

CURRICULUM VITAE

CV SECTION 1: Employment History/Awards

NAME

Nathan Dean Clark

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EDUCATION

- 2014 Master of Agriculture in Agricultural Education,
Colorado State University, Fort Collins, CO
- 2001 Completion of Teacher Licensure Program in Agricultural Education,
University of Arizona, Tucson, AZ
- 2000 Bachelor of Science, Agriscience,
Michigan State University, East Lansing, MI

ACADEMIC POSITIONS

2012 to present Instructor in Agricultural Education, Department of Agricultural and Resource
Economics, Colorado State University

OTHER POSITIONS

- 2005 to 2012 Agriscience Instructor/FFA Advisor, Windsor High School, Windsor, CO
- 2001 to 2005 Agriscience Instructor/FFA Advisor, Millennium High School, Goodyear, AZ

CURRENT JOB DESCRIPTION

2017 to present	<u>60</u>	% Teaching	<u>40</u>	% Service/Outreach
2016-2017	<u>80</u>	% Teaching	<u>20</u>	% Service/Outreach
2015-2016	<u>90</u>	% Teaching	<u>10</u>	% Service/Outreach
2012-2015	<u>100</u>	% Teaching	<u>0</u>	% Service/Outreach

My appointment distribution has changed over the past few years as I have taken on different roles and responsibilities. After the 2014 opening of the CoBank Center for Agricultural Education, I started taking on many management roles as well as hosting, interacting, and servicing various groups at the facility. These groups include many stakeholders and donors to the College and University. As a result, my outreach appointment increased. My appointment changed again as the College increased the number of courses/students utilizing the Agricultural Research, Development, and Educational Center (ARDEC) campus as an educational space. As a result, I began serving as a facilitator of experiential learning at the ARDEC campus. As this role has evolved, the service component of my appointment has increased to more accurately reflect my academic and service/outreach responsibilities.

HONORS AND AWARDS

- 2017 **Honorary State FFA Degree**, Colorado FFA Association (Colorado)
- 2017 **Outstanding Service Citation**, Colorado Vocational Agriculture Teachers Association (Colorado)
- 2016 Colorado Vocational Agriculture Teachers Association **10 year service award**, Colorado Vocational Agriculture Teachers Association, (Colorado)
- 2008 **Windsor FFA Honorary Chapter FFA Degree**, Windsor High School FFA Chapter (Colorado)
- 2005 **Extra Mile Award**, Windsor High School (Colorado)
- 2004 **Golden Apple Award**, Millennium High School (Arizona)
- 2004 Arizona Agriculture Teachers Association **Ideas Unlimited 2nd runner- up**, Arizona Agriculture Teachers Association (Arizona)
- 2002 Arizona Agriculture Teachers Association **District Teacher of the Year**, Arizona Agriculture Teachers Association (Arizona)
- 2000 **Outstanding Senior Finalist**, Michigan State University College of Agriculture and Natural Resources (Michigan)

CV SECTION 2: Publications/Scholarly Record

Although I do not have a research appointment, as a trained educator and as a trainer of agricultural educators, I have conducted research in the field. All my research and subsequent papers/posters focus on effective teaching, effective delivery of content, and assessment of content. I use data from this research to drive how I structure, deliver, and assess students in the classes I teach.

PUBLISHED WORKS

Refereed Journal Articles:

Clark, N., Enns, K. J., Martin, M. Agricultural Mechanic Psychomotor Skill Development for Pre-Service Teachers: An Action Research Approach. *Journal of Agricultural Education*. *Submitted*.

Clark, N.D., Enns, K.J., Johnson, J.J. (2013). Skill-based Student Assessment: as easy as 1.2.3...4. *The Agricultural Education Magazine*. Sept/Oct Edition.

Refereed Proceedings/Transactions:

Frasier, W. M., **Clark, N.,** Martin, M., (2018). Experiential Learning for Freshman in Agriculture. In poster proceedings of the Western Region of American Association of Agricultural Education research conference, Boise, ID.

Clark, N., Enns, K. J. (2015). Impacts of a Skill Development Course on Teacher Candidate Confidence in their Knowledge, Skill, Experience, and Teaching of Common Power Tools. In poster proceedings of the of American Association for Agricultural Education research conference, San Antonio, TX.

Clark, N., Enns, K. J., Martin, M. (2014). Agricultural Mechanic Psychomotor Skill Development for Pre-Service Teachers: An Action Research Approach. In poster proceedings of the of American Association for Agricultural Education research conference, Snowbird, UT.

Enns, K. J., **Clark, N.,** Martin, M. (2014). Becoming Professionals: Utilizing Ideas Unlimited and Professional Development Seminars to Foster Success in Future Teachers. In poster proceedings for American Association for Agricultural Education Research Conference, Snowbird, UT.

Clark, N.D., & Enns, K.J., (2013). Agricultural Mechanics Round Robin Training Seminar. Poster Proceedings for American Association for Agricultural Education Research Conference, Columbus, OH. (pp. 11-14).

**CV SECTION 3:
EVIDENCE OF TEACHING AND ADVISING EFFECTIVENESS**

As an instructor, my primary appointment is to teach undergraduate courses and to supervise student teaching experiences in the Agricultural Education major. However, in addition to teaching courses, I also facilitate/coordinate the College of Agricultural Sciences experiential learning initiatives at the Agricultural Research, Development, and Educational Center (ARDEC). This campus is considered CSU's "flagship" experiment station research farm and is located about 12 miles from main campus. This initiative is designed to provide students in the College of Agricultural Sciences with opportunities to not only hear about agriculture production and research, but to experience it as well. I work with faculty who teach courses at the ARDEC campus, helping them develop experiential learning opportunities in their classes both on the ARDEC farm and at surrounding farms, agricultural business, research centers, etc. In addition to helping faculty, I also manage and maintain the teaching spaces at ARDEC. As we are not on main campus, I help to coordinate the scheduling of courses, transportation of students, technology needs of faculty, etc. I also developed and designed an innovative teaching classroom in the ARDEC Taylor Auditorium. This auction ring auditorium now seats 200 students at tables and chairs in groups with seven monitors around the room. I developed the technology to connect all the monitors together both hardwired and most recently wirelessly. In addition to the Taylor Auditorium, I manage the instructional needs of instructors in the CoBank Center for Agricultural Education. This includes the management of four classrooms as well as a large mechanical and technical teaching laboratory. Through this facilitation of learning, I have an impact on several students outside the courses I teach. Below is a summary of the courses I teach/have taught as an instructor at CSU.

AGED 110: Agriculture Production Systems

3 credit hours (2 credits lecture, 1 credit 3 clock hour lab)

Catalog Description: Broad survey of the diverse aspects of Colorado agriculture.

This is a course I developed to address the needs of students in the College who want to know more about the diversity of production agriculture in Colorado. This is a field experience course in which we spend time participating in various production systems and reflect on how these experiences are related to their everyday lives as students of agriculture, consumers, and producers.

<u>Year</u>	<u>Semester</u>	<u>Course No./Title</u>	<u>Cr. Hrs.</u>	<u>Enrollment</u>	<u>SCH</u>
2019	Spring	AGED 110 Agriculture Production Systems	2	14	28
2019	Spring	AGED 110 Agriculture Production System Lab	1	14	14
2018	Spring	AGED 110 Agriculture Production Systems	2	8	16
2018	Spring	AGED 110 Agriculture Production System Lab	1	8	8
2016	Fall	AGED 110 Agriculture Production Systems	2	17	34
2016	Fall	AGED 110 Agriculture Production System Lab	1	17	17
2015	Fall	AGED 110 Agriculture Production Systems	2	16	32
2015	Fall	AGED 110 Agriculture Production System Lab	1	16	16
2014	Fall	AGED 110 Agriculture Production Systems	2	11	22
2014	Fall	AGED 110 Agriculture Production System Lab	1	11	11
2013	Fall	AGED 280A3 Agriculture Production System*	1	8	8
2013	Fall	AGED 280A3 Agriculture Production System Lab*	1	8	8

*This course was first offered with an experimental number for only 2 credits. When the course was made permanent, I added a credit to the course.

AGED 240: Technical Tool Applications in Ag Education

2 credit hours (1 credit lecture, 1 credit - 3 clock hour lab)

Catalog Description: Development of safe competencies and applications related to power and technical tools utilized in school-based agricultural education programs.

I developed this course to address the needs of Ag Ed students training to become agriculture teachers. As teachers, they are expected to teach courses in the agriculture mechanical pathway and have students operate several technical and power tools. In the course, students learn how to safely operate and how to teach the safe operation of common technical tools found in ag mechanics teaching labs.

<u>Year</u>	<u>Semester</u>	<u>Course No./Title</u>	<u>Cr. Hrs.</u>	<u>Enrollment</u>	<u>SCH</u>
2019	Spring	AGED 240 Technical Tool Applications in Ag Education	1	8	8
2019	Spring	AGED 240 Technical Tool Applications in Ag Education Lab	1	8	8
2018	Spring	AGED 240 Technical Tool Applications in Ag Education	1	13	13
2018	Spring	AGED 240 Technical Tool Applications in Ag Education Lab	1	13	13
2017	Spring	AGED 240 Technical Tool Applications in Ag Education	1	4	4
2017	Spring	AGED 240 Technical Tool Applications in Ag Education Lab	1	4	4
2016	Fall	AGED 240 Technical Tool Applications in Ag Education	1	8	8
2016	Fall	AGED 240 Technical Tool Applications in Ag Education Lab	1	8	8
2015	Fall	AGED 240 Technical Tool Applications in Ag Education	1	20	20
2015	Fall	AGED 240 Technical Tool Applications in Ag Education Lab	1	20	20
2014	Fall	AGED 240 Technical Tool Applications in Ag Education	1	8	8
2014	Fall	AGED 240 Technical Tool Applications in Ag Education Lab	1	8	8
2014	Spring	AGED 240 Technical Tool Applications in Ag Education	1	6	6
2013	Fall	AGED 240 Technical Tool Applications in Ag Education	1	13	13

AGED 241: Plumbing and Electrical Applications in Ag Ed

1 credit hour (1 credit lecture)

Catalog Description: Development of competencies and theory related to plumbing and electrical applications utilized in school-based agricultural education programs.

I developed this course to address the needs of student entering the Ag Ed profession who are expected to teach content in the agriculture mechanical pathway. However, in 2017 this content was merged with the AGED 244 class and was then discontinued.

<u>Year</u>	<u>Semester</u>	<u>Course No./Title</u>	<u>Cr. Hrs.</u>	<u>Enrollment</u>	<u>SCH</u>
2017	Spring	AGED 241 Plumbing and Electrical Applications in Ag Ed	1	7	7
2016	Spring	AGED 241 Plumbing and Electrical Applications in Ag Ed	1	18	18
2015	Spring	AGED 241 Plumbing and Electrical Applications in Ag Ed	1	11	11
2013	Fall	AGED 241 Plumbing and Electrical Applications in Ag Ed	1	13	13

AGED 244: Power, Structure and Technical Systems in Ag Ed

3 credit hours (2 credits lecture, 1 credit-3 clock hour lab)

Catalog Description: Development of competencies and theory related to agricultural power, structure, and technical systems utilized in school-based agricultural education programs.

This is a course I developed to address the needs of Ag Ed students training to become agriculture teachers. As teachers, they are expected to teach courses in the agriculture mechanical pathway but had no coursework in this content area and often no confidence to teach in this space. This course provides material and competency for future teachers.

<u>Year</u>	<u>Semester</u>	<u>Course No./Title</u>	<u>Cr. Hrs.</u>	<u>Enrollment</u>	<u>SCH</u>
2019	Fall	AGED 244 Power, Structure and Technical Systems in Ag Ed	2	4	8
2019	Fall	AGED 244 Power, Structure and Technical Systems in Ag Ed Lab	1	4	4
2018	Fall	AGED 244 Power, Structure and Technical Systems in Ag Ed	2	10	20
2018	Fall	AGED 244 Power, Structure and Technical Systems in Ag Ed Lab	1	10	10
2017	Fall	AGED 244 Power, Structure and Technical Systems in Ag Ed	2	8	16
2017	Fall	AGED 244 Power, Structure and Technical Systems in Ag Ed Lab	1	8	8
2017	Spring	AGED 244 Power Systems in Agricultural Education*	1	6	6
2016	Spring	AGED 244 Power Systems in Agricultural Education*	1	16	16
2015	Spring	AGED 244 Power Systems in Agricultural Education*	1	10	10
2014	Spring	AGED 244 Power Systems in Agricultural Education*	1	7	7

*The first offerings were a 1 credit lecture course taught in conjunction with a separate laboratory course. In 2017 we revised this course, merged the content from another 1 credit course and added a lab moving it from 1 credit to 3 credits.

AGED 320: Technology Lab for Ag Education

1 credit hour (1 credit-3 clock hour lab)

Catalog Description: Laboratory applications related to the power, structure, and technical systems pathway utilized in school-based agricultural education programs.

This course is designed for students who are preparing to student teach to hone skills they feel they need more confidence to teach. They receive individualized instruction based on self-identified deficiencies in their skill set.

<u>Year</u>	<u>Semester</u>	<u>Course No./Title</u>	<u>Cr. Hrs.</u>	<u>Enrollment</u>	<u>SCH</u>
2019	Fall	AGED 320 Technology Lab for Ag Education Lab	1	2	2
2018	Fall	AGED 320 Technology Lab for Ag Education Lab	1	1	1
2017	Fall	AGED 320 Technology Lab for Ag Education Lab	1	6	6
2017	Spring	AGED 320 Technology Lab for Ag Education Lab	1	7	7
2016	Fall	AGED 320 Technology Lab for Ag Education Lab	1	4	4
2016	Spring	AGED 320 Technology Lab for Ag Education Lab	1	16	16
2015	Fall	AGED 320 Technology Lab for Ag Education Lab	1	4	4
2015	Spring	AGED 320 Technology Lab for Ag Education Lab	1	10	10
2014	Spring	AGED 320 Technology Lab for Ag Education Lab	1	9	9
2013	Fall	AGED 320 Technology Lab for Ag Education Lab	1	14	14

AGED 420: Developing School-Based Ag Education Programs

3 credit hours (3 credits lecture)

Catalog Description: Developing knowledge in the approach and delivery of school-based agricultural education programs.

I taught this course for one semester for a colleague who was on a sabbatical.

<u>Year</u>	<u>Semester</u>	<u>Course No./Title</u>	<u>Cr. Hrs.</u>	<u>Enrollment</u>	<u>SCH</u>
2016	Spring	AGED 420 Developing School-Based Ag Education Programs	3	8	24

AGED 440: Managing Experiences in Ag Ed Laboratories

1 credit hour (1 credit-3 clock hour lab)

Catalog Description: Theory, management and pedagogy of delivering safety instruction and experiential curriculum in secondary agricultural education laboratory settings.

This is a new course I developed to help students learn how to effectively plan, deliver, and assess content in experiential learning situations. Students learn steps in preparing to teach labs, field trips, group projects, etc. and how to assess student learning in the process.

<u>Year</u>	<u>Semester</u>	<u>Course No./Title</u>	<u>Cr. Hrs.</u>	<u>Enrollment</u>	<u>SCH</u>
2019	Fall	AGED 440 Managing Experiences in Ag Ed Laboratories Lab	1	6	6
2018	Fall	AGED 440 Managing Experiences in Ag Ed Laboratories Lab	1	9	9
2017	Fall	AGED 440 Managing Experiences in Ag Ed Laboratories Lab	1	13	13

AREC 484: Supervised College Teaching

<u>Year</u>	<u>Semester</u>	<u>Course No./Title</u>	<u>Cr. Hrs.</u>	<u>Enrollment</u>	<u>SCH</u>
2017	Fall	AREC 484 Supervised College Teaching	2	2	4

AGED 495: Independent Study

<u>Year</u>	<u>Semester</u>	<u>Course No./Title</u>	<u>Cr. Hrs.</u>	<u>Enrollment</u>	<u>SCH</u>
2016	Spring	AGED 495 Independent Study	3	3	9

AGED 587: Internship in Extension

1 to 2 credit hours (Internship)

Catalog Description: First-hand experiences in extension programming.

I developed this course to fit into the redesigned Extension Education Master's degree our Ag Ed program took over recently.

<u>Year</u>	<u>Semester</u>	<u>Course No./Title</u>	<u>Cr. Hrs.</u>	<u>Enrollment</u>	<u>SCH</u>
2018	Summer	AGED 587 Internship in Extension	2	2	4

EDCT 492: Seminar-Professional Relations

1 credit hour (1 credit seminar)

Catalog Description: Collegial and professional discussions, support, and assistance.

This course is the seminar for students who are in the field completing their student teaching experience. I coordinate these seminars during the semester to bring the student teachers back to campus and evaluate their experiences, give them advice, etc.

<u>Year</u>	<u>Semester</u>	<u>Course No./Title</u>	<u>Cr. Hrs.</u>	<u>Enrollment</u>	<u>SCH</u>
2019	Spring	EDCT 492 Seminar-Professional Relations	2	6	12
2018	Spring	EDCT 492 Seminar-Professional Relations	2	7	14
2017	Spring	EDCT 492 Seminar-Professional Relations	2	3	6
2016	Spring	EDCT 492 Seminar-Professional Relations	2	6	12
2015	Spring	EDCT 492 Seminar-Professional Relations	2	9	18
2013	Fall	EDCT 492 Seminar-Professional Relations	2	14	28

AGRI 181A1: Contemporary Agricultural Systems – Co-taught (50%)

1 credit hour (1 credit-3 clock hour lab)

Catalog Description: Understanding and appreciating the breadth and interconnectedness of the diverse elements of modern agriculture.

I helped create this service course for first year students in the College of Agricultural Sciences. This course has a heavy field experience component providing students with experiences to deepen their understanding on the complexities of the production agriculture system.

<u>Year</u>	<u>Semester</u>	<u>Course No./Title</u>	<u>Cr. Hrs.</u>	<u>Enrollment</u>	<u>SCH</u>
2018	Fall	AGRI 181A1 Contemporary Agricultural Systems Lab	1	40	40
2017	Fall	AGRI 181A1 Contemporary Agricultural Systems Lab	1	20	20

Course Syllabi, Assignments, and Other Materials

Below are two descriptions of courses I teach and reasons why I included syllabi of them in the appendices.

Fall 2018, AGED 244–Power, Structure, and Tech. Systems in Ag Ed

This course is a marathon of topics taught at a sprinters pace. You can see from the diversity of topics that students are provided a lot of information in a short amount of time. They do well in the course even though there is a significant amount of information covered.

Fall 2015, AGED 110–Agriculture Production Systems

I provided this sample because for this course I spent time this semester developing the course and working out better course assessments. The course had a better overall student survey score than the previous year. I also worked on the course assessments more and was clearer with the students about what the expectations of the lab and lecture should look like.

Student Course Surveys

In the appendices I have included samples from past course student surveys. As a summary, I score well in areas related to my knowledge of my content, creating a comfortable and inviting classroom environment, and increasing student’s knowledge and comfort in my subject areas. It is worthy to note that over the years

I do not always score as well as I would like in the area of providing efficient and timely feedback to students. However, this is an area I have worked to improve over time. As a result, though I still do not score as high as I would like from students, I have been able to grow and improve in this area. This is evident in survey results but also in my day to day interactions with students.

Development of New Courses

Below is a summary of the new courses I have developed while working at CSU.

AGED 110: Agriculture Production Systems:

This course was designed to provide students experiences in many aspects of production agriculture. Students participate in firsthand experiences related to production agriculture and relate these experiences to content they have seen in other courses, in their everyday lives, or what they have seen on the internet. This course was created to be an elective option but is included as a requirement for students whose major is Agricultural Education-Ag Literacy.

AGED 240: Technical Tool Applications in Ag Education;

AGED 241: Plumbing and Electrical Applications in Ag Ed;

AGED 244: Power, Structure and Technical Systems in Ag Ed;

AGED 320: Technology Lab for Ag Education;

These courses were all developed to address a content need for students majoring in Agricultural Education-Teacher Development. As these students are training to become secondary agriculture educators, they are expected to teach content from several different pathways. One pathway missing in the training program was in the area of agricultural mechanics. These courses were developed to address this need so students graduating from the program have the confidence to teach content in this pathway. All of these courses are required courses in the Ag Ed teacher development course of study.

AGED 440: Managing Experiences in Ag Ed Laboratories

This course was developed to address another need of the agricultural education teacher development students. From previous classes students were able to develop skills, content, and confidence to teach in the ag mechanics pathway. However, there was a need to more deeply cover content related to the management and pedagogy of teaching in laboratory settings.

AGED 587: Internship in Extension

I was responsible for the development of this course as one of several the Ag Ed program took on when the Masters Extension Education degree was taken on by the program. In the course students complete an internship in and extension program, develop, deliver, and evaluate an educational program during the internship and experience/reflect on the day to day life of working in Extension.

AGRI 181A1 Co-Developed: Contemporary Agricultural Systems

I was part of a team that developed this course for first year students in the College of Agricultural Sciences. The course is designed to allow students opportunities to experience various agricultural systems in Colorado and to develop a sense of community and belonging in the college. My main contribution to the course development stemmed from my close relationships with the local agriculture community. I helped to design and facilitate many of the agriculture experiences for the course.

Development of New Teaching Techniques

Teaching in the mechanical agriculture pathway led me to do research on more effective and efficient modes of delivering content to students in psychomotor skill development. Through research in the AGED 240 Technical Tools course, I developed the Agricultural Mechanics Psychomotor Skill Model. This model is designed to guide instructors in skill-based content delivery with a flipped classroom approach for delivery of content with class time dedicated to assessment and to practicing practical skill development. This model is provided below:

Agricultural Mechanics Psychomotor Skill Development Model

Students Does	Instructor Does
<ul style="list-style-type: none"> • Prior to class: <ul style="list-style-type: none"> – Read safety rules of tools being covered in class (usually 2-3 tools). – Watch a video demonstration on operation and maintenance of each tool. 	<ul style="list-style-type: none"> • Prior to class: • Preparation of materials for students (minimum of 5 days prior to class): <ul style="list-style-type: none"> – Provide students with link/access to videos of tools which are to be covered (usually 2-3 tools). – Provide students with safety rules for each tool • Preparation of class/laboratory (prior to start of class on day of): <ul style="list-style-type: none"> – Have safety tests ready for students to take (preferably online versions for immediate feedback). – Set up laboratory with practice stations for tools covered. – Ensure there are clear sight lines for all practice stations.
<ul style="list-style-type: none"> • In classroom: <ul style="list-style-type: none"> – Ask clarification questions from videos. – Take a safety test over each tool. – Grade and obtain a score of 100% on each test. – If a perfect score is not obtained, review videos for clarification. – After passing, fill out the safety section of the skill card 	<ul style="list-style-type: none"> • In classroom: <ul style="list-style-type: none"> – Answer clarification questions and reinforce any pertinent information. Allocation of time for this task restricted to no more than 5 minutes. – Administer safety tests and grade when students are done. – Verify and sign off on skill card affirming skill level attainment of the student

<ul style="list-style-type: none"> • In laboratory: <ul style="list-style-type: none"> – Follow steps of the Job Operation Sheet to practice using tool. – Upon completion, report to the instructor with JOS for assessment of steps and feedback. – After completing the JOS, fill out more sections of the skill card indicating level of skill development 	<ul style="list-style-type: none"> • In laboratory: <ul style="list-style-type: none"> – Hand out skill Job Operation Sheets and break class into rotation groups. – Station yourself with clear sight lines to all stations – Observe students practicing tool skills – Assess student performance for each step of the JOS according to what you observed – Provide feedback on where the student needs to improve – Verify and sign off on skill card once more affirming skill level attainment of the student
<ul style="list-style-type: none"> • Future skill development <ul style="list-style-type: none"> – After multiple uses of tools or at the conclusion of a project student revisits the skill cards each time to indicate skill level for each tool and to show growth while enrolled in the program 	<ul style="list-style-type: none"> • Future skill development <ul style="list-style-type: none"> – Verify and sign off on skill card each time students fill them out affirming the skill level attainment of each student while enrolled in the program

Other Evidence

As facilitator of experiential learning at the ARDEC campus, I have the opportunity to influence students and courses beyond my own teaching load. Since the fall of 2016, approximately 175 students are bussed on Tuesdays and Thursdays to the ARDEC campus for a cohort day of experiential learning. In addition to these students, other courses in the College of Agricultural Sciences are delivered in either the Taylor Auditorium or the CoBank Center for Agricultural Education. My role of experiential learning coordinator affords me the opportunity to work with the instructors and students in these courses. I provide assistance for everything from simple classroom and technology needs to advising on how to enhance courses with more experience-based curriculums. With the addition of several more courses offered at ARDEC, I also worked to develop and design an innovative teaching lecture hall in the Taylor Auditorium. This auction ring with pull out bleacher seating was transformed into a flexible seating classroom, which can accommodate up to 200 students sitting at tables in rows, groups, or small learning communities. Not only did I oversee the design and purchasing of the furniture to accommodate the flexible seating, I also designed the technology for the space. The flexible seating arrangement created a need to project information on more than just one screen. As a result, 6 TVs were purchased but linking them all on a small budget was a challenge. After research and trials, I was able to link all the technology in the room together and do it under budget. All technology can be linked, it can work independently, or can be split in many configurations. However, though an innovative teaching classroom, the bleachers can still be pulled out and the space converted back to serve its original purpose as an auction ring/livestock exposition space as well. I have used my training as an agricultural educator and my expertise in designing and delivering experiential learning curriculum in agriculture to broaden and enhance student learning in the classes that I teach and in many other classes as well.

CV SECTION 4: Evidence of Outreach/Service/Engagement

Service and outreach make up a significant portion of my appointment beyond instruction. My role as facilitator of experiential learning at ARDEC is only one aspect of my service appointment. In addition, I also manage the facilities and events held at the CoBank Center for Agricultural Education. This facility is not only a site for teaching and learning, it also hosts multiple meetings and conferences throughout the year. Various groups such as agriculture commodity organizations, agribusiness organizations, CAS stakeholders, education entities, etc. use the space for meetings and conferences regularly. Annually, the CoBank Center for Agricultural Education is reserved over 100 days for group meetings, accommodating over 4000 people utilizing the space. This is in addition to students occupying rooms while taking courses at ARDEC. These groups include commodity organizations, donors to the university, school district administrators, agriculture equipment dealers, agriculture educators, etc. I work with each group individually to ensure their experience with CSU is a positive and welcoming one. I have fostered many relationships with these groups, which have led to their deeper engagements with CSU in other meaningful ways. This increased support has been in the financial area as well as in kind engagements. I have also summarized below a list of other outreach and service engagements I have been participated in while at CSU.

COMMITTEES

College of Agricultural Sciences, Shepardson/Nutrien Building Classroom Design Committee, 2019 - present

College of Agricultural Sciences, Non-Tenure Track Committee, 2018 - present

College of Agricultural Sciences, Experiential Learning Committee, 2016 - present

College of Agricultural Sciences, Scholarship Selection Committee, 2015 - present

College of Agricultural Sciences, Academic Affairs Committee, 2012 - 2015

College of Agricultural Sciences, RamCamp, 2012 - present

PROFESSIONAL AFFILIATIONS AND ACTIVITIES

American Association for Agricultural Education, member 2012 - present

Agricultural Mechanics, AAAE SIG, member 2013 - present

Ag Ed Alliance (formerly Alpha Tau Alpha at Colorado State University), Ag Ed Student Organization, co-advisor, 2012 - present

Colorado TEAM AgEd (Joint Staff for Strategic Planning in Colorado Agricultural Education), member, 2012 - present

Career Pathways Collaborative Committee Member, Responsible for Creating National Assessments for Career and Tech Ed, 2011 - 2017

OTHER ACTIVITIES/ACCOMPLISHMENTS – SERVICE/OUTREACH

Colorado State FFA Agricultural Technology Career Development Event Superintendent (175 students annually), 2013 - present

National FFA Agricultural Technology Career Development Event Committee Member and Volunteer, 2014 - present

Colorado State FFA Leadership Development Events, Co-Event Manager (230 students annually), 2013 - 2018

The National Council for Agricultural Education Agriculture, Food, Natural Resources Standards Revision Committee, Content Reviewer, 2015

Agriculture Teacher Professional Development Presentations:

2019 “Mathematics and Hydraulics, the Application of Math through teaching Hydraulics,” Colorado Agriculture Teachers Association Summer Institute, *Presenter*, Steamboat Spring, CO

2019 “Agricultural Education Bootcamp-Maintenance and Management of the Ag Ed Laboratory” Workshop for new secondary agriculture teachers in Colorado, Fort Collins, CO

2019 “Welder Setup, Maintenance, and Operation Deep Dive Workshop” Colorado Ag Teachers Association Mid-Winter Conference, *Organizer, Presenter*, Fort Collins, CO

2018 “Mountain States Agricultural Mechanics Instructors Conference” Sponsored and Coordinated by American Technical Publishers, *Organizer, Presenter*, Fort Collins, CO

2018 “Ag Mechanical and Technical Round Robin Workshop” Colorado Ag Teachers Association Summer Institute, *Organizer, Presenter*, Fort Collins, CO

2018 “Agricultural Education Bootcamp-Maintenance and Management of the Ag Ed Laboratory” Workshop for new secondary agriculture teachers in Colorado, Fort Collins, CO

2018 “Working with the Math Teacher, how to Reinforce Math in Ag” Colorado Ag Teachers Association Mid-Winter Conference, *Presented by Clark, N., & Clark J.*, Fort Collins, CO

2018 “Building and Troubleshooting the CAN Bus System in Tractors Deep Dive Workshop” Colorado Ag Teachers Association Mid-Winter Conference, *Organizer, Presenter*, Fort Collins, CO

2018 “What is the CAN Bus System in Tractors?” Colorado Farm Show/Colorado Ag Teachers Association Mid-Winter Conference, *Organizer, Presenter*, Greeley, CO

2017 “Basics of Teaching Hydraulics,” Colorado Ag Teachers Association Summer Institute, *Organizer, Presenter*, Ignacio, CO

2017 “Trailer Wiring Mockups Deep Dive,” Colorado Ag Teachers Association Mid-Winter Conference, *Organizer, Presenter*, Fort Collins, CO

2016 “Teaching how to Install, Troubleshoot, and Maintain Landscape Irrigation Systems,” Colorado Ag Teachers Association Summer Institute, *Organizer, Presenter*, Cedaredge, CO

2015- Workshop, “Electrical Wiring and Plumbing in Agriculture,” Northeast BOCES Conference, Haxtun, CO

2015- Workshop, “Electrical Wiring and Plumbing in Agriculture,” Stratton Agriculture Teachers Conference, Stratton, CO

2015 “Utilizing the Agricultural Mechanics Psychomotor Development Model – A Training.” Presented at the Colorado Vocational Agricultural Teachers Association Mid-Winter Conference. *Presented by* Schlabach, K., Enns, K., & **Clark, N.**, Colorado Springs, CO

2013 - Workshop, WDA Dairy Curriculum. Colorado Vocational Agriculture Teachers Association Summer Conference. *Presented by* **Clark, N.**, Ralston, M., & Enns, K., Fort Collins, CO