

Maria Navarro – Summary Vitae

ACADEMIC HISTORY

- Name: Maria Navarro
- Associate Director, UGA Honors Program and CURO (Center for Undergraduate Research Opportunities)
- Professor, Agricultural Leadership, Education, and Communication, College of Agricultural and Environmental Sciences
- Other UGA Affiliations: Latin American & Caribbean Studies, and African Studies Institute, graduate faculty status

1. Education and Training

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|--|------------------------|-----------------------------------|
| • 1988: Univ. Politècnica de Catalunya | Hortofruticulture | Ag. Technical Engineering |
| • 1992: Univ. Politècnica de Catalunya | Agronomy | Ag. Engineering (M.S. equivalent) |
| • 2004: Texas A&M University | Agricultural Education | Ph.D. |

2. Professional Experience

- January 2018 to Present: Associate director, UGA Honors Program and CURO (Center for Undergraduate Research Opportunities)
- July 2017 to Present: Professor, tenured, ALEC, UGA
- July 2010 to June 2016: Associate professor, tenured, ALEC, UGA
- 2005 to 2010: Assistant professor, ALEC, UGA
- 2004: Intern, Global Development Initiative, Peace Programs, The Carter Center, Atlanta
- 1999 to 2004: Part-time instructor, ALEC, UGA
- 1997 to 1998: Research and teaching assistant, Texas A&M University
- 1991 to 1996: Administrator and coordinator of the Plant Production Area of the Mediterranean Agronomic Institute of Zaragoza (Spain), of the International Center for Advanced Mediterranean Agronomic Studies (CIHEAM-IAMZ).

CONTRIBUTIONS TO TEACHING

My contributions to teaching at UGA encompass (1) Resident instruction, teaching courses for undergraduate and graduate students (Table 1); (2) Curriculum development, and participating in undergraduate and graduate interdisciplinary endeavors; (3) Leadership in faculty development programs contributing to the quality of education at UGA by; (4) giving guest lectures in a wide variety of courses; and (5) advising and mentoring graduate students (see scholarly activities section).

1. Awards and Special Recognitions for Teaching Accomplishments

(To avoid repetition, awards are only listed in the most pertinent category)

a. National/International – 5 national/international teaching awards or recognitions

- 2013. ACOline. Top professors at affordable colleges
- 2013. NACTA Teaching Award of Merit
- 2012. United States Department of Agriculture (USDA) National New Teacher Award
- 2006. National Advisor of the Year, Sigma Alpha Sorority, and 2008, first runner-up.

b. Major State, University (UGA), and College (CAES) level – 6 major teaching awards or recognitions

- 2017. D.W. Brooks Faculty Award for Excellence in Teaching
- 2017. Lothar Tresp Outstanding Honors Professor
- 2014. UGA Richard B. Russell Award for Excellence in Undergraduate Teaching
- 2016. Outstanding Graduate Faculty Mentor Award. Agricultural Leadership, Education, and Communication (UGA)
- 2011. J. Hatten Howard III Award, UGA Honors Program
- 2011. CAES Early Career Teaching Award

c. Other State, University (UGA), and College (CAES) level – 24 teaching awards or recognitions

- 2016. Outstanding Graduate Faculty Mentor Award. Agricultural Leadership, Education, and Communication (UGA)
- 2016. Global Educational Forum Award, Outstanding Commitment to Undergraduate Student Research
- 2016. Thank A Teacher at UGA
- 2014, 2015, 2016, 2018. Career Center Recognition for contributing to the career development and success of UGA graduates
- 2014. Gym Dogs Appreciation Award
- 2014. Center for Teaching and Learning. CTL Award-winning faculty,
- 2014-2016 CTL Innovation Fellow, 2013-2014 Online Learning Fellow;
- 2013. Southscapes (Fall 2013): A teacher among teachers
- 2013. UGA Focus on Faculty
- 2013. UGA African Studies Institute Teaching Award
- 2012. Inductee, the University of Georgia Teaching Academy
- 2012. Honorary faculty member of AGHON Honorary Society
- 2011. Outstanding Professor. UGA Student Government Association
- 2009. Inductee, Phi Kappa Phi National Honor Society (all-discipline Honor Society). UGA chapter
- 2007, 2013, 2014, 2018. UGA Outstanding Teaching Faculty
- 2007. Gamma Sigma Delta (Honor Society of Agriculture) Junior Achievement in Teaching Award
- 2006, 2008 and 2011. UGA Sigma Alpha Outstanding Professor/Advisor
- 2006-2008 University of Georgia Lilly Teaching Fellow

2. Resident Instruction. Average more than eight (8) 3-credit hour courses/year, plus all directed study courses

Table 1. *Summary of Teaching Activities: Undergraduate and Graduate Courses Taught Since Fall 2005*

Course (Courses with several sections in a semester are only listed ONCE)	Times taught
Formal courses (3 credits) – Total 89 courses (87 full credit, 2 50% credit) (average enrollment ranges from 15 to 70 students per course)	
ALDR/AFST/LACS 3820 Reflections on Fighting Hunger	Classroom 7
ALDR 3820H Reflections on Fighting Hunger	Classroom, honors 7
ALDR 3820E Reflections on Fighting Hunger	Online asynchronous 4
ALDR 3820 Reflections on Fighting Hunger	Service learning 3
ALDR/AFST/LACS 4710/6710 International Agricultural Development	Classroom 19

ALDR/AFST/LACS 4710E/6710E International Agricultural Development	Distance	9
ALDR 5700/7700 Global Issues in Agriculture	Classroom	2
ALDR 5700/7700E Global Issues in Agriculture	Distance	1
ALDR 7070, 7070E Program Development for Agricultural Leadership	Classroom/Distance	4
ALDR 7110E Adv. Topics in Interdisciplinary & International Research	Distance	1
ALDR 7100 Analysis of International Development Organizations	Classroom	1
ALDR 8030E Diffusion of Innovations	Classroom/Distance	9
AGED 4370 Agricultural Science for Teachers (50% credit)	Class & Laboratory	2
AESC 3150 Topics in International Agriculture	Mixed	20

Seminars (1 credit) – Total 14 seminars (14 full credit) (average enrollment is 15 students per seminar)

FRES 1010 Freshman Seminar (international)	Classroom	2
FRES 1010 Freshman Seminar (poverty)	Classroom	2
HONS 1990H Honors Colloquia Seminar	Service Learning	3
FYOS 1001 First Year Odyssey (poverty)	Classroom	6
ALDR 7100 Scholarship of Teaching and Learning	Classroom	1

Study Abroad courses - Total 5 courses (3 full credit, 2 33% credit) (3 programs)

AESC 3150 Topics in International Agriculture (France) (33% credit)	Study Abroad	1
AESC 3160 Food Prod. Systems W Europe (33% credit)	Study Abroad	1
ALDR 3820H Reflections on Fighting Hunger (Costa Rica)	Study Abroad	1
ALDR 4710E/6710E International Agricultural Development (Costa Rica)	Study Abroad	2

Directed study courses, 3 credits – Total 18 courses (18 full credit)

AESC 4950 and AESC 4950H Special Problems in AESC	Directed Study	4
AESC 4960 Undergraduate research in AESC	Directed Study	1
AESC 4970H Honors Project, AESC 4990H Honors Thesis	Directed Study	2
AESC 8220 Advanced Topics in AESC	Directed Study	1
AGED 7650 Applied Projects in Agricultural Education	Directed Study	3
ALDR 4000 Directed Project in Leadership	Directed Study	4
HONS 4800H, HONS 4801H, HONS 4810H Honors Internships	Directed Study	3

Directed study courses (variable credit)

ALDR 7000 Master's Research	Directed Study	Most semesters
ALDR 7110 Special topics in Agricultural Leadership	Directed Study	Most semesters
ALDR 7100 Directed study in Agricultural Leadership	Directed Study	Most semesters
ALDR 7300 Master's Thesis	Directed Study	Most semesters

Note: Courses with several sections in a given semester (graduate/undergraduate, different section groups, combined distance and on-campus groups, honors/non-honors) are only listed **once** in the table.

Note: 1000 to 5000 levels are undergraduate courses, 6000 to 8000 are graduate courses.

Note: Teaching load translates into 25 semester credit hours of formal courses per year (more than eight 3-credit hour courses per year), plus all the directed study courses.

3. Teaching Evaluations

A summary of evidence of long-term impact on students and a summary of my student teaching (quantitative) evaluations are presented in section V as Attachments I and II respectively. Students in my courses write an unusual amount of comments which are overwhelmingly favorable. Some of the examples of comments from my evaluations are noted below. The full texts of the comments are on file in the department and available for perusal.

- *Encouraged deeper understanding of topic. Provided an excellent classroom environment open to questions and discussions. Made herself available outside of class.*
- *Phenomenal - definitely - she incorporated concepts discussed in class with the reality of her experiences abroad. She constantly made the class engaging and caused me to reevaluate a couple of my deep seated preconceived notions about development organizations.*
- *Teacher gave good constructive criticism, and a lot of it. I was overwhelmed with her response at first because she was asking me to do more research and consider this and that and rethink about my entire approach . . . she really did help me think more about my topic and consider things that were obvious that I had not thought of.*
- *Challenging students; probably the most intellectually stimulating graduate course I've taken.*
- *I have tremendous respect for this instructor because her experience in development never loses meaning - it's all about the people. The way she teaches and relates to her students reflect this life attitude.*
- *She is unlike any other professor. In a few months I have been inspired and motivated to pursue my dreams. She has a way of relating to students.*
- *I cannot say enough good things about Dr. N and this class. Hands down, it's my favorite class at UGA and she is my favorite professor*
- *She is such a caring and intelligent person. It is impossible not to love her class. She is the best I have had at UGA*
- *Dr. Navarro instilled passion into her students about the subject matter. She made the topic relevant to any particular environment to engage people in class. She was readily open to having "deep" class discussions about topics brought up by her students. Dr. Navarro was able to bring a broad knowledge and experience-base to the students.*

As an additional example of student evaluations, the following is a list of students who have been featured by UGA Amazing Students, who have indicated, and explained, why I was (one of) their favorite professor(a):

2016: Elizabeth White.

2015: Brittany Whitlock.

2015: Candace Flagg, Sarah Premji, Sarah Huber, and Nadia Gabriel. 2014: Joey Sharp, and Omar Martinez-Uribe.

2009: Tracy Bialis.

My former department head, Dr. Kelsey, indicated, in her most recent evaluation of my teaching: *"I have observed her teaching, reviewed her course syllabus, and informally interviewed her students. All the data point to one conclusion: Dr. Navarro is a quintessential land-grant university faculty member who has it all; she is an outstanding teacher, researcher, and community servant. . . Her teaching has the breadth and scope to create change through the minds of her students as she challenges them to reach higher levels of abstraction, social consciousness and conceptual understanding of the larger challenges of our time while encouraging them to become part of the solution."*

4. Curriculum Development: Illustrative summary of major curriculum development efforts for 2014-2015

I have created and developed most formal courses that I teach, and I continuously evaluate the curriculum to update and adapt content and teaching strategies to new knowledge, scholarship, context, and student needs. I have contributed to teams developing and updating numerous university-wide programs (e.g., Certificate of International Agriculture), as well as the undergraduate and graduate programs in my department. The list below summarizes major efforts for 2014-2015.

a. Curriculum Development for New Programs (in collaboration with others) for 2014-2015

- Ph.D. in Agricultural and Environmental Education: Member of the team developing the proposal
- Global Food Security undergraduate major/certificate: Chair of the team developing the programs
- Sustainable Food Systems Initiative: Development of the Interdisciplinary Graduate Certificate in Sustainable Food Systems. Co-PI of USDA grant (funded, \$246,000) to develop the program and fund graduate students
- African Studies Undergraduate Major: Part of the team (undergraduate curriculum committee) developing the major.

b. Major Course Redesign (individual effort) for 2014-2015

- Redesign of ALDR 3820 including “flipped” elements in the curriculum to increase student engagement and increase focus in student development of higher order thinking skills. Offered two sections of the course in the same semester as part of the research design comparing impact on learning of “traditional” lessons vs. “flipped” lessons (research funded with two STEM mini-grants: \$8,979.00, and \$7,810.00). Scholarly manuscripts are currently in preparation
- ALDR 3820E: Redesigned course for a new online (asynchronous only) version of the course, as part of UGA’s effort to increase online offerings (asynchronous only) of summer courses for undergraduate students.

c. Redesign and participation in courses new to me (in collaboration with other faculty) for 2014-2015

- AESC 3150 and AESC 3160: Study abroad program in Toulouse, France (Instructor in course, 33% academic credit)
- FDST 4150/6150 Coffee (el Grano de Oro): From Bean to Cup (Study Abroad, Costa Rica, Fall 2015) 2015. Collaborated with Dr. Pegg to redesign course to include more contextually-based experiential learning elements and evaluate academic rigor and impact. Scholarly manuscripts are currently in preparation.

d. Curriculum development for Research/Education partnerships (not listed earlier) for 2014-2015

- NSF PIRE (Partnerships for International Research and Education) proposal (\$4,000,000). Developed plan for curriculum addressing of socio-scientific issues and the role of science in solving global problems, as well as student development of intercultural, interpersonal, and communication competencies
- USDA NIFA proposal (\$149,575) on developing culturally responsive curricula to engage English language learners in agricultural sciences.

5. Leadership in Key Faculty Development Programs

a. UGA Leader: Enhancing education through the internationalization of the curriculum

- Responsibilities include: (1) Grant writing (USDA, \$459,770, funded); (2) Planning and coordinating multi- institutional program development meeting (UF, Texas A&M, UGA); (3) Creating and coordinating a Faculty Learning Community; (4) Planning and implementing a 12-day faculty development and experiential learning program in Costa Rica (June 2010) for 10 faculty; (5) Preparing and coordinating 6 workshops and a 2-day retreat for faculty to further develop and enhance teaching skills and SoTL practice in efforts to internationalize the curriculum; (6) Coordinating and facilitating curriculum development (Coordinated the development of 26 internationally-focused lesson plans and Reusable Learning Objects); (7) Evaluating the program (formative and summative) and the resulting curriculum; and (8) Conducting research on the long term impacts of the program on curriculum, students, and faculty.

b. Co-leader: Empowering faculty to deliver distance education courses

- Responsibilities (in collaboration with others) include: (1) Grant writing (USDA, \$138,105, funded); (2) Creating and coordinating a Faculty Learning Communities; (3) Preparing and coordinating workshops and retreats to further develop and enhance faculty teaching skills and teaching skills at a distance; and (4) Program evaluation.

c. Co-leader: Enhancing and integrating social perspectives and content into the engineering curriculum.

- Responsibilities include: (1) Grant writing (USDA, \$98,730, funded); (2) Determining conceptual framework, methodologies, and strategies for the integration of social and humanistic perspectives and content into the engineering curriculum; (3) Preparing Model curriculum and transfer to faculty; (4) Conduct research on the framework developed and evaluate impact on curriculum and students.

6. Additional Teaching Activities: Invited lectures at UGA Courses. Total 114 invited lectures since 2005 (50 to 75 min each). 2015 invited lectures listed below to illustrate the wide range of courses involved

- AESC 2050 Effects of Global Agriculture on World Culture
- AFST 2100 Introduction to Africa
- AGED 4370/6370 Agricultural Science for Teachers
- ALDR 8200 Research Methods in Agricultural Education
- BIOL 2990H Honors Seminar in Modern Biology
- FDST 4150/6150 Coffee (el Grano de Oro): From Bean to Cup
- FYOS 1001. The Impact of Underrepresented Minority Scientists
- GENE 3200H Honors Genetics Seminar
- GRSC 7770 Graduate Seminar (University Teaching)
- HONS 4960H Honors Undergraduate Research (Roosevelt Scholars)

SCHOLARLY ACTIVITIES

I do not have a research appointment. However, I consider my scholarly activities key in my success as a faculty member at UGA, and as such, my scholarly activities inform, and are informed by, my teaching and outreach activities.

1. Awards and Special Recognitions for Scholarly Activities Accomplishments

(To avoid repetition, awards are only listed in the most pertinent category)

a. International – 9 international awards or recognitions

- 2006. Outstanding Early Achievement Award, AIAEE (International Agricultural and Extension Education)
- 2003-2016. Six (6) scholarship awards in AIAEE international conferences (outstanding faculty and professional oral presentation, outstanding posters, outstanding workshops).

2. Publications

a. Contributions to published books/manuals (6 total) (only listing contributions since tenure)

Romagosa, I., Navarro, M., Heath, S., & López-Francos, A. (eds.) (2015). *Agricultural Higher Education in the 21st century. A global challenge in knowledge transfer to meet world demands for food security and sustainability*. Zaragoza: CIHEAM. 229 pp. Options Méditerranéenes, Series A,113. ISSN: 1016-121-X – ISBN: 2-85352-551-1

Navarro, M. (2013). Farms and farming. In *World Book Encyclopedia, World Book Encyclopedia*.

Navarro, M. (2011, 2013). The Millennium Development Goals and agriculture in rural Sub-Saharan Africa. In I. S. Aderibigbe & A. Ojo (Eds.), *Continental Complexities: A Multidisciplinary Introduction to Africa* (1st and Revised Edition). Cognella Academic Publishing. San Diego, CA.

Paterson, A., Cox, S., Kong, W., & Navarro, M. (2013). Chapter 8: Viewpoint: Multiple-harvest sorghums toward improved food security. In C. Batello, S. Cox, L. Wade, N. Pogna, A. Bozzini, & J. Choptiany (Eds.): *Biodiversity & Ecosystem Services in agricultural production: Perennial crops for food security*. pp. 57-67. Food and Agriculture Organization of the United Nations, Rome.

b. Contributions to peer reviewed journals (editorial work in 27 volumes, 25 full articles in peer-reviewed journals, and 48 abstracts in peer-reviewed journals) (only listing contributions since tenure)

Editorial work in peer-reviewed journals (27 volumes)

Associate Editor, *Journal of International Agricultural and Extension Education* (2010-12, all volumes).

Co-Editor, 2012 Proc. Scientific Poster Competition "Innovative Teaching and Research: Advancing the Scholarship of Teaching, Research, and Learning" UNALM, Lima, Peru. USDA - FAS; USAID, UNALM, Texas A&M.

Full articles in peer-reviewed journals (25 articles)

- Urban, E. R., **Navarro, M.**, Borron, A. (2018). TPACK to GPACK? The examination of the technological pedagogical content knowledge framework as a model for global integration into college of agriculture classrooms. *Teaching and Teacher Education*, 73, 81-89. Doi: /doi.org/10.1016/j.tate.2018.03.013
- Urban, E., **Navarro, M.**, & Borron, A. (2017). Long-term impacts of a faculty development program for the internationalization of curriculum in higher education. *Journal of Agricultural Education*, 58(3), 219-238. <https://doi.org/10.5032/jae.2017.03219>
- Navarro, M.**, Foutz, T. L., Patrick Singer, K., & Thompson, S. (2016). Development of a pedagogical model to help engineering faculty design interdisciplinary curricula. *International Journal of Teaching and Learning in Higher Education*, 28(2), 372-384.
- Kincy, N. Fuhrman, N. E., **Navarro, M.**, & Knauff, D. (2016). Predicting teacher likelihood to use school gardens: A case study. *Applied Environmental Education & Communication*, 15(2), 138-149. doi: 10.1080/1533015X.2016.1164096
- Foutz, T., Patrick Singer K., **Navarro, M.**, & Thompson, S (2015). Investigating the extent that an integrative learning module broadens the perception of first year students about the engineering profession. *American Journal of Engineering Education*, 6(2), 99-112. doi: <http://dx.doi.org/10.19030/ajee.v6i2.9505>
- Navarro M.**, Heath S. B., Lopez-Francos, A., & Romagosa, I. (2015). Report and conclusions: Agricultural Higher Education in the 21st Century. *OPTIONS Méditerranéennes, Séries A*(113), 5-11.
- Shinn, G., **Navarro M.**, & Briers, G. 2015). Role of quality assurance and program accreditation in supporting development of innovative agricultural curricula. *OPTIONS Méditerranéennes, Séries A*(113), 153-170.
- Daniel, J. B., Duncan, D., **Navarro, M.**, & Fuhrman, N. (2014). Experiential learning for Extension professionals: A cross- cultural immersion program. *Journal of Extension*, 52(3), 3FEA4, 16 pages [online], Available at <http://www.joe.org/joe/2014june/a4.php>
- Self, C., Morgan, A. C., Fuhrman, N. E., & **Navarro, M.** (2013). An evaluation of the *Health Rocks* program: Implications for program improvement. *Journal of Drug Education*, 43(1), 49-63. doi:10.2190/DE.43.1.d
- Tippens, A., Ricketts, J. C., Morgan, A. C., Navarro, M., & Flanders, F. B. (2013). Retention and attrition among teachers of agriculture in Georgia. *Journal of Agricultural Education*, 54(4), 58-72. doi:10.5032/jae.2013.04058
- Herndon, M. C., Behnke, A. O., **Navarro, M.**, Daniel, J. B., & Storm, J. (2013, February). Needs and perceptions of Cooperative Extension educators serving Latino populations in the South. *Journal of Extension*, 51(1)(1FEA7), 8 pages [online]. Available at www.joe.org/joe/2013february/a7.php
- Harder, A., Lamm, A., Roberts, T. G., **Navarro, M.**, & Ricketts, J. (2012). Using a prelective activity to identify faculty beliefs prior to an international professional development experience. *Journal of Agricultural Education*, 53(4), 17-28. doi:10.5032/JAE.2012.04017
- Foutz, T. L., **Navarro, M.**, Hill, R. B., Thompson, S. A., Miller, K., & Riddleberger, D. (2011). Using the discipline of agricultural engineering to integrate math and science. *Journal of STEM Education: Innovations and Research*, 12(1 & 2), 24-32. Available at [http://ojs.jstem.org/index.php?journal=JSTEM&page=article&op=view&path\[\]=1577](http://ojs.jstem.org/index.php?journal=JSTEM&page=article&op=view&path[]=1577)
- Dooley, K. E., Roberts, G., **Navarro, M.**, Harder, A., Murphrey, T., Ricketts, J., & Lindner, J. (2011). Teaching locally, engaging globally to enhance the undergraduate curriculum: A social science research and evaluation perspective. *Journal of Agricultural Science and Technology*, 5(5), 24-32.

Abstracts in peer-reviewed journals (48)

- Navarro, M.**, Blanco Vera, I., Newcomer, Q., & Pegg, R. B. (2016). The impact of experiential learning dimensions for a study-abroad program on academic learning in food science. *NACTA Journal*, 60(Suppl. 1).

- Navarro, M.** (2016). Enhancing student learning: Exploring the potential of flipped classrooms. *NACTA Journal*, 60(Suppl. 1).
- Navarro, M., Foutz, T., & Cabrera, E.** (2016). Assessing the impact of vertical alignment professional learning communities in improving teacher instructional approaches. *NACTA Journal*, 60(Suppl. 1).
- Navarro, M., Blanco Vera, I., Newcomer, Q., & Pegg, R. B.** (2016). Enhancing students' personal growth with a study-abroad program in food science. *NACTA Journal*, 60(Suppl. 1).
- Urban, E., & **Navarro, M.** (2016). TPACK to GPACK? The examination of the technological pedagogical content knowledge framework as a model for the integration of global content into college of agriculture classrooms. *NACTA Journal*, 60(Suppl. 1).
- Urban, E., & **Navarro, M.** (2016). Long-term impacts of a faculty development program for the internationalization of curriculum in higher education. *NACTA Journal*, 60(Suppl. 1).
- Moran Chavez, H., & **Navarro, M.** (2015). Factors affecting the success in college of Latino international students. *NACTA Journal*, 59(Suppl. 1), 33-34.
- Harrington, K. L., & **Navarro, M.** (2015). Assessing the impact of international service-learning: A community case study. *Journal of International Agricultural and Extension Education* 22(2), p. 48-50. doi: 10.5191/jiaee.2015.22206
- Jones, G., & **Navarro, M.** (2015). Support programs for organic farmers. *Journal of International Agricultural and Extension Education* 22(2), p. 50-51. doi: 10.5191/jiaee.2015.22207
- Campbell, C., **Navarro, M.**, Wigington, R., & DeAntonio, A. (2015). Comparing traditional and flipped approaches to teaching: the case of the reflections on fighting hunger course *NACTA Journal*, 59(Suppl. 1), 42-42.
- Dover, E., Bertrand, J., Fuhrman, N., **Navarro, M.**, Duncan, D., Peake, J., Morgan, A. C., & Rucker, K. J. (2015). Impact of a faculty learning community on the development of distance education courses in a college of agriculture *NACTA Journal*, 59(Suppl. 1), 91-92.
- Deal, T., & **Navarro, M.** (2014). Limiting factors and barriers to adoption of *Moringa* in agricultural development. *Journal of International Agricultural and Extension Education* 21(2), p.50-52. doi: 10.5191/jiaee.2014.21207
- Navarro, M.** (2013). Crossing disciplinary boundaries: The case of the honors interdisciplinary studies major. *NACTA Journal*, 57(Suppl. 1), 64.
- Bielecki, C., Velezmoro Sanchez, C., **Navarro, M.**, Lombardini, L., Briers, G., & Wingenbach, G. (2013). Impact analysis and evaluation of a capacity building project in Peru: Increasing the teaching and research competencies of selected faculty. *Journal of International Agricultural and Extension Education*, 20(2), 75-77. doi: 10:5191/jiaee.2013.20206
- Navarro, M.** (2013). Using visuals to facilitate interdisciplinary learning. *NACTA Journal*, 57(Suppl. 1), 61.
- Navarro, M.** (2013). Learning about other countries and their agriculture: Students' perceived personal and professional benefits. *Journal of International Agricultural and Extension Education*, 20(2), 184-186. doi: 10:5191/jiaee.2013.20206
- Navarro M., Sharp, K. R., Roberts T. G., Beckstead R. B., Pegg R. B., & Fuhrman N. E.** (2012). Beyond the university: Short- and medium-term impacts of an international professional development program for faculty. *NACTA Journal*, 56(Suppl. 1), 38.
- Gouldthorpe, J. L., Roberts, T. G., Harder, A., Stedman, N. L. P., Dooley, K. E., Lindner, J., & **Navarro, M.** (2012). Teaching locally, engaging globally: Enhancing the undergraduate curriculum. *NACTA Journal*, 56(Suppl. 1), 54.
- Navarro, M., & Laster, K. C.** (2012). Supporting innovative teaching approaches: The curriculum internationalization grants program at the University of Georgia. *NACTA Journal*, 56(Suppl. 1), 60.
- Navarro, M., & Foutz, T. L.** (2012). Enhancing teaching and learning: What do faculty need? *NACTA Journal*, 56(Suppl. 1), 94.
- Kochert, J., Roberts, T. G., Harder, A., Dooley, K., & **Navarro, M.** (2011). Teaching locally, engaging globally. *NACTA Journal*, 55(Suppl. 1), 50.
- Navarro, M.** (2011). Course expo: Poverty in the movies. *NACTA Journal*, 55(Suppl. 1), 66.
- Navarro, M.** (2011). Enrichment assignments: Keeping breadth, depth, and sanity. *NACTA Journal*, 55(Suppl. 1), 65.
- Patrick Singer, K., Foutz, T. L., **Navarro, M.**, & Thompson, S. A. (2011). Humanistic studies in engineering education: Improving the competencies of agricultural engineers. *NACTA Journal*, 55(Suppl. 1), 16-17.

- Morgan, A. C., Pollard, M., Rucker, K. J., King, D. L., Peake, J. B., Fuhrman, N. E., Flanders, F. B., Duncan, D. W., Sylvia, J., Bertrand, J. A., & **Navarro, M.** (2011). Enhancing the ability of faculty to succeed in their efforts to teach at a distance. *NACTA Journal*, 55(Suppl. 1), 80.
- Navarro, M.** (2010). Helping agriculture students analyze non-profit organizations. *NACTA Journal*, 54(Suppl. 1), 45.
- Navarro, M.**, & Jefferson, A. (2010). The creative project: An old, and new, teaching strategy. *NACTA Journal*, 54(Suppl. 1), 36.
- Brown, J., **Navarro, M.**, & Duncan, D. (2010). Cross cultural immersion in Cooperative Extension: A history of a Georgia program. *NACTA Journal*, 54(Suppl. 1), 38.
- Navarro, M.**, Foutz, T., Thompson, S., & Patrick Singer, K. (2010). Integrating humanities and social sciences into the engineering curriculum: Guiding principles from the model teaching team. *NACTA Journal*, 54(Suppl. 1), 20-21.
- Navarro, M.**, Akinkanju, T., Bey, Y., Bodrey, C. R., Brown, A., Brown, J., Carter, R. L., Copley, C., Grisar, L., Hendrix, E., Nishimura, A., Porter, E., Thomas, M., & Turner, C. (2010). Preparing a framework for analysis of international development non-profit organizations. *Journal of International Agricultural and Extension Education*, 17(2), 65. doi: 10.5191/jiaee.2010.17204

c. Contributions to referred conference proceedings (not listed in other sections) (66 contributions to refereed conference proceedings – 40 oral presentations, 26 posters) (only listing contributions since tenure)

Oral presentations (40)

- Salmon, K. A, **Navarro, M.**, Newberry, M. G, Bledsoe, L. P. (2018). Outdoor childhood play and the nature of its impact: A case study. *Proc. Association for International Agricultural and Extension Education annual conference*. Merida, Mexico, April 16-20, 2018.
- Elliott, K. M., & **Navarro, M.** (2015). Enhancing Extension: Effective outreach in increasingly diverse settings. *Proc. national urban Extension Conf* Atlanta, GA, May 4-7.
- Navarro, M.** (2014). Using graphic organizers in the college classroom. *Proc. USG Teaching & Learning Conf*.
- Navarro, M.**, & Pegg, R. B. (2014). Integrating global issues into the STEM curriculum. *Proc. STEM Institute on Teaching and Learning*.
- Self, C., Morgan, A. C., Fuhrman, N. E., & **Navarro, M.** (2013). An evaluation of the 4-H Health Rocks Program: Implications for program improvement. *Proc. National Agricultural Education Research Conf. Vol 40*.
- Navarro, M.** (2013). Case studies on integrating hunger issues in the higher education curriculum. *Lilly Conf. on College & University Teaching - West. International Alliance of Teacher Scholars*, Pomona.
- Foutz, T., Patrick-Singer, K., **Navarro, M.**, & Thompson, S. (2012). Integrating the humanities and engineering: The implications of an interdisciplinary-based learning module. *Proc. 2012 ASABE Int. Meeting*. Paper 121338308.
- Tippens, A., Ricketts, J. C., **Navarro, M.**, Morgan, A. C., & Flanders, F. B. (2012). Teachers' self-perceptions of retention and attrition among teachers of agriculture. *AAAE Southern Region Conf. Proc.*, 62, p. 437-451 (Birmingham, AL, Feb 4-7).
- Moore, A., Harder, A., Roberts, T. G., Dooley, K. E., **Navarro, M.**, & Gouldthorpe, J. (2012, February). Teaching locally, engaging globally: Enhancing the undergraduate curriculum. *AAAE Southern Region Conf. Proc.*, 62, 88-91.
- Patrick-Singer, K., Foutz, T. L., & **Navarro, M.** (2012). Faculty attitudes toward integrating humanities into an engineering curriculum. *Regional STEM institute of teaching and learning*.
- Nkembe, E. N., Rucker, K. J., & **Navarro, M.** (2011). Mentoring in MANNRS. Albuquerque, NM: Nat. Mentoring Inst.
- Navarro, M.** (2011). Creative assignments: Impact on students. *Georgia Southern University: SoTL (Scholarship of Teaching and Learning) Commons Conf. Proc*
- Brown, J., **Navarro, M.**, Duncan, D., & Fuhrman, N. (2011). A quantitative analysis of the efficacy of a cross-cultural immersion program for Extension educators. *AAAE Southern Region Conf. Proc.* (Corpus Christy, TX, February 5-8).
- Patrick-Singer, K., Foutz, T. L., **Navarro, M.**, & Thompson, S. A. (2011). Integrating the humanities and engineering: the implications of an interdisciplinary-based learning module. *ASEE Southeastern Section 2011 Meeting Proc.*

- Navarro, M.** (2011). Using Hunger to Enhance Teaching and Learning Across Disciplines. Georgia Southern University: *SoTL (Scholarship of Teaching and Learning) Commons Conf. Proc*
- Tajeu, K.S., Storm, J. F., Aguilar, C., Behnke, A., & **Navarro, M.** (2011). The new Hispanic South-SERA 37: Bringing together researchers and land-grant faculty to meet the needs of Latinos in the South. *Proc. Latinos in the Heartland: Migration and Shifting Human Landscapes 10th annual Cambio de Colores Conf.*, pp. 8-9. Panel presentation.
- Navarro, M.**, Brown, J., & Fuhrman, N. (2010). Adapting to a new human and business landscape: Professional development program for Cooperative Extension agents. *SERA-37 Annual Meeting* (Raleigh, NC, October 6-7).
- Navarro, M.**, Foutz, T., Thompson, S., & Hill, R. (2010). Integrating math and science: An 8-year [school district] – [university] partnership. *11th NOS Conf.* (Raleigh, NC, October 4-6).
- Fuhrman, N. E., Morgan, A. C., & **Navarro, M.** (2010). Evaluating evaluation: Measuring the program evaluation-related competencies of natural resource extension professionals. *Association of Natural Resource Extension Professionals. Conf. Proc.* (Fairbanks, AK, June 2010).
- Foutz, T., Thompson, S., **Navarro, M.**, & Hill, R. (2010). Using the discipline of agricultural engineering to integrate math and science. *ASABE 2010 Annual International Meeting* (Pittsburgh, PA, June 20-23).

Poster Presentations (26)

- DeAntonio, A., & **Navarro, M.** (2014). Perceptions about global development. *Proc. 2014 CURO Symposium*, 48-49.
- Deal, T., & **Navarro, M.** (2013) *Moringa* as a solution for nutrition and poverty issues: Identifying its limitations of adoption for agricultural development. *Global Educational Forum*. UGA, Athens, GA.
- Mello Guerrero, G., & **Navarro, M.** (2013) No low-skilled immigrants, no food? Immigration policy and food production. *Global Educational Forum*. UGA, Athens, GA
- Navarro, M.**, Fuhrman, N. E., Robinson, C. D., Johnson, J., Pegg, R. B., Harrison, M. A., Duncan, D. W., Lindner, J. R., Roberts, T. G., & Harder, A. (2011, May). Enhancing the ability of faculty to succeed in their efforts to globalize their curriculum. Poster presented at the meeting of the American Association for Agricultural Education, Coeur d'Alene, ID.
- Brown, J., **Navarro, M.**, Duncan, D., & Fuhrman, N. (2011). A Qualitative Evaluation of a Cross-Cultural Immersion Program for Extension Educators. *AAAE Southern Region Conf. Proc.* (Corpus Christy, TX, February 5-8).
- Navarro, M.**, Troutman, T., & Duncan, D.W. (2010). Developing an instrument to measure students' attitudes about agriculture, colleges of agriculture, and careers in agriculture: A pilot study. In *Proc. 26th AIAEE Conf.* (Saskatchewan, Canada, May 16-19), p. 96.
- Brown, J., **Navarro, M.**, Duncan, D. (2010). Cross cultural immersion in Cooperative Extension. *AAAE Southern Region Conf. Proc.* (Orlando, FL, February 6-9).

3. Grants (Total of \$3,455,902 funded, and \$874,455 pending) (only listing grants since tenure)

a. Extramural Funding Received (total \$3,357,932) (only listing grants since tenure)

PI, Co-PI in national grants

- Kramer, E., Thompson, J., **Navarro, M.**, Harrison, J., Thapa, J. R., Kurtz, H. (2016-2021). *Interdisciplinary graduate research and education in sustainable food systems*. USDA/NIFA. \$246,000. 15% academic credit.
- Kerr W. L., Pegg, R. B., Harrison, M. A., **Navarro, M.**, & Swanson, R. B. (2014-2019). *Enhancing the learning experience of national needs fellows in food and nutrition for health*. USDA-NIFA-HEP. \$238,500. 15% ac. credit.
- Bertrand, J., Broder, J., Duncan, D., **Navarro, M.**, et al. (2009-14). *Empowering faculty to deliver graduate distance education courses* USDA HEC. \$138,105. 10% academic credit.

- Roberts, G., Lindner, J., **Navarro, M.**, et al. (2009-13). *Teaching locally, engaging globally: Enhancing the undergraduate curriculum*. USDA HEC. \$459,770. (Navarro, UGA subaward PI). 50% academic credit (average).
- Foutz, T. L., **Navarro, M.**, & Thompson, S. A. (2008-2011). *Humanistic studies into engineering education to enhance service learning: Improvement of competencies of biological and agricultural engineers*. USDA HEC. \$98,730. 33% academic credit.
- Das, K. C., & Balagurusamy, N. . . . **Navarro, M.**, et al. (2007-2010). *Integrated waste management with energy production for increased competitiveness of the livestock industry in Northeast Mexico*. HED/USAID TIES U.S. – Mexico University Partnerships. \$249,410. 17% academic credit.

Collaborator in national and regional grants

- Lacy, M. (PI). 2010-2013. Collaborative research, outreach and education program aimed at encouraging sustainable poultry production in Mali. Colorado State University - USDA. (**Navarro:** Collaborator). \$ 440,000.
- Shinn, G. & Wingenbach, G. (2010-2013). Capacity building at Universidad Nacional Agraria La Molina (UNALM) and Ministry of Agriculture, National Institute for Agricultural Innovation (INIA). USDA/FAS/Office of Capacity Building and Development. (**Navarro:** Collaborator for the Teaching Capacity Building program and faculty development workshops). \$332,664.
- Storm, J. (PI) (NC State University). (2010-2011). *A new model of Extension professional development: Global context and local impact in the New Hispanic South*. Farm Foundation, NFP Small Grant. (**Navarro:** Collaborator and Research Team co-leader). \$ 5,000.
- Wilson, M. (UGA), Hawkins, S. (UTK) (2010-2011). *Assessing and improving nutrient management plan implementation across the Southern Region*. Southern regional water resource project (USDA NIFA LGCU). (**Navarro:** Collaborator, leader of the social science research project). \$43,254.

Evaluator in national grants managed at the state level (GA Department of Education Math-Science Partnerships)

- Howard, A., Miller, K., et al. (2009-2012). *CATAPULT TEAMS: Connecting and aligning teaching, assessment, and project-based understanding for learners in the twenty-first century: teachers empowering all math and science students*. (**Navarro:** Evaluator). \$447,180.
- Riddleberger, D., Miller, K., et al. (2008-2011). *CLIMS: Community of Learners in Mathematics and Science for Grades 6th-12th*. (**Navarro:** Evaluator). \$400,000.

Subcontracts

- **Navarro, M.**, Paterson, A. H. (2015-2017). *Transforming sorghum production systems to reverse losses of ecological capital through multiple crops from single plantings*. National Needs Fellows. Graduate student fellowship: \$35,000.

b. State and UGA competitive grants (total \$97,970) (only listing grants since tenure)

- **Navarro, M.** (2015-16). *Improving STEM instruction and impact: Implementing and evaluating the “flipped” approach to teaching*. Improving Instruction and Enhancing Student Success in STEM Disciplines. The UGA STEM Initiative Small Grants Program. \$7,810.00.
- **Navarro, M.** (2015). UGA Center for Teaching and Learning, Innovative Teaching Fellows. \$2,000.
- **Navarro, M.** (2014-2015). *Comparing traditional and flipped approaches to teaching: A research-based assessment of key elements to improve STEM instruction and impact*. Improving Instruction and Enhancing Student Success in STEM Disciplines. The UGA STEM Initiative Small Grants Program. \$8,979.00.
- **Navarro, M.** (2014). UGA Online Learning. Developing asynchronous curriculum on hunger issues. \$5,000.
- **Navarro, M.** (2012-2013). ELC Faculty Pilot. UGA Center for Teaching and Learning, OIT, EITS. \$500.
- **Navarro, M.** (2010-2011). *Millennium Development Goals: Motivating students to analyze issues from global and multidisciplinary perspectives*. Curriculum Internationalization Grants. UGA International Education. \$3,500.
- **Navarro, M.** (2010-2011). *Enhancing the CAES Curriculum: Diffusion of innovations at a distance*. Distance Education Mini-Grant. \$2,000.

- Foutz, T., **Navarro, M.**, Thompson, S., & Patrick Singer, K. (2010-2011). *Integrating the humanities and STEM disciplines: Development, implementation, and evaluation of a teaching model and template to help faculty develop their own integrative projects: The Water Module*. STEM Small Grants. \$8,000.
- Foutz, T., **Navarro, M.**, & Thompson, S. (2009-2010). *Identifying faculty-based specifications for improving instruction and enhancing student success in STEM Disciplines*. STEM Small Grants Program. \$7,000.

4. Supervision of Student Research:

Graduate committees (total 76 students: 2 Ph.D. committee member, 19 master's thesis chair, 21 master's professional chair, 13 master's thesis committee member, 21 master's professional committee member)

a. Ph.D. committee member (my department, ALEC, does not have a Ph.D. program) (2 total)

In progress: Daniel, Jennifer Brown (Adult Education);

Graduated: Lowery, Parker (dual, Geography and Integrative Conservation) (2017);

b. Master's thesis chair (19 total)

In progress (3 total): Davis, Chesley;; Begay, Malanie.

Graduated (16 total): Brooks, Justin Tyler (2017); Salmon, Kelli Abbagale (2016); Moran Chavez, Hugo Alex (2016); Urban, Emily (2016); Campbell, Cristopher (2016); Macias-Dye, Lauren (2015); Harrington, Keneisha (2014); Johnson, Jennifer (2013) (distinction); Sharp, Katrina (2013) (distinction); Nkembe, Erik (2012); Ellison, Stacey (2011); Brown, Jennifer (co-chair, 2010); McHugh, Sallie (2010); Byers, Kelly (2009); Jones, Robert (2009); Troutman, Tracey (2008); Brent, Jackson (2008).

c. Master's (professional) chair (21 total)

Graduated: Seymour, Jonathan (2017); Wigington, Rachel (2016); Young, Cindy (2015); Loughridge, Sarah (2015); Jones, Ghangela (2014); Benson, Jessica (2013); Wilcox, Sunny (2013); Deal, Tyson (2013); Marable, Brent (2013) (distinction); Hunnicut, Emily (2012); Reid, Constance Saxon (2011); Chapman, Jason (2011); Caudell, Cale (2011); Jefferson, Antoine (2011); Patrick, Rachel (2011); Randall, Nekeisha (2010); Ware, Allie (2010); Jennings, Timothy (2008) (distinction); Tucker, Brett (2008); Trammell, Deborah Sue (2007) (distinction); Gunter, Lindsey Michelle (2007).

d. Master's thesis committee member (13 total)

Graduated: Blanco Vera, Isis (2017); Kincy, Natalie (2015); Jones, Ghangela (2014, Agricultural and Environmental Economics); Osinubu, Adenola (2014, Agricultural and Environmental Economics); Bohannon, Jeci (2014); Melo Guerrero, Grace (2013, Agricultural and Environmental Economics); Sparks, Sara (2013, Food Science and Technology); Byne, Edmund (2013); Bodrey, Clarence Rayford (2011); Self, Carlton (2011, distinction); Tippens, Abby (2010, distinction); Priest, Kerry (2008, distinction); Rich, Jamie Stevens (2007).

e. Master's (professional) committee member (21 total)

Graduated: Smith, Ivette (2011); Ahrens, Chelsey (2011); Cisse, Mahamane Saliou (2011); Wood, Matthew (2011); Ross, Johnny "Mack" (2011); Young, Catherine (2010, Crop and Soil Sciences); Barlow, Holly (2010); Randall, Allie (2010); Davis, Elizabeth (2010); Woodward, Lane (2010); Lee, William (2010); Sheram, Steven (2008); Reeves, Sharon (2008); Burgess, Anna (2007); Carden, Nick (2007); Sonya Jones (2007); Charlie Monroe (2007); Hall, Laurene (2007, distinction); Wood, Carla Moore (2006); Shipman, Myria (2006); Fields, Juli (2005, distinction).

f. Undergraduate honors research advising (12 total) (Roosevelt Institute Undergraduate Research, CURO, Honors Research, Honors Internship, Undergraduate Honors Thesis of the Honors Interdisciplinary Studies Major)

Graduated: Karickhoff, Brice (2018); DeAntonio, Alexa (2014); Alvey, Joel (2014); Durham, Julia (2014); Gay, Rosemary (2013); Katharine White (2012); Eberhart, Nicholas (2011); Mahmud, Ammarah (2011); Haire, Alicia (2010); Tullis, Kristen (2008).

In progress: Spradlin, Sarah; Barney, McKenna

EXTENSION AND OUTREACH (PUBLIC SERVICE)

My appointment is 20.2% academic outreach. My contributions include (1) Professional development for Extension administrators, agents, and support personnel (statewide) in *Agricultural and Natural Resources, 4-H, and Family and Consumer Sciences*, UGA faculty, and professionals in state agencies and non-governmental organizations (Table 2); (2) Presentations in Extension, outreach, and other service-related events with a focus on youth and UGA students (Table 3); (3) Presentations in national, regional, and statewide service and outreach events (non-Extension) (Table 4); and (4) International presentations on teaching and curriculum development in higher education, and professional development for international higher education faculty (Table 5).

1. Awards and Special Recognitions for Extension and Outreach (Public Service) Accomplishments

(To avoid repetition, awards are only listed in the most pertinent category)

a. National/International – 6 national awards or recognitions

- 2018. Fellow, Association for International Agricultural and Extension Education
- 2013. 100 Protagonists of Iberoamerica (Latin America, Spain, Portugal) - El País Semanal: Los 100 del Año
- 2012 and 2008. National Agriculture Advocate Award Winner (first place) (Sigma Alpha National Sorority)

b. State, University (UGA), and College (CAES) level – 33 awards or recognitions

- 2014. Honorary faculty member. Dean William Tate Honor Society (Service Society)
- 2014. African Studies Certificate of Appreciation
- 2012. Inductee. Palladia Women's Leadership Society
- 2012. Hispanic Student Association Orgullo Latino (Hispanic Pride) Award
- 2008. D. W. Brooks Diversity Award (Faculty)
- 2007. President's Fulfilling the Dream Award

2. Extension and Outreach (Public Service) Formal Presentations

I have given more than 790 contact hours of formal presentations in Extension and outreach (public service) activities, plus more than that in one-on-one interaction with Extension personnel and employees of state agencies and non-governmental organizations. Attendance in the Extension and Outreach workshops and presentations is highly variable. For example, during 2015 I gave a series of presentations on "Making differences matter" to help Georgia Cooperative Extension move towards a learning-and-effectiveness paradigm of diversity. These sessions were attended by all Extension administrators and agents in Georgia. On the other hand, the online workshops are usually limited to 20 people to ensure we have enough interaction with participants. Regarding outreach activities with student organizations, attendance has ranged from 45 to 300 students. In international faculty development endeavors, I have usually had 30 to 35 participants who have attended all sessions of the program with somewhat larger numbers attending some sessions.

Tables 2-5 summarize the Extension and outreach work that involves formal presentations. Other type of work (i.e., needs assessment, setting priorities, program evaluation, leadership development, etc.), and one-on-one interaction with stakeholders is more difficult to quantify and is not listed in the tables. To avoid repetition, workshops, presentations, and other instructional time detailed in the *contributions to teaching, scholarly activities, and other services* sections of this document, are not listed in this section.

Table 2. *Workshops and Presentations for Extension, UGA Faculty, and Professionals in Governmental and Non-Profit Organizations. Total Contact Hours of Formal Presentations in this Section total 215 hours since 2005. As an Illustration, Table Shows 2014-2016 Offerings*

Instructor in Extension, outreach, and service-related trainings or workshops (2014-16 only)

- Making differences matter: A plan for Georgia Cooperative Extension Northwest district (also for Southwest, Northeast, and Southeast districts). *Georgia Extension Annual District Conferences (all Extension personnel in attendance)*
 - Intercultural communication (Part I). Dealing with conflict in intercultural environments (Part II). Teambuilding (Part III). Personal development (Part IV). *ExTEND Institute IV: Focus on interpersonal relationships (Young Harris, GA)*
 - Taking to kids and youth about poverty. *Online Extension training*
 - Linking teaching and learning styles. *Online Extension training*
 - The many faces of poverty. *Workshop for AGL (Advancing Georgia's Leaders in Agriculture and Forestry) participants*
 - STOP communication barriers: (1) multicultural settings, and (2) communication styles. *Agent training. Offered online and during UGA Extension annual conference (Eatonton, GA)*
 - Recruiting and retaining 4-H Latino Youth. *Online Extension training*
 - Latinos in the South: Strengthening our changing communities. *Online Extension training*
 - Integrating global competencies in 4-H programming. *Online Extension*
 - Understanding poverty in Georgia and your county. *Online Extension training*
 - Extension Foundations II pre-session: Needs assessment. *Online Extension training, co-taught*
 - Extension Foundations II: Program development (logic models, evaluation, impact statements, plan of work). *Twice a year, two-day workshop, for all new Georgia Extension agents (co-taught, 1/3 of the instructional credit) (Eatonton, GA)*
 - Impact of poverty in GA (with modified poverty simulation). *Lunch keynote speaker, FACS Extension annual meeting. All Georgia FACS personnel attending (Athens, GA)*
-

Speaker in academic-related presentations (2014-16 only)

- Linking research, teaching, and outreach. *UGA Women in Agriculture Leadership Initiative*
 - The castaway, the message, and the bottle. *CTL Award-winning faculty series*
 - Panelist, Tenure and Promotion. *New Faculty Orientation, CTL*
 - Teaching at UGA. *Vice President's Advisory Council for Instructional Excellence*
 - Teaching distance learning: The faculty perspective. *Lilly Teaching Fellows meeting*
 - Global food security and food science research. *Department of food science, faculty and graduate student seminar series*
 - Recommendations for faculty teaching distance learning courses. *CAES*
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Table 3. *Presentations in Extension, Outreach, and other Service-Related Events with a Focus on Youth and UGA Students. Total Contact Hours of Formal Presentations in this Section total 176 hours since 2005. As an Illustration, Table Shows 2014-2016 Offerings*

Training, presentation, workshops, and/or other type of events (2014-16 only)

- College Student for a Day: ExperienceUGA. Presentation for High School students: UGA and Clarke County Schools Partnership
- Presentations given to several student organizations on planning and enhancing the impact of service: Delta Phi Omega,
- Workshops given to student organizations focused on global food security, poverty, and international development, and preparing for international service programs: UGA MEDLIFE, Without Borders, AWIS (Association for women in science), AED (Pre-medical honors society), Roosevelt Institute, Honors Program Student Council
- Tate Society, UGA Center for Leadership and Service, Volunteer UGA, and IMPACT
- Panelist in recruitment events: Office of Admissions, Goizueta Scholarship, Honors Program, UGA Office of Institutional Diversity, UGA Movimiento Latino
- Cultivating a passion for learning. Presentations to the Hispanic Student Association
- Poverty Simulations and Hunger Banquets for UGA and K-12 students: I have organized, facilitated, and been keynote speaker in a number of simulations: organized by me, students in my courses, student organizations, the UGA Center for leadership and Service, and K-12 school systems.
- The graduate experience: Academic & research challenges: ALEC grad student orientation
- Preparing for successful careers in agriculture: Presentations for MANRRS (Minorities in Agriculture, Natural Resources, and Related Sciences), and Sigma Alpha
- The value of agriculture. Presentations to K-12 students, including Malcom Bridge Middle School, Barrow Elementary School, Coile Middle School, Oglethorpe County Primary, Elementary, and Middle Schools

Table 4. *Invited Presentations in National, Regional, and Statewide Events. Total Contact Hours of Formal Presentations in this Section total 106 hours since 2005. As an Illustration, Table Shows 2014-2016 Offerings*

-
- Keynote speaker: Analyzing poverty. *GA Family Connection 25th year anniversary Conference, (Jekyll Island, GA)*
 - Keynote speaker: A poverty conversation. *GA Family Connection Partnership (Macon, GA)*
 - Keynote speaker: Hunger, health, and wellness. *National Health Outreach Conference (Atlanta, GA)*
 - Global health and water security. *MEDTALK global health conference (Athens, GA)*
 - Invited panelist/presenter. How to foster excellent teaching. *Southern Region Academic Programs & Experiment Station Directors Joint Meeting (Atlanta, GA)*
 - Latinos in the New South: Latino domestic immersion project: Global context, local impact. *SERA-37 (Southern Extension/Research Activities) (Auburn, AL)*
 - Interdisciplinary perspectives on hunger in global communities. *Global Educational Forum (Athens, GA)*
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Table 5. *International Outreach Activities. Total Contact Hours of Formal Presentations in this Section total 297 hours.*

Year	Role, activity, organization	Location	Contact time
2015	General discussions (3) facilitator, organizing committee, reporter. Higher Education in the 21 st Century: A global challenge in knowledge transfer to meet world demands for food security and sustainability. <i>CIHEAM, GCHERA, ICA, OECD</i>	Zaragoza, Spain	3 days of workshops
2013	Keynote speaker. The internationalization of higher education. Academic Year Inauguration celebration. <i>Universitat de Lleida</i>	Lleida, Spain	90 min
2012-2014	Technical assistance on curriculum planning and design for a DEWFORA e-learning project: Improved drought early warning and forecasting to strengthen preparedness & adaptation to droughts in Africa. <i>CIHEAM</i>	Zaragoza, Spain	3 days on-site, 6 h online
2012	Instructor. Strengthening teaching and research capacities project, Workshop Levels 4 & 5. <i>USDA/FAS, USAID, UNALM, Texas A&M</i>	La Molina, Peru	2 weeks of instruction
2011	Instructor. Strengthening teaching and research capacities project, Workshop Levels 2 & 2. <i>USDA/FAS, USAID, UNALM, Texas A&M</i>	La Molina, Peru	2 weeks of instruction
2011	Invited panelist/presenter. Professional development workshop. On curriculum internationalization. <i>NACTA</i>	Edmonton, Canada	90 min
2007	Instructor. Teaching methods and curriculum development. Academic reform at the State Agrarian University of Armenia. <i>USDA-FAS</i>	Yeveran, Armenia	2 weeks of instruction

OTHER SERVICES

1. Service to the Agricultural Leadership, Education, and Communication Department

- 2016. Chair, Interdisciplinary Perspectives on Food Security Award
- 2015-16. ALEC, Committee for Ph.D. Proposal Phase II
- 2015-16. ALEC Chair, Preparing proposal for Global Food Security major (undergraduate program)
- 2015. ALEC, Promotion and Tenure document revision committee
- 2013-2015. ALEC Graduate Education Committee
- 2012-16. Mentor of three ALEC Assistant Professors
- 2005-2014. ALEC working groups, not officially charged include Distance Education committee, Student Technology grant proposal development (2011, 2012, 2013), Undergraduate Curriculum committee, Tenure/Third Year Review committee (2011-2014, 2016-17), ALEC graduate orientation committee (2011-2016).

2. Service to the College of Agricultural and Environmental Sciences

- 2005-2017. Search committees for CAES/ALEC: Associate Dean for Research (1), Assistant Dean, Office of Diversity Relations (1), ALEC Department Head (3); Adjunct Professor (1); Assistant/Associate Professor positions (13 total) for ALEC and other CAES departments (including former BA Engineering), in Athens, Tifton, and Griffin; CAES grant coordinator (1), and staff positions (4)

- 2014-15. CAES organizing support committee for Thinc 2015
- 2011-2013. CAES Undergraduate Curriculum committee.
- 2011-2012. CAES Strategic Planning committee (Phase 1)
- 2010-2012. CAES Distance Education committee (Technology)
- 2008. CAES Young Scholar: Mentor (2008), Young Scholars Travel Abroad selection committee (2008)
- 2005-2008. CAES Graduate Curriculum committee and CAES Broadus Browne awards committee.
- 2008-2016. CAES Office of Global Programs: Member Advisory Board (2010-16), and other “ad hoc” committees as needed (Strategic Plan; Global Citizen Award; Faculty International Forum; Seminar Series; Costa Rica programs; Proposal for Graduate Certificate in International Agriculture; OGP Leadership “Blue Ribbon”; International Ag. Day planning; Informal advising for all students in the Undergraduate and Graduate Certificates in Int. Agriculture)

3. Service to the University of Georgia

- 2018. UGA First Year Experience Council, member
- 2017-2018. Richard B. Russell Undergraduate Teaching Award selection committee (Office of the Provost)
- 2016. Global Educational Forum. Abstract reviewer and research poster judge
- 2014-2017. Sustainable Food Systems Initiative Executive Committee
- 2015. UGA co-curricular experiential learning committee (office of the Provost)
- 2014. UGA Young Dawgs Program. Mentor
- 2014. FYOS Teaching Award Review committee
- 2013-2015. Josiah Meigs Distinguished Teaching Professorship selection committee (office of the Provost)
- 2013-2018. Search committees (member): Director, UGA Experiential Learning (office of the Provost); Dean, CAES (office of the Provost) (2015), and Director, Office of Online Learning (2013)
- 2012-2013. Office of STEM Education: grant proposals reviewer (2013), Symposium planning committee (2012)
- 2011-2012. Volunteer UGA Sustainable Service Grant Review committee
- 2011. UGA Lilly Teaching Fellows selection committee
- 2011. Curriculum Integration Grants (Office of International Education) reviewer
- 2010-2012. UGA Distance Education Advisory Board
- 2008-2016. Mentoring underrepresented students: Office of Institutional Diversity (2008-10), UGA CONNECTIONS faculty/student mentoring (2013-14), Coca-Cola Fellows (first generation college students) (2016)
- 2008-2016. African Studies Institute: Core faculty (2008-2016), Curriculum committee (2014-16), Committee preparing proposal for African Studies undergraduate major (2014-2015)
- 2008-2016. Latin American and the Caribbean Studies Institute. Core Faculty (2008-16), Executive Committee (2008-2012), DoEd NRC & FLAS grant writing faculty support committee (2014)
- 2008-2012. Agrosecurity Certificate Program Steering committee
- 2007-2016. Honors Program. Major scholarships (Truman, Rhodes, Marshall) support committee (2007, 2010-2011, 2014-15), Foundation Fellows selection committee (2010-2016).

4. Service to Student Groups and Organizations

My service as advisor of student organizations includes mentoring, student leadership development, and supporting students in planning, implementing, and evaluating service projects. The two most active organizations I advise are UGA MEDLIFE (Medicine, Education, and Development for Low Income Families Everywhere) and UGA Sigma

Alpha professional sorority for the support of women in agriculture. Other student groups I have collaborated with include Dean William Tate Honor Society, Palladia Women's Leadership Society, Hispanic Student Association, Without Borders, Roosevelt Institute, Honors Program Student Council, Volunteer UGA, and IMPACT.

2012-2017. Advisor, UGA MEDLIFE student organization

- Key roles with MEDLIFE included guidance in their service projects (local and international), mentoring for sustainable improvement, and helping students through evaluation, reflection, growth, enhancement, and strengthening of the organization and its activities.

2007-2017. Advisor, UGA Sigma Alpha Professional student organization

- I serve as one of the (many) advisors of Sigma Alpha. My focus has been professional development, student leadership development, and with planning, implementing, and evaluating their service projects (i.e., agricultural literacy programs). I also serve as the faculty/academic advisor, helping members with academic and professional issues.

Service to other organizations

- 2005 to 2016. Oglethorpe County Schools. Collaboration with teachers and specialists for outreach to the Latino community. Includes translations of parent-teacher conferences, discussion of Individualized Education Plans, and student evaluations
- Interview judge (selection committee). Governor's Honors Program Agriscience and Biotechnology (4 years)
- Judge (several years) FFA and 4-H events (e.g., FFA State Convention Science Fair, District 4-H Project Achievement, International projects, AgEd CDE).

5. Contributions to the Profession

- 2014-2015. Association for International Agricultural and Extension Education (AIAEE). Secretary
- 2013-2015. AIAEE Audit committee
- 2010-2015. Reviewer for AAAE (American Association for Agricultural Education) (Western Region, NAERC, etc.)
- 2003-2016. Manuscript reviewer for the *Journal of International Agricultural and Extension Education*
- 2007-2015. Reviewer for AIAEE Annual conference abstract proposals and oral presentations
- 2007-2015. The New Hispanic South SERA-37 (Southern Extension and Research Activity). Member (2007-15). Research co-leader of the immersion taskforce (2007-13), Member of team in charge of planning and implementing the domestic immersion program (intercultural professional development program) (2007-13)
- 2010-2016. UGA Phi Kappa Phi National Honors Society Executive committee, Member at large
- 2007-2014. North American Colleges and Teachers of Agriculture (NACTA). Member, International Activities committee (2007, 2009 to 2015), and Member, Educational Issues & Teaching Improvement (2012-15)
- 2003-2014. AIAEE Scholarly Activities committee: Co-chair (2007), member (2003-2014); Conference paper/poster proposal reviewer (2003-2014). Chair, discussant, or judge in conference sessions (2003-2008, 2010, 2013, and 2014)
- 2013. AIAEE Graduate Student Organization. (Presenter for student organization meeting and discussion)
- 2011. AIAEE Constitution and Bylaws committee
- 2007-2012. American Association for Agricultural Education (AAAE). Discussant, 2009 Southern Region Conference; Member, organizing team of the 2009 Southern Region Conference
- 2006-2009. Universities Fighting World Hunger National Initiative (UFWHN). 2006-2009 Coordinator at UGA for National launch, UGA representative, and national representative in the US National committee for World Food Day
- 2007. US National committee for World Food Day.