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, 0.11 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
- **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

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

<table>
<thead>
<tr>
<th>Course #/ Title</th>
<th>Semester</th>
<th>Enrollment</th>
<th>Responses</th>
<th>Course Overall</th>
<th>Instructor Overall</th>
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<td>ALDR 5050/ Communication as an Agricultural Professional</td>
<td>Fall 2014</td>
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<td>4</td>
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<tr>
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<td>16</td>
<td>8</td>
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<td>ALDR 7020/ Program Evaluation</td>
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<tr>
<td>AGED 7020/ Methods of Instruction in Agricultural Education</td>
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<td>Course Code/Title</td>
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<td>Loss</td>
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<td>27</td>
<td>9 – Athens 4 – Tifton</td>
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<tr>
<td>FYOS 1001/ All the Places We Will Go: Through Hands-on Learning</td>
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<td>15</td>
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<td>AGED 4370/6370/ Agriscience for Teachers</td>
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<td>ALDR 8100/ Teaching and Learning Theory</td>
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<td>ALDR 3800/3810S/ Scotland Study Abroad</td>
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<td>4.25</td>
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<td>4.83</td>
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<td>6.00</td>
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<td>5.00</td>
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<td>AGED 4370/6370/ Agriscience for Teachers</td>
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<td>AGED 5460/7460/ Student Teaching in Agricultural Education</td>
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<tr>
<td>ALDR 3800/3810S/ Scotland Study Abroad</td>
<td>Spring 2018</td>
<td>8</td>
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<td><strong>Total numbers</strong></td>
<td></td>
<td><strong>295</strong></td>
<td><strong>102 (35%)</strong></td>
<td><strong>4.26/5.00</strong></td>
<td><strong>4.75/5.00</strong></td>
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</table>

**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]**

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Title</th>
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<th>Enrollment</th>
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<td>ALDR 7300</td>
<td>Master’s Thesis</td>
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<td>AGED 4000</td>
<td>Directed Project in Education</td>
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<td>ALDR 7110E</td>
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<td>AGED 4000</td>
<td>Directed Project in Education</td>
<td>Summer 2016</td>
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<tr>
<td>ALDR 3910</td>
<td>Internship in Leadership</td>
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<tr>
<td>ALDR 7000</td>
<td>Master’s Research</td>
<td>Summer 2016</td>
<td>1</td>
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<td>Master’s Research</td>
<td>Spring 2017</td>
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<tr>
<td>AGED 4000</td>
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<td>Summer 2017</td>
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<tr>
<td>ALDR 7000</td>
<td>Master’s Research</td>
<td>Fall 2017</td>
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<tr>
<td>ALDR 7110E</td>
<td>Special Problems in ALDR</td>
<td>Fall 2017</td>
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<tr>
<td>ALDR 7110E</td>
<td>Special Problems in ALDR</td>
<td>Spring 2018</td>
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</table>

**Guest Lectures: [20]**


**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. (2012, February). *Teaching electricity to high school students*. Presented to AEC 4228 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 Sneddlen 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 agriculture) 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]

<table>
<thead>
<tr>
<th>Name</th>
<th>Institution</th>
<th>Degree</th>
<th>Graduation Date</th>
<th>Current Placement</th>
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<tbody>
<tr>
<td>Robert Beck</td>
<td>UGA</td>
<td>MAL</td>
<td>May, 2016</td>
<td>UGA Employee</td>
</tr>
<tr>
<td>Haden Ellis</td>
<td>UGA</td>
<td>MAEE</td>
<td>May, 2017</td>
<td>Unemployed</td>
</tr>
<tr>
<td>Courtney Ryan</td>
<td>UGA</td>
<td>MAEE</td>
<td>December, 2017</td>
<td>Teacher</td>
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<tr>
<td>Morgan Hurkmans</td>
<td>UGA</td>
<td>MAEE</td>
<td>December, 2017</td>
<td>Agriculture Teacher</td>
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<tr>
<td>Joshua Truitt</td>
<td>UGA</td>
<td>MAEE</td>
<td>May, 2018</td>
<td>Student</td>
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<tr>
<td>Jillian Gordon</td>
<td>UGA</td>
<td>MAEE</td>
<td>August, 2018</td>
<td>Agriculture Teacher</td>
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<tr>
<td>Jesika Halloway</td>
<td>UGA</td>
<td>MAEE</td>
<td>May, 2019</td>
<td>Agriculture Teacher</td>
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<tr>
<td>Savannah White</td>
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<td>Paryce Bradley</td>
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<td>Nikki Smith</td>
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<td>Joshua Boyston</td>
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<td>Joey Temperly</td>
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<td>December, 2020</td>
<td>Agriculture Teacher</td>
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<thead>
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<th>Degree</th>
<th>Graduation Date</th>
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<tr>
<td>Sarah Loughridge</td>
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<tr>
<td>Tyler Huff</td>
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<td>Brian Weldy</td>
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<td>Christopher Campbell</td>
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<td>Rachel Wigington</td>
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<td>Nick Hodges</td>
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Internship Supervision (Student Teacher Supervision): [30]

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<tr>
<td>Erica Frost</td>
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<td>Jaky Cervantes</td>
<td>Charles Lineberger</td>
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<tr>
<td>Dillon Parker</td>
<td>Christopher Whitworth</td>
<td>Anna Hartley</td>
<td>Dakota Martin</td>
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<td>Joey Temperly</td>
<td>Caleb Owenby</td>
<td>Brandon Poole</td>
<td>Johnathan Paul</td>
</tr>
<tr>
<td>Matthew Mayhue</td>
<td>Elijah Parham</td>
<td>Addie Tucker</td>
<td>Jacqueline Elder</td>
</tr>
<tr>
<td>Palmer Smith</td>
<td>Ashley Sapp</td>
<td>David Williams</td>
<td>Breanna Heaney</td>
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<tr>
<td>Ben Richardson</td>
<td>Roseanna Vols</td>
<td>Morgan Hurkmans</td>
<td>Jayda Williams</td>
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<tr>
<td>Emily Wheeler</td>
<td>Tyson Deal</td>
<td>Lacy Powell</td>
<td>Jerrod Hardin</td>
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<tr>
<td>Lacy Powell</td>
<td>Patrick Murray</td>
<td>Adair Woodward</td>
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Academic Advising – Undergraduate Advising

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<tbody>
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Instructional Funding –$35,350

Rubenstein, E. D. (2018). Lilly fellows teaching project. Lilly Fellows Program. Funding $2,000

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.  


**Refereed Abstracts: [9] *Indicates Student**


**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.*


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


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


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


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


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

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


**Recognitions and Outstanding Achievements**

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, AAAE, 2013
8. Outstanding Research Poster Award, AAAE, 2012
10. Second Runner-up Innovative Idea Poster Award, SR-AAAAE, 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.


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


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.


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.


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.


Referred Conference Poster Presentations: [18]


D. PUBLIC SERVICE

Extension Workshops


**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 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 AAAE 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 it 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.