

The American Association for Agricultural Education: Our Powerful Professional Organization Made up of Remarkable Faculty Members

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Abstract

Dr. Gregory Thompson presented the 2015 AAAE Distinguished Lecture at the Annual Meeting of the American Association for Agricultural Education in San Antonio, Texas in May, 2015. The article is a philosophical work based upon the author's experiences in the agricultural education profession.

Thank you. It is a pleasure to stand before you as the 2015 AAAE Mystery Speaker. When Steve Frazee² called to present me with this overwhelming task, I was blown away for the opportunity to present to my peers and the people I have always looked up to and admired in my professional career. Immediately, I downloaded the Distinguished Lectures all the way back to the 1960's and after reading through them, once again, I became intimidated and humbled – and rightly so. However, I talked myself off the ledge by saying, “Greg, you are the Mystery Speaker - you fit the bill, as your students and colleagues always considered what came out of your mouth as truly a mystery.” I see heads nodding in agreement. Mystery speaker sounds a lot less intimidating and may be more fitting. Before I begin, I would like to introduce my wife (for two reasons); First, to recognize her for her love and support throughout my career and second to let you folks in the crowd know that she is like a mama bear protecting her cubs, so you might want to be careful what you say about me and about this speech.

The American Association for Agricultural Education (AAAE)

Today, I will focus on two important influences in my career: The American Association for Agricultural Education and some remarkable individuals who have made very positive impacts in our profession. I will discuss what makes our profession powerful and the qualities I have found in my AAAE colleagues that make them truly remarkable. I will not mention names in fear of leaving out some outstanding professionals who are so deserving of our respect and admiration. However, you can play a game in your mind (rather than on your electronic devices) and see if you can figure out the individuals I may be referring to this morning. I have observed remarkable people in a variety of professional situations over the years and have continually tried to emulate their actions. These remarkable people are young and old, early-career, mid-career, late-career, and retired. Some are or were teachers, administrators, faculty members, state staff, students, and leaders in business, industry and education. I even looked through APA to determine how I could cite the remarkableness of these professionals. Maybe during this conference, you will walk up to some individuals and say, “I’ll bet Greg Thompson was talking about you when he was describing remarkable in the distinguished lecture.”

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This week we are in San Antonio for the American Association for Agricultural Education Conference. AAAE is a great professional society because it is made up of dedicated individuals who have worked diligently to advance our profession. I would like to recognize some of the leaders who are responsible for the advancement of you, me, and our profession.

Would all past and present AAAE Presidents please stand? Please remain standing as you are joined by past and present executive committee members – treasurers, secretaries, executive directors, historians, and vice presidents of communications. Past and present regional vice presidents, secretaries, and treasurers please stand. Those who served *The Journal of Agricultural Education* as editors, associate and assistant editors, editing and managing board, and editorial review board members please stand. Those who served as Standing Committee Chairs and Fellows please stand. Will those who served as chairs of National and Regional Research Conferences please stand. Special Interest Group (SIG) past and present chairs, please stand. NCAC-24 past and present officers please stand. Committees for the National Research Agenda and Teacher Standards please stand. Those who represented us on other boards and organizations, such as consultants to National FFA, FFA Alumni, CAST, and the other organizations in which we serve, please stand. Please join me in applause to show these servant leaders our gratitude.

Strength of the Herd

The American Bison is the largest surviving land mammal in North America (Lott, 2003). These massive animals are also surprisingly agile and will defend their young vigorously. Historically, the American bison played an essential role in shaping the ecology of the Great Plains, and many Native American tribes worship the Bison and consider them a symbol of strength and unity (DuBray, 1995).

The American Bison rely on the strength of the herd, as these huge animals will work together for the betterment of the herd. In the winter of 1988, a group of friends and I rode snowmobiles through Yellowstone National Park (it was legal, then) and observed a herd of Bison on the move, trudging across the prairie in over three feet of snow. The leader of the herd would plow the way until she got tired and then would move to the back of the herd to rest, but continued traveling with the herd. The Bison took turns and worked in unison to make their way across the cold, frozen snow to another feeding ground. It was an incredible site and demonstrated commitment to the herd.

As a profession, we must look at the strength of our organization and membership to build our discipline. We need to do more than just join the herd, but like the Bison, we must also take our turn and share the leadership load within our organization. Just as the American Bison work as a herd, it takes all of us to be successful within our profession. Our collaborative efforts help to promote our institutions, agricultural education, and ourselves.

A Powerful Professional Organization

The American Association for Agricultural Education needs all of us and we all need our professional organization. We need a “one team” mentality. AAAE encompasses different functions, but we are one team with one mission: to advance the broad field of study which integrates social and behavioral sciences with agricultural, life, environmental, and natural resource sciences (American Association for Agricultural Education, 2015). If we use our time to learn, understand, adjust, and focus, we will develop a powerful organization and become better educators in this great profession.

We have the structure in place for our organization to move forward, to be powerful, and to benefit all of us. The structure is in our committees, special interest groups, sessions for distinct disciplines, multi-state groups, and Fellows in AAAE. I believe our organization will continue to grow to meet the needs of our membership, and for the betterment of our students and society.

Over the years, AAAE has experienced growth in both quality and quantity. Our professional organization has grown from a single focused discipline in teacher education to a multi-disciplined organization consisting of educators and researchers in teacher education, international agricultural education, extension education, agricultural communications, distributed learning, higher education, and leadership education (American Association for Agricultural Education, 2015).

The American Association for Agricultural Education is a powerful professional organization, but along with being a powerful group, we have to commit to being powerful. Allow me to share a commitment within our administrators in the College of Agricultural Sciences at Oregon State University called, “Our Powerful Group.” The concept of “Our Powerful Group” is based on a commitment of the principles and practices we embrace and our responsibility to be a powerful group (College of Agricultural Sciences, Oregon State University, 1998, 2014). The document is posted as a reminder at all of our administrative meetings. I did some slight tweaking for our purposes and will call it:

AAAE Our Powerful Professional Organization....

- ...is made up of professionals who commit and deliver
- ...produces results
- ...respects the individual
- ...handles disagreements
- ...has personal energies focused on the common good
- ...manages our reputation as a profession
- ...is clear about the decision processes
- ...is able to declare "breakdown" and address it
- ...has conversations about what doesn't work
- ...is responsible for its effect on the world in which it operates
- ...calls something a mistake only if we haven't learned from it
- ...has fun together.

Additionally, our department adopted “Being a Powerful Group.” We revised the document and each year we present the powerful group concept to our student teaching cohort and post it on the classroom wall. I believe this document can be adopted and adapted for most any group of people committed to working together.

Over the next few years we will see AAAE transform, grow, thrive, and continue to be a powerful organization because we are made up of individuals who are committed to being a powerful group. I am confident the future of AAAE is bright. As we move forward, I hope our profession can embrace and further develop the aspects of being a powerful group.

I hope we can all come to AAAE this week to participate, contribute, and take something powerful away. If we are committed to our professional conference, it is likely we will gain new information and be more effective as faculty members. If we don't engage, we will perceive this week as irrelevant and a waste of time – just as some students see learning activities in our classroom.

Our AAAE Conference is at the heart of being a powerful organization. Each meeting is an opportunity to clarify issues, set direction, create alignment, and act on agenda items. AAAE conferences are also an opportunity to strengthen personal and professional relationships which often determine the level of trust and respect felt throughout the organization and profession.

It's More Than Just a Meeting

A great organization is the sum of its parts (Tobak, 2011). We may only meet once a year and the relative number of hours we meet as a profession is small. The strains of our growing organization, the broadening of our scope, the differences, culture, and challenges in our own

institutions, provides insight as to the importance to collaborate and take full advantage of our time together at AAAE Conferences.

If we want a powerful organization, there are specific attitudes we need to adopt and actions we need take regarding the American Association for Agricultural Education. Remarkable faculty members listen, engage, participate, and take an interest in the profession as a whole. They come to AAAE with a professional attitude focused on being a part of the whole, rather than a part of the program that focuses only on their specific agenda or the function that impacts them personally, such as only their research session presentation. Granted, there are different agendas and programs within AAAE that may not directly impact all of us, nonetheless, remarkable faculty members are involved to ensure the parts and the whole are functioning appropriately and efficiently.

Being powerful in meetings does not mean you have to agree with whatever is happening. After being elected president of AAAE in 2012, a few members approached me to talk about their issues with AAAE, why they felt the organization was not serving their interests, or how the organization could better serve them. These skeptics made some very good points and I was determined to try to address their concerns during my time in office. Skeptics are useful individuals in an organization because they have unanswered questions or concerns, but they are committed to resolving the issue and will stay with the conversation until the end (Axtell, 2015). On the other hand, the cynic is not useful, for they are committed to something not turning out just to prove they are right. You can be skeptical and still be committed, just don't be a cynic.

Meetings should be high leverage events where people discuss topics that can define and move an organization forward (Tropman, 2014). Our AAAE conferences are an opportunity to think together, discuss complex issues, and develop a shared vision that informs and influences the direction and culture of our profession. Although we may not have everyone's support for all of the decisions we make, the process of decision making is and must be open and authentic, and once the decision is made, we should all agree to support it as if we had gotten exactly what we wanted in the conversation. The most important thing is to be mindful and come across that you are supportive of our organization and profession.

AAAE conferences are one of the few occasions where we can meet to develop professional and collegial relationships across faculty. Our conferences create the opportunity to build esprit de corps, which is a vital part of an effective organization. Our conferences bring us together – faculty from big and small institutions, different disciplines, and early and late career professionals – for a common cause and a common mission. It is our task to show up, to learn, to be involved, develop professional relationships, and yes, to even have fun.

Productive meetings and conferences start well before the sound of the gavel. Our executive committee, board of directors, executive director, conference organizers, as well as committee chairs, and other group leaders have worked hard to build a program and conference that will be powerful. Now, it is up to all of us to reap the benefits and help carry out the work of our organization. Please be sure to thank our leadership and show our gratitude for their efforts in shaping this conference.

Positive growth cannot happen only by an elected few, but must be a concerted effort from all of us. A strong AAAE is important and the strength of our national organization will be achieved through active member involvement at all levels. A powerful AAAE will impact your department, university, agricultural education, your promotion and tenure, and all of us in a number of ways.

Henry Ford said, "Coming together is a beginning; keeping together is progress; working together is success" (as cited in *Quotes.net*, 2014).

Being a Remarkable Faculty Member in our Powerful Organization

Paul Axtell, author, consultant, coach, and trainer for Fortune 500 Companies, non-profits, and universities alleges that we all have the ability to be remarkable within our organization. Being remarkable encompasses three qualities: attitude, preparation, and work ethic (Axtell, 2012).

Axtell contends that attitude is the important trait that sets up the next two – preparation and work ethic. To be consistently remarkable, it requires work and practice. We have some amazing people in AAAE and I would like to tell you about what makes them truly remarkable.

Would You Hire You Again?

This winter, I resided in a retirement community for three months. One morning, at coffee, one of the old guys looked at me, chuckled and said, “The reality that we are all replaceable can’t make us feel very good.” The wise old man went on to say that the big question we must ask ourselves, “Would you hire you again?” Only we can answer that question, as it is personal and designed for us alone. However, no matter if we have been in this profession for one year or forty years, posing such a question to ourselves is important for continued growth and development.

Now, think about what it would be like to lose your job. What if your career were taken away from you? You know, life is too short to spend on a career not loving our work. When we love our job, we reside in an entirely different arena. Remarkable faculty don’t consider their job as work, but as a mission which is a part of their very soul. They are moved from a framework of obligation to operating out of commitment, and their work becomes very special.

In many cases, college is our students’ first job, and since we are preparing them for the world of work, loving our job should be part of our approach to teaching, research, and service. It all begins with how we feel about our jobs as faculty members. Remarkable faculty embrace a love-to-work, rather than a work-to-live mentality. Remarkable faculty come to work with a positive, can-do attitude. There is no doubt; it is a special person, who comes to work every day with a cheerful, energetic attitude. They greet people; give compliments and words of encouragement to students, colleagues, faculty and staff. Their attitude is contagious and it is fun to be around positive, energetic people.

When I was teaching high school, a faculty member would poke his head in the door from time to time and inform my students how lucky they were because they were with the second best teacher in the whole school. He probably did that to every teacher, but his good cheer, positive energy, and sense of humor, was contagious and it made a difference in my attitude toward teaching those days. A cheerful, energetic attitude takes effort and you have to make a decision to be positive every day.

We were probably hired because we had the necessary credentials and talents, had potential, and because we came highly recommended. Normally, we hire faculty members because we think they will be successful and will be instrumental in serving the department, college, and university. Would you hire you again? I am talking about more than just productivity. If you have done some soul searching and the answer is “no,” it is time to take professional actions which will make you employable again. It is never too late.

Many of us are tenured and we know it is great for our security and performance. After all, tenure was created to make education as one of the last “free places” in our society, to protect us from abuse and to allow us the peace of mind to concentrate on our professional responsibilities (*Wallstreet Journal*, 2014). Yet, if we abuse our right of tenure, we automatically abuse students, colleagues, stakeholders, the institution and our profession.

Developing Your Professional Deskside Manner

Just because we are highly competent doesn’t mean people will like or respect us. The medical profession is working to help doctors develop their “bedside manner,” and as higher education professionals, we must also work on our bedside manner - or maybe in our case, it is our desk side manner. A good deskside manner can make us more influential, draw others to us, and make our jobs easier and more pleasant for us and everyone else (Fleishman & Marial, 2015).

When I started out my teaching career, I had a very poor deskside manner. I was determined that I was the boss, I was in command, and that students would know they cannot mistreat, disrespect, or try any tricks that high school kids are paid to do. It was a big mistake in my career, but one I learned from and recognized the need to change. I observed remarkable teachers and noticed how they projected caring, developed a reputation for treating students, as well as the problem, and cared about people as much as the issue. Remarkable teachers were my role models and I tried to change my deskside manner to be more like them.

I have also observed remarkable faculty mentors who have an excellent deskside manner with graduate students. Graduate students are the future of this organization and our profession. Remarkable faculty members treat all graduate students like professionals; they model professional behavior and professional practices, and are open to learning from them. Our graduate students and new faculty have a lot to offer and there is a certain amount of professional responsibility that goes along with bringing them into this profession.

In developing our deskside manner, we must give people the impression that we have time for them; focus on the person we are speaking to, even when we are overloaded with work. If our students and stakeholders think we are too busy for them, our deskside manner is impaired. We must listen, be kind, gentle, and considerate, no matter how big the issue we are addressing. We must confront problems, but we can't attack them with a sledgehammer.

Developing our deskside manner helps us to better influence and perform our responsibilities (Fleishman & Omar, 2015). We can have the greatest technical expertise in the profession, but if we can't get others to trust and believe in us, success is going to be more difficult. We are educators in a people profession and the need for a professional deskside manner is vital. After all, we have many people to serve, to motivate, and to help be successful.

A Humble and Gracious Attitude

The people whom we usually appreciate and respect the most are humble and grateful people. Their gratitude toward others makes them a pleasure to be around. They also seem the happiest, as their ability to be humble and grateful gives them the opportunity to focus on the positive. Remarkable faculty members go out of their way to thank people for extra efforts, take on difficult tasks, are pleasant, and extend courtesy to all. Remarkable faculty members communicate their gratitude to students, faculty, stakeholders, and the profession. We tend to trust, like, and want to work with humble and grateful people. Gratitude does not always come naturally, but is a quality worth nurturing.

Doing the Right Thing, For the Right Reasons, the Right Way

Although ambition, work ethic, and skills may be enough to fuel our drive for success, it is important these traits are framed by integrity. When applied to our work as faculty members, integrity is the content of our character. Remarkable faculty members have a strong work ethic, care about students and colleagues, and consistently do more for others.

Faculty with integrity are the bedrock of our profession. We rely on them and gain security knowing they represent the best interests of our profession and professional organization. Remarkable faculty have integrity, but they don't wear it as a badge of honor in a superior way - they live it. Integrity is tangible and we can name its parts and wrap our arms around every facet, embrace it, and live it in our professional lives. Integrity can make things harder at times, but it always makes it easier to live with ourselves and for others.

Your professional reputation is one of the primary reasons that everyone trusts you and depends on you. Remarkable people do the right thing, for the right reason, in the right way. Remarkable faculty members do the right thing for the right reasons in every situation, because they do what is truly in the best interest of students and the profession. They understand that a great

deal of what we do impacts others and they always consider others when doing “things” the right way. When remarkable faculty members are busy, pressured, stressed, or tired, their course of action is to do the right thing, for the right reason, and they do it the right way.

The Star Makers

And then, there are the remarkable people in our profession who I will call the “star makers.” If we could only look into the future, we would see numerous stars who will emerge from our classes and advising/mentoring sessions; some expected and some very unexpected stars. We are fortunate, because our profession allows us to be “star makers.” We all realize that teachers and faculty members cannot make students a star, but we can heavily influence their ability to be a star. Nobody can make another person happy, generous, responsible, humble, honest or successful; but remarkable faculty expose students to knowledge and attitudes to help them achieve. This is our role as faculty members and our power in being a “star maker.”

As I look over this crowd, I see lots of “star makers.” When I get on Facebook and Twitter, I read about people in our profession who are “star makers.” They inspire and encourage people to be the best they can be. I see colleagues offer words of encouragement or post a picture of a student or teacher doing great things and I realize how important that encouragement and influence has on an individual. I watch and/or read about how my remarkable friends and colleagues create stars by their influence – not by their demands. We influence students with almost everything we say and do. Although we cannot make students learn, we can urge, praise, counsel, and encourage them. I am inspired. I am envious. I am encouraged. I am fortunate because I watch and read about “star makers” almost every day and it reminds me how I can and need to follow those qualities of “star makers.” After all, there were “star makers” in my life who provided me with the confidence, courage, and fortitude to become a teacher and then to become a college professor.....and many are in this room today.

My “Star Makers” friends make it a point to bring someone’s accomplishments or contributions to the attention of others. A person who loves accomplishments of others is appreciated and valued. Remarkable “Star Makers” give credit to others and love to praise accomplishments of their students and colleagues.

Being a Team Player

It is critical for us to understand how others view our profession. Public perception and perceptions of our stakeholders has a big impact on us, our institutions, agricultural education, and AAAE. As professionals, we will experience greater success if we think of ourselves and everyone who impacts AAAE as part of an interdependent team. It is the entire team that works toward the shared goal of making agricultural education a powerful discipline.

In order for AAAE to be highly effective, each of us must play a part in achieving overall success. We must understand everyone’s contribution and seek to share and enhance our mutual work. We should be committed to working with a shared purpose toward common goals. When we improve the profession, we also improve the people in it, and when we improve the effectiveness of the individual, the profession will improve as well. In a powerful organization, every member contributes and we work together as a team.

Work Ethic

As educators, we are aware that success is often a matter of mindset. We are also aware that many opportunities in life are handed to us every day. We have instilled this in our students, whether it is in a class or in an advising session, or during a club event. Changes in our attitude can make all the difference to success...and happiness.

Remarkable faculty see things that need to be done and they set their minds to “Git R’ Done.” Several initiatives have been started and have successfully moved our profession forward because our colleagues saw a challenge and took the initiative to solve the problem. Additional tasks may be difficult to tackle when we are feeling our plate is already too full with teaching, advising, scholarly work, and service. However, remarkable faculty are committed to doing what needs to be done and say to themselves, “What can I give?” instead of “What can I get?”

When we accept opportunities presented to us, our value goes up. Respect and trust come to us and so does success. Opportunity begins with our attitude and our attitude can get astonishing results. Remarkable faculty have a strong work ethic and are predominantly givers who are highly prized by others and the institution.

Embracing Your Stress

Agricultural education is known as a profession where we work hard and we play hard. We are in a serious, emotional, and stressful business. We deal with the lives of people, and how we treat people can have an impact on the quality and direction of their lives, and can be expanded to other people’s lives. Yes, we are in a pressure-packed and stress-filled profession. The demands and responsibilities placed on us can be overwhelming. As teachers, we are charged with helping our students become successful in our classrooms and in life. As faculty members, we must be productive researchers and provide valuable services to our students, institutions, and stakeholders. It seems like our job is never done and many of us never finish trying to do it.

The majority of our faculty members think, eat, and are involved in teaching, research, and service, most of their waking hours. A closer look into our professional lives may reveal that we are not as successful as we know we need to be. This reality can set the stage for many emotions. We can get tired, frustrated, angry, and depressed. We may feel unappreciated in our efforts to be effective and achieve our potential. As professionals, we take our responsibility seriously.

We work in a stressful environment and need to be aware that we can get overwhelmed at various times. I ask you to reflect on your professional lives from time to time and embrace your stress. Yes, embrace your stress. I contend that you are stressed out because you are *dad burn good*. You are great educators and researchers and provide valuable services to your institution. You are star makers, leaders, teachers, researchers, advisors, and mentors. With each title comes additional responsibility and additional stress. Sometimes, you have to step back and tell yourself the reason you are so stressed out is because you are so very talented. You could have chosen a profession, and you still can, where you have minimum stress in your daily lives. Minimal stress jobs are out there and you can easily get them. So, step back, look at the big picture and realize the reason you are so stressed out is because you are so good. I am not telling you this theory will reduce your stress from a research deadline, a class you are teaching, or other responsibilities, but after realizing your stress is self-inflicted, you may embrace it and take on a positive rather than negative attitude, and that will make an impact on how you deal with your stress.

I have also found that remarkable faculty “find the funny” in themselves, in their day, and with their students and colleagues. A sense of humor is one emotion that is vital to our mental health and research shows that we are more productive when we are having fun (Cabrera, 2013; Cheng & Wang, 2015; Tews, et al., 2013). Humor can enhance our efforts, stimulate our work, and translate to achievement – as long as it is not a distracting humor. Finding the funny is not the problem; the challenge is allowing ourselves and others to relax enough to enjoy it.

Humor is good for your health and there are few circumstances where a good belly laugh has caused physical, mental, or emotional damage. Finding the funny brings people together. Therefore, we need to embrace and enjoy it with our students, our colleagues, and our friends and family. We can begin by looking for the funny in ourselves. Laughing at ourselves and helping others find the funny in life is a beneficial trait. Learn to smile, laugh with people, and yes, even poke fun at yourself occasionally.

Do your part to create a sense of joy and fun in your department, college, and university. People work better in fun-loving atmosphere (Lamm & Meeks, 2009). The seriousness of our business makes it that much more important to keep our sense of humor.

Learning from Remarkable Faculty

AAAE provides us the opportunity to learn from faculty members and programs from across the nation. Our professional organization allows us to grow personally and professionally by being the catalyst to bring together teachers and scholars from across the nation. While you are here this week, look for remarkable faculty members and find out how they manage time, work, and relationships, and then translate what you see into your professional world. Observe their attitude and character traits and focus on the traits that can make you a better faculty member. Realize the perfect faculty member does not exist; we all have flaws. Just keep in mind that continuous improvement is your goal, not unrealistic perfection.

Your Dues Are Never Paid

We have all heard the term, “I’ve paid my dues” from people indicating they think they have done enough for the organization or the profession, or they are sending the message, “I don’t do those things anymore.” Over the years, I have observed remarkable professionals in AAAE who continue to “pay their dues” by remaining active in the organization and positioning our profession to grow and move forward. They continue to contribute by sharing their energy, skills, expertise, and experience. The truth is, not one of us has “paid our dues.” As long as we are in this profession, our character and ethics compels us to remain valuable contributors to the work and mission of our profession.

Remarkable professionals use their experiences and expertise to continually get better at everything they do - in teaching, research, and service. They continue to set goals that allow them to exceed expectations and maximize their contributions. I have observed a variety of faculty members (senior as well as junior) who are positive, proactive, set high standards, continue to learn, grow, and continue to participate in the institution and our profession.

Remarkable professionals in our organization invest in themselves throughout the year; they take advantage of personal and professional development opportunities, attend professional meetings, and establish meaningful personal and professional relationships. I hope you will give the biggest gift you can offer to AAAE by being an active member and sharing your skills, talents, and abilities to our profession. As long as we are in the profession, we “pay our dues” to meet the needs of our students and society.

Being Proud of Your Profession

In closing, I would like you to leave this session being proud of your profession and what you do. A few years ago, I was sitting in a Rangeland Resources Conference Room, diligently focusing on a graduate student defense and noticed a plaque on the wall that read, “Rangeland Management...It’s not rocket science, it is much more difficult.” After thinking about the saying, I jotted down a note to myself, “Agricultural Education, it’s not rocket science....it is much more complicated” and felt the quote fit us even better because we work with living, breathing human beings, and you have to admit, tinkering with a person’s mind, brain, and emotions is more complicated (and scientific) than a rocket.

Being remarkable in our profession isn’t easy – it’s even more difficult than being a rocket scientist. But we are fortunate, because our profession offers us the opportunity to provide special meaning to peoples’ lives, and that my friends, is a rare human privilege. Our attitude may have a greater impact on students and colleagues than almost anything we do.

My wife reminds me that being remarkable does not only happen at work, it should happen in everyday life. Treat every moment, every conversation, every person you face like they matter, and you will be remarkable.

Think of it this way: if you are satisfied with mediocrity, you will leave a mediocre legacy. If you challenge yourself to be remarkable, the impact of your influence will never be forgotten.

My friends and colleagues.....keep being remarkable.

Thank you.

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