Aleta Overby  
Assistant Professor  
Agricultural Sciences Department  
College of Applied and Natural Sciences

Nominee Packet for the Virgil Orr Junior Faculty Award

Courses Taught

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Quarter and Year</th>
<th>Overall Rating</th>
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<tbody>
<tr>
<td>ANSC 211</td>
<td>Introduction to Equine Science</td>
<td>Winter, 2004-2005</td>
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<td>Winter, 2006-2007</td>
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<td>Introduction to Horsemanship</td>
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<td>Fall, 2007-2008</td>
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<td>Winter, 2006-2007</td>
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All Classes  Average for All Classes Above  All Quarters  3.92

Belief Statement

The mission of Louisiana Tech University states a goal of “quality in teaching, research, creative activity, public service, and economic development.” This mission is absolutely in sync with my personal teaching philosophy. **It is important for me to teach holistically – to give my students not just content for a test or task, but rather encourage them to use that course content and stretch themselves outside of the traditional classroom setting.**

Quality in my teaching is evidenced through the evaluations listed under the “Courses Taught” section. While I am proud of the high average rating in this area, I am concerned in bettering myself as an educator and taking to heart the individual areas ranked on the evaluations. I feel fortunate in that I am able to teach in a content area which lends itself to extensive hands-on experience for my students, as experience is an excellent teacher. It is not uncommon for students to learn a concept in a lecture setting only to find out that they lack the skills to apply this concept in a real-world situation. With the benefit of having Tech’s Equine Center available to my students, they can learn a concept in the lecture setting, figure out how to apply it in a real situation (at the Equine Center), and then come back to the classroom to discuss in a group what worked, what didn’t work, etc. In reality, I’m not the only instructor in most of my
classes – it’s a team effort including Justin Normand, Equine Lab Supervisor, as well as employees at the Equine Center, fellow classmates, and of course the horses!

Practical research is very important to me for a number of reasons. First, I want my students to be better prepared for graduate and professional school than I was. In this day and time, it is crucial that I prepare my students for the next step, even though many might not realize that they may be heading to graduate school yet. Over the last four years, three of my students have presented their research projects at both the Applied and Natural Sciences Day and the University Research Symposium. Each of these students earned the highest undergraduate level award for their division at one of these events. The topics ranged from the more scientific and hands-on research of using heart rate monitors on exercising horses and testing the efficacy of anti-parasitic drugs in horses to an economic-based data collection and study of the prices of yearling Thoroughbred horses in our state. While the topics all revolve around horses, it is obvious that the students’ interests were taken into consideration for these projects, instead of the students fulfilling one of my own research needs. Two of these students wrote grants and were funded for college-level funding to support their research.

The area of public service is central in my life as a professional educator, as we know that actions speak louder than words when working with people. I have incorporated service learning components to most of my classes and join my students on most trips to community partners’ facilities. I have learned at service learning conferences that students involved with authentic, content based service learning activities report not only learning the curricular material better, but also are more civically engaged adults for life. I feel that it is my responsibility to teach the whole individual the curriculum of a course, which means that the student should be engaged mentally, physically, and even emotionally.

Through the service learning tenet that reflection on service is required to have a meaningful service learning experience, I have encouraged creative activity in one or more areas in my classes. Instead of requiring students to reflect on their experiences in one given, assigned manner, I allow them to use any mode of expression (drawing, singing, journaling, writing a piece on the experience, etc.) with which they feel comfortable. With this, I have been the beneficiary of experiencing hand-drawn scenarios, slide shows set to music, a number of papers and journals, and I’ve even been promised a rap this spring – all depicting how a service experience matches the curricular material covered in class.

My teaching philosophy of teaching holistically goes beyond the teaching of one aspect of equine science or animal nutrition. It is evidenced through the class lectures in which we discuss physics applications to halter training horses, or the chemical makeup of different nutrients and their role in the body. It is evidenced through the reading, correcting and advising done when I assign journal article reviews to my upper level classes, so that the students may learn from the experience and not just receive a grade on an assignment. Teaching holistically encourages every individual to bring to class their past experiences, their interests and their values; and teaching a class in which discussions are encouraged promotes better teamwork, acceptance of others, and an awareness of cultural diversity. In this teaching philosophy, I am open to learn from my students, and allow them to take leadership roles with their classmates. I am a facilitator of content knowledge that it not independent of the student receiving the information – I believe in holistic teaching, and it involves learning, research, and community service.

Selected Publications and Grants

Published Intellectual Contributions:


Presentations Given:

Overby, A. C., National Ag in the Classroom Convention, "Horse in the Classroom," Ag in the Classroom, New Orleans, Louisiana. (June 7, 2007).


Funded Grants and Contract:

Overby, Aleta C. (Principal), "Louisiana Equine Council Communications," Sponsored by Louisiana Equine Council, Other, $1,585.00. (September 1, 2006 - August 31, 2008).

Overby, Aleta C. (Supporting), Green, William H. (Supporting), Monceaux, Randee (Principal), "Efficacy of Equine Dewormers," Sponsored by College of Applied and Natural Sciences, College of Applied and Natural Sciences, $505.64. (December 2007 - Present).

Overby, Aleta C. (Principal), Lusby, Aaron (Co-Principal), Green, William H. (Co-Principal), "The CARE Project," Sponsored by ULS System/ Service Learning Grant, State, $9,301.45. (January 1, 2007 - Present).

Overby, Aleta C. (Principal), Lusby, Aaron (Co-Principal), Tucker, Erin A. (Co-Principal), "The ARK Project," Sponsored by Campus Compact Service Learning, Other, $6,500.00. (July 1, 2007 - June 30, 2008).

Overby, Aleta C. (Co-Principal), Kennedy, Gary A. (Co-Principal), Lusby, Aaron (Co-Principal), Kenneth, Rea (Principal), "Rural Development Center, Louisiana," Sponsored by USDA CSREES Special Research Grant, Federal, $106,285.00. (July 1, 2006 - June 30, 2008).


Overby, Aleta C., "The Effect of Added Weight on the Heart Rate of Exercising Horses," Sponsored by Faculty Research, College of Applied and Natural Sciences, $577.15. (December 2004 - April 2005).

Overby, Aleta C. (Supporting), Wilhite, Josh (Principal), "The Effect of Body Conditioning on the Recovery from Exercise in Riding Horses," Sponsored by Undergraduate Student Research, College of Applied and Natural Sciences, $364.95. (December 2004 - April 2005).

Grants Submitted but Not Funded:

Lusby, Aaron (Co-Principal), Overby, Aleta C. (Co-Principal), "National Technical Assistance, Training, Research and Evaluation: Regional Training Curriculum Implementation," Sponsored by Economic Development Administration, Department of Commerce, Federal, $296,287.00. (October 2007 - September 2010).

Overby, Aleta C. (Co-Principal), Susan, Watson (Co-Principal), "Linking the Equine Industry to Economic Development Efforts," Sponsored by Southern Region Sustainable Agriculture Research and Education, Other, $14,377.00. (May 2005).

**Community Service/ Service-Learning**

**Louisiana Tech University Service**

Committee Member, BlackBoard Committee. (September 2007 - Present).

Committee Member, ANS Research Committee. (September 2005 - May 2007).

Student Org Advisor (Non-Professional Org), Equestrian Club. (December 1, 2004 - Present).

Student Org Advisor (Professional Org), Alpha Zeta, Co-Advisor. (November 2007 - Present).

**Professional**


Board of Directors, Louisiana Equine Council. (November 2004 - Present).

Guest Speaker, Ruston High School FFA. (September 2004, weekly during Spring Quarter 2005).


Guest Speaker, 4-H Horse Camps. (annually since March 2005). Conducted Quiz Bowl component of Horse Camp.

**Public/Community**

Recruited help, High Flight Farm. (February 2008 - Present). The owner of this local farm is terminally ill and unable to care for his 17 horses. Equine science students have helped him feed and clean his horses and do general maintenance work around his farm.

Volunteer Riding Instructor Under Supervision, Greenwood Equine Assisted Therapy. (October 2005 - Present). In the fall, I volunteer 5 hours weekly to this facility, helping give riding lessons to people with disabilities. My students also volunteer at this riding center, at a rate usually exceeding 600 man-hours per year.

Special class for GlenView Elementary Kindergarten, Alpha Zeta. (February, 2008 and March, 2008).

Future Farmers of America. (annually in December and in the spring). Assist in judging events, arranging lunch served, etc.
Thoroughbred Students practice while University uses Training GREAT at Monroe.

The following pictures depict a select number of items highlighted above:

Lauren gets the right saddle for the next lesson when completing her service-learning hours at GREAT Therapeutic Riding Center. Here she uses skills she learns in her Horse Behavior/Training class (ANSC 222) at Louisiana Tech University and applies them to new situations while being a benefit to the riding center.

Taylor is side-walking and Lauren is the horse-walker at GREAT. This young man just rode for the first time in September. He screamed and screamed before his first ride because he was so afraid! He now is riding fine (physically he can ride independently...Taylor is side-walking more to keep him stimulated, as the rider’s needs are more psychological than physical).

Aleta Overby leads Charly the horse as her student Laura helps the certified instructor with the client. Therapeutic riding has proven to have beneficial physical, psychological, and emotional effects on clients. Over the course of three weeks, this child is already exhibiting much greater muscle control and skill.

Students practice during class for an up-coming Thoroughbred sale which will be held in Monroe. They will serve Louisiana horsemen at the sale by working as grooms and showmen – skills they are learning in ANSC 222.

As one component of the CARE Grant, four students were trained in large animal rescue skills over the course of a three day training workshop. During this training, the students learned how to evacuate and rescue horses from water, mud, and flipped horse trailers. A Blackhawk helicopter was used for the “air lift” rescue. In addition, more than 25 students have become certified by FEMA in Incident Command Systems so that they can serve as first responders in the event of an emergency involving animals.

The Equestrian Club, which was formed soon after I was hired at Tech, is a horse-centered community service organization. Students have learned about all facets of the horse industry through trips to Kentucky (above left, at historic Churchill Downs), helping out 4H Horse Club students with a horse related Quiz Bowl program (middle), and helping at a local farm while the owner recovers from chemotherapy (right). Club members have also helped in many horse shows and events that may have not been successful without their service. The Club has been responsible for workshops and clinics for youth, assisting horse organizations, and individual horse owners in need. An annual trip to learn more about horses has been made twice to Kentucky, and once to Arkansas, where we spent the afternoon on a trail ride and learned about the business of running a horse-oriented bed and breakfast inn.