM	12:00:00 AM	Karen Rignall	0	0
CLD 758	Section 011	CREATIVE COMP IN COMM AND LEAD DEV						12:00:00 AM	12:00:00 AM	Keiko Tanaka	0	0
CLD 758	Section 012	CREATIVE COMP IN COMM AND LEAD DEV						12:00:00 AM	12:00:00 AM	Dr. Stacy K Vincent	0	0
CLD 758	Section 013	CREATIVE COMP IN COMM AND LEAD DEV						12:00:00 AM	12:00:00 AM		0	0
CLD 768	Section 001	RES CR MASTERS DEGREE						12:00:00 AM	12:00:00 AM	Patricia H Dyk	10	0
CLD 768	Section 002	RES CR MASTERS DEGREE						12:00:00 AM	12:00:00 AM	Rebekah Epps	5	0
CLD 768	Section 003	RES CR MASTERS DEGREE						12:00:00 AM	12:00:00 AM	Bryan Hains	5	0
CLD 768	Section 004	RES CR MASTERS DEGREE						12:00:00 AM	12:00:00 AM	Kristina Hains	5	0
CLD 768	Section 005	RES CR MASTERS DEGREE						12:00:00 AM	12:00:00 AM	Rosalind P Harris	5	0
CLD 768	Section 006	RES CR MASTERS DEGREE						12:00:00 AM	12:00:00 AM	Robert Wesley Harrison Jr.	5	0
CLD 768	Section 007	RES CR MASTERS DEGREE						12:00:00 AM	12:00:00 AM	Ronald J Hustedde	5	0
CLD 768	Section 008	RES CR MASTERS DEGREE						12:00:00 AM	12:00:00 AM	Kenneth R Jones	5	0
CLD 768	Section 009	RES CR MASTERS DEGREE						12:00:00 AM	12:00:00 AM	Daniel W. Kahl	5	0
CLD 768	Section 010	RES CR MASTERS DEGREE						12:00:00 AM	12:00:00 AM	Karen Rignall	5	0
CLD 768	Section 011	RES CR MASTERS DEGREE						12:00:00 AM	12:00:00 AM	Keiko Tanaka	5	0
CLD 768	Section 012	RES CR MASTERS DEGREE						12:00:00 AM	12:00:00 AM	Dr. Stacy K Vincent	5	1
CLD 768	Section 013	RES CR MASTERS DEGREE						12:00:00 AM	12:00:00 AM		5	0
CLD 780	Section 001	SPECIAL PROBLEMS IN CLD						12:00:00 AM	12:00:00 AM	Patricia H Dyk	5	0
CLD 780	Section 002	SPECIAL PROBLEMS IN CLD						12:00:00 AM	12:00:00 AM	Rebekah Epps	5	0
CLD 780	Section 003	SPECIAL PROBLEMS IN CLD						12:00:00 AM	12:00:00 AM	Bryan Hains	5	0
CLD 780	Section 004	SPECIAL PROBLEMS IN CLD						12:00:00 AM	12:00:00 AM	Kristina Hains	5	0
CLD 780	Section 005	SPECIAL PROBLEMS IN CLD						12:00:00 AM	12:00:00 AM	Rosalind P Harris	5	0
CLD 780	Section 006	SPECIAL PROBLEMS IN CLD						12:00:00 AM	12:00:00 AM	Robert Wesley Harrison Jr.	5	0
CLD 780	Section 007	SPECIAL PROBLEMS IN CLD						12:00:00 AM	12:00:00 AM	Ronald J Hustedde	5	0
CLD 780	Section 008	SPECIAL PROBLEMS IN CLD						12:00:00 AM	12:00:00 AM	Kenneth R Jones	5	0
CLD 780	Section 009	SPECIAL PROBLEMS IN CLD						12:00:00 AM	12:00:00 AM	Daniel W. Kahl	5	0
CLD 780	Section 010	SPECIAL PROBLEMS IN CLD						12:00:00 AM	12:00:00 AM	Karen Rignall	5	0
CLD 780	Section 011	SPECIAL PROBLEMS IN CLD						12:00:00 AM	12:00:00 AM	Keiko Tanaka	5	0
CLD 780	Section 012	SPECIAL PROBLEMS IN CLD						12:00:00 AM	12:00:00 AM	Dr. Stacy K Vincent	5	0
CLD 780	Section 013	SPECIAL PROBLEMS IN CLD						12:00:00 AM	12:00:00 AM		5	0
CLD 790	Section 001	RESEARCH IN CLD						12:00:00 AM	12:00:00 AM	Patricia H Dyk	3	0
CLD 790	Section 002	RESEARCH IN CLD						12:00:00 AM	12:00:00 AM	Rebekah Epps	5	0
CLD 790	Section 003	RESEARCH IN CLD						12:00:00 AM	12:00:00 AM	Bryan Hains	5	0
CLD 790	Section 004	RESEARCH IN CLD						12:00:00 AM	12:00:00 AM	Kristina Hains	5	0
CLD 790	Section 005	RESEARCH IN CLD						12:00:00 AM	12:00:00 AM	Rosalind P Harris	5	0
CLD 790	Section 006	RESEARCH IN CLD						12:00:00 AM	12:00:00 AM	Robert Wesley Harrison Jr.	5	0
CLD 790	Section 007	RESEARCH IN CLD						12:00:00 AM	12:00:00 AM	Ronald J Hustedde	5	0
CLD 790	Section 008	RESEARCH IN CLD						12:00:00 AM	12:00:00 AM	Kenneth R Jones	5	0
CLD 790	Section 009	RESEARCH IN CLD						12:00:00 AM	12:00:00 AM	Daniel W. Kahl	5	0
CLD 790	Section 010	RESEARCH IN CLD						12:00:00 AM	12:00:00 AM	Karen Rignall	5	0
CLD 790	Section 011	RESEARCH IN CLD						12:00:00 AM	12:00:00 AM	Keiko Tanaka	5	0
CLD 790	Section 012	RESEARCH IN CLD						12:00:00 AM	12:00:00 AM	Dr. Stacy K Vincent	5	0
CLD 790	Section 013	RESEARCH IN CLD						12:00:00 AM	12:00:00 AM		5	0

CLD Spring 2020

Section Cancelled	Module (Abbrev.)	Event Package (Abbrev.)	Event Package (Description)	Monday	Tuesday	Wednesday	Thursday	Friday	Start time	End time	Business Event Instructor (Desc.)	Maximum capacity	Number of Students enrolled
	CLD 102	Section 001	DYNAMICS-RURAL SOC LIFE		X		X		12:30:00 PM	1:45:00 PM	Darryl Anthony Strode	20	25
	CLD 230	Section 001	INTRAPERSONAL LEADERSHIP	X		X		X	12:00:00 PM	12:50:00 PM	Grace G Gorrell	65	63
	CLD 260	Section 001	COMMUNITY PORTRAITS		X		X		11:00:00 AM	12:15:00 PM	Heather Lynn Hyden	33	32
	CLD 260	Section 002	COMMUNITY PORTRAITS	X		X		X	1:00:00 PM	1:50:00 PM	Shannon Celeste White	30	22
	CLD 305	Section 001	RESEARCH METHODS IN CLD		X		X		5:00:00 PM	6:15:00 PM	Lindsay E Shade	45	20
	CLD 320	Section 001	COMMUNITY AND COMMUNICATION		X		X		12:30:00 PM	1:45:00 PM	Bradley L. Olson	40	37
	CLD 325	Section 001	WRITING FOR COMMUNITY MEDIA	X		X		X	10:00:00 AM	10:50:00 AM	Bradley L. Olson	25	26
	CLD 360	Section 001	ENVIRONMENTAL SOCIOLOGY		X		X		2:00:00 PM	3:15:00 PM	Shaunna L Scott	25	23
	CLD 370	Section 001	LEARNING IN SOCIETY		X		X		9:30:00 AM	10:45:00 AM	Bryan Hains	35	36
	CLD 395	Section 001	SPECIAL PROBLEMS IN CLD						12:00:00 AM	12:00:00 AM	Nicole D. Breazeale	0	1
	CLD 395	Section 002	SPECIAL PROBLEMS IN CLD						12:00:00 AM	12:00:00 AM	Patricia H Dyk	0	1
	CLD 395	Section 003	SPECIAL PROBLEMS IN CLD						12:00:00 AM	12:00:00 AM	Bryan Hains	0	0
	CLD 395	Section 004	SPECIAL PROBLEMS IN CLD						12:00:00 AM	12:00:00 AM	Kristina Hains	0	0
	CLD 395	Section 005	SPECIAL PROBLEMS IN CLD						12:00:00 AM	12:00:00 AM	Robert Wesley Harrison Jr.	0	0
	CLD 395	Section 006	SPECIAL PROBLEMS IN CLD						12:00:00 AM	12:00:00 AM	Rosalind P Harris	0	0
	CLD 395	Section 007	SPECIAL PROBLEMS IN CLD						12:00:00 AM	12:00:00 AM	Ronald J Hustedde	0	0
	CLD 395	Section 008	SPECIAL PROBLEMS IN CLD						12:00:00 AM	12:00:00 AM	Kenneth R Jones	0	0
	CLD 395	Section 009	SPECIAL PROBLEMS IN CLD						12:00:00 AM	12:00:00 AM	Daniel W. Kahl	0	1
	CLD 395	Section 010	SPECIAL PROBLEMS IN CLD						12:00:00 AM	12:00:00 AM	Alissa Meyer Rossi	0	0
	CLD 395	Section 011	SPECIAL PROBLEMS IN CLD						12:00:00 AM	12:00:00 AM	Bradley L. Olson	0	1
	CLD 395	Section 012	SPECIAL PROBLEMS IN CLD						12:00:00 AM	12:00:00 AM	Karen Rignall	0	0
	CLD 395	Section 013	SPECIAL PROBLEMS IN CLD						12:00:00 AM	12:00:00 AM	Lindsay E Shade	0	0
	CLD 395	Section 014	SPECIAL PROBLEMS IN CLD						12:00:00 AM	12:00:00 AM	Darryl Anthony Strode	0	0
	CLD 395	Section 015	SPECIAL PROBLEMS IN CLD						12:00:00 AM	12:00:00 AM	Keiko Tanaka	0	2
	CLD 395	Section 016	SPECIAL PROBLEMS IN CLD						12:00:00 AM	12:00:00 AM		0	0
	CLD 399	Section 001	EXPERIENTIAL LEARNING IN CLD						12:00:00 AM	12:00:00 AM	Nicole D. Breazeale	0	0
	CLD 399	Section 002	EXPERIENTIAL LEARNING IN CLD						12:00:00 AM	12:00:00 AM	Patricia H Dyk	0	0
	CLD 399	Section 003	EXPERIENTIAL LEARNING IN CLD						12:00:00 AM	12:00:00 AM	Bryan Hains	0	0
	CLD 399	Section 004	EXPERIENTIAL LEARNING IN CLD						12:00:00 AM	12:00:00 AM	Kristina Hains	0	0
	CLD 399	Section 005	EXPERIENTIAL LEARNING IN CLD						12:00:00 AM	12:00:00 AM	Rosalind P Harris	0	0
	CLD 399	Section 006	EXPERIENTIAL LEARNING IN CLD						12:00:00 AM	12:00:00 AM	Robert Wesley Harrison Jr.	0	0
	CLD 399	Section 007	EXPERIENTIAL LEARNING IN CLD						12:00:00 AM	12:00:00 AM	Ronald J Hustedde	0	0
	CLD 399	Section 008	EXPERIENTIAL LEARNING IN CLD						12:00:00 AM	12:00:00 AM	Kenneth R Jones	0	0
	CLD 399	Section 009	EXPERIENTIAL LEARNING IN CLD						12:00:00 AM	12:00:00 AM	Daniel W. Kahl	0	0
	CLD 399	Section 010	EXPERIENTIAL LEARNING IN CLD						12:00:00 AM	12:00:00 AM	Alissa Meyer Rossi	0	0
	CLD 399	Section 011	EXPERIENTIAL LEARNING IN CLD						12:00:00 AM	12:00:00 AM	Bradley L. Olson	0	1
	CLD 399	Section 012	EXPERIENTIAL LEARNING IN CLD						12:00:00 AM	12:00:00 AM	Karen Rignall	0	1
	CLD 399	Section 013	EXPERIENTIAL LEARNING IN CLD						12:00:00 AM	12:00:00 AM	Lindsay E Shade	0	1
	CLD 399	Section 014	EXPERIENTIAL LEARNING IN CLD						12:00:00 AM	12:00:00 AM	Darryl Anthony Strode	0	0
	CLD 399	Section 015	EXPERIENTIAL LEARNING IN CLD						12:00:00 AM	12:00:00 AM	Keiko Tanaka	0	1
	CLD 399	Section 016	EXPERIENTIAL LEARNING IN CLD						12:00:00 AM	12:00:00 AM		0	0
	CLD 404	Section 201	CONTEMPORARY LEADERSHIP APPLICATION						12:00:00 AM	12:00:00 AM	John C Hill	13	12
	CLD 420	Section 001	SOCIOLOGY OF COMMUNITIES		X		X		12:30:00 PM	1:45:00 PM	Karen Rignall	30	25
	CLD 430	Section 001	LEADING IN COMMUNITIES		X		X		12:30:00 PM	1:45:00 PM	Daniel W. Kahl	30	31
X	CLD 478	Section 001	ENTREPRENEURIAL PRGRMMNG IN COMMNT		X		X		9:30:00 AM	10:45:00 AM		0	0
	CLD 490	Section 001	SENIOR CAPSTONE SEMINAR IN CLD		X		X		2:00:00 PM	3:15:00 PM	Nicole D. Breazeale	25	20
	CLD 490	Section 002	SENIOR CAPSTONE SEMINAR IN CLD		X		X		9:30:00 AM	10:45:00 AM	Nicole D. Breazeale	25	15
X	CLD 495	Section 001	TOP SEM CLD:LOCAL GOV POLICY & FUND SYX			X		X	11:00:00 AM	11:50:00 AM		0	0
X	CLD 495	Section 002	TOP SEM CLD:WEB DEV FOR COMM ORG		X		X		11:00:00 AM	12:15:00 PM		0	0
	CLD 495	Section 003	TOP SEM CLD:LYRICISM & LEADERSHIP		X		X		11:00:00 AM	12:15:00 PM	Bryan Hains	20	23
	CLD 497	Section 001	SENIOR CAPSTONE PRACTICUM IN CLD						12:00:00 AM	12:00:00 AM	Keiko Tanaka	28	35
	CLD 530	Section 001	FUNDAMENTALS OF ORGANIZATIONAL LDRSH		X		X		2:00:00 PM	3:15:00 PM	Kristina Hains	30	20
X	CLD 630	Section 401	INDIVIDUAL AND GROUP DYNAMICS				X		6:00:00 PM	8:30:00 PM		0	0
	CLD 660	Section 401	ADVANCED LEADERSHIP THEORY AND PRAC			X			6:00:00 PM	8:30:00 PM	Patricia H Dyk	10	7
X	CLD 685	Section 201	COMMUNITY DEVELOPMENT THEORY & PRAC						12:00:00 AM	12:00:00 AM		0	0
	CLD 748	Section 001	THESIS RESEARCH IN CLD						12:00:00 AM	12:00:00 AM	Nicole D. Breazeale	10	0
	CLD 748	Section 002	THESIS RESEARCH IN CLD						12:00:00 AM	12:00:00 AM	Patricia H Dyk	10	0
	CLD 748	Section 003	THESIS RESEARCH IN CLD						12:00:00 AM	12:00:00 AM	Rebekah Epps	10	0
	CLD 748	Section 004	THESIS RESEARCH IN CLD						12:00:00 AM	12:00:00 AM	Bryan Hains	5	0
	CLD 748	Section 005	THESIS RESEARCH IN CLD						12:00:00 AM	12:00:00 AM	Kristina Hains	15	0

	CLD 748	Section 006	THESIS RESEARCH IN CLD						12:00:00 AM	12:00:00 AM	Robert Wesley Harrison Jr.	5	0
	CLD 748	Section 007	THESIS RESEARCH IN CLD						12:00:00 AM	12:00:00 AM	Rosalind P Harris	5	1
	CLD 748	Section 008	THESIS RESEARCH IN CLD						12:00:00 AM	12:00:00 AM	Ronald J Hustedde	5	0
	CLD 748	Section 009	THESIS RESEARCH IN CLD						12:00:00 AM	12:00:00 AM	Kenneth R Jones	5	0
	CLD 748	Section 010	THESIS RESEARCH IN CLD						12:00:00 AM	12:00:00 AM	Daniel W. Kahl	5	0
	CLD 748	Section 011	THESIS RESEARCH IN CLD						12:00:00 AM	12:00:00 AM	Bradley L. Olson	5	0
	CLD 748	Section 012	THESIS RESEARCH IN CLD						12:00:00 AM	12:00:00 AM	Karen Rignall	5	0
	CLD 748	Section 013	THESIS RESEARCH IN CLD						12:00:00 AM	12:00:00 AM	Keiko Tanaka	5	0
	CLD 748	Section 014	THESIS RESEARCH IN CLD						12:00:00 AM	12:00:00 AM	Dr. Stacy K Vincent	5	0
	CLD 748	Section 015	THESIS RESEARCH IN CLD						12:00:00 AM	12:00:00 AM	Julie N Zimmerman	5	0
	CLD 758	Section 001	CREATIVE COMP IN COMM AND LEAD DEV						12:00:00 AM	12:00:00 AM	Nicole D. Breazeale	5	0
	CLD 758	Section 002	CREATIVE COMP IN COMM AND LEAD DEV						12:00:00 AM	12:00:00 AM	Patricia H Dyk	5	0
	CLD 758	Section 003	CREATIVE COMP IN COMM AND LEAD DEV						12:00:00 AM	12:00:00 AM	Rebekah Epps	5	0
	CLD 758	Section 004	CREATIVE COMP IN COMM AND LEAD DEV						12:00:00 AM	12:00:00 AM	Bryan Hains	5	0
	CLD 758	Section 005	CREATIVE COMP IN COMM AND LEAD DEV						12:00:00 AM	12:00:00 AM	Kristina Hains	5	0
	CLD 758	Section 006	CREATIVE COMP IN COMM AND LEAD DEV						12:00:00 AM	12:00:00 AM	Robert Wesley Harrison Jr.	5	0
	CLD 758	Section 007	CREATIVE COMP IN COMM AND LEAD DEV						12:00:00 AM	12:00:00 AM	Rosalind P Harris	5	0
	CLD 758	Section 008	CREATIVE COMP IN COMM AND LEAD DEV						12:00:00 AM	12:00:00 AM	Ronald J Hustedde	5	0
	CLD 758	Section 009	CREATIVE COMP IN COMM AND LEAD DEV						12:00:00 AM	12:00:00 AM	Kenneth R Jones	5	0
	CLD 758	Section 010	CREATIVE COMP IN COMM AND LEAD DEV						12:00:00 AM	12:00:00 AM	Daniel W. Kahl	5	0
	CLD 758	Section 011	CREATIVE COMP IN COMM AND LEAD DEV						12:00:00 AM	12:00:00 AM	Bradley L. Olson	5	0
	CLD 758	Section 012	CREATIVE COMP IN COMM AND LEAD DEV						12:00:00 AM	12:00:00 AM	Karen Rignall	5	0
	CLD 758	Section 013	CREATIVE COMP IN COMM AND LEAD DEV						12:00:00 AM	12:00:00 AM	Keiko Tanaka	5	0
	CLD 758	Section 014	CREATIVE COMP IN COMM AND LEAD DEV						12:00:00 AM	12:00:00 AM	Dr. Stacy K Vincent	5	0
	CLD 758	Section 015	CREATIVE COMP IN COMM AND LEAD DEV						12:00:00 AM	12:00:00 AM	Julie N Zimmerman	5	0
	CLD 768	Section 001	RES CR MASTERS DEGREE						12:00:00 AM	12:00:00 AM	Nicole D. Breazeale	10	1
	CLD 768	Section 002	RES CR MASTERS DEGREE						12:00:00 AM	12:00:00 AM	Patricia H Dyk	5	0
	CLD 768	Section 003	RES CR MASTERS DEGREE						12:00:00 AM	12:00:00 AM	Rebekah Epps	10	1
	CLD 768	Section 004	RES CR MASTERS DEGREE						12:00:00 AM	12:00:00 AM	Bryan Hains	10	0
	CLD 768	Section 005	RES CR MASTERS DEGREE						12:00:00 AM	12:00:00 AM	Kristina Hains	5	0
	CLD 768	Section 006	RES CR MASTERS DEGREE						12:00:00 AM	12:00:00 AM	Robert Wesley Harrison Jr.	10	0
	CLD 768	Section 007	RES CR MASTERS DEGREE						12:00:00 AM	12:00:00 AM	Rosalind P Harris	5	0
	CLD 768	Section 008	RES CR MASTERS DEGREE						12:00:00 AM	12:00:00 AM	Ronald J Hustedde	5	1
	CLD 768	Section 009	RES CR MASTERS DEGREE						12:00:00 AM	12:00:00 AM	Kenneth R Jones	10	0
	CLD 768	Section 010	RES CR MASTERS DEGREE						12:00:00 AM	12:00:00 AM	Daniel W. Kahl	5	0
	CLD 768	Section 011	RES CR MASTERS DEGREE						12:00:00 AM	12:00:00 AM	Bradley L. Olson	5	0
	CLD 768	Section 012	RES CR MASTERS DEGREE						12:00:00 AM	12:00:00 AM	Karen Rignall	5	0
	CLD 768	Section 013	RES CR MASTERS DEGREE						12:00:00 AM	12:00:00 AM	Keiko Tanaka	5	0
	CLD 768	Section 014	RES CR MASTERS DEGREE						12:00:00 AM	12:00:00 AM	Dr. Stacy K Vincent	20	1
	CLD 768	Section 015	RES CR MASTERS DEGREE						12:00:00 AM	12:00:00 AM	Julie N Zimmerman	5	0
	CLD 775	Section 001	TOP SEM: LISTEN BYND DEF DIV & SILENCE				X		4:00:00 PM	6:30:00 PM		10	4
X	CLD 775	Section X	TOP SEM IN COMMUNITY & LEADERSHIP DEV				X		12:00:00 PM	4:30:00 PM		0	0
	CLD 780	Section 001	SPECIAL PROBLEMS IN CLD						12:00:00 AM	12:00:00 AM	Nicole D. Breazeale	5	0
	CLD 780	Section 002	SPECIAL PROBLEMS IN CLD						12:00:00 AM	12:00:00 AM	Patricia H Dyk	5	0
	CLD 780	Section 003	SPECIAL PROBLEMS IN CLD						12:00:00 AM	12:00:00 AM	Rebekah Epps	5	1
	CLD 780	Section 004	SPECIAL PROBLEMS IN CLD						12:00:00 AM	12:00:00 AM	Bryan Hains	5	1
	CLD 780	Section 005	SPECIAL PROBLEMS IN CLD						12:00:00 AM	12:00:00 AM	Kristina Hains	5	0
	CLD 780	Section 006	SPECIAL PROBLEMS IN CLD						12:00:00 AM	12:00:00 AM	Robert Wesley Harrison Jr.	5	0
	CLD 780	Section 007	SPECIAL PROBLEMS IN CLD						12:00:00 AM	12:00:00 AM	Rosalind P Harris	5	0
	CLD 780	Section 008	SPECIAL PROBLEMS IN CLD						12:00:00 AM	12:00:00 AM	Ronald J Hustedde	5	0
	CLD 780	Section 009	SPECIAL PROBLEMS IN CLD						12:00:00 AM	12:00:00 AM	Kenneth R Jones	5	0
	CLD 780	Section 010	SPECIAL PROBLEMS IN CLD						12:00:00 AM	12:00:00 AM	Daniel W. Kahl	5	0
	CLD 780	Section 011	SPECIAL PROBLEMS IN CLD						12:00:00 AM	12:00:00 AM	Bradley L. Olson	5	0
	CLD 780	Section 012	SPECIAL PROBLEMS IN CLD						12:00:00 AM	12:00:00 AM	Karen Rignall	5	0
	CLD 780	Section 013	SPECIAL PROBLEMS IN CLD						12:00:00 AM	12:00:00 AM	Keiko Tanaka	5	0
	CLD 780	Section 014	SPECIAL PROBLEMS IN CLD						12:00:00 AM	12:00:00 AM	Dr. Stacy K Vincent	5	1
	CLD 780	Section 015	SPECIAL PROBLEMS IN CLD						12:00:00 AM	12:00:00 AM	Julie N Zimmerman	5	0
	CLD 790	Section 001	RESEARCH IN CLD						12:00:00 AM	12:00:00 AM	Nicole D. Breazeale	5	0
	CLD 790	Section 002	RESEARCH IN CLD						12:00:00 AM	12:00:00 AM	Patricia H Dyk	5	0
	CLD 790	Section 003	RESEARCH IN CLD						12:00:00 AM	12:00:00 AM	Rebekah Epps	5	0
	CLD 790	Section 004	RESEARCH IN CLD						12:00:00 AM	12:00:00 AM	Bryan Hains	5	0
	CLD 790	Section 005	RESEARCH IN CLD						12:00:00 AM	12:00:00 AM	Kristina Hains	5	0
	CLD 790	Section 006	RESEARCH IN CLD						12:00:00 AM	12:00:00 AM	Robert Wesley Harrison Jr.	5	0
	CLD 790	Section 007	RESEARCH IN CLD						12:00:00 AM	12:00:00 AM	Rosalind P Harris	5	0
	CLD 790	Section 008	RESEARCH IN CLD						12:00:00 AM	12:00:00 AM	Ronald J Hustedde	5	0

CLD 790	Section 009	RESEARCH IN CLD						12:00:00 AM	12:00:00 AM	Kenneth R Jones	5	0
CLD 790	Section 010	RESEARCH IN CLD						12:00:00 AM	12:00:00 AM	Daniel W. Kahl	5	0
CLD 790	Section 011	RESEARCH IN CLD						12:00:00 AM	12:00:00 AM	Bradley L. Olson	5	0
CLD 790	Section 012	RESEARCH IN CLD						12:00:00 AM	12:00:00 AM	Karen Rignall	5	0
CLD 790	Section 013	RESEARCH IN CLD						12:00:00 AM	12:00:00 AM	Keiko Tanaka	5	0
CLD 790	Section 014	RESEARCH IN CLD						12:00:00 AM	12:00:00 AM	Dr. Stacy K Vincent	5	0
CLD 790	Section 015	RESEARCH IN CLD						12:00:00 AM	12:00:00 AM	Julie N Zimmerman	5	0

AED Fall 2019

Section Cancelled	Module (Abbrev.)	Event Package (Abbrev.)	Event Package (Description)	Monday	Tuesday	Wednesday	Thursday	Friday	Start time	End time	Business Event Instructor (Desc.)	Maximum capacity	Number of Students enrolled
	AED 110	Section 001	INTRO TO CAREER AND TECHNICAL EDUCATIO	X		X		X	1:00:00 PM	1:50:00 PM	Dr. Stacy K Vincent	40	29
	AED 362	Section 001	FIELD EXPERIENCE IN CLT		X				3:30:00 PM	6:00:00 PM	Rebekah Epps	34	26
	AED 395	Section 001	SPECIAL PROBLEMS IN CAREER & TECH EDU						12:00:00 AM	12:00:00 AM	Rebekah Epps	0	0
	AED 395	Section 002	SPECIAL PROBLEMS IN CAREER & TECH EDU						12:00:00 AM	12:00:00 AM	Dr. Stacy K Vincent	0	0
	AED 399	Section 001	EXPERIENTIAL LEARNING CAREER & TECH EDU						12:00:00 AM	12:00:00 AM	Dr. Stacy K Vincent	0	0
	AED 580	Section 001	FOUNDATIONS OF TEACHING CAREER & TECH	X		X		X	11:00:00 AM	11:50:00 AM	Dr. Stacy K Vincent	35	26
	AED 586	Section 001	METHODS IN TEACHING CAREER & TECH ED II		X		X		11:00:00 AM	11:50:00 AM	Rebekah Epps	5	4
	AED 586	Section 001	METHODS IN TEACHING CAREER & TECH ED II	X					9:00:00 AM	11:00:00 AM		5	4
	AED 586	Section 002	METHODS IN TEACHING CAREER & TECH ED II		X		X		11:00:00 AM	11:50:00 AM	Rebekah Epps	5	4
	AED 586	Section 002	METHODS IN TEACHING CAREER & TECH ED II			X			9:00:00 AM	11:00:00 AM		5	4
	AED 586	Section 003	METHODS IN TEACHING CAREER & TECH ED II		X		X		11:00:00 AM	11:50:00 AM	Rebekah Epps	5	5
	AED 586	Section 003	METHODS IN TEACHING CAREER & TECH ED II		X				1:00:00 PM	3:00:00 PM		5	5
	AED 586	Section 004	METHODS IN TEACHING CAREER & TECH ED II		X		X		11:00:00 AM	11:50:00 AM	Rebekah Epps	5	5
	AED 586	Section 004	METHODS IN TEACHING CAREER & TECH ED II		X				9:00:00 AM	11:00:00 AM	Rebekah Epps	5	5
	AED 592	Section 001	TEACHING EXPERIENCE IN CAREER & TECH ED	X	X	X	X	X	8:00:00 AM	4:00:00 PM	Dr. Stacy K Vincent	5	2
	AED 779	Section 001	SEM IN CAREER & TECH EDU						12:00:00 AM	12:00:00 AM	Dr. Stacy K Vincent	5	0

AED Spring 2020

Section Cancelled	Module (Abbrev.)	Event Package (Abbrev.)	Event Package (Description)	Monday	Tuesday	Wednesday	Thursday	Friday	Start time	End time	Business Event Instructor (Desc.)	Maximum capacity	Number of Students enrolled
	AED 371	Section 001	ADVISING A CAREER & TECH STUDENT ORG		X		X		11:00:00 AM	12:15:00 PM	Dr. Stacy K Vincent	40	18
	AED 395	Section 001	SPECIAL PROBLEMS IN CAREER & TECH EDU						12:00:00 AM	12:00:00 AM	Rebekah Epps	0	0
	AED 399	Section 001	EXPERIENTIAL LEARNING CAREER & TECH EDU						12:00:00 AM	12:00:00 AM	Dr. Stacy K Vincent	0	0
	AED 399	Section 002	EXPERIENTIAL LEARNING CAREER & TECH EDU						12:00:00 AM	12:00:00 AM	Rebekah Epps	0	0
	AED 583	Section 001	DESIGNING CURRICULUM & ASSESSMENT		X		X		9:30:00 AM	10:45:00 AM	Rebekah Epps	29	28
	AED 592	Section 001	TEACHING EXPERIENCE IN CAREER & TECH ED	X	X	X	X	X	8:00:00 AM	4:00:00 PM	Dr. Stacy K Vincent	15	15
	AED 671	Section 001	YOUTH ORGANZTNS CAREER AND TECHNICAL		X		X		11:00:00 AM	12:15:00 PM	Dr. Stacy K Vincent	5	3
	AED 779	Section 001	SEM IN CAREER & TECH EDU						12:00:00 AM	12:00:00 AM	Dr. Stacy K Vincent	10	0



Department of Community and Leadership Development

College of Agriculture, Food and Environment

University of Kentucky

2020 Periodic Program Review

Review Committee site visit May 26 – 29, 2020

Conducted via Video Zoom Meetings

Review Report Submitted on June 23, 2020 by:

Dr. Reddy Palli	Review committee chair, and chair of UK Department of Entomology
Dr. Matt Raven	Professor (Ag. Ed.) Department of Community Sustainability, Michigan State University
Dr. Rhonda Phillips	Dean, Purdue Honors College, Professor, Agricultural Economics Department, Purdue University
Dr. Paul Lachapelle	Professor, Community Development Extension Specialist, Montana State University
Andrea James	Lexington Mayor’s Office, Community Response Strategist
Dr. Genia Toma	Professor, UK Martin School of Public Policy and Administration
Dr. Julie N. Zimmerman	Professor, UK Department of Community and Leadership Development
Brett Wasden	Graduate Student, UK Department of Community and Leadership Development
Miriam Gillies	Staff, UK Department of Community and Leadership Development

Executive Summary

The Department of Community and Leadership Development provides two undergraduate degree programs and one graduate degree program. It is regarded highly by its current and former students, with several citing their valuable educational experiences by being in the department's programs. Strengths are many, not the least of which is the interdisciplinary nature of the department, bringing together faculty, staff, and students from across a variety of interests and disciplines. This is a major strength and should continue to be built upon. The committee heard from many groups to clarify our understanding of departmental strengths and challenges. Overall, the department's broad scope drives its primary strengths and also precipitates challenges. The committee noted that while progress has been made since the last review, some faculty conflicts continue and therefore recommends that the department should develop a structured process to resolve faculty conflicts that utilizes resources within the college and university. The committee recognizes that undergraduate programs are major strengths and future opportunities for the department; therefore, it recommends that the department shall identify and implement additional resources necessary to sustain and continue growth of the undergraduate and graduate programs.

Brief description of the external review committee process

- Prior to the review, all committee members received and studied the CLD Self-study Report submitted by Dr. Wes Harrison (CLD Department Chair).
- The committee received their charge from Dean Cox and conducted listening sessions via Zoom video conference with departmental faculty, staff, students, and stakeholders May 26 – 28.
- On Friday, May 29, the committee held virtual working sessions and drafted language about the program's strengths, challenges, and potential recommendations.
- Immediately following the working sessions, the committee presented draft recommendations to Dean Cox and the CAFE leadership.
- The Committee Chair worked with the committee to prepare this report, which all members of the committee have approved.

We have organized the following report into six main sections (instruction, research, Extension, engagement, facilities, and administration). Within each of these sections, a brief summary of strengths, challenges, and opportunities is presented. We conclude our report with recommendations for the Department of Community and Leadership Development.

Instruction

Strengths

- Both majors have growing enrollments and receive strong instruction. Faculty are student-oriented and place a strong emphasis on undergraduate instruction.
- The CTE (Ag Ed) program has strong undergraduate students who have pride in their program and are vested with the success of their peers.
- The graduate program attracts strong, diverse cohorts from across the country.

Challenges

- Due to their successes, both majors, especially the Ag Ed major, are outgrowing instructional resources to support the programs. Just two faculty handle the teaching responsibilities for the Ag Ed Major.
- A perception exists that the CLD major lacks rigor and is a choice of last resort for many students. Current CLD majors feel that some students get preferential treatment, especially athletes.
- Use of a part-time Academic Coordinator (AC) has resulted in high turnover, which has caused strain with constantly training new ACs. There is concern about AC's commitment when part-time and are only able to work 20 hours per week
- Although graduate students like the flexibility of the program, they expressed concern regarding the depth of content in many of the courses.

Opportunities

- The structure of the ACs needs to be evaluated. The department should consider transitioning to a full-time AC with responsibility for both majors.
- Although challenging to achieve, there is an opportunity for shared teaching resources between the programs. A comprehensive curricular review and assessment of faculty needs for both majors should be conducted in order to match available resources to needs.
- There is a need for cross-listing of CLD and CTE courses to provide additional courses for "nontraditional" CTE students.
- Review and revise the induction of new graduate student cohorts. This should include the revision of the graduate handbook to provide additional information on finding committee members.
- Develop a mechanism for examining course rigor and admission standards to the CLD undergraduate program.
- Collaborate with the athletic department to improve the performance of student-athletes in the CLD undergraduate program.

Research

Strengths

- Potential exists for strong faculty contributions in traditional research.
- There is strong community demand for applied research in community development.
- Involvement of graduate students in faculty research is appreciated by students and mentioned as examples of favored activities among students.

Challenges

- The department lacks a unified research mission.
- Faculty disagreement exists concerning acceptable types of research.
- Research productivity and grantsmanship in traditional academic journals is declining.
- There is a large variance in individual DOE research allocations.

Opportunities/Recommendations

- Codify and make transparent research expectations through minimum DOE research allocations for faculty in each title series.
- Develop a seminar series reflecting a unifying theme for faculty of both programs.
- Develop more collaborations/joint faculty appointments across other units in CAFE and the entire campus.
- Consider the reduction of salary buyout rates for grants to generate more resources for the common good of CLD.

Extension

Strengths

- Significant grantsmanship exists.
- Faculty have received prestigious awards and recognition at the local, state, and national levels.
- Strong relationships exist with other Extension programs at UK (Family and Consumer Sciences, CEDIK, Animal Sciences, Biotech, and Dietetics and Nutrition) and across the US.
- The self-study indicates an increase of 45% in direct contact in Extension programming (p. 39, data from 2014 to 2019); Extension has a proven record of accomplishment as a resource for problem-solving among complicated community issues (ex. conflict resolution workshops).
- The department adds professional development opportunities for extension staff and evaluation (ex. the Master Gardener program from Dr. Breazeale).
- The department offers diverse content that applies and appeals to many constituents.
- In addition to their own programming, Extension faculty member(s) conduct work for college extension administration.

Challenges

- There are no Extension agents dedicated to CLD, so the faculty and staff must work to deploy programs through other means.
- There is a sense of being disconnected from other colleagues on campus.
- There is a lack of clarity of goals; each faculty doing their own thing; Silos among faculty.
- The department has low visibility among Extension agents.

Opportunities

- Develop an Extension identity for the department.
- Increase cross-campus collaboration (ex. food systems, housing policy) and expand attendance of existing seminar series to include others from campus.
- Expand/develop more fully community engagement.

- Need to revisit the role of the Extension coordinator for internal leadership in the Extension program.

Engagement

Strengths

- The department is well-positioned to be a leader in Equity, Inclusion and Diversity efforts at the University.
- There is significant grantsmanship within the department.
- Graduate student research and community engagement are seen as positive impacts to students in both CLD and Ag Ed.
- Faculty are recognized as skilled community engagement professionals by university colleagues and cohorts.

Challenges

- Community Innovation Lab mission, oversight, engagement, future seems of interest to some, but others seem tapped out or disinterested.
- There is limited accessibility due to physical building, south campus location, parking constraints, and instructor silos.
- Instructors report feeling as if there is not enough time to complete all that is required and demanded of their responsibilities; accountability is unclear.
- The CLD program's flexibility could be leading to a lack of clarity of what the program's goals and mission are, causing confusion throughout the college and university.

Opportunities

- Intentional and deeper collaboration is needed with colleges across campus with shared objectives to help fill gaps for students and expand the applied use of CLD and Ag Ed.
- Create an Interdepartmental Advisory Committee for the Community Innovation Lab and any subsequent new programs.
- Utilize UK's Office of Engagement to develop an engagement plan, including promotion and evaluation review aspects.
- Encourage and support service-learning and engagement opportunities for eager instructors, allowing for full usage of scholarship, increasing student hands-on experience while promoting the programs themselves.

Facilities

Strengths

- The recent vacating of Ag Ed. Association allowed for shifting of offices and additional meeting/common areas within Garrigus Building.
- There is a digital media lab housed within the departmental office area on the fifth floor of Garrigus Building.
- The digital lab is equipped to respond to virtual teaching needs and other areas likely have similar capabilities.
- There is a common area and conference room on the seventh floor of Garrigus Building.
- The Garrigus Building basement lecture hall holds 75-135 students.

Challenges

- The departmental location is on the fringe of campus and there is no room for growth.
- There is a sense of being disconnected from other colleagues on campus.
- CLD is spread across multiple floors (3, 5, and 7) of the Garrigus Building.
- The department lacks sufficient common areas for faculty, staff, and students to interact.
- The conference room is too small for faculty meetings.
- There are HVAC issues in Garrigus Building and the lack of parking near the building is a concern.

Opportunities

- Develop a facilities use and need plan for the department in coordination with the help of CAFE/UK facilities planners.
- Some courses in CLD are attractive for other majors and can be taught in central campus e.g. White Hall.
- Department could pay for parking spaces for visitor/guest use near Garrigus Building.
- A shared room (smart classroom) for online learning could be developed.
- Work with CAFE associate dean for facilities to improve HVAC and parking.

Department Administration

Strengths

- The structure for department meetings has improved, with more order and regular reporting, including for CIL and CEDIK.
- An internal process for decision-making on new faculty hires has been instituted.
- While challenges remain, increased participation and cohesiveness is noted as compared to the prior program review.

Challenges

- There is too much conflict and strife in the department, impacting student experience, which is unacceptable. Negative relations between some faculty are impacting staff and instructional staff as well.
- An apparent lack of consideration of the “whole” and action for the greater good results from insular actions and attitudes.
- Listening session participants noted a negative reputation for the department and some programs at college and university levels.
- Philosophical divides that impede progress (not hiring critically needed positions, for example) also work in direct opposition to the goal to further position the department as a leader in interdisciplinary learning, engagement, and research.

Opportunities

- A strong strategic plan is needed with clearly articulated vision, goals, and actions to strengthen both governance and decision-making in the department. Other benefits could include stronger recognition and standing in the college and across the University.
- Faculty/Staff would benefit from resource and recourse training on harassment, bullying, and professional behavior; along with department leadership to discipline/address

behavior that derails progress. Expectations for the desired culture should be stated and repercussions/remediations for addressing difficult situations should be clearly provided.

- Establish a committee to help implement recommendations across a range of needs, addressing strategic plan with clear mission, goals, and actions. Tie strategic plan to budgeting and evaluation processes.
- Establish a community norms document for the department.

Committee Recommendations

1. Develop a structured process to resolve faculty conflict.
 - Develop an agreed-upon community norms document to foster resolution among faculty.
 - Continuing to use a third-party facilitator, identify remedial actions needed to improve the environment. Training on harassment, bullying, and professional behavior; department leadership to discipline/address behavior that derails progress and expectations for the desired culture should be stated and repercussions/remediations for addressing difficult situations should be clearly provided.
 - Collaborate with the college to establish benchmarks and metrics regarding the department's working environment to be reported quarterly.
 - Chair is encouraged to participate in intra-group/team conflict, conflict negotiation skills offered by UK and other institutions (e.g., <https://jgr.umich.edu/about>).
 - Encourage faculty to participate in intergroup dialogue, conflict negotiation, and conflict management training.
2. Establish a strong strategic plan, including a clearly articulated vision with actionable goals, benchmarks, and metrics; and report on the plan annually. The strategic plan should incorporate and operationalize the recommendations submitted in this Program Review Committee Report. A strong strategic presence will strengthen both governance and decision-making in the department. Other benefits could include stronger recognition and standing in the college and across the University.
 - Establish a committee to help implement recommendations across a range of needs. Tie strategic plan to budgeting and evaluation processes.
 - Use a third-party facilitator.
 - Plan should be empowered through alignment with CAFE and UK strategic goals.
 - Use strategic plan for budgeting and performance reviews.
3. Identify and implement additional resources necessary to sustain and continue growth of the undergraduate and graduate programs.
 - Conduct a peer evaluation for hiring additional Ag Ed faculty. A 3rd faculty position is needed as soon as feasible.
 - Reconsider one full-time academic coordinator for the CLD and AgEd undergraduate program. The faculty may consult the CAFE Center for Student Success to find models

and examples of how one academic coordinator to both undergraduate programs is feasible.

- A comprehensive review of curriculum and faculty needs for both undergraduate majors should be conducted in order to match available resources to needs.
 - Investigate cross-listing of courses for CLD and CTE programs to provide additional courses for “nontraditional” CTE students.
4. Review undergraduate and graduate programs to strengthen integrity, value, and reputation.
- Review and revise the induction of new graduate student cohorts. This should include the revision of the graduate handbook to provide additional information on finding committee members.
 - Develop a mechanism for assessing course rigor and admission standards to the CLD undergraduate program.
 - Collaborate with the athletic department to improve the performance of student-athletes in undergraduate program courses.
 - Review student recruitment procedures.
5. Develop a communications plan (as part of the departmental strategic plan identified in recommendation 2) for the Extension function of the department.
- Develop an Extension identity for the department.
 - Include cross-campus collaboration.
 - Revisit the role of the Extension faculty coordinator for internal leadership in the Extension program.
 - Write a cohesive message to describe Extension programs offered through the department.
 - Deploy messaging and programming to further collaboration with Extension offices within counties.
6. Develop a plan (as part of the departmental strategic plan identified in recommendation 2) to strengthen the research mission of the department.
- Codify and make transparent research expectations through recommended minimum DOE research allocations for faculty in each title series.
 - Develop a unifying theme for the research seminar series.
 - Develop more collaborations/joint faculty appointments across other units in CAFE and the entire campus.
 - Consider the reduction of salary buyout rates for grants to generate more resources for the common good of CLD.
7. Develop a plan (as part of the departmental strategic plan identified in recommendation 2) to improve the community engagement mission of the department.
- Intentional and deeper collaboration with colleges across campus with shared objectives to help fill gaps for students and expand the applied use of CLD and Ag Ed.

- Creation of an Interdepartmental Advisory Committee for the Community Innovation Lab and any subsequent new programs created.
 - Utilize UK's Office of Engagement to develop an engagement plan, including promotion and evaluation review aspects.
 - Encourage and support service-learning and engagement opportunities for eager instructors, allowing for full usage of scholarship, increasing student hands-on experience while promoting the programs themselves. Encourage research on the scholarship of engagement.
8. Develop facilities use and needs plan (as part of the departmental strategic plan identified in recommendation 2) for the department in coordination with the help of CAFE/UK facilities planners.
- Explore obtaining departmental parking spaces near Garrigus Building.
 - Work with CAFE associate dean for facilities to improve HVAC and parking.
 - Work with CAFE associate deans for facilities & instruction to address the need for classrooms for growing enrollment.
 - Review the role of the digital lab for enhancing virtual teaching and community engagement opportunities.

Date:	May 26, 2020
Day 1:	Tuesday

9:00 – 9:30 am EST	Committee test Zoom meeting _____
9:30 – 10:15 am EST	Meeting with College of Agriculture, Food and Environment Dean Cox and Associate Dean for Faculty Resources, Planning and Assessment Dr. Brian Lee. Committee receives their charge from Dean Cox and Dr. Lee reviews rules and procedures. _____
10:15 – 10:30 am EST	Break
10:30 – 11:30 am EST	Meet Dr. Wes Harrison, department chair, for discussion and virtual departmental facility tour. _____
11:30am – 12:00pm EST	Committee discussion of next steps (continuation of same zoom meeting after discussion with Dr. Harrison ends).

Date:	May 27, 2020
Day 2:	Wednesday

8:15 – 9:00 am EST	Meeting with departmental administrative staff, departmental faculty committee member recused. _____
9:00 – 9:45 am EST	Meeting with departmental Extension staff, departmental faculty committee member recused. Continuation of prior Zoom meeting with a change of departmental staff attendees.
9:45 – 10:45 am EST	Meeting with departmental faculty. _____
10:45 – 11:00 am EST	Break
11:00 – 12:00 pm EST	Meeting with departmental undergraduate students in the Agricultural Education major, departmental faculty committee member recused. _____
12:00 – 1:00 pm EST	Meeting with departmental undergraduate students in the Community and Leadership Development major, departmental faculty committee member recused. _____

Date: May 28, 2020
 Day 3: Thursday

12:00 – 1:00 pm EST	Meeting with departmental graduate students, departmental faculty committee member recused. _____
1:00 – 2:00 pm EST	Meeting with stakeholders and constituents, including UK CEDIK and CAFE Academic Advisors. _____
2:00 – 2:15 pm EST	Break
2:15 – 3:15 pm EST	Meeting with Extension agents, departmental faculty committee member recused. _____
3:15 – 4:15 pm EST	Meeting with Associate Deans. _____ Dr. Bob Houtz, Research Dr. Carmen Agouridis, Instruction Dr. Laura Stephenson, Extension Dr. Orlando Chambers, Administration (facilities) Dr. Brian Lee, Faculty Resources, Planning and Assessment Note- additional college administrators may be invited to attend if available at the committee's discretion.
4:15 – 4:30 pm EST	Break
4:30 – 6:30 pm EST	Committee working session and discussion of next steps. This meeting is at the committee's discretion and may be shortened, lengthened, or cancelled as needed. Zoom link from prior meeting will be used.

Date: May 29, 2020
 Day 4: Friday

12:00 – 3:00 pm EST	Committee working session, breakout groups, and breaks at committee discretion. _____
3:00 – 3:30 pm EST	Break
3:30 – 4:30 pm EST	Committee presents preliminary findings to Dean Cox and college leadership. _____

Review Committee

Dr. Reddy Palli	Review committee chair, and chair of UK Department of Entomology
Dr. Matt Raven	Professor (Ag. Ed.) Department of Community Sustainability, Michigan State University
Dr. Rhonda Phillips	Dean, Purdue Honors College, teaching and research experience in sustainability, community well-being, economic development, and world urbanism
Dr. Paul Lachapelle	Professor, Community Development Extension Specialist, Montana State University
Andrea James	Lexington Mayor's Office, Special Projects Coordinator
Dr. Eugenia Toma	Professor, UK Martin School of Public Policy and Administration
Dr. Julie Zimmerman	Professor, UK Department of Community and Leadership Development
Brett Wasden	Graduate Student, UK Department of Community and Leadership Development
Miriam Gillies	Staff, UK Department of Community and Leadership Development

Support for Review Committee

Dr. Brian Lee

Tricia Coakley

Office Phone

859-257-7249

859-257-7041

Cell

S:\Asst Dean\Periodic Program Reviews\Departmental PPRs\CLD Site Visit Agenda

5/14/20

UK Program Review Implementation Plan

This **required** form is described as Appendix A in AR II-I.0.6.

College/Unit: Community and Leadership Development

Date: August 5, 2021

Recommendation/ Suggestion	Source I/E/H	Accept/ Reject**	Unit Response (resulting goal or objective)	Actions (including needed resources)	Time Line
<p>1. Develop a structured process to resolve faculty conflict.</p> <ul style="list-style-type: none"> Develop an agreed-upon community norms document to foster resolution among faculty. Continuing to use a third-party facilitator, identify remedial actions needed to improve the environment. Training on harassment, bullying, and professional behavior; department leadership to discipline/address behavior that derails progress and expectations for the desired culture should be stated and repercussions/remediations for addressing difficult situations should be clearly provided. Collaborate with the college to establish benchmarks and metrics regarding the department's working 	E	Accept	<p>The Chair has discussed this recommendation with the CLD Executive Committee, and broader CLD faculty. Although we agree that tensions among some individuals remain, in a broader context, we assert that conditions have improved since the last review. In most cases, unresolved faculty conflicts are not academic disagreements but have become personal. This obstructs reconciliation, and some individuals simply want to avoid one another rather than reconcile.</p> <p><u>Goal:</u> Develop a conflict resolution plan, a community norms document and an instrument to measure and benchmark progress.</p>	<p>1. The Chair will consult with CAFE's Office of Faculty Resources, Planning and Assessment to identify appropriate AR's and other UK regulations that provide guidelines on grievance and conflict resolutions strategies.</p> <p>2. The Chair will consult with CLD's Executive Committee (EC) to revise the survey used to measure department culture, so that it is more intentional about how questions are asked. Specifically, add questions about the climate including question(s) about how the department climate has changed, but still have parts that are comparable to the survey conducted in 2017. The survey will be the measurement tool to benchmark progress.</p> <p>3. Identify UK and external resources to provide training with respect to what constitutes harassment, bullying, and unprofessional behavior.</p>	<p>Dec 2020</p> <p>October 2021</p> <p>October 2021</p>

<p>environment to be reported quarterly.</p> <ul style="list-style-type: none"> Chair is encouraged to participate in intra-group/team conflict, conflict negotiation skills offered by UK and other institutions (e.g., https://igr.umich.edu/about). Encourage faculty to participate in intergroup dialogue, conflict negotiation, and conflict management training. 				<p>4. Use a third-party facilitator to conduct a focused discussion on procedures/options for conflict resolution and rebuilding trust, and articulation of a community norms document.</p> <p>5. Work with EC to develop a training program that both chair and faculty commit to completing.</p> <p>6. Conduct survey (from item 2) every other year to measure progress.</p>	<p>February 2022</p> <p>Every other year, starting October 2022</p>
<p>2. Establish a strong strategic plan, including a clearly articulated vision with actionable goals, benchmarks, and metrics; and report on the plan annually. The strategic plan should incorporate and operationalize the recommendations submitted in this Program Review Committee Report. A strong strategic presence will strengthen both governance and decision-making in the department. Other benefits could include stronger recognition and standing in the college and across the University.</p>	<p>E</p>	<p>Accept</p>	<p>The department has conducted strategic planning in 2017 and revised our mission and values statements (please see Self-Study, page 5). These planning retreats led to the last two hires.</p> <p>Please note that CAFE and UK strategic plans expired in 2020, so mapping CLD goals and action plans to institutional goals is problematic.</p> <p><u>Goal:</u> Develop actionable goals with respect to teaching, research, Extension, and community engagement, which flow from our mission statement and align with CAFE and UK strategic goals.</p> <p>We agree with the three bullet points following the recommendation.</p>	<p>1. The department will utilize a third-party facilitator to conduct a strategic planning retreat, and the CLD Executive Committee will utilize outcomes from the retreat to write a strategic plan.</p> <p>2. Recommendations 4, 5 and 6 will be addressed in the strategic plan.</p>	<p>TBD, pending UK and college strategic planning.</p>

<ul style="list-style-type: none"> • Establish a committee to help implement recommendations across a range of needs. Tie strategic plan to budgeting and evaluation processes. • Use a third-party facilitator. • Plan should be empowered through alignment with CAFE and UK strategic goals. • Use strategic plan for budgeting and performance reviews. 			<p>Departmental standing committees (e.g., Undergraduate, Graduate, and Executive committees) have always been involved in planning and implementation of departmental priorities.</p>		
<p>3. Identify and implement additional resources necessary to sustain and continue growth of the undergraduate and graduate programs.</p> <ul style="list-style-type: none"> • Conduct a peer evaluation for hiring additional Ag Ed faculty. A 3rd faculty position is needed as soon as feasible. • Reconsider one full-time academic coordinator for the CLD and AgEd undergraduate program. The faculty may consult the CAFE Center for Student Success to find models and examples of how one academic coordinator to both undergraduate programs is feasible. • A comprehensive review of curriculum and faculty needs for both undergraduate majors 	E	Accept	<p>This recommendation is applicable to every unit on campus. That said, we agree in the need to identify additional resources to sustain UG and graduate programs.</p> <p>Please note that the COVID-19 pandemic resulted in a hiring pause just prior to completing the search. Moreover, subsequent budget cuts resulted in the funds for this position being lost.</p>	<p>Due to budget cuts associated with the pandemic, we will need an infusion of recurring funds from the college, or to repurpose recurring funds within the current budget to support an Ag Ed and AC position. Repurposing existing funds will depend on salary becoming available through position vacancies.</p> <p>The department will work with college leadership to strengthen our proposal for the faculty and/or AC positions and identify funding options.</p> <p>The last bullet points will be addressed under action plans for recommendation 4.</p>	TBD

<p>should be conducted in order to match available resources to needs.</p> <ul style="list-style-type: none"> Investigate cross-listing of courses for CLD and CTE programs to provide additional courses for “nontraditional” CTE students. 					
<p>4. Review undergraduate and graduate programs to strengthen integrity, value, and reputation.</p> <ul style="list-style-type: none"> Review and revise the induction of new graduate student cohorts. This should include the revision of the graduate handbook to provide additional information on finding committee members. Develop a mechanism for assessing course rigor and admission standards to the CLD undergraduate program. Collaborate with the athletic department to improve the performance of student-athletes in undergraduate program courses. Review student recruitment procedures. 	E	Accept	<p>We agree that periodic review of our program is valuable.</p> <p>This recommendation is generally ongoing, as we have annual retreats to review our teaching programs. PSLOs for our CLD undergraduate program were developed and ratified by faculty Spring of 2020. Admission standards are determined by the college.</p> <p><u>Goal:</u> Following the plan developed under recommendation 2, continue with annual retreats to review teaching programs, specifically to review and revise introduction of new graduate student cohorts, adopt metrics for assessing course standards, review recruiting practices, and develop a plan for collaboration with the athletics department addressing student-athlete performance.</p>	<p>1. The Chair will charge undergraduate and graduate committees to review and benchmark programs with respect to other programs nationally. The review will include core courses, assessment metrics of course rigor, and use of community engagement & service learning within the curriculum.</p> <p>2. Given the diversity of the CLD student body, the Chair will charge the undergraduate and graduate committees to review departmental efforts regarding alignment of student programs with the DEI Strategic Plans for CAFE and the University. Particularly regarding UK DEI Action Step 2: Implement formal and informal curricular and co-curricular programs that promote discussions and activities about diversity and inclusivity, thus empowering all our students.</p>	<p>Begin annual retreats to reflect on teaching programs May 2022</p>

				3. Chair will appoint an ad-hoc committee to develop a plan to provide better collaboration between UK athletic department's tutorial and mentoring programs.	
<p>5. Develop a communications plan (as part of the departmental strategic plan identified in recommendation 2) for the Extension function of the department.</p> <ul style="list-style-type: none"> • Develop an Extension identity for the department. • Include cross-campus collaboration. • Revisit the role of the Extension faculty coordinator for internal leadership in the Extension program. • Write a cohesive message to describe Extension programs offered through the department. • Deploy messaging and programming to further collaboration with Extension offices within counties. 	E	Accept	See recommendation 2.	Same as recommendation 2.	Same as recommendation 2.
<p>6. Develop a plan (as part of the departmental strategic plan identified in recommendation 2) to strengthen the research mission of the department.</p> <ul style="list-style-type: none"> • Codify and make transparent research expectations through recommended minimum DOE 	E	Accept	See recommendation 2.	Same as recommendation 2.	Same as recommendation 2.

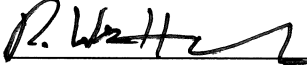
<p>research allocations for faculty in each title series.</p> <ul style="list-style-type: none"> • Develop a unifying theme for the research seminar series. • Develop more collaborations/joint faculty appointments across other units in CAFE and the entire campus. • Consider the reduction of salary buyout rates for grants to generate more resources for the common good of CLD. 					
<p>7. Develop a plan (as part of the departmental strategic plan identified in recommendation 2) to improve the community engagement mission of the department.</p> <ul style="list-style-type: none"> • Intentional and deeper collaboration with colleges across campus with shared objectives to help fill gaps for students and expand the applied use of CLD and Ag Ed. • Creation of an Interdepartmental Advisory Committee for the Community Innovation Lab and any subsequent new programs created. 	E	Accept	See recommendation 2.	Same as recommendation 2.	Same as recommendation 2.

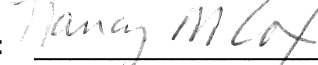
<ul style="list-style-type: none"> Utilize UK's Office of Engagement to develop an engagement plan, including promotion and evaluation review aspects. Encourage and support service-learning and engagement opportunities for eager instructors, allowing for full usage of scholarship, increasing student hands-on experience while promoting the programs themselves. Encourage research on the scholarship of engagement. 					
<p>8. Develop facilities use and needs plan (as part of the departmental strategic plan identified in recommendation 2) for the department in coordination with the help of CAFE/UK facilities planners.</p> <ul style="list-style-type: none"> Explore obtaining departmental parking spaces near Garrigus Building. Work with CAFE associate dean for facilities to improve HVAC and parking. Work with CAFE associate deans for facilities & instruction to address the need for classrooms for growing enrollment. 	E	Accept	<p>We agree to explore parking options near Garrigus for guest/community partners visiting the Community Innovation Lab and/or CLD.</p> <p>The media lab will be reviewed as part of the strategic plan developed under recommendation 2.</p>	<p>Meet to discuss parking options with Dr. Chambers. The department will also work with Associate Dean for Instruction to identify additional classroom spaces to accommodate increased enrollment and technology needs</p>	Spring 2022

• Review the role of the digital lab for enhancing virtual teaching and community engagement opportunities.					
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* Source of Recommendation (I = Internal recommendation; E = External Review Committee recommendation; H = Unit Head recommendation)

** Accept/Reject Recommendation (A=Accept; R=Reject)

Unit Head Signature: 

Unit Head Supervisor Signature: 

Date: 10/8/2021