

Dossier for Tenure and Promotion to Associate Professor in the Department of Agricultural Leadership, Education, and Communication

A. ACADEMIC HISTORY

- **Name:** Eric D. Rubenstein
- **Rank:** Assistant Professor (Undergraduate & Teacher Certification Coordinator)
 - Responsible for managing all student enrollment and state licensure requirements for teacher certification.
- **Recommended Rank:** Associate Professor
- **Allocation of Effort:** 0.75 EFT (0.45 instruction, 0.19 research, .11 academic outreach)
- **Tenure Status:** Tenure Track Status
- **Graduate Faculty Status:** 2014 - Present
- **Academic Degrees:**
 - **Doctor of Philosophy:** (Agricultural Education – Teacher Education), University of Florida, 2014
 - **Master of Science:** (Agricultural Education – Teacher Education), University of Florida, 2012
 - **Bachelor of Science:** (Agricultural Education; minor: Civic and Community Engagement), The Pennsylvania State University, 2007
- **Academic Positions:**
 - **Assistant Professor,** Agricultural Leadership, Education, and Communication (ALEC), University of Georgia, Athens, GA. August, 2014 – present
 - **Graduate Teaching Assistant,** Agricultural Education and Communication, University of Florida, Gainesville, FL. August, 2010 – July, 2014
- **Professional Positions:**
 - **Middle/High School Agricultural Education Teacher,** Forbes Road Middle/High School, Waterfall, PA. August 2009 – July, 2010
 - **High School Agricultural Education Teacher,** Bellefonte High School, Bellefonte, PA. August 2008 – July, 2009
 - **High School Agricultural Education Teacher,** West Perry High School, Ellittsburg, PA. August 2007 – July, 2008

B. TEACHING

Undergraduate and Graduate Teaching Evaluations: [24 Course Taught; 4.26 Mean Overall Course Score, 4.75 Mean Overall Instructor Score]

Teaching Evaluation Scores for Undergraduate and Graduate Classes

Note: 1 = strongly disagree, 2 = disagree, 3 = uncertain, 4 = agree, 5 = strongly agree

Course #/ Title	Semester	Enrollment	Responses	Course Overall	Instructor Overall
ALDR 5050/ Communication as an Agricultural Professional	Fall 2014	5	4	4.75/5.00	4.75/5.00
AGED 4340/6340/ Community Development in Agricultural Education	Fall 2014	16	8	4.38/5.00	4.38/5.00
ALDR 7020/ Program Evaluation	Fall 2014	4	2	4.50/5.00	4.5/5.00
AGED 7020/ Methods of Instruction in Agricultural Education	Spring 2015	14	6	4.00/5.00	4.67/5.00

Rubenstein Promotion and Tenure Dossier

AGED 5460/7460/ Student Teaching in Agricultural Education	Spring 2015	6	0	0.00	0.00
AGED 4010/6010/ Agricultural Education Seminar	Fall 2015	24	0	0.00	0.00
AGED 4340/6340/ Community Development in Agricultural Education	Fall 2015	27	9 – Athens 4 – Tifton	4.75/5.00 – Athens 4.15/5.00 – Tifton	5.00/4.00 – Athens 4.25/4.00 – Tifton
FYOS 1001/ All the Places We Will Go: Through Hands-on Learning	Fall 2015	15	4	5.00/5.00	5.00/5.00
AGED 4370/6370/ Agriscience for Teachers	Spring 2016	15	5	4.25/5.00	4.75/5.00
AGED 8300/ History and Philosophy of Agricultural Education	Spring 2016	5	2	5.00/5.00	5.00/5.00
AGED 5460/7460/ Student Teaching in Agricultural Education	Spring 2016	8	0	0.00	0.00
AGED 4340/6340/ Community Development in Agricultural Education	Fall 2016	19	3 – Athens 2 – Tifton	3.75/5.00 – Athens 5.00/5.00 – Tifton	5.00/5.00 – Athens 5.00/5.00 – Tifton
FYOS 1001/ All the Places We Will Go: Through Hands-on Learning	Fall 2016	14	7	4.64/5.00	4.83/5.00
AGED 4350/6350/ Curriculum Planning in Agricultural Education	Fall 2016	11	11	4.37/5.00	4.79/5.00
AGED 5460/7460/ Student Teaching in Agricultural Education	Fall 2016	3	0	0.00	0.00
AGED 4370/6370/ Agriscience for Teachers	Spring 2017	15	12	4.92 /5.00	4.92/5.00
ALDR 8100/ Teaching and Learning Theory	Spring 2017	6	4	4.50/5.00	4.25/5.00
ALDR 3800/3810S/ Scotland Study Abroad	Spring 2017	10	4	3.75/5.00	4.25/5.00
AGED 4340/6340/ Community Development in Agricultural Education	Fall 2017	14	6	4.84/5.00	4.83/5.00
AGED 4350/6350/ Curriculum Planning in Agricultural Education	Fall 2016	14	6	4.67/5.00	4.54/5.00
FYOS 1001/ All the Places We Will Go: Through Hands-on Learning	Fall 2017	16	3	4.67/5.00	5.00/5.00
AGED 4370/6370/ Agriscience for Teachers	Spring 2018	19			
AGED 5460/7460/ Student Teaching in Agricultural Education	Spring 2018	7			
ALDR 3800/3810S/ Scotland Study Abroad	Spring 2018	8			
Total numbers		295	102 (35%)	4.26/5.00	4.75/5.00

Question Format on Student Evaluations:

Instructor Overall: Compared with other instructors you have had at the University, how would you rate the teaching ability of this instructor?

Course Overall: Compared with other courses you have had at the University, how would you rate this course?

UGA Directed/Independent Courses: [19]

Course	Course Title	Semester	Enrollment
ALDR 7110 E	Special Problems in ALDR	Spring 2015	1
ALDR 7300	Master's Thesis	Summer 2015	1
AGED 4000	Directed Project in Education	Fall 2015	2
ALDR 7110E	Special Problems in ALDR	Fall 2015	1
ALDR 7300	Master's Thesis	Spring 2016	1
AGED 4000	Directed Project in Education	Summer 2016	1
ALDR 3910	Internship in Leadership	Summer 2016	1
ALDR 7000	Master's Research	Summer 2016	1
ALDR 7110E	Special Problems in ALDR	Summer 2016	1
AGED 4000	Directed Project in Education	Fall 2016	2
ALDR 7000	Master's Research	Fall 2016	2
AGED 4000	Directed Project in Education	Spring 2017	1
ALDR 7000	Master's Research	Spring 2017	2
ALDR 7300	Master's Thesis	Spring 2017	1
AGED 4000	Directed Project in Education	Summer 2017	2
ALDR 7000	Master's Research	Summer 2017	2
ALDR 7000	Master's Research	Fall 2017	4
ALDR 7110E	Special Problems in ALDR	Fall 2017	2
ALDR 7110E	Special Problems in ALDR	Spring 2018	2

Guest Lectures: [20]

- Rubenstein, E. D.** (February, 2018). *SAE What Is It*. Presented to AGED 462 at The University of Arizona. Tuscan, AZ. (National)
- Rubenstein, E. D.** (October, 2017). *SAE: The philosophical approach to implanting SAE in SBAE*. Presented to AGED 8120 at Clemson University. Clemson, SC (National)
- Rubenstein, E. D.** (March, 2017). *SAE then and now*. Presented to ANSC 2304 at Sul Ross University. Sul Ross, TX (National)
- Rubenstein, E. D.** (March, 2016). *What did we learn through an experiential study abroad experience?* Presented to ALDR 3110 at the University of Georgia. Athens, GA. (Statewide)
- Rubenstein, E. D.** (February, 2016). *Reflection: How do we engaged ourselves?* Presented to ALDR 3110 at the University of Georgia. Athens, GA. (Statewide)
- Rubenstein, E. D.** (February, 2016). *Journaling: What do we write and how do we continue to grow through experiences?* Presented to ALDR 3110 at the University of Georgia. Athens, GA. (Statewide)
- Rubenstein, E. D.** (March, 2015). *SAE then and now*. Presented to ANSC 2304 at Sul Ross University. Sul Ross, TX (National)

- Rubenstein, E. D.** (October, 2014). *AET and SAE*. Presented to AEC 4504 at the University of Florida. Gainesville, FL. (Statewide)
- Rubenstein, E. D.** (September, 2014). *Ethics in leadership*. Presented to ALDR 3900 at the University of Georgia. Griffin, GA (Statewide)
- Rubenstein, E. D.** (2014, June). *Tips for approaching and completing your dissertation or thesis*. Presented to AEC 6905 at the University of Florida. Gainesville, FL. (Statewide)
- Rubenstein, E. D.** (2014, January). *How to teach electricity in a high-school ag mechanics laboratory*. Presented to AEC 4228 at the University of Florida. Gainesville, FL. (Statewide)
- Rubenstein, E. D.** (2013, January). *The importance of SAE in SBAE*. Presented to AED 4233 at the University of Arkansas. Fayetteville, AR. (National)
- Rubenstein, E. D.** (2012, June). *APA citation and using references*. Presented to AEC 3033 at the University of Florida. Gainesville, FL. (Statewide)
- Rubenstein, E. D.** (2012, February). *Appropriate use of Facebook*. Presented to AEC 4942 at the University of Florida. Gainesville, FL. (Statewide)
- Rubenstein, E. D.** (2012, February). *Teaching electricity to high school students*. Presented to AEC 4228 at the University of Florida. Gainesville, FL. (Statewide)
- Rubenstein, E. D.** (2012, January). *Field trips: Their role in agricultural education*. Presented to AEC 4228 at the University of Florida. Gainesville, FL. (Statewide)
- Rubenstein, E. D.** (2011, September). *History of school-based agricultural education*. Presented to AEC 3323 History and Philosophy of Agricultural Education at the University of Florida. Gainesville, FL. (Statewide)
- Rubenstein, E. D.** (2011, March). *Ethics in education and leadership*. Presented to AEC 3414 Leadership Development at the University of Florida. Gainesville, FL. (Statewide)
- Rubenstein, E. D.** (2011, January). *Teaching electricity to high school students*. Presented to AEC 4228 at the University of Florida. Gainesville, FL. (Statewide)
- Rubenstein, E. D.** (2010, September). *Resumes and cover letters: Providing success for employment*. Presented to AEC 3033 at the University of Florida. Gainesville, FL. (Statewide)

Development of New Courses: [3]

AGED 8100 Teaching and Learning Theories in Agricultural Education

This course was developed to fill a void in the graduate education program within the department. When I began, there were few graduate courses for students majoring in Agricultural Education. A portion of the course was utilized to instruct students in experiential learning and integrates my research into the curriculum.

AGED 8300 History and Philosophy of Agricultural Education

This course was developed to enhance the Agricultural Education portion of the graduate program. This course was designed to instruct graduate students in the historical and philosophical underpinnings of agricultural education. This course helps students recognize how various philosophers such as John Dewey, Charles Prosser, and David Snedden impacted the current format of agricultural education.

FYOS 1001 All the Places We Will Go: Through Hands-on Learning

To align with my research in experiential learning, this course was developed to expose freshman to the impact that all experiences have on learning and lives. During the course, students develop experiential learning opportunities for their peers. This course brings my research to life in a practical way for students, regardless of their major.

Redevelopment of Courses: [2]

AGED 4010 Agricultural Education Seminar

When arriving to the University of Georgia, this course was redesigned to require students to complete a series of activities that promote critical thinking and problem solving. The course requires all students to complete 50 hours of observation during the fall semester prior to student teaching. The students complete a handbook where they reflect on these experiences and develop several artifacts needed to begin student teaching and their first year teaching. This course exemplifies my research in experiential learning.

AGED 4340 Community Program Development in Agricultural Education

This course was redesigned to focus on the development and implementation of community based programs. Students examine their role as an advisor of the National FFA Chapter at their school and their role as a supervisor of student’s Supervised Agricultural Experience programs. During the course my research is used to enhance the learning environment. My specialization of examining Supervised Agricultural Experience programs (a form of experiential learning in agricultural education) provides students with unique ways to develop and implement meaningful student learning experiences in their agricultural education classrooms.

Advising graduate students and dates of graduation/expected graduation [13 Major Advisor, 16 Committee Member]

Name	Institution	Degree	Graduation Date	Current Placement
Served/Serving as Major Advisor				
Robert Beck	UGA	MAL	May, 2016	UGA Employee
Haden Ellis	UGA	MAEE	May, 2017	Unemployed
Courtney Ryan	UGA	MAEE	December, 2017	Teacher
Morgan Hurkmans	UGA	MAEE	December, 2017	Agriculture Teacher
Joshua Truitt	UGA	MAEE	May, 2018	Student
Jillian Gordon	UGA	MAEE	August, 2018	Agriculture Teacher
Jesika Halloway	UGA	MAEE	May, 2019	Agriculture Teacher
Savannah White	UGA	MAEE	May, 2019	Student
Paryce Bradley	UGA	MAEE	May, 2019	Agriculture Teacher
Nikki Smith	UGA	MAEE	May, 2020	Agriculture Teacher
Ashley Sapp	UGA	MAEE	May, 2020	Agriculture Teacher
Joshua Boyston	UGA	MAEE	December, 2020	Agriculture Teacher
Joey Temperly	UGA	MAEE	December, 2020	Agriculture Teacher
Served/Serving as Committee Member				
Sarah Loughridge	UGA	MAL	May, 2015	UGA Employee
Tyler Huff	UGA	MAL	August, 2015	Agriculture Teacher
Brian Weldy	UGA	MAL	December, 2015	UGA Employee
Palmer Smith	UGA	MAL	December, 2015	Unemployed
Christopher Campbell	UGA	MAL	May, 2016	UGA Extension
Rachel Wigington	UGA	MAL	May, 2016	UGA Extension
Emily Cabrara	UGA	MAEE	May, 2016	Unemployed
Lisa Starling	UGA	MAEE	December, 2017	UGA Extension
Lauryn Gilmer	UGA	MAEE	December, 2017	Environmental Educator
Anna Hartley	UGA	MAEE	May, 2019	Student
Cliff Collins	UGA	MAEE	May, 2019	Student
Nick Hodges	UGA	MAEE	May, 2019	Student
Megan Hise	UGA	MAEE	May, 2019	Student

Rubenstein Promotion and Tenure Dossier

Jayda Williams	UGA	MAEE	May, 2019	Student
Jerrod Hardin	UGA	MAEE	May, 2019	Student
Patricia Williams	UGA	PhD, Workforce Ed	May, 2019	Agriculture Teacher

Internship Supervision (Student Teacher Supervision): [30]

Spring 2015	Spring 2016	Spring 2017	Spring 2018
Erica Frost	Joel Smallwood	Jaky Cervantes	Charles Lineberger
Dillon Parker	Christopher Whitworth	Anna Hartley	Dakota Martin
Joey Temperly	Caleb Owenby	Brandon Poole	Johnathan Paul
Matthew Mayhue	Elijah Parham	Addie Tucker	Jacqueline Elder
Palmer Smith	Ashley Sapp	David Williams	Breanna Heaney
Ben Richardson	Roseanna Vols	Morgan Hurkmans	Jayda Williams
	Emily Wheeler	Tyson Deal	Jerrod Hardin
	Lacy Powell	Patrick Murray	
	Adair Woodward		

Academic Advising – Undergraduate Advising

	2014-2015	2015-2016	2016-2017
Undergraduate	24	30	45

Instructional Funding –\$35,350

- Rubenstein, E. D.** (2018). Lilly fellows teaching project. *Lilly Fellows Program*. Funding \$2,000
- Rubenstein, E. D.** (2017). National FFA Convention Trip. *Community Sponsors*. Funding: \$19,700
- Rubenstein, E. D.** (2017). Service Learning Mini Grant. Funded - \$300
- Rubenstein, E. D.** (2016). National FFA Convention Trip. *Community sponsors*. Funding: \$14,200
- Rubenstein, E. D.** (2016). Service Learning Mini Grant. Funded - \$250
- Rubenstein, E. D.** (2015). Service Learning Mini Grant. Funded - \$400
- Rubenstein, E. D.** (2014). Service Learning Mini Grant. Funded - \$500

Recognitions and Outstanding Achievements: [2]

Teaching Academy Fellow, University of Georgia, 2017-2018
 Lilly Teaching Fellow, University of Georgia, 2016-2018

C. SCHOLARLY ACTIVITIES

In Agricultural Education, reviews are conducted using a double-blind process and author order is established by that amount of contribution to the article.

Refereed Journal Articles: [12 Published; 2 In Press] * Indicates Student

- 1.
2. *Goldsmith, L. H. & **Rubenstein, E. D.** (In Press). Integration of outdoor classrooms in schools. Accepted for publication in the *Career and Technical Education Research Journal*.

3. Fuhrman, N. E., & **Rubenstein, E. D.** (2017). Teaching with animals: The role of animal ambassadors in improving presenter communication skills. *Journal of Agricultural Education*, 58(1), 226-238. doi: 10.5032/jae.2017.01226
4. **Rubenstein, E. D.**, Thoron, A. C., Colclasure, B. C., & *Gordon, J. A. (2016). Supervised agricultural experience programs: An examination of the development and implementation of urban programs. *Journal of Agricultural Education*, 57(4), 217-233. doi: 10.5032/jae.2016.04217
5. **Rubenstein, E. D.**, Conner, N. W., Hurst, S. D., & Thoron, A. C. (2016). A philosophical examination of school-based agricultural education and NBC's Education Nation. *NACTA Journal*, 60(3), 263-271.
6. **Rubenstein, E. D.**, & Thoron, A. C. (2015). Supervised agricultural experience programs: An examination of committed teachers and student centered programs. *Journal of Agricultural Education*, 56(3), 75-89. doi: 10.5032/jae.2015.04075
7. Hurst, S. D., Conner, N. W., Stripling, C. T., Blythe, J., Giorgi, A., **Rubenstein, E. D.**, Futrell, A., Jenkins, J., & Roberts, T. (2015). An exploration of the formal agricultural education system in Trinidad and Tobago. *Journal of Agricultural Education* 56(1), 141-154. doi: 10.5032/jae.2015.01141
8. **Rubenstein, E. D.**, & Thoron, A.C. (2014). The creation of a biofuels and sustainable agriculture post-secondary curriculum: A true-Delphi study. *Journal of Career and Technical Education*, 39(2), 171-184. doi: <http://dx.doi.org/10.5328/cter39.2.171>
9. Conner, N. W., **Rubenstein, E. D.**, DiBenedetto, C. A., Striplings, C. T., Roberts, T. G., & Stedman, N. L. P. (2014). Examining student perceptions of flipping an agricultural teaching methods course. *Journal of Agricultural Education*, 55(5), 65-77. doi: 10.5032/jae.2014.05065
10. **Rubenstein, E. D.**, Thoron, A. C., & Estep, C. M. (2014). Perceived self-efficacy of preservice agriculture teachers toward specific SAE competencies. *Journal of Agricultural Education*, 55(4), 72-84. doi: 10.5032/jae.2014.04072
11. **Rubenstein, E. D.**, & Thoron, A. C. (2014). Successful supervised agricultural experience programs as defined by American FFA Degree star finalists. *Journal of Agricultural Education*, 55(3), 162-174. doi: 10.5032/jae.2014.03162
12. Conner, N. W., & **Rubenstein, E. D.** (2014). The perceptions of the quality of education received from PhD student instructors through the eyes of four agricultural education undergraduate students. *NACTA Journal*, 58(1), 11-18. Retrieved from <http://www.nactateachers.org/volume-58-number-1-march-2014/2173-the-perceptions-of-the-quality-of-education-received-from-phd-graduate-teaching-assistant-instructors-through-the-eyes-of-four-agricultural-education-preservice-teachers.html>
13. **Rubenstein, E. D.**, & Thoron, A. C. (2013). An observational analysis of agricultural education faculty during on-site supervisory visits with preservice teachers. *Journal of Agricultural Education*, 54(4), 134-148. doi: 10.5032/jae.2013.04134
14. Thoron, A. C., & **Rubenstein, E. D.** (2013). The effect of vee maps and laboratory reports on high- and low-order content-knowledge achievement in agriscience education. *Journal of Agricultural Education*, 54(3), 198-208. doi:10.5032/jae.2013.03198

Refereed Abstracts: [9] * Indicates Student

1. **Rubenstein, E. D.** and Pringle, T. D. (2017). Lab or no lab: The utilization of experiential learning in an introductory animal science course [Abstract]. *NACTA Journal*, 61, Supplement.
2. **Rubenstein, E. D.** and Fuhrman, N. E. (2017). Education abroad: An approach to addressing educational differences through participatory study abroad programs [Abstract]. *NACTA Journal*, 61, Supplement.
3. *Starling, L., Fuhrman, N. E., **Rubenstein, E. D.**, Newberry, M. (2017). Animals help reduce communication anxiety: Which is "best": Fur, feathers, or scales? [Abstract]. *NACTA Journal*, 61, Supplement.

4. **Rubenstein, E. D.**, *Blanco Vera, I. (2016). Graduate student recruitment: Student perceptions of recruitment strategies [Poster]. *NACTA Journal*, 60, Supplement.
5. **Rubenstein, E. D.**, Fuhrman N. E., Rice, A. H., Flanders, F. (2016). Producing teachers with a balance of content and pedagogical knowledge: Recommendations for success[Abstract]. *NACTA Journal*, 60, Supplement.
6. Duncan, D. W., Fuhrman N. E., **Rubenstein, E. D.** (2016). Addressing food insecurity via a participatory approach to international service learning [Abstract]. *NACTA Journal*, 60, Supplement.
7. Fuhrman N. E., **Rubenstein, E. D.** (2016). Small animals in the college classroom: Student reactions and educator recommendations [Abstract]. *NACTA Journal*, 60, Supplement.
8. Fuhrman N. E., **Rubenstein, E. D.**, Newberry, M. (2015). Live animals in the college classroom: The difference an animal ambassador makes in enhancing student communication skills [Abstract]. *NACTA Journal*, 59, Supplement.
9. Conner, N. W., & **Rubenstein, E. D.** (2012, June). The perceptions of the quality of education received from PhD student instructors through the eyes of four agricultural education undergraduate students [Abstract]. *NACTA Journal*, 56, Supplement, 64.

Works Submitted But Not Yet Accepted: [3]

1. Burleson, S. E., Thoron, A. C., & **Rubenstein, E. D.** (In Review). Knowledge, skills, and competencies needed by students with training in agricultural and environmental practices as perceived by local leaders: A delphi study. Manuscript submitted for publication in the *Journal of Agricultural Education*.
2. **Rubenstein, E. D.**, & Thoron, A. C. (In Review). Supervised agricultural experiences: An examination of support, supervision, and culture. Manuscript submitted for publication in the *Career and Technical Education Research Journal*.
3. **Rubenstein, E. D.**, & Thoron, A. C. (In Review). Motivational factors that influenced learner participation in supervised agricultural experience programs. Manuscript submitted for publication in the *Journal of Agricultural Education*.

Creative Contributions other than Formal Publications: [7] * Indicates Student

1. *Poole, B. S., & **Rubenstein, E. D.** (2017). The men, the myths, the legends: Dudley Mays Hughes and Hoke Smith. *Agricultural Education Magazine*, 89(1), 7-8.
2. **Rubenstein, E. D.**, Meeks, A., Kelsey, K. D., & Peake, J. (2015). *Recruitment plan for the department of Agricultural Leadership, Education, and Communication*.
3. **Rubenstein, E. D.** (2014). Assessment: SAE. *Agricultural Education Magazine*, 86(7), 15-16. Retrieved from <https://www.naae.org/profdevelopment/magazine/index.cfm>
4. **Rubenstein, E. D.**, & Thoron, A. C. (2014). Influential factors during the development and implementation process of exemplary SAEs. *Agricultural Education Magazine*, 86(6), 19-21. Retrieved from <https://www.naae.org/profdevelopment/magazine/index.cfm>
5. **Rubenstein, E. D.**, & Thoron, A. C. (2014). *Setting goals to promote academic and personal achievement*. Florida Cooperative Extension Services Electronic Data Information Source, Document AEC 502. Available at <http://edis.ifas.ufl.edu/aec502>
6. **Rubenstein, E. D.**, & Thoron, A. C. (2014). *Attribution theory: How is it used?* Florida Cooperative Extension Services Electronic Data Information Source, Document WC 162. Available at <http://edis.ifas.ufl.edu/wc162>
7. **Rubenstein, E. D.**, & Thoron, A. C. (2013). *Inclusion of Diverse Learners in the Educational System*. Florida Cooperative Extension Service Electronic Data Information Source, Document WC 150. Available at <http://edis.ifas.ufl.edu/pdffiles/WC/WC15000.pdf>

Extramural Grant Funding: [Funded – \$168,549 (as Principal Investigator)]

Rubenstein, E. D., Fuhrman, N. E., Kim, C., Newberry, M. G., & Rieber, L. P. (2016). Treasure SAE: Teacher rejuvenation for enhancing agriscience students' utilization of real-world experiences. *Agriculture and Food Research Initiative – Food, Agriculture, Natural Resources and Human Sciences Education and Literacy Initiative (USDA-NIFA)*. Funds Requested: \$149,724 – Funded at: \$143,855

Rubenstein, E. D., & Copenheaver, C. (2017). “FOREST” initiative: Facilitating open-dialogue for regional environmental science teachers. *Secondary Education, Two-Year Postsecondary Education, and Agriculture in the K-12 Classroom Challenge Grants Program (SPECAs) (USDA-NIFA)*. Funded at: \$24,694

Extramural Grant Funding: [Unsuccessful - \$13,831,509]

Fuhrman, N. E., Borron, A., Newberry, M. G., **Rubenstein, E. D.,** Navarro, M., Griffeth, L. L., Holt, J., & Kelsey, K. (2016). The faculty c3 program. *National Needs Fellows (USDA-NIFA)*. Funds Requested: \$238,500

Rubenstein, E. D., Newberry, M. G., Fuhrman, N. E., Rice, A. H., Copenheaver, C., Schoenholtz, S. H., Zink-Sharp, A., & Shumaker, K. L. (2016). TREE (Teacher Representatives for Environmental Education) consortium. Environmental Education Training Program. *Environmental Protection Agency: Environmental Education Training Program (EPA)*. Funds Requested: \$13,135,781

Copenheaver, C., Sharp, A., Fuhrman, N. E., **Rubenstein, E. D.,** & van de Gevel, S. (2015). TREE-climate special investigators. *Secondary Education, Two-Year Postsecondary Education, and Agriculture in the K-12 Classroom Challenge Grants Program (SPECAs) (USDA-NIFA)*. Requested Funds: \$289,228

Bertrand, J., Berning, J., Beckstead, R. B., Dove, C. R., Reyes de corcuera, J., **Rubenstein, E. D.,** Shockley, M., & Vencill, W. K. (2015). Project PAL: A novel approach to increase student retention. *NIFA Higher Education Challenge Grant Program*. Requested Funds: \$150,000

External Contract Funding: [Funded - \$12,500]

Rubenstein, E. D., & Thoron, A. C. (2013). Exemplary Supervised Agricultural Experience Programs in Rural and Urban Secondary Schools. Funded by Midwest PMS (\$12,500).

Internal Grant Funding: [Funded – \$5,000]

Rubenstein, E. D. (2018). CAES Faculty International Research Travel Grant. Funded - \$2,000

Rubenstein, E. D., & Fuhrman, N. E. (2015). UGA Graduate School Diversity Recruitment Grant. Funded - \$1,500.

Fuhrman, N. E., & **Rubenstein, E. D.** (2014). UGA Graduate School Diversity Recruitment Grant. Funded - \$1,500.

Recognitions and Outstanding Achievements

1. Outstanding Research Paper Award, American Association for Agricultural Education (AAAE) National Conference, 2016
2. Distinguished Research Manuscript Award, Southern Region (SR) -AAAE, 2016
3. Author of the Year (JAE Volume 54), 2014 – (Thoron, A.C., & Rubenstein, E. D. - 2013)
4. Outstanding Research Poster Award, SR-AAAE, 2014
5. Distinguished Innovative Idea Poster Award, AAEE, 2013
6. Distinguished Innovative Idea Poster Award, SR-AAAE, 2013
7. Outstanding Research Paper Award, SR-AAAE, 2013

8. Outstanding Research Poster Award, AAAE, 2012
9. Outstanding Research Poster Award, SR-AAAE, 2012
10. Second Runner-up Innovative Idea Poster Award, SR-AAAE, 2011

Refereed Conference Papers [20]

In Agricultural Education, reviews are conducted using a double-blind process and author order is established by that amount of contribution to the article.

1. Goldsmith, L. H. & **Rubenstein, E. D.** (February, 2017). Integration of outdoor classrooms in schools. *Presented at the 2017 AAAE Southern Region Research Conference, Mobile, AL, 200-217.* Retrieved from <http://www.aaaeonline.org/resources/Documents/Southern%20Region/2017%20AAAE%20Southern%20Region%20Conference%20Proceedings.pdf>
2. **Rubenstein, E. D.**, Thoron, A. C., Colclasure, B. C., & Gordon, J. A. (May, 2016). Supervised agricultural experience programs: An examination of the development and implementation of urban programs. *Proceedings of the 2016 National AAAE Research Conference, Kansas City, MO, 125-138.* Retrieved from <http://aaaeonline.org/Resources/Documents/Research%20Conference%20Proceedings.pdf>
3. Fuhrman, N. E., & **Rubenstein, E. D.** (May, 2016). Teaching with animals: The role of animal ambassadors in improving presenter communication skills. *Proceedings of the 2016 National AAAE Research Conference, Kansas City, MO, 125-138.* Retrieved from <http://aaaeonline.org/Resources/Documents/Research%20Conference%20Proceedings.pdf>
4. Fuhrman, N. E., & **Rubenstein, E. D.** (February, 2016). Teaching with animals: The role of animal ambassadors in improving presenter communication skills. *Proceedings of the 2016 Southern Region AAAE Research Conference, San Antonio, TX, 125-138.* Retrieved from <http://aaaeonline.org/Resources/Documents/Research%20Conference%20Proceedings.pdf>
5. **Rubenstein, E. D.**, Gordon, J. A., & Miller, A. (February, 2016). An authentic approach to preservice teacher SAE instruction (phase II). *Poster presented at the 2015 Southern Region AAAE Research Conference, San Antonio, TX.*
6. **Rubenstein, E. D.**, & Thoron, A. C. (2015, May). Supervised agricultural experience programs: An examination of support, supervision, and culture. *Proceedings of the 2015 National AAAE Research Conference, San Antonio, TX, 195-210.* Retrieved from <http://aaaeonline.org/Resources/Documents/Research%20Conference%20Proceedings.pdf>
7. **Rubenstein, E. D.**, & Thoron, A. C. (2015, February). Supervised agricultural experience programs: An examination of support, supervision, and culture. *Proceedings of the 2015 Southern Region AAAE Research Conference, Atlanta, GA, 270-284.* Retrieved from http://aaaeonline.org/uploads/allconferences/5-18-2014_499_Proceedings_of_the_2014_AAAE_%28Full%29.pdf
8. **Rubenstein, E. D.**, & Thoron, A. C. (2015, February). Supervised agricultural experience programs: An examination of committed teachers and student centered programs. *Proceedings of the 2015 Southern Region AAAE Research Conference, Atlanta, GA, 254-269.* Retrieved from http://aaaeonline.org/uploads/allconferences/5-18-2014_499_Proceedings_of_the_2014_AAAE_%28Full%29.pdf
9. **Rubenstein, E. D.**, & Thoron, A. C. (2014, May). Successful supervised agricultural experience programs as defined by American FFA Degree star finalists. *Proceedings of the 2014 National AAAE Research Conference, Salt Lake City, UT, 118-133.* Retrieved from http://aaaeonline.org/uploads/allconferences/5-18-2014_499_Proceedings_of_the_2014_AAAE_%28Full%29.pdf
10. **Rubenstein, E. D.**, & Thoron, A. C. (2014, February). Successful supervised agricultural experience programs as defined by American FFA Degree star finalists. *Proceedings of the 2014*

- Southern Region AAAE Research Conference, Dallas, TX, 436–450. Retrieved from http://aaaeonline.org/uploads/allconferences/2-2-2014_383_2014_SAERC_Proceedings.pdf*
11. **Rubenstein, E. D.**, Thoron, A. C., & Estepp, C. M. (2014, February). Perceived self-efficacy of preservice agriculture teachers toward specific SAE competencies. *Proceedings of the 2014 Southern Region AAAE Research Conference, Dallas, TX, 194–206. Retrieved from http://aaaeonline.org/uploads/allconferences/2-2-2014_383_2014_SAERC_Proceedings.pdf*
 12. Conner, N. W., **Rubenstein, E. D.**, DiBenedetto, C. A., Striplings, C. T., Roberts, T. G., & Stedman, N. L. P. (2014, February). Examining student perceptions of flipping an agricultural teaching methods course. *Proceedings of the 2014 Southern Region AAAE Research Conference, Dallas, TX, 358–371. Retrieved from http://aaaeonline.org/uploads/allconferences/2-2-2014_383_2014_SAERC_Proceedings.pdf*
 13. Thoron, A. C., & **Rubenstein, E. D.** (2013, May). The effect of vee maps and laboratory reports on high- and low-order content-knowledge achievement in agriscience education. *Proceedings of the 2013 National Agricultural Education AAAE Research Conference, Columbus, OH, 764-778. Retrieved from http://aaaeonline.org/uploads/allconferences/6-13-2013_235_AAAE_NAERC_V40_2013_Proceedings.pdf*
 14. Hurst, S. D., Conner, N. W., Blythe, J., Futrell, A., Giorgi, A., Jenkins, J., **Rubenstein, E. D.**, Stripling, C. T., & Roberts, T. G. (2013, May). An exploration of the formal agricultural education system in Trinidad and Tobago. *Proceedings of the 2013 National Agricultural Education AAAE Research Conference, Columbus, OH, 433-447. Retrieved from http://aaaeonline.org/uploads/allconferences/6-13-2013_235_AAAE_NAERC_V40_2013_Proceedings.pdf*
 15. **Rubenstein, E. D.**, & Thoron, A. C. (2013, May). The situated cognition approach to supervised agricultural experiences. *Proceedings of the 2013 National Agricultural Education AAAE Research Conference, Columbus, OH, 312-315. Retrieved from http://aaaeonline.org/uploads/allconferences/5-16-2013_464_2013AAAE_PosterProceedings.pdf*
 16. Thoron, A. C., & **Rubenstein, E. D.** (2013, February). The effect of vee maps and laboratory reports on high- and low-order content-knowledge achievement in agriscience education. *Proceedings of the 2013 Southern Agricultural Education AAAE Research Conference, Orlando, FL, 151-164. Retrieved from http://aaaeonline.org/uploads/allconferences/2-1-2013_903_SAAS_Full_Program_2013_2.pdf*
 17. Conner, D. W., & **Rubenstein, E. D.** (2013, February). The perceptions of the quality of education received from PhD graduate teaching assistant instructors through the eyes of four agricultural education preservice teachers. *Proceedings of the 2013 Southern Agricultural Education AAAE Research Conference, Orlando, FL, 567-580. Retrieved from http://aaaeonline.org/uploads/allconferences/2-1-2013_903_SAAS_Full_Program_2013_2.pdf*
 18. **Rubenstein, E. D.**, Thoron, A. C., & Burleson, S. E. (2012, November). *A true Delphi approach: developing a tailored curriculum in response to a local agriscience need.* Poster presented at the meeting of the Association of Career and Technical Education Research, Atlanta, GA.
 19. **Rubenstein, E. D.**, Burleson, S. E., & Thoron, A. C. (2012, November). *Conceptual Model to Educate the Agricultural Workforce.* Poster presented at the meeting of the Association of Career and Technical Education Research, Atlanta, GA.
 20. **Rubenstein, E. D.**, & Myers, B. E. (2012, February). Supervised agriculture experience programs: A demographic analysis of the 2010 American FFA Degree applications. *Proceedings of the 2012 Southern Agricultural Education AAAE Research Conference, Birmingham, AL.*

Invited Seminars/Presentations (Including Academic Outreach): [45]

1. **Rubenstein, E. D.** (January, 2018). *SAE: What is needed to make me successful as a teacher?* Workshop presented at the 2018 Georgia Vocational Agriculture Teachers Association Mid-Winter Conference. Covington, GA.

2. **Rubenstein, E. D.** (July, 2017). *UGA cooperating teachers: What is expected of you?* Presented for agriscience teachers at the 2017 Summer GVATA Conference. Savannah, GA.
3. **Rubenstein, E. D.** (July, 2017). *SAE program development: How do we begin?* Presented for agriscience teachers at the 2017 Summer GVATA Conference. Savannah, GA.
4. **Rubenstein, E. D.** (July, 2017). *Argumentation skills: An innovative approach.* Presented for agriscience teachers at the 2017 Summer GVATA Conference. Savannah, GA.
5. Barrick, R. K., & **Rubenstein, E. D.** (February, 2017). *Developing and Managing Study Abroad Programs.* Presented for university faculty members at the 2017 Southern Region Meeting of the American Association of Agricultural Educators. Mobile, AL.
6. **Rubenstein, E. D.,** & Thoron, A. C. (December, 2016). *Building your SAE culture to success: Preparing the future generation.* Presented for agriscience teachers at the 2016 National Association of Agricultural Educators Conference. Las Vegas, NV.
7. **Rubenstein, E. D.** (November, 2016). *Vee-maps: How do we utilize them in your classroom.* Presented to teachers from Floyd County Schools. Rome, GA.
8. **Rubenstein, E. D.** (July, 2016). *Classroom management: Tips of the trade.* Presented for agriscience teachers at the 2016 Summer GVATA Conference. Savannah, GA.
9. **Rubenstein, E. D.** (April, 2016). *Tagged to teach ag.* Workshop presented at the 2016 Georgia State FFA Convention. Macon, GA.
10. **Rubenstein, E. D.** (February, 2016). *Agricultural education: The greatest career choice.* Presented to students from Newton County Schools. Athens, GA
11. **Rubenstein, E. D.** (January, 2016). *Agricultural education CDE: What to do to prepare.* Workshop presented at the 2016 Georgia Vocational Agriculture Teachers Association Mid-Winter Conference. Covington, GA.
12. **Rubenstein, E. D.** (January, 2016). *Being a cooperating teacher: What to expect and how to support your student teacher.* Workshop presented at the 2016 Georgia Vocational Agriculture Teachers Association Mid-Winter Conference. Covington, GA.
13. Coursey, B., & **Rubenstein, E. D.** (January, 2016). *Why should you choose a career in Agricultural Education.* Workshop presented at the 2016 Georgia Vocational Agriculture Teachers Association Mid-Winter Conference. Covington, GA.
14. **Rubenstein, E. D.,** and Elliott, K. E. (November, 2015). *EdTPA: The Cooperating Teacher.* Presented at the 2015 Association for Career and Technical Education National Conference. New Orleans, LA.
15. **Rubenstein, E. D.** (September, 2015). *Vee-maps: How do we utilize them in your classroom.* Presented to teachers from Walker County Schools. Chickamaqua, GA.
16. **Rubenstein, E. D.** (September, 2015). *Agricultural education: The greatest career choice.* Presented to students from Jackson County Schools. Athens, GA
17. **Rubenstein, E. D.** (September, 2016). *Reflection: How do we engaged ourselves?* Presented to Participants Enrolled in the Advancing Georgia Leaders program at the University of Georgia. Athens, GA.
18. **Rubenstein, E. D.** (July, 2015). *Innovative SAE Ideas for all SBAE Programs.* Presented for agriscience teachers at the 2015 Summer GVATA Conference. Jekyll Island, GA.
19. **Rubenstein, E. D.,** Elliott, K. E., Flanders, F. B. (July, 2015). *UGA Student Teacher Updates.* Presented for agriscience teachers at the 2015 Summer GVATA Conference. Jekyll Island, GA.
20. **Rubenstein, E. D.** (April, 2015). *Tagged to teach ag.* Workshop presented at the 2016 Georgia State FFA Convention. Macon, GA.
21. **Rubenstein, E. D.** (April, 2015). *Vee-maps: How do we utilize them in your classroom.* Presented to teachers from Gilbert Elementary School. Lafayette, GA
22. **Rubenstein, E. D.** (February, 2015). *Vee-maps: How do we utilize them in your classroom.* Presented to teachers from Walker County SBAE & science programs. Chickamaqua, GA
23. **Rubenstein, E. D.** (February, 2015). *Agricultural education: The greatest career choice.* Presented to students from Newton County SBAE Programs. Athens, GA

24. **Rubenstein, E. D.** (January, 2015). *National FFA Proficiency Award*. Workshop presented at the 2015 Georgia Vocational Agriculture Teachers Association Mid-Winter Conference. Covington, GA.
25. **Rubenstein, E. D.,** & Thoron, A. C. (November, 2014). *SAE program development and implementation: Best practices for success*. Workshop presented at the 2014 National Association of Agricultural Educators Conference. Nashville, TN.
26. **Rubenstein, E. D.** (2014, January). *How to leverage classroom laboratories to increase FFA and CDE involvement*. Workshop presented at the 2014 Mid-Winter Conference. Haines City, FL.
27. Genson, J. & **Rubenstein, E. D.** (2013, December). *Agriscience Fair: How can it enhance my classroom?* Workshop presented to attendees of the 2012 National Association of Agricultural Educators Conference. Las Vegas, NV.
28. Myers, B. E., Thoron, A. C., Barrick, R. K., & **Rubenstein, E. D.** (2013, December). *STEM in CDEs: Making a difference in your FFA chapter & classroom*. Workshop presented to attendees of the 2012 National Association of Agricultural Educators Conference. Las Vegas, NV.
29. **Rubenstein, E. D.** (2013, November). *The University of Florida & Agricultural Education and Communication Department*. Workshop presented to visiting students to the University of Florida. Gainesville, FL
30. Thoron, A. C. & **Rubenstein, E. D.** (2013, October). *Integration of Agriculture into an Elementary School STEM Curriculum*. Workshop presented to Putnam County Elementary School Teachers.
31. **Rubenstein, E. D.** (2013, September). *SAE: Achieving student participation*. Workshop presented at the 2013 Chapter Presidents Conferences. Daytona Beach, FL.
32. Thoron, A. C., & **Rubenstein, E. D.** (2013, June). *2013 Agricultural Education Institute Introductory Workshop*. Workshop presented to registered students of the 2013 Florida FFA State Convention. Orlando, FL.
33. Barrick, R. K., & **Rubenstein, E. D.** (2013, February). *Preparing Agricultural Teacher Education Students to Teach SAE*. Workshop presented to attendees of the 2013 Southern Agricultural Education AAAE Research Conference. Orlando, FL.
34. **Rubenstein, E. D.** & Thoron, A. C. (2012, November). *SAE Program Development: Where do we go next!?!?!?* Workshop presented to attendees of the 2012 National Association of Agricultural Educators Conference. Atlanta, GA.
35. Thoron, A. C., & **Rubenstein, E. D.** (2012, September). *The University of Florida & Agricultural Education and Communication Department*. Workshop presented to visiting students to the University of Florida. Gainesville, FL
36. **Rubenstein, E. D.,** (2012, October). *What's next after graduation?!?*. Presented to CALS Undergraduate Students at the College of Agricultural and Life Sciences Solution Seminar. Gainesville, FL.
37. Thoron, A. C., & **Rubenstein, E. D.** (2012, September). *Teaching: CDE or curriculum, or both?* Workshop presented at the 2012 Chapter Presidents Conferences. Daytona Beach, FL.
38. **Rubenstein, E. D.** (2012, August). *Strategies for New Teaching Assistants: Moving from Surviving to Thriving*. Presented to CALS Graduate Students and Faculty at the College of Agricultural and Life Sciences 14th Teaching Symposium. Gainesville, FL.
39. Thoron, A. C., Blythe, J. M., & **Rubenstein, E. R.** (2012, June). *Integration of laboratory activities into an Agricultural Foundations curriculum*. Presented to Agricultural Educators at the Marion County Teachers Professional Development. Ocala, FL.
40. Rhoden, J., & **Rubenstein, E. D.** (2012, June). *Teach AG: The life of an ag teacher*. Workshop presented at the 2012 Florida State FFA Convention. Orlando, FL.
41. Striping, C. T., Giorgi, A., **Rubenstein, E. D.,** Conner, N. W., Blythe, J. M., Hurst, S. D., Futrell, A., Jenkins, J., & Roberts, T. G. (2012, March). *An exploration of agricultural formal education systems in Trinidad and Tobago: A review of major findings*. Presentation of research findings at the University of the West Indies. Saint Augustine, Trinidad.

42. **Rubenstein, E. D.** (2012, January). *Agriscience fair and the Agriscience CDE*. Workshop presented at the 2012 Mid-Winter Conference. Haines City, FL.
43. **Rubenstein, E. D.** (2011, December). *Advisory councils*. Workshop presented at the 2011 Middle School and High School FFA Conferences. Haines City, FL.
44. **Rubenstein, E. D.** (2011, October). *Managing your Online Presence*. Presented to Sigma Alpha Sorority at the University of Florida. Gainesville, FL.
45. **Rubenstein, E. D.** (2011, September). *Supervised agricultural experience programs*. Workshop presented at the 2011 Chapter Presidents Conferences. Daytona Beach, FL.

Referred Conference Poster Presentations: [18]

1. **Rubenstein, E. D.**, Gordon, J. A., Miller, A. C. (February, 2016). An authentic approach to preservice teacher SAE instruction. *Poster presented at the 2016 Southern Region AAAE Research Conference, San Antonio, TX*. Retrieved from <http://www.aaaeonline.org/resources/Documents/Southern%20Region/2016%20Poster%20Session%20Proceedings.pdf>
2. Taff, A, **Rubenstein, E. D.**, & Thoron, A. C. (2014, February). Practical SAE experience: The integration of student SAE participation in a program planning course. *Poster presented at the 2014 Southern Region AAAE Research Conference, Dallas, TX*.
3. **Rubenstein, E. D.**, & Thoron, A. C. (2013, December). A dichotomous key: Helping students find their path in SAE. *Proceedings of the 2013 National Association for Agricultural Education Conference, Las Vegas, NV*.
4. **Rubenstein, E. D.**, & Thoron, A. C. (2013, December). Work-based learning: The situated cognition approach. *Poster presented at the meeting of the Association of Career and Technical Education Research, Las Vegas, NV*.
5. Cabrera, E., **Rubenstein, E. D.**, & Elliott, K. E. (2015, February). What is urban agricultural education? *Poster presented at the 2015 Southern Region AAAE Research Conference, Atlanta, GA*.
6. Thoron, A.C., **Rubenstein, E. D.**, & Barrick, R. K. (2013, May). Clearer graphic representation of the school-based agricultural education program [Poster Abstract]. *Proceedings of the 2013 National Agricultural Education AAAE Research Conference, Columbus, OH*, 38 - 41. Retrieved from: http://aaaeonline.org/uploads/allconferences/5-16-2013_464_2013AAAE_PosterProceedings.pdf
7. **Rubenstein, E. D.**, & Thoron, A. C. (2013, May). A dichotomous key: Helping students find their path in SAE. *Proceedings of the 2013 National Agricultural Education AAAE Research Conference, Columbus, OH*, 7-10. Retrieved from http://aaaeonline.org/uploads/allconferences/5-16-2013_464_2013AAAE_PosterProceedings.pdf
8. **Rubenstein, E. D.**, & Thoron, A.C. (2013, February). Infusing undergraduate agricultural education curriculum with specific laboratory methods [Poster Abstract]. *Proceedings of the 2013 Southern Agricultural Education AAAE Research Conference, Orlando, FL*, 77 - 80. Retrieved from: http://aaaeonline.org/uploads/allconferences/1-31-2013_424_innovativeposterproceedings_saaae_2013.docx
9. Thoron, A.C., **Rubenstein, E. D.**, & Barrick, R. K. (2013, February). Clearer graphic representation of the school-based agricultural education program [Poster Abstract]. *Proceedings of the 2013 Southern Agricultural Education AAAE Research Conference, Orlando, FL*, 27 - 30. Retrieved from: http://aaaeonline.org/uploads/allconferences/1-31-2013_424_innovativeposterproceedings_saaae_2013.docx
10. Hurst, S. D., Barrick, R. K., Blythe, J., Bursleson, S., Conner, N. W., Estep, C. M., Giorgi, A., Myers, B. E., Roberts, T. G., **Rubenstein, E. D.**, Shoulders, C., Stripling, C. T., & Thoron, A. (2012, February). Using a learning community for continuous improvement of an agricultural education program [Poster Abstract]. *Proceedings of the 2012 Southern Agricultural Education*

- AAAE Research Conference, Birmingham, AL, 112–115. Retrieved from: http://aaaeonline.org/uploads/allconferences/12-22-2011_746_innovative_proceedings_SAAE2012.pdf
11. Phillips, B. K., **Rubenstein, E. D.**, Myers, B. E. (2012, February). Highlighting the importance of community activities in early field experience for preservice teachers [Poster Abstract]. *Proceedings of the 2012 Southern Agricultural Education AAAE Research Conference, Birmingham, AL*, 35 - 38. Retrieved from: http://aaaeonline.org/uploads/allconferences/12-22-2011_746_innovative_proceedings_SAAE2012.pdf
 12. Burleson, S. E., **Rubenstein, E. D.**, Thoron, A. C., & Hanlon, E. A. (2012, May). The development of an educational continuum to meet agricultural workforce needs. [Poster Abstract]. *Proceedings of the 2012 National AAAE Research Conference, Asheville, NC*, 131 - 135. Retrieved from: http://aaaeonline.org/uploads/allconferences/5-17-2012_232_2012_AAAE_Innovative_Proceedings.pdf
 13. Phillips, B. K., **Rubenstein, E. D.**, Myers, B. E. (2012, May). Highlighting the importance of community activities in early field experience for preservice teachers [Poster Abstract]. *Proceedings of the 2012 National AAAE Research Conference, Asheville, NC*, 72 - 75. Retrieved from: http://aaaeonline.org/uploads/allconferences/5-17-2012_232_2012_AAAE_Innovative_Proceedings.pdf
 14. Thoron, A. C., & **Rubenstein, E. D.** (2012, May). Perceptions of inquiry-based instruction: An investigation of agriscience classrooms [Poster Abstract]. *Proceedings of the 2012 National AAAE Research Conference, Asheville, NC*, 154 - 157. Retrieved from: http://aaaeonline.org/uploads/allconferences/5-17-2012_790_2012_AAAE_Research_Proceedings.pdf
 15. Thoron, A. C., & **Rubenstein, E. D.** (2012, February). Perceptions of inquiry-based instruction: An investigation of agriscience classrooms [Poster Abstract]. *Proceedings of the 2012 Southern Agricultural Education AAAE Research Conference, Birmingham, AL*, 118 - 121. Retrieved from: http://aaaeonline.org/uploads/allconferences/1-29-2012_660_research_proceedings_SAAAE2012.pdf
 16. **Rubenstein, E. D.**, Shoulders, C. W., & Myers, B. E. (2011, May). Student cell phones finding a useful place in the classroom [Poster Abstract]. *Proceedings of the 2011 American Association of Agricultural Educators Research Conference, Coeur d'Alene, ID*, 169 - 172. Retrieved from: http://aaaeonline.org/uploads/allconferences/5-10-2011_132_AAAE_2011_Poster_Session_Proceedings.pdf
 17. Shoulders, C. W., **Rubenstein, E. D.**, & Myers, B. E. (2011, May). Maximizing preservice teacher education: The pre-internship block [Poster Abstract]. *Proceedings of the 2011 American Association of Agricultural Educators Research Conference, Coeur d'Alene, ID*, 49 - 52. Retrieved from: http://aaaeonline.org/uploads/allconferences/5-10-2011_132_AAAE_2011_Poster_Session_Proceedings.pdf
 18. Shoulders, C. W., **Rubenstein, E. D.**, & Myers, B. E. (2011, February). Maximizing preservice teacher education: The pre-internship block [Poster Abstract]. *Proceedings of the 2011 Southern Agricultural Education AAAE Research Conference, Corpus Christi, TX*, 766-769. Retrieved from: http://aaaeonline.org/uploads/allconferences/2-4-2011_571_SR_AAAE_Conference_Proceedings_2011.pdf

D. PUBLIC SERVICE

Extension Workshops

Fuhrman, N.E., & **Rubenstein, E. D.** (2015, April). *Creative ways to 'hook' an extension audience*. Online training presented to 4-H, ANR, and FACS agents. Athens, GA. Total participation: 29 agents.

Rubenstein, E. D., & Fuhrman, N. E. (2015, March). *Building evaluation into experiential learning activities: Crazy ways to collect data.* Online training presented to 4-H, ANR, and FACS agents. Athens, GA. Total participation: 36 agents.

International Programs

Rubenstein, E. D., Fuhrman, N. E., & Peake, J. B. (2018). *Scotland service-learning study abroad program.* (Director)

Rubenstein, E. D., Fuhrman, N. E., & Legendre, E. (2017). *Scotland service-learning study abroad program.* (Director)

Community Services and Relations

Member, Clarke Central High School Advisory Council, 2017-Present

Member, Hilsman Middle School Advisory Council, 2016-Present

E. PROFESSIONAL SERVICE

Service to Professional Societies, Governmental Organizations, or Nongovernmental Agencies

Chair, National AAAE Professional Development Committee, 2018-Present

Chair-Elect, National AAAE Professional Development Committee, 2017-2018

Chair, Southern Region-AAAE Professional Development Committee, 2015-2018

Member, NACTA (International) Teacher Recognition Committee, 2015-Present

Chair-Elect, National AAAE Professional Development Committee, 2017-2018

Secretary, National AAAE Professional Development Committee, 2016-2017

Member, Southern Region-AAAE Member Services Committee, 2018 - Present

Editorship or Editorial Board Membership for Journals or Other Learned Publications

Member, Editorial Review Board, Career and Technical Education Research Journal, 2018 – Present

Issue Editor, Agricultural Education Magazine, Jan/Feb 2018 Issue

Member, Journal of Agricultural Education Editorial Review Board, 2017-Present

Ad Hoc Manuscript Reviewer

Reviewer for research papers for the 2017 AAAE National Research Conference, San Luis Obispo, CA.

Reviewer for research papers for the 2017 AAAE Southern Region Research Conference, Mobile, AL.

Reviewer for research papers for the 2016 AAAE National Research Conference, Kansas City, MO.

Reviewer for research papers for the 2016 AAAE Southern Region Research Conference, San Antonio, TX.

Reviewer, Journal of Career and Technical Education, 2015 - Present

Reviewer for the Journal of Agricultural Education, 2014 – Present

Reviewer for research papers for the 2015 AAAE National Research Conference, San Antonio, TX.

Reviewer for research papers for the 2014 AAAE Southern Region Research Conference, Atlanta, GA.

Reviewer for research papers for the 2014 AAAE Western Region Research Conference, Kona, HI.

Reviewer for poster abstracts for the 2014 AAAE National Research Conference, Salt Lake City, UT.

Reviewer for research papers for the 2014 AAAE National Research Conference, Salt Lake City, UT.

Ad Hoc Grant Reviewer

Reviewer, United States Department of Agricultural Small Business Innovation Research Grant Program, 2018

Reviewer, United States Department of Agricultural Small Business Innovation Research Grant Program, 2017

Reviewer, Georgia's Improving Teacher Quality Grants Program, 2015

Service on Departmental, College, or University Committees

Chair, Athens Agricultural Education Faculty Search Committee, 2016-2017

Committee Member, Tifton Agricultural Education Faculty Search Committee, 2016-2017

Committee Member, UGA CAES Faculty Affairs Committee, 2016-2017

ALEC PhD Program Phase 1 Committee, Committee Member, 2015

Chair, ALEC Promotion and Tenure Policy Committee, 2016

Agricultural Education Curriculum Rejuvenation Committee, Chair, 2015

Committee Member, CAES Experiential Learning Program Development Committee, 2015/2016

Committee Member, Agricultural Education Faculty Member Search Committee, 2015

Committee Member, Advancing Georgia's Leaders Program Director Search Committee, 2015

Special Administrative Assignments

Agricultural Education Double Dawg Program Development, 2017

Agricultural Education Undergraduate Coordinator, 2015 – Present

Agricultural Education Program Certification Coordinator, 2015 – Present

Service to Student Groups and Organizations

Director, ADVANCE Ag Institute, 2017-Present

Room Host, National FFA Proficiency Award Program, 2016 - Present

Reviewer, National FFA Supervised Agricultural Experience Grant Program, 2014 – Present

Member, National FFA Supervised Agricultural Experience Awards Committee, 2014 – Present

Judge, Georgia FFA Area, Regional, and State Career Development Events, 2014 – Present

Superintendent of the Agricultural Education CDE for Georgia FFA, 2015 – Present

Co-Advisor, University of Georgia Collegiate FFA Organization, 2014-Present

SUMMARY OF MAJOR ACCOMPLISHMENTS

During my four years as an Assistant Professor in the Agricultural Leadership, Education, and Communication (ALEC) Department at the University of Georgia, my responsibilities have fallen into three tracks: teaching, research, and public service. My **teaching responsibilities** have focused specifically in Agricultural Education in the areas of curriculum development, pedagogical development, and program development. Over the past three years I have taught or co-taught 43 courses and advised over 50 undergraduates and 13 graduate students. My **research** has aimed to better understand the utilization of experiential learning in secondary and post-secondary education, specifically in the use and implementation of Supervised Agricultural Experience (SAE) programs. This research program has led to 13 journal publications and the awarding of \$168,549 in USDA-NIFA grant funding. My **service** work has comprised of providing leadership to the departmental recruitment efforts at over 60 different events, serving on nine college and departmental committees, serving on four professional organization's regional and national committees, and providing 45 professional learning opportunities for agriculture teachers and students in Georgia and across the United States. My undergraduate and graduate student advisees have gone on to achieve positions as agricultural teachers, cooperative extension agents, educational trainers for agricultural companies, and an educational trainer for the US Airforce.

Teaching Accomplishments (60%)

Since my employment in August, 2014 I have taught 43 undergraduate and graduate courses within the ALEC Department in program evaluation, teaching and learning theory, history and philosophy, program and community development, curriculum development, and pedagogical development. Since 2015, I have served as the undergraduate coordinator and teacher certification coordinator for the agricultural education major within the College of Agricultural and Environmental Sciences and College of Education. I believe that as an educator, I should be seen as a facilitator of knowledge who provides meaningful experiences to students where they can apply knowledge gained through classroom instruction in real-world scenarios. The students I teach will one day become teachers themselves. I have provided these pre-service teachers with real-world scenarios through the development of student field trips to agricultural education programs around the state, development of instructional activities that incorporate applications utilized by agriculture teachers, and incorporating a multitude of guest speakers into my classroom instruction who specialize in specific content areas (special education teachers, State Agricultural Education Staff, university faculty members, etc.).

Due to my interest in promoting lifelong learning, I believe that it is my responsibility as a university faculty member to convey new knowledge to various stakeholder groups, therefore I have conducted 45 invited seminars for middle and high school students, pre-service teachers, and in-service teachers. These presentations have had a variety of impacts. One in particular was the opportunity to assist Mr. Matt Harris and his faculty at Gilbert Elementary in Walker County in receiving STEM accreditation from the Georgia Department of Education.

More specifically, I have redeveloped and developed three undergraduate courses and two graduate courses. The redeveloped undergraduate courses were revised to include a more comprehensive approach to agricultural education, contemporary pedagogical approaches, incorporation of pedagogical content knowledge, and more real-world instructional experiences for students. The undergraduate and graduate courses I created and developed aimed to provide a new area of instruction to the ALEC course offerings in the areas of history and philosophy, teaching and learning theories, and experiential learning. In my various courses, students have provided favorable reviews of me as the instructor (4.75/5.00) and of my courses (4.26/5.00). My passion for teaching and mentoring students resulted in my nomination for the College of Agricultural and Environmental Sciences undergraduate Advising Award, AAAE National Early Career Award, and my current appointment as Lilly Teaching and Teaching Academy Fellows.

In an attempt to combine both my research and teaching endeavors, I have worked to intertwine research findings from my research studies into my course instruction. For example, there is a lack of emphasis on Supervised Agricultural Experience (SAE) program development and implementation, nationally. So, I require every student to complete an SAE program during AGED 4340 and ask them to

present their SAE program to the class after completing a proficiency application. This provides preservice teachers with concrete examples they can utilize during their instruction of SAE.

Research Accomplishments (25%)

My research focuses on the development and implementation of SAE programs in middle and high school-based agricultural education (SBAE) programs across the United States. I have conducted seminal work examining teacher instruction of SAE. Prior research has examined teacher, student, parent, and employer perceptions rather than actually engaging with each stakeholder group and observing their interactions. My research line has led to the funding of a USDA-NIFA ELI-PD-STEP grant for \$143,855 to create online professional development modules for inservice agriculture teachers. This grant will serve as a preliminary funding source to collect needed data to submit a larger Higher Education Challenge grant through USDA in the summer of 2018. Further, my SAE research program has resulted in 13 peer-reviewed publications, three articles in review in peer-reviewed journals, nine refereed conference abstracts, and 38 refereed conference paper and poster presentations.

This past year, I partnered with Dr. Carolyn Copenheaver, Associate Professor of Forestry at Virginia Tech, to develop the FOREST Initiative. This program is designed to provide necessary professional development to current agricultural and environmental science teachers who teach units on forestry. In 2017, Dr. Copenheaver and I were awarded a USDA SPECA grant for \$24,694. Over the coming year, Dr. Copenheaver and I will conduct Delphi meetings with selected teachers in Virginia, Pennsylvania, and Georgia to collect the necessary topics to be included in this professional development program. This program will be resubmitted for full funding in the 2019 grant cycle.

The accomplishments noted above have manifested into the development of several research partnerships with faculty from various universities across the country (e.g., Virginia Tech, University of Florida, Appalachian State University, and University of West Alabama). These partnerships have assisted with the development and submission of grant proposals and research publications. A specific partnership with my Ph.D. advisor, Dr. Andrew C. Thoron, led to us being recognized as the 2014 Authors of the Year for the Journal of Agricultural Education.

Service Accomplishments (10%)

Since 2014, I have had the opportunity to serve on several department and college committees. I have served as a committee member on three different search committees and chaired a faculty search committee for the Athens Agricultural Education Faculty search. Beyond committees, I have served as a reviewer for two peer-reviewed journals and the Southern Region and National AAEE Research Conferences, reviewing between 6-10 articles per year.

After accepting my position, Dr. Kay Kelsey, former ALEC Department Head, approached me to lead the recruitment efforts for the ALEC Department, specifically for the agricultural education major. To date, we have seen an increase to a current enrollment of 50 agricultural education majors. Over the past four years, I have attended over 60 recruitment events and co-developed a recruitment plan for the ALEC Department. This role has led to increased positive relations between Georgia Agricultural Education State Staff, agriculture teachers statewide, and the ALEC Department.

Finally, I have been instrumental in starting two new programs for Georgia youth interested in pursuing a career in Agricultural Education. In 2015, I conducted the first Agricultural Education FFA Invitational Career Development Event (CDE) on the University of Georgia's campus. Over the past four years, I have had over 40 students participate in the event and it will become an official Georgia FFA CDE in the summer of 2018. The second event is a 3.5 daylong summer camp for rising high school seniors to come to the University of Georgia and learn about the Agricultural Education major. During the program, students are introduced to all aspects of being an Agricultural Education teacher. During the following year, participants are asked to teach a prepared lesson to four different classrooms to gain experience of being a middle or high school agriculture teacher. At the end of the program, students are encouraged to participate in a signing day to declare that they are going to pursue a degree in Agricultural Education and becoming an agriculture teacher in the state of Georgia.

ACHIEVEMENTS IN TEACHING

Percentage of time assigned to teaching: 60%

In August 2014, Dr. Rubenstein began his employment with the Department of Agricultural Leadership, Education, and Communication as a tenure track assistant professor of agricultural education. Dr. Rubenstein was hired with Dr. Kris Elliott to initiate an agricultural education major on the Griffin Campus of the University of Georgia. After his first year, Dr. Rubenstein was relocated to the Athens Campus due to instructional needs of the ALEC Department.

As an educator, Dr. Rubenstein believes that the science of teaching and learning is ever changing and evolving due to many influences. These influences include: educational philosophies and theories, assessment, legislation, and student demographics. Dr. Rubenstein believes that teaching is inherently both an art and science. Effective teachers have a natural ability and interest in the development and preparation of society's youth, and this ability can be enhanced through educational training in the science of teaching and learning. In his teaching responsibilities, Dr. Rubenstein works to instill these same beliefs in his students to ensure they are effective middle and high school agriculture teachers. Therefore, Dr. Rubenstein has developed his classroom environment to be one where all students feel secure and able to share ideas and thoughts freely without being judged.

Realizing that effective education requires interactions between the educator, learners, and content, Dr. Rubenstein believes that during these interactions it is vital for students to share personal experiences and have the ability to develop their own beliefs. Therefore, it is his responsibility to design and develop meaningful learning experiences that engage students in the development of critical thinking and decision-making skills. This is especially important for students who will one day become teachers themselves. When developing and designing learning experiences, it is vital for Dr. Rubenstein to assist students in the development of schema between prior experiences and classroom content. To assist students in the development and strengthening of schema, he utilizes a variety of teaching and learning theories to guide and structure the development of student learning experiences. **These beliefs led Dr. Rubenstein to apply and be accepted into the 2016-2018 Lilly Teaching Fellowship Program in the University of Georgia's Center for Teaching and Learning and the 2017-2018 Teaching Academy Fellows Program.** Furthermore, Dr. Rubenstein has been selected to serve as a mentor in the Coca-Cola First Generation Scholars and Young Scholars Programs.

Utilization of Experiential Learning in UGA Teacher Education Curriculum

To ensure that student learning is at the forefront of all classes, Dr. Rubenstein has developed specific assignments to promote the utilization of experience, reflection, conceptualization, and experimentation by all students. The following are examples of experiential learning activities in his courses:

1. **AGED 4340/6340 Supervised Agricultural Experience (SAE) Program Engagement:** During the course, each student will develop and implement an SAE program. Students must engage weekly in tasks associated with their SAE. Each student will be required to maintain accurate records of their SAE program utilizing the Agriculture Experience Tracker (AET) program. Records must be updated on a weekly basis. At the end of the course, each student creates a display that reports his or her SAE experience. As a culmination of their engagement in an SAE program, students will be responsible for completing a proficiency award application in the area most appropriate for their SAE program.
2. **AGED 4340/6340 Total Program Visit & Written Reflection:** Students are expected to attend an all-day program visit to local SBAE programs in Georgia and participate in a service-learning project at the Georgia FFA Camp. This is an overnight (2-day) trip with accommodations at the

Georgia FFA Camp. Following the program visits, a written reflection will be completed for class.

3. **AGED 4340 Mock Career Development Event (CDE) Development:** Every student will be responsible for working with an assigned group to prepare and implement a mock CDE preparation day for Georgia FFA state winning CDE teams. Students will be on campus during class and will complete all components of the CDE in preparation for the National FFA Convention in October.
4. **FYOS 1001 Implementing Experiential Learning:** Students are responsible for developing and leading an experiential learning opportunity for all students in the class. This could include leading activities such as: teaching students how to do their laundry and how to play tennis.
5. **AGED 4010 Early Field Experience Handbook:** As part of the early field observation, students will complete several activities. This assignment is a student's opportunity to apply classroom instructional content to a real world SBAE program. Students are responsible for adequately describing their stance and approach to each activity and fully develop each portion of the program.
6. **Agricultural Education Majors Trip to National FFA Convention:** All Agricultural Education majors in their senior year attend the National FFA Convention to experience the convention as a teacher. During the trip, students are engaged in teacher professional development programs, the National FFA Proficiency Award program as judges and room hosts, and learning about conducting an out-of-state student trip. **To assist in funding this trip, Dr. Rubenstein has led the effort to raise \$33,900.** This has been accomplished through sending letter and personal contacts with donors and local agricultural organizations and companies.

Study Abroad

Over the past three years, Dr. Rubenstein has worked with two faculty in ALEC, Dr. Dennis Duncan and Dr. Nicholas Fuhrman, in the development and implementation of a service learning study abroad program in Scotland to investigate environmental and agricultural education at Troqueer Primary School. In March 2017, Dr. Rubenstein became the director of the program and led the program with 10 students to Scotland. In 2018, Dr. Rubenstein will lead a group of 9 students with Dr. Jason Peake. Furthermore, Dr. Rubenstein has worked to lengthen the program to a 10-day experience from a 7-day program in the past to incorporate more collaboration between the University of Glasgow students and the UGA participants. The implementation of this study abroad program has led to the development of research collaborations with faculty and teachers in Scotland. In May of 2018, Dr. Rubenstein will be conducting a research program with Dr. Jason Peake and Dr. Nick Fuhrman at Troqueer Primary School to better understand their school structure and generate additional scholarship.

Student Advisement

During his first two years as a faculty member, Dr. Rubenstein served as the faculty advisor of 25-30 undergraduate agricultural education majors. With the recent movement to professional advisors, Dr. Rubenstein has served as the professional advisor for the 50 agricultural education majors on the Athens Campus. In this role, Dr. Rubenstein has developed a strong working relationship with the three area directors of the Georgia Agricultural Education State Staff to assist with job placement for agricultural education majors. Further, Dr. Rubenstein was instrumental in assisting the ALEC professional advisor with advising undergraduate Agricultural Education majors and recruiting for the major. Dr. Rubenstein has also served as the chair for 13 Master's students and served as a committee member for one Ph.D. student and 15 Master's students. Beyond student academic and professional advising, Dr. Rubenstein serves as the co-advisor of the Athens Collegiate FFA Chapter.

Evaluation of Dr. Rubenstein's Teaching

“The writing assignments challenged us to think, but they were very beneficial. I am leaving with much more knowledge about the history of ag ed than I entered with! It is nice, especially as a distance student, to feel like I am as equally valued as the students sitting in the classroom-- very engaging environment.”
~ ALDR 8300

“The enthusiasm of the instructor motivated me to come to class and try my best.” ~ AGED 4350

“The material was not the easiest to make engaging, but Dr. Rubenstein made it easy to be engaging. He was very REAL with us, and allowed us to be REAL with him.” ~AGED 4350

“Dr. Rubenstein did a great job at allowing us to see the big picture of curriculum planning. He is fantastic.” ~AGED 4350

“Dr. Rubenstein is a very knowledgeable teacher who finds different ways to engage students and makes material as interesting as possible.” ~FYOS 1001

“Dr. Rubenstein is an incredible teacher, and I would recommend him to anyone!” ~ FYOS 1001

“I really loved the professor. He was always so enthusiastic and encouraging no matter what we were talking about. He made wanting to sit in class very exciting and I was always engaged during class. I also loved all of the practical experience we received with the activities we did in class. I found them very beneficial to what I will be doing when I become a teacher.” ~ AGED 4340

“This class was very interactive between students and teacher. Thank you for always getting back to answering questions as soon as you could.” ~ AGED 4340 – Distance Student

“My experience in FYOS with Dr. Rubenstein was nothing short of amazing. Thank you so much for being an outstanding professor!” ~ FYOS 1001

“The teaching ability of this instructor is exceptional! I would only recommend students take this course with him.” ~AGED 4340

“His enthusiasm for the course and profession is almost unmatched in the department. He is always excited to be in class and that mindset rubs off onto the students.” ~ AGED 4340

ACHIEVEMENTS IN RESEARCH

Percentage of time assigned to research: 25%

Experiential Learning: Supervised Agricultural Experience (SAE) Programs

Dr. Rubenstein’s research has focused in the area of experiential learning, primarily in the area of Supervised Agricultural Experience (SAE) programs. Supervised Agricultural Experience programs promote the acquisition of problem solving and critical thinking skills among agricultural education students. This is done through the use of experiential learning instructional techniques designed to assist middle and high school students in applying knowledge learned in a classroom setting to a real-world environment. The development of these skills assists students in being successful members of society and well-prepared employees for the workforce. Dr. Rubenstein has worked to investigate the utilization of SAE programs by middle and high school students to determine the knowledge that preservice and inservice teachers need to engage students in individualized programs. Additionally, Dr. Rubenstein has

developed both an assignment for preservice teachers to engage in during their preparation program and professional development programs for inservice teachers.

Dr. Rubenstein's work has indicated that exemplary SAE programs exist in rural and urban SBAE programs. While previous studies indicated that participation in SAE has decreased, the schools examined in Dr. Rubenstein's research have indicated increased student participation. Further, Dr. Rubenstein's work has presented findings that differed from previous research: 1) the identification and role of an SAE culture in SBAE program, 2) development of program goals to guide SAE programs, and 3) the development of a model to guide the development and implementation of SAE programs in rural programs. This research has led to two peer-reviewed journal publications and five others in various stages of publication.

Dr. Rubenstein has noted through research that agriculture inservice teachers have a common belief that every student in an agricultural education course should be engaged in an SAE program. This common belief was referred to as a culture for SAE involvement within the agricultural education program, school, and community. The concept of SAE culture that was discussed took multiple years to develop. The agriculture teachers endured several challenges throughout the development process, such as: student rebellion, lack of parental support, lack of administrative support, and limited resources/time. However, a culture for SAE aided in middle and high school student participation in SAE programs and increased the learning that students gained from agricultural education courses. Students engaged in SAE programs are provided with the ability to apply and transfer knowledge gained through classroom instruction to real-world situations and environments. Moreover, SAE has the ability to assist in increasing the student's utilization of various concepts taught throughout the school system, beyond the agricultural education classroom. Therefore, agriculture teachers have a unique opportunity to mentor and supervise students in the development of life, career, and college skills that will be utilized throughout their future. **The development and utilization of an SAE culture is essential to the future of SAE within SBAE programs, which is the main area addressed in Dr. Rubenstein's federally funded \$143,855 USDA ELI-PD-STEP grant program.**

Dr. Rubenstein has conducted primarily qualitative research to better understand the utilization and development of SAE programs within SBAE. This work has allowed for Dr. Rubenstein to become a national expert in SAE programs and produce seminal research for the profession due to research in SAE being primarily perception based. This research line has provided Dr. Rubenstein the ability to partner with other faculty in the College of Agricultural and Environmental Sciences to examine ways to increase the utilization of experiential learning in course curricula. These partnerships have transformed into several grant submissions with his ELI-PD-STEP grant being funded. **Furthermore, Dr. Rubenstein's research and expertise has led to him being invited to provide 19 guest lectures at the University of Georgia and nationally.**

With research findings as the foundation, Dr. Rubenstein developed a model to assist inservice and preservice agriculture teachers in the development and implementation of exemplary SAE programs (Figure 1). The Development and Implementation of Exemplary Supervised Agricultural Experience Programs model depicts that the program partner groups (agriculture teachers, middle and high school students, parents, school personnel [administrators and other teachers], and community members) must all be involved in the development and implementation of exemplary SAEs. During the development and implementation processes, each of the program partner groups must examine and utilize the identified themes and factors to ensure that all students are engaged in exemplary SAE programs. The developed model assists inservice and preservice agriculture teachers in the development of an SAE culture within their SBAE programs. The model was developed to graphically represent the components that contribute to exemplary SAE programs in SBAE in the United States.

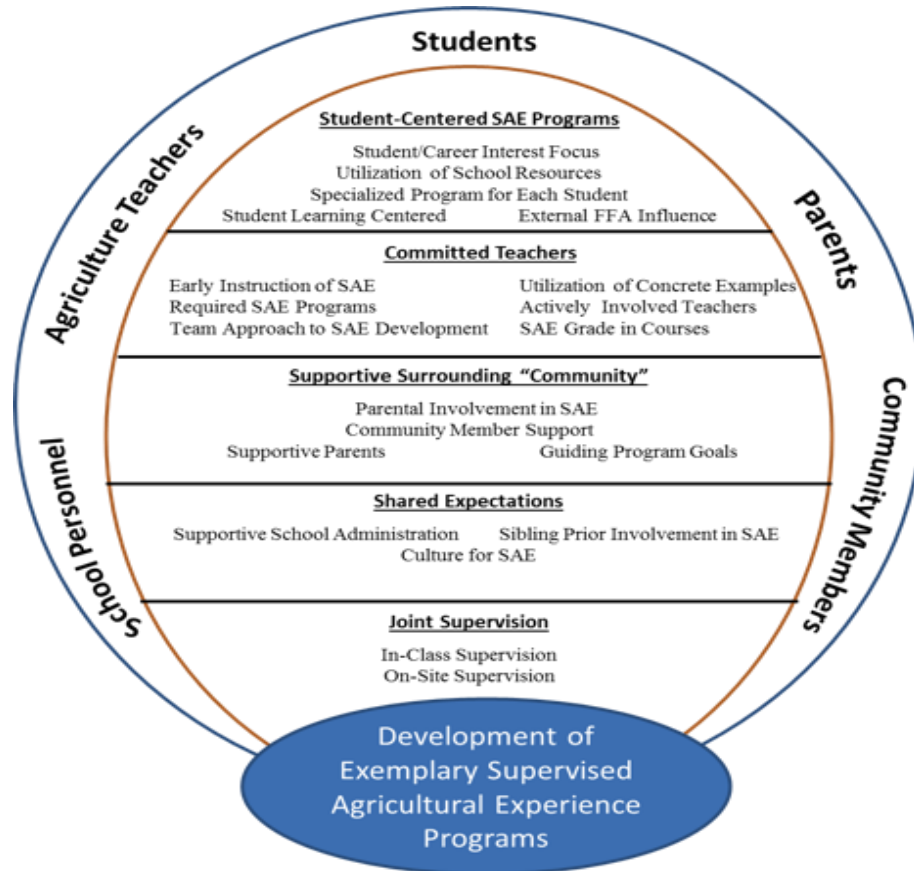


Figure 1. Model for the Development and Implementation of Exemplary Supervised Agricultural Experience Programs

Publication and Grantsmanship

Dr. Rubenstein has an approved HATCH project that he has been actively working on during his four years at UGA. As of January 2018, Dr. Rubenstein has 12-refereed journal articles published and one in press in three different journals. Of the 13 articles, Dr. Rubenstein served as the lead author on seven of the articles. Further, Dr. Rubenstein has six refereed abstracts and 38-refereed conference paper and poster presentations for five different conferences. Dr. Rubenstein has seven published popular press publications. To date, Dr. Rubenstein has submitted six different funding proposals, two of which were to federally funded competitive programs, which he served as the Principal Investigator (PI). **Dr. Rubenstein has received \$168,549 in extramural grant funding as the PI and \$52,450 from internal and contract funding sources.**

ACHIEVEMENTS IN PUBLIC SERVICE

Percentage of time assigned to public service: 15%

Service to Agricultural Education

One of the primary roles of a faculty member, in Dr. Rubenstein’s perspective, is to assist inservice teachers in becoming lifelong learners. One way to provide this opportunity to teachers is to present professional development workshops. Dr. Rubenstein has presented a total of 43 invited seminars and

presentations in individual schools and through state and national conferences. Through these professional development programs, Dr. Rubenstein had the opportunity to assist Mr. Matt Harris and the faculty at Gilbert Elementary School in Walker County to become one of 24 certified Science, Technology, Engineering, and Mathematics (STEM) schools by the Georgia Department of Education. STEM certification is a Georgia Department of Education program for schools that look to integrate program initiative into their course curriculum to increase student comprehension of STEM-related competencies and skills.

Dr. Rubenstein also serves as one of the program coordinators for the Teach Ag Initiative with the Georgia Agricultural Education State Staff. In this role, Dr. Rubenstein assists with the coordination and direction of activities conducted in Georgia to promote the agricultural education profession. Over the past three years, Dr. Rubenstein led the implementation of an invitational Agricultural Education Career Development Event for Georgia FFA members. During the event, participants develop a lesson plan, teach a 10 – 12-minute lesson, answer situational questions, and take an exam to assess their knowledge of agricultural education concepts. During the event's history, there has been a continual growth in student participation in the event from 10 students in year one to 15 students in 2018. Furthermore, Dr. Rubenstein has developed and will implement the inaugural ADVANCE (Ambassadors Developing Visionary Agriculture and Natural Resource Classroom Experiences) Institute. The ADVANCE Institute is a 3.5-day summer program for rising high school seniors to learn more about the Agricultural Education Profession from a teacher's perspective. Participants will develop a lesson plan that they will teach throughout the year and will then be encouraged to commit to Agricultural Education during a signing day at the Georgia State FFA Convention.

Service to Profession

As an engaged faculty member, Dr. Rubenstein is a member of four national and international professional organizations. Within these organizations, Dr. Rubenstein serves on several committees and in different leadership roles. Currently, Dr. Rubenstein serves as the chair of the Southern Agricultural Education Region, secretary (2016-2017), Chair-elect of the American Association for Agricultural Educators (AAAE) Professional Development Special Interest Group, and committee member on the Teacher Recognition Committee for the North American Colleges and Teachers of Agriculture (NACTA). Also, Dr. Rubenstein serves as a reviewer for several different journals and organizations.

Service to ALEC and College of Agricultural and Environmental Sciences

Within the ALEC Department, Dr. Rubenstein has served as the coordinator of recruitment events, primarily for the Agricultural Education major. Over the past three years, Dr. Rubenstein has attended over 60 events to recruit for the ALEC Department and College of Agricultural and Environmental Sciences. Involvement in these recruitment events has resulted in a 30% increase in agricultural education majors on the Athens Campus alone. Furthermore, involvement in these events has increased Dr. Rubenstein's presence and assisted in the development of relationships with the over 400 agriculture teachers in Georgia.

During the past three years, Dr. Rubenstein was responsible for coordinating with the other agricultural education faculty to rejuvenate the agricultural education curriculum. As the undergraduate program coordinator, Dr. Rubenstein is responsible for ensuring that students meet all certification requirements and graduation deadlines. Further, Dr. Rubenstein is also responsible for admitting students into the agricultural education program, placing students for their practicum and clinical experiences, and coordinating communication between the College of Education and the ALEC faculty.