from the desk of
DR LINDSEY SHIRLEY
Dear Search Committee,

When I was a freshman in college, I majored in art for three weeks. Why would I open my cover letter with this story? At the time, I quickly realized that while the creative expression of ideas is essential to me, I found a deep connection to learning and working with people to build community. After changing my major to family and consumer sciences, I found a field that integrated the knowledge, skills, and abilities we need as humans to make informed decisions for our future. I am committed to making the world a better place. The land-grant university and Extension Service has been and will be the change needed to improve the quality of life with individuals, families, and communities. My career journey, accomplishments, and references will provide compelling evidence that I am capable and committed to the duties and responsibilities expected of the Vice President for Extension and Outreach at Iowa State University. I am very interested in becoming a member of the Iowa State University community, beyond my current status as an alum. It would be an honor to use my knowledge, experience, and motivation to advance a shared commitment to Iowa State University's vision and mission to benefit Iowans, the United States, and the world. I have firsthand experience with the positive change that can occur across multiple generations through transformative education, innovative thinking, and community engagement through the people's university.

My connection to the land-grant research university system began in Iowa. The stories of my grandfathers' journeys fuel my perspective. From a groundskeeper who worked for 42 years (with perfect attendance) at Iowa State University, Grandpa Litchfield earned a living wage as a single parent of four. His devotion and commitment to providing for his family taught me the importance of hard work. James, my other grandfather, traveled the world as a research veterinarian, that included service as the Acting Director of the National Veterinary Services Laboratory (NVSL) and the World Organization for Animal Health (OIE). Growing up on a farm in rural Iowa, he began his studies at Iowa State University while serving in the Reserve Officer Training Corps (ROTC). My family has experienced the reality that the university supports individuals and communities to thrive, through employment, education, research, and Extension. To continue to shape the future, we must work together. By working collaboratively as faculty, communities, administrators, staff, students, and stakeholders, we can overcome today's challenges. I would enjoy the opportunity to listen to Iowans' needs and answer questions about the possibilities that we can achieve together.

Along with my professional achievements, I lead with optimism. I see challenges as opportunities and have the courage to make complex decisions. My curiosity for the future enables me to approach our changing reality in partnership to achieve innovation. It is important to enjoy life and the tasks that are set before me. As a leader, I am committed to building trust among the members of a community. The University community must create an atmosphere where all members are valued, heard, respected, and empowered. When this happens, together we can reach our vision for the future. Imagine what we can accomplish together. To illustrate my accomplishments at land-grant universities, I have added narratives to my CV that outline my record of leadership, administrative, and academic accomplishments. Specifically, I have shared examples of my skills in planning, communication, organizational development, and fiscal management. Further, my leadership in designing and implementing diversity, equity, and inclusion programs and initiatives through Extension and Engagement are explained.

Thank you for your time and consideration. I am available and interested in answering any questions regarding my qualifications and interest in the position.

All the best,

Lindsey Shirley, PhD
EDUCATION

Dissertation:  Leadership integrated curriculum for secondary family and consumer sciences students
Advisor:  Dr. Beverly Kruempel

As a charter member of the Iowa State University Leadership Academy of Family and Consumer Sciences Education, I earned a Ph.D. in Family and Consumer Sciences Education. The Academy fostered learning and engagement with administrators and professors from land-grant universities across the United States. This program challenged me to think critically and creatively about education, the land-grant university’s role, Cooperative Extension, collaborative research, and engaged scholarship.

M.Ed.—Family Education, University of Minnesota  June 2001-June 2002
Certification:  Family and Consumer Sciences, 5-12
Advisor:  Dr. Marty Rossmann

B.S.—Family and Consumer Sciences Education, Iowa State University  August 1997-May 2001
Advisor:  Dr. Beverly Kruempel

PROFESSIONAL EMPLOYMENT

Colorado State University—Fort Collins, Colorado  July 1, 2022-present
Associate Vice President, Engagement & Extension
Deputy Director, CSU Extension

Duties:  A key member of the Office of Engagement and Extension (OEE) executive leadership team, fulfilling two roles for Colorado State University (CSU): first, day-to-day leadership of CSU Extension, and second, institution-wide strategic leadership centered on the scholarship of engagement. Specifically, provide leadership and oversight for the academic administration of CSU Extension on the Fort Collins campus and in cooperation with counties and other partners across the state of Colorado. Develops strategy, staffing, and budget plans and proposals to implement an innovative and impactful Extension system that addresses local needs and state priorities, while growing fiscal health. Work collaboratively with the provost and college deans, and through Extension regional and program leaders to provide primary responsibility for academic leadership for on-campus and off-campus Extension faculty and their educational programs and services. Serve as a key contact for collaborative work with faculty, centers, and divisions of CSU that provide engaged programs and services, particularly the Agricultural Experiment Station and the Colorado State Forest Service. Throughout Colorado, the Western region, the national Cooperative Extension Service system, and internationally, represent CSU and the VPEE with various professional associations and be a recognized leader in promoting and advancing the Extension mission with stakeholders and learners. Advance the Office of Engagement and Extension’s strategic goals, integrating these goals with CSU’s institutional missions of research/discovery and teaching/learning. Advance the scholarship of engagement relative to research, teaching, and service on campus and across the state. This includes encouraging and catalyzing engagement and extension among CSU faculty, staff, and students and in maintaining the university’s designation as a Carnegie Engaged University. Provide campus-wide leadership for the development, delivery, and improvement of non-credit continuing, professional, and lifelong education.
Duties: Provided primary leadership and administrative responsibility for the operations of OSU Extension including programs, strategic plan implementation, regional administration, staffing, budgeting, and county operations. Manage external responsibilities for the Division and OSU Extension statewide and nationally. Within Oregon, stakeholder responsibilities included state and county elected leaders, state and county program managers, and leaders in local communities and community organizations. Served as operational authority for management decisions within OSU Extension and for specific programs and activities of the Division. Included was the primary leadership and administrative oversight for OSU Extension’s day-to-day operations; defined and implemented OSU Extension vision, strategic plan, organization design, staffing, budget, and program priorities. Provided overall leadership and management for defining and implementing OSU Extension programs, program development, and new initiatives. Assisted OSU Extension Program Leaders, off-campus administrators, and University department heads in building integrated, collaborative, and innovative programming relationships to effectively deliver Extension programs, including issue-based, interdisciplinary programs that address state and national priorities. Led and managed relationships with county partners, including the Association of Oregon Counties (AOC). Developed, mentored, and provided effective training for current and future Extension leaders. Led and managed Extension program evaluation including assessing and documenting outcomes and effective use of resources. Provided oversight for and managed effective OSU Extension regional operations such as personnel administration, budget, and stakeholder relationships. Key member of the Division Executive Leadership Team to build, sustain, and implement a compelling vision for the role of Outreach and Engagement within the University, State of Oregon, regionally, and internationally. Provided strong and effective leadership and linkages between the Division and OSU colleges, programs, and academic units. Established, maintained, and strengthened relationships between the Division and external partners and potential partners to create engaged student learning with community colleges, community organizations, advocacy groups, and governmental units. Built and developed a diverse resource portfolio for the funding of the Division’s programs, faculty and staff and the development of new opportunities through business development and entrepreneurial activities within the University, statewide, and nationally.
course with integrated FCCLA learning experiences; taught graduate courses focusing on administration and program planning, Extension principles and practices, and foundations of adult education; developed and marketed Extension Program offered in counties statewide based on needs assessment data; authored, submitted, and managed grants from external and internal sources to support new and existing programs; advised Utah State University student organizations; supervised, mentored, and interacted with students, student teachers, and mentor teachers; consulted and collaborated with Utah Office of Education to provide professional development opportunities for existing and emerging FCS Teachers; mentored interns during semester-long internships through Cooperative Extension.

University of Idaho—Moscow, Idaho
July 1, 2007-June 30, 2008
Assistant Professor of Family and Consumer Sciences Education

Duties: Maintained and justified Family and Consumer Sciences Education Program; recruited new students through creative presentations, programs, and events; taught undergraduate family and consumer sciences courses; designed and implemented up-to-date family and consumer sciences curriculum; collaborated with Family and Consumer Sciences, College of Education, and Adult, Career, Technology Education Faculty; advised undergraduate students; used technology to educate students through web-based courses; supervised, mentored, guided, and interacted with students and student teachers; consulted and collaborated with the Idaho Division of Professional-Technical Education to provide professional development opportunities for current and future FCS teachers; faculty advisor for University of Idaho American Association of Family and Consumer Sciences Student Unit; faculty advisor for Academic War on Hunger--College of Education Representative; adjunct faculty for Environmental Science interdisciplinary program. Facilitated leadership event with pre-service teachers for secondary FCCLA students focusing on leadership in action and service learning.

University of Idaho—Moscow, Idaho
August 15, 2005-June 30, 2007
Lecturer, Family and Consumer Sciences Education

Duties: Maintained and justified Family and Consumer Sciences Education Program; recruited new students through creative presentations, programs, and events; taught undergraduate family and consumer sciences courses; designed and implemented up-to-date family and consumer sciences curriculum; collaborated with Family and Consumer Sciences, College of Education, and Adult, Career, Technology Education Faculty; advised undergraduate students; used technology to educate students through web-based courses; supervised, mentored, guided, and interacted with students and student teachers; consulted and collaborated with the Idaho Division of Professional Technical Education to provide professional development opportunities for current and future FCS teachers; faculty advisor for the University of Idaho American Association of Family and Consumer Sciences Student Unit; faculty advisor for Academic War on Hunger--College of Education Representative. Facilitated leadership event with pre-service teachers for secondary FCCLA students focusing on leadership in action and service learning.

Sacajawea Junior High School—Lewiston, Idaho
August 2002-June 2005
Family and Consumer Sciences Teacher, Grades 7-9
Career Education Facilitator, Grade 8

Duties: Developed and renewed Family and Consumer Sciences Education Program; implemented procedures and policies required for effective classroom management; designed and implemented up-
to-date family and consumer sciences curriculum; provided students with curriculum focusing on perennial, practical problems in everyday life, i.e. financial management, food preparation, career development; advised students in development of four-year learning plan for high school and beyond; used technology to educate students about goal setting, educational opportunities, financial aid basics, and career opportunities; administered various career related assessments to foster student understanding of strengths, abilities, characteristics, and interests in relation to the world of work; managed budget for foods and nutrition laboratory experiences; supervised, mentored, and interacted with students on a daily basis; co-founder of Cultures Club, a student organization; founder of Textiles and Clothing Club, a student organization; collaborated with Spanish Teacher to take 18 junior high students to Spain, Italy, France, and Monaco for 16 days.

Major Accomplishments as a Leader in Extension, Engagement, and the Land-Grant University System

CREDENTIALS AND QUALIFICATIONS FOR A FACULTY APPOINTMENT IN A DEPARTMENT OF ISU, WITH EXPERTISE IN A DISCIPLINE RELEVANT TO THE EDUCATIONAL PROGRAMS AND SERVICES OF ISU EXTENSION. At Utah State University, I achieved initial promotion with tenure as Associate Professor of Family and Consumer Sciences Education and Clothing and Textiles Extension Specialist. As the program lead for the Family and Consumer Sciences Education program, I was responsible for teaching undergraduate courses, mentoring students, serving as a faculty advisor for the student organization, and developing the assessment plan for degree program accreditation. Family and Consumer Sciences Education requires students to complete coursework related to human development; personal and family finance; housing and interior design; food science, nutrition, and wellness; textiles and apparel, and consumer issues. I collaborated with the Agricultural Education program to team teach methods for teaching. The program served as a foundation for students interested in pursuing a career in Extension, focusing on food, sustainability, the economy, youth development, and health. Our department offered a master’s degree program to prepare professionals for Extension, teaching, research, and engagement. I taught graduate-level courses on administration and program planning, Extension principles and practices, and foundations of adult education. At Colorado State University, I earned the rank of Professor in the Department of Design and Merchandising. My contributions to this body of knowledge connect to the primary program areas of ISU Extension, including agricultural systems, water, and natural resources, community and economic development, youth development, and healthy living.

DEMONSTRATED LEADERSHIP EXPERIENCE WITH TEAMS AND ORGANIZATIONS IN THE DEVELOPMENT, DELIVERY, AND IMPROVEMENT OF EDUCATIONAL PROGRAMS AND SERVICES TO MEET INDIVIDUAL, ORGANIZATION, INDUSTRY, OR COMMUNITY NEEDS. Extension programs prepare individuals and families to participate in life’s decisions actively. Over the past few years, I have served on a research team to explore the Cooperative Extension System’s feasibility of being a distribution network for training to increase rural Americans’ economic mobility. We focused on building trusting teams, co-creating solutions for mutual benefit, and exploring innovative ways to engage Extension professionals and communities. We must actively involve communities in identifying issues and creating viable solutions together while leveraging what makes a community thrive. For example, the
multi-state “Data Science for the Public Good (DSPG)” project was a partnership between Iowa State University, the University of Virginia, Virginia Tech, Virginia State University, and Oregon State University. USDA-NIFA funded our proposal to use the Cooperative Extension System to prepare communities to use big data in decision-making. This partnership's success led to a matching gift from the Bill and Melinda Gates Foundation and the opportunity to create a national framework and network for community learning through data-driven discovery. As a result, we are re-imagining how we connect with communities to support equitable recovery and growth. My role has been to lead engagement with the Cooperative Extension System through training and professional development programs to support Extension professionals’ growth and advancement in our three states and beyond.

EXCEPTIONAL WRITTEN AND ORAL COMMUNICATION SKILLS FOR DIVERSE PUBLIC, TECHNICAL, ACADEMIC, POLICY, AND OTHER AUDIENCES AND STAKEHOLDERS. During my career, I have worked at four land-grant universities and one secondary school. Whether in Wichita, Kansas, or Rome, Italy, I have shared innovations for teaching and learning in secondary, post-secondary, and Extension learning environments worldwide. I have enjoyed invitations to speak to audiences ranging from 30 professionals to over 2000 teachers in the U.S. and internationally. My work includes two published books, Extension fact sheets, peer-reviewed journal articles, a TEDxUSU talk, an online talk presented by Zappos, Inc., and a fashion incubator, the Stitch Factory. While serving as Clothing and Textiles Extension Specialist, a key economic cluster in Utah—outdoor products and recreation needed a trained workforce. A year of planning and consulting with industry leaders resulted in a multi-level education, outreach, and engagement initiative. I created and implemented a career pathway program to strengthen the collaboration between education, industry, and economic development. The result was a contextualized learning initiative for youth (4-H), secondary students, post-secondary students, and industry professionals. To gain the approval of the University community and administrators, Board of Trustees, and Utah Board of Regents, I had to write a proposal for the degree program that justified the need for the new degree. In July 2015, the Utah Board of Regents approved the degree program but identified that the enrollment projections seemed high, with 15 students graduating after four years. Over 90 students committed to pursuing the degree, which is now one of the fastest-growing degree programs at Utah State University. Effective communication is essential to advancing our collective impact.

DEMONSTRATED ABILITY TO DEVELOP STRATEGIES FOR FISCAL AND PERSONNEL PRIORITIZATION AND DEVELOPMENT. In many cases, we are functioning in a resource-restricted environment. The operational challenges impacting our ability to respond to community issues evolve and change. I have led through accountability and assessed operations at multiple education levels (junior high, undergraduate, graduate, and non-credit education offered through Cooperative Extension). These experiences have reinforced the need to listen, assess, and recommend systematic management approaches while leading with clear objectives and priorities. At the end of FY18, the Professional and Continuing Education (PACE) unit for Oregon State University transferred to the Division of Extension and Engagement. Before coming to the Division, the cost recovery unit had a deficit of ~$900,000. I identified essential employee roles and responsibilities to manage this reality, analyzed fiscal and operational functions, identified existing and desired workplace culture characteristics, and
outlined how we might use our digital ecosystems to enhance services. Change is a process that requires the thoughtful engagement of employees and stakeholders, transparency, honesty, and a clear outline of the process. In the first four months of FY21, we saw an increase of 68% in revenue versus the same period for the previous fiscal year—more than $2 million in annualized gross revenue for the unit. According to our projections, we ended the fiscal year with revenue to expand our non-credit offerings and generate new resources for the Division, University, and our partners.

DEMONSTRATED EXPERIENCE IN SUCCESSFULLY ENGAGING HISTORICALLY UNDERSERVED COMMUNITIES. Our mandate is to serve all residents. We have work to do to achieve this mission. I strive to open doors, find resources to support employees and communities, and reduce the barriers that prevent Extension professionals from serving historically underserved communities. Our work’s success depends on trust and building relationships where people are heard, valued, respected, and empowered. This effort requires an all-hands approach, so each example I share is a collective effort. This work is too important to accomplish alone. OSU Extension saw an increase of 117% over the last nine years in Oregon counties’ contributions through tax service districts and county general fund appropriations. This increase resulted from our emphasis on building solid relationships with Oregon communities. It was our priority to place employees closer to historically underserved communities. As an administrator, it is essential that I intentionally provide resources, training, and recognition for these efforts. We can expand our efforts between federal, state, county, grant, and foundation funds, including funded internships for underserved youth (high school and college-age), training focused on cultural competencies and supporting translation and language access services.

In 2016, I served on the scoping committee for developing a framework to implement the Outdoor School for All initiative as a new OSU Extension program. Our committee engaged underserved communities in identifying a leader, advisory committee, and operational procedures that created a transparent and accountable system to manage the significant resource provided to OSU Extension for serving all fifth and sixth graders in Oregon. As a result, Oregon voters approved funding to establish a permanent, stable funding source to allow all fifth or sixth graders to experience a hands-on week of science-based outdoor school. Passage of Measure 99 dedicated up to $22 million of lottery funds per year for this effort. While in Oregon, I assembled a team of OSU employees representing multiple OSU Colleges and Extension professionals to pursue a USDA-NIFA grant to support Tribal students on their path to higher education called “New Beginnings for Tribal Students.” Only one submission was allowed per state—this required coordination with the OSU Provost’s Office and senior leaders. With an intentional invitation and full support from administrators (including funding for a grant writer to support the effort), the team received the funding and created a pathway program that prepares Tribal students for careers in natural resources.

PERSONAL OR PROFESSIONAL COMMITMENT TO DIVERSITY AND INCLUSION, AS DEMONSTRATED BY PERSISTENT EFFORT, ACTIVE PLANNING, ALLOCATION OF RESOURCES AND/OR ACCOUNTABILITY FOR DIVERSITY OUTCOMES. It is my responsibility to create an inclusive environment where employees can thrive. To do this requires a mindset of empathy with the willingness to listen and meet people where they learn, live, work, and play. I spent the first year on the road when I
started at Oregon State University and Colorado State University. I should have purchased a house on wheels because my license plate seemed like my home address. Traveling from one community to the next was fulfilling to see and feel the experiences of employees, individuals, and communities in Oregon and Colorado. After a year of listening in Oregon, the Vice Provost and I needed more help to support DEI efforts in the Division. Annually, we were only reaching approximately 2.4 million Oregonians, a little over half of the state’s recorded population. In 2017, we invested resources to create an Office for Diversity, Equity, and Inclusion in the Division of Extension and Engagement. Today, the team at OSU leads the development of resources, education, and guidance for three essential purposes:

1. Build leadership capacity of employees and others through DEI professional development;
2. Create and sustain an inclusive organizational culture; and
3. Increase access to Extension programs for historically underserved individuals and communities.

As a baseline, all OSU Extension position descriptions included a statement prioritizing diversity, equity, and inclusion that guided our professional practice. We worked with OSU’s Office of Institutional Diversity to identify cultural competencies that serve as the objectives for our onboarding, training, and professional development for existing employees, volunteers, and participants in our programs. The competencies included:

- Appreciating the complexity of identity;
- Recognizing processes and outcomes of socialization;
- Using inclusive and affirming language;
- Embracing collaboration across differences;
- Practicing cultural humility;
- Attending to environmental factors;
- Engaging in the here and now;
- Redressing past and present inequities; and
- Maintaining global consciousness.

We implemented a strategy for reporting, tracking, and recognizing employee efforts to measure the impact of our diversity, equity, and inclusion efforts. Employees tagged stories of impact as inclusive activities in the online reporting system. The documentation of the impact is essential to telling the story of our partnership with communities. In March 2021, we completed three employee listening sessions to identify strategies that are working, not working, and our ideal policies, practices, and culture. Listening sessions were an ongoing strategy used to build an inclusive community. The data from the sessions informed a DEI action plan for the Division of Extension and Engagement. Transferring this work beyond Oregon, the three-state research team has developed a framework that will expand Cooperative Extension’s use of community insights and data to support equitable recovery and growth to influence change nationally. This framework merges data science and cultural competencies (listed above) as a foundation for our professional practice, training, and advancement.

**EXTENSIVE ADMINISTRATIVE LEADERSHIP EXPERIENCE IN THE FOLLOWING AREAS OF WORKING IN OR PARTNERING WITH HIGHER EDUCATION ADMINISTRATION:**

- **Hiring and Leading and Developing Staff** As AVP in Oregon and Colorado, my responsibilities include primary leadership and administrative responsibility for Extension
operations, including programs, strategic plan implementation, regional administration, hiring, 
employee development, budgeting, and county operations. These roles have required me to 
assess and refine the statewide network’s operations in Colorado and Oregon. Specifically in 
Oregon, with input from faculty, staff, and stakeholders, we quickly and efficiently redesigned 
our structure to avoid a structural deficit for our regional operations due to a budget cut. As a 
result, we developed a leadership team that could work through our values of accountability, 
responsiveness, community-based, diversity, credibility, and partnerships. Ultimately, we 
supported the needs of communities across Oregon while developing the capacity of faculty and 
staff who are essential to our day-to-day operations. The following guiding principles were 
honored during the transition:

1. Value and retain the community’s connections and relationships, both geographic and 
   interest-based. Ensure the organization has the capacity and ability to respond efficiently 
to emerging needs at the local, regional, and statewide levels;
2. Provide a positive, encouraging work environment for faculty and staff to succeed. Set 
   reasonable and clear expectations and ensure an effective and fair reward structure;
3. Save money for or add value to the organization;
4. Stay true to the land-grant mission. Ensure collaboration and cooperation with Extension 
   employees to bring the University’s resources to Oregonians’ addressing educational 
   needs locally, regionally, and statewide.

As we transitioned to working from home, our leadership team launched a series of professional 
development opportunities for OSU Extension employees. I facilitated Water Cooler Wednesday 
to connect with employees and learn together each Wednesday. We discussed opportunities and 
challenges, shared stories of new practices for wellbeing, and enjoyed guest speakers’ 
presentations. One employee shared that Wednesdays were her favorite day of the week.

• MANAGING A SIGNIFICANT BUDGET, WITH EXPECTATIONS FOR RAISING REVENUE With 
  the V.P.s at OSU and CSU, I developed budget plans and proposals to implement an innovative 
  and impactful Extension system that addresses local needs and state priorities while growing 
  fiscal health. For FY20, we operated with a budget of approximately $73.5 million in Oregon. For 
  FY21-22, we partnered with our local volunteer networks to establish two new tax service 
  districts to fund and expand local programming. As a result, 27 of the 36 counties in Oregon 
  operated with a tax service district funded through residents’ property taxes. As stated earlier, I 
have been providing leadership for the Professional and Continuing Education (PACE) unit, 
which has seen a 68% increase in revenue through enrollments for non-credit education 
programs developed with OSU College partners and external partners.

• LEADING TEAMS AND MANAGING COMPLEX PROJECTS OSU Extension operates using a 
  matrix structure. There are seven programs and six regions. The team (including program leaders 
  and regional directors) met as a leadership group called the Collaborative—a group of thought 
  leaders for OSU Extension to address critical and emerging issues important to Oregon’s 
  communities, families, and industries. While at OSU, I led and convened the team to answer the 
  following three questions:
1. What are the needs of communities, individuals, and families in Oregon that we currently serve or aspire to serve?
2. What do we need to do as leaders to support faculty and staff across our statewide network?
3. How might we support each other as we continue to evolve as an organization?

The core work of this group included:

1. Developing initiatives and priorities across programs and regions;
2. Refining and clarifying operational procedures and develop implementation action plans;
3. Fostering the development of a positive and inclusive organizational culture through team building;
4. Collectively identifying strategies to guide OSU Extension’s work as we address the organization’s mission and values.

An example of this in action occurred as we prepared for FY20; I led the team through a planning exercise that resulted in a quarterly action plan that included tasks and the team leaders for each category. Specific action items completed as a result of this process were:

- A Digital Engagement Strategy—adopted and implemented a CRM to document our relationships, personalize the customer experience, and launch a communication strategy to share impacts with elected officials
- Professional Faculty Talent Management—developed a process and criteria for the advancement of outreach program coordinators. The new advancement program will launch in summer 2021.
- Fiscal Management and Operations—finalized fund budgeting guidelines for OSU Extension, MOU for OSU Extension programs with Colleges, and built a communication plan for fiscal transparency.

PRIOR FACULTY EXPERIENCE IN EXTENSION OR ENGAGEMENT, WITH TENURE, AT THE RANK OF PROFESSOR

Since achieving tenure, I have contributed to the scholarship of engagement to advance the outdoor recreation economy in Colorado, Utah, Oregon, and across the United States. According to Vice Provost Janet Anderson, the Bachelor of Science in Outdoor Product Design and Development (OPDD) degree and program at Utah State University (USU) is the fastest-growing degree program at USU. Other universities have approved and launched similar degree programs using the OPDD model. I developed the degree and 13 new OPDD courses for the program and redesigned the secondary family and consumer sciences curriculum in Utah to serve as a pathway to USU. The outdoor recreation economy has become a substantial body of work, and I am a key informant in expanding higher education’s response to this economic sector’s growing workforce needs. We need to support this industry as the land-grant university system has historically supported agriculture and forestry. Specific outputs include:

- Bachelor of Science in Outdoor Product Design and Development (OPDD);
- A 15-year vision for Outdoor Recreation in Oregon;
• Confluence Accords signed by eight states that outline the four pillars of the industry with a commitment to working collectively toward promoting the outdoor recreation economy and the quality of life of each state’s residents and visitors; and
• A framework for action to advance Oregon’s strategies that center efforts on diversity, equity, and inclusion, strengthen collaboration and organizational effectiveness, accelerates investments in the outdoor recreation sector, catalyzes innovative policies and legislation, and empowers local, statewide action.

These collective outputs have led to a nationwide workforce development initiative at Oregon State University. The initiative expanded into a Research and Engagement Center for the Outdoor Recreation Economy. The Center convenes multiple universities as a consortium of institutions with external funding to support research, teaching, engagement, and Extension.

PROGRESSIVELY RESPONSIBLE EXPERIENCE MANAGING MULTIPLE CROSS-FUNCTIONAL TEAMS.
Each step of my career journey provides examples of growth, advancement in complexity, and increased responsibility, including working with multiple cross-functional teams. My position at OSU began on Wednesday, June 1, 2016. First, I built relationships with regional administrators, program leaders, and our support services team. Day-to-day operations for OSU Extension in 36 counties, supervision of regional administrators, a regional operations coordinator, and an evaluation specialist is where the journey began. To this day, I am thankful that I prioritized traveling the state to meet employees, stakeholders, and community members during the first year. As the first year came to a close, I finished chairing the search for a program leader for our newest, most extensive funded program--Outdoor School. The search committee included representation from rural, urban, Eastern Oregon, agriculture, forestry, Sea Grant, and youth development; it was an outstanding team.

On Tuesday, August 1, 2017, our leadership team met. We reflected on the past and visioned the future. At the V.P.’s request, I began a journey with the team, employees, and stakeholders to create a structure that met our current reality while supporting future growth. The journey included supervising approximately 50 county employees in two administrative regions. While managing statewide day-to-day operations, I supported cross-functional teams in 10 counties. In essence, I had access to conduct a daily listening session to learn about what mattered most to employees on a day-to-day basis instead of only at a central administration level. February 2018 was full of annual reviews for county employees and the Impact Studio innovation process launch. On Friday, February 23, 2018, I added the leadership responsibility for a 22-month process to develop an investment grade proposal for an outdoor recreation economy initiative. Our team included a Family Community Health Extension researcher, the Rural Community Explorer team leader, OSU Extension Regional Director, Outdoor School Program Leader, and a county 4-H faculty member. FY 2018 ended with adding the interim director for the Professional and Continuing Education (PACE) unit to my responsibilities. The team brought talent to the Division, including enrollment management, learner engagement, project management/evaluation, learning design and multimedia, and marketing and communication. A few months later, in September 2018, a new OSU Extension Regional Director team was complete and beginning their journey together. We created guiding principles connected to our values to support operations across our matrix organization:
• Approach work of the group as a team with differing perspectives, build positive and respectful working relationships, and offer peer-to-peer support (diversity);
• Share ideas, problems, and issues to generate alternative approaches and solutions (responsiveness);
• Identify and prioritize open communication strategies through marketing and communication plans for internal and external partners at the local and regional level (partnerships);
• Evaluate and optimize systems, operations, and supervisory practices across the organization (accountability);
• Co-create local and regional priorities with Extension Program Leaders, faculty, staff, and stakeholders (community-based);
• Engage Extension Program Leaders, OSU Department Heads, OSU Central Units, and others regularly for input, strategy development, and planning (credibility).

Fast-forward to today; I continue to manage multiple cross-functional teams that collaborate to leverage our place-based infrastructure to reach more Coloradans with innovative education, which has increased our resources and led to a visible impact in Colorado and beyond.

EXPERIENCE IN THE COOPERATIVE EXTENSION SERVICE AT A LAND-GRANT UNIVERSITY, AND/OR A WORKING UNDERSTANDING OF UNIVERSITY EXTENSION WITH EXPERIENCE IN THE ADMINISTRATION OF UNIVERSITY- COMMUNITY ENGAGED SCHOLARSHIP, ENGAGEMENT PROGRAMMING, OR EXTENDED EDUCATION. Before starting my USU position, the Clothing and Textiles Extension Specialist role was decreased from 1.0 FTE to 0.25 FTE and merged with the Family and Consumer Sciences Education faculty position. I realized that I needed to build relevance for the administration to continue to fund this research, Extension, and engagement program at USU. The work was essential to county faculty and communities. We started with a needs assessment to identify the program’s specific needs and priorities. Clothing construction information, curriculum, and resources were the highest priority. Next, I developed an action plan incorporating student engagement, county faculty input, and industry participation. Initially, six students were hired as Extension interns to put their knowledge to work. The team authored multiple fact sheets, recorded YouTube videos—one has over 222,653 views, hosted workshops, and assisted with a social media campaign. The resources developed were used by secondary family and consumer sciences teachers because we correlated our work with the state’s secondary standards for clothing and textiles. A few student outcomes of the action plan included:
• One intern received the College of Agriculture and Applied Sciences Scholar of the Year Award (first time an FCS Education student achieved the honor in the College);
• Three of the six interns pursued graduate degrees and considered Extension as a possible career;
• After graduation, two interns co-authored a book “Transfer Embellish Stitch: 16 Textile Projects for the Modern Maker”. One of the authors started her own company focused on fabric/pattern design (I had the pleasure and honor to help her build her booth for a quilt show in Salt Lake City to launch her fabric and pattern line—she put me to work!)

To support the needs assessment findings and demonstrate relevance, I met with the Creative Director for Apparel at Black Diamond. During a four-hour meeting, he consistently identified needing a trained
workforce with technical skills for clothing production. The meeting began the road to launching the outdoor product design and development degree. That was a wonderful day! A true example of Extension putting knowledge to work, serving as the University’s “front door,” and co-creating with partners for mutual benefit.

A WORKING UNDERSTANDING OF OR EXPERIENCE ENGAGING IN ISSUES RELATED TO THE PRIMARY PROGRAM AREAS OF EXTENSION INCLUDING AGRICULTURAL SYSTEMS; WATER AND NATURAL RESOURCES; COMMUNITY AND ECONOMIC DEVELOPMENT; YOUTH DEVELOPMENT; AND/OR HEALTHY LIVING

In October 2019, I received an alumni award from Iowa State University, where Oregon’s first gentleman, Dan Little, said my ability to affect change on a statewide level has been critical and transformational in fulfilling Governor Brown’s mission to improve Oregonians’ mental and physical health. The relationship I built with the governor’s office opened the door for our North Willamette Region (Clackamas, Multnomah, and Washington Counties) to support the state’s response to the Portland Harbor Superfund site. Governor Brown’s Affirmative Action Manager, leading the response, contacted me to see if OSU Extension could assist. My initial meeting was a listening session to learn more about the context, needs, and opportunities. I quickly realized that OSU Extension would be an essential partner to support equitable recovery and growth for communities impacted by the site. The story of OSU Extension’s impact often does not reach those who make important decisions regarding our funding—policymakers and elected officials. I introduced the governor’s office to our regional director and local liaison in the region to remedy this reality. Employees within the region had expertise in agricultural systems, water, and natural resources, community and economic development, youth development, and healthy living. A virtual tour of OSU Extension and the Agricultural Experiment Station in the area showcased how OSU produce data-informed actions related to key impact areas:

- Thriving youth, individuals, and families;
- Resilient and productive agriculture, food systems, and natural resources;
- Community health and resilience; and
- Community economic and workforce development

The virtual tour was a success for employees and solidified a relationship with the governor’s office. Now there is an established partnership that continues today. We used data-informed community insights to identify the educational programs and services needed to meet the community’s needs. Examples of our response included providing:

- Culturally relevant food and nutrition education programming for BIPOC communities that rely on fish from the river as an essential food source;
- Entrepreneurship and value-added agriculture product development training to support the development of food-related businesses, including farmers markets and food trucks;
- Urban agriculture and gardening education;
- Natural resources education through the Master Naturalist program to build a volunteer network to create ecosystems that support outdoor recreation and play in the area.

The Portland Harbor Superfund site illustrates Extension professionals’ ability to create a holistic response to the needs of individuals and families.
ROBUST EXPERIENCE AND LEADERSHIP IN THE DEVELOPMENT AND IMPLEMENTATION OF ENGAGED SCHOLARSHIP IN RESEARCH, TEACHING, AND/OR SERVICE

For 10+ years, my role statement’s primary emphasis focused on the land-grant University’s teaching mission at the University of Idaho and Utah State University. Eight of those years combined teaching and Extension in my position description. In addition, I pursued research opportunities to contribute to the body of knowledge of family and consumer sciences. Two specific examples illustrate my experience and leadership in developing engaged scholarship (other than those I have shared previously). Each example will highlight the following components of engaged scholarship efforts:

- University student engagement (undergraduate and graduate);
- Secondary students, teachers, and community participation (led by university students); and
- Creative and scholarly outputs such as FCCLA STAR Events, master’s thesis, articles, peer-reviewed and invited presentations, and refereed journal articles.

Awards and Recognition

In 2006, students at the University of Idaho established a partnership with the Universities Fighting World Hunger (UFWH) initiative started by Auburn University with the U.N.’s World Food Programme (WFP). The U of I chapter of the Association of Family and Consumer Sciences student leaders identified the UFWH initiative as a priority for 2006-2008. As the faculty advisor for the student chapter of the Association of Family and Consumer Sciences (AAFCS), I supported their engagement. The initiative includes four pillars:

- Hunger awareness and consciousness-raising
- Fundraising and community activities
- Advocacy
- Academic initiatives (teaching, research, and outreach)

I worked with the student chapter to create an action plan for integrating the pillars into courses for the degree program. Here is a summary of what students accomplished. The University of Idaho traditionally offered high school students an experience called “Ag Day” to feature degree programs in the College of Agricultural and Life Sciences. The experience recruited FFA and other agriculture-related student groups. The U of I AAFCS students decided to create a track for the career and technical student organization (CTSO) associated with family and consumer sciences—FCCLA (Family, Career, Community Leaders of America). We created a service-learning, hands-on experience for 100 FCCLA students across the state. The U of I students created a series of workshops on campus to engage the participants in the four pillars of the UFWH initiative. The FCCLA students completed the experience with a playbook for launching the initiative in their schools and communities. As a result, FCCLA students collected food for local food banks, completed fundraising projects, and used hunger and food insecurity as a topic for STAR (Students Taking Action for Recognition) Event projects to compete at the state and national levels. The graduate student who provided primary leadership for the experience used the event’s outcomes as a foundation for a series of peer-reviewed presentations at national conferences and her master’s research project. The graduate student continued her studies, earned a Ph.D., and became a teacher educator for family and consumer sciences, integrating service-learning into FCS Education majors’ coursework.
Transitioning to Utah, I taught a general education course, Dress and Humanity. The course was a designated service-learning and depth humanities and arts (DHA) course. DHA’s consist of students not majoring in the humanities and arts (eventually, even humanities and art students enrolled). When I started teaching the course in 2008, approximately 60 students registered. By the time I left USU in 2016, I had capped the class at nearly 200 and taught the course each semester—including a four-week summer session. Consistently, the course had a waitlist, but the course assignments’ structure will illustrate why I did not go beyond 200 students each semester. The Dress and Humanity course focused on four areas:

- Why study dress?
- Dress and culture
- The art of dress
- The future of dress

So, how did I increase the enrollment? The project for the ‘art of dress’ section of the course quickly became well-known across campus. I knew I could not teach almost 200 students to sew (nor did I want to—that was not the course’s purpose). Instead, I integrated an assignment called Recycle and Redesign (adapted from the STAR Event for secondary students referred to earlier). The course outcomes associated with the assignment focused on analyzing dress in real-life situations; giving examples of clothing as a communication tool and exploring its impact on human relations and interactions; and expanding global awareness related to textiles, apparel, and dress about design, production, marketing, and consumption. Students used found materials to create a wearable outfit inspired by a theme. The assignment was an individual or team project, and the result was required to be wearable on a runway.

How does this connect to engaged scholarship? As a service-learning project, students invited as many people as possible to come to the fashion show and bring canned food items.

We used the UFWH initiative pillars and raised awareness about hunger and food insecurity at the event. Over 1000 people came to the event each semester, and we stocked the shelves of the on-campus food bank. The fashion show was a massive success with over 100 designs featured, stories published in the University and community newspaper, and judges from the community and industry participating. Next, enter Zappos. By invitation only, an intern and I showcased a collection of recycled looks at the Zappos Downtown Project Distinguished Speaker Series: Stitch Factory, Behind the Seams in Las Vegas, NV. We designed a TED-style talk focused on "Education Couture: Creativity and Design in Education," that I presented in front of Zapponians and other members of the design community. As a result, industry professionals saw firsthand connections between social issues, education, and community engagement. The relationships that we developed during the speaker series supported the outdoor product design and development degree’s eventual launch.

The innovation in teaching and learning that the students and I initiated spread to multiple states. To impact our communities positively, we can use clothing to raise awareness about perennial issues affecting society. Further validation for this approach to teaching and learning came through recognition. I received the American Association of Family and Consumer Sciences Leader Award, College of Agricultural Sciences Teacher of the Year, and the Family and Consumer Sciences Education Association
& Goodheart-Willcox Educator of the Year Award. If the search committee is interested, I have excellent photos of students' designs—it is incredible what they can create!

**HIGHER EDUCATION LEADERSHIP EXPERIENCE, PARTICULARLY RELATED TO EXTENSION ADMINISTRATION, FACULTY GOVERNANCE, AND/OR GRANT DEVELOPMENT AND ADMINISTRATION** As I highlighted in the section focused on administrative leadership experience, I facilitated redesigning the OSU Extension organizational structure. The process was due to a budget cut and the organization's need for succession planning. During the transition, I assumed an interim leadership role for two OSU Extension regions, supervising approximately 50 employees in Eastern Oregon and five counties in the Willamette Valley. As a result, I had frontline experience in our day-to-day operations. Specifically, I worked daily with county employees, engaged in programming at the local level, completed performance evaluations for all employees, and participated in each county’s annual budgeting process. I reflect on that experience daily and am thankful I learned alongside employees and supported them in their journey.

Before transitioning to Extension Administration at Oregon State University, I served on the Faculty Senate at Utah State University. It was a privilege to be elected by my peers and colleagues as Faculty Senate President-Elect. As a result, I developed a deeper understanding of the university system, including faculty governance, academic policy development, educational standards, and issues important to faculty. There were two specific issues that I supported during my time in this role:

- Developing a framework and the foundation for an Ombuds Office at Utah State University to support faculty, staff, and students, and
- Revising the post-tenure review procedures, process, and timeline

Overall, my time as an administrator has been a learning journey, and for that, I am thankful. I have prioritized working collectively with Human Resources Offices, Equal Opportunity and Access, and General Counsel. Frequently, I remind my colleagues in these offices that working with them is like visiting the spa. I come to them with challenging questions and issues and leave with a path forward. Visit early and often to maintain self-care and create an inclusive, supportive, caring work environment that functions effectively. Gone are the days when our strategic partners only come to help when a performance issue is too challenging to address. My perspective is—let’s build a trusting team across the institution with clear expectations and priorities and define success.

**EXPERIENCE WORKING IN UNIVERSITY INTERNATIONAL ENGAGEMENT INITIATIVES**

In May 2019, I was the keynote speaker for an international conference, “Provision of Public Services by Universities of Ukraine,” in Uzhgorod, Ukraine. The conference’s purpose was to train the Uzhgorod National University employees to study universities and colleges’ experiences in the United States. Specifically, conference attendees from Ukraine, Poland, Romania, and Slovakia were interested in learning more about the Cooperative Extension System and strategies for implementing a similar structure in their respective countries. One identified need was workforce, non-credit online education, and training. Topics include fermentation sciences, forestry and agricultural practices, lean management, and other content related to building healthy communities. These areas are priority themes agreed upon by Rectors and regional government representatives from Ukraine, Poland, Romania, and Slovakia. The
Academic Affairs Specialist from the U.S. Embassy participated and expressed interest in identifying an action plan with land-grant universities in the United States. There are similarities between Uzhgorod, Ukraine’s agriculture and agricultural tourism landscapes, and the Willamette Valley in Oregon. We are working on a cider education initiative to assist this Ukraine region in developing cider and agritourism industries.

ADVANCED SKILLS IN STRATEGIC PLANNING, SYSTEMS THINKING, IMPROVEMENT SCIENCE, CHANGE MANAGEMENT, PERFORMANCE MEASUREMENT, QUALITY MANAGEMENT, OR SIMILAR PROCESSES FOR ORGANIZATIONAL IMPROVEMENT A common thread that connects my professional experiences is systems thinking. At each stop on my journey, I have entered the community to listen and learn. This approach allows me to see patterns, structures, relationships, mindsets, and how the community achieves its goals. Shortly after I started at OSU, the Division strategic plan was finalized and ready for roll-out and implementation. I served on the implementation team to identify the metrics for success and outputs we would like to achieve due to the plan. After a facilitated team meeting with a diverse representation of OSU Extension and Division employees, we had a list of measurable and trackable action steps. I finalized the implementation plan with our evaluation specialist and presented it to the executive leadership team of the Division. Each member identified one strategic plan goal to champion. We were responsible for engaging the organization (broad representation of county, program, position type, and campus employees) to complete the measurable and trackable action steps. At our weekly executive team meetings, we conducted a brief check-in round for accountability, encouragement, feedback, and support. By Wednesday, July 31, 2019, the day our V.P. retired, we celebrated his and the organization’s accomplishments (many outlined in the strategic plan implementation guide).

Major Accomplishments as Associate Vice Provost, Extension & Engagement and Associate Director, OSU Extension Service

Leadership & Administrative Accomplishments as Associate Director, OSU Extension Service

- Developed six videos to showcase Extension Futures, A National Action Dialogue sponsored by eXtension and ECOP, July 2020
- Epsilon Sigma Phi Administrative Leadership Award, Western Region 2020
- Iowa State University 2019 Outstanding Young Professional Award
- Hired and on-boarded six new OSU Extension Regional Directors
- Member, ECOP Innovation for Capacity Building Team
- Member, Oregon’s First Gentleman’s Roadmap to the Outdoors Cabinet
- Appointed member, Governor’s Taskforce for the Outdoors
Supported enhancements to digital ecosystem strategy, including Digital Measures reporting, Salesforce CRM, and the integration of other technology systems for operational efficiency

Provided leadership for 360-review of existing Oregon 4-H program to develop proposal for new structure to address budget deficit in program

Led the redesign of the OSU Extension Service regional structure and operations due to a $1.05 million budget cut to line item for regional administration (transitioned from ten to six regions)

Revised operational rules and procedures for OSU Extension (December 2018)

Served as Interim Regional Director for West Central (Linn, Benton, Polk, Marion, and Yamhill counties (May 2017-May 2018)

Served as Interim Regional Director for Eastern Oregon (Wallowa, Union, Baker, Grant, and Malheur counties (May 2017-July 2018)

Transformed OSU Extension Program Council to OSU Extension Collaborative with the purpose of gathering thought leaders for OSU Extension to collaboratively and strategically address critical and emerging issues important to communities, families and industries in both rural and urban areas in Oregon

Visited Oregon counties (multiple visits to counties) to actively engage in programming, listening sessions and meet with faculty, staff and stakeholders.

Organized and led the 2017, 2019, 2021 County College OSU Extension sessions, including a presentation (2017) to newly elected officials on “Oregon’s Outdoor Spaces: A Trail to Healthy People, Places and Economies”

Collaborated with Agriculture Experiment Station (AES) to complete the 2016, 2017, 2018, 2019 USDA-NIFA Report of Accomplishments

Enhanced relationships with Offices of Human Resources, General Counsel, and Equal Opportunity and Access

Established a recurring meeting with County Office Managers, facilitated by Regional Operations Manager to increase connectivity with county offices related to regional operations

Managed personnel issues and assessed the policies and procedures associated with our statewide system

Improved the connectivity across the state using Zoom with Executive Assistant who took the lead on implementation
Leadership & Administrative Accomplishments as Associate Vice Provost, Extension & Engagement

Identified interdisciplinary team to develop proposal for “New Beginnings for Tribal Students” grant opportunity offered by US Department of Agriculture, National Institute of Food and Agriculture (USDA-NIFA). The team was successful and was funded at $500,000 to launch a program in partnership with a Tribal Nation, community college, Oregon State University Extension Service, OSU Colleges of Agriculture and Forestry, and the natural resources industry.

Co-lead, OSU Data Science for the Public Good 3 States Partnership funded by USDA-NIFA $290,000 (2019), total $478,585

OSU Co-lead, Gates Foundation, National Community Learning Network CES Training $200,000 total for OSU, $97,000 for PACE, Total grant funding across the three states, $1,000,000. Developed curriculum for CES Training in partnership with researchers and data scientists from Iowa, Oregon, Virginia

Leader of redesign of Professional and Continuing Education unit at Oregon State University, conducted analysis of current operations, budget/financial model, digital ecosystems, and workplace culture to make recommendations on new model; led unit to balanced budget for first quarter in unit’s 10+ year history. Overall, decreased unit expenses by $930,838 and streamlined administrative positions reinforcing the following categories of work: enrollment services; project/program management and evaluation; learning design and multimedia, and marketing and communication. As a result, FY20 was the first year that the unit ended with a positive balance as a cost recovery unit.

Led team to conduct study on best practices for professional and continuing education at peer and aspirational peer institutions related to UPCEA Hallmarks of Excellence for Professional and Continuing Education

Interim Director, Professional and Continuing Education (July 1-present)

Hired Executive Director and Strategic Engagement Manager for Oregon Outdoor Economy Initiative

Organized team to work with Oregon State University’s Impact Studio to develop an Investment Grade Proposal for Outdoor Economy Workforce Training Initiative—Proposal was funded by the Provost’s Office—$300,000 for six month incubation plan

Member, multi-state team to develop Accords for the Outdoor Recreation Industry Confluence Accords found at https://www.confluenceofstates.com/our-impact (Specific contribution—draft and edit education and workforce training accords)

Participant, ADVANCE Training and Seminar

Member, Oregon Outdoor Recreation Leadership Team, contributed to a 15-year vision for Oregon’s Outdoors
Member, Oregon First Gentleman’s Roadmap to the Outdoors Cabinet

Contributed to Travel Oregon Strategic Plan and continued development of partnership

Contributed to development of Bachelor of Science in Outdoor Products offered at OSU Cascades

Participated in Road Scholar’s Tour to Central Oregon

Served as reviewer for Leadership Development Program for Executives Capstone Event, Central Oregon

Member, Visioning Team for Port Orford Field Station

Judge, League of Oregon Cities 2016 Cities Awards

Contributed to path forward for management of South Slough National Estuarine Research Reserve with University of Oregon and Department of State Lands

Led groups attending SHIFT Summit to develop a proposal for Outdoor Recreation Economy efforts through Outreach and Engagement, 2016, 2018

Member, Outdoor School Coordinating Committee

Chair, Outdoor School Search Committee

Mentored three PROMISE interns, with the goal of developing a plan for a formal internship/experiential learning program in the Division

Member, Strategic Plan Implementation Team, Division of Outreach & Engagement, refined tasks associated with goal implementation

Member, Experiential Learning Working Group to develop definition of experiential learning for Oregon State University

Co-chair, Outreach and Engagement Committee, Marine Studies Initiative
Major Accomplishments as Associate Professor and Extension Specialist at Utah State University

Scholarship & Creative Activity Related to the Development of a New Educational Approach and the Integration of Knowledge Leading to a New Academic Discipline and Degree Program

March 2016:

90 students majoring in Outdoor Product Design and Development at Utah State University

88 other current or prospective Utah State University Students interested in pursuing a Bachelors of Science in Outdoor Product Design and Development (data tracked by program advisor)

Invited presentation to Extension County Faculty, Secondary Family and Consumer Sciences Teachers, and 4-H Volunteers (100 people) at Textile Conference, Thanksgiving Point, Utah.


February 2016:

New tenure track faculty position created and transferred from another department: Design Thinking Assistant Professor


Gall, J. (February 05, 2016). You can now earn a college degree in outdoor product design. GrindTV.com.

January 2016:

Invited and attended Outdoor Industry Leader Luncheon at Utah Governor’s Mansion by Governor Gary Herbert and the Executive Director of the Governor’s Office of Economic Development (GOED), Val Hale. Event attended by 30-40 CEO’s of leading outdoor product companies in Utah.

New position created and hired: Outdoor Product Design and Development Program Coordinator


December 2015:


October 2015:

Altra Footwear Design Laboratory Sponsorship $500,000 (submitted at their request, funded fall 2017)

September 2015:

Investment Proposal for Outdoor Product Design & Development Program. Utah State University Central Funds. $435,000 over three years for new faculty hires.

Presented program information to Career and Technical Education Directors for secondary education programs in Utah. Conference sponsored by Utah State Office of Education.

StudioRed. (September 1, 2015). Utah State is first to offer outdoor product design degree.


August 2015:

First students enroll in Outdoor Product Design and Development Program courses.

Hosted industry breakfast for ~50 Outdoor Industry Executives (CEO’s), Designers, and Leaders. Outdoor Retailer Show. Salt Lake City, Utah. Space sponsored by Zion’s Bank.


July 2015:

Utah Board of Regents approves program proposal for Utah State University to offer the first in the nation Bachelors of Science in Outdoor Product Design and Development


June 2015:

Presentation to secondary Family and Consumer Sciences Education teachers in Utah focusing on the career pathway opportunities for youth and adults in outdoor product design and development, Utah Family and Consumer Sciences Conference, Provo, Utah

May 2015:

Outdoor Product Design and Development Bachelor’s of Science Degree Program proposal approved by the Utah State University Board of Trustees


Utah State Office of Education (USOE) Family and Consumer Sciences Advisory Board Meeting: Invited to participate in the redesign of clothing and textiles secondary curriculum in Utah

March 2015:

Attend Utah Governor’s Outdoor Recreation Summit, Salt Lake City, Utah

February 2015:

Program proposal approved by the Utah State University Educational Policies Committee (EPC)

January 2015:

Invited presentation on new program for the Outdoor Industry Association (OIA) Sustainability Insights Conference, Outdoor Retailer Show, Salt Lake City, Utah

January 2015:

Meeting with the Utah Governor’s Office of Economic Development leaders to obtain support and input on degree program and partnership with outdoor industry in Utah (Utah Governor created first Office of Outdoor Recreation in the nation—the Outdoor Product Design and Development degree program connects to and implements this vision)

December 2014:

Utah Board of Regents Proposal (R401) submitted for review through Utah System of Higher Education multi-tiered process

November 2014:

Courses reviewed and approved by Utah State University Educational Policies Committee (EPC)

October 2014:

Develop and submit proposals for 13 new Outdoor Product Design and Development courses:

**OPDD 1700: Professional Seminar:** Orientation to outdoor industry. Exploration of careers, professional opportunities in industry will be identified and discussed. Participation of industry leaders will be integrated into seminar to expose students to current issues, topics in industry. Repeatable for up to eight credits.
OPDD 1750: History of the Outdoor Industry: An examination of the progression of the outdoor product industry, including apparel, tools, and other equipment. Investigations will include the context of the industry’s past to present while considering the environment, ethics, consumer behavior and the change in product design.

OPDD 3030: Design Thinking, Materials, & Methods: An in-depth exploration of properties, language, function of materials used for outdoor product design. Application of design thinking methodologies will guide the exploration of how materials function when different design methods are used for outdoor product development. Prereq: TEE 1030.

OPDD 3400: Color Theory & Design: Exploration of color, its anomalies, emotional responses to, symbolism, trends applied to product design. Analysis of social, cultural and psychological implications of color in everyday life. Color interactions, science are applied through a series of industry-driven design projects.

OPDD 3760: Outdoor Product Design Studio 1: Studio projects applying concepts related to materials and fasteners used in the outdoor product industry. Students will experiment with various combinations of materials and methodologies for design of soft goods for leisure and sports gear. Prereq. OPDD 3030.

OPDD 3770: Outdoor Product Design Studio 2: Studio projects applying concepts related to concepts, materials and components of outdoor product with emphasis on designing for diverse contexts and applications. Students will experiment with new solutions, uses for products considering contextual factors that impact design. Prereq. OPDD 3760.

OPDD 4420: Digital Design Technologies for Outdoor Products 1: Using industry-standard software, students will apply creative and innovative problem-solving skills to outdoor product design. Students will create and develop design ideas using 3-D modeling software and the Adobe Creative Suite (specifically Adobe Illustrator). Prereq: TEE 1200.

OPDD 4430: Digital Design Technologies for Outdoor Products 2: Advanced application of skills learned in Digital Design Technologies I to the development of seamless print and logo design, tech-pack development and other applications that require Adobe Illustrator and 3-D modeling software. Prereq: OPDD 4420.

OPDD 4400: Aesthetics, Human Factors and Brand Image: Exploration of application of the relationship between user needs, aesthetics and brand image. Consideration of human factors that influence design. Students will develop detailed user and brand profiles. Prereq: OPDD 3030
OPDD 4250: Outdoor Product Design and Development Industry Experience
Outdoor product industry experience applying knowledge and skills in business and industry settings. Prereq: Permission of instructor.

OPDD 4750: Senior Design Studio 1
Outdoor product design and development projects focusing on research, ideation, prototype development and professional presentation using technology to communicate ideas. Consideration of economic viability and environmental impact of design is required. Prereq: Senior ranking and OPDD 4430.

OPDD 4760: Senior Design Studio 2
Emphasis on complete design and development of a collection of outdoor products. Specifications and products are developed according to industry requirements. A cohesive collection will be manufactured and presented. Prereq: Senior ranking and OPDD 4750.

OPDD 4770: Senior Exhibit
Professional display and presentation of student work in preparation for formal exhibit. Student work will be reviewed and critiqued by industry leaders and experts before exhibit opens.

September-October 2014:
Outdoor Product Design and Development (OPDD) degree plan development and review by interdisciplinary team of outdoor industry leaders; discussion with on-campus and Extension faculty

August 2014:
Outdoor Product Design and Development Consortium Meeting (Needs assessment of industry demand for workforce development and education) Sponsored by Gore-Tex and attended by leaders in the industry from Black Diamond, Klim, prAna, Simm’s Fishing, Gore-Tex, Patagonia, to name a few. Outdoor Retailer Show, Salt Lake City, Utah

April 2014:
Initial Outdoor Industry Meeting at Black Diamond Headquarters with Martijn Linden, VP for Design and Development, Salt Lake City, Utah

Teaching, Advising, and Other Assignments

Courses Taught at Utah State University

OPDD 1700: Professional Seminar: Orientation to outdoor industry.
Exploration of careers, professional opportunities in industry will be identified and discussed. Participation of industry leaders will be integrated into seminar to expose students to current issues, topics in industry. Repeatable for up to eight credits.
FCSE 3080: Dress and Humanity.
Explores relationship of dress and humanity. Collaborative group assignments, discussion of history related to dress, culture as related to dress, and influence dress has in today's society. Designated as Utah State University Service Learning course.

FCSE 3790: Housing and Interior Design Methods.
Online course mirroring Utah's State Standards for Housing and Interior Design. Students review housing and interior design content, and generate teaching strategies appropriate for teaching content at high school level.

FCSE 3300: Family and Consumer Sciences Education Clinical Experience 1.
Provides on-site experience for students to model a secondary family and consumer sciences education teacher. Students are expected to learn teaching and classroom management principles. Graded Pass/Fail only. Must be taken concurrently with FCSE 3400. Prerequisite: Admission to Secondary Education Professional Education Component.

FCSE 3400: Family and Consumer Sciences Methods 1.
Methods of successfully planning and maintaining family and consumer sciences education programs in secondary schools. History and philosophy of applied technology education.

FCSE 4300: Family and Consumer Sciences Education Clinical Experience 2.
Provides on-site experience for students to model a secondary family and consumer sciences education teacher. Students expected to learn teaching and classroom management principles.

FCSE 4400: Family and Consumer Sciences Methods 2.
Development of competency in curriculum planning, and skill and sensitivity in the use of various teaching-learning strategies and resources. Includes assessment for vocational education.

FCSE 4250: Advanced Internship.
Mid-management-level experience in a position approved by the department. One credit earned for each 60 hours of experience. Prerequisite: Junior standing.

FCSE 5500: Student Teaching Seminar.
Taken during student teaching in secondary schools to complement school experience. Focuses on issues arising during student teaching. Includes teaching plans, procedures, adaptive classroom practices, and evaluation. Graded Pass/Fail only. Prerequisites: FCSE 4300, 4400. Must be taken concurrently with FCSE 5630.
FCSE 5630: Student Teaching in Secondary Schools.
After assignment to a cooperating family and consumer sciences educator, students are
given professional responsibilities associated with teaching. Graded Pass/Fail only.
Prerequisites: FCSE 4300, 4400. Must be taken concurrently with FCSE 5500.

FCSE 6180: Administration and Program Planning.
Application of research and theory of administration and program planning to define
and clarify the role of leadership in formal education and Extension situations.

ASTE 6200: Principles and Practices of Extension Education.
History, philosophy, and organizational structure of U.S. and international Extension
organizations, including programming models, teaching strategies, and accountability.

ASTE 6300: Foundations of Adult Education.
Addresses the context and providers of adult education. In addition, adult learning
theories and participation models are examined.

ASTE 6970: Research and Thesis.

Advising at Utah State University

Undergraduate Student Mentoring

With the implementation of a new program in Outdoor Product Design and
Development current and prospective USU students met to discuss internship and career
opportunities and to learn more about the degree. Student Enrollment in the program
is as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrollment</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-2016</td>
<td>90 students</td>
<td>88 other current or prospective students interested</td>
</tr>
<tr>
<td>2014-2015</td>
<td>0 students</td>
<td></td>
</tr>
</tbody>
</table>

Students in Family and Consumer Sciences Education have the opportunity to
meet with FCSE faculty as often as needed for mentoring. Student Enrollment in the
program is as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-2015</td>
<td>102 students</td>
</tr>
<tr>
<td>2013-2014</td>
<td>102 students</td>
</tr>
<tr>
<td>2012-2013</td>
<td>100 students</td>
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<tr>
<td>2011-2012</td>
<td>100 students</td>
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<tr>
<td>2010-2011</td>
<td>100 students</td>
</tr>
<tr>
<td>2009-2010</td>
<td>100 students</td>
</tr>
<tr>
<td>2008-2009</td>
<td>79 students</td>
</tr>
<tr>
<td>2007-2008</td>
<td>35 students</td>
</tr>
</tbody>
</table>
Other Assignments at Utah State University

Co-curricular Advising
Outdoor Industry Association Student Association (OISA)—a professional student organization with the purpose to connect students at Utah State University with the priorities of the Outdoor Industry Association: Advocacy, Networking, Education & Training, Activities that build an appreciation for the outdoors.

Student Membership
2015-2016—77

AggieFACS/Collegiate FCCLA--Integrates both the American Association of Family and Consumer Sciences and the Association of Career and Technical Education into one student organization providing students the opportunity to explore professional and service roles related to Family and Consumer Sciences Education

Student Membership
2012-2013---50
2011-2012—50
2010-2011---50
2009-2010----40
2008-2009---30
2007-2008---18

Major Activities and Accomplishments
“A Day of Leadership” for 150 FCCLA High School Students on Campus, Fall 2011, Fall 2012
Fashion with a Cause Service Learning Event hosted over 1000 people, Fall 2009-2016 (Event is held each semester with attendance ranging from 300 people for the first show to over 1000 people this year).
Planned and Implemented Family, Career, and Community Leaders of America Workshop, Salt Lake City, Utah 2009-2010
Nominated for Robin’s Award 2008-2009
Professional Development Activities for students majoring in FCSE
Thanksgiving Scavenger Hunt: A Service Project
Various College and University Spirit Activities
Utah Association of Career and Technical Education Conference 2009, 2010

Courses Taught at the University of Idaho

FCS 175. Introductory Foods Laboratory.
Laboratory experiences to accompany the Introductory Foods Lecture (Basic concepts and techniques of food preparation; applied sensory evaluation of food).
FCS 251. Survey of FCS Professions.
Web delivered, survey course for students considering a career in Family and Consumer Sciences, particularly teaching. Televised interviews with professionals in a variety of FCS careers, and an in-depth look at teaching as a career. An advising meeting with the FCS Teacher Educator is required to explain the requirements of the program.

Analysis of curricular models and content; development of curricular units for family life.

FCS 351. Administration of FCCLA Student Organizations.
This course will prepare FCS education students to become successful advisors of co-curricular FCCLA chapters. Attendance at the state FCCLA convention required.

FCS 461. Methods and Strategies in FCS Education.
Changing family and societal conditions and enhancing teaching and learning processes are addressed in this course. A focus is integration of professional technical concepts and the development of classroom presentation skills. Prereq: FCS 350.

FCS 465. Introduction to the FCS Internship.
Field-based introduction to the student teaching environment with guided observations and initial lesson development. (Fall only). Prereq: Assignment to student teaching site.

FCS 469. Individualized Assessment and Instruction in the FCS Classroom.
Capstone course in which the beginning teacher demonstrates understanding of how students differ in their approaches to learning, and is able to create instructional opportunities that are adapted to diverse learners.

FCS 470. Curriculum Portfolio in FCS Education.
Professional portfolio preparation based on internship activities for the College of Education Exit Standards. (Spring only). Coreq: FCS 469 and 471.

FCS 471. Internship in Family and Consumer Sciences Education.
Sixteen weeks of practical experience in secondary family and consumer sciences program. (Spring only). Prereq: Admission to teacher education, FCS 350, Coreq: FCS 469 and 470.


FCS 598. Internship.
Supervised internship in educational institutions, governmental/social agencies, hospitals, or industry; geared to the educational and vocational goals of students.
Research not directly related to a thesis or dissertation.

Advising at the University of Idaho

Undergraduate Student Mentoring and Advising
Students in Family and Consumer Sciences Education met with advisor once each term.

2007-2008--41 students
2006-2007--30 Students
2005-2006--10 Students

Graduate Student Advising
Committee Chair-- 2 master's degree students
Committee Member--5 master's degree, 1 doctoral degree student

Other Assignments at the University of Idaho

Co-curricular Advising
AAFCS Student Organization-- Student organization affiliated with the national association, the American Association of Family and Consumer Sciences. This organization provided students the opportunity to develop both professionally and personally through professional development and service activities.

Scholarship and Creative Activity

Publications

Refereed Journal Articles


*undergraduate student
**graduate student
#county Extension faculty
Books


Book Chapter


Refereed Extension Fact Sheets


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**graduate student
#county Extension faculty


**Refereed Presentations**


*Highlighted previously in “Major Accomplishments” section of CV


Shirley, L., & Shepherd, N. (December 2013). Change the world with your classroom! Strategies for integrating technology into the FACS classroom. Association for Career and Technical Education VISION 2013. Las Vegas, NV.


Shirley, L. (June 2013). Clothing & textiles: Using technology to advance a content area. Utah Family and Consumer Sciences Summer Conference. Provo, UT.

Shirley, L. (June 2013). STARting a movement: Using FCCLA STAR events to make a difference in the community. Utah Family and Consumer Sciences Summer Conference. Provo, UT.


Shirley, L. (June 2012). *Teaching strategies to engage learners: Adding to the toolbox for teaching.* Utah Family and Consumer Sciences Summer Conference. Provo, UT.


Shirley, L. (June 2011). *The resilient family: A methodology for bridging cultures and disciplines before and after a disaster.* American Association of Family and Consumer Sciences 102nd Annual Conference and Expo. Phoenix, AZ.


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Shirley, L. (November 2009). *Integrating FCCLA into the college classroom.* Association of Career and Technical Education National Convention. Nashville, Tennessee. Requested to present on National FCCLA's behalf. (Due to death in family my presentation was presented for me by an FCCLA representative).


Shirley, L. (2009). *Sustainable notions for all generations: Teaching sustainability related to clothing and textiles through service learning.* Proposal submitted, not accepted for the American Association of Family and Consumer Sciences 100th Annual Conference.


**Invited Presentations**


Shirley, L. (November 2014). *Change the world with your classroom: STEM & FCS.* Utah Association of Family and Consumer Sciences Annual Conference. Salt Lake City, UT.

Shirley, L. (October 2014). *A journey behind the seams.* TEDxUSU Talk. Utah State University. Logan, UT. Found at: [http://youtu.be/FntbUNSr8cQ](http://youtu.be/FntbUNSr8cQ)


Shirley, L. (April 2014). *Future of FCS.* Idaho Family, Career and Community Leader of America College Student Unit Meeting. Boise, ID.

Shirley, L., & *Geer, S.* (September 2013). *Creativity and Innovation in Education.* Zappos Downtown Project Distinguished Speaker Series: Stitch Factory, Behind the Seams. Las Vegas, NV.

Shirley, L. (July 2013). *Technology and textiles.* Iowa Family and Consumer Sciences Teacher Conference. Des Moines IA.

Shirley, L. (July 2013). *Keynote Presentation.* Iowa Family and Consumer Sciences Teacher Conference. Des Moines, IA.


Shirley, L. (July 2012). STARTing a movement through FCCLA. Family, Career, and Community Leaders of America National Convention. Orlando, FL.


Shirley, L. (April 2011). The voice of a wardrobe: How women have been empowered by their wardrobe. Utah State University Women & Gender Center Spring Luncheon.


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Shirley, L. (July 2009). Rethinking textiles: Green your gift giving all year. Davis County Extension Workshop. Farmington, Utah.

Shirley, L. (July 2009). Rethinking textiles: Patterns and projects with used textiles and plastic bags. Weber County Extension, 4-H Workshop. Ogden, Utah.


Shirley, L. (December 2008). Rethinking textiles: Applications for art and home. Wayne County Extension, Wayne County High School Family and Consumer Sciences and Art class presentation. Loa, Utah.

Shirley, L. (December 2008). Rethinking textiles. Wayne County Extension, Wayne County Junior High School seventh grade Family and Consumer Sciences class presentation. Loa, Utah.

Shirley, L. (December 2008). Rethinking textiles. Wayne County Extension, Wayne County Junior High School eighth grade class presentation. Loa, Utah.

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Shirley, L. (December 2008). Rethinking textiles: Budget friendly ideas for the holiday. Wayne County Extension, Wayne County Community Workshop.


Professional Meetings, Symposia, and Conferences

International Conferences

International Conference on Design Principles and Practices
  Rio de Janeiro, Brazil—February 2016 (presenter)
  Rome, Italy—February 2011 (presenter)
  Chicago, Illinois—February 2010 (presenter)

International Conference on Science and Society
  Madrid, Spain—November 2010 (paper accepted for presentation, presenter)

National Conferences

Association of Public and Land Grant Universities (APLU)
  Virtual—December 2020
  San Diego, California—December 2019

National Extension Directors and Administrators (NEDA)
  Virtual—September 2021
  Virtual—September 2020
  Nashville, Tennessee—September 2019
  Portland, Oregon—September 2018

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Epsilon Sigma Phi (ESP)
Virtual—October 2020

American Association of Family and Consumer Sciences

St. Louis, Missouri—June 2014 (presenter)
Houston, Texas—June 2013 (presenter)
Indianapolis, Indiana—June 2012 (presenter)
Phoenix, Arizona—June 2011 (presenter)
Knoxville, Tennessee—June 2009 (presenter)
Milwaukee, Wisconsin—June 2008 (presenter)
Reno, Nevada—June 2007 (presenter)
Charlotte, North Carolina—June 2006 (presenter)

Association of Career and Technical Education

Las Vegas, Nevada—November 2013 (presenter, two sessions; National FACS Division Board Member)
Atlanta, Georgia—November 2012 (presenter, two sessions; National FACS Division Board Member)
St. Louis, Missouri—November 2011 (National FACS Division Board Member, Presenter—FACS Division Keynote and Session)
Charlotte, North Carolina—December 2008 (National FACS Division Board Member)
Kansas City, Missouri—December 2006 (participant)

American Association of Family and Consumer Sciences Leadership Workshop

Indianapolis, Indiana—October 2007 (represented Idaho Affiliate Board of Directors)
Indianapolis, Indiana—October 2006 (represented Idaho Affiliate Board of Directors)
Indianapolis, Indiana—October 2005 (represented Idaho Affiliate Board of Directors)

Family, Career and Community Leaders of America National Convention

Nashville, Tennessee—July 2013 (VIP guest, keynote presenter)
Orlando, Florida—July 2012 (VIP guest, presenter)

National Science Foundation Regional Grants Conference

Salt Lake City, Utah—October 2010

Universities Fighting World Hunger, Hunger Summit

George Washington University, Washington, DC—February 2008
Auburn University, Auburn, Alabama—February 2007
State Conferences

OSU Extension Annual Conference

Virtual—December 2020
Corvallis, Oregon—December 2019
Corvallis, Oregon—December 2018
Corvallis, Oregon—December 2017
Corvallis, Oregon—November 2016

Utah Summit on Outdoor Recreation

Salt Lake City—March 2015
Salt Lake City—May 2014

Utah Association of Family and Consumer Sciences

Salt Lake City, Utah—November 2014 (keynote presenter)
Utah State University, Logan, Utah—October 2012 (organizer, presenter)
Midway, Utah—November 2011 (presenter)
Park City, Utah—November 2010 (award winner)
Tooele, Utah—October 2009 (presenter)
Lehi, Utah—October 2008 (presenter)

Utah Family and Consumer Sciences Summer Conference

Provo, Utah—June 2015 (presenter)
Provo, Utah—June 2014 (presenter)
Provo, Utah—June 2013 (presenter)
Provo, Utah—June 2012 (presenter & award winner)
Provo, Utah—June 2011 (presenter)
Provo, Utah—June 2010 (presenter)
Provo, Utah—June 2009 (presenter)

Utah Association of Career and Technical Education

Saratoga Springs, Utah—January 2011 (presenter)
Orem, Utah—February 2009 (presenter)

Idaho Division of Professional-Technical Education Summer Conference

Boise, Idaho—June 2008 (presenter)
Lewiston, Idaho—June 2007 (presenter)
Twin Falls, Idaho—June 2006 (presenter)
Boise, Idaho—June 2005 (participant)
Coeur d’Alene, Idaho—June 2004 (participant)
Idaho Association of Family and Consumer Sciences Retreat to plan first state meeting in 10 yrs.
Boise, Idaho--February 2007 (organizer & facilitator)

Grants and Contracts

External Funding Awarded: $1,069,300

Co-lead, OSU Data Science for the Public Good 3 States Partnership funded by USDA-NIFA
$290,000 (2019), total $478,585
*Highlighted previously in “Major Accomplishments” section of CV

OSU Co-lead, Gates Foundation, National Community Learning Network CES Training $200,000
total for OSU, $97,000 for PACE, Total grant funding across the three states, $1,000,000.
Developed curriculum for CES Training in partnership with researchers and data scientists from
Iowa, Oregon, Virginia
*Highlighted previously in “Major Accomplishments” section of CV

Shirley, L.  (Fall 2017).  Altra Footwear Design Laboratory Sponsorship.  $500,000.
*Highlighted previously in “Major Accomplishments” section of CV


Heaslip, K., Chen, A., Shirley, L.  (2010).  Transportation Infrastructure and User (Family)
Resiliency.  Utah Transportation Center.  $80,000.

Beard, R., & Shirley, L.  (2009-2012).  Teaching Utah Dept. of Ag and Food re-certification
workshops for commercial and non-commercial pesticide applicators.  Utah Department of
Food and Agriculture.  $64,800.00.

Heaslip, K, & Shirley, L.  (2009).  Traffic Patterns and Quality of Life.  Utah Department of
Transportation.  $10,000.

Shirley, L.  (2008).  American Association of Family and Consumer Sciences Assessment and
Credential Development.  Idaho Division of Professional-Technical Education.  $6,500.

Shirley, L.  (2007).  Personal & Family Finance Curriculum Guide.  Idaho Division of Professional-
Technical Education.  $4,000.

Shirley, L.  (2007).  Family Health & Wellness Curriculum Guide.  Idaho Division of Professional-
Technical Education.  $4,000.

Education.  $4,000.

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External Funding Submitted for Review and not funded: $6,671,469

Shirley, L. (2014). Clothing and textiles: Using creativity to mentor youth. Utah Department of Workforce Services, TANF Federal Block Grant. $577,874


Shirley, L., & Heaslip, K (2012). Public transportation and quality of life: Factors that contribute to environmental sustainability and livability in a community. Utah Transportation Center. $50,000


Heaslip, K., & Shirley, L. (2011). DRRC/Collaborative Research: The Influence of Transportation on Disaster Resilience in Rural Areas. National Science Foundation. $200,000


Shirley, L. (2008). SNAP: Sustainable Notions for All People. Martha Stewart Foundation. $50,000


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Internal Funding Awarded: $846,000

*Highlighted previously in “Major Accomplishments” section of CV

*Highlighted previously in “Major Accomplishments” section of CV

Shirley, L. (2014). Utah State University Extension Internship Award. $5,000.

Shirley, L., & Brain, R. (2013). Utah State University Cooperative Extension Grant. $10,000

Shirley, L. (2013). Utah State University Cooperative Extension Grant. $10,000

Shirley, L., & Brain, R. (2012). Utah State University Extension Internship Award. $5,000

Shirley, L. (2013). Utah State University Extension Internship Award. $5,000

Shirley, L. (2012). Utah State University Extension Internship Award. $10,000

Shirley, L. (2011). Utah State University Extension Internship Award. $5,000

Shirley, L. (2011). Utah State University Cooperative Extension Grant. $15,000

Shirley, L. (2010). Sustainable Notions for All Generations. Utah State University Cooperative Extension Grant. $6,000


Shirley, L. (2010). Utah State University Extension Internship Awards. $25,000

Shirley, L., & Heaslip, K. (2009). Traffic Patterns and Quality of Life. Utah State University ADVANCE Fund. $5,000


Service

National Service

National Association of Teacher Educators of Family and Consumer Sciences, President-Elect, January 2013-2014

*undergraduate student
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National Coalition of Family and Consumer Sciences Education, Chair, January 2013-2016

American Association of Family and Consumer Sciences Membership Committee, Chair, 2013-2014

American Association of Family and Consumer Sciences Membership Committee, Chair-Elect 2012-2013

American Association of Family and Consumer Sciences 2012 Annual Conference Program Advisory Committee (ACPAC) Member, 2011-2013

American Association of Family and Consumer Sciences Annual Conference Innovation Ad-Hoc Advisory Committee, January 2011

Nominated Director of Affiliates, Board of Directors, American Association of Family and Consumer Sciences, 2011


Family and Consumer Sciences Education Association Board Member, 2009-present

Journal of Family and Consumer Sciences Education Editorial Board, Member-at-Large, 2008-2013

Peer Reviewer, Journal of Family and Consumer Sciences Education, 2012-present

Peer Reviewer, American Association of Family and Consumer Sciences Research Abstracts, 2008-2009

Educator Licensure Assessment Review Advisory Board Member, Pearson Education Group, 2008-2016

**State Service**

President, Utah Association of Family and Consumer Sciences, 2011-2012

President-Elect, Utah Association of Family and Consumer Sciences, 2010-2011

Utah State Office of Education Clothing Standards and Curriculum Revision Project Leader, 2011

Board Member, Utah Association of Family and Consumer Sciences, 2008-present

Board Member, Utah Family, Career, and Community Leaders of America, 2008-2012

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Board Member, North Idaho, District 1 Representative for the Idaho Association of Family and Consumer Sciences, Fall 2005-2008

Board Member, Idaho Family, Career, and Community Leaders of America, 2005-2008

Ex-Officio Member, Idaho Association for Teachers of Family and Consumer Sciences, 2005-2008

Boise School District Advisory Board Member for Family and Consumer Sciences Education

Judge, FCCLA STAR Events in Idaho

Interviewed Idaho FCCLA State Officer Candidates with Idaho Division of Professional-Technical Education FCS Program Manager

University Service

President-Elect, Utah State University Faculty Senate, 2015-2016

Student Conduct Hearing Board Member, 2015-present

Extension Mentoring Visioning Team, 2014-2015

Member, Faculty Senate, 2014-2016

Chair, Agricultural Systems Technology Master of Science Program Committee, 2013-2016

Search Committee Chair, Family and Consumer Sciences Education Faculty position, 2012

Utah State University-College of Eastern Utah Transition Team Member, 2010-2011

Utah State University Extension Sustainable Living Initiative Committee Member, 2009-2016

Sustainability Curriculum Committee, 2010-2016

Sustainable Communities Extension Specialist Search Committee, 2010-2016

Nutrition, Dietetics, and Food Science Faculty Search Committee, 2010-2016

New Faculty Orientation Panel, Invited Speaker by Vice Provost for Faculty Development and Diversity, Fall 2009

Utah State University Teacher Education Accreditation Council Member, 2009-2011

Utah State University Council for Teacher Education, 2008-2011
University of Idaho Professional Education Core Task Force (PECT), Spring 2008 University of Idaho Sustainable Food Systems Committee, 2007-2008

University of Idaho Sustainability Planning Committee, 2007-2008

University of Idaho Adjunct Faculty Member, Environmental Science, 2007-2008

Co-Chair, Margaret Ritchie School of Family and Consumer Sciences Distinguished Speaker Committee, 2006-2008

School of Family and Consumer Sciences Scholarship Committee, 2006-2008

College of Agricultural and Life Sciences Learning Outcomes Committee, 2007-2008

Agricultural Systems Technology and Education Awards Committee, 2009-present

AggieFACS Advisor, 2008-present

AAFCS Student Unit Advisor, 2008-present

Child, Family, and Consumer Studies Faculty Search Committee, 2007-2008

Temporary Faculty in Quantitative Research Methods Search Committee, 2006

Clothing, Textiles, and Design Faculty Search Committee, 2007

Awards

Epsilon Sigma Phi Administrative Leadership Award, Western Region, 2020
Highlighted previously in “Major Accomplishments” section of CV

Outstanding Young Professional Award, Iowa State University 2019
*Highlighted previously in “Major Accomplishments” section of CV

Outstanding Young Professional Award, Iowa State University College of Human Sciences, 2015

Family and Consumer Sciences Education Association & Goodheart-Willcox Educator of the Year 2013-2014

Utah State University College of Agriculture and Applied Sciences Teacher of the Year, 2013-2014

North American Colleges and Teachers of Agriculture Teaching Award of Merit, 2012

*undergraduate student
**graduate student
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Outstanding Career and Technical Educator Award, Utah Association of Teachers of Family and Consumer Sciences, 2012.

Teacher of the Year, Agricultural Systems Technology and Education Department, Utah State University, 2012, 2013.


American Association of Family and Consumer Sciences Leader Award, 2011

Utah Association of Family and Consumer Sciences Leader Award, 2010

Utah State University Alpha Tau Alpha Honorary Membership, 2009

University of Idaho Service Learning Fellow, 2008

Award of Merit, Idaho Association of Teachers of Family and Consumer Sciences

Recipient of FedEx Kinko’s Tools for Teaching Contest Grand Prize

Recipient of Certificate of Merit for Outstanding Achievement in Personal Finance Education from VISA USA and Future Business Leaders of America--Phi Beta Lambda