**Rosemary Gale Logan**

Flagstaff, Arizona

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(928) 853-4333

**SUMMARY OF QUALIFICATIONS**

* Highly skilled educator as evidenced by:
	+ - Teacher of the Year Award (2016), University College at Northern Arizona University (NAU);
		- Acceptance into NAU’s Teaching Academy (2016);
		- Sustainability Faculty of the Year Award (2015); and,
		- Rating of highly meritorious every annual review period for past seven years.
* Highly versatile, experienced educator as evidenced by:
	+ - Designed and taught seven new engaging project and community-based courses in the past 6.5 years for NAU’s First Year Seminar Program, five for the Sustainable Communities Masters Program, and four courses for Earlham College’s Southwest Field Studies Semester Program and May Term.
		- Designed and led two unique field-based study abroad programs for NAU including NAU’s first Bridgeway Program for incoming first-year students in Scotland.
* A high level of commitment to integrative learning and sustainability learning as evidenced by:
	+ - Northern Arizona University (NAU) Sustainability Leadership Award (2019);
		- Piloted two of the five first courses for a dual-enrollment, integrative learning program for Exploratory Learning Majors;
		- Paired courses whenever possible with residential learning communities;
		- Organized campus’ first integrative efforts cross-college and curriculum in the area of sustainable food systems and campus gardens.

**EDUCATION**

**Ph.D. Education for Sustainability** May 2013

Prescott College, AZ

Dissertation: Getting Smart to do Good: transformative learning experiences of Expeditionary Learning graduates

**M.A. Sustainable Communities** December 2005

Northern Arizona University, AZ

Thesis: Quaker Education: a holistic model of education for sustainability

**B.A. Biology** May 2000

Minor, Anthropology; Minor, Wilderness Leadership

Earlham College, IN

**TEACHING EXPERIENCE**

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**Lecturer**, First Year Seminar Program ( & Sustainable Communities Program Fall 2018-current),

**Northern Arizona University** **Fall 2013 - current**

Designed and taught seven First Year Seminar courses from the ground up (including two FYS study abroad courses Scotland) focused on building student agency and improving university retention by increasing engagement in learning. Courses were developed in collaboration with community partners, who provided real-world project opportunities in exchange for service from the students. Curriculum was designed using the expeditionary learning model, linking engaging coursework to projects within each organization and leveraging democratic education process to create an inclusive, discussion-based classroom environment. Project-based work was supported by required participation in an Action Learning Team (ALT), which required two hours of hands-on work in the community per student per week (20 hours over the semester) and regular weekly meetings/mentorship of graduate assistants and peer facilitators. Harnessed “early & often” feedback, opportunities for student revision, and other scaffolding and retention strategies to enable students to build skills, foster growth mindset, and rise to meet high expectations. All seven ALTs courses were aligned with Liberal Studies learning outcomes and celebrated the principle “get smart to do good” or the responsibility of higher education to serve their communities and the public good. Course evaluations are consistently positive with a rating of “highly meritorious” for every annual evaluation.

NOTE: Following the elimination of the University College, though my primary contract was to teach for FYS my Lecturer position and academic home was moved under the Sustainable Communities Masters Program (SUS) in Fall 2017. In Fall 2018, Summer 2019 and the 2019/2020 academic year my SOE permitted me to teach classes for the Sustainable Communities Masters Program. These course are the all “non-ALTs classes” and are marked with a SUS prefix and are 3-credits unless otherwise indicated.

Courses and key accomplishments include:

**SUS 599 Introduction to Permaculture & Permaculture Design & Practice Fall 2019, Spring 2020**

NAU’s first academic year, credit bearing, Introduction to Permaculture class is the first in a two-part series that offers the opportunity for students to receive their 72-hour *Permaculture Design Certificate.* These two, three-credit courses offered a bioregional and biocultural orientation to the Colorado Plateau region as well as foundation in permaculture history, ethics, principles, design process, and practical application.

* 20 permaculture students applied theory in practice in the first stage (earthworks) of installation of a permaculture food forest at the Museum of Northern Arizona’s Colton Community Garden
* Cross-cultural and cross-disciplinary perspectives provided by guest speakers: Gary Nabhan, Ethnobotanist; Bill & Athena Steen, straw/clay builders; Hopi Tutskwa Permaculture Institute- Lilian Hill and Jocobo Marcus; Maori Traditional Knowledge Scholar-Ngarangi Marsh; Former Director of the Museum of Northern Arizona, Robert Breunig; Director of TerraBirds John Taylor; Director of University of Arizona Cooperative Extension, Hattie Braun; Colton Community Garden Farm Manager, Carol Fritzinger; NAU Professor in Ethnic Studies Greg McCallaster; and, Forestdale Farms farmer Rylan Morton-Starner.

**FYS 121 Living the Good Life Fall 2014, 2016, 2019; Spring 2015, 2017**
This popular course delves into the concept of sustainable living through the lens of happiness. Students dive deep into the literature in happiness while engaging in happiness experiments including interviewing elders in our community, random acts of kindness and practicing gratitude.

*Key accomplishments:*

* Curated the Museum of Northern Arizona’s first participatory children’s exhibit on the theme “Happiness” (Fall 2014, Spring 2015)
	+ Included best practices for “participatory museums” where visitors are invited to bring and share their own story as a part of the visitor experience
	+ Did “real time” collaborative graffiti workshop on the theme “happiness” as a part of the exhibits grand opening
	+ Met a significant need for the museum which had not changed its children’s room in years
	+ As a result of the exhibit, attendance by families with children increased substantially enough for the museum to keep the space for future children’s themed, interactive exhibits
* Made adjustments to this course to fit within the first pilot semester for the “Exploratory Pathway” initiative aimed at increasing student retention for undeclared majors; aligned coursework and themes with Environmental Science 101 and USC 151: Making Major Decisions in an effort to build integrative learning pathways for students (Fall 2016).
* Paired with NAU residential Ecolearning Community (Fall 2014, Spring 2015, Fall 2016); coordinated with Learning Community coordinator to offer complimentary field trips; deepens student engagement and learning in the course.

F**YS 141: Farm to School Fall 2013-Spring 2019**
Curriculum for this course focuses on the just and sustainable food system movement, learning in and through the garden, curriculum design and permaculture growing methods. Students are trained in experiential learning strategies, and employ the project-based and inquiry learning approach to the design of garden-based lessons.

*Key accomplishments:*

* Reached over 100 K-6 students directly on a weekly based through the afterschool garden club at two Title 1 elementary schools; over 500 indirectly at Killip elementary school.
* Spearheaded the certification of Flagstaff’s first school garden at Killip Elementary School (a collaboration between the Agricultural Extension Office, Killip, and Northern Arizona University).
* Led, supervised and supported school garden fundraising efforts at two elementary schools including donation request letters, grants, community dinner and festivals, to support school gardens at two elementary schools; that resulted in the receipt of approximately $5,000 or in kind contributions over six years.
* Presented “Strengthening Community-based Partnerships for School Gardens” at the national Green Schools Conference (Spring 2019) with NAU an undergraduate student, graduate student, and GreenCorps community member team; mentored team in research and securing conference funds.
* Designed and raised funds to support Killip Elementary’s first fieldtrips to NAU’s SSLUG campus garden; NAU students developed and led culturally relevant garden-based activities on campus for 150 children (3-4th grade Fall 2018, 1st-2nd grade Spring 2019) including corn harvesting, grinding, and cooking tortillas on woodstove in NAU’s campus Hogan, led by NAU’s Traditional Elder Scholar, Marina Vasquez.
* Made adjustments to this course to align with the inaugural “Exploratory Pathway” initiative aimed at increasing student retention for undeclared majors; aligned coursework and themes with Education 200 and USC 150 Making Major Decisions in an effort to build integrative learning pathways for students (Fall 2016, 2017).

**FYS 121 Growing Community**  **Fall 2015, 2016, 2017, 2018**

This course stems from the concepts of place-making and bioregionalism (on the Colorado Plateau) to building community through the practice of community gardens through the lens of permaculture.

*Key accomplishments:*

* Revived the Museum of Northern Arizona’s Colton Community Garden- bringing it back from weeds to a vibrant public space for learning and collaborations
* Spearheaded all major fundraising for the garden, hiring of garden (volunteer) caretaker(s), and long-term garden design work
* Students raised funds for the garden by selling produce from the Colton Community Garden at the Flagstaff Community Farmer’s Market Backyard Growers Booth in collaboration with the non-profit, Flagstaff Foodlink. Students learn how to harvest, display, price and sell garden produce. With support from Boundaryless@NAU and local entrepreneurs, students also learn how to develop value-added products from the garden. After a rigorous product development process including project pitches, they sell at an annual garden-themed holiday fair. This now-popular holiday event now raises several hundred dollars for the garden annually.
* A stronger leadership team and robust group of volunteers in addition to the NAU students that assist in the garden weekly has allowed NAU to now be in more of a support capacity at the garden versus being key to its success.

**FYS 599 Grow a Better World (1-credit)**  **Fall 2018** This course teaches the fundamentals of organic gardening and permaculture design through the lens of food systems and sustainable living. Course fieldtrips included: the Museum of Northern Arizona’s Colton Community Garden, the Resilient Ecology Systems and Design in Parks, Arizona, Flagstaff EcoRanch and The Hopi Tutskwa Permaculture Institute.

**FYS 121 Citizen Science & Advocacy** **Spring 2016**
This course was designed in partnership with the Grand Canyon Trust, a conservation organization committed to environmental and cultural conservation and advocacy on the Colorado Plateau region.

*Key accomplishments:*

* Three-day field trip led by the Grand Canyon Trust Volunteer Program to Kane Ranch where students camped (most students for the first time) and engaged in hands-on citizen science and service-learning on the topics of grazing, condors, springs, and antelopes.
* Students developed questions and interviewed 14 leading environmental advocates for the Colorado Plateau region in an effort to compile a series of stories for curation in an exhibit at the Museum of Northern Arizona.
* Students researched and participated in groups with one national or international citizen science initiative, contributing to research on bloom/leaf times and climate change data.

**FYS 121 You’re Water, Your Life Fall 2013**
This course focused on the Flagstaff watershed within the context of the larger Colorado Plateau watershed and included partnering with Willowbend Environmental Education Center and Friends of Flagstaff’s Future.

*Key accomplishments:*

* Students planned and led activities with Willowbend for Flagstaff’s annual Water Festival for all fourth graders in the Flagstaff Unified School District
* Researched and developed text for incorporation into water-themed exhibit at Willowbend Environmental Education Center
* Paired with college residential “Ecolearning” community (Fall 2013)

**Sustainable Scotland, Faculty-led Study Abroad Program**  **Summer 2016**
Selected from a competitive call for proposals to pilot the university’s first “Bridge Program” co-leading incoming first-year students on an international study abroad experience. Collaborated with NAU Career Development and First Year Experience partners on innovative program introducing students to university level coursework and their campus support system. Built innovative curriculum combining self and ecological sustainability while establishing and vetting contacts and permaculture homestay locations remotely, paying extra attention to risk management given travel with minors.

*Key accomplishments:*

* Program achieved retention goal; all students who participated in program and started at NAU in the fall are on track to graduate from NAU
* Student feedback was 100% positive resulting in invitation to continue running programs for CIE
* Established relationships with high-quality demonstration sites across the country that exemplify the practice of living sustainably
* Collaborated on innovative program design including university staff and faculty trip leaders to introduce students to university level coursework and their support system. Initiated new model incorporating university staff support on program
* Extra attention given to risk management given the young age of incoming students, designing a program that appealed to safety-concerned parents
* Designed two courses for this program, including:

**FYS 141 Transition: A More Sustainable Future**

Course emphasis included grassroots responses to climate change including the transition town movement and permaculture.

**FYS 121 Sustainable Self**

Using the frame of happiness and resilience, this course emphasized a self-reflective process of discovering what it means to “live a good life.” Students interviewed Scottish citizens about what it means to live a meaningful life while also discussing and reflecting on transitioning to college life and strategies for success.

**New Zealand Faculty-led Study Abroad Program**  **Summer 2019** Received travel award from CIE to establish contacts in NZ and build rapport with representatives from Maori community, May 2017. Emphasis on cross-cultural exchange with targeted recruitment to traditionally underrepresented Native students. This three-week program co-led by me, a Maori elder, Hopi permaculturist, and NZ professor specializing in Maori sovereignty and socio-political issues. This unique program is field-based and included two cultural immersion portions: a three-day Maori-led river trip (and Marae stays) on the Whanganui river and immersion with the Maori communities of Nelson and Motueka. Course emphasis includes Maori culture and Traditional Ecological Knowledge, sustainable living and permaculture.

Designed two courses for this program, including:

**SUS 499/599/ENV 499/599 Maori Culture & Traditional Ecological Knowledge**

Course emphasis is on Māori culture through the lens of traditional ecological knowledge, and the growing and sharing of food. An emphasis on Māori worldview, food sovereignty, and issues of tribal sovereignty.

**SUS 499/599/ENV 499/599 Applied Permaculture**

Apply the concepts of traditional ecological knowledge, food sovereignty, organic food production and soil enrichment, and permaculture in practice. Students will learn from traditional Māori culture and permaculture practitioners about basic sustainable farming practices including building soil, mimicking forests and harvesting water; the practice of Kai, sharing food and community, cooking and food preservation.

**Southwest Field Studies Semester Program,** Earlham College **Spring, 2006; May-term, 2016**
Co-led Earlham College’s Southwest Field Studies four-month Semester Program and three-week May term programs. Both programs were field-based and included explorations into Northern Mexico, the borderlands, Sonoran desert, and Colorado Plateau bioregions. Canoeing the Rio Grande, sea kayaking in Baja, backpacking the Gallieros mountains, the Grand Canyon, and around the San Francisco peaks were among the wilderness-based program highlights. Presentations by and service-learning projects with ecologists, hydrologists, ranchers, environmental advocates, tribal community members, and county and city officials were among the hands-on learning adventures. Students were challenged to integrate their field-based learning with field journals, ethnographic interviews, and more traditional research papers.

Courses taught include:

* ENV Cultures of the Southwest
* ENV Environmental Issues of the Southwest
* ENV Outdoor Leadership
* ENV Natural history of the Southwest

**Instructor (adjunct), First Year Seminar, NAU** **Fall 2012**
Developed course FYS: 121 Environment & Society as part of the FYS ALTs civic engagement program.

* Course emphasis: food justice through the lens of civic engagement.
* Community engagement: all students in this class participated in the creation of NAU’s first student-run “SNAIL” (Students Nurturing Alternatives in Landscaping) garden; weekly mentorship of graduate assistant and peer facilitator leading activities at the SNAIL garden
* Received excellent course evaluations resulting in a full-time hire as faculty for FYS Fall following completion of PhD in 2013.

**Instructor (adjunct), Sustainability Communities Master’s Program, NAU** **Summer 2012**

* Developed and led a three-day workshop on sustainability education program and curriculum development
* Expeditionary Learning active pedagogy and the latest in theory and practice from the field of sustainability education

**Consultant**, Flagstaff Foodlink **April, 2011; August, 2011; April 2012**

* Received grant to develop and lead Flagstaff Foodlink’s Garden Curriculum Teacher Trainings for Flagstaff Unified School District teachers.
* Provided overview of growing food in Flagstaff, review and engagement with K-12 Foodlink curriculum, program development and introduction to garden grant writing
* Provided valuable in-service credit hours

**Teacher**, Flagstaff Arts and Leadership Academy **August 2007-June 2010**
Created and taught a Colorado Plateau Studies class at Flagstaff Arts and Leadership Academy, a nationally ranked Flagstaff public charter school. Facilitated learning of natural and cultural history, environmental science, and sustainability. Led backcountry components including backpacking, rafting, and camping, as well as service-learning components in the field

* Backcountry trips included: diamond down river trip with Grand Canyon Youth; Havasupai backpacking trip; Hot Springs Canyon, Cascabel; Kane Ranches, North Rim led by Grand Canyon Trust
* Placed all students in internship positions with the Museum of Northern Arizona; oversaw two interns per semester

**Teacher**, Mountain English Spanish Academy **August-October 2003**

Designed and implemented an eight-week course for seventh grade students on living sustainably in the Colorado Plateau ecoregion.

* Course emphasis: sustainable building design, ethnoecology, Native American farming practices, food systems, water conservation, aquatic studies, and forest ecology, consumerism, and choice

**Environmental Educator**, Museum of Northern Arizona  **Aug 2003, July 2004, July 2005**
Designed and implemented summer programs for the Museum of Northern Arizona for 8-12 year olds.

* Targeting programming in support of the MNA mission
* Program themes: “People and Plants” and “Fun in the Garden,” a gardening program in conjunction with Flagstaff Youth Gardens

**Environmental Educator**, The Arboretum at Flagstaff **Summer 2003**

Designed and led summer camp programs for 4-5 year olds for the Arboretum at Flagstaff’s summer camp program. Topics included: pollinators, water, worms, and gardening.

**Environmental Educator**, Camp Colton  **April 26, 2001-Oct 2003**
Taught environmental education to sixth graders from public schools of Flagstaff, AZ at Camp Colton.

* Developed curriculum for courses in: geology, history, botany, aquatic biology, survival skills, map and compass and wildlife.
* Directed nighttime activities including campfire, night hike, skits, and square dancing.

**CURRICULUM/EXHIBIT DEVELOPMENT**

● Happiness Children’s Exhibit. Designer, curator. (2014, 2015).

● Flagstaff Foodlink K-12 standards-aligned garden curriculum. Designer, editor. (2010).

● Therizinosaur: Mystery of the sickle-clawed dinosaur. K-12 curriculum. Designer, developer (2008).

● Dinosaur Discovery Exhibit. For ages 3-16. Designer, curator. (2008).

● Raptors of Grand Canyon K-8 curriculum. Designer, developer (2007).

● Raptors Children’s Exhibit. For ages 3-16. Designer, curator (2007).

● Bellows Foundation Southwest Semester curriculum. Designer, developer. (2006).

**PUBLICATIONS**

Logan, R. (2017). Analyzer and Reviewer, *Education for a Sustainable Future: Benchmarks for Individual and Social Learning* Project. Journal of Sustainability Education. 1-66. Web.

Logan, R. (2015). How to Get the Discussions You Want. In *Conference on Higher Education Pedagogy Proceedings*. Paper presented at Higher Education Pedagogy Conference, Virginia Tech, Blacksburg, 4-6 February (pp.327-328). Virginia Tech.

Logan, R. (2013). Getting Smart to do Good: transformative learning experiences of Expeditionary Learning graduates. Prescott College. *Dissertation.*

Logan, R. & Sutter, G. (2012). Sustainability and museum education: What future are we educating for? *International Journal of the Inclusive Museum*.

Parajuli, P. & Logan, R. (2011). How our teaching changes our thinking, and how our thinking changes the world: A conversation with Jaimie Cloud. *Journal of Sustainability Education*. Prescott College: Vol. 2.

Logan, Rosemary. (2005). Quaker Education: A holistic model of education for sustainability. Northern Arizona University. *Thesis.*

Friederici, P. and Houk, R., Editors, *A New Plateau: Sustaining the Lands and Peoples of Canyon Country;* Renewing the Countryside, 2004 (contributing writer and photographer).

**PRESENTATIONS**

Logan, R. (2019, August). *Introduction to Permaculture*. Flagstaff Master Gardeners: Flagstaff, AZ.

Logan, R. (2019, April). *Strengthening Community-based Partnerships for School Gardens*. Green Schools Conference: St. Paul, Michigan.

Logan, R. (2018, June). *Growing Community: a museum, university, community partnership*. The Experiential Learning and Leadership Institute Conference. Flagstaff, AZ: Utah University.

Logan, R. (2016, January). *Transformative Sustainability Pedagogies*. International Conference on Environment, Culture, Economic and Social Sustainability. Portland, Oregon.

Logan, R. (March, 2016). *Pedagogies that Support High levels of Student Engagement in First Year Seminar Classes.* SOTL Assessment Fair. Flagstaff, AZ: Northern Arizona University.

Logan, R. (2015, February). *How to Get the Discussion you Want*. Higher Education Pedagogy Conference. Blacksburg, VA.

Logan, R. & Productive Beginnings Planning Team. (August 2015-present). Co-developed and led sessions at NAU’s first year-round New Faculty Orientation: *Who are our Students*?, *Designing your Syllabus*, *Getting the Discussions you Want*, *Making Sense of Student Evaluations*. Flagstaff, AZ: Northern Arizona University.

Logan, R., & Berutich, L. A. (2014, March). *Fostering Just, Sustainable Communities through Engaged Learning and Community Partnerships*. Smart and Sustainable Campuses Conference 2014. Baltimore, Maryland.

Logan, R. (2013, October). *Getting Smart to do Good: transformative learning experiences of Expeditionary Learning graduates.* Sustainable Communities Masters Program Brown Bag. Flagstaff: AZ: Northern Arizona University.

Logan, R. (2013, October). *Getting Smart to do Good: transformative learning experiences of Expeditionary Learning graduates*. Expeditionary Learning National Conference. Atlanta, GA.

Logan, R. (2012, May). *Expeditionary learning: a model of transformative learning?* Sustainability Education Symposium, Prescott College. Prescott: Prescott College.

Logan, R. (2013, May). *Getting Smart to do Good: transformative learning experiences of Expeditionary Learning graduates*. Sustainability Symposium, Prescott College. Prescott: Prescott College.

Logan, R. (2012, May). *Expeditionary Learning: a model of transformative learning? Sustainability Education Symposium.* Prescott: Prescott College.

Logan, R. (2011, May). *Education for Sustainability, Expeditionary Learning and Curriculum Design*. Sustainability Education Symposium. Prescott: Prescott College.

Logan, R. (2010, October). *Sustainability Education at the Edge: A Cohort model for Doctoral Study- A Field Report*. American Association for Sustainability in Higher Education. Denver, CO: AASHE.

Logan, R. (2010, Autumn). *Museums as Agents of Change: integrating sustainability into public programming and exhibits*. Museum of Northern Arizona Board Presentation. Flagstaff: Museum of Northern Arizona.

Logan, R. (2005, Autumn). *Quaker Education: a holistic model of educating for sustainability*. Thesis Presentation. Flagstaff: Masters of Sustainable Communities Program, NAU.

**AWARDS**

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2019 **Northern Arizona University Sustainability Leadership Award**, NAU Sustainability Program

2017 **Exploratory Study Abroad Travel Award**, Center for International Education: Faculty-led Study Abroad

2016 **Teacher of the Year Award**, University College, Northern Arizona University

2016 **Sustainability Faculty of the Year Award**, NAU Sustainability Program

2015 **Nominated, Teacher of the Year**, University College, Northern Arizona University

2010 **21st Century Sustainability Educator Award**, Sustainable Economic Development Initiative (SEDI)

2010 **Professional Development Award**: Prescott College. $500 award to attend the Cloud Institute’s Advanced Summer Design Course.

**GRANTS**

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Interns-to-Scholars Funding Award: Transformative Learning Research. Funded by Undergraduate Research, NAU. (January 2020-May 2020).

Interns-to-Scholars Funding Award: Farm to School Research. Funded by Undergraduate Research, NAU. (January 2018-May 2018).

Flagstaff Community Foundation Grant: Flagstaff Youth Gardens. $7,000 (2011), $5,000 (2010), $3,500 (2009) to support youth gardening in Flagstaff including training teachers on K-12 standards-aligned curriculum and pay garden coordinator.

Arizona Game and Fish Heritage Grant: Colton Community Youth Gardens. $9,800 to design and install pollinator habitat garden at Flagstaff Arts and Leadership Academy (2008).

Fiskar’s Garden Grant: Colton Community Youth Garden. $1,000 in Fiskar’s tools and $500 gift card to Home depot.

 **SERVICE**

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Associate Director, Global Learning Initiative, CIE (Fall 2019-present)

Teaching Academy (Fall 2016-present)

NAU’s Living Laboratory and Learning Gardens Committee, (Fall 2018- present)

Annual Review Committee, Sustainable Communities Masters Program (Fall 2018)

Sustainable Communities Master’s Program Curriculum Committee (Fall 2016-present)

 Productive Beginnings New Faculty Year-round Orientation Planning Group (Fall 2014-present)

 Council on Learning Committee (Spring 2015-2016)

 Exploratory Pathway Initiative (Fall 2015, 2016)

 Integrative Food Initiative (Fall 2015-Spring 2017)

 Annual Review Committee, First Year Seminar Program (Fall 2015)

 Faculty Senate (Spring 2014-Spring 2016)

 Search Committee, Dean, University College (Fall 2014)

 Sustainable Communities Master’s Program Committee (Fall 2013-present)

 *Thesis committees,*

Kat Thompson, Forestry Program, professional paper (Fall 2019)

Nick Martell, SUS Masters Program, (Fall 2017-Spring 2019)

Rene Horn, committee, ENV Masters Program, (Fall 2018, Spring 2019)

Nicole Bundy, committee, SUS Masters Program, (Fall 2017, Spring 2018)

Brooke Brewington, committee, SUS Masters Program, (Fall 2017, Spring 2018)

Gina Brena, committee, SUS Masters Program, (Fall 2016, Spring 2017)

 Lauren Cain, chair, SUS Masters Program, (Fall 2015, Spring 2016)

 Allison Baker, co-chair, SUS Masters Program, (Spring 2014, Fall 2015)

**Professional Service,**

Advisory Board, Journal of Sustainability Education (Summer 2017-present)

Peer Reviewer International Journal of the Inclusive Museum, International Journal of the Inclusive Museum (Spring 2014)

Co-editor, Journal of Sustainability Education (Fall 2013-Spring 2014)

**Community Service,**

Vice President- Flagstaff Foodlink Board. (Spring 2015-Summer 2019)

Colton Community Garden (volunteer) Program Manager- (Spring 2015-Spring 2018)

Flagstaff Foodlink- Co-chair Flagstaff Youth Gardens Program; Foodlink Board Member (2006-2009)

Canyon Community School of Expeditionary Learning- Member of group working to start K-12 Expeditionary and Sustainability School in Flagstaff 2010-2012

Sustainability Economic Development Initiative (SEDI)- Participant of Education Sustainability Infusion Working Group 2009-2011

Flagstaff Quaker Meeting- Adult education and Youth Committees (2006-2008, 2011).

Willowbend Environmental Education Center- Volunteer. (2003-2007)

**OTHER EXPERIENCE**

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Sustainable Community Indicators Project, Sustainable Economic Development Initiative (SEDI) (February-May, 2011)

Flagstaff Youth Garden Committee Chair, Foodlink (May 2007-2009).

President of the Board, Foodlink (October 2008-June 2009)

Aftercare Program Director, Pine Forest Charter School (Sept. 2004-Oct. 2005)

Coconino County/Sawmill Park Gardener, Coconino County (Summer 2005)

Program Assistant and Medic**-** Museum of Northern Arizona Discovery Program (Summer 2003, 2004)

Secretary of the Board, Friends of Camp Colton (May 2003-Feb 2004)

Assistant Trip Leader, Ventures Program, Museum of Northern Arizona (October 2003)

Sustainable Agriculture Researcher, Center for Sustainable Environments at NAU (Summer 2002)

Earlham College Southwest Field Studies Facilitator, Earlham College (March-April, 2001).

Gardener, Arboretum at Flagstaff (Summer 2000, 2001)

Research Assistant, The Arboretum at Flagstaff (August 2000-February 2001)

Environmental Education Internship, The Arboretum at Flagstaff (September 2000-December 2000)

Earlham Agricultural Program Participant, Earlham College (Fall 1998-Spring 2000)

Wilderness Program Trip Leader, Earlham College (Summer 1999)

Ethnobotanical Researcher, Baca Institute of Ethnobotany (Summer and Fall 1998)

**CERTIFICATIONS**

* Permaculture Teacher Training, December 2017
* Permaculture Design Certificate, Permaculture Project LLC, 2012; Central Rocky Mountain Permaculture Institute, 2019
* Wilderness First Responder. Expiration 5/19
* CPR Health Care Provider. Expiration 5/18
* Project Learning Tree Facilitator, 2007

**PROFESSIONAL MEMBERSHIPS**

Permaculture Institute of North America

International Transformative Learning Association

**PROFESSIONAL DEVELOPMENT**

* Permaculture Design Course, Central Rocky Mountain Institute, Colorado (July 2019)
* Re-imagining Education and Learning, Patzcuaro, Mexico (October 2019)
* Permaculture Teacher Training for Women, Sebastopol, CA (December 2017)
* Re-imagining Education and Learning, Guacimo, Limon, Costa Rica (February 2017)
* Integrative Learning, Faculty Learning Community, NAU (Fall 2015-Spring 2016)
* Seattle Community College Integrative Learning Showcase, Seattle (June 2015)
* NAU’s May Teaching & Learning Seminar, “How Can I Help My Students Do Their Best Work? Strategies for Reaching, Focusing, Motivating, and Engaging Them as Learners” with Dr. Linda Nilson, Flagstaff, Arizona
* Science of Teaching and Learning (SOTL), Faculty Learning Community, NAU (Spring 2015)
* Association for Sustainability in Higher Education, Portland, Oregon (October 2014)
* Engaging Imaginations Book Discussion Group, Faculty Professional Development, NAU (Fall 2014)
* Faculty Learning Communities National Institute, NAU (July 2014)
* Making Collaborative Learning “Work” Outside the Classroom: integrating theory, research and practice (Spring 2014)
* Rebuilding Democracy’s Colleges (RDC) action research initiative at Kettering Foundation, Dayton, Ohio (February 2014)
* Expeditionary Learning National Conference, Atlanta, GA (October 2013)

**REFERENCES**

Tom Sisk

Director, Landscape Conservation Initiative

Northern Arizona University

928-523-7183 work; 928-814-3105 cell

Thomas.sisk@nau.edu

Peter Friederici

Director, Sustainable Communities Masters Program

Northern Arizona University

928-607-3745 cell

Peter.Friederici@nau.edu

Blase Scarnati

Professor of Musicology and Director of Global Learning Initiative

Northern Arizona University

928-600-2801 cell

Blase.scarnati@nau.edu