Verification of Submitted Dossier Contents

Name of Candidate: Robert L. Strong Jr
Department: Agricultural Leadership, Education, and Communications
Current Rank: Assistant Professor

I acknowledge that the contents of this promotion and tenure dossier submitted to the departmental review committee are accurate, current, and non-confidential.

Items supplied include: 1.) Statement on Teaching, Research, and Service, 2.) Curriculum Vitae, 3.) TAMU Grants Summary Chart, 4.) Faculty Biography Table, and 5.) Faculty Summary Data Table

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Signature                        Date
CANDIDATE’S STATEMENT ON TEACHING, RESEARCH, AND SERVICE

Introduction

I was first exposed to agricultural education more than 30 years ago when an Extension Agent came to take forage samples at our family farm. That encounter led me to become a 4-H member and became a springboard for my professional path. Teaching is the venue that allows me to transfer knowledge to enhance other’s lives. My research inquiry was developed from literature and my twelve years of service as an extension agent in two separate state Extension systems. Service was ingrained in me through membership in 4-H and the Fellowship of Christian Athletes. My objectives as a faculty member are to produce teaching, research, and service experiences that not only enhance agricultural education but the public value of Texas A&M University, in hopes future students have opportunities like I was afforded.

Teaching Statement

My objectives, as a facilitator of knowledge, are to inspire, educate, and motivate students to learn. I desire to stimulate critical thinking, encourage perpetual learning, prepare learners to thrive in a technological world, and cultivate problem solving competencies with my students. B. F. Skinner (1957) indicated human behaviors are determined by learning and reinforcement. As a behaviorist, one who views learning as a change in observable behavior, I develop partnerships with my students with clear goals and expectations. I utilize diverse teaching technologies to engage students. For example in ALED 426 (Leading and Training Adults), students participate in high-impact experiential learning by creating, delivering, and reflecting on a workshop training program at the Women’s Federal Prison Camp in Bryan. I use technologies such as Twitter and LinkedIn to assist my communications with students and teach them how technology can be effectively used in teaching and learning environments. I integrate formal and nonformal teaching methods to help students increase their capacity to learn, problem solve under diverse circumstances, and utilize knowledge they have learned through my instruction. I implemented a research poster contest for students to present their research proposals to faculty evaluators in ALEC 695 (Frontiers in Research). In ALEC 613 (eLearning Teaching and Delivery Techniques), students develop a teaching website composed of the eLearning tools they have mastered during the semester to better showcase their professional skills.

Some of my most rewarding experiences, as an educator, have come from teaching internationally and bringing those experiences back to the TAMU classroom. I have utilized my training experiences with the Sudanese People’s Liberation Army’s agricultural battalion working to become Extension Agents to teach TAMU students about global change initiatives. I have witnessed the impact a study abroad experience can have on students’ learning. I have led two study abroad experiences in Costa Rica undergraduates and graduate students and co-led one in Trinidad and Tobago for graduate students. I participated in a faculty study abroad of Mexico and brought those experiences back to the classroom.

Besides teaching in the classroom and international contexts, I have taught participants of certification programs, government officials, and visiting scholars. I have taught needs assessments, curriculum development, adult learning, and evaluation to Tunisian Ministry of Agriculture representatives. I have educated visiting faculty from India on principles and
applications of program evaluation. I teach the needs assessment module for the training and development certificate program offered by the College of Education and Human Development.

I believe teaching is important to our present generations, past generations, and future generations because it allows the transfer and stimulation of knowledge from person to person and group to group. I want to make Texas A&M University better by being committed to their mission, values and norms by making education available to all people. I believe the promotion and support of land-grant institutions in the United States will make the world a better place to live. I turn to the objectives of the land grant system to encourage and inspire my teaching, as well as my students. I make a positive difference in the lives of my students through mentoring, instruction, advising, and encouragement via teaching methods utilized with the course material.

**Research Statement**

Because of my conscious effort to focus my research on enhancing current situations, knowledge, and moving research forward, I see parallels between my teaching philosophy rooted in behaviorism. The impact of my research is practitioner as well as researcher focused, thus ensuring a change in thought and behavior at all levels of application. By focusing on applicable research for practitioners and scholars, I believe my research is improving the public value of Texas A&M University on a domestic and international level.

My research inquiry is adult learning with a specialty in training, evaluation, and technology adoption. International and domestic refereed journals and international, national, and regional conferences are venues for my research. The summation of Knowles’ (1975) andragogy, Grow’s (1991) self-directed learning, Rogers’ (2003) diffusion of innovations, and Venkatesh, Morris, Davis, and Davis’ (2003) unified theory of the acceptance and use of technology frame my research agenda. Teaching Frontiers in Research, Leading and Training Adults, Methods of Technological Change, Leading Change, and eLearning Teaching and Delivery Techniques has provided me great opportunities for multidisciplinary collaborative research experiences. Utilizing the agricultural education faculty, domestic and international extension agents, and TAMU and international students as populations in many of my studies, I have been provided the opportunity to unite my teaching with research. I have compared how our domestic students learn with international students in collaborative and multidisciplinary research. These collaborative opportunities have enabled me to employ my research inquiry more holistically on a global scale. These approaches are linked to my teaching and service.

My scholarship has been published in the *Journal of International Agricultural and Extension Education*, the *Journal of Agricultural Education and Extension*, the *Journal of Agricultural Education*, the *NACTA Journal*, the *Journal of Extension*, and the *Journal of Southern Agricultural Educational Research*. Due to my scholarly productivity, I was selected as the Managing Editor of the *Journal of International Agricultural and Extension Education*, a member of the editorial review board and guest editor for the *Journal of Agricultural Education*, and a member of the editorial review board for the *NACTA Journal*. I was invited to write a book chapter on experiential learning for Sage Publications.

**Service Statement**

As an Agricultural Leadership, Education, and Communications faculty member, I strive to incorporate my service into my teaching and research. Performing service allows me to be a
better citizen in the department, college, and profession, but I don’t limit myself in service. Service contributes to my collegiality and allows me to reach out to the public. My service experiences include activities in international and domestic professional organizations, Texas A&M University, the College of Agriculture and Life Sciences, and the ALEC department.

I have had several opportunities to link service and research experiences. I am the Managing Editor of the *Journal of International Agricultural and Extension Education*, serve on the editorial review board for the *Journal of Agricultural Education*, and as member of the editorial review board for the *NACTA Journal*. I am on the Research Committee for American Association for Agricultural Educators (AAAE), serve as the research committee chair for the Southern Region of AAAE, and have served as the professional development chair for the Southern Region for AAAE. I have served as the scholarly activities committee chair for the Association for International Agricultural and Extension Education, which includes managing the review process for abstracts and posters. My experiences as a reviewer for posters and papers at multiple international, national, and regional conferences have allowed me to serve on committees and in leadership roles within professional organizations. These opportunities are a result of participating in international and domestic professional organizations. I developed the needs assessment curricula module for the United States Agency for International Development’s Modernizing Extension Advisory Services project that is available online.

During my time at Texas A&M University, I have provided leadership on our university’s role in the joint doctoral of education (D@D) program with Texas Tech University. I serve on the college’s international programs advisory committee. Also, I serve on the college distance education committee that works to enhance distance education opportunities for students and faculty across the college. I have served on COALS’ Agriculture and National Resources Policy Internship Program selection committee. I lead our department’s eLearning certificate for students wishing to learn more about technology-enhanced instruction. Additionally, I have chaired the technology-enhanced instruction committee in ALEC. I co-led discussions and meetings geared toward developing public value statements for ALEC. This data was presented at the 2012 NCAC-24 meeting and at the 2012 Southern Region of the American Association for Agricultural Education Conference. I have been given the opportunity to serve on a search committee responsible for hiring new a new advisor for ALEC. I have found departmental service fortifies the professional bonds in ALEC by bridging agricultural leadership, education, communications, extension, and international agricultural development.

**Summary**

The interwoven components of teaching, research, and service have aided the maximization of my time and performance at Texas A&M University. I was awarded the Early Achievement Award from the Association of International Agricultural and Extension Education. I am fortunate to have mentors who continue to supply me with sound professional advice and practical ways to enhance my development. I feel honored to have the opportunity to research, teach and extend the mission of Texas A&M University to learners from diverse interests and backgrounds. In order to improve agricultural education’s public value as an element of Texas A&M University, I must continue enhancing my teaching, research, and service to assist the institution in achieving its goals. I welcome the challenge and I am proud to be on the frontline in efforts to improve external perceptions of our teaching, research, and service. What an opportunity…our best days are ahead!
A CURRICULUM VITAE FOR

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College Station, TX 77843-2116
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r-strong@tamu.edu

EDUCATION AND EXPERIENCE

Education

Ph.D. Agricultural Education and Communication
Department of Agricultural Education and Communication, 2010, University of Florida, Gainesville, FL

M.S. Extension Education
Department of Agricultural Leadership, Education, and Communications, 2001, University of Tennessee, Knoxville, TN

B.S. Animal Science
School of Agribusiness and Agriscience, 1996, Middle Tennessee State University, Murfreesboro, TN

Professional Experience

Assistant Professor
July 2010 – Present
Department of Agricultural Leadership, Education, and Communications
Texas A&M University, College Station, TX
Appointment: 100% Teaching
Job Expectation and Effort: 65% teaching; 25% research; 10% service
Date of Appointment: July, 2010

Duties: Serve as an active member of the faculty. Provide leadership and vision to the Department of Agricultural Leadership, Education, and Communications in achieving goals within the areas of technology-enhanced education and adult training. Lead TAMU’s efforts with the Joint Doctor of Education with Texas Tech University, and provide assistance with the Agriculture eLearning Development Certificate and the Master’s of Agriculture (MAg) degree. Conduct research focused on adult training, evaluation, and technology adoption to enable people to achieve maximum learning (25%). Develop best practices that will allow people to meet their individualized learning needs more efficiently. Teach courses focused on adult learning, leading change, technological adoption, eLearning teaching techniques, and social science research methods (65%). Assist students in obtaining the skills and knowledge required to be prepared for career opportunities in the future. Serve as an advisor for students interested in pursuing a career in the area of adult training, adoption and diffusion of technologies,
eLearning instruction, and social science research. Serve as a resource person in the areas of eLearning and adult training (10%). Provide service on departmental and college committees as requested, interact with and make presentations to stakeholders, serve diverse roles within international and domestic professional organizations, and serve as a reviewer for scholarly journals. Serve as a member of the joint graduate faculty for the Joint Doctor of Education delivered at a distance by Texas A&M and Texas Tech Universities.

**Graduate Faculty Member**
Texas Tech University

2010 – Present

Duties: Serve a joint appointment on the Texas Tech graduate faculty. Provide instruction and serve as graduate advisor for students in the Joint Doctor of Education in Agricultural Education degree program. This program is a joint program between Texas A&M University and Texas Tech University. The program is delivered via distance education.

**Graduate Teaching Assistant**
Department of Agricultural Education and Communications
University of Florida, Gainesville, FL

Sept. 2007 – June 2010

Duties: Served as instructor of record on four undergraduate courses and as a teaching assistant for five graduate courses in agricultural education and communication. Taught needs assessment training session for new extension agents during face-to-face orientation sessions. Developed eLearning modules related to program development for extension agents.

**4-H Program Leader**
Orange County Extension Service
Orlando, Florida

July 2003 – Aug. 2007

Duties: Administered 2 extension agents, 2 program assistants and an administrative assistant. Leads approximately 550 volunteer leaders and 17,000 4-H members. Programming included volunteer development and youth leadership. Managed an annual budget of $300,000 and $100,000 of annual fundraising income.

**County Extension Agent**
Putnam County Extension Service
Cookeville, Tennessee

Nov. 1998 – June 2003

Duties: Developed, implemented, and evaluated county 4-H program. Lead approximately 40 adult volunteers and 3,000 4-H members. Developed youth programs including animal science, plant science and leadership for volunteers and members. Adult programs included weed control for pastures and tobacco plots.

**County Extension Agent**
Fentress County Extension Service
Jamestown, Tennessee


Duties: Organized, implemented, and evaluated the county agricultural 4-H program. Lead approximately 10 adult volunteer leaders and 1,500 4-H members. Initiated youth animal science programs, and coached agricultural judging teams.
Awards and Recognition

2014 **Innovative Teaching Team Award:** Association of Public and Land-Grant Universities for Using Case Study Reusable Learning Objects (RLOs) to Facilitate Critical Thinking in Food, Agriculture, and Natural Resources. Roberts, T. G., Strong, R., Harder, A., Stedman, N. L. P., and Lindner, J. R.

2014 **Early Career Teaching:** College of Agriculture and Life Sciences Dean’s Outstanding Achievement Award

2014 Nominated by the Department of Agricultural Leadership, Education, and Communications for the Montague-Center for Teaching Excellence Scholars Program

2014 Nominated by the Department of Agricultural Leadership, Education, and Communications for the American Association for Agricultural Education Outstanding Young Agricultural Educator Award

2013 **Early Achievement:** Association for International Agricultural and Extension Education

2013 **Distinguished Research Poster:** *A Descriptive Inquiry into Students’ Mobile Learning Acceptance.* (Irby, T. L. & Strong, R.) Poster presented at the annual meeting of the Southern Region of the American Association for Agricultural Education, Orlando, FL (February, 2013).

2012 **Distinguished Manuscript:** *The Effect of Learning Environment and Social Presence on Students’ Satisfaction with eLearning Courses.* (Strong, R., Irby, T., Wynn, T., & McClure, M.) Manuscript presented at the annual meeting of the Southern Region of the American Association for Agricultural Education, Birmingham, AL (February, 2012).

2010 **Outstanding Journal Article/Journal of Southern Agricultural Education Research:** *The Influence Of Agent/Client Homophily On Adult Perceptions About Extension’s Quality Of Service.* (Strong, R. & Israel, G. D.) Award presented at the annual meeting of the Southern Region of the American Association for Agricultural Education, Orlando, FL (February, 2010).

2010 **Outstanding Research Paper:** *Identifying Outcomes from Participation in a Cooperative Extension County Program.* (Harder, A. & Strong, R.) Manuscript presented at the annual meeting of the Southern Region of the American Association for Agricultural Education, Orlando, FL (February, 2010).

2009 **Outstanding Research Paper:** *Challenges and Threats Facing County Extension Offices.* (Harder, A., Lamm, A., & Strong, R.) Manuscript presented at the annual meeting of the Southern Region of the American Association for Agricultural Education, Atlanta, GA (February, 2009).

2007 **Distinguished Service Award:** National Association of Extension 4-H Agents
2007 **IFAS Silver Award:** University of Florida Institute of Food and Agricultural Sciences

2006 **Cultural Diversity Award:** Epsilon Sigma Phi, Alpha Delta Chapter

2006 **Distinguished Educational Program:** National Association of Counties

2006 **Early Career Award:** Epsilon Sigma Phi, Alpha Delta Chapter

2006 **Educational Piece:** Florida Association of Extension 4-H Agents

2006 **Communicator Award:** Florida Association of Extension 4-H Agents

2005 **Achievement in Service Award:** National Association of Extension 4-H Agents

2005 **Communicator Award-Video:** National Association of Extension 4-H Agents

2005 **Excellence in Teamwork:** National Association of Extension 4-H Agents

2003 **Achievement Award:** National Association of County Agricultural Agents

1998 **Outstanding Young Agent:** Tennessee Association of Agricultural Agents & Specialists

**Professional Development for Continuous Improvement**

**Specific Events Attended:**

- **Annual Conference of the Association for International Agricultural and Extension Education**, Wageningen, The Netherlands, 2015; **Miami, FL, 2014**; Fort Worth, TX, 2013; Bangkok, Thailand, 2012; Windhoek, Namibia, 2011; San Juan, Puerto Rico, 2009.

- **Annual Conference of the American Association for Agricultural Education**, San Antonio, TX, 2015; **Salt Lake City, UT, 2014**; Columbus, OH, 2013; Coeur d’Alene, ID, 2011; Omaha, NE, 2010; Louisville, KY, 2009; Reno, NV, 2008.

- **Annual Conference of the Southern Region American Association for Agricultural Education**, **Dallas, TX, 2014**; Orlando, FL, 2013; Birmingham, AL, 2012; Orlando, FL, 2010; Atlanta, GA, 2009; Dallas, TX, 2008; Mobile, AL, 2007; Orlando, FL, 2006.


- **USDA-NIFA Grants Workshop**, workshop hosted by the Southern Association of Agricultural Experiment Station Directors (SAAESD), Washington, D.C., 2010.


- **Annual Conference of the Extension Professional Associations of Florida**, Orlando,

- **Annual Conference of the National Association of County Agricultural Agents**, Buffalo, NY, 2005; Orlando, FL, 2004; Green Bay, WI, 2003; Savannah, GA, 2002; Albuquerque, NM, 2001; Jackson, MS, 2000; Omaha, NE, 1999; San Antonio, TX, 1998; Burlington, VT, 1997; Nashville, TN, 1996.

- **Annual Conference of the National Association of Extension 4-H Agents**, Seattle, WA, 2006; Milwaukee, WI, 2005; Oklahoma City, OK, 2004; Salt Lake City, UT, 2003; Norfolk, VA, 2002; Bismarck, ND, 2001; Denver, CO, 2000; Pittsburg, PA, 1999; Louisville, KY, 1998; Cincinnati, OH, 1997; Grand Rapids, MI, 1996.

**SUMMARY OF TEACHING EFFECTIVENESS**

**Development and Teaching of Courses**

The origin of the ALEC department is centered on teaching. I teach courses designed to enhance adult learning, improve information and technology transfer, and assist trainers in becoming more proficient eLearning instructors. Exhibiting applicable teaching practices is imperative in the courses I teach to undergraduate and graduate students. I utilize active learning, critical reflection, and experiential learning in my courses. Students, regardless of academic rank, expect a professor’s best teaching efforts. Given my role to prepare future adult educators and enhance current trainers, modeling successful teaching approaches is fundamental and crucial.

This section provides an overview of my teaching responsibilities in the ALEC department at Texas A&M University. A detailed description is provided for each course along with the catalog description, the rationale for the course, the total number of students who have completed the course under my instruction, and selected student evaluation comments. A summary of student evaluations and a summary of teaching assignments by semester is provided. The section concludes with activities related to the improvement of my teaching and a summary of graduate advising and theses and dissertations completed and in progress.

**Courses Taught at TAMU**

As a faculty member at Texas A&M University, I have taught one undergraduate and four graduate courses not counting directed studies and research hours. The following table provides an overview of courses taught, credit hours, number of times taught, number of students, and the overall mean of the course evaluations.

**Courses Taught at Texas A&M University**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Times Taught</th>
<th>N</th>
<th>Course Ave.</th>
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<tr>
<td><strong>Undergraduate:</strong></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>ALED 440: Leading Change (online course)</td>
<td>3</td>
<td>3</td>
<td>287</td>
<td>n/a</td>
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<tr>
<td>ALED 426: Leading and Training Adults</td>
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<td>3</td>
<td>129</td>
<td>4.95</td>
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<td>ALED 485: Directed Studies</td>
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<td>2</td>
<td>2</td>
<td>n/a</td>
</tr>
<tr>
<td><strong>Graduate:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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June 2015
ALEC 610: Principles of Adult Education (online)  
ALEC 613: eLearning Development and Delivery (online)  
ALEC 640: Methods of Technological Change  
ALEC 681: Seminar  
ALEC 684: Professional Internship  
ALEC 685: Directed Studies  
ALEC 691: Research  
ALEC 692: Professional Study  
ALEC 695: Frontiers in Research (online & face-to-face)  

<table>
<thead>
<tr>
<th>Course</th>
<th>3</th>
<th>1</th>
<th>6</th>
<th>4.77</th>
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<tbody>
<tr>
<td>ALEC 610: Principles of Adult Education (online)</td>
<td>3</td>
<td>1</td>
<td>6</td>
<td>4.77</td>
</tr>
<tr>
<td>ALEC 613: eLearning Development and Delivery (online)</td>
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<td>3</td>
<td>39</td>
<td>4.82</td>
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<tr>
<td>ALEC 640: Methods of Technological Change</td>
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<td>3</td>
<td>19</td>
<td>4.58</td>
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<tr>
<td>ALEC 681: Seminar</td>
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<td>1</td>
<td>4</td>
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<tr>
<td>ALEC 684: Professional Internship</td>
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<td>1</td>
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<td>10</td>
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<tr>
<td>ALEC 692: Professional Study</td>
<td>var.</td>
<td>1</td>
<td>1</td>
<td>n/a</td>
</tr>
<tr>
<td>ALEC 695: Frontiers in Research (online &amp; face-to-face)</td>
<td>3</td>
<td>12</td>
<td>88</td>
<td>4.76</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td>42</td>
<td>425</td>
<td>4.78</td>
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</tr>
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</table>

Note. Department average over the four year period is 4.69.

**ALED 426: Leading and Training Adults**

Catalog Description: Planning educational training programs, including leadership programs, to implement with an adult audience; includes needs assessment, instructional design, lesson plan development, evaluation and other items related to leading adults.

Selected Student Comments:

- Thank you so much! Loved your class!
- I absolutely enjoyed taking this class. Prof Strong was the most effective and compassionate professor I have ever had the privilege of working with. This will definitely be one of the major keys I take with me when I graduate in December.
- Dr. Strong is literally the best professor I have ever had. I have learned so much over the past semester. I really enjoyed the class and having a professor who TRULY cares for all of his students and their futures. Thanks Dr. Strong for such an awesome semester.
- I just wanted to let you know that this has been one of the best classes I have ever taken. It is so refreshing to have a a teacher that is excited to be here and get to know us.
- Best course. Very good and thoughtful professor.
- Dr. Strong is a true Adult Educator. His class was well informed and he was always well prepared. He truly cares about his students.
- Dr. Strong is one of the best teachers I have had at A&M. He challenged us but was there to help us along the way. Great Professor!
- Great course, would definitely take any other classes Dr. Strong teaches.
- The best prof I have ever had in college so far. Hands down incredible teacher.
- I really appreciate your effort with the class. I truly feel I learned, no just regurgitate info for 15 weeks. TAMU needs more pros like you.
- Dr. Strong was one of the best professors I have every had! He genuinely cares about our success and understanding. I have recommended both this course and Dr. Strong to many people I know in ALED. I have the utmost respect for Dr. Strong as a teacher and person. His passion is truly evident he truly is a teacher!

Selected Student Comments:

- I personally loved this class and would no doubt take another class from this prof.
- I absolutely loved your class. You made us laugh, think and wonder at the same time. Great job.
- Overall, one of the best teachers. I have had. His best interest was our success.
- Great professor.
• Stay fresh!
• The instructor really cared about his students and the teachings that were taught throughout the semester. He had a lot (variety) of activities, each with a purpose. One of my favorite professors while at A&M.
• I wish Dr. Strong taught more classes. He is by far one of my teachers on campus. I have switched majors three times and seen a lot of professors, and he is the best teacher. And he is more practical.
• Dr. Strong is in my top 3 list of great professors. After 3.5 years at A&M that says a lot.
• I enjoyed your class and getting to know you. Thank you!
• I wouldn’t change a thing. The written test and quizzes are a good way to show what people know. I loved the real life situations.
• Excellent prof! Dr. Strong was always available to answer any questions and he was very easy to talk to. I emailed him several times throughout the semester and I always got a quick response. One of my favorite professors in the ALED dept.
• One of the best and most useful classes I have taken at this university. Final project was awesome!
• Dr. Strong was very enthusiastic about leading and training adults. Helping us relate to life experiences helped take more than what I expected from the course. Loved this class!
• I really enjoyed the class and thought the teacher was extremely professional. He taught the class very well.
• Best class I have had my entire time at A&M. I have taken more from this class than any others. Inspiring prof!
• One of my favorite classes throughout my entire college career!
• Thank you for all you did. The class helped my focus on important things and to plan around a goal or objective. Very beneficial.
• My favorite class! Wonderful teacher methods!
• I truly loved this class. I have never missed a day because of the respect I have for Dr. Strong.

• Enjoyed the class and your lectures. The stories were awesome!
• Dr. Strong, I can’t say anything negative about this semester with you in 426. It was truly a pleasure to get out of bed and come to this class all semester long. I haven’t ever enjoyed a class this much and I will this more than I can express. So sad it’s over. Keep on keepin’ on and don’t change a thing with the way you teach and lead adults! Awesome time!
• One of the best professors I’ve ever had.
• The best professor by far my teammates and I have had since we have been here.
• I enjoyed this class very much! Dr. Strong is a great professor who makes the time to get to know you and made the class fun and interactive.
• Dr. Strong has prepared me for the real world after college. I have taken away more from this class than I expected. This was a great course to take to prepare me for graduation from TAMU.
• Dr. Strong was enthusiastic, helpful and well prepared for each class. One of the best professors I have had.
• Did a great job of providing examples from personal experiences. Enjoyed class activities-made class not so boring.
ALED 440: Leading Change
Catalog Description: Analysis of change models and theories and the leadership application on individual, organizational and societal changes. ALED 440 is a certified writing (W) course.
Selected Student Comments:

I really liked this course and the way it was set up

Dr. Strong was a very effective professor and I would take another course with him.

Great course, great instructor.

I really enjoyed your class! I really liked how everything was graded fast and fair! I am looking forward to taking more classes with you! I learned a lot. You were also awesome to responding to emails fast!

This course was extremely beneficial to my education, and thoroughly helped to expand my knowledge of the subject of change. The professor was highly knowledgeable and was quick to respond to and assist a student when needed. It was a great course, and an awesome professor. I would highly recommend this course to another student!

Great course and easy to follow

Amazing teacher!

I loved this course! The teachers were very nice and helped with assignments. Always kept the students up to date and returned grades in a timely manner. :)

I really enjoyed this course and instructor and would most certainly take another class from this instructor!

Dr. Strong challenged me on my writing skills and I feel that this course has been very beneficial to my education.

I thoroughly enjoyed this class and know I will be able to integrate what I have learned into real life situations. This was the best experience I have ever had with an online class!!!

ALEC 613 sections 699, 700, & 720 (online): eLearning Teaching and Delivery Techniques
Catalog Description: The emphasis of the course is to provide the knowledge and skills necessary to develop and deliver effective online courses, training programs, and learning units. Specific topics to be covered include: management of eLearning projects, needs assessment and audience analysis, creation and editing of documents, images, audio, and video.
Selected Student Comments:

- Thank you Dr. Strong! You offered me lots of suggestions and showed me what I could be capable of.
• Even though Dr. Strong is a very busy man he still made sure to answer questions quickly and interact with us. That meant something!
• Dr. Strong was an awesome prof. He was always there for myself and the class and really was an effective distance education instructor. Great course delivery.
• This was a great course and Dr. Strong did an outstanding job. It seemed like he sincerely cared about me learning the material in this course. He was available for questions and returned graded work promptly with feedback.
• This class was one of the more difficult classes I have ever taken because I have had very little experience with computer programs and have never had an online class before. I believe Dr. Strong made this class as student friendly as possible. If I had a question and e-mailed him I would not have to wait days or weeks like some professors, I would get a response usually within a few hours and always a tip on what to do or where to go to figure out my problem.
• Professor Strong had a very organized distance learning site that was easy to navigate and understand. As mentioned above, he was as helpful a teacher as I’ve had through email, and even sought me out a few times on his own to make sure I understood all the assignments and to see if I needed additional help.
• Great course!!
• GREAT CLASS! LEARNED LOTS!!!
• Wonderful class that has taught me a lot. It was well-structured and Dr. Strong’s willingness to assist students with any problem was (and is) refreshing!
• I really enjoyed Dr. Strong’s class
• I noticed that my view of certain parts of education changed after taking this course. The class was set up and offered to open our eyes to technology but I came away with a broader knowledge of educational delivery methods.
• I enjoyed the freedom and creativity I was given in the elearning environment and plan to utilize the knowledge I have obtained to improve my technological skills.

ALEC 640: Methods of Technological Change
Catalog Description: Dynamics of cultural change as theoretical framework for planned technological change; methods of planning and implementing change, its effects and how it can be predicted.
Selected Student Comments:

• This class has helped me not just in my professional career but also my life experiences. The instructor as extremely effective. The content is something I could relate to and I was able to connect what I learned in class to real life experiences.
• I greatly enjoyed this course and consider it to be one of the most valuable courses I have taken.
• Enjoyed this class. Very insightful with current data. Class was fast paced and the instructor did an excellent job keeping everyone on path.
• Keep-up the great work!
• Great course. Dr. Strong was very good at leading the class. Great topics and examples.

ALEC 640: Methods of Technological Change – Costa Rica Study Abroad
Catalog Description: Dynamics of cultural change as theoretical framework for planned technological change; methods of planning and implementing change, its effects and how it can be predicted.

Selected Student Comments:

- I would definitely recommend this class to others! I have been before, but was able to see a different perspective of the country.
- ALEC 640 was absolutely the best course I have taken at Texas A&M. The instructor was very effective in his teaching approach. I would definitely recommend taking this course with Dr. Strong.
- Awesome learning experience: hard, but fun. Look forward to another study abroad opportunity. Would like to go back to assist in this class/professor.

ALEC 695 section 601: Frontiers in Research
Catalog Description: Basic concepts of quantitative and qualitative research; understanding the social science research process; using appropriate methods to address research problems; enabling students to effectively evaluate, consume, and communicate research findings. This course is designed as an introductory research methods course.

Selected Student Comments:

- I really enjoyed the course, it made me think deeper and have a better understanding for the research process. The research poster is a great way for me to apply these methods.
- Professor Strong was a supportive and encouraging throughout the course. He used practical applications to explain course materials. The ethnography lesson was remarkable and helpful. I thoroughly enjoyed the course.
- Great teacher and easy to talk to
- Enjoyed how you presented the information and how you made sure we understood the concepts rather than just definitions.
- It’s a good class and a great teacher!
- Great instruction and really enjoyed the class. I learned a lot that will help me in my career. The homework assignments really helped me to learn.
- Dr. Strong is the epitome of class, graciousness, and character. He exemplifies what is great about an Aggie education.
- Nice to see an interest in the students and not only on focusing on research.
- For my first semester at grad school, I would say the course has taught me a lot. I’ve enjoyed the structure and interaction with the class. Dr. Strong has motivated me to look into more areas of study that I wouldn’t have thought. He is very knowledgeable and definitely brings the class together. Great semester!
- Definitely have a better understanding of research methods.
- Help was readily available at all times, and that was a great change from my undergrad experience here at TAMU. Dr. Strong is very personable and makes it very easy to ask questions that you want which is very important.
- I had a blast and enjoyed the poster. Please keep it going.
- Very good class and very good instructor. Help was always available after class and online. Instructions were very clear. Dr. Strong truly cares about his students. I would not hesitate to take another class from him.
- Dr. Strong was a superb professor and I thoroughly enjoyed the course.

ALEC 695 sections 699 & 700 (online): Frontiers in Research
Catalog Description: Basic concepts of quantitative and qualitative research; understanding the social science research process; using appropriate methods to address research problems;
enabling students to effectively evaluate, consume, and communicate research findings. This course is designed as an introductory research methods course.

Selected Student Comments:

- Dr. Strong has been one of my favorite professors I have ever had. I absolutely hate online classes but he made this class as enjoyable as it could be for me. He was very willing to help me with any questions and unlike some professors he seemed to enjoy helping me. I would love to take another class with Dr. Strong.
- Wonderful course. I learned a lot about research, and the content analysis for both qualitative and quantitative research really helped firm all of the concepts up in my mind.
- Dr. Strong has been a great prof. He's always willing to help and is always accessible to his students.
- I cannot say enough good things about this professor. In my entire academic career he would easily be my top favorite, because of his enthusiasm for the subject.
- This class was presented in an interesting and effective way. I enjoyed it so much! I also greatly appreciated that grades were returned promptly and feedback was provided!
- Dr. Strong was very encouraging at every phase of the course. Continually giving words of encouragement and always available to help.
- Great professor! Truly enjoyed his class.
- I really enjoyed this class and feel that I gained a lot from taking it. Because the course was web based I was able to work at my own schedule which was wonderful.
- The lay out of the course material and the instructors attentiveness made this course a blast!
- Great course overall. I think it could have improved with some interactive discussion which I enjoyed in other courses but beyond that minor change it was a great course.
- Dr. Strong is a great professor! I really loved the class, and I now have a great understanding of research methodology.

Summary of Student Evaluations at Texas A&M University

The table below shows an overall rating for courses taught at Texas A&M University. Each course is represented by students enrolled, terms taught, course ratings, and departmental course evaluation averages.

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### Activities Related to the Improvement of Teaching

I should be a self-directed learner in my role as a teacher in order to routinely improve my capacity as an instructor. I have taught a balance of face-to-face and distance education classes as a faculty member at Texas A&M. I continually seek examples and opportunities to improve delivery of face-to-face and distance education courses. I seek out teaching presentations at research conferences that enhance my understanding and capacity of innovative teaching strategies in the classroom. Along with student feedback from course evaluations, I will continue to seek feedback from my peers of my teaching to employ creative strategies to enhance my teaching.

### Graduate Advising

The graduate program in the Department of Agricultural Leadership, Education, and Communications is composed of diverse students with extensive interests. I advise students who have an interest in diffusing technological tools to enhance participant’s learning both in formal and nonformal educational settings. My graduate advising includes developing degree plans based on student needs, mentoring and navigating students to complete master’s theses or doctoral dissertations, and assisting students in acquiring their dream career.

My graduate committee work and mentoring is centered on technology-enhanced instruction, domestic and international extension systems and programs, and international agricultural development. In ALEC, it is my responsibility to supply graduate students with knowledge and experiences that will train them to work in agricultural leadership, education, and communications including international agricultural development fields. This section provides a summary of my service on graduate student committees and a listing of the theses and dissertations I have advised and that are in progress.

### Summary of Service on Graduate Student Committees
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### Masters Total: 31  
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## Record of Graduate Committee Service at Texas A&M University

### DOCTORAL

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### Non-thesis

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*Denotes committees serving as co-chair.

**Theses and Dissertations Completed**

*Travis L. Irby, *Instructional Competencies Needed to Develop Instructional Strategies for Mobile Learning in Fields of Agricultural Education Dissertation*, Texas A&M University, May 2014. This study was accepted for publication in the *NACTA Journal*.

*Kalee M. Bumguardner, *Examining the Blogging Habits of Agricultural Leadership Students at Texas A&M University: Understanding Motivation, Use, and Self-efficacy*, Master’s Thesis, Texas A&M University, August 2013. This study was accepted for publication in the *Journal of Agricultural Education*.


*Katy F. Williams, *The Land-Grant Mission & The Cowboy Church: Diffusing University-Community Engagement*, Master’s Thesis, Texas A&M University, December 2011. This study was published in the *Journal of Extension*.

**Thesis and Dissertation Advising in Progress**

J. Thomas Wynn, Doctorate of Philosophy, Texas A&M University

Richard Coppedge, Doctorate of Education, Texas A&M University/Texas Tech University

Laura Brainard, Master of Science, Texas A&M University

Jana Kubecka, Master of Science, Texas A&M University

Holly Van Groll, Master of Science, Texas A&M University

**Summary of Teaching and Advising Activities**

I identify and recruit current undergraduate students to our graduate program. I do this through the undergraduate course I have taught and by the undergraduates I have interacted with and taught on study abroad experiences. I am the point person on the TAMU side of our Joint Doc @ a Distance program with Texas Tech University. Additionally, I am actively involved in our on-campus Doctoral and Master’s programs. As a faculty member at Texas A&M University, I have served on 26 Master’s committees and eight Ph.D., and three Ed.D. committees. I am currently serving on nine Master’s committees, three Ph.D. committees, and three Ed.D. committees, of these I am chairing three Master’s of science students, one Ph.D. student, and one Ed.D. student. Teaching and advising can require large portions of time. I meet with the graduate students who are conducting research weekly to monitor progress and mentor them throughout the process. I am actively recruiting undergraduate and graduate students in order to maintain a high standard in both academic arenas. I actively promote and encourage students to participate in professional conferences, studies away and abroad, and to engage in research opportunities in order to learn more holistically how their degree can impact our global society.
RESEARCH AND SCHOLARLY WORK

I am the Managing Editor for the Journal of International Agricultural and Extension Education, a member of the editorial review board for the Journal of Agricultural Education, and a member of the review board for the NACTA Journal. My scholarship has been shared in journal articles, conference papers, conference abstracts and conference and meeting presentations. I have authored or coauthored 33 scholarly articles in 6 peer-reviewed journals. The Journal of International Agricultural and Extension Education (acceptance rate = 21%) is an international publication to enhance the research and knowledge base of agricultural and extension education from an international perspective and the official publication of the Association of International Agricultural and Extension Education. The Journal of Agricultural Education and Extension (acceptance rate = 20%) is an international journal that seeks to inform experts who do or use research on agricultural education and extension about research conducted in this field worldwide. The Journal of Agricultural Education (acceptance rate = 36%) is the official publication journal for the American Association for Agricultural Education and promotes the profession of agricultural education by facilitating and expediting communication among members of the profession to the end that results of research, trends, developments, and innovations in agricultural education are widely shared. The NACTA Journal (acceptance rate = 66%) is a national journal that targets manuscripts based on research in teaching, theoretical models, and on case studies through a theoretical framework and the implications for application. The Journal of Extension (acceptance rate = 28%) is a publication that creates opportunities for professionals to publish intellectual, creative work; nurtures emerging scholars and new authors for success; encourages professional development; and advances the theory and practice of the Cooperative Extension System. The Journal of Southern Agricultural Education Research (acceptance rate = 60%) is a regional journal focusing on agricultural education issues in the southern region of the American Association for Agricultural Education. The Journal of Extension is the official refereed journal of the United States Cooperative Extension system. The Journal of Agricultural Education is considered the premier publication in our domestic academic field and the Journal of International Agricultural and Extension Education and the Journal of Agricultural Extension and Education are considered the premier international publications for our academic discipline.

I have authored or coauthored 34 refereed papers in international, national and regional research proceedings. Papers in proceedings are typically 12-page (single-spaced) reports of research. Acceptance rates for the AIAEE international conference ranges from 40% and 50%. Acceptance rates for the AAAE national and regional conferences vary between 40% and 60%.

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National Refereed Conference
Proceedings/Abstracts/Presentations 7 4 3
Regional Refereed Conference
Proceedings/Abstracts/Presentations 14 8 6
Peer-reviewed Research and Innovative Posters 21 14 7
Total 89 66 23

Refereed Journal Articles

33 peer-reviewed journal articles in 6 scholarly journals
Note: Underlined names indicate graduate students


**Manuscripts in Review**

1 manuscript in review

Note: Underlined names indicate graduate students


**Publications in Peer-reviewed National Media**

0 publications

Note: Underlined names indicate graduate students

**Peer-reviewed Abstracts in Journals**

0 publications/presentations (0 – International, 0 – National, 0 - Regional)

Refereed Conference Proceedings and Refereed Presentations at Regional, National, and International Meetings

Note: Underlined names indicate graduate students

**Book Chapters**


Peer-reviewed Conference Proceedings/Abstracts/Presentations

38 publications/presentations (17 – International, 9 – National, 12 - Regional)
Referred Conference Proceedings and Referred Presentations at Regional, National, and International Meetings
Note: Underlined names indicate graduate students

38. Strong, R., Edney, K., & Hanagriff, R. (accepted). Training army officers to be extension officers: Educational needs of the Sudanese Peoples Liberation Army’s Agricultural Battalion. Association for International Agricultural and Extension Education.


36. Hanagriff, R., Edney, K., & Strong, R. (accepted). Utilizing PESTEL analysis to identify external factors that influence a successful education program in conflict regions: A case study of South Sudan. Association for International Agricultural and Extension Education.


**Peer-reviewed Research and Innovative Posters**

21 Peer-reviewed Posters (18 – Research, 3 – Innovative idea)
Refereed Research and Innovative Posters at International, National, and Regional Conferences
Note: Underlined names indicate graduate students


GRANTS AND CONTRACTS

Summary of Grants
Obtaining grant funds is a rising necessity in today’s academic world. As a social science researcher, I think innovatively and purposefully to leverage funds to support my research framework. The grants I have secured support my research inquiry of adult learning with a specialty in training, evaluation, and technology adoption. I have been a member of proposal teams that have earned approximately $1,063,327 since I have been at Texas A&M University. Funding graduate students is a top priority when submitting proposals to diverse federal funding agencies. As a faculty member at Texas A&M University, I have $134,447 dollars attributable to my program. These funds have been necessary to conduct research and provide a funding stream for graduate student support.

### Summary of Grant Activity

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### Summary of Grant Names and Amounts

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<td>10. Logistics, Meeting Coordination and Web-Based Communications, Digital Media Support for Environmental Cooperation (2014-2016) [External-Co-I]</td>
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<td>6. Tunisian Agriculture Cooperatives Project [External-Co-PI]</td>
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June 2015
5. Distance Education and the COALS Leadership Minor: Providing Opportunities for Students to Increase their Leadership Capacity Today, Tomorrow, and for our Future [Internal-Co-PI]

4. High-Impact Area: ALEC Fellowship Program (Focusing on Undergraduate Research) (2012-2013) [Internal-Co-PI]

3. AgCert@TAMU Program Plan (2012-2013) [Internal-Co-PI]

2. International Faculty Development Grant - Social Media and eXtension to enhance Texas A&M University student's learning in international settings (2011-2012) [Internal – PI]

1. Water Awareness with Technology in a Global World (2011-2012) [Internal – Co-PI]

Description of Funded Grants

- **10. Logistics, Meeting Coordination and Web-Based Communications, Digital Media Support for Environmental Cooperation** (September. 2014-(September. 2016), ($260,000). Co-PI’s Thomas Hall, George McWhorter, & Elsa Murano. Co-I Robert Strong. This proposal was funded by the United States Department of State to develop curricula and trainings for adults in Latin America to implement youth entrepreneurial programs to better equip communities in addressing lack of job opportunities. ($39,000)

- **9. A Laboratory Capacity GAP’S Assessment for West Africa** (August. 2014-May. 2015). ($54,514). Co-PI’s Thomas Hall, George McWhorter, Elsa Murano, Gary Acuff, Alejandro Castillo, & Robert Strong. This proposal was funded by the United States Department of Agriculture – Foreign Agricultural Service to review and evaluate the existence and effectiveness of official laboratories in selected countries of West Africa by conducting audits to determine needs and provide recommendations for improvement of diagnostic methodologies currently in use and make recommendations regarding standard tests that will help countries move toward recognition of test results across regions. ($5,451)

- **8. Using Case Study Reusable Learning Objects (RLOs) to Facilitate Critical Thinking in Food, Agriculture, and Natural Resources.** (September 2014-August 2015). ($2,000). PI: Grady Roberts. Co-PI: Robert Strong, Amy Harder, Nicole Stedman, and James Lindner. This project was funded by the Association of Public and Land-Grant Universities to help create and disseminate RLO’s into undergraduate classrooms to cultivate critical thinking related to food, agriculture, and natural resources. ($500)


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June 2015
Agriculture to developed reusable learning objects that focus on global climate change, food security, and childhood obesity. ($56,314)

- 6. Tunisian Agriculture Cooperatives Project (Nov. 2013-Nov. 2014). ($194,972). Co-PI’s Thomas Hall, George McWhorter, & Robert Strong. This grant was an award from the United States Department of Agriculture – Foreign Agricultural Service to conduct needs assessment training and evaluation for agricultural cooperatives in Tunisia. ($38,800)

- 5. Distance Education and the COALS Leadership Minor: Providing Opportunities for Students to Increase their Leadership Capacity Today, Tomorrow, and for our Future (Oct. 2013-Aug. 2014). ($40,000). Co-PI’s Jen Williams, Summer Odom, & Robert Strong. This grant was a distance education award from the TAMU College of Agriculture and Life Sciences to develop an on-line program for students seeking to minor in leadership development. ($13,333)

- 4. High-Impact Area: ALEC Fellowship Program (Focusing on Undergraduate Research) (2012-2013). ($14,000). Co-PI’s Lori Moore, Theresa Murphrey, Robert Strong, & James Lindner. This proposal was funded by Texas A&M University Reallocation Funds to promote research opportunities and venues to undergraduates. ($3,500)

- 3. AgCert@TAMU Program Plan (Sept. 2012-Aug. 2013). ($40,000). Co-PI’s John Rayfield & Robert Strong. This grant was a distance education award from the TAMU College of Agriculture and Life Sciences to develop an on-line certification program for agricultural science teachers. ($20,000)

- 2. International Faculty Development Grant - Social Media and eXtension to Enhance Texas A&M University Student's Learning in International Settings. (April 2011-March 2012). ($1,500). PI: Robert Strong. This proposal was a Neuhaus-Shepardson Faculty Development Grant to collaborate with Caribbean institutions to develop social media and eXtension modules for TAMU students. ($1,500)

- 1. Water Awareness with Technology in a Global World. (April 2011-March 2012). ($2,000). PI: Robert Strong. This proposal was an International Research Travel Assistance Grant to assist in developing eLearning modules for students and extension officers. ($1,000)

Description of Non-Funded Grants

- Teaching Locally, Engaging Globally: Teaching Faculty to Challenge Students with Complex Global Problems (September. 2014-August. 2017). ($700,500). Co-PI’s Nicole Stedman, Robert Strong, Travis Park, Grady Roberts, Amy Harder, James Lindner, Kim Dooley, & Wendy Warner. This proposal was submitted to the United States Department of Agriculture –
National Institute of Food and Agriculture to (a) improving the quality of undergraduate instruction, (b) encouraging undergraduates to pursue advanced postsecondary degrees in the food and agricultural sciences, and (c) prepares undergraduates for the food and agricultural sciences workforce. ($55,000)


**Description of Proposals Submitted**
LEADERSHIP, SERVICE, AND OUTREACH

Faculty members at land-grant institutions are expected to participate in leadership, service, and outreach responsibilities. Technology enhanced instruction forms the basis of my leadership, service, and outreach in both international and domestic contexts. This section provides a summary of innovative projects I have been involved with, professional association memberships, my leadership, service and outreach at Texas A&M University, federal and state agencies and organizations and national organizations and associations. This section concludes with invited presentations that document my service and outreach efforts.

Professional Memberships

Association for International Agricultural and Extension Education (AIAEE)
The AIAEE seeks to serve as a worldwide catalyst in bringing the collective expertise of agricultural and Extension educators to bear on the problems of human resource and agricultural development. The specific objectives of AIAEE are to: articulate the role of agricultural and Extension education in international agricultural development; develop state-of-the-art papers on agricultural and Extension education worldwide; establish a continuing dialogue within the profession in international agricultural and Extension education on a global scale; establish and maintain a continuing dialogue between AIAEE and donor agencies for international agricultural development; establish a roster of professionals in agricultural and Extension education who can provide the expertise needed to assist funding agencies in planning and implementing agricultural and Extension education programs and institutions in other nations; encourage research within the profession that will favorably impact on agricultural and Extension programs in countries around the world; and improve the skills and knowledge of professionals who want to work in international agricultural and Extension education.

American Association for Agricultural Education (AAAE)
Organization dedicated to studying, applying, and promoting the teaching and learning processes in agriculture. Serves as an advocate for improvement of teaching and learning in agriculture. Provides a forum to address issues in agricultural education. Provides a means of sharing information between and among members through the publishing of the Journal of Agricultural Education, annual conferences, and additional activities.

North American Colleges & Teachers of Agriculture (NACTA)
The purposes of the organization is to: (1) Provide for all post-secondary teachers of agricultural, environmental, natural, and life sciences a forum for discussion of questions and issues relating to the professional advancement of agricultural instruction; (2) Seek improvement in the post-secondary teaching of agricultural, environmental, natural, and life sciences through examination and discussion of courses and curricula, teaching and testing techniques, facilities, and materials; and (3) Encourage, promote, and reward instructional excellence in agricultural, environmental, natural, and life sciences and the research supporting this instruction.

Association of Leadership Educators (ALE)
The mission of the Association of Leadership Educators, Inc., is to strengthen and sustain the expertise of professional leadership educators. The Association of Leadership Educators’ vision is to set the standard for Leadership Education. ALE will be the leading resource for the exchange and development of quality ideas, scholarship, and practice that impacts the field of Leadership Education. ALE establishes the bridge between research and practice in Leadership Education through an inclusive and engaging community of dynamic leadership educators, committed to consistently growing, thriving, and advancing the field of Leadership Education.

Service to Regional, National and International Professional Organizations

**Journal of International Agricultural and Extension Education:** Managing Editor (2014-present), and served as a reviewer for journal (2010-2013).

**Association for International Agricultural and Extension Education:** Served as a member of the scholarly activities committee (2011-2014), served as poster co-chair (2012), served as abstract co-chair (2013), and serve as scholarly activities chair in 2013-2014.

**Journal of Agricultural Education:** Serve as a guest editor (2014), serve as a member of the editorial review board (2013-2015), and serve as a reviewer for journal (2010-present).

**American Association for Agricultural Education:** Serve as the chair of the research committee (2014-present), serve as reviewer for regional and national conference paper and poster submissions (2007-present), served as vice-chair of the research committee (2014), served on the professional development committee (2011-2013), and served as a reviewer for the Kahler Dissertation Award (2013).

**Journal of Southern Agricultural Education Research:** Serve as a member of the editorial review board (2012-2014), and serve as a reviewer for journal (2012-present).

**Southern Region American Association for Agricultural Education:** Chair of the research committee chair (2014-2015), chair of the professional development committee (2012-2013), secretary of the professional development committee (2011-2012), member of the research committee (2013-present), member of the professional development committee (2011-2013), and served as conference co-chair (2014).

**NACTA Journal:** Serve as a member of the editorial review board (2013-present), and serve as reviewer for conference abstract, poster, and oral presentation submissions (2013-present).

University Service Assignments

**TAMU Doc@Distance’s Lead:** I have provided leadership in our university’s role in the joint doctoral of education (D@D) program with Texas Tech University (2010-present).

College of Agriculture Service Assignments

**International Programs Advisory Committee:** I serve on the committee in an advisory capacity to the Associate Dean (2013-present).
Distance Education Advisory Group: I serve on the committee in an advisory capacity to the Associate Dean (2012-present).

ANRP Internship Committee: I reviewed application packets, interviewed student applicants, and assisted in selecting the group that represented our College in Washington D.C. (Spring 2011).

Departmental Service Assignments

Technology-Enhanced Instruction Committee Chair: I chaired the technology-enhanced instruction committee in ALEC (2012-2014).

eLearning certificate: I lead our department’s efforts in student recruitment and development in attaining our eLearning certificate (2011-present).

Public Value Development: I co-led discussions and meetings geared toward developing public value statements for ALEC (2011-2014).

Seminars and Workshops Facilitated

Strong, R. (2014, May). Program evaluation. Presentation to three faculty from India in the National Academy of Agricultural Research Management Training Program. Texas A&M University, College Station, TX.

Strong, R. (2014, April). Conducting needs assessments with adult audiences. Presentation to 17 students in the Training and Development Professional Certification program. Residence Inn, College Station, TX.


Strong, R. (2013, April). Needs assessments. Presentation to 15 trainees participating in TAMU’s College of Education’s Certified Training Program. Texas A&M University, College Station, TX.

Strong, R. (2013, February). The next 150 years: Enhancing collaborations internally and externally. Presentation to 11 faculty, staff, and students at Tennessee State University, Nashville, TN.
Strong, R. & Ripley, J. (2012, January). *ALEC’s public value statements.* Presentation to 20 department heads participating in the NCAC-24 annual meeting. Texas A&M University, College Station, TX.

Strong, R. (2011, May). *Formative and summative evaluations.* Presentation to 15 trainees participating in TAMU’s College of Education’s Certified Training Program. Texas A&M University, College Station, TX.

Ripley, J., & Strong, R. (2011, April). *Developing public value statements.* Presentation to six ALEC faculty and staff on developing academic public value statements at Texas A&M University, College Station, TX.

Strong, R. (2010, October). *Improving adult farmers’ learning in developing countries.* Presentation to six visiting scholars in the Borlaug Institute’s International Training Program at Texas A&M University, College Station, TX.

Strong, R. (2010, September). *Be prepared, be confident, and be an evaluator.* Presentation to 10 graduate students in AEE 6300 at the University of Florida, Gainesville, FL.


Strong, R. (2010, March). *Best practices for preparing volunteer educators.* Presentation to 27 members of the Florida Agricultural Institute at the State Farm Bureau office. Gainesville, FL.

Strong, R. (2010, January). *Adults’ teaching efficacy as a Tennessee Master Gardener.* Presentation to 18 graduate students in AEE 6767 at the University of Florida. Gainesville, FL.
Personal Vision

The ability to be a part of a profession that is centered on superior scholarship in the form of combined teaching, research, and service is humbling. I am the sole member of my entire family who ever went to college. I understand how education and training can provide opportunities for personal and professional advancement and how powerful just owning a passport is. I take my professional responsibilities seriously and strive to offer current and potential students experiences I have had in order to develop them, not just as a student, but as the best informed global citizen they can be. I have been blessed with the capacity to work in an atmosphere that fosters synergy, innovation, creativity, and exploration.

As a doctoral student and as an assistant professor at two tier-one research and land-grant institutions, I have been counseled by premier faculty in agricultural education. Being the only member of my family to attend college has given me different insight into things compared to my relatives. I strive to push, motivate, and encourage my current students to think more holistically and less myopically in order to disseminate the best teaching, research, and service experiences to the greater populous; not only in Texas but around the globe.
SIGNED STATEMENT

I acknowledge that the CV being submitted is the most current version and is correct as of the date of this signature.

__________________________________________________________

Signature

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Date