

**Multistate Agricultural Literacy Research Committee (W2006) Meeting**  
**September 25, 2017**  
**Fort Collins Hilton**  
**Fort Collins, Colorado**

**Members Present:**

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| Michael Martin, Colorado State University (chair)    | <a href="mailto:Michael.j.martin@colostate.edu">Michael.j.martin@colostate.edu</a> |
| Debra Spielmaker, Utah State University (co-chair)   | <a href="mailto:debra.spielmaker@usu.edu">debra.spielmaker@usu.edu</a>             |
| Denise Stewardson, Utah State University (secretary) | <a href="mailto:denise.stewardson@usu.edu">denise.stewardson@usu.edu</a>           |
| Gaea Hock, Kansas State University                   | <a href="mailto:ghock@ksu.edu">ghock@ksu.edu</a>                                   |
| Carl Igo, Montana State University                   | <a href="mailto:cigo@montana.edu">cigo@montana.edu</a>                             |
| Matt Mars, University of Arizona                     | <a href="mailto:mmars@email.arizona.edu">mmars@email.arizona.edu</a>               |
|  |  |
| Brian Warnick (AA), Utah State University            | <a href="mailto:brian.warnick@usu.edu">brian.warnick@usu.edu</a>                   |

**Guests Present:**

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| Rose Judd-Murray, Utah State University    | <a href="mailto:rose.juddmurray@usu.edu">rose.juddmurray@usu.edu</a>                   |
| Katie Hartmann, Colorado State University  | <a href="mailto:Katherine.hartmann@colostate.edu">Katherine.hartmann@colostate.edu</a> |
| James Christiansen, Texas A & M University | <a href="mailto:j.christiansen@tamu.edu">j.christiansen@tamu.edu</a>                   |

**Members Absent:**

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| Kellie Enns, Colorado State University            | <a href="mailto:kellie.enns@colostate.edu">kellie.enns@colostate.edu</a>           |
| Kathryn Stofer, University of Florida             | <a href="mailto:stofer@ufl.edu">stofer@ufl.edu</a>                                 |
| Jennifer Melander, Nebraska Cooperative Extension | <a href="mailto:jmelander7@unl.edu">jmelander7@unl.edu</a>                         |
| AniaWieczorek, University of Hawaii               | <a href="mailto:ania@hawaii.edu">ania@hawaii.edu</a>                               |
| Cary Trexler, University of California, Davis     | <a href="mailto:cjtrexler@ucdavis.edu">cjtrexler@ucdavis.edu</a>                   |
| Robert Martin, Iowa State University              | <a href="mailto:drmartin@iastate.edu">drmartin@iastate.edu</a>                     |
| Kimberly Bellah, Murray State University          | <a href="mailto:kbellah@murraystate.edu">kbellah@murraystate.edu</a>               |
| Cory Forbes, University of Nebraska—Lincoln       | <a href="mailto:cory.forbes@unl.edu">cory.forbes@unl.edu</a>                       |
| Monica Pastor, University of Arizona              | <a href="mailto:mpastor@ag.arizona.edu">mpastor@ag.arizona.edu</a>                 |
| Jonathan Velez, Oregon State University           | <a href="mailto:jonathan.velez@oregonstate.edu">jonathan.velez@oregonstate.edu</a> |

Mike Martin, committee chair, called the meeting to order at 9:00 AM and reviewed the meeting agenda.

Members and guests of the committee introduced themselves.

*Motion by Debra Spielmaker to approve minutes of the May 19, 2017, meeting in San Luis Obispo; seconded by Gaea Hock. Motion passed.*

Michael Martin set the context of this committee—its purpose, its background, the research of the members. Reviewed research objectives:

**Research Objective 1**

Assess agricultural knowledge of diverse segments of the population:

- What are the points of acquisition of agricultural knowledge?
- What decisions are made based upon assessed knowledge?

## **Research Objective 2**

Assess attitudes and perceptions and motivations concerning agriculture of diverse segments of the population:

- How are perceptions, attitudes, and motivations developed?
- What decisions are made based upon assessed attitudes, perceptions, and motivations?

## **Research Objective 3:**

Evaluate agricultural literacy to measure the program impact:

- What is effective programming?
- What is the impact of effective programming, both short-term and longitudinal?
- What knowledge, attitudes, motivations exist for individuals that participate in agricultural literacy initiatives?

Many members recently submitted to *The Agricultural Education Magazine*, focused on agricultural literacy.

Following are descriptions/explanations of members' current research:

### Michael Martin

Perceptions of school garden volunteers

Perceptions of horticulture students in College of Agricultural Sciences

Students and their conceptualization of agriculture (values, ideology)

Critical pedagogy of agriculture (NACTA Journal)

### Katie Hartmann

PhD student; working fulltime with agricultural education students

Critical pedagogy of agriculture

STEM integrations

### Gaea Hock

Research focus on water issues—working with graduate student

Undergraduate is tracking knowledge of water and public speaking abilities

### Carl Igo

Cultivating relationships with agricultural education teachers working on Native American reservations—knowledge and perceptions of secondary students (North Cheyenne and Crow reservations)

Objective 3: Reconnected with some of the teachers who participated in the earlier benchmark study (1997-1998). Hoping to contact former students—how has that study impacted them? Funding needed to further the study.

Spielmaker: Conducted a follow-up in 2001.

### James Christensen

When working years ago in Arizona, Native Americans often ignored as populations. Hope that is no longer the case. Matt Mars offered: Atmosphere doesn't seem to have changed, but focus

has shifted towards food sovereignty—tying food into their culture. Other issues: water rights, sustainable agriculture

Martin: Working with Ute nation in food sovereignty, regulating hunting

### Debra Spielmaker

Working with grade 12 population to develop benchmark for perceptions of students regarding agricultural literacy and the impacts of programs to determine the effectiveness of intervention.

Judd-Murray: Following model from Molly Brandt of University of Nebraska—Lincoln

Working with Dr. Max Longhurst—math methods professor at USU—to develop same instrument for K-5 population.

Warnick (Judd-Murray’s committee chair): Developing instrument and piloting with students at Utah State University

Mobile lab: Graduate student, Amelia Miller, assessing effectiveness of mobile labs using a pre-post design with grades 3-4.

### Rose Judd-Murray

In addition to her aforementioned research, she is looking at innovative teaching strategies to engage students in discussions on agricultural issues.

### Matt Mars

Working in research on local food systems (a sociologist by training). People come to local foods via many different “logics,” and he is looking at how those drivers are negotiated.

Articles published/submitted in following journals:

*Agriculture and Human Values*

*Journal of Rural Sociology*

Using *Edible* magazines to collect articles and look at discourse analysis (themes)

Graduate student studied college student engagement in campus farmers markets. Looking at their assumptions and world views in making food choices.

### Brian Warnick

As administrator of the W2006 committee, an annual report must be filed within 30 days of this annual W2006 meeting. Individual members may need to report (additionally) to meet their university requirements. As a committee, we need to report accomplishments, impact statements, summary of minutes, etc. *Martin requested copy of report template from Spielmaker.* National Information Management and Support System (NIMMS) wants committee to translate research and outputs as impacts on objectives.

*Martin requested an example of an impact statement to assist members in reporting; Spielmaker will add an example to the form and submit to Martin by October 1, 2017.*

### Denise Stewardson

Will use Spielmaker and Judd-Murray research to measure impact of state agricultural literacy program (in Utah—a university Extension program). Spielmaker: Goal is to encourage other state literacy programs to use similar instruments to evaluate programs.

## Committee work updates:

Martin reported on committee project: Team of eight committee members worked on piece regarding the conceptualization of agricultural literacy. Included concepts of agricultural literacy, food justice, STEM, etc. and wrote abstract for AAAE regional meetings. Abstract was rejected; review committees suggested too much information was presented within one paper. Martin is revising the information presented in hopes of completing the project as a journal article.

Members suggested that committee publish to a broader audience outside agricultural education. Approach editors of appropriate journal for a special issue—perhaps a society-based publication. Examples: *Journal of Human Science and Extension*, *Journal of North American College Teachers of Agriculture*, *International Journal of Agricultural Education and Extension*

Igo reported on past study (1997-1998). Both teacher and student data were collected: teacher perceptions on incorporating agricultural concepts (K-8). Follow-up Pence study out of Oklahoma study looked at 6-8, 9-12; Utah did K-6 in 2001. Igo proposed to return to original schools and set up focus groups with students from study to ask about those programs' impacts. Martin suggested Igo pilot a focus group in Montana and then ask other states that originally participated to replicate the evaluation. Spielmaker will look for research participants and work with Igo on establishing focus groups.

Martin: Need for evaluation of impact of agricultural literacy efforts—including Agriculture in the Classroom programs. For example, schools are conducting gardening projects with students; what are those impacts? Spielmaker—challenge is creating a valid survey instrument. Hock: Design a tip sheet/training for AITC coordinators and other resource providers to assist them in creating instruments relevant to their programs. Igo: Contact teachers who attended AITC inservice professional development workshops within the past five years; ask what resources they are using and how they are using them.

Martin: What would a tool chest for practitioners include for assistance in developing assessments? Spielmaker: Use of logic models, understanding of activities and outputs, writing survey questions, matching criterion to activities. Martin teaches Program Design and Evaluation: Students may be able to assist with instrument development. *Martin will send course syllabus to Spielmaker.*

Hock: Is there a funding agency to assist Igo with focus groups? Spielmaker: Look at K-12 SPECA grants.

Annual elections were held for W2006 committee positions. *Motion to approve slate of officers made by Spielmaker; seconded by Hock.*

- Michael Martin, chair
- Denise Stewardson, secretary
- Vice chair: vacant until needed
- Debra Spielmaker volunteered to manage listerv and update communication via Agricultural Literacy Wikipage.

Meeting adjourned at 11:20 AM.