EHHD Research Report

2017

(& AY 2017-18)

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# College of EHHD Research Report 2017

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Executive Summary of EHHD Research Report (2017)

The research agendas of our faculty are diverse, ranging from reporting biochemical differences between organic and non-organic Fuji Apples to describing the impact of Indigenous leadership on institutional racism in schools serving American Indian communities. Although some broad themes emerge in research across EHHD, such as facilitating equity in education and health, and promoting wellness for all Montana citizens, a topical theme is difficult to establish. Nevertheless, there is common ground among such diversity and a common research identity seems to be centered upon enacting the land grant mission. Specifically, the shared identity within the College of EHHD is found in serving our students and communities by integrating learning, discovery and engagement.

Indicators of research development include measures of faculty productivity in terms of publications, presentations, funded research proposals and funded research expenditures to name a few. These indicators are tied to faculty recognition. However, the indicators (such as the number of publications authored) are not enough to afford a faculty member recognition in terms of scholarly identity. Scholarly identity is foundational to scholarly productivity at both the individual and college level. A national reputation for expertise in pioneering new research terrain (recognized scholarly identity) adds to an individual’s credibility as well as enhancing the reputation of the college and university thus attracting more competitive funding for projects as well as attracting more students and faculty members. Thus, a vision resulting in increased scholarly productivity does not start with the productivity indicators but with a shared understanding across the college about what constitutes recognition of a distinct scholarly identity and how that scholarly identity is to be developed. The means for facilitating the development of scholarly identity is to engage faculty members in academic conversations and collaborations, train faculty members in current disciplinary knowledge and methodological skills, and nurture faculty members to deeply reflect upon their practice and share their reflections with others.

Engagement

Currently the College of EHHD has three centers—the Center for Multicultural and Bilingual Education, the Center for Research on Rural Education, and the Science and Math Learning Center. These centers have the capacity to engage faculty by providing a forum for interests to be expressed around specific research projects and collaborations.

Currently several faculty members within EHHD meet periodically in writing groups. Some of the writing groups were self-initiated while others developed through an initiative by MSU’s Center for Teaching and Learning. Faculty members within the writing groups perceive themselves as more productive.

Another means of facilitating faculty engagement in academic conversations and collaborations is to establish and promote various intra- and inter-collegiate forums. One example of such a forum is Common Threads, a network of MSU Indigenous researchers who meet monthly to discuss ongoing research with Indigenous communities throughout Montana.

Training

Current disciplinary knowledge and methodical skills are essential to the development of a scholarly identity as well as success in research productivity. EHHD initiatives included: the mini-grant program, monthly brown bag seminars on research methods, grant-writing boot camp, and grant award start-up meetings.

The EHHD mini-grant program provided incentive to faculty members to develop inquiry proposals around specific themes –such as community-based participatory research or the integration of teaching and learning scholarship. EHHD invested $156,964 funding specific faculty proposals. An initial assessment indicated that the return on investment from funded awards was 268% within 18
months of the first award. Additionally, the mini-grant funded projects produced 62 research presentations and seven publications. In addition to generating proposals for funded research, providing proposal authors with specific feedback.

Monthly brown bag’ seminars on various research methodologies of interest to Education and HHD faculty began in fall 2017. A grant writing boot camp was developed into a graduate course and offered to both graduate students as well as faculty members this past summer. By offering faculty and graduate students the opportunity to learn current research methodologies and gain skill in grant-writing from experienced grant writers, faculty members and graduate students are better able to successfully compete for limited grant funding and be more productive in developing their identities as scholars. The grant award start-up meetings offer just-in-time training in grant management as well as establish a collaborate environment among the PI, Co-PIs, departmental fiscal managers, HR staff, and OSP representative. Such meetings clarified the scope of the funded research project and prevented misunderstandings among the implementation team.

Nurturing
The nurturing of a scholarly identity requires solitude, reflection and feedback. EHHD’s two key strategies for nurturing are the establishment of a formal faculty mentoring program and the promotion of well-being. A primary goal for 2018 is to establish a formal faculty mentoring program. This past year, the leadership team has discussed, and we have asked others, such as the CAIHRE Director to present their experiences with faculty mentoring. Launching a viable mentoring program within the next year will facilitate a better understanding of scholarly identity as well as help in the process of developing scholarly identity through advocacy, support and feedback.

The promotion of well-being and a balanced life style is often neglected in the pursuit of garnering a scholarly identity, especially among junior faculty members striving to obtain tenure. It is essential that organizational routines and structures be created to facilitate the overall well-being of faculty members and help faculty and staff members to create a sustainable lifestyle.

Productivity
Forty-five students received $22,500 to present their research at regional, national, and international conferences during AY 17-18. This is an increase of 25% when compared with the year prior (AY16-17). Research Grant expenditures increased this past year by over $1,000,000 compared to last year (25% increase). Although publication in referred journals declined about 10%, the number of presentations and other scholarly products increased. As referred presentations and other scholarly products often lead to publications, we interpret this pattern as an indicator that efforts toward building capacity are working. Along this line, this is the first year that data on publication impact factor has been gathered. Although 27% of the publications this year were in high impact journals (2.0 or more), 40% of the publications this year were in publications that did not have an impact factor. In the field of Education, less that 11% of research is published in journals with an impact factor. This year, we plan to clarify the meaning of scholarly impact in Education and determine the best measures toward supporting a claim of scholarly impact.
Enacting the Land Grant Mission: Synthesis of a Research Identity for the College of Education Health and Human Development (EHHD)

The departments and programs housed within EHHD are among the most diverse grouping of disciplines housed in any college at Montana State University. Academic disciplines range from Early Childhood Education to Adult and Higher Education, and from Food Science to Mental Health Counseling. Similarly, the research agendas of our faculty are equally diverse ranging from reporting biochemical differences between organically and non-organically produced Fuji Apples to describing the impact of Indigenous leadership on institutional racism in schools serving American Indian communities. Although some broad themes emerge in research across EHHD, such as facilitating equity in education and health, and promoting wellness for all Montana citizens, a single topical theme is difficult to establish. Nevertheless, there is common ground among such diversity and a common research identity seems to exist which is centered upon the concept of enacting the land grant mission. Specifically, a common identity is found in serving our students and communities by integrating learning, discovery and engagement.

Boyer (2016) outlined four types of scholarship (see Figure 1). The scholarship of discovery is most closely associated with the meaning that we ascribe when using the term of research. It is the process and result of empirical inquiry. Scholarship of Engagement is applied scholarship often deliberately directed toward facilitating outcomes for a specific community or within a specific context. Scholarship of Teaching and Learning is the continuous improvement of applied instructional and curricular activities to improve student outcomes. Integrated scholarship is the combination of all three, or two of the three (Discovery, Engagement and/or Teaching & Learning) into a single project or series of similar projects.

**FIGURE 1**
TAXONOMY OF SCHOLARSHIP WITHIN THE COLLEGE OF EDUCATION, HEALTH AND HUMAN DEVELOPMENT
An example of integrated scholarship within EHHD is the Indian Leadership Education and Development (I LEAD) project. The project was initiated in 2006 through a series of professional development grants provided by the US Department of Education amounting to almost five million dollars ($4.8M). It has increased the number of American Indian licensed school administrators in Montana 11-fold. The project began as an outreach project to provide graduate education to teachers located in the remote areas of Northeast Montana. The theory of action used to guide the project has served as a national model facilitating the preparation of Indigenous school leaders, thus providing an example of the scholarship of engagement (Henderson, Ruff, and Carjuzaa, 2015; Ruff & Erickson, 2008). The teaching methodologies used in the project questioned the appropriateness of commonly used graduate assessment methods with Indigenous students, thus providing an example and contributing to the scholarship of teaching and learning (Carjuzaa & Ruff, 2010). Finally, long-term evaluation of the project revealed a relationship that existed between the authentic leadership of project graduates and a reduction in institutional racism within the schools which these graduates lead (Henderson, Carjuzaa & Ruff, 2015). Within EHHD, such examples of integrated scholarship are numerous: Held & McCormack, “Improving chronic illness management with the Apsaalooke Nation: The Baannilah Project,” Sponsored by National Institute Of Health (NIH); Miles, Walk, and Yeoman, “Controlling Inflammation and Atherogenesis through Exercise and the Gut Microbiome,” Sponsored by American Heart Association; Harmon, “Product Development and Evaluation Resources and Infrastructure to Support Value-Added Specialty Crops,” Sponsored by Montana Department of Agriculture (MDA), (AMEHEA); Byker and Ahmed, “Enhancing Dietary Quality through a Community-Based Food Intervention for FDPIR Participants on the Flathead Reservation,” Sponsored by National Institute Of Health (NIH); and Carjuzaa, Ruff & Henderson, “Montana Teachers of English Language Learners,” sponsored by US Dept of Education, to name just a few.

Understanding the taxonomy of scholarship that exists within EHHD is essential to appropriately recognizing, valuing and developing the full range of diverse scholarship that exists among the research agendas of all faculty members. For many of the physical, biological, and social science disciplines integrated scholarship often begins with the scholarship of discovery. Basic research is then translated into the scholarship of engagement and/or the scholarship of teaching and learning. Similarly, there are several faculty members within EHHD whose research agendas focus on the scholarship of discovery. Yet, most EHHD faculty members focus on the scholarship of engagement or the scholarship of teaching and learning then translate this scholarship into the scholarship of discovery. The creative effort for most lies in constructing a theory of action from principles derived from the physical, biological, or social sciences and applying the theory of action to a specific context, evaluating the results and adapting the theory of action (scholarship of engagement or scholarship of teaching & learning depending upon the context of the application). Such theories of action are translated into the scholarship of discovery.

Argyris (1999) wrote:

Most social science research...has as its ultimate objective explanation and generalization. It is a science after-the-fact. Social scientists observe what is going on, organize their observations into theories that explain, generalize, and predict. ...The fundamental assumption of after-the-fact
theory is that someday it will become complete enough to be used to inform before-the-fact phenomena. This assumption can be questioned on empirical as well as logical grounds. (p.306)

Thus, translating outcomes from theories of action applied within specific contexts is a valid and valuable approach to generating research. Put another way, translating the outcomes obtained through the scholarship of engagement or the scholarship of teaching and learning into the scholarship of discovery is just as important as translating the scholarship of discovery into engagement or teaching and learning.

References


EHHD Strategic Plan for Research Development

As noted in the preface of this report, the scholarship interests within EHHD are diverse and multi-faceted. Boyer’s (2016) model where the taxonomy of scholarship extends beyond discovery to embrace the land grant mission characterizes the scholarship of this college well. Specifically, the scholarship of EHHD includes discovery, but other forms of scholarship such as the cross-disciplinary scholarship, the scholarship of engagement (outreach), the scholarship of teaching and learning, and integrated scholarship are equally celebrated. Examples of EHHD scholarship in Discovery include research into chronic disease prevention and rehabilitation (Miles, Becker) as well as bioenergy carbon capture (Ahmed).

The scholarship in cross-disciplinary research utilizes core knowledge from different disciplines to produce unique applications and understandings. Examples of EHHD cross-disciplinary scholarship include topics of student transition to college success (Seifert, Downey, Vaterlaus, and Wilson) and adaptive technology-based pedagogy (Lux, Hughes, and Seifert).

The scholarship of application and outreach uses disciplinary knowledge and evidence-based research findings to improve local conditions within a specific context such as a community or a school. Examples of EHHD outreach scholarship include topics such as the Digital Storywork Project (Stanton) facilitating the preservation of Northern Plains tribal languages and cultures, Grandparents Raising Grandchildren (Bailey) and Farm to School programs (Bark, Roth, and Byker Shanks).

The scholarship of teaching and learning advances and improves educational methods by creating, evaluating and disseminating instructional and curricular interventions. Examples of EHHD teaching and learning scholarship includes projects such as Troops to Teachers (Carson & Gaub) and Indian Leadership Education and Development (I LEAD) (Ruff, Carjuzaa & Henderson).

Integrated scholarship occurs when an area of inquiry overlaps multiple types of scholarship. Examples of EHHD integrated scholarship includes Messengers for Health (Suzanne Held), a community-based participatory research project that seeks to discover and disseminate new methods for community-based participatory research and community health, but also seeks to improve the health and well-being of a specific community. Another example of EHHD integrated scholarship includes the Montana Teachers of English Language Learners (MontTELLs) project (Carjuzaa, Ruff, & Henderson), a clinical trial testing the efficacy of two distinct instructional methods while at the same time facilitating parent engagement in schools and enhancing ELL student achievement at various schools across Montana.

Within the College of EHHD, Integrated scholarship is prevalent. This past year, the first “EHHD Talks” were conducted. “EHHD Talks” is a forum where members of the public are encouraged to attend and listen to six award winning faculty members each recognized as outstanding for teaching, research, or service in each of the college’s departments (Education and Health & Human Development). This year there were approximately 100-120 people attending from the Bozeman community. Although each faculty member was selected based upon accomplishments within a single area, many attending the EHHD Talks noted that each of the speaker’s topics and accomplishments were in fact integrated across all three of the areas.
Foundational Assumptions about Scholarly Productivity:

Defining and Developing Scholarly Identity

For more than three decades, the quality of the American K-12 school system has been evaluated based upon a narrow band of indicators in which student performance scores in math and reading on a high-stakes standardized test is most valued. Within the last decade, many higher education institutions have adopted similar indicators to evaluate various programs. Despite the wide use of performance indicators, a system-wide focus on improving performance scores, and high stakes decisions resting on such indicators, little has changed. From 2001 to 2015, math achievement scores in American public schools (including charter schools) had a gain of less than one percent. Reading achievement increased less than half a percentage point during this period. These data suggest that performance indicators are an insufficient means of accomplishing change. Indicators simply document whether change has occurred. Change requires a shared vision and sound action plan.

Indicators of research development include measures of faculty productivity in terms of publications, presentations, funded research proposals and funded research expenditures to name a few. These indicators are tied to faculty recognition. However, the indicators (such as the number of publications authored) are not sufficient to afford a faculty member recognition in terms of scholarly identity. For example, Assistant Professors who publish a sufficient number of articles to obtain tenure but do not have coherent research agendas seldom publish beyond achieving tenure. Scholarly identity lies at the heart of scholarly productivity.

Scholarly identity is foundational to scholarly productivity at both the individual and college levels. A national reputation for expertise in pioneering new research terrain (recognized scholarly identity) adds to an individual’s credibility as well as enhancing the reputation of the college and university thus attracting more competitive funding for projects as well as attracting more students and faculty members. Thus, a vision resulting in increased scholarly productivity does not start with the productivity indicators but with a shared understanding across the college about what constitutes recognition of a distinct scholarly identity and how that scholarly identity is to be developed.

The role and scope document is the essential map for defining scholarly identity. The criteria for retention specifies, among other things, the articulation of a research identity as well as progress made towards demonstrating the research identity in terms of a clear and concise research agenda and evidence in developing that agenda. The criteria for tenure and promotion to Associate Professor requires demonstrating that a research identity has been established through evidence of a series of scholarly activities. The criteria for promotion to Professor requires that others recognize an established scholarly identity demonstrating evidence of pioneering new research terrains or methods or leading others into new lines of inquiry. By specifying the criteria for evaluating and assessing key milestones in the development of scholarly identity, the role and scope document requires faculty members to concretely define and establish the meaning of their own scholarly identity. The meaning becomes shared through the retention, tenure and promotion process with colleagues within their department, college and university.

With the role of scholarly productivity indicators established and the means of defining scholarly identity specified, the question remains as to how to facilitate and develop scholarly identity among faculty. The answer is to engage, train, and nurture faculty members so that they (1) become aware of
the need for a scholarly identity, (2) garner the knowledge and skills necessary to bound and develop a scholarly niche to articulate their scholarly identity, and (3) collaborate with others to encourage further inquiry and engagement within a given domain of scholarship.

**EHHD Action Plan for Scholarly Productivity**

As specified above, scholarly productivity is a function of developing the scholarly identity of faculty members. The means for facilitating the development of scholarly identity is to engage faculty members in academic conversations and collaborations, train faculty members in current disciplinary knowledge and methodological skills, and nurture faculty members to deeply reflect upon their practice and share their reflections with others.

**Engagement:**

Currently the College of EHHD has three centers—the Center for Multicultural and Bilingual Education, the Center for Research on Rural Education, and the Science and Math Learning Center. These centers have the capacity to engage faculty by providing a forum for interests to be expressed around specific research projects and collaborations. Purposefully developing structures within these centers to promote recruitment of interested faculty members will engage them in ongoing collaborations with others having similar interests. Such structures have the potential to enhance the scholarly identity of the individual faculty members, the reputation of the center, and could result in increased grant and publication productivity.

Currently several faculty members within EHHD meet periodically in writing groups. Some of the writing groups were self-initiated while others developed through an initiative by MSU’s Center for Teaching and Learning. Faculty members within the writing groups perceive themselves as more productive. Emphasizing and encouraging faculty members to join and meet regularly with a writing group will promote meaningful academic conversations and collaboration.

Another means of facilitating faculty engagement in academic conversations and collaborations is to establish and promote various intra- and inter-collegiate forums. One example of such a forum is MSU’s Common Threads Network of Indigenous Communities’ Research Partners, a group that meets monthly to discuss ongoing research with Indigenous communities throughout Montana.

**Training:**

Current disciplinary knowledge and methodical skills are essential to the development of a scholarly identity as well as success in research productivity. To this end, several initiatives within EHHD focus on facilitating faculty members’ knowledge and skill. These include: the mini-grant program, monthly brown bag seminars (in FY18 focused on diverse research methods), grant-writing boot camp, and grant award start-up meetings.

The EHHD internal grants program provides incentive to faculty members to develop inquiry proposals around specific themes —such as community-based participatory research or the integration of teaching and learning scholarship. Proposals are reviewed by the EHHD Leadership Team and awarded to faculty members or groups of faculty members based on the merits of the proposal. In addition to generating proposals for funded research, providing proposal authors with specific feedback,
and generating feasibility data that can be used in garnering external funding, the program provides PIs with experience in grant management.

Monthly “brown bag” seminars on various research methodologies of interest to Education and HHD faculty began in fall 2017. Specific researchers were identified and asked to share their insights on a research method used in a recent publication. A copy of the publication was shared prior to the seminar. The researcher shared both the formal aspects of the methodology as well the insights gleaned in implementing the study. Topics included: community based participatory research, case study research, the delphi and Q-sort methods, and using government and purchased data sets for research.

A grant writing boot camp was developed into a graduate course and offered to both graduate students as well as faculty members this past summer. Throughout the 6-week course, participants developed a project from an idea to a full proposal receiving feedback on the process at each major step from conceptual model through proposal narrative and budget justification. By offering faculty and graduate students the opportunity to learn grant-writing from experienced grant writers, their skills are honed, and they are better able to successfully compete for limited grant funding.

The grant award start-up meetings offer just-in-time training in grant management as well as establish a collaborative environment among the PI, Co-PIs, departmental fiscal managers, HR staff, and OSP representative. The meeting clarifies the scope of the funded research project as well as specifying unique aspects of the awarded grant to prevent misunderstandings among the implementation team.

Nurturing:

The nurturing of a scholarly identity requires solitude, reflection and feedback. EHHD’s two key strategies for nurturing are the establishment of a formal faculty mentoring program and the promotion of well-being.

A primary goal for FY2019 is to establish a formal faculty mentoring program. This past year, the leadership team has discussed the idea as well as how such a program might be structured. Additionally, we have asked others, such as the CAIHRE Director to present their experiences with faculty mentoring. A viable mentoring program will facilitate a better understanding of scholarly identity as well as help in the process of developing scholarly identity through advocacy, support and feedback.

The promotion of well-being and a balanced life style is often neglected in the pursuit of garnering a scholarly identity, especially among junior faculty members striving to obtain tenure. EHHD holds well-being among its defining core values. Therefore, it is essential that organizational routines and structures be created to facilitate the overall well-being of faculty members and help faculty and staff members to create a sustainable lifestyle.

**Immediate Goals for FY2019**

- Continue monthly “brown bag” seminars promoting the understanding and skills needed for to establish and maintain a scholarly identity.
- Blog and Tweet tips for grant success.
- Formalize a new faculty mentorship program.
- Offer a graduate course on grant writing in conjunction with a faculty grant-writing boot camp.
- Develop a comprehensive faculty handbook that makes tacit processes explicit.
- Facilitate meetings of scholars working with Indigenous communities.
- Continue to organize campus-wide symposia such as EHHD showcasing of CBPR Projects in Sept 2018 as part of the 125 Year Anniversary Celebration.
**EHHD Office of Research Development: Strategic Plan 2017-18**

- **Dean**
- **Associate Dean of Research Development**
- **Project Development/Grants Specialist**
- **EHHD Leadership Team**

### Mentoring & Supporting
- Meet individually with new faculty re: research agenda and development
- Provide/coordinate mentoring for faculty re: research, grants, training and BOR center development
- Provide Pre-award assistance (office hours, provide training & workshops, resources, assist with writing/editing, facilitate group discussions, circulate opportunities, connect with OSP staff and forms, budget development and support, EPCF training)
- Provide Post-award assistance (post-award meetings (start-up meetings, university policies, program/planning meetings, workshops and training as needed)
- Coordinate student travel scholarship program
- Coordinate college research seed grant program in collaboration with EHHD leadership team
- Coordinate the external grant reader/reviewer program (market this program with new faculty mtgs)

### Planning & Reporting
- Lead policy discussions and development for policies pertaining to faculty grant activities, such as the EHHD LOI, course buy-out policies, OSP policies, IPR, etc.
- Collect and report data regarding EHHD scholarly activities (submissions, awards, expenditures, publications, presentations etc.)
- Collect and report data re: contacts with faculty
- Meet bi-monthly with Dean to discuss initiatives and provide updates
- Attend weekly EHHD leadership team meetings, and provide progress updates monthly

### Marketing & Communication
- Lead development of EHHD scholarship marketing materials (the EHHD research story)
- Facilitate smooth relationships between faculty and college staff (HR and fiscal; university business office)
- Coordinate meetings with other college research coordinators /Assoc Deans
- Serve on Research Council (with VPRED)
- Serve on ADVANCE research capacity team (Suzanne Held)
- Attend OSP meetings and research facilitation network meetings
- Systematically collect and disseminate information on faculty research publications and grants in collaboration with EHHD communications (work with Office of planning and analysis and MSU library)
- Organize annual Research Symposium in collaboration with VPRED office

### Research Culture
- Lead EHHD Research Council; regularly solicit input
- Assist with recruiting excellent research faculty by meeting with candidates
- Support ‘Outstanding Faculty’ scholarship presentations by familiarizing with work and professionally introducing speakers
- Send congratulations to faculty successfully submitting a grant
- Develop collective research agenda for EHHD; Foster a unifying research identity
- Facilitate EHHD faculty sharing their expertise and the form of interdisciplinary teams
- Connect EHHD to MSU research initiatives as appropriate
- Publicize university opportunities for professional development
- Identify and match professional development opportunities with faculty needs

### FUTURE GOALS:
- Monthly EHHD research council meetings
- Establish indigenous research working group
- Organize CBPR symposium for Sept 2018
- Develop Grant Writing Boot Camp/Graduate Course
- Catalog of external awards appropriate for EHHD faculty
- Quarterly hard copy newsletter for EHHD alums
- Health Disparities cross-college symposium
- Training for conducting research with Indigenous communities

### 2017-18: Short-term goals:
- Monthly research methods brown bags
- Monthly PI training workshops (HR, adv. Grant management etc.)
- Faculty Handbook with college policies (indigenous research, external grant review etc.)
- EHHD outreach impact map
- Publish Regular grant writing tips
- Connect research plan with Role and Scope Docs
- Mini-grant assessment report
- 2017 Research Report for VPRED; concept. frmwk
- Develop Plan for EHHD faculty mentoring program
EHHD Office of Research Development
Strategic Plan

Dean’s Council, February 9, 2018

Alison Harmon, Dean
Bill Ruff, Associate Dean for Research Development
Elizabeth Bird, Project Development & Grants Specialist
Tricia Seifert, Head, Department of Education

EHHD Office of Research Development:
Infrastructure to Support Scholarship

Integrated and Inclusive Scholarship

- Mentoring & Supporting
- Planning & Reporting
- Marketing & Communication
- Developing and Facilitating a Research Culture
EHHD Scholarship

Cross-Disciplinary
Student Transitions to College Success (Seifert, Downey, Vaterlaus, Wilson)
Adaptive Technology-based Pedagogy (Lux, Hughes and Seifert)

Discovery
Chronic Disease Prevention and Rehabilitation (Miles, Becker)
Bioenergy carbon capture (Ahmed)

Integration
Messengers for Health
MT Teachers of ELLs

Application / Outreach
Digital Storywork Project (Stanton)
Grandparents Raising Grandchildren (Bailey)
Farm to School (Bark, Roth)

Teaching & Learning
Troops to Teachers (Carson, Gaub)
Indian Leadership Education and Development (Ruff, Carjuzaa)

EHHD TALKS
TUESDAY JANUARY 30, 2018 - 5:30 P.M.
MUSEUM OF THE ROCKIES RAGER AUDITORIUM

Please join us for a celebration of outstanding teaching, research and engagement in the College of Education, Health and Human Development
Scholarly Development
(Underlying Assumptions of Role and Scope)

- Recognition of Scholarly Identity: Pioneering and leading others into new scholarly fields
- Demonstrating a Scholarly Identity
- Articulating a Scholarly Identity

Facilitating Recognition

- Nurture
- Train
- Engage
Scholarly Productivity

**ENGAGE:**
Academic Conversation and Collaboration
- Developing Capacity of Centers
- Emphasizing Participation in Writing Groups
- Intra- and Intercollegiate Forums

**TRAIN:**
Current Disciplinary Knowledge and Methodological Skill
- Mini-Grant Awards Program
- Monthly “Brown Bag” Seminars
- Grant-Writing Boot Camp
- Grant Award Start Up Meetings

**NURTURE:**
Solitude and Reflection
- Faculty Mentoring
- Promotion of Well-being

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**EHHD Office of Research Development Goals for 2018**

- Continue to offer faculty research methods brown-bag seminars
- Blog/tweet tips for grant success
- Formalize a new faculty mentorship program
- Offer a graduate course on grant-writing combined with faculty “bootcamp”
- Develop a comprehensive faculty handbook (make the tacit explicit)
- Facilitate meetings of scholars working with Indigenous communities
- Continue organizing campus-wide symposia – next up: EHHD/CBPR projects, September 2018 (MSU 125th Anniversary celebration event)
EHHD Strategic Goals Aligned with the MSU Draft Strategic Plan (as of August 2018)

<table>
<thead>
<tr>
<th>University</th>
<th>College of EHHD</th>
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<tbody>
<tr>
<td><strong>INTENTIONAL FOCUS 2: Improve Lives and Society through Research, Creativity, and Scholarship</strong></td>
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</tr>
<tr>
<td>Montana State University faculty, staff, and students are known for discovering, applying, testing and sharing knowledge and creative works that expand understanding and positively impact lives and society.</td>
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<tr>
<td><strong>GOAL 2.1: Enhance the significance and impact of scholarship</strong></td>
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<tr>
<td>MSU research and creative activity demonstrates impact on Montana’s and the world’s pressing challenges through application of our discoveries in communities, industry and organizations, as well as through academic indicators of the expansion of knowledge.</td>
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<tr>
<td><strong>METRICS and ACTIONS</strong></td>
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<tr>
<td>1. MSU will foster four Grand Challenges of Montana responsive to regional and global needs:</td>
<td>1. EHHD will facilitate productivity and responsiveness to MSU’s Grand Challenges especially regarding “Caring for our communities” by leading the way in innovations toward “access and equity in education and health outcomes” as well as facilitating knowledge of and the use of a community-based participatory research (CBPR) orientations across the MSU campus.</td>
</tr>
<tr>
<td>· Caring for our natural and built environment: environmental science, design, engineering, architecture and society</td>
<td>2. Recognizing the challenges in gaining external support for CBPR projects due to an inability to specify clear product outcomes in a CBPR project proposal, EHHD will provide mini-grants to faculty for process outcomes that enable the collaboration with communities to develop product outcomes.</td>
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<tr>
<td>· Caring for our communities: One Medicine, mental health and brain research, access and equity in education and health outcomes, community-based participatory research</td>
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<tr>
<td>· Feeding the world: sustainable food systems, precision agriculture</td>
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<tr>
<td>· Securing Montana’s future: cybersecurity, photonics and optics, defense and energy</td>
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2. MSU will define external outcome measures that reflect success in the Grand Challenge areas, e.g. changes in relevant state-wide indicators, by 2020, and will monitor these for demonstrated research-related improvement by 2024.

3. MSU will enhance education of undergraduates and graduate students through increased participation in research, creative and entrepreneurial activities by 10% by 2022.

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<tr>
<th>GOAL 2.2: Expand interdisciplinary scholarship</th>
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<tr>
<td>MSU research and creative activity increasingly spans traditional disciplinary boundaries to solve the world’s pressing challenges. Our interdisciplinary expertise as the University of the Yellowstone™ carries unique possibilities for inference, translation and impact.</td>
</tr>
</tbody>
</table>

**METRICS and ACTIONS**

1. MSU will secure at least one new interdisciplinary training grant or center grant for each Grand Challenge area by 2024.

2. MSU will increase the grant expenditures associated with PIs in multiple academic units by 25% by 2022.

3. MSU will increase the number of scholarly products that are authored or created by faculty from two or more academic units by 10% each year.

4. MSU will increase the number of faculty who have multi-unit appointments or affiliations from 150 to 250 by 2024.

3. EHHD will facilitate productivity and responsiveness to MSU’s Grand Challenges especially regarding “Feeding the world” by clarifying the current realities, and leading efforts toward the creation of potential innovations.

4. EHHD will increase the student engagement in research by providing financial support for student travel to regional, national, and international conferences.

5. Faculty will be encouraged to include funding for undergraduate, graduate or post-graduate students in grant proposals.

1. EHHD will sponsor at least one cross-campus activity per year to attract researchers from a variety of disciplines and encourages the development of cross-disciplinary scholarship.

2. EHHD will give priority to mini-grant proposals to project teams with faculty from both Education and HHD departments.

3. EHHD will explore, and if appropriate collaborate to develop, grant proposals that provide training or structural leadership for a Grand Challenge area.

4. EHHD will continue its cultivation and expansion of faculty-led grant activity.
| GOAL 2.3: Strengthen institutional reputation in scholarship |
| MSU’s success in scholarship results in increased state, national and international prominence. |
| METRICS and ACTIONS |
| 1. MSU will annually increase scholarship standing when compared to peer institutions. |
| 2. MSU faculty will be recognized as regional and national leaders in Grand Challenge areas by 2024. |
| 3. MSU will demonstrate improved institutional reputation through the increased size of faculty applicant pools, increased diversity of applicant pools and increased ratio of offers accepted to offers made. |
| 4. MSU will increase the number of faculty with membership among national academies, professional society fellows and state/federal/international advisory committees. |
| 5. More MSU faculty and students will receive national and international awards, honors and prestigious scholarships. |
| 6. MSU will increase its number of international projects and collaborations by 10% by 2024. |
| 5. EHHD will collaborate where appropriate to sponsor multi-unit faculty appointments. |
| 1. EHHD will increase awareness of professional recognition opportunities and nominate 10% more faculty members and students for regional, national, and international professional and disciplinary awards. |
**GOAL 2.4: Elevate expectations for scholarship**

MSU faculty, staff and students hold themselves to the highest standards of research and creative productivity.

1. **METRICS and ACTIONS**

1. Colleges, departments and centers will set goals and document progress in their annual research reports by 2020.

2. MSU will have annual contract and grant expenditures exceeding $200 million spanning all units by 2024.

3. Publications, presentations of creative works, translational research and creative activity and other evidence of dissemination of scholarship will meet or exceed peer benchmarks by 2024.

4. MSU will increase the number of research faculty, research staff, post-docs and graduate students funded on external contracts and grants by 2022.

1. EHHD will provide increased professional development and mentoring opportunities to faculty to increase each faculty members’ scholarly reputation and productivity.

2. With an overall goal of engaging each faculty member in routinely publishing research, EHHD will establish baseline data during AY 18-19 as to the percentage of faculty members publishing each year and who they are collaborating with (such as students, colleagues within the same discipline, colleagues in other disciplines, etc.). This baseline data will be analyzed to establish progressive and realistic faculty engagement goals in each of the disaggregated categories.
**EHHD Research Themes: Well-Being of Diverse Populations**

Note: Most categories below include faculty or program leaders from both Education and Health & Human Development.

**Student Success and Educational Research Themes - 2017**

- **Bilingual & Multicultural Education**
  - Advancing educator competencies on behalf of multicultural learners (Carjuzaa, Hunts, Ruff)
  - Cultural immersion service learning (Bangert, Carjuzaa, Ruff, Stanton)
  - Culturally responsive teaching (Carjuzaa, Stanton)
  - Indian Education for All (Carjuzaa, Hunts, Stanton)
  - Indian Leadership Education and Development (ILEAD - Ruff)
  - Pre-service teachers’ understanding of student equity (Ellsworth, Pennington)

- **Quality Counselor Preparation**
  - Counselor identity and competency development (Elliott, Hurt-Avila)
  - Counselor practicum student wellness (Koltz, Wathen)
  - Pedagogy in counselor development (Dunbar, Elliott, Franklin, Hurt-Avila, Koltz, Tarabochia)

- **Quality STEM P-12 and Undergraduate Education**
  - Developing engineering students’ leadership skills (Hughes)
  - Inclusive technologies in classroom environments (Kalonde)
  - Interdisciplinary programs impact (T. Seifert)
  - Students’ complex problem-solving (Brody)
  - Public health data presentation skills (Becker)
  - Teaching scientific culture (Carson)
  - Technology-based pedagogy (Hughes, N.Lux, T. Seifert)
  - Undergraduate Indigenous students in STEM (Hunts, Myers, Windchief)
  - Underrepresented groups in STEM (Held, Hughes)

- **Quality Teacher, Administrator and Coach Preparation**
  - Administrator perception of teacher preparedness (C.Lux)
  - Coach leadership and athletic program goals (Stewart)
  - Effective teacher development (consumer science, math and technology) (Luo, N. Lux, Osborne)
  - Infant/toddler developmental needs in pedagogy (Decker)
  - Fostering English writing skills and reading proficiencies (Carjuzaa, Ellsworth, Herbeck, Pennington)
  - Negotiating challenges in history education (Stanton)
  - Policy and gaps in educational leadership (Decker, Ruff, Versland)
  - School leader self-efficacy and identity (Henderson, Versland)
  - School library advocacy (Ewbank)
  - Troops to Teachers (Carson, Gaub)

- **Student transitions success - to college and career**
Educational Institutions’ Success Themes - 2017

- Educational and Scientific Program Evaluations (Hunts, Myers)
- Higher education responses to fair labor standards (Van Schenkhof)

Rural schools improvements
- Early Childhood Project (Jensen)
- Library practices (Ewbank)
- [Center for] Research in Rural Education (Downey, Versland, Schmitt Wilson, Waterton)
- School and student health improvement (Ahmed, Bark, Byker Shanks, McMilin, Nelson, Tarabochia)
- Team Nutrition (Bark)
- Technology integration (Kalonde)

Socio-economic/quality of life impacts in higher education
- Academic integrity in physical activity courses (Stewart)
- Campus sexual assault (Elliott)
- Family life in higher education instruction (Myers)
- Family science education (Vaterlaus)
- Indigenizing higher education (Windchief)
- Indigenous research methods (Stanton, Windchief)
- Peer assessment in pedagogy (Van Schenkhof)
- Tribal colleges and universities – unique leadership education needs (Windchief)

Thriving Individuals, Families & Communities Themes - 2017

- Chronic Disease Prevention and Rehabilitation
  - Apsaalooke Messengers for Health – Chronic disease management (Held, Schure)
  - Cardio-metabolic disorders (Heil)
  - Diabetes management and self-efficacy (Held, Schure, Simonds)
  - Diet & exercise interactions; inflammation (Miles)
  - Mental health disorders management (Dunbar, Schure)
  - Obesity, diet and physical activity (Byker Shanks, Miles, Paul, J.Seifert, Vaterlaus)

- Culturally Responsive Health Research
  - Apsaalooke environmental (water) health literacy project (Simonds)
  - Digital Storywork Project (Stanton)
  - Fort Peck buffalo connections project (Bird, Rink)
  - Indigenous geriatrics (Schure)
• Indigenous research methods (Held, Schure, Simonds)
• Rural/American Indian food environments and nutrition education (Ahmed, Byker, Hunts)
• Sexual & reproductive health in Indigenous communities (Rink, Simonds)

• Environmental Care
  • Climate change and the water-energy-food nexus (Ahmed)
  • Environmental behaviors (Bangert, Simonds)
  • Environmental education (Brody, Simonds)
  • Sustainable agricultural practices (Ahmed)
  • Sustainable food systems – education and advocacy (Harmon)

• Family Well-Being
  • Breast feeding among SNAP recipients (Byker Shanks)
  • Early childhood disability and development interventions (Decker)
  • Early childhood language and hearing impairment responses (Decker)
  • Early Childhood Project (Jensen)
  • Gerontology (Tarabochia, D. Koltz, Osborne)
  • Grandparents Raising Grandchildren (Bailey)
  • Media in relation to adolescent and family well-being (Vaterlaus)
  • Socio-economic nutrition barriers (Harmon)
  • Substance use disorders (Dunbar, Rink)

• Hospitality
  • Consumer science (Hunts, Kim, Van Schenkhof)
  • Employee behavior (Kim, Van Schenkhof)
  • Environmental trends (Kim)
  • Food preparation and nutrition (Gaston, Kuo)

• Physical conditioning and biomechanics
  • Biomechanics analysis (Becker, Heil, J.Seifert)
  • Individual physical conditioning (Becker, Heil)
  • Personality and performance (Owens)
  • Sleep outcomes measurement (Heil)
  • Sports medicine (Becker, Heil, J.Seifert)

• Rural well-being
  • Health perceptions in rural Montana (Held)
  • Mental health education (Bailey)
  • Remote mental health treatment (Schure)
  • Rural nutritional environments (Bark [Team Nutrition], Byker Shanks, McMilin, Vaterlaus)
  • Suicide Prevention (Bailey, Schure)
  • Youth life values (Schmitt Wilson)

• Value-Added Local Food Systems
  • Dietician preparation (Anacker, Byker, Diffenderfer Kaiser, McMilin)
- Farm to School (Bark, Byker Shanks, C.Lux, Roth)
- Foods genetic diversity (Ahmed)
- Food safety (Paul)
- New Montana food products (Bangert, Harmon, Hunts, Kuo)
Center Name

Center for Research on Rural Education

Mission of the Center

To collaborate with Montana’s rural PK-12 schools/districts, universities, tribal colleges, and state agencies to conduct and disseminate research to support and strengthen rural education and leadership in the state of Montana and across the nation.

Director

Jayne Downey, PhD

Key Staff

None at this time.

Affiliated Faculty

Tena Versland, EdD
Ann Ewbank, PhD
Sarah Schmitt-Wilson, PhD
Jennie Luebeck, EdD
Nigel Waterton, EdD

Center Accomplishments and Significant Events during 2017

Grants Submitted in Collaboration with Montana’s Rural Schools and Agencies in Support of CRRE Rural Programs and Research


**Publications to Disseminate Rural Education Research Findings**


**Research Presentations to Disseminate Rural Education Research Findings**


2. Downey, J., Schmitt-Wilson, S., & Beck, A. (2017). *Rural youth and educational attainment: Elevating the conversation*. Presented at the National Forum to Advance Rural Education at the annual meeting of the National Rural Education Association, Columbus, OH.


Invited Presentations Addressing Issues & Challenges in Rural Education

Technical Reports in Support of Montana’s Rural Schools

Website Development
We designed and launched a new website for the CRRE to showcase the work of the Center and communicate with our stakeholders across the state http://www.montana.edu/crre/index.html.

International Symposium Planning
We spent four months in 2017 making preparations to host the International Symposium for Innovation in Rural Education (ISFIRE) 2018 to be held at MSU August 1-3, 2018.

Launch of the Rural Practicum
13 students participated in the inaugural Rural Practicum and were introduced to the opportunities available in Montana’s rural schools through an immersive field experience in the Bakken area in May. Participating communities included Bainville, Froid, Culbertson, Fairview, Sidney and Savage.

Continuation of the Rural Colloquium
Launched in December 2016 with Superintendents from rural Montana districts, the Rural Education Colloquium continued in April and December 2017 with Superintendents from across rural Montana. This event provides a networking lunch, interactive panel conversation, and in-person interview opportunities for graduates to learn about the benefits of teaching in one of Montana’s rural communities.

Expanded Offering of EDU 101
- With a Title II grant from OCHE, we offered a “train the teacher” model to expand EDU 101 Teaching and Learning dual enrollment to 13 school districts in NE Montana and along the Hi-Line.
- Introducing students to the teaching profession (complete with college credit) while in high school provides a clear pathway for students to envision their success in college and the opportunity to contribute to their home community by returning to teach.
• 13 rural districts offered EDU 101 as a dual enrollment course in Fall 2017.

Editorship of the Australian and International Journal on Rural Education
After serving for a year as a consulting editor for the Australian and International Journal on Rural Education, I was given the opportunity to move up to serve as the Chief Editor – Review for the AJRE. This has been an incredible opportunity to serve the rural education research community around the globe.

Major Objectives for 2018

It is our firm belief that nothing is more central to Montana’s future than sustaining and strengthening the quality of our P-20 system of education. Given that 75% of Montana’s schools and 96% of our districts are classified as small rural (Johnson, Showalter, Klein, & Lester, 2014), the CRRE will continue to fill a critical need for rigorous educational research and service supporting Montana’s rural schools and communities as they provide a high quality education for every child.

To that end, the 6 major objectives for the CRRE in 2018 are:

1. Serve Montana’s rural school and communities through the continuation of innovative programs including: Rural Practicum; Rural Colloquium; EDU 101
2. Develop and test new innovative programs for rural schools and communities including Rural Field Experience.
3. Pursue grant funding to support innovative programs and research for rural schools & communities.
4. Continue to conduct research around the issues of:
   a. Preparing new PK-12 teachers & leaders for rural contexts
   b. Developing resources for Montana’s rural teachers & leaders
   c. Supporting Montana’s rural communities
5. Disseminate our research findings through multiple venues across state, national, and international contexts.
6. Build our state, national and international network of rural researchers through:
   a. International Symposium for Innovation in Rural Education 2018
      August 1-3, 2018 at MSU
      http://www.montana.edu/crre/isfire2018/index.html
   b. Ongoing Editorship of the Australian & International Journal of Rural Education
   c. Formation of the Rural Education International Research Alliance (REIRA) – Building an international evidence base to best inform and enable future policy and practice to meet the needs of all rural students, their families, and communities – members from: Australia, USA, Scotland, Norway, Canada.
 CBME 2017 Center Report for the Annual College Research Report

Center Name: The Center for Bilingual and Multicultural Education
http://www.montana.edu/carjuzaa/cbme/cbme.html

Mission of the Center: The Center for Bilingual and Multicultural Education (CBME) has been revitalized to support the Montana State University (MSU) community and tribal nations across Montana by generating multiple funding streams focusing on the following program areas: revitalization and maintenance of Indigenous languages, facilitation of culturally responsive pedagogy in k-12 schools including the integration of Indian Education for All across the curriculum in all content areas and at all levels, academic support for American Indian English Language Learners, as well as a variety of projects designed to promote social justice by increasing cultural sensitivity.

Director: Executive Director, Dr. Jioanna Carjuzaa

Key Staff: Associate Director, Dr. William Ruff
  Director of Administration: Richard Dendinger
  Administrative Associate: Nancy Hystad
  Technology Coach: Kayce Williams
  Work Study Student: Jeb Fillinwider
  Work Study Student: Hayden Miller
  Work Study Student: Madeline Gage

Affiliated Fellows: Dr. David Henderson, Dr. Kalonde Gilbert, Dr. Christine Rogers Stanton, Dr. Lucia Riccardelli, Kayce Williams, Janelle Rasmussen

Center Accomplishments and Significant Events during 2017:

Hired CBME Staff:
Director of Administration: Lisa Perry was hired and started in June 2017. Administrative Associate: Nancy Hystad was hired and started mid-March. Technology Coach: Kayce Williams was hired for Summer 2017 semester to help with MontTELLs and ILEAD grants. Three Work Study Students were hired in August 2017: Jeb Fillinwider, Hayden Miller and Casandra Lamas. Casandra left at the end of Fall 2017 and was replaced by Madeline Gage during the Spring 2018 semester.

CBME Open Houses: Planned and held two open houses for students, faculty and staff, one each semester in addition to weekly luncheons on Wednesdays and/or Fridays.

CBME Society of INdigenous Educators SINE Meetings
  • Helped SINE members write proposal to present at World Indigenous Peoples conference on Education (WIPCE) in Toronto in July 2017
    ○ Fundraising for WIPCE Conference in Toronto. Raised $19,000+
    ○ Accompanied five SINE members to attend and present at the conference
  • Mentored SINE members to present with Mike Jetty and me at IEFA Best Practices conference in Helena, February 2017
• Planned and held the 21st Indian Education for All workshop for the MSU community in October; invited guests, SINE members and Dr. Martin Reinhardt

CBME Advisory Council Meetings
• Sunday, February 19, 2017 – arranged to meet in Helena at the IEFA Conference
• In addition to the Advisory Council members, Drs. Jan Perry Evenstad and Marcella Chipman from the Western Educational Equity Assistance Center at Metropolitan State University in Denver attended.

Invited to present at and attend Council of Elders meetings, April 13th-14th, 2017

• CBME Grant Updates:
  o ILEAD started in 2006; we are now on the fourth cohort. Recruitment has been ongoing, as have classes. Four students graduated in Spring 2018 with two more in line to graduate soon. There will be about 10 graduates in December 2018 and another 5 or so in Spring 2019. Dr. Ruff has chosen to increase enrollment to 30. There will be another grant announced soon and Dr. Ruff plans to apply for that grant and recruit 15 or more from participants from South Dakota.

  o MontTELLs started in 2016. Intervention I, Cohort 1 started with 12 participants, we had 8 in classes at MSU last summer, and lost two more so 6 will come back to campus this summer to finish their coursework for a Culturally and Linguistically Diverse Education (CLDE) certificate. One additional Instructional Coach was hired. There will be 27 students for Intervention I Cohort 2 this year. We have 10 participants enrolled in the online course with OPI (Intervention II). The Office of English Language Acquisition (OELA) in the Department of Education expressed concern over ‘double dipping’ (i.e. recruiting participants from schools already receiving Title III funding from the federal government) so we had to stop recruiting participants from some schools from our original Consortium partnerships, so we are recruiting across the state.

  o Spencer Foundation Grant
    ▪ We were awarded a grant from the Western Education Equity Assistance Center (WEEAC) at the Metropolitan State University of Denver to provide honorariums for presenters in the Webinar Series which ran from March 13th– May 1st. All sessions were recorded and can be accessed from our web site http://www.montana.edu/carjuzaa/cbme/cbme.html The IEFA Fall Workshop and the Council of Elders Meeting are scheduled for October 25th-26th, 2018. Plans are not confirmed yet, but we are hoping to have all of the scholars/authors who contributed an article to the special issue on Indigenous Language Revitalization and presented a webinar come to MSU in October and present at the IEFA fall professional development workshop and meet with the Council of Elders.
- SINE – presented at the IEFA Best Practices Conference in Helena in March. Thanks to Mike Jetty for including SINE members in his Indians 101 workshop. SINE members also presented at MIEA in Billings in April. We submitted a proposal to present at the fall NIEA convention in Hartford, CT in October 2017. It was accepted in June 2018.

- Digital Storywork Project – Working with Drs. Christine Rogers Stanton, Lucia Ricciardelli and Brad Hall. Funding for this grant is from an MSU College of EHHD SEED Grant. We have done some real interesting work with Blackfeet Community College and Buffalo Hyde Academy in Browning as well as with students in the Pryor School District. We have also been working with language revitalization efforts, recording elders and working on language lessons with Gerald Gray, Sr. and Chippewa elders. We have also worked with Dr. Lanny Real Bird, who is working with 5 or 6 language communities. We are looking for additional funding.

- Work on other grants to support Advisory Council members and secure funding for the CBME projects:
  - MSU Fulbright TEA Proposal with Janelle Rasmussen
  - First Nations Development Institute, Native American Language-Immersion Grants with Dr. Richard Littlebear
  - Northern Michigan University (NMU) Center for Native American Studies and Office of Diversity and Inclusion grant proposal for the National Science Foundation INCLUDES Alliance – collaborate with Biidaaban Reinhardt and April Lindala at NMU
  - The Administration for Native Americans' (ANA) Native American Language Preservation and Maintenance grant, The Salish Language Education Development Program, provide letter of support for Dr. Michael Munson
  - U. S. Department of Education, Native American and Alaska Native Children in School Program (NAM) Grant, collaborate with Jay Eagleman, Rocky Boy
  - Landmarks of American History and Culture: Workshops for School Teachers Grant -- Re-envisioning the Madison Buffalo Jump: Digital Storywork Institutes for Teaching Landmarks of American History and Culture, collaborate with -Dr. Christine Rogers Stanton
  - Emma Dyksterhouse, MSU Council of Elders, Indigenous Language Revitalization Proposal
  - EFAC/CFAC proposal – equipment for the CBME, awarded
  - SINE – ASMSU Mass Funding Grant, not funded

Presentations:
  - 14 SINE members/other undergraduate and graduate students attended IEFA Best Practices Conference in Helena in March with me and 6 presented with me and Mike Jetty in 3-hour workshop, American Indians 101
  - 8 SINE members and MontTells participants attended MIEA with me; SINE members presented with me on American Indians in Higher Education; MontTELLs participants shared their experience in the CLDE certificate coursework during my MontTELLs presentation on academic literacy
Major Objectives for 2018:
(What are you planning to accomplish this year)

- Grants:
  - MontTELLs
    - Complete and submit reports — as required
    - Lead Instructional Coaches Meetings
    - Lead weekly team meetings
    - Continue recruiting presentations; follow-up calls, emails, application reviews, contacts, visits
    - Visit all Cohort 1, and Cohort 2 Intervention I participants
    - Continue working with OPI Assessment Coordinator and Title III Coordinator; recruit for Cohort 2 and Cohort 3, Intervention II participants
    - Hire and train new Instructional Coach(es)
    - Work with new Director of Administration, Technology Coach and summer research assistant
    - Hire and coordinate with instructors for summer courses
      - Ordered/delivered/mailed textbooks, coordinated printing of articles/support materials, coordinated with participants
  - ILEAD
    - Conference with Cohort 4 participants, Dr. Hollie Mackey, ILEAD graduates, and Tribal College Presidents, March 23rd
    - Create ILEAD Directory for Cohorts 1-4 with updated degrees/certificates, contact information, employment, photos, testimonials
  - SINE
    - Scheduled presentations
      - NIEA, Hartford, Ct., October 10th – 14th
      - MEA/MFT, Billings, MT, October 18th -19th
      - MIEA, Billings, MT, TBA
  - Digital Storywork Project
    - Planned workshops for Pryor, Great Falls, Billings, Browning this spring and follow up workshops to take place this summer
    - Reviewed Christine’s Scholarship and Creativity grant for additional storywork funding
  - Plan, coordinate and host IEFA Fall Professional Development Workshop/Council of Elders Meeting, October 25th-26th, 2018

SINE/CBME Meetings
- Biweekly luncheon meetings
- Special Events
  - Hosted Open House on February 9th
  - Hosted ‘Come Study in the CBME Finals Week’ luncheon, April 16th
  - Plan for Fall 2018 open house
• Purchase and set up equipment awarded through EFAC/CFAC grant
• Continue Monday CBME Team Meetings with: Nancy Hystad, Kayce Williams, and work study students -- Jeb Fullinwider, Hayden Miller and Madeline Gage
• Attended and presented at 12th Annual Indian Education for All Best Practices Conference in Helena, March
• MEA/MFT Conference, Billings, October 18th, 19th
• NIEA Convention, Hartford, CT

Professional Development for Class 7 Language and Culture Teachers:
  o Continue to explore funding possibilities for Class 7 Teachers Professional Development Institute
  o Share Class 7 Teachers Professional Development Webinars
  o Look into reinvigorating MABE

Council of American Indian Programs (CAIP) Research Committee at MSU – Dr. Ruff
  o Recruiting board members and holding meetings

Advisory Council Meeting
  • Plan and hold September meeting
Internal grants were awarded during the 2017-18 academic year to encourage the development of 4 different types of projects: Community Based Participatory Research; Integrating Research, Teaching, and Community Engagement; Research & Creativity; and Transformational Teaching.

### Internal Grants Awarded 2017-18:

<table>
<thead>
<tr>
<th>FACULTY</th>
<th>PROJECT TITLE</th>
<th>Type of Grant</th>
<th>AWARD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Carmen Byker Shanks Selena Ahmed Mary Stein Open &amp; Local Coalition Students</td>
<td>Collaborating Cross-Sector to Enhance the Sustainability of Montana’s Local Food Systems</td>
<td>CBPR Seed Grant</td>
<td>$18,125</td>
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<tr>
<td>2 *Coleen McMilin Anna Diffenderfer Coleen Kaiser Marcy Gaston</td>
<td>Inter-professional Education: Farm to Clinician, a Culinary Medicine Approach to Healthcare</td>
<td>CBPR Seed Grant</td>
<td>$20,035</td>
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<tr>
<td>3 Tena Versland Nick Lux Joe Hicks John Melick</td>
<td>Recruiting and Retaining Outstanding Teachers for Montana’s Rural Communities: The Rural Practicum Experience Part II</td>
<td>CBPR Seed Grant</td>
<td>$20,000</td>
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<td>4 Selena Ahmed Carmen Byker Shanks Bob Quinn</td>
<td>Launching the Kamut and Health Research Consortium</td>
<td>Research Seed Grant</td>
<td>$6,000</td>
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<tr>
<td>5 *Wan-Yuan Kuo</td>
<td>Developing Lower-Glycemic Crackers Using Montana Lentils</td>
<td>Research Seed Grant</td>
<td>$6,000</td>
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<tr>
<td>6 *Kara Hurt-Avila</td>
<td>A Qualitative Analysis of Counselor Educators’ Involvement in Professional Development Activities</td>
<td>Research Seed Grant</td>
<td>$6,000</td>
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<tr>
<td>7 *Sunny Kim</td>
<td>A Measure of Intercultural Sensitivity for Hospitality and Retail Organizations: Scale Development and Validation (tentative)</td>
<td>Research Seed Grant</td>
<td>$6,000</td>
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<td>8 Dawn Tarabochia Mitch Vaterlaus Mary Miles</td>
<td>Technology use and health behaviors among first year college students: a follow-up study</td>
<td>Research Seed Grant</td>
<td>$5,930</td>
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<tr>
<td>9 *Jim Becker Scott Monfort</td>
<td>Establishing the EHHD/COE Motion Analysis Laboratory</td>
<td>Integration Mini-grant</td>
<td>$9,958</td>
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<tr>
<td>10 Ann Ellsworth Ann Ewbank</td>
<td>Lessons Learned from Finland’s Approach to Pk-12 Teacher/School Librarian Education: An Integrative Approach</td>
<td>Integration Mini-grant</td>
<td>$8,250</td>
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<tr>
<td>11 *Ed Dunbar</td>
<td>Exploring factors associated with mental health professionals’ attitudes toward clients with antisocial personality disorder</td>
<td>Research Seed Grant</td>
<td>$6,000</td>
</tr>
<tr>
<td>12 *Sarah Pennington</td>
<td>The effect of a melodic learning reading intervention on reading achievement and motivation to read</td>
<td>Research Seed Grant</td>
<td>$10,750</td>
</tr>
<tr>
<td>13 Jim Becker &amp; Mary Miles</td>
<td>Biomechanics and inflammatory markers during and after a long hilly run in minimalist, traditional, and ultra-cushioning shoes</td>
<td>Research Seed Grant</td>
<td>$6,750</td>
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<tr>
<td>14 Tricia Seifert</td>
<td>Gaming Your First Year of College</td>
<td>Research Seed Grant</td>
<td>$5,187</td>
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<tr>
<td>#</td>
<td>Name</td>
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<tr>
<td>15</td>
<td>Kalli Decker</td>
<td>Creating a Unified Vision of the Role of Montana’s Early Intervention Family Support Specialists</td>
<td>Research Seed Grant</td>
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<tr>
<td>16</td>
<td>*Wan-Yuan Kuo</td>
<td>Strengthening the Montana State University Farm to Campus Program via Food Product Improvement Research and Education</td>
<td>Integration Mini-grant</td>
</tr>
<tr>
<td>17</td>
<td>Ann Ellsworth</td>
<td>Exploring the Intersectionality of Culture and Language for Teachers of English Language Learners</td>
<td>Integration Mini-grant</td>
</tr>
<tr>
<td>18</td>
<td>Jayne Downey</td>
<td>Innovative Technology to Transform Rural Teacher Preparation, Recruitment, and Retention</td>
<td>Transformational Teaching Mini-Grant</td>
</tr>
<tr>
<td>19</td>
<td>Ann Ewbank &amp; Ann Ellsworth</td>
<td>Transforming study-abroad: Bookmaking as a reflection and celebratory experience</td>
<td>Transformational Teaching Mini-Grant</td>
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<tr>
<td>20</td>
<td>Wan-Yuan Kuo</td>
<td>What’s culture’s role in food science education? Combining social science and science approaches in teaching Experimental Foods</td>
<td>Transformational Teaching Mini-Grant</td>
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<tr>
<td>21</td>
<td>Nick Lux</td>
<td>Google Certified Education Level I and Level II</td>
<td>Transformational Teaching Mini-Grant</td>
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<tr>
<td>22</td>
<td>Nicole Wanago</td>
<td>Principles &amp; Practices of Effective Outreach: Parenting &amp; Family Life Education</td>
<td>Transformational Teaching Mini-Grant</td>
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<tr>
<td>23</td>
<td>HMCA Group: Matt VanSchenkof, Marcy Gaston, Sunny Kim, &amp; Wan-Yuan</td>
<td>CHE Certification for HMCA Faculty and Curriculum Retreat</td>
<td>Transformational Teaching Mini-Grant</td>
</tr>
</tbody>
</table>

**TOTAL** $177,409

*New faculty
EHHD Internal Grants Assessment Report for FY 2016 and 2017

Purpose Statement

During fiscal years (FY) 2016 and 2017, a total of 23 internal grants were awarded within the College of Education, Health and Human Development (EHHD) investing a total of $156,964 derived primarily from the proceeds of indirect costs from grant expenditures distributed to EHHD from the MSU Office of Vice President for Research and Economic Development. In FY 2016 a total of nine 1-year grants were awarded amounting to $28,089. Four of these grants were research seed grants and five grants for service learning / student success projects. In FY 2017 a total of 14 grants were awarded. Seven of the grants were 1-year grants amounting to $25,867 of which four were research seed grants and the remaining three were for transformational teaching projects. The remaining seven grants were 2-year grants focusing on community-based participatory research (CBPR) projects amounting to $103,008. The purpose of this report is to evaluate the impact of FY 16 and FY 17 programs in terms of research productivity, the development of research capacity attributable to the internal grant program, and the contributions of the funded projects to the land grant charter of Montana State University and the EHHD mission.

Methods

A questionnaire was developed during fall 2017 and electronically distributed to each of the primary investigators (PI) awarded an EHHD internal grant during FY 2016 and 2017. Follow up emails were sent in January 2018. The questionnaire asked about the number and type of presentations, the number and type of publications, and the number and type of grants proposed and awarded as a result of the EHHD funded project. Additionally, the questionnaire asked PIs about their perceptions of the project in terms of furthering research, teaching, and outreach, as well as enhancing their professional development and scholarly reputation and the college’s mission. The PIs from 18 of the projects responded providing the information and their perceptions of the projects’ outcomes. Reasons for some PIs not responding included separation from MSU and extended medical leave. Raw survey data is available upon request.

Results

Return on Investment calculated solely upon grant dollars awarded from the internal grants was 268%; in other words, for each dollar spent in EHHD’s internal grant program, $2.68 was awarded from other funding sources. It should be noted that this return on investment was accomplished within less than 18 months from award for more than half the internal grants, and seven of the internal grant projects were still open as the data for this report was being collected. More broadly, the data gathered from 18 of the 23 projects demonstrated that the internal grant award program increased research productivity in terms of presentations, publication, grant proposals, and grant awards. Specifically, 62 scholarly presentations were made as a result of the internal grant projects. Twenty-one of these presentations were local, 10 were made to audiences at state-wide venues, 24 at national-level venues and 7 presentations provided to international audiences. At the time of the returned questionnaires, a total of seven publications were developed for peer reviewed journals from internal grant projects. Three were published, two are currently under review and the remaining two were being finalized for submission. Regarding the generation of funded research activity, 27 grant proposals were submitted with a value of approximately $18M, and to date, ten grants valued at $421K have been awarded.
In addition to directly increasing the research productivity of EHHD, there is evidence that the internal grant program has increased the research capacity of the college as well. This increased capacity occurred in the development of interdisciplinary collaborations, and the establishment and extension of partnerships with state agencies, non-profit organizations serving Montana, tribal agencies, rural schools, national and international rural school networks, and tribal colleges. Another domain of evidence supporting the claim that the internal grant program increased research capacity is seen in the PIs’ comments about their lessons learned from the internal grant projects. Most of the PIs noted that they gained specific skills in grant writing and grants administration through experience in developing and executing a research project budget, supervising student researchers and managing their time. For example, one PI conveyed the sentiments of many of the PIs in writing: “Implementing this project has helped me gain additional skills related to budgeting and thinking realistically about the costs associated with different types of research design. It has given me additional experience with grant management, which supported my skills to apply for a larger grant.” Another PI commented on how the internal grant project increased the focus of her research agenda. She wrote, “This project has become my central area of scholarship. It encompasses everything I believe about the dynamic (and challenging) process of community-centered participatory research, promotes powerful learning for everyone involved, and has led to multiple opportunities for recognition (not something I expected at all).”

The projects funded by the EHHD internal grant program have enhanced the success of the EHHD mission by facilitating excellence in research, teaching, outreach and their integration. Several PIs noted that the internal grants they received increased student opportunities, efficacy, and improved cultural sensitivity. The internal grants also increased opportunities and visibility for faculty members. In regard to outreach, one faculty member wrote, “[The project] led me to the opportunity to be a Tribal Consult in Washington, DC - and to meet with an ad hoc group of the National Congress of American Indians. That opportunity led to being an invited speaker at the 1st Annual Native American Nutrition Conference - that led to being invited to speak at the Intertribal Ag. Council - and that led to lots of other connections... and the other people I got ... are top level national people.” Another PI addressing outreach wrote, “The funding has allowed us to give support to local facilitators to teach the 8-session Parenting a Second Time Around and the 6-session GrandCares program. This is essential to give local support to pay for expenses associated with the classes.” Regarding teaching, a PI wrote, “This project inspired me to apply for a sabbatical so that I could further research the study-abroad experience. I am now contacting students from all 5 trips to determine the long-term effects of the study-abroad experience, both personally and as related to teaching.” Another PI wrote, “Getting people to talk about the "hidden curriculum" and the need to make it explicit before students begin college has been a success. I wouldn't have anticipated how valuable the experience was for graduate students to feel they could really conduct research.” Regarding the integration of service and research, one PI wrote, “This project helped to open doors for national and international research collaboration addressing rural teacher preparation. It also paved the way for me to be selected to serve as [journal] Chief Editor.”

Though data were collected in fall/winter 2017-18, we know additional grants and publications have resulted from these internal grants in the months since the faculty submitted their surveys. Thus the small amount of investment in these internal grants continues to redound to our faculty’s success.

**Recommendations**

Continue to competitively fund, and evaluate the impacts of, the internal grants program.
## EHHD GRANT

### FUNDING HISTORY

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<td>Dollars of funded proposals</td>
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<td>Numbers of submitted proposals</td>
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<td>34</td>
<td>15</td>
<td>56</td>
<td>63</td>
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<td>Average proposal size</td>
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<td>$310,652</td>
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<td>$190,818</td>
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<td>$538,314.00</td>
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<td>Rate of proposal success</td>
<td>42%</td>
<td>35%</td>
<td>40%</td>
<td>57%</td>
<td>54%</td>
<td>53%</td>
<td>46%</td>
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<td>Numbers of PIs/Co-PIs with new grants</td>
<td>15</td>
<td>3</td>
<td>6</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>22</td>
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<tr>
<td>Numbers of PIs/Co-PIs submitting</td>
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<td>9</td>
<td>13</td>
<td>30</td>
<td>33</td>
<td>36</td>
<td>37</td>
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<tr>
<td>Numbers of PIs submitting more than one proposal</td>
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<td>3</td>
<td>0</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>11</td>
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<td>Total dollar value of grants on approx June 30</td>
<td>$16,134,297</td>
<td>$17,102,883</td>
<td>$7,357,055</td>
<td>$11,517,153</td>
<td>$19,722,521</td>
<td>$19,922,407</td>
<td>$27,469,597</td>
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**NOTES**

- EB in qstn
- EB gone
- NAPA done
- SNAP-Ed done
- record keeping shifted from CY to FY in 2011
Department of Education Research Productivity Report 2017

Narrative Summary
As the State of Montana’s leading program preparing teachers and educational leaders, the MSU-Bozeman Department of Education boasts over 870 undergraduate students pursuing teaching majors and minors and nearly 300 students pursuing graduate study in Adult & Higher Education, Curriculum & Instruction, and Educational Leadership.

We are proud of the **100,000+ hours** that Department of Education students provide as:
- Assistants in classrooms as part of their teaching practicum
- Volunteers in after school Book Club and Tech Club
- Student teachers in schools across Montana

The Department of Education realizes MSU’s land grant mission by continuously integrating research, teaching, and outreach. This report highlights the Department’s scholarly productivity during 2017 and acknowledges the multitude of ways our scholarship informs our teaching practice and service to the state.

Major Accomplishments in 2017
- Launched the inaugural **Rural Colloquium** in April 2017 in partnership with the Teach Montana Career Fair. Teachers and school leaders from across the state shared the opportunities and challenges of teaching in rural Montana. The tremendous success has resulted in this becoming a twice-annual event.
- Piloted the **Rural Teaching Practicum** in May 2017 with 12 English-education students gaining teaching experience in the Bakken shale region of Northeastern Montana
- Hosted the first **Education Preparation Provider (EPP) P-20 Teaching and Leading Summit**, which brought teacher and principal preparation faculty from all 10 EPPs in Montana together with partner school personnel to discuss the practices, partnerships, and programs that best support new teachers and principals
- Initiated the process of proposing new **Master’s of Arts in Teaching** degree program to meet the needs of place-bound prospective students who would like to become K-12 teachers and serve their local communities
- Hosted the **Gifted & Talented Symposium**, which brought nationally known speakers to campus to discuss the current state of meeting the educational needs of high achieving and high potential students
- Launched **EDU 101US Teaching & Learning** as dual enrollment course in 8 high schools across the Hi-Line and beyond
- Provided key leadership to the state’s **Rural Recruitment and Retention Task Force**

Challenges and Goals for 2018 and beyond
- Sustain Rural Teaching Practicum financially and ensure the richest learning experience
- Onboard two tenure-track faculty with the support needed for them to thrive in all areas of their assignment: research, teaching, outreach/service, and integration
- Increase manuscript submissions to top-tier peer reviewed publication outlets
- Engage in ongoing professional development for students, staff, and faculty in an effort to create the most inclusive learning and research environments
### Full-time Tenured, Tenure-track and Non-tenured Faculty (25)

<table>
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<tr>
<th>Name</th>
<th>Department</th>
<th>Rank</th>
<th>Tenure Status</th>
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<tr>
<td>Art Bangert</td>
<td>Education</td>
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<tr>
<td>Michael Brody</td>
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<tr>
<td>Jioanna Carjuzaa</td>
<td>Education</td>
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<tr>
<td>Robert Carson</td>
<td>Education</td>
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<tr>
<td>Jayne Downey</td>
<td>Education</td>
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<tr>
<td>Ann Ellsworth</td>
<td>Education</td>
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<tr>
<td>Ann Ewbank</td>
<td>Education</td>
<td>Associate</td>
<td>Tenured</td>
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<td>David Henderson</td>
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<tr>
<td>Joyce Herbeck</td>
<td>Education</td>
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<td>James Hicks</td>
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<td>Non-Tenure-Track</td>
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<tr>
<td>Bryce Hughes</td>
<td>Education</td>
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<tr>
<td>Gilbert Kalonde</td>
<td>Education</td>
<td>Assistant</td>
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<td>Mary Leonard – on leave</td>
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<td>Priscilla Lund</td>
<td>Education</td>
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<td>Fenqjen Luo</td>
<td>Education</td>
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<td>Nick Lux</td>
<td>Education</td>
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<td>Carrie Myers</td>
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<td>Sarah Pennington</td>
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<td>Christine Rogers-Stanton</td>
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<td>Bill Ruff</td>
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<td>Sarah Schmitt-Wilson</td>
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<td>Sweeney Windchief</td>
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### Publications and Presentations

- **JOURNALS** (35)
- **BOOK CHAPTERS** (6)
- **CONFERENCES** (70)
- **KEYNOTES** (3)
- **BLOG POSTS** (4)
- **OTHER (POSTERS, WORKSHOPS, ETC.)** (11)
- **WORKING PAPERS** (13)
- **TECHNICAL SUPPORT/ CURRICULUM GUIDE** (3)


BOOK CHAPTERS (6)


CONFERENCES (70)


Indian future educators share their stories. Presentation at the World Indigenous Peoples Conference on Education (WIPCE), Toronto, Ontario, Canada.


10. Downey, J. (2017). Rural resilience: The role of schools and relationships across three generations. Presentation at the National Congress on Rural Education in Canada, Saskatoon, SK, Canada.


31. **Ellsworth, A.** (2017, October). In their own words: Millennials and classroom realities for teachers. Presentation at the Northern Rocky Mountain Education Research Association, Boulder, CO.

32. **Ewbank, A.** (2017, October). *Context matters: The advocacy practices of rural school librarians.* Presentation at the National Forum to Advance Rural Education, Columbus, OH.


38. **Willoughby, S., LaMeres, B., Lux, N., Hughes, B.** (2017, March). *Crafting spatial skills: The use of a Minecraft-Based intervention to aid in the development of elementary learners’ spatial ability.* Presentation at the Society for Information Technology and Teacher Education (SITE), Austin, TX.


41. **Kalonde, G. & William, K.** (2017, February). *Effects of poor school attendance on technology use in rural small school, the learners, the schools and the community.* Presentation at the ATE 2017 Conference, Orlando, FL.

42. **Lund, P.** (2017, October). *Reading about art & war with families.* Presentation at the Montana Art Education Association, Missoula, MT.


57. Arnold, C., & **Seifert, T.** (2017, March). *Blueprints for student success: Innovating to teach students about student affairs/services*. Presentation at the annual convention of ACPA, College Student Educators International, Columbus, Ohio, USA.

58. Arnold, C., & **Seifert, T.** (2017, March). *Faculty subcultures: Does academic rank affect campus culture and student success*. Paper presentation at the annual convention of ACPA, College Student Educators International, Columbus, Ohio, USA.


63. **Stanton, C.** (2017, November). *No Indians allowed: School admission policies as settler-colonial strategy*. Presentation at the annual convention of the National Association for Multicultural Education, Salt Lake City, UT.


**KEYNOTES (3)**

**Seifert, T.** (2017, October). “**Pulling out all the stops along students’ college journeys**” at the Strategic Enrollment Management conference sponsored by AACRAO, Phoenix, AZ.

**Seifert, T.** (2017, June). Presented three keynote talks as Scholar-in-Residence at the 5th Annual International Experiential Learning Institute, hosted by Memorial University of Newfoundland, St. John’s, Newfoundland, Canada.


**BLOG POSTS (4)**


**OTHER (POSTERS, WORKSHOPS, ETC.) (11)**


8. **Pennington, S.** (2017, November), Annual Conference for Middle Level Education, "Writing to Build Community", Association for Middle Level Education, Philadelphia, PA.


Equity for Immigrant and Indigenous Students through Analysis of Case Studies”, Washington State University, Airway Heights, WA.


WORKING PAPERS (13)

1. Ellsworth, A. Diagnosis for the Practitioner. Literacy Voices, 10.


**TECHNICAL SUPPORT/CURRICULUM GUIDE (3)**


**Sponsored Programs**

*Education proposal submissions from July 1, 2016 through June 30, 2017*

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<tr>
<th>Submit date</th>
<th>EHHD Faculty</th>
<th>Collaborators</th>
<th>Submission agency</th>
<th>Project title</th>
<th>Funding request</th>
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<td>2/6/2017</td>
<td>Seifert, Tricia</td>
<td>Keck Foundation</td>
<td>Developing Mobile Gaming Technologies to Promote College Completion</td>
<td>Pre-proposal</td>
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<td>2/7/2017</td>
<td>PI Shannon Willoughby, Physics, Bryce Hughes</td>
<td>NSF Research Traineeship</td>
<td>Nelson Story STEM Fellowship Project</td>
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<td>2/7/2017</td>
<td>PI Matthew Fields, CBE, Bryce Hughes</td>
<td>NSF National Research Traineeship</td>
<td>Graduate Research with Enhanced Education at the Nexus-Engineered Multispecies Biofilms for Energy and Resources (GREEN-EMBER)</td>
<td>$3,000,000</td>
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<tr>
<td>2/9/2017</td>
<td>Ewbank, Ann</td>
<td>American Library Association</td>
<td>Rural K-12 Educator Teams’ Perceptions and Understandings of Effective School Library Programs</td>
<td>$3,000</td>
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<td>Date</td>
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<td>2/23/2017</td>
<td>PI Shanon Reckinger, ECE</td>
<td>Bryce Hughes</td>
<td>NSF</td>
<td>Research Initiation: Attitudes and Knowledge of the Engineering Discipline of Influencers and The Influenced</td>
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<td>3/1/2017</td>
<td>Carson, Robert</td>
<td>Le Gaub</td>
<td>DOD</td>
<td>Lewis &amp; Clark Region TTT</td>
<td>$716,736</td>
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<td>3/15/2017</td>
<td>Stanton, Christine</td>
<td>MSU VPR/S&amp;C</td>
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<td>Expanding Scholarly Visibility of the Digital Storywork Partnership</td>
<td>$9,571.80</td>
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<td>3/29/2017</td>
<td>Lux, Nicholas</td>
<td>NSF/U.Washington</td>
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<td>Collaborative Research - STEM Tribal Initiative for College Students (STICS)</td>
<td>$1,428,352</td>
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<td>3/29/2017</td>
<td>PI Anne Camper, Engineering</td>
<td>Schmitt-Wilson, Sarah</td>
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<td>STeMPower: Success through Mentoring and Partnerships</td>
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<td>Seifert, Tricia</td>
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<td>Blueprints for Student Success: Software Development, Implementation, and Evaluation</td>
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<td>Versland, Tena</td>
<td>Jayne Downey</td>
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<td>Creating an Induction Model for New Leaders in Montana's Schools</td>
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<td>NSF</td>
<td>Montana State University Native American Noyce Scholarship Project</td>
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<td>9/21/2017</td>
<td>Downey, Jayne</td>
<td>Ann Ewbank, Tena Versland</td>
<td>US Dept of Ed IES – Improving Rural Education</td>
<td>$1,890,972</td>
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<td>10/12/2017</td>
<td>PI Paul Gannon, CBE</td>
<td>Nicholas Lux</td>
<td>Montana Space Grant Education Enhancement – Diversifying STEM through Identity Forming Interventions</td>
<td>$24,517</td>
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<td>11/30/2017</td>
<td>Seifert, Tricia</td>
<td>Russell Sage Foundation</td>
<td>Higher Education's Shifting Influence on Social Inequality? Examining the Effects of Higher Education and Career &amp; Quality of Life Outcomes across Two Decades</td>
<td>$74,723</td>
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**Faculty and Staff Recognition**

**Ellsworth, Ann (Professor)**

National
- President's Excellence in Teaching Award, Montana State University, Teaching (November 15, 2017)
- Grammar Teacher of the Year Award, National Council of Teachers of English, Service, Professional (November 1, 2017)

University
- Excellence in Online Teaching Award, Montana State University, Teaching (December 15, 2017)
- Innovation in Teaching Award, Montana State University--Center for Faculty Excellence, Teaching (November 15, 2017)
- Dorothy Aasheim Memorial Award for Outstanding Service to the University, MSU Chamber of Commerce/Alumni Association, Service, University (February 2017)
- Award for Teaching Excellence, MSU Chamber of Commerce, Teaching (January 2017)

Department
- Excellence in Teaching and Learning Award, Department of Education, Teaching (May 10, 2017)

**Ewbank, Ann (Associate Professor)**

University
Nominated for Cox Faculty Award for Creative Scholarship and Teaching, Montana State University, Scholarship/Research (November 2017)

College
Outstanding Faculty: Outreach and Engagement, College of Education, Health and Human Development, Service, Professional (May 2017)

Godwin, Ian C.P. (Professional)
University
Employee of the Year, Montana State University, Leadership (April 20, 2017)

Hicks II, Joe M. (Assistant Teaching Professor)
University
MSU Student Organization Advisor of the Year, MSU Office of Student Engagement, Service, University (April 20, 2017)
Awards for Excellence-Faculty Mentor, MSU Alumni Foundation & Bozeman Area Chamber of Commerce, Service, University (February 21, 2017)

Hughes, Bryce E. (Assistant Professor)
International
Merritt A. Williamson Best International Conference Paper Award, American Society for Engineering Management, Scholarship/Research (October 2017)

Madero, Rosemary (Licensure Technician, Office of Field Placement & Licensure)
University
Pure Gold Award recipient

Meldahl, Cynthia (Director of Advising Center)
University
Pure Gold Award recipient

Seifert, Tricia A. D. (Associate Professor)
University
Provost's Distinguished Lecturer, Montana State University Office of the Provost, Scholarship/Research (2017)

Stanton, Christine R. (Assistant Professor)
State
Nominated for Advocacy Award for Excellence in Indian Education for All, Montana Office of Public Instruction, Leadership (December 2017)

Versland, Tena M. (Assistant Professor)
International
Fulbright Specialist Roster, United States Department of State, Bureau of Educational and Cultural Affairs, Leadership (December 1, 2017)

University
Nominated for Provost Award for Excellence in Outreach, Montana State University, Service, Community (December 2017)
Windchief, Sweeney R. (Assistant Professor)

Department
Outstanding Faculty for Scholarship and Discovery, Montana State University - Department of Education, Scholarship/Research (May 8, 2017)
Department of HHD Research Productivity Report 2017

Narrative Summary
The Health and Human Development Department (HHD) is one of the largest, most diverse departments at Montana State University, Bozeman, with eight undergraduate programs, three undergraduate minors, one undergraduate certificate, six graduate programs, and one graduate certificate. In 2017, HHD educated 930 undergraduate students and 89 graduate students, with 202 undergraduate students awarded a bachelor of science and 35 students receiving a master’s of science.

In addition to the undergraduate and graduate programs, we house a number of outreach activities to serve the citizens of Montana in areas such as school food service management, providing education to child care providers, growing a garden as a service learning project, and operating a child care program. These are funded through grants, some state funds, and user fees.

The Department has vestiges of the original land grant mission, with a focus on using scientific principles to improve activities of the home and community, and we find commonality in the tag line, “Enriching Human Well-Being.” Each of our programs enacts that mission through learning, discovery, and engagement. Of special note is the presence of the family and consumer sciences extension faculty, with three state specialists in food and nutrition, family science, and health and wellness.

The following report specifies the activity undertaken in research in the calendar year 2017. While the Department has a large number of untenured assistant professors, the research productivity of the faculty has reached an all-time high in grant dollars generated and in the dissemination of research products.

Major Accomplishments in 2017

- Launched the first year of the new hospitality program, with programs in food enterprise, lodging and facilities management, and restaurant management: farm-to-table. Four new faculty were hired and began work in the 2017-2018 academic year. The design and approval of new curriculum offerings consumed much of their time as the program begins to build enrollment. The faculty have started their research programs quickly and efficiently, with publications already resulting.
- Worked with the College of Engineering to establish a laboratory to study biomechanics, especially gait analysis. Drs. Jim Becker from HHD, and Scott Monfort from Mechanical Engineering, purchased equipment, cleaned out an unused lab, built platforms for equipment, installed equipment, and began studies that will greatly enhance their ability to publish and garner grant dollars.
- Honored Dr. Suzanne Held, the first person from Health and Human Development to be chosen for the Women in Science Distinguished Professorship.
- Supported Dr. John Seifert to take advantage of a visiting professorship in Austria and Germany, where he worked on his research and teaching in the exercise science of skiing.
- Applauded Dr. Elizabeth Rink, who received a $3.12 million grant to further her work in reproductive health in indigenous communities. She submitted an ROI with the National Institutes of Health and she received the grant on her first submission, which is highly unusual. She is an outstanding researcher whose work reverberates in the state of Montana and around the world.
• Worked to expand graduate programming in community health, early childhood and child services, and family and consumer sciences, by adding courses and advertising programs to potential graduate students.

Challenges and Goals for 2018 and Beyond
• Goal: Find alternate NTT offices in Herrick Hall so that Herrick 205 can be converted into a workspace for undergraduate and graduate researchers, and master’s students. We need to solve the problem of having research video data to be shown on monitors with visual privacy as data are coded from the videos.
• Goal: Try to maintain a good balance of tenure track faculty with non-tenure track faculty for delivering the curriculum, as tenure track faculty are awarded more grant dollars that allow them to receive course releases down to the allowed six credits per academic year.
• Goal: Support researchers in grant writing, administration, and publications through continued support of Dr. Elizabeth Bird.
• Goal: Move EHHD grant financial management to one person, Amanda Gagenbacher, who will be able to focus on efficient financial record-keeping and administration.
• Goal: Provide mentorship of untenured assistant professors in growing and effectively producing research products.
### Full-time Tenured, Tenure-track, and Non-tenured Faculty (76)

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>Rank</th>
<th>Tenure Status</th>
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<tbody>
<tr>
<td>Selena Ahmed</td>
<td>Health and Human Development</td>
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<td>Melody Anacker</td>
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<td>Sandra Bailey</td>
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<td>Jody Bartz</td>
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<td>Hilary Becker*</td>
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<tr>
<td>James Becker</td>
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<td>Lenka Beranova</td>
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<tr>
<td>Katrina Stanislaw Carr</td>
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<td>T. Michael Cole</td>
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<td>Nancy Colton</td>
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<td>Katherine Cremer-Vogel</td>
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<td>Kalli Decker</td>
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<td>Kathryn DesLauriers</td>
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<td>Anna Diffenderfer*</td>
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<td>Edward Dunbar</td>
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<td>William Durham</td>
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<td>Anna Elliott</td>
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<td>Janet Gamble*</td>
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<td>Michelle Grocke</td>
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<td>Alison Harmon (EHHD Dean)</td>
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<td>Deborah Haynes (HHD Department Head)</td>
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<td>Suzanne Held</td>
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<tr>
<td>Holly Hunts</td>
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<td>Kara Hurt-Avila</td>
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<td>Sara Jay</td>
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<td>Mary Jane Kabaci*</td>
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<td>Colleen Kaiser*</td>
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<td>Dale Kennedy</td>
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<td>Sun-Hwa Kim</td>
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<td>Daniel Koltz*</td>
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<td>Lynn Owens (retired 5/18)</td>
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<td>Craig Stewart</td>
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*Non-tenure track instructors who teach 7.5 or more credits each semester.
Publications and Presentations

2017 Peer-reviewed Health & Human Development Faculty

JOURNALS (86)
BOOKS (3)
BOOK CHAPTERS (2)
CONFERENCES (57)
ORAL PRESENTATIONS (6)
WEBSITES (9)
OTHER (POSTERS, WORKSHOPS, NEWSLETTER, EXTENSION, ETC.) (36)
WORKING PAPERS (46)
TECHNICAL REPORT (1)

JOURNALS (86)


Byker, C., Ahmed, S., Smith, T., Shanks, J. D. Fruit and vegetable desirability is lower in more rural built food environments of Montana, USA using the Produce Desirability (ProDes) Tool. *Food Security: The Science, Sociology and Economics of Food Production and Access to Food, 10*(1), 169-182.

https://link.springer.com/article/10.1007/s12571-017-0748-1


Byker, C., Quality of Vegetables Based on Total Phenolic Concentration Is Lower in More Rural Consumer Food Environments in a Rural American State. *International Journal of Environmental Research and Public Health, 14*(8), 924. http://dx.doi.org/10.3390/ijerph14080924


Harmon, A., University engagement through local food enterprise: Community supported agriculture on campus. 4(2), 112-128.


Lux, C. (in press). Farm to Early Care and Education: Growing Healthy Eaters, Classrooms, and Communities. Young Children.


Owens, L., Understanding Personality and Motivation in an NCAA D-1 Basketball Program. Research Quarterly for Exercise and Sport.


Schure, M. B., Goins, R. T. Psychometric examination of the Center for Epidemiologic Studies Depression scale with older American Indians: The Native Elder Care Study. American Indian and Alaska Native Mental Health Research, 24(3).


Simonds, V., Rudd, R., Margetts, M. Expanding environmental health literacy—A focus on water quality and tribal lands. *Journal of Health Communication.*


**BOOKS (2)**


BOOK CHAPTERS (3)


CONFERENCES (57)


Fruhauf, Christine (Author & Presenter), Yancura, Lori (Presenter), Greenwood-Junkermeier, Heather (Presenter), Bailey, Sandra (Presenter), Generations United Global Intergenerational Conference, "The GRANDCare Project: Programs for grandparents, grandchildren and service providers", Generations United, Milwaukee, WI. (July 16, 2017).

Jackson, Renae (Author & Presenter), Wu, Will (Author), Nakajima, Mimi (Author), Becker, James N. (Author), Annual Meeting of the American College of Sports Medicine, "Influence of Force Application Strategies on Muscle Activation Patterns and Plantar Pressure During Maximal Effort Ergometer Rowing", American College of Sports Medicine, Denver, CO. (May 2017).

Zavala, Linnea (Author & Presenter), Flores, Victoria (Author), Cotter, Joshua (Author), Becker, James N., 8th World Congress on Biomechanics, "Patellofemoral Joint Stress in Female Weight Lifters at Different Squat Depths and Loads", World Congress on Biomechanics, Dublin, Ireland. (December 28, 2017).

Casillas, Christopher (Author & Presenter), Becker, James N. (Author), International Foot and Ankle Biomechanics, "Relationship Between Arch Height and Metatarsal Loading in Runners", International Foot and Ankle Biomechanics, New York, NY. (December 2, 2017).


Zavala, Linnea (Author & Presenter), Synder, Corey (Author), Becker, James N. (Author), Seifert, John (Author), Annual Congress of International Society of Biomechanics in Sports, "Directional Compression and Muscle Activity in a Retired World Cup Alpine Skier", International Society of Biomechanics in Sports, Cologne, Germany. (July 2017).

Danzer, Heather (Author & Presenter), Brown, Robert (Author), Zavala, Linnea (Author), Becker, James N., Northwest Biomechanics Symposium, "Relationship Between First Ray Mobility and Load Distribution in the Metatarsals", American Society of Biomechanics, Eugene, OR. (May 20, 2017).


Elliott, Anna H., Association for Counselor Education and Supervision National Conference, "Hosting Gracious Conversations: Facilitating political and cultural dialogues in the classroom.", Association for Counselor Education and Supervision, Chicago, IL. (October 8, 2017).


Zell, Levi (Author & Presenter), Bailly, Tom J. (Author), Hogan, Emily (Author), Kidd, Dustin (Author), Pribanic, Kimberly A. (Author), Heil, Daniel, 2017 ACSM Northwest Conference, "Changes in Muscle
Oxygeanation Using NIRS Monitors During a Nordic Skiing VO2MAX Test", ACSM Northwest Chapter, Bend, OR. (2017).


Held, Suzanne (Author & Presenter), McCormick, Alma (Author & Presenter), Native Health Research Training Conference, "I’ve got your back: Stories and lessons learned from a 20-year CBPR partnership", Native Health Research, Denver, CO. (September 2017).


Koltz, Rebecca (Author & Presenter), Koltz, Daniel J. (Author & Presenter), Tarabochia, Dawn (Author & Presenter), Association of Counselor Education and Supervision, "Intergenerational Relationships Between Counselors in Training and the Aging Population.", Chicago, IL. (October 2017).

Mejia, Luis (Author & Presenter), Kuo, Wan-Yuan (Author), Beltrán-Velazquez, Filiberto (Author), WHO Technical Consultation, "Regulatory framework of multiple micronutrient interventions and the risk of excessive intake of vitamins and minerals", World Health Organization, Panamá City, Panamá. (October 4, 2017).

Miles, Mary, Woods, Jeffrey I. (Author & Presenter), Campbell, Sara C. (Author & Presenter), American College of Sports Medicine Annual Meeting and 7th World Congress on Exercise is Medicine, "Exercise, nutrition, and the gut microbiome", American College of Sports Medicine, Denver. (2017).

Miles, Mary (Author & Presenter), American College of Sports Medicine Annual Meeting and 7th World Congress on Exercise is Medicine, "The gut microbiome as a modulator of energy harvest and inflammation", American College of Sports Medicine, Denver. (2017).


Ellsworth, Ann, Pennington, Sarah E. (Presenter), Osborne, Sandra (Presenter), Annual Conference, Montana Conference for Exceptional Children, "Good, better, best: Differentiated literacy instruction for student success", MCEC/MCASE, Missoula, MT. (February 16, 2017).

Owens, L., American Alliance of Health, Physical Education, Recreation, and Dance, "Personality matters: Understanding the Connection between Personality and Performance.", Tampa, FL.


Rink, Elizabeth, International Arctic Social Science Association, "What can we learn about CBPR in the Arctic?", Umea, Sweden. (June 15, 2017).


Zavala, Linnea (Author & Presenter), Synder, Corey (Author), Becker, James N. (Author), Seifert, John (Author), Annual Congress of International Society of Biomechanics in Sports, "Directional Compression and Muscle Activity in a Retired World Cup Alpine Skier", International Society of Biomechanics in Sports, Cologne, Germany. (July 2017).
LaVEaux, Deborah (Author & Presenter), Simonds, Vanessa (Author), Pickett, Velma (Author), "Water is Life: Utilizing Photovoice to empower our American Indian youth to transfer knowledge", American Public Health Association, Atlanta, GA. (November 6, 2017).


Steward, Craig, National Coach Education Conference, "Determining Goals for Athletic Programs", Pittsburgh. PA.

Steward, Craig, ACHPER International Conference, "Adding Knowledge and Respect to Physical Activity Courses in Higher Education:", Canberra, Australia. (January 2017).

Koltz, Rebecca (Author & Presenter), Koltz, Daniel J. (Author & Presenter), Tarabochia, Dawn (Author & Presenter), Association of Counselor Education and Supervision, "Intergenerational Relationships Between Counselors in Training and the Aging Population.", Chicago, IL. (October 2017).


**ORAL PRESENTATIONS (6)**


**WEBSITES (9)**


Harmon, A., *Sustainable Food & Bioenergy Systems Degree Program*. www.sfbs.montana.edu  

Harmon, A., *Sustainable Food and Bioenergy Systems*. www.sfbs.montana.edu  

Hunts. H., *MAFCS, MACTE, IEFA*,. www.montana.edu/hhunts  


Bailey, S. *Family Coping and Stress* (MT201707HR ed.). Bozeman, MT: Montana State University Extension.


Bailey, Sandra, National Extension FCS Program Leaders Meeting, "Extension Agents Providing Mental Health Education Programs", USDA/NIFA, Omaha, NE. (October 18, 2017).

Byker, Carmen (Author), Bark, Katie (Author), Molly Stenberg (Author & Presenter), Food and Nutrition Expo, "Smarter Lunchroom Strategies Decrease Vegetable Waste", Academy of Nutrition and Dietetics. (October 2017).


**Heil, Daniel** (Author & Presenter), Brown, Blakely (Author), Harris, Kari J. (Author), Tryon, Mike (Author), Zhu, Wei (Author), 5th International Conference on Ambulatory Monitoring of Physical Activity and Movement, "Characterizing Sleep Quality Outcomes for Children Using a Wrist-Worn Accelerometry-Based Activity Monitor", International Society for the Measurement of Physical Behaviour, Bethesda, MD. (2017).

Howe, Raeyanna B. (Author & Presenter), McCormick, Alma (Author), **Held, Suzanne** (Author), American Public Health Association, "Counting Coup: Development of an Indigenous goal setting tool", American Public Health Association, Atlanta, Georgia. (November 2017).

Nitzinger, Violeta (Author & Presenter), **Held, Suzanne** (Author), Kevane, Bridget (Author), Eudave, Yanet (Author), Danielle, Hess (Author), American Public Health Association, "Latinx health perceptions in rural Montana: Engaging Promotores de Salud using photovoice through Facebook", American Public Health Association, Atlanta, Georgia. (November 2017).

BullShows, Brianna (Author & Presenter), **Held, Suzanne** (Author), McCormick, Alma (Author), National Native Health Research Training Conference, "Importance of healthy patient-provider interactions", Native Health Research, Denver, CO. (September 2017).


**Hunts, Holly** (Author), Dunkel, Florence (Author & Presenter), Bangert, Arthur (Author), Rollin, James (Author & Presenter), Thienes, Michael (Author & Presenter), Zahner, Claire (Author & Presenter), Annual Meeting of the Entomology Society of America, "Edible Insects: A Longitudinal Study of Acceptability and Preference Motivations of Students, Staff and Faculty of Montana State University and the Citizens of Bozeman, Montana and Nearby Areas", Entomology Society of America, Denver, CO. (November 8, 2017).

**Hunts, Holly** (Author), Dratz, Edward (Author), Britten, Wilson (Author), Rothe, Colleen (Author), Pennell, Ellie (Author), Izurieta, Clemente (Author), Trevor, Huffmaster (Author), Yeoh, Biiancaa (Author), Annual Meeting American Council on Consumer Interests, "NuMo – Interdisciplinary app development in the consumer interest.", American Council on Consumer Interests, Albuquerque, NM. (April 22, 2017).

Ferrara, Philip (Author & Presenter), Becker, James N. (Author), Seifert, John (Author), 69th Annual Meeting of the American College of Sports Medicine, "Changes in Bilateral Hand Force After 30 Minutes of Climbing in Elite Level Rock Climbers", American College of Sports Medicine, Minneapolis, MN. (November 1, 2017).

Schroeder, Cailyn (Author & Presenter), Bessert, Samantha (Author), Seifert, John, Becker, James N., 69th Annual Meeting of the American College of Sports Medicine, "Differences in Ground Reaction Forces When Collegiate Quarterbacks Throw Using Different Drop Patterns", American College of Sports Medicine, Minneapolis, MN. (November 1, 2017).

Bessert, Samantha (Author & Presenter), Schroeder, Cailyn (Author), Seifert, John, Becker, James N., 69th Annual Meeting of the American College of Sports Medicine, "Effects of Foot Placement on the Kinematic Sequencing in Different Quarterback Drop Patterns", American College of Sports Medicine, Minneapolis, MN. (November 1, 2017).

Snyder, Corey (Author & Presenter), Becker, James N., Seifert, John, 69th Annual Meeting of the American College of Sports Medicine, "Influence of Directional Compression Tights on Muscle Activity and Performance in Recreational Alpine Skiers", American College of Sports Medicine, Minneapolis, MN. (November 1, 2017).

Snyder, Corey (Author & Presenter), Zavala, Linnea (Author), Seifert, John (Author), Becker, James N. (Author), Northwest Biomechanics Symposium, "Effects of Directional Compression on Muscle Activity in a Retired World Cup Alpine Skiier", American Society of Biomechanics, Eugene, OR. (May 19, 2017).

Simonds, Vanessa, Kim, Frances, LaVeaux, Deborah, Pickett, Velma, Cummins, Jason, "Community-Based Pilot Project to Increase Environmental Health Literacy in a Native American Community", American Public Health Association, Atlanta, GA. (November 7, 2017).

Simonds, Vanessa, Kim, Frances, LaVeaux, Deborah, Cummins, Jason, NIH IDeA Western Regional Conference, "Community-Based Pilot Project to Increase Environmental Health Literacy in a Native American Community", Jackson, WY. (October 18, 2017).


DesLauriers, Katie, O'leary, Bryant, Tarabochia, Dawn, Vaterlaus, J. M., Rocky Mountain Psychological Association Convention, "How do Adolescent-Parent Triads Conceptualize the Concept of Health?", Rocky Mountain Psychological Association, Salt Lake City, UT. (April 2017).

DesLauriers, Katie, O'leary, Bryant, Tarobochia, Dawn, Vaterlaus, J. M., Rocky Mountain Psychological Association Convention, "How do Adolescent-Parent Triads Conceptualize the Concept of Health?", Rocky Mountain Psychological Association, Salt Lake City, UT. (April 2017).


WORKING PAPERS (46)


Flores, Victoria (Author & Presenter), Becker, James N. (Author), Cotter, Joshua (Author), Experimental Biology, "EMG Activity of Four Lower Body Muscles During the Back Squat with Three Depths and Loads in Recreationally Trained Females", Experimental Biology, San Diego, CA. (December 29, 2017).

Ferrara, Philip (Author & Presenter), Becker, James N. (Author), Seifert, John (Author), 69th Annual Meeting of the American College of Sports Medicine, "Changes in Bilateral Hand Force After 30 Minutes
of Climbing in Elite Level Rock Climbers", American College of Sports Medicine, Minneapolis, MN. (November 1, 2017).

Schroeder, Cailyn (Author & Presenter), Bessert, Samantha (Author), Seifert, John, Becker, James N., 69th Annual Meeting of the American College of Sports Medicine, "Differences in Ground Reaction Forces When Collegiate Quarterbacks Throw Using Different Drop Patterns", American College of Sports Medicine, Minneapolis, MN. (November 1, 2017).

Bessert, Samantha (Author & Presenter), Schroeder, Cailyn (Author), Seifert, John, Becker, James N., 69th Annual Meeting of the American College of Sports Medicine, "Effects of Foot Placement on the Kinematic Sequencing in Different Quarterback Drop Patterns", American College of Sports Medicine, Minneapolis, MN. (November 1, 2017).

Wilson, Scott (Author & Presenter), Goodman, William (Author), Casillas, Christopher (Author), Zavala, Linnea (Author), Becker, James N. (Author), 69th Annual Meeting of the American College of Sports Medicine, "Improving Posterior-Chain Engagement and Forward Lean During the Front Squat", American College of Sports Medicine, Minneapolis, MN. (November 1, 2017).

Snyder, Corey (Author & Presenter), Becker, James N., Seifert, John, 69th Annual Meeting of the American College of Sports Medicine, "Influence of Directional Compression Tights on Muscle Activity and Performance in Recreational Alpine Skiers", American College of Sports Medicine, Minneapolis, MN. (November 1, 2017).

Becker, James N. (Author & Presenter), Borgia, Brianne (Author), 69th Annual Meeting of the American College of Sports Medicine, "Kinematics and Muscle Activity While Running in Minimalist, Neutral, and Ultra-Cushioning Shoes", American College of Sports Medicine, Minneapolis, MN. (November 1, 2017).

Casillas, Christopher (Author & Presenter), Zavala, Linnea (Author), Danzer, Heather (Author), Becker, James N. (Author), 69th Annual Meeting of the American College of Sports Medicine, "Relationship Between First Metatarsal Motion and Metatarsal Loading During Walking", American College of Sports Medicine, Minneapolis, MN. (November 1, 2017).


Snyder, Corey (Author & Presenter), Zavala, Linnea (Author), Seifert, John (Author), Becker, James N. (Author), Northwest Biomechanics Symposium, "Effects of Directional Compression on Muscle Activity in a Retired World Cup Alpine Skiier", American Society of Biomechanics, Eugene, OR. (May 19, 2017).


Decker, K. B., Vallotton, C., Skibbe, L., Foster, T., Chang, T. The pragmatic language of mothers and children with specific language impairment during free play and book reading scenarios.


Franklin, K. Exploring the Essence of Supervision in Professional School Counseling in Montana: A Qualitative Study.


Franklin, K. Understanding School Counseling Supervision.


Hunts, H., Preparing teacher candidates in Family and Consumer Sciences to integrate Indian Education For All.

Hensen, B., Koltz, R. Counseling Older Men: Best Practices for Group Counseling. *Adultspan*

Lux, C. Administrator Perceptions of Teacher Preparedness.

Osborne, S. S. *A Timeline of Domestic Economy at Montana State University.*

Owens, Lynn. The Effects of Injury on Personality of NCAA D-I Football Student Athletes. *Athletic Therapy Today.*

Eldridge, G., Paul, L. Parents improve ability to support positive preteen body image after participation in a multidisciplinary parent-centered healthy lifestyle program. *Journal of Nutrition Education and Behavior.* ees.elsevier.com/jneb

Goins, R. T., Jones, J., Schure, M. B. Type 2 Diabetes management among older American Indians: Beliefs, attitudes, and practices. *Ethnicity and Health.*


Stewart, C. Coaching the Millennial Athlete. *Strategies.*

Wilson, S., Vaterlaus, J. M., Beck, A. Life Values in Adolescence and Young Adulthood: Similarities and Differences by Urbanicity and Time. *Journal of Adolescence.*

Vaterlaus, J. M., Frantz, K., Robecker, T. "Reliving my dream of being a Pokemon trainer": An exploratory study of college student uses and gratifications related to Pokemon Go. *International Journal of Human-Computer Interaction.*


**TECHNICAL REPORT (1)**

Decker, K. B. *Montana Milestones Part C Early Intervention Program SSIP Phase III.*
CONFERENCES (18)
LECTURES (4)
ORAL PRESENTATIONS (22)
OTHER (POSTERS, WORKSHOPS, ETC.) (20)

CONFERENCES (19)

Stoy, Paul, Gerken, Tobias, Bromley, Gabriel, Ahmed, Selena, Bauer, Brad, Brookshire, Elan, Haggerty, Julia, Jarchow, Meghann, Miller, Perry, Peyton, Brent, Rashford, Ben, Spangler, Lee, Swanson, David, Taylor, Suzi, Poulter, Benjamin, Ecological Society of America 2017 Annual Meeting, "The food-water-energy-biodiversity-social systems nexus in the Upper Missouri River Basin: Agricultural intensification has led to regional summer cooling, but need it be at the expense of biodiversity?", Ecological Society of America, Portland, OR. (August 2017).


Grimberg De Menalled, Bruna (Author), Menalled, Fabian (Author & Presenter), Mangold, Jane (Author), Ahmed, Selena (Author), Ellis, Colter, Miller, Zachariah, 70th meeting of the Western Society of Weed Science, "Agricultural professionals' perceptions about climate change", Western Society of Weed Science, Coeur d’Alene, ID. (March 16, 2017).


Peterson, Megan (Author & Presenter), Feigel, Alexandra (Author), Horner, Kami (Author), Allen, Simone (Author), Meldrum, Jacie (Author), Decker, Kalli B. (Author), Student Research Celebration, "A longitudinal study of parent and child language during play", Montana State University. (April 21, 2017).

Jarvis-Belleville, Amanda (Author & Presenter), Leverett, Phoebe (Author), Meldrum, Jacie (Author), Feigel, Alexandra (Author), Horner, Kami (Author), Decker, Kalli B. (Author), Student Research Celebration, "Parents of children with disabilities and their experiences with Montana's early intervention services", Montana State University. (April 21, 2017).

Feigel, Alexandra (Author & Presenter), Peterson, Megan (Author), Allen, Simone (Author), Horner, Kami (Author), Meldrum, Jacie (Author), Decker, Kalli B. (Author), Student Research Celebration, "Quantities of adult language and how it affects child language development", Montana State University. (April 21, 2017).


Lux, Christine, Montana Behavioral Institute annual conference, "Farm to Early Care and Education: Promising Practices in Experiential Education and Health and Wellness", MT Office of Public Instruction, Bozeman, MT. (June 2017).


Ahmed, Sarah. Environmental and Management Effects on Tea Quality. University of California at Davis


Gaston, Marcy E., MSU Friday, "MSU Friday Sample Lecture", MSU, SUB Ballroom C. (October 20, 2017).

Vaterlaus, J. M., EHHD Faculty Excellence Lecture Series, ""I Do and I Understand": Helping students DO more in the classroom", EHHD, Bozeman, MT. (March 2017).

Ahmed, Selena, Northeast Climate Center, Amherst, "What are the Impacts of Climate Change on Maple Syrup Production and Can We Manage for Them?", UMass Amherst, UMass Amherst. (November 2017).


Ahmed, Selena, Byker, Carmen, Regional Alliance of INBRE Networks Meeting, "Food, Diets, and Health: Community-Based Research on the Flathead Indian Reservation of the Salish and Kootenai Tribes", INBRE, Big Sky, MT. (June 2017).


Byker, Carmen (Author), Bark, Katie (Author & Presenter), Stenberg, Molly (Author), Food and Nutrition Expo, "Smarter Lunchroom Strategies Increases Vegetable Selection at Salad Bars", Academy of Nutrition and Dietetics. (October 2017).


Meldrum, Jacie (Author & Presenter), Decker, Kalli B. (Author), Montana IDeA Network of Biomedical Research Excellence Meeting, "Parents’ experiences with Montana’s early intervention services: A longitudinal study", Montana State University. (July 11, 2017).


Decker, Kalli B., Presented for Hi-Line Home Programs via a conference call., "Parents’ experiences of Montana’s Part C services: Preliminary research findings for the state & Hi-Line Home Programs.". (January 19, 2017).


Lux, Christine, Early Care and Education training, "Professionalism in Early Childhood", Child Care Connections, Bozeman, MT. (April 2017).


Stewart, Craig., AAHPERD, "Preparation for Profession in HHD", San Diego.


OTHER (POSTERS, WORKSHOPS, ETC.) (20)

Ahmed, Selena, 2017 Food Systems Workshop, Teaching about Food Systems: Creating a Community of Practice, "Building Student Capacity to Lead Sustainability Transitions in the Food System through Farm-based Authentic Research Modules in Sustainability Sciences (FARMS)", Columbia University, Columbia University. (June 2017).

Ahmed, Selena, Byker, Carmen, Regional Alliance of INBRE Networks Meeting, "Food, Diets, and Health: Community-Based Research on the Flathead Indian Reservation of the Salish and Kootenai Tribes", INBRE, Big Sky, MT. (June 2017).


Bailey, Sandra, Mental Health Scholars Forum, "Preparing Extension to Deliver Mental Health Educational Programs", MSU-Bozeman. (January 31, 2017).


Franklin, Katey T. (Author & Presenter), Montana Wilderness School, "Mental Health & Substance Use in Adolescence", Instructor Training, Bozeman, MT. (June 2017).


Gaston, Marcy E. (Author & Presenter), Diffenderfer, Anna (Author & Presenter), Montana Academy of Nutrition and Dietetics Annual Conference, "Culinary Medicine", Montana Academy of Nutrition and Dietetics, Billings, MT. (June 7, 2017).

Stanton, Christine, Held, Suzanne, "Community-Based participatory research", College of EHHD, Bozeman, MT. (December 1, 2017).


Lux, Christine, Division for Early Childhood annual conference, "Universal Online EI Curriculum: Join the Trek From Foothills, Peaks, and Beyond.", Division for Early Childhood, Portland, OR. (October 2017).


Stewart, Craig, Administration and coaching staff of Bridger Ski Foundation,, "The practical application of the USOC’s American Developmental Model", Bozeman MT. (December 2017).


**Sponsored Programs**

Health and Human Development proposal submissions from January 1, 2017 through December 31, 2017

<table>
<thead>
<tr>
<th>Submit date</th>
<th>HHD Faculty</th>
<th>Collaborators</th>
<th>Submission agency</th>
<th>Project title</th>
<th>Funding request</th>
<th>Funding status</th>
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<tr>
<td>2/15/2017</td>
<td>Ahmed, Selena</td>
<td></td>
<td>NIH</td>
<td>Enhancing Dietary Quality and Health Outcomes through a Multiple Phase Fruit and Vegetable Intervention for FDPIR Participants on the Flathead Reservation</td>
<td>$74,903</td>
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<tr>
<td>5/30/2017</td>
<td>Ahmed, Selena</td>
<td>Carmen Byker Shanks, Mary Stein</td>
<td>USDA-HEC</td>
<td>Advancing an Inclusive Food Systems Curriculum based on a Signature Pedagogy</td>
<td>$749,672</td>
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<td>1/19/2017</td>
<td>Miller, Selena Ahmed</td>
<td>USDA National Institute of Food and Agriculture</td>
<td>Closing the Economic and Yield Gap Between Tilled and Strategically Grazed Organic Cropping Systems</td>
<td>$1,000,000</td>
<td>Rejected</td>
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<tr>
<td>11/15/2016</td>
<td>Stoy, Selena Ahmed</td>
<td>NSF</td>
<td>CNH-L: The coupled relationship between summer climate and land management in the northern Great Plains</td>
<td>$1,799,999</td>
<td>Rejected</td>
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<td>5/22/2017</td>
<td>Bark, Katie</td>
<td>OPI</td>
<td>2017 Montana Team Nutrition Training Grant</td>
<td>$470,000</td>
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<td>2/17/2017</td>
<td>Becker, Jim</td>
<td>ITHS</td>
<td>Do High Risk Stress Fractures Negatively Impact Foot Function?</td>
<td>$10,000</td>
<td>Rejected</td>
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<td>5/4/2017</td>
<td>Everts (Arch)</td>
<td>NEA</td>
<td>Public Architecture in the Native Landscape: Creation of a Buffalo “Vision Tower” on the Fort Peck Indian Reservation</td>
<td>$10,000</td>
<td>Rejected</td>
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<td>3/24/2017</td>
<td>Bird, Elizabeth</td>
<td>National Park Service Tribal Preservation Program</td>
<td>Fort Peck Tribes Cultural Preservation through Story Telling Media</td>
<td>$40,000</td>
<td>Awarded</td>
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<td>4/10/2017</td>
<td>Byker, Carmen</td>
<td>NIH/CAIRHE</td>
<td>Promoting Dietary Quality at FDPIR through a Fruit &amp; Vegetable Intervention</td>
<td>$74,992</td>
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<td>4/25/2017</td>
<td>Decker, Kalli</td>
<td>Foundation for Child Development/UMASS</td>
<td>CUPID Dataset Preparation</td>
<td>$6,000</td>
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<td>1/1/2017</td>
<td>Early Childhood Project</td>
<td>Montana DPHHS</td>
<td>MT Preschool Development-Workforce Financial Assistance</td>
<td>$694,076</td>
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<td>1/1/2017</td>
<td>Early Childhood Project</td>
<td>Montana DPHHS</td>
<td>MT Preschool Development-Workforce Development</td>
<td>$84,941</td>
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<td>2/5/2017</td>
<td>Dan Heil</td>
<td>University of Montana</td>
<td>Generations Health Project</td>
<td>$354,778</td>
<td>Rejected</td>
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<tr>
<td>5/1/2017</td>
<td>Held, Suzanne</td>
<td>NIH</td>
<td>Diversity supplement to existing grant: Improving Chronic Illness Management with the Apsaalooke Nation: The Baa nnilah Project</td>
<td>$110,208</td>
<td>Rejected</td>
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<td>6/28/2017</td>
<td>Lux, Christine</td>
<td>USDA/Northeastern</td>
<td>Farm to ECE for Obesity Prevention: Building Workforce Capacity</td>
<td>$203,480</td>
<td>Rejected</td>
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<td>6/15/2017</td>
<td>Miles, Mary</td>
<td>AI-AN Center for Translational Research</td>
<td>Exploring feasibility of a pilot project to improve diabetes management for MT AI Communities - Development</td>
<td>$55,000</td>
<td>Awarded</td>
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<td>1/26/2017</td>
<td>Roth, Aubree</td>
<td>National Farm to School Network</td>
<td>Montana Farm to School Core Partnership</td>
<td>$4,000</td>
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<td>5/12/2017</td>
<td>PI Mari Eggers, Biofilm Engr, Vanessa Simonds</td>
<td>National Institutes of Health</td>
<td>Multicomponent RCT intervention to reduce exposure to metals in well water, ensure safe drinking water and improve health for Crow families</td>
<td>$2,534,512</td>
<td>Rejected</td>
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<td>9/29/2017</td>
<td>Adams, Erik</td>
<td>NIH/INBRE</td>
<td>Development of a Regenerative Medicine Study for Osteoarthritis in Montana Agricultural Workers</td>
<td>$17,369</td>
<td>Awarded</td>
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<td>7/7/2017</td>
<td>Bark, Katie</td>
<td>OPI</td>
<td>2017 School Wellness Coach Grant</td>
<td>$36,118</td>
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<tr>
<td>10/30/2017</td>
<td>Becker, James</td>
<td>ITHS</td>
<td>Foot Strengthening as Medicine</td>
<td>$9,991</td>
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<td>PI/Principal Investigator</td>
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<td>7/13/2017</td>
<td>Becker, James</td>
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<td>DOD/Congressionally Directed Medical Research Programs</td>
<td>Risk Factors for Development of Medial Tibial Stress Syndrome</td>
<td>Pre-proposal</td>
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<td>10/2/2017</td>
<td>Michael Everts, Arch, Elizabeth Bird</td>
<td>NEA</td>
<td>Public Architecture for Cultural Sharing: Creating Story Pole Installations for a Fort Peck Indian Reservation Buffalo Trail</td>
<td>$100,000</td>
<td>Awarded</td>
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<td>9/1/2017</td>
<td>Early Childhood Project</td>
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<td>MT DPHHS</td>
<td>Early Care and Education Development</td>
<td>$839,487</td>
<td>Awarded</td>
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<td>10/6/2017</td>
<td>Elliott, Anna, Rebecca Koltz</td>
<td>Montana Healthcare Foundation</td>
<td>Building Internal Capacity for the Blackfeet Tribe Agricultural Resource Management Plan (ARMP)</td>
<td>$72,270</td>
<td>Awarded</td>
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<td>11/1/2017</td>
<td>Hunts, Holly</td>
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<td>Western SARE</td>
<td>Pasta Enriched with Whole or Dehulled Lentils – Interpreting the Sensory and Glycemic Properties from a Material Science Approach</td>
<td>Pending</td>
<td>$52,155</td>
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<td>12/8/2017</td>
<td>Kuo, Wan-Yuan, Mary Miles</td>
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<td>USA Dry Pea and Lentil Council</td>
<td>Metabolic Health Benefits of Strategic Incorporation of Lentils into the Diet of Individuals at Risk for Metabolic Syndrome and Disease</td>
<td>Pending</td>
<td>$48,142</td>
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<td>7/10/2017</td>
<td>Lux, Christine</td>
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<td>DPHHS STARS to Quality</td>
<td>Metabolic Health Benefits of Strategic Incorporation of Lentils into the Diet of Individuals at Risk for Metabolic Syndrome and Disease</td>
<td>Rejected</td>
<td>$124,250</td>
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<td>Lux, Christine</td>
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<td>DPHHS STARS to Quality</td>
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<td>Miles, Mary, Wan-Yuan Kuo</td>
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<td>USU Dry Pea &amp; Lentil Council</td>
<td>Metabolic Health Benefits of Strategic Incorporation of Lentils into the Diet of Individuals at Risk for Metabolic Syndrome and Disease</td>
<td>Pending</td>
<td>$60,000</td>
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<td>7/14/2017</td>
<td>PI Carl Yeoman, Animal &amp; Range Sciences, Mary Miles, Elizabeth Rink</td>
<td>NIH/AIAN-CTRP</td>
<td>Evaluating The Role of Stress In Altering Vaginal Biogenic Amine Concentrations and Exacerbating Rates of Bacterial Vaginosis Through Longitudinal Studies of American</td>
<td>$85,969</td>
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<td>8/24/2017</td>
<td>Rink, Elizabeth</td>
<td>NIH</td>
<td>“We are here now” - a multi-level, multi-component sexual and reproductive health intervention for American Indian youth</td>
<td>$3,282,942</td>
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<td>12/1/2017</td>
<td>Schure, Mark</td>
<td>MT-DPHHS</td>
<td>Thrive-Montana: A computerized Cognitive Behavior Therapy (cCBT) program to reduce depression, anxiety, suicidal ideation and behaviors for rural Montanans</td>
<td>$220,541</td>
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<td>10/2/2017</td>
<td>Simonds, Vanessa</td>
<td>NIH/NIMH Pilot</td>
<td>Using the Community Readiness Model to develop a culturally centered intervention for promoting healthy relationships among Native American youth</td>
<td>$21,600</td>
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<td></td>
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</table>

HHD TOTAL Submitted $14,005,706
HHD Awarded $6,939,871

Faculty and Staff Recognition

**Anacker, Melody (Instructor)**
**University**
Awards for Excellence Honoree (Faculty), MSU Alumni Foundation & Bozeman Chamber of Commerce, Teaching (February 21, 2017)

**Colton, Nancy (Assistant Professor)**
**University**
Phi Beta Phi Faculty Appreciation, MSU Phi Beta Phi, Teaching (November 6, 2017)

**Decker, Kalli B. (Assistant Professor)**
**University**
Outstanding Faculty Award for Service and Engagement, Department of Health & Human Development, Service, Community (May 8, 2017)
State
Awarded 2017 Outstanding Dietitian of the Year from the Montana Academy of Nutrition and Dietetics
Heil, Daniel (Professor)
Regional
Research & Service in Southeast Asia, Healthy Asia Football League, Scholarship/Research (November 2017)
Best Masters Oral Presentation, ACSM Northwest Chapter, Scholarship/Research (February 2017)

Held, Suzanne (Professor)
University
Women in Science Distinguished Professorship, Montana State University, Scholarship/Research (December 15, 2017)

Koltz, Rebecca (Associate Professor)
University
HERS Institute, Leadership (April 2017)

Miles, Mary P. (Professor)
College
Outstanding Teaching & Learning Award, Department of Health and Human Development, College of Education, Health, and Human Development, Teaching (May 2017)
University
Fox Faculty Award for outstanding teaching, research, scholarship, creativity and mentorship, Montana State University, Scholarship/Research (December 2017)

Osborne, Sandy S. (Associate Professor)
National
First Place, National Award (Professional Project), Phi Upsilon Omicron (National Honor Society in Family and Consumer Sciences), Service, University (May 2017)
University
MSU Awards for Excellence, MSU Alumni Foundation and Bozeman Area Chamber of Commerce, Service, University (February 21, 2017)

Roth, Aubree C. (Professional)
University
Excellence in Outreach Award, Montana State University, Service, Community (December 15, 2017)

Seifert, John (Associate Professor)
International
Visiting professor, Technical University of Munich, Scholarship/Research (December 5, 2017)

Vaterlaus, Mitch M. (Assistant Professor)
University
Excellence in Online Teaching Award (Nominee), Montana State University, Teaching (January 2017)
Phi Kappa Phi Anna K. Fridley Award (Nominee), Montana State University, Teaching (January 2017)

Wanago, Nicole (Instructor)
College
  Equipment Grant, EHHD, Teaching (2017)
Department
  Innovative Teaching, HHD, Teaching (2017)
### MSU Fall 2017 Graduate Student Research Rendezvous

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Program</th>
<th>Title of Poster</th>
</tr>
</thead>
<tbody>
<tr>
<td>Johnson</td>
<td>Catherine</td>
<td>EdD- AHE</td>
<td>Indigenous Graduate Student and the Transculturation Process: Implications for Faculty and Institutional Practices in STEM Fields and Beyond</td>
</tr>
<tr>
<td>Williams</td>
<td>Kayce</td>
<td>M.Ed- C&amp;I</td>
<td>Effects of Poor School Attendance on Technology use in Rural Small Schools, the Learners, the School and the Community</td>
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</table>

### MSU Spring 2018 Student Research Celebration

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Program</th>
<th>Title of Poster</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baldwin</td>
<td>Tommy</td>
<td>BS K-8 Elementary Education</td>
<td>Break Time in Finnish Classrooms</td>
</tr>
<tr>
<td>Birdhat-Howe</td>
<td>Rae</td>
<td>MA Community Health</td>
<td>Counting Coup: Development of an Indigenous goal-setting tool</td>
</tr>
<tr>
<td>Bradley</td>
<td>Terry</td>
<td>BS K-8 Education</td>
<td>Storytelling: Building Relationships to Improve Student Success</td>
</tr>
<tr>
<td>Bull Shows</td>
<td>Brianna</td>
<td>BS Microbiology &amp; Immunology, Community Health</td>
<td>Importance of healthy patient provider interaction</td>
</tr>
<tr>
<td>Claunch</td>
<td>Katelyn</td>
<td>BS Health &amp; Human Development</td>
<td>Perceptions of the Digestibility and Effects of Cricket Based Protein Powder in the Body Compared to a Whey Based Protein Powder</td>
</tr>
<tr>
<td>Dickinson</td>
<td>Audrey</td>
<td>BS Health &amp; Human Development</td>
<td>Factors affecting life expectancy in rural Montana</td>
</tr>
<tr>
<td>Donahoo</td>
<td>Jessica</td>
<td>BS Health &amp; Human Development</td>
<td>Determining the Impact of Raising Grandchildren on Longevity</td>
</tr>
<tr>
<td>Fimbel</td>
<td>Laurel</td>
<td>BS Community Health</td>
<td>Báa nnilah</td>
</tr>
<tr>
<td>Julian</td>
<td>Morgan</td>
<td>BS Health &amp; Human Development</td>
<td>The effect of acute aspartame intake on blood glucose, interleukin 6, cortisol, and substrate utilization during high intensity interval exercise.</td>
</tr>
<tr>
<td>Keene</td>
<td>Shannen</td>
<td>MA Community Health</td>
<td>Monitoring Treatment Fidelity in an Indigenous Chronic Illness Self-Management Program</td>
</tr>
<tr>
<td>Koopmeiners</td>
<td>Sophia</td>
<td>BS Health &amp; Human Development</td>
<td>Consumer Preference and Nutrient Content of Aquaponically Produced Vegetables</td>
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<tr>
<td>Kraner</td>
<td>Debra</td>
<td>BS Health &amp; Human Development</td>
<td>An Exploration of Indigenous Food Environments and Cultural Practices in Southeast Guizhou Province, China</td>
</tr>
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</table>


<table>
<thead>
<tr>
<th>Last</th>
<th>First</th>
<th>Program</th>
<th>Title of Poster</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lindgren</td>
<td>Lori</td>
<td>BS Health &amp; Human Development</td>
<td>What Barriers Prevent Early Prenatal Entry into the WIC Program?</td>
</tr>
<tr>
<td>Meldrum</td>
<td>Jacie</td>
<td>BS Early Childhood Education &amp; Child Services</td>
<td>Family-Centered Early Intervention Services in Montana</td>
</tr>
<tr>
<td>Parrish</td>
<td>Christiane</td>
<td>BS Community Health</td>
<td>Selection and co-development of a new topic area of focus in a community-based research project: Improving Healthy Relationships</td>
</tr>
<tr>
<td>Pitts</td>
<td>Mikayla</td>
<td>BS Community Health</td>
<td>Messengers for Health Baánnilah program: Understanding community context when recruiting study participants in an American Indian community</td>
</tr>
<tr>
<td>Smith</td>
<td>Melinda</td>
<td>MA Health &amp; Human Development</td>
<td>Inflammatory effects of the Food Distribution Program on Indian Reservations (FDPIR)</td>
</tr>
<tr>
<td>Stern</td>
<td>Brooklyn</td>
<td>BS Early Childhood Education and Child Services</td>
<td>Family-Centered Early Intervention Services in Montana</td>
</tr>
<tr>
<td>Strain</td>
<td>Megan</td>
<td>BS K-8 Elementary Education</td>
<td>Non-academic K-12 Learning Factors in the United States and Finland: A Comparative Analysis</td>
</tr>
<tr>
<td>Trottier</td>
<td>Coleen</td>
<td>Post-Bacc Pre-Medical Certificate, Community Health</td>
<td>Messengers for Health Baánnilah program</td>
</tr>
<tr>
<td>Walsten</td>
<td>Vanessa</td>
<td>BS Sustainable Food and Bioenergy Systems</td>
<td>Progression of microbial growth in vegetable fermentation</td>
</tr>
<tr>
<td>Yates</td>
<td>Amber</td>
<td>BS 5-12 Mathematics Education</td>
<td>Mathematical Modelling: Analyzing Students’ Notions of Mathematics in Primary Education</td>
</tr>
</tbody>
</table>

**EHHD Spring 2018 Graduate Research Symposium**

<table>
<thead>
<tr>
<th>Last</th>
<th>First</th>
<th>Program</th>
<th>Title of Poster</th>
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</thead>
<tbody>
<tr>
<td>Bernard</td>
<td>Romola</td>
<td>PhD Education</td>
<td>What teaching practices do introductory biology faculty use to help students learn?</td>
</tr>
<tr>
<td>Blanchard</td>
<td>Deborah</td>
<td>PhD Education</td>
<td>Integrating Informal Learning in the First-Year Seminar Using Museum Exhibits</td>
</tr>
<tr>
<td>Blanchard</td>
<td>Deborah</td>
<td>PhD Education</td>
<td>Developing Peer Leadership Skills Through Inquiry &amp; Research</td>
</tr>
<tr>
<td>Carlson</td>
<td>Alyssa</td>
<td>College Teaching Certificate</td>
<td>The Ability of Myers-Briggs Personality Types and Locus of Control to Predict Academic Performance and Team Member Effectiveness</td>
</tr>
<tr>
<td>Douglas</td>
<td>Jacole</td>
<td>PhD Education</td>
<td>Early grade literacy instruction: A case study of teacher instructional practices and student reading skills in a rural village in Nepal</td>
</tr>
<tr>
<td>Johnson</td>
<td>Spencer</td>
<td>EdD C &amp; I</td>
<td>On a heuristic point of view concerning social media news and secondary teachers</td>
</tr>
<tr>
<td>Johnson</td>
<td>Catherine</td>
<td>PhD Education</td>
<td>Cultural Congruity of International Graduate Students in STEM fields at Public Universities</td>
</tr>
<tr>
<td>Kaminski</td>
<td>Kayte</td>
<td>EdD AHE</td>
<td>Double Secret Probation, Bias, and Equity: A Student Conduct Review</td>
</tr>
<tr>
<td>Last Name</td>
<td>First Name</td>
<td>Program</td>
<td>Title Of Dissertation/Thesis</td>
</tr>
<tr>
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<tr>
<td>Mohr</td>
<td>Virginia</td>
<td>EdD C &amp; I</td>
<td>&quot;Who I am&quot;: Supporting Pre-service Teacher Integrity within an Evidence-based Student Teaching Assessment Program</td>
</tr>
<tr>
<td>Sabry</td>
<td>Muhammad</td>
<td>College Teaching Certificate</td>
<td>Microsoft Excel Technical Training Using Experiential Learning &quot;EL&quot;</td>
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<tr>
<td>Tallman</td>
<td>Brett</td>
<td>MEd C &amp; I</td>
<td>An exploration of student response to an active learning environment in an upper-level quantum physics course</td>
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**Department of Education**

**Department of Education Dissertations and Theses**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Last Name</th>
<th>First Name</th>
<th>Program</th>
<th>Title Of Dissertation/Thesis</th>
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<tr>
<td>Fall 2017</td>
<td>Bauman</td>
<td>Sandra</td>
<td>EdD AHE</td>
<td>Assessing The Effectiveness Of A Comprehensive Retention Improvement Initiative: Studying The Success Program</td>
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<tr>
<td>Fall 2017</td>
<td>Brown</td>
<td>Lisa</td>
<td>PhD Education</td>
<td>Instructor Usage Of Learning Management Systems Utilizing A Technology Acceptance Model</td>
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<tr>
<td>Fall 2017</td>
<td>Fisher</td>
<td>Heather</td>
<td>EdD C &amp; I</td>
<td>Using Activity Theory To Understand Effective Writing Instruction With High Poverty Middle School Students</td>
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<tr>
<td>Fall 2017</td>
<td>Frost</td>
<td>LeAnne</td>
<td>EdD AHE</td>
<td>Dual Enrollment's Influence On The Socialization Of Students As Future College Students: A Grounded Theory Study</td>
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<td>Fall 2017</td>
<td>Munson</td>
<td>Michael</td>
<td>EdD EdLead</td>
<td>Nk*uwilš: Becoming One Through Sqelix™ Education</td>
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<tr>
<td>Fall 2017</td>
<td>Rocksund</td>
<td>Jill</td>
<td>EdD EdLead</td>
<td>Effective School Board Governance Behaviors Of Montana School Board Members: A Delphi Study</td>
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<tr>
<td>Spring 2018</td>
<td>Bowns</td>
<td>Joanna</td>
<td>EdD EdLead</td>
<td>Effective Teachers Building Relational Trust With Diverse Students To Improve Reading Achievement</td>
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<td>Spring 2018</td>
<td>Elakovich</td>
<td>Denise</td>
<td>EdD AHE</td>
<td>Does A Student’s Use Of Self-Regulation Change In The Flipped Classroom?</td>
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<tr>
<td>Spring 2018</td>
<td>Johnson</td>
<td>Spencer</td>
<td>EdD C &amp; I</td>
<td>On A Heuristic Point Of View Concerning Social Media News And Secondary Teachers</td>
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<tr>
<td>Spring 2018</td>
<td>Kaminski</td>
<td>Katherine</td>
<td>EdD AHE</td>
<td>Double Secret Probation, Bias, And Equity: A University Conduct Review</td>
</tr>
<tr>
<td>Spring 2018</td>
<td>Mohr</td>
<td>Virginia</td>
<td>EdD C &amp; I</td>
<td>&quot;Who I am&quot;: Supporting Pre-Service Teacher Integrity In An Evidence-Based Student Teaching Assessment Program</td>
</tr>
<tr>
<td>Spring 2018</td>
<td>Morrison</td>
<td>Cali</td>
<td>EdD AHE</td>
<td>College Choice And Competency-Based Education Learner Motivations</td>
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<tr>
<td>Spring 2018</td>
<td>Obery</td>
<td>Amanda</td>
<td>PhD Education</td>
<td>Measuring Cognitive Engagement And Motivation In Informal Contexts</td>
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<tr>
<td>Spring 2018</td>
<td>Shawli</td>
<td>Ahmed</td>
<td>EdD C &amp; I</td>
<td>Concept Mapping As An Assessment Of Cognitive Load And Mental Effort In Complex Problem Solving In Chemistry</td>
</tr>
<tr>
<td>Spring 2018</td>
<td>Tallman</td>
<td>Brett</td>
<td>MEd C &amp; I</td>
<td>An Exploration Of Student Response To An Active Learning Environment In An Upper-Level Quantum Physics Course</td>
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### Department of Education Undergraduate and Graduate Student Scholarly Presentations at Regional, National, and International Conferences

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<th>Program</th>
<th>Conference</th>
<th>Title of Presentation</th>
</tr>
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<tbody>
<tr>
<td>Aderholdt</td>
<td>David</td>
<td>EdD AHE</td>
<td>Association of Intermountain Housing Officers</td>
<td>AIMHO College: Pre-Conference</td>
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<tr>
<td>Beck</td>
<td>Ashley</td>
<td>PhD Microbiology</td>
<td>National Rural Education Association</td>
<td>Rural youth and educational attainment: Elevating the conversation</td>
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<tr>
<td>Blanchard</td>
<td>Deborah</td>
<td>EdD AHE</td>
<td>American College Professionals Association</td>
<td>Helicopter or Compass? Student-Family Relationships in the First-Year</td>
</tr>
<tr>
<td>Bradley</td>
<td>Terry</td>
<td>BS K-8 Elementary</td>
<td>National Conference on Race and Ethnicity</td>
<td>More Than a Synonym for Gay: What Administrators and Aspiring Allies Should Consider When Incorporating Two Spirit Into LGBTQ+ and Native American Student Programs</td>
</tr>
<tr>
<td>Cummins</td>
<td>Jason</td>
<td>PhD Education</td>
<td>University Council of Educational Administrators/American Educational Research Association</td>
<td>An Apsaalooke View for Educational Leadership</td>
</tr>
<tr>
<td>Fisher</td>
<td>Heather</td>
<td>EdD C &amp; I</td>
<td>American Educational Research Association</td>
<td>Using Activity Theory to understand effective writing instruction with high poverty middle school students</td>
</tr>
<tr>
<td>Fisher</td>
<td>Heather</td>
<td>EdD C &amp; I</td>
<td>Northern Rocky Mountain Educational Research Association</td>
<td>Effective writing instruction with high poverty middle school students: A mixed methods study</td>
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<tr>
<td>Johnson</td>
<td>Catherine</td>
<td>PhD Education</td>
<td>American Educational Research Association</td>
<td>A Quantitative Analysis of STEM Socialization Experiences and Identity Salience Among International Graduate Students</td>
</tr>
<tr>
<td>Obery</td>
<td>Amanda</td>
<td>PhD Education</td>
<td>Annual Meeting of the Association for Science Teacher Education</td>
<td>Using Digital Technologies to Explore Student Engagement and Content Knowledge in Informal Science Contexts</td>
</tr>
<tr>
<td>Petersen</td>
<td>Darci</td>
<td>BS 5-12 English Education</td>
<td>Kappa Delta Pi</td>
<td>MSU Delegate for Pi Phi Chapter 406</td>
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Department of Education Graduate Student Publications (*Graduate student)


Department of Education Graduate Student Job Placement

<table>
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<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Degree</th>
<th>Position</th>
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<tbody>
<tr>
<td>Fisher</td>
<td>Heather</td>
<td>EdD C &amp; I</td>
<td>Science Teacher, Chief Joseph Middle School, Bozeman, MT</td>
</tr>
<tr>
<td>Kaminski</td>
<td>Katherine</td>
<td>EdD AHE</td>
<td>Assistant Dean, College of EHHD, MSU-Bozeman</td>
</tr>
<tr>
<td>Obery</td>
<td>Amanda</td>
<td>PhD Education</td>
<td>Assistant Professor of Science Education, MSU-Billings</td>
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</table>
Department of Health and Human Development

Department of Health and Human Development Theses

<table>
<thead>
<tr>
<th>Semester</th>
<th>Last Name</th>
<th>First Name</th>
<th>Program</th>
<th>Title of Thesis</th>
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<tr>
<td>Summer 2017</td>
<td>Valentín</td>
<td>Celine</td>
<td>MS E &amp; N</td>
<td>The Influence Of Splitboard Bindings And Touring-Specific Boots On Muscle Activity, Stride Length, And Joint Kinematics During Splitboard Touring</td>
</tr>
<tr>
<td>Spring 2018</td>
<td>Ferrara</td>
<td>Philip</td>
<td>MS E &amp; N</td>
<td>Changes In Finger Force Production And Muscle Activity In The Forearms Of Rock Climbers During Treadwall Climbing</td>
</tr>
<tr>
<td>Spring 2018</td>
<td>Snyder</td>
<td>Cory</td>
<td>MS E &amp; N</td>
<td>The Influence Of A Directional Compression Garment On Muscle Activity And Performance In Recreational Alpine Skiers</td>
</tr>
</tbody>
</table>

Department of Health and Human Development Undergraduate and Graduate Student Scholarly Presentations at Regional, National, and International Conferences (*Undergraduate student, **Graduate student)


**Casillas, C.***, **Zavala, L.***, **Danzer, H.***, and Becker, J. (August, 2018). Relationship Between First Ray Mobility and Mediolongitudinal Arch Deformation During Walking. Poster presentation at the 42nd Annual Meeting of the American Society of Biomechanics, Rochester, MN.

**Casillas, C.***, **Zavala, L.***, **Danzer, H.***, and Becker, J. (May, 2018). Relationship Between First Metatarsal Motion and Metatarsal Loading During Walking. Thematic poster presentation at the 69th Annual Meeting of the American College of Sports Medicine, Minneapolis, MN.

**Casillas, C.***, **Zavala, L.***, **Danzer, H.***, and Becker, J. (May, 2018). Relationship Between First Ray Mobility and Mediolongitudinal Arch Deformation During Walking. Poster presentation at the 15th Annual Northwest Biomechanics Symposium, Bellingham WA.

Casillas, Christopher ***, and Becker, J. (April 2018). Relationship Between Arch Height and Metatarsal Loading in Runners. Podium presentation at the 5th Congress of the International Foot and Ankle Biomechanics Society, New York, NY.


<table>
<thead>
<tr>
<th>Author(s)</th>
<th>Title</th>
<th>Conference Details</th>
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<tbody>
<tr>
<td>Simonds, V.W., Pickett, V., &amp; Cummins, J.</td>
<td>Water is Life: Utilizing Photovoice to empower American Indian Youth to Transfer Knowledge</td>
<td>American Public Health Association, Atlanta, GA.</td>
</tr>
<tr>
<td>Nitzinger, V., ** Held, S., Kevane, B., Eudave, Y, &amp; Hess, D.</td>
<td>Latinx health perceptions in rural Montana: Engaging Promotores de Salud using photovoice through Facebook.</td>
<td>American Public Health Association Conference, Atlanta, GA.</td>
</tr>
<tr>
<td>Schroeder, C.*, and Becker, J.</td>
<td>Critical Performance Factors in the Collegiate Weight Throw.</td>
<td>Poster presentation at the 15th Annual Northwest Biomechanics Symposium, Bellingham WA.</td>
</tr>
<tr>
<td>Schroeder, C.*, Bessert, S**, Seifert, J., and Becker, J.</td>
<td>Differences in Ground Reaction Forces When Collegiate Quarterbacks Throw Using Different Drop Patterns.</td>
<td>Poster presentation at the 69th Annual Meeting of the American College of Sports Medicine, Minneapolis, MN.</td>
</tr>
<tr>
<td>Simonds, V.W., LaVeaux, D.*, Pickett, V., &amp; Cummins, J.</td>
<td>Community-Based Pilot Project to Increase Environmental Health Literacy in a Native American Community.</td>
<td>American Public Health Association. Atlanta, GA.</td>
</tr>
<tr>
<td>*Williams, E. [on behalf of the Decker Early Childhood Research Team].</td>
<td>Outreach &amp; Engagement Council support for the Decker Early Childhood Research Team: Influence of funding over the years.</td>
<td>Presented for the Council of the Presidential Councils Meeting, Montana State University.</td>
</tr>
<tr>
<td>Wilson, S ***, Goodman, W *, Casillas, C ***, Zavala, L ***, and Becker, J.</td>
<td>Improving Posterior-Chain Engagement and Forward Lean During the Front Squat.</td>
<td>Poster presentation at the 69th Annual Meeting of the American College of Sports Medicine, Minneapolis, MN.</td>
</tr>
<tr>
<td>Zavala, L ***, Casillas, C ***, Flores, V., Cotter, J., and Becker, J.</td>
<td>Patellofemoral Joint Stress with Different Squat Depth and Loads. Podium presentation at the 8th World Congress on Biomechanics, Dublin, Ireland.</td>
<td></td>
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Department of Health and Human Development Undergraduate and Graduate Student Publications (*Undergraduate student, **Graduate student)


Department of Health and Human Development Undergraduate and Graduate Student State Presentations (*Undergraduate student, **Graduate student)*


Department of Health and Human Development Undergraduate Student Research Funding (*Undergraduate student)*

<table>
<thead>
<tr>
<th>Project</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Williams, E. (PI: Decker, K. B.), “Identifying family-centered early intervention professional development and training opportunities for rural occupational therapists, speech pathologists, and other practitioners,” Montana IDeA Network of Biomedical Research Excellence (INBRE) Public Health Internship, Fall 2017 – Spring 2018</td>
<td>$2,000</td>
</tr>
</tbody>
</table>
Critical Evaluation of EHHD Research Productivity & Impact

JOURNAL IMPACT FACTOR TRENDS
for journals in which EHHD faculty published in 2016 or 2017

Note 1: Websites are listed for journals not found on InCites Journal Citation Reports (JIF). Alternative RG journal impact numbers from ResearchGate are added if available.

Note 2: According to http://mdanderson.libanswers.com/faq/26159 (referred from MSU librarian Sara Mannheimer), in 2016, only 2% of the journals tracked by Journal Citation Reports (JCR) had an impact factor of 10 or higher. The top 5% of journals have impact factors of 6 or more, and about two-thirds of the journals tracked by JCR had a 2016 impact factor of 1 or more. In EHHD recognize that there are limitations to using impact factor in isolation as a measure of faculty prestige.

Note 3: Number in parenthesis following journal name indicates how many EHHD faculty publications cited that journal.

Active Learning (in Higher Education?) (2) - JIF = 1.969

Advances https://www.researchgate.net/journal/2046-2069_RSC_Advances
- RG journal impact = 3.06

AERA Open http://journals.sagepub.com/home/ero

Agroecology and Sustainable Food Systems – JIF = 1.140

American College of Sports Medicine (4) - This group has 5 journals

http://www.acsm.org/read-research/journals-bulletins
Medicine & Science in Sports & Education - JIF = 4.291
Exercise and Sport Science Reviews – JIF = 5.065
Current Sports Medicine Reports - JIF = 1.442
Translational Journal
Health & Fitness Journal - JIF = 0.700

American Counseling Association: VISTAS (3) https://www.counseling.org/knowledge-center/vistas

American Indian and Alaska Native Mental Health Research - JIF = 0.848

American Journal of Health Promotion - JIF = 2.197

American Journal of Sports Medicine - JIF = 6.057
Applied Physiology, Nutrition, and Metabolism (2) - JIF = 2.518

Asian/Pacific Island Nursing Journal
- RG journal impact =1.57

Association of Specialists in Group Work
https://www.researchgate.net/journal/0193-3922_The_Journal_for_Specialists_in_Group_Work
- RG journal impact =0.63

Biological Agriculture & Horticulture - JIF = 1.106

Bioscience (2) - JIF = 5.876

BMC Geriatrics - JIF = 2.866

BMC Public Health - JIF = 2.420

Body Image: An International Journal of Research (3) - JIF = 3.595

British Journal of Guidance & Counseling - JIF = 0.907

Bulletin of Science, Technology, & Society
- RG journal impact =0.50

CBE Life Sciences Education - JIF = 2.413

Centers for Disease Control and Prevention
- Emerging Infectious Diseases - JIF = 7.422

Climate http://www.mdpi.com/journal/climate

Cogent Education (2) https://www.cogentoa.com/journal/education

College Teaching
https://www.researchgate.net/journal/8756-7555_College_Teaching
RG journal impact = 0.28

Community Mental Health Journal - JIF = 1.159


Computers in Human Behavior (2) - JIF = 3.536

Conservation Letters - JIF = 7.279
Conservation and Society (2) - JIF = 1.652

Counselor Education & Supervision
https://www.researchgate.net/journal/0011-0035_Counselor_Education_and_Supervision
RG journal impact = 1.00

Contemporary Issues in Teacher Education (2) https://www.itejournal.org/ ???
- not entirely sure if this is the correct link, cannot find “contemporary” issues
  - Teaching Education
    https://www.researchgate.net/journal/1047-6210_Teaching_Education
    RG journal impact = 1.10
  - Issues in Educational Research
    https://www.researchgate.net/journal/0313-7155_Issues_in_Educational_Research
    RG Journal Impact: 0.65

Departures in Critical Qualitative Research http://dcqr.ucpress.edu/

Ecology and Evolution (2) - JIF = 2.340

Education Sciences (3) http://www.mdpi.com/journal/education

Electronic Journal of Science Education
RG Journal Impact: 1.73

Elementa Science of the Anthropocene (3) http://www.elementascience.org/

The Engaged Scholar Journal http://www.usask.ca/engagedscholar/

Ethnicity and Disease - JIF = 1.053

Evaluation & Health Professions - JIF = 1.531

Family and Consumer Sciences Research Journal (2)
RG Journal Impact: 0.58

Family Process - JIF = 3.116

Family Science Review www.familyscienceassociation.org/family-science-review

Food Security: The Science, Sociology and Economics of Food Production and Access to Food (2) - JIF = 2.970

Food Quality and Preference - JIF = 3.653
Frontiers in Public Health  https://www.frontiersin.org/journals/public-health
RG journal impact = 2.11

RG journal impact = 1.06

Health Education and Behavior - JIF = 1.899

Health Promotion Practice
https://www.researchgate.net/journal/1524-8399_Health_Promotion_Practice
RG journal impact = 1.14

Higher Education Research & Development - JIF = 2.006

Human Ecology - JIF = 1.642

Infancy - JIF = 1.873

Innovative Higher Education (2)
https://www.researchgate.net/journal/0742-5627_Innovative_Higher_Education
RG journal impact = 1.12

International Journal of Business Administration
http://www.sciedupress.com/journal/index.php/ijba

International Journal of Circumpolar Health - JIF = 1.055

International Journal of Contemporary Hospitality Management - JIF = 2.874

International Congress on Skiing and Science

International Journal of Education Technology
RG Journal Impact: 0.29

International Journal of Environmental Research and Public Health (3)
RG Journal Impact: 2.79


International Research in Higher Education
RG Journal Impact: 0.60

RG Journal Impact: 1.11

RG Journal Impact: 0.38

International Journal of Sustainability in Higher Education - JIF = 1.876

International Society of Biomechanics in Sports [https://isbs.org/]

Journal of Adolescent Research (2) [https://www.researchgate.net/journal/0743-5584_Journal_of_Adolescent_Research]
RG Journal Impact: 1.17

Journal of Agriculture, Food Systems, and Community Development (2) [https://www.foodsystemsjournal.org/index.php/fsj]

Journal of American Indian Education (2) [https://jaie.asu.edu/]

Journal of American Indian and Alaska Native Mental Health Research [https://www.researchgate.net/journal/1533-7731_American_Indian_and_Alaska_native_mental_health_research_Online]
RG Journal Impact: 1.31

Journal of College Orientation & Transition [https://www.nodaweb.org/page/JCOT]

Journal of College Student Development - JIF = 0.952

Journal of Community Engagement and Scholarship [http://jces.ua.edu/]

Journal of Community Health - JIF = 1.530

Journal of Continuing Education and Professional Development (2) [http://jcepd.uscip.us/]

The Journal of Counselor Preparation and Supervision (2) [https://repository.wcus.edu/jcps/]

Journal of Critical Incidents (3) [https://www.sfcr.org/jci/]

105
RG Journal Impact: 1.00

Journal of Early Intervention - JIF = 1.241


Journal for Educational Technology Systems

Journal of Engineering Education – JIF = 1.976

Journal of Environmental Education
RG Journal Impact: 0.14

Journal of Family Issues – JIF = 1.489

Journal of Food Engineering – JIF = 3.197

Journal of Food Science – JIF = 2.018


Journal of Health Communication – JIF = 1.648

RG Journal Impact: 0.92

Journal of Human Sciences and Extension  https://www.jhseonline.com/

Journal of Hunger and Environmental Nutrition (5)
RG Journal Impact: 1.14

Journal of International Society of Sports Nutrition
RG Journal Impact: 1.51

Journal of Motor Behavior – JIF = 1.513

Journal of Nutrition Education and Behavior (4)
RG Journal Impact: 0.32

*Journal of Obesity and Weight Management*

*Journal of Research in Rural Education* [http://jrre.psu.edu/](http://jrre.psu.edu/)

*Journal of Research on Leadership Education - University Council on Education Administration*
[http://www.ucea.org/member_journals/jrlesage/](http://www.ucea.org/member_journals/jrlesage/)

*Journal of Science and Medicine in Sport* (2)
RG Journal Impact: 1.13

*Journal of Sports Sciences* – JIF = **2.733**

*Journal of School Counseling* [http://jsc.montana.edu/](http://jsc.montana.edu/)

*Journal of Social Work Education* – JIF = **1.000**

*The Journal of Strength & Conditioning Research* (2)
RG Journal Impact: 2.49

*Journal of Texture Studies* – JIF = **1.591**

*Language Arts* (2) [http://www2.ncte.org/resources/journals/language-arts/](http://www2.ncte.org/resources/journals/language-arts/)

RG Journal Impact: 0.12

*Liberal Education, Association of American Colleges & Universities*
[https://www.aacu.org/publications-research/periodicals/presidents-message](https://www.aacu.org/publications-research/periodicals/presidents-message)

*Literacy Voices* (3) [http://www.literaryvoice.in/](http://www.literaryvoice.in/)

*Marriage and Family Review*
RG Journal Impact: 0.62

*Medicine and Science in Sport and Exercise* (4)
[https://www.researchgate.net/journal/1530-0315_Medicine_and_science_in_sports_and_exercise](https://www.researchgate.net/journal/1530-0315_Medicine_and_science_in_sports_and_exercise)
RG Journal Impact: **3.54**
Mentoring and Tutoring: Partnerships in Learning [https://www.researchgate.net/journal/1469-9745_Mentoring_and_Tutoring](https://www.researchgate.net/journal/1469-9745_Mentoring_and_Tutoring)

RG Journal Impact: 0.60

Middle Grades Research Journal (2)
[http://www.infoagepub.com/middle-grades-research-journal](http://www.infoagepub.com/middle-grades-research-journal)

The Montana English Journal (3)
[https://scholarworks.umt.edu/mej/](https://scholarworks.umt.edu/mej/)

Multicultural Education in the 21st Century: Innovative Research and Practices
[https://hesa.uconn.edu/hesa-publications/](https://hesa.uconn.edu/hesa-publications/)

Neural Computing and Applications – JIF = 4.213

Open Medicine – JIF = 0.484

The Physical Educator [https://js.sagamorepub.com/pe](https://js.sagamorepub.com/pe)


RG Journal Impact: 3.54

Policy Futures in Education
[https://www.researchgate.net/journal/1478-2103_Policy_Futures_in_Education](https://www.researchgate.net/journal/1478-2103_Policy_Futures_in_Education)

RG Journal Impact: 0.34

Political Librarian [https://openscholarship.wustl.edu/pollib/](https://openscholarship.wustl.edu/pollib/)

Preventive Medicine Reports

RG Journal Impact: 0.44

Qualitative Health Research (2) – JIF = 2.413

Qualitative Inquiry – JIF = 1.207

Reading & Writing – JIF = 1.837

Renewable Agriculture and Food Systems – JIF = 1.701

Research & Practice in Assessment (2) [http://www.rpajournal.com/](http://www.rpajournal.com/)

Research Quarterly for Exercise and Sport (2)

RG Journal Impact: 0.42

Respiratory Medicine
UPDATE: A Newsletter of the Montana Association of Teachers of English Language Arts
http://www.matelamt.com/

SEM Quarterly (2) http://old.aacrao.org/resources/publications/sem-quarterly

RG Journal Impact: 2.32

Social Science Quarterly – JIF = 0.874

Sport Coaching Review (2) https://www.tandfonline.com/loi/rspc20

Sustainability – JIF = 2.075

Teacher Education and Practice https://rowman.com/page/TEP

Teachers College Record – JIF = 1.072

Tribal College & University Research Journal https://tribalcollegejournal.org/

Young Children (2) https://naeyc.org/resources/pubs/yc
Data for the 2017 report will be used as a baseline for comparison in future years. In alignment with the MSU Draft Strategic Plan, we will strive for increasing the impact of our scholarship. We are encouraged by the number of EHHD publications appearing in journals with impact factors in the 2.0-5.99 range.

NOTE: Journals with less than five years of publication history have a Impact Factor of 0
The number of refereed publications declined in 2017 compared to 2016, while the number of refereed presentations increased. Dissemination strategies in the “other” category increased by a large margin compared to 2016. Examples of “other” dissemination strategies include: newsletters, blogs, websites, curricula and model lesson plans, and other non-peer reviewed translational publications.