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To be able to represent the College of Applied and Natural Sciences as its nominee for the University Senate Chair Award is a great honor. I thank my ANS colleagues for their acknowledgement.

THE IMPORTANCE OF TEACHING, RESEARCH, AND SERVICE

Jane Goodall said, "As humans, we only reach our potential when we align our heart and our brain." I feel incredibly lucky that I get to do that every single day through every facet of my job. My training (AKA my brain) as a child developmentalist specializing in preventative health and social development and my passion (AKA my heart) for making a difference in the lives of young children coupled with a strong desire to be at an institution where I get to work closely with and mentor undergraduate as well as graduate students is exactly why Louisiana Tech University is where I have chosen to be. Sometimes it is difficult to choose which area of my job I like best – teaching, research, or service – which is why my favorite activities are those which allow me to combine all three and Tech offers me the support and ability to do that often.

Teaching. The emphasis placed on excellence in teaching is one of the primary reasons I came to Tech. The three pedagogical goals of each course I teach are: developing students' *expertise*, igniting their *passion*, and increasing their hands-on *experiences*. Innovative teaching is finding a way to meet students where they are to stimulate their abilities and advance their knowledge whether it is by utilizing different teaching methodologies, assigning authentic, relatable problem-solving activities, or showing your own passion and continued development in and contributions to your field. Many educators, whether they have been teaching one year or thirty years, have the same root purpose – for students to learn the material and, hopefully, to make a difference in their lives. How this purpose is achieved must change as the students in the classrooms do each year. Today's college students have experienced a different educational and technology-influenced upbringing than most of their college educators. From an influx of standardized testing during primary and secondary education, to being "programmed" to commercial breaks in attention span, to instant access to endless information via the internet, today's students and the ways they learn are different than students less than twenty years ago before the first touch-screen smartphones were available. A common concern for today's students across majors and even universities regards their ability to think critically and finding ways to capture their interest to ensure they learn course material. One of the primary ways I utilize in helping students learn course material is by expanding the classroom doors in my courses whether it is through an activity during class time, a practical application assignment, or a quarter-long project. Although there are still lecture-based components to my courses, classroom lecture time is regularly broken up by in-class activities that focus on increasing understanding as well as displaying the practical application of the material. During this time, I meet one-on-one with small groups and help them work through these assignments and clear up any misunderstandings of the material. It is important that my students know that I care about their understanding and that my focus is not their success in my course, which they would define by their letter grade; but, rather mastery of the subject matter which will lay the groundwork for advancement into other courses and preparedness for their future career. Showing students my own passion and continued development in and contributions to my field is also important. I share with my classes about my current research projects and link it into what we are learning to show how class material has multiple practical applications. Most importantly, I cannot expect to see, hear, and read passion from them related to class

material if I do not model that myself. I regularly include students in my ongoing research projects through class-work, volunteering, or paid positions. I have supervised/mentored over 400 undergraduate and graduate students on my research projects on positions including: volunteering, independent study/practicum/honors projects, and as paid research assistants as well as their own research through courses I teach. Of the 54 category 3 publications (paper and poster presentations at professional conferences) I have given since I began working at Tech, 34 (63%) include students as authors. To me, it is these experiences as well as the classroom-based experiences described below that provide unparalleled educational experiences for students. They are given incredible opportunities that undergraduates at larger institutions do not get to not only prepare them for their future career or continued academic experiences but to put them at the top of the qualified candidates.

Research. As many of my students can attest, I *love* research! Since 2013, I have 60 scholarly works/presentations, 8 funded grants totaling over \$550,000, and 5 contract/independent evaluation positions. My research focus area has mostly been with children's preventative health. Tech places great importance on contributing to our understanding of research and coming up with innovative strategies to tackle problems our society faces. Especially in the South, health and obesity prevention are at the top of that list. For the past four years, to focus on this topic, we have implemented We Inspire Smart Eating (WISE) at several preschools in our community and we are actively seeking funding to expand this program across the state. ***To date, we have introduced fresh, healthy fruits and vegetables every single week to over 1,000 children in Lincoln Parish alone through WISE.*** My colleagues in Arkansas have already begun to do this and have now expanded to over 20 centers across Central AR. When thinking about the effectiveness of obesity prevention programs, preschool years are critically important for helping children to develop healthy habits. Creating healthy habits in young children instead of trying to modify or change pre-existing habits just a few years later is what is needed to eradicate this disease. We are finding through this work that having a nutrition education curriculum in the classroom is impacting teachers' health, children's health, and having a spillover effect into the home and impacting parents' health and children's health habits at home. Results from preventative health programs like WISE indicate to us that there is, in fact, the potential for not only change but the ability to create healthy lifetime trajectories for children. Not having these trajectories starting when children are young are why terms like comfort foods and stress eating exist. What if we were able to make comfort foods be apples and berries and carrots and tomatoes instead of cakes and candies and fast food? It's possible. We had a child whose mother told us that her son only used to want to eat chicken nuggets but now he always asks for cherry tomatoes. The other strong implication that we cannot overlook is the support that our classroom and our teachers need. Early childhood educators tend to be underpaid, undervalued, get comments like that they are just glorified babysitters, etc. Many of them have to be college educated yet their salary puts them incredibly close to the poverty line. They have to provide so many of their own resources for their classrooms. With our focus on Head Start, many of these teachers live in the same neighborhoods and have the same backgrounds as the children they teach. And they need support for the issues they face personally including the incredibly high rates of food insecurity among early childhood educators. They need training to learn best nutrition practices for working with children. And they need the tools to carry out the interventions. We cannot pass health policies and not provide these key ingredients to go with them.

Service. It sounds cheesy but part of the reason I got into this career is because I wanted to make a difference. But, not just with contributions to scholarly work but a REAL, TANGIBLE difference in my community. So, the other large part of my research work is outreach and focused on building a rich literacy environment for young children at home and using passive parent education to use the reading opportunities that we are creating as an opportunity to talk about health and social development – my two favorite topics! For all children there are positive outcomes related to language skills and memory. For low-income children, especially, it is vital and, unfortunately, much less likely that they have a literacy rich environment. By age three, children from lower income families may hear up to 30 million fewer

words than their more privileged counterparts. In response to this and through funding by the Lincoln Health Foundation, we created the Bulldog Book Club. We have three primary objectives – to increase access to books in the home, to see if increasing access to books increases reading comprehension, and increase parents’ access to current, research-based knowledge on children’s health and social development. ***To date, we have delivered just over 35,000 books to preschoolers in Lincoln Parish.*** With these two projects (BBC and BBC Babies), Tech students are involved in every step of the way – from helping develop materials that are sent home, preparing the monthly bags, collecting data from parents and children, and helping with our MiniProjects. For the MiniProjects, we partner with faculty and students from around campus to give children exposure to some of the themes of our books. For example, we have partnered with Dr. Heath Tims from Engineering for STEM activities and children have built their own cars, trucks, and skyscrapers. We have partnered with Dr. Greg Lyons and the Percussion Ensemble from Music and they play for the children every year related to a theme on Music and Movement. We have also partnered with Dr. Ernie Ruffeth from English and developed a coloring book on Romeo and Juliet with a DIY ending for the children! I think service such as this as well as service to the University, Profession, and other aspects of the Community are all important parts of our job. Universities should serve as leaders in the community and use the skills and resources they have to enhance our professions and communities.

TEACHING ACTIVITY

Course	Enrollment	Retention	Student Evals	Course	Enrollment	Retention	Student Evals	Course	Enrollment	Retention	Student Evals
Fall 2013				Winter 2013-2014				Spring 2014			
110	33	94%	3.9	301	40	100%	3.7	331	59	97%	3.7
255	60	97%	3.7	447	27	100%	4.0	431	29	100%	4.0
301	49	96%	3.5								
395	39	100%	3.9								
Fall 2014				Winter 2014-2015				Spring 2015			
301	43	98%	3.8	200	63	94%	3.9	331	64	100%	3.9
395	43	100%	3.9	301	23	100%	3.9	Only taught 1 because taught			
562	10	100%	3.8	431	100%	3.9	4.0	3 in the Winter			
Fall 2015				Winter 2015-2016				Spring 2016			
255	62	100%	3.9	200	60	100%	3.9	331	40	100%	4.0
301	53	94%	3.8	447	17	100%	4.0	331	39	100%	3.5
395	35	97%	3.9					431	38	100%	3.9
Fall 2016				Winter 2016-2017				Spring 2017			
301	57	100%	3.9	200	62	100%	3.7	331	42	100%	3.7
395	55	98%	4.0	447	40	100%	3.9	331	42	98%	3.9
								431	39	100%	4.0
Fall 2017				Winter 2017-2018				Spring 2018			
395	24	92%	4.0	431	31	97%	3.9	Not included			
395	28	100%	3.9								
FALL TOTALS				WINTER TOTALS				SPRING TOTALS			
	591	97.57%	3.85		380	98.50%	3.89		392	99.44%	3.84

Overall Enrollment: 1,363; Overall Retention: 98.50%; Overall Student Evaluations: 3.86

Since Fall 2013, I have taught 33 classes consisting of 9 different courses, 9% more than I was appointed to teach during the regular academic year as well as 7 classes during summer sessions while maintaining a 98.5% retention rating and an overall 3.86 summary teaching evaluation. UG courses are FCS, G courses are HEC, evaluations are on a 4.0 scale, and does not include summer since courses are not evaluated.

SCHOLARLY ACTIVITY

4 MANUSCRIPTS PUBLISHED since Fall 2013, 1 includes student author

- Swindle, T., Selig, J., **Rutledge, J. M.**, Whiteside-Mansell, & Curran, G. (2018) Fidelity monitoring in complex interventions: A case study of the WISE intervention. Accepted for publication at *Archives of Public Health*.
- Swindle, T., **Rutledge, J.**, Dix, B. & Whiteside-Mansell, L. (2017). Table Talk: Development of an Observational Tool to Characterize the Early Childcare Feeding Environment. *Public Health Nutrition*, 20, 2869-2877.
- Kim, Y., Chau, T. Y., **Rutledge, J. M.**, & Erickson, D. (2015). Factors that affect sugar sweetened beverages intake in rural, southern college students. *The International Journal of Vitamin and Nutrition Research*, 85, 5-13.
- **Rutledge, J. M.** (Summer-Fall 2013). The unexpected relations among food insecurity, obesity, and brain development in children. *Collaborations*, 18-21.

8 INVITED AND SPECIAL WORKS AND NON-REFEREED PUBLICATIONS since Fall 2013, 2 included below

- **Rutledge, J. M.** & Swindle, T. M. (2016). Permissive parenting. In C. Shehan (Ed.) *The Wiley Blackwell Encyclopedia of Family Studies, Volume III* (pp. 1576-1577). Hoboken, NJ: Wiley-Blackwell. doi: 10/1002/9781119085621.wbef027
- **Rutledge, J. M.** (2013). Success at all costs including childhood: Why we need to re-frame expectations, re-define success, and re-think the way we parent. [Review of the book *Teach your children well: Parenting for authentic success*, by M. Levine]. *PsycCRITIQUES*, 58(17).

9 PAPER PRESENTATIONS since Fall 2013, 3 include student authors, 2 included below

- **Rutledge, J. M.**, & Swindle, T. (March, 2018). Development of the Educator Feeding Survey and outcomes related to early childhood educator food insecurity and feeding style. In **J.M. Rutledge** (chair) and L. Hubbs-Tait (discussant), *Food Insecurity among Early Childhood Educators*. Symposium accepted for presentation at the biennial meeting of the Society for Research in Human Development, Plano, TX.
- Harrist, A. W., **Rutledge, J. M.**, Swindle, T. M., Hubbs-Tait, L., Shriver, L. H., & Topham, G. L. (2017, April). *Can a social intervention in the classroom impact obesity? Results of a randomized controlled trial*. In L. Hubbs-Tait (chair) and B. Fiese (discussant), *Social and cognitive aspects of weight problems: Obesity in school and child care settings*. Symposium accepted for presentation at the biennial meeting of the Society for Research in Child Development, Austin, TX.

39 POSTER PRESENTATIONS since Fall 2013, 22 include student authors, 5 examples listed below

- Byley, E. A., Percle, P. M., Burns, T.W., **Rutledge, J. M.**, & Swindle, T. (March, 2018). *The relation between early childhood educators' supportive behaviors and preschoolers' engagement in classroom food experiences*. Poster presented at the biennial meeting of the Society for Research in Human Development, Plano, TX.
- Swindle, T., **Rutledge, J.M.**, Curran, G., & Whiteside-Mansell, L (2017, June). *Educator characteristics that predict implementation fidelity to a nutrition curriculum in Head Start*. Poster presented at the International Society of Behavioral Nutrition and Physical Activity, Victoria, British Columbia, Canada.
- **Rutledge, J. M.**, & Swindle, T. M. (2017, April). *Parent and child outcomes of a Head Start curriculum featuring sensory exploration and interactive cooking with children*. Poster presented at the biennial meeting of the Society for Research in Child Development, Austin, TX.
- Heiden, K. E., Byley, E. A., Percle, P. M., **Rutledge, J. M.**, & Swindle, T. S. (2016, February). *Teacher mealtime interaction style changes from pre to post intervention*. Poster presented at the Louisiana Tech University Student Research Symposium, Ruston, LA.

***Students were selected as the 1st place winners of the Undergraduate Poster Presentation Award and represented Louisiana Tech University at the University of Louisiana System Academic Summit in April 2016 at Nicholls State University.*

- **Rutledge, J. M.**, Swindle, T. S., Harrist, A. W., Hubbs-Tait, L., & Topham, G. L. (2015, March). *Exploring parenting styles as protective factors for the bullying and social exclusion of children in differing weight groups.* Poster presented at the biennial meeting of the Society for Research in Child Development, Philadelphia, PA.

8 RESEARCH GRANTS FUNDED since Fall 2013 totaling \$568,905, active grants listed below

- **Rutledge, J. M.**, & Chestnut, L. F. (2017-2018). *Bulldog Book Club Year 5: Increasing Lincoln Parish preschoolers' access to books in the home.* Lincoln Health Foundation. Amount Funded: \$42,475.00. Principal Investigator.
- **Rutledge, J. M.**, & Swindle, T. M. (2017-2018). *WISE: together, We Inspire Smart Eating Year 4: Introduction of the school-based WISE program to Lincoln Parish Head Start as a preventative health program in early childhood.* Lincoln Health Foundation. Amount Funded: \$66,187.00. Co-Principal Investigator.

6 CONTRACTS/INDEPENDENT EVALUATIONS since Fall 2013, 2 included below

- Blue Cross Blue Shield Foundation of Louisiana (2017-present), City of Ruston's Improving Health Equality Through Active Transportation. **Independent Evaluator.**
- The Arc, Caddo-Bossier Foundation (2017-2018), The Goldman School. **Independent Evaluator.**

SERVICE ACTIVITY

SERVICE TO THE UNIVERSITY – 33 positions on committees, organizations, evaluator/judge since Fall 2013, including:

- President, Louisiana Tech University Senate, also held positions of VP, Parliamentarian, and ANS Executive Committee Representative. I am currently the Past-President.
- ANS Representative on the University Research Council and a member of the Sponsored Projects Working Group.
- University Senate Representative on the University Work-Life Policy Committee
- ANS Representative on the Behavioral Standards Committee

SERVICE TO THE PROFESSION – 13 positions on committees, organizations, evaluator/judge since Fall 2013, including:

- President, Society for Research in Human Development, also held positions of VP and Secretary
- Secretary, Louisiana Association of Family and Consumer Sciences, also held position of Annual Conference Scholarship Chair
- Also, manuscript reviewer, conference submission reviewer, textbook reviewer, etc.

SERVICE TO THE PUBLIC – 17 projects since Fall 2013, including:

- Organizer of the Head Start Donation Drive in Fall 2017 in response to the loss of their building
- Invited Panelist for the Bruce Everist Lecture Series 3 times
- Presentation on bullying at the Lincoln Parish School Board Annual Family Night
- Chair of the Annual Community Service Event of the Center for Children and Families