EHHD Research Report

2018

(FY 2018-19)

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Authors:

Bill Ruff, EHHD Associate Dean for Research Development
Elizabeth Bird, EHHD Project Development & Grants Specialist
Rebecca Koltz, HHD Department Head
Tricia Seifert, Education Department Head
Ann Ewbank, Education Department Director of Accreditation and Operations
Alison Harmon, EHHD Dean
# College of EHHD Research Report 2018 (FY 2018-19)

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College of Education, Health and Human Development

2018 Report of Research, Scholarship and Creative Activities

Executive Summary of 2018 EHHD Research Report (FY 18-19)

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 the College of Education, Health and Human Development (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 the 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 outreach collaborations which engage communities across Montana, the Northern Plains and Northern Rocky Mountain region, and beyond.

Scholarly engagement is supported by organizational structures, such as the three centers noted about. On the other hand, scholarly engagement has emerged through self-organizing and semi-structured activities as well. An example of self-organizing engagement activities is seen in the emerging of writing groups where several faculty members within EHHD meet periodically to read and critique each other’s writings. 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 through the reflection and the accountability group members provide to one another. An example of semi-structured engagement activities can be seen in academic
conversations and collaborations established and promoted through various intra- and inter-collegiate forums. Common Threads, a network of MSU Indigenous researchers who meet monthly to discuss ongoing research with Indigenous communities throughout Montana, is one such inter-collegiate forum. Organized by Dr. Elizabeth Bird in late 2017, the forum dramatically grew throughout 2018 with members from almost every college meeting monthly to coordinate research studies conducted within Indigenous communities across the state as well as address issues of common concern.

Training and Faculty Support
Current disciplinary knowledge and methodical skills are essential to the development of a scholarly identity as well as success in research productivity. Several EHHD initiatives facilitating training and support included: the mini-grant program, monthly brown bag seminars, 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, transformational teaching, pilot research projects, and the integration of teaching and learning scholarship. In 2018, EHHD invested $138,334 in funding 22 mini-grant proposals. The EHHD Mini-Grant program was initiated in 2015 to provide faculty the opportunity to fund ideas that have potential toward increasing the reputation of the college. To date, $407,346 have been invested in the program. A direct result of this investment, faculty have been awarded $1,575,340 in grants of which 65% of the funding has been from external grant sources such as federal, state, or foundation funding. This represents an overall return on investment of $3.87 per dollar invested in the mini-grant program. Furthermore, 169 presentations and 34 publications have been produced as a direct result of mini-grant funding.

Five brown bag seminars were conducted featuring a total of 4 external visitors, 14 faculty and 1 grad student on topics pertaining to funded research, interdisciplinary research, Indigenous research methods, integrated scholarship and publication productivity and impact.

The grant award start-up meetings offered just-in-time training in grant management and established a collaborative forum for PI, Co-PIs, departmental fiscal managers, HR staff, and the OSP representative to discuss the scope of the funded research project, clarify the policies and procedures applicable to the project and fund expenditures related to the project towards the prevention of misunderstandings among the implementation team.

Nurturing
EHHD’s two key strategies for nurturing were increasing the awareness of faculty regarding the resources offered by the college and the university as well as developing the means of supporting pre-retention tenure track faculty toward success and well-being.

The New Faculty Success and Productivity Learning Community was developed to establish and maintain a college-wide learning community facilitating the induction of new faculty members into EHHD. The goal of the learning community is to provide essential support to each faculty member’s success through tenure. Faculty success relies personal management of the local environment and relationship building across the college, university and state stakeholders as well as technical knowledge and skill. This learning community is established to provide the basic structural components necessary for the support needed by new faculty to successfully develop their individual reputations as scholars in conjunction
with other induction and mentoring programs offered by Montana State University for tenure track faculty members.

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**
2018 was a good year for funded scholarship. Although the rate of successful awards dropped by 10%, the number of faculty members submitting proposals increased by 32%. Furthermore, the number of faculty members submitting multiple proposals also increased by 23% resulting in an overall increase in grant expenditures by 17.8%, among the best increases in expenditures of all the colleges within Montana State University.

Dissemination of scholarly products in 2018 was mixed. Specifically, the number of scholarly presentations made by faculty and students increased almost 2-fold (197%) from 150 presentations in 2017 to 296 presentations in 2018. Similarly travel scholarships for students to present at regional, national, and international conferences increased 24% from 38 students receiving $500 travel scholarships to 47 students receiving travel scholarships. On the other hand, in 2018, EHHD faculty and students published 96 scholarly works, a 28% decrease in publications from 2017.

**Office of the Associate Dean for Scholarship Development and Academic Impact Actions for 2019**
- Conduct follow-up meetings with faculty submitting grant proposals that were not awarded and rejected publications to assist and support the faculty members in revising and resubmitting the scholarly work.
- Conduct town hall meetings with faculty to establish a shared understanding of academic impact.
- Implement the New Faculty Success and Productivity Learning Community to include the training and orientation of tenured faculty to support the community.
- Continue to conduct grant award meetings to facilitate and coordinate effective grant management.
- Continue to meet with each candidate for a tenure track position to explain the resources available at MSU and within EHHD for scholarship development.
- Continue to meet with new faculty members within the first semester of their appointment to discuss their research agenda and resources needs.
- Continue to assist faculty in grant writing, reviewing proposals, and scholarship development.
College of Education, Health and Human Development

2018 Report of Research, Scholarship and Creative Activities

The purpose of this report is to summarize the accomplishments of the faculty and staff toward furthering the scholastic reputation of the College of Education, Health and Human Development towards contributing to the land-grant mission of Montana State University, towards benefiting the citizens of the state of Montana, and towards advancing the national and international reputation of this college and university.

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 Counselling. Similarly, the research agendas of our faculty are equally diverse ranging from the biomechanics of exercise injuries to describing the impact of a video game on spacial perception of middle school students. 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 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 of these other forms of scholarship (Discovery, Engagement and/or Teaching & Learning) into a single project or series of similar projects.
An example of integrated scholarship within EHHD is the Montana Teachers of English Language Learners (MontTELLs) project. The project was initiated in 2016 through a language acquisition grant provided by the US Department of Education amounting to 2.7 million dollars over a 5-year period. The project provides outreach to Montana schools by increasing awareness of an underserved English Language Learner (ELL) population among schools serving rural and American Indian communities, then provides graduate education to teachers located in these remote communities for improved ELL instruction. Furthermore, through a clinical trial research design, data is being collected and reported demonstrating the efficacy of the innovative teacher professional development model compared to the current professional development model used by schools within Montana. 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 the Indian Leadership Education and Development (I LEAD) series of projects, 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 could be further developed. 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


Diversity of Scholarly Contributions by EHHD Faculty in 2018
In 2018, EHHD faculty produced a total of 96 publications including 57 peer-reviewed articles appearing in scholarly journals. Figure 2 below depicts the proportion of the different types of works published. The mean publication rate for EHHD was 1.78 publications per tenured or tenure-track faculty member.
**Presentations**

In 2018, EHHD faculty made 296 presentations including 184 presentations in peer-reviewed venues. Figure 3 below depicts the proportion of the different types of presentations made. The mean presentation rate for EHHD was 5.48 presentations per tenured or tenure-track faculty member.

![Figure 3: Types of Presentations](image)

**Funded Scholarship**

Funded research has continued to expand. During the academic year of 2018-19, grant expenditures increased by 17.8%. Additionally, the number of PIs/Co-PIs submitting proposals increased 32% and the number of PIs/Co-PIs submitting multiple proposals increased 23%. Figure 4 is the amount of grant expenditures by year in millions of dollars demonstrating a consistent increase over the last three years.

![Figure 4: Annual Grant Expenditures by Year in Millions of Dollars](image)
Figure 5 shows the number of proposals, grant awards and faculty members submitting proposals by year. Although there is some fluctuation in the number of proposals submitted and the number of grant awards, the number of faculty submitting proposals has steadily increased over the last three years.

![Figure 5: Number of Grant Proposals, Awards and Primary Investigators Submitting Proposals by Year](image)

Figure 6 shows the percentage rate of proposal success by year. Although the success rate of submitted proposals fluctuates from year to year between 40% and 55%, the reason for the fluctuation may be due to the increasing numbers of faculty members submitting proposals for the first time.

![Figure 6: Percentage rate of Successful Proposals](image)
Finally, as many of the grants are multiyear awards, Figure 7 shows the increasing total value of active grants in millions of dollars. This increasing value demonstrates a healthy and robust funded research program within EHHD.

![Figure 7](image.png)

**Figure 7**

**Total Value of All Current Grant Dollars in Millions**

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**Evaluation of EHHD Mini-Grant Program**

The EHHD Mini-Grant program was initiated in 2015 to provide faculty the opportunity to fund ideas that have potential toward increasing the reputation of the college. Five types of mini-grants have been funded since the program began in the areas of: transformational teaching and learning, service-learning student success, integration of scholarship, seed research projects, and seed Community-Based Participatory Research (CBPR) projects. To date, $407,346 have been invested in the program and as a direct result of this investment, faculty have been awarded $1,575,340 in grants of which 65% of the funding has been from external grant sources such as federal, state, or foundation funding. This represents an overall return on investment of $3.87 per dollar invested in the mini-grant program.

Two primary indicators of academic impact are the number and quality of presentations and publications. Since 2015, 169 presentations were produced from work funded through a mini grant. Forty percent of the presentations were at national or international venues. Figure 1 below indicates the presentation type.
In addition to a significant number of presentations emerging from mini grant projects, there have been 34 publications produced from mini grant projects. Seventy-four percent of these publications have been in peer-reviewed national or international journals. Figure 2 below indicated the publication type.
In 2015, the mini grant program began by awarding nine grants to faculty. Fourteen grants were awarded in 2016, ten in 2017, and 22 in 2018, for a total of 55 grants awarded since the inception of the program. Figure 3 below shows the return on investment disaggregated by year for the last three years. Return on investments dollars were calculated using the total amount of grants awarded divided by the amount of the dollars funding the mini grants for that year. Presentations, publications and grant proposals were calculated based on the number products produced divided by the number of grants awarded for that year.

Although the return on investment appears to be declining over the years, it must be noted that the decline has more to do with the fact that this is a snapshot in time rather than showing a negative trend. Specifically, the products for mini grants projects awarded in 2016 have had an opportunity to mature,
while the projects for 2017 have only recently been completed and the five projects for 2018 will not be completed until 2020. So, while the trend appears to be declining the reason for this decline is that projects for 2017 and 2018 are still in the process of developing and disseminating their findings.

In today’s marketplace, very few investment opportunities exist where one can double one’s investment in three years. Yet, the funds invested in the mini grant program increased six-fold during that same period of three years. Presentations increased five-fold, and despite a time lag between the development of a manuscript and its publication often more than two years long, the number of publications produced have kept pace with the number of grants awarded. The mini grant program has a strong return on investment and has substantively enhanced the reputation of this college and its faculty. Recommend the program continue.
EHHD Strategic Plan Objectives for Research, Scholarship and Creative Activities

This annual report ends the 5-year strategic planning cycle that began in 2014 and heralds the beginning of the next 7-year strategic plan that starts during the 2019-2020 academic year.

2014 Strategic Plan Goals pertaining to Discovery

1D - Increase financial and personal support for faculty and students’ discovery projects

- Goal: Maintain or increase college-level financial support for research (e.g., mini travel grants for students and faculty and seed grant support); current level of support is $10,000/yr each for student/faculty travel and seed grants ($20,000 total).

- Performance Results:
  - Student Travel Awards:
    - 2017 – Travel scholarships of $500 awarded to 38 students totaling $19,000. Each student presented his or her scholarly work at a regional, national or international conference.
    - 2018—Travel scholarships of $500 awarded to 47 students totaling $23,500. Each student presented his or her scholarly work at a regional, national or international conference.
  - Mini-grants Awards:
    - 2015—9 grants awarded totaling $27,089
    - 2016—14 grants awarded totaling $155,967
    - 2017—10 grants awarded totaling $106,298
    - 2018—22 grants awarded totaling $138,334

  - From the work funded by the mini-grants, 169 scholarly presentations were made of which 40% were at national or international conferences. Additionally, 34 publications resulted in the work funded by the mini-grants of which 74% of these publications were in peer-reviewed national or international journals. Finally, on average, the mini-grant awards have returned $3.87 in external grant funding for each $1.00 invested.

1D.3 - Add PhD programs and increase the number of doctoral degree conferrals.

- Goal: Add PhD programs in ED by 2015 and in HHD by 2017. While sustaining EdD program, develop new doctoral program curricula including EHHD common courses in research, statistics, curriculum development, etc.; Examine ways to support these programs (e.g., support more doctoral students and fewer master’s students, rotate course offerings to include doctoral courses, join Carnegie Project on the Education Doctorate-CPED)
Performance Results:

- A PhD in Education with three areas of concentration was developed and successfully launched in 2016.

- For the past two years, using information from the Carnegie Project on the Education Doctorate (CPED) as well as other resources, the faculty of the Education Department have been discussing how to clearly differentiate the Doctor of Education degree from the Doctor of Philosophy in Education degree. Agreement was reached during the 2018-2019 Academic Year articulating the difference between the two degrees and published in the student handbook.

- Planning permission for two additional PhD degrees have been granted in 2018: a PhD in Exercise and Nutrition Science, and a cross-disciplinary PhD in Indigenous and Rural Health Equity. Both degree programs are actively being developed.

2019 Strategic Plan goals and strategies pertaining to research, scholarship and creative activities

A new 5-year strategic plan has been developed for the college and is being implemented. The goals, strategies and measurement indicators pertaining to the development of scholarship are listed below.

2.1.1. Support EHHD student research by encouraging faculty mentorship of undergraduate and graduate scholars (such as USP projects, McNair and INBRE scholars etc.).

- Number of faculty involved in mentoring students
- Number of students supported with travel scholarships

2.1.2. Use EHHD internal grant awards to stimulate projects that address the interdisciplinary Grand Challenges of Montana (community health, early childhood, public policy, education and health equity, food security, sustainable food systems and biomedical sciences).

- Number of proposals funded and dollar amounts
- Research product outcomes
- Number of new partnerships created

2.1.3. Increase impact and strengthen EHHD’s reputation in scholarship by encouraging/incentivizing faculty to deliver public presentations to share their scholarship with the MSU Community and Montana’s communities and beyond (Social Media Channels, EHHD Talks, PK, 10x10, etc.); increase internal and external dissemination and circulation of EHHD scholarly research products.

- Number of outreach events that feature EHHD faculty sharing their scholarship
- Number of faculty delivering public presentations to share their scholarship
- Number of videos disseminated to share faculty scholarship

2.1.4. Develop continuous improvement goals for EHHD scholarship and document the significance and impact of their fulfillment in the annual EHHD Scholarship and Academic Impact report. Communicate expectations to faculty and engage faculty in self-assessment of impact.
• Annual development and assessment of goals
• Creation of a faculty scholarly productivity index to be utilized in documenting continuous improvement
• Annual improvement in index of faculty scholarly productivity based on number of publications, presentations and grants

2.2.1. Conduct an EHHD curriculum assessment for the purpose of determining where degree programs intersect, identifying opportunities for creating efficiencies, opportunities for co-teaching, and cross-disciplinary active learning experiences.

• Assessment Completed

2.2.2. Support the expansion and enhancement of shared interdisciplinary research labs (e.g. Neuromuscular Biomechanics Laboratory; Interdisciplinary Digital Research Lab) and college-affiliated centers (Center for Bilingual and Multicultural Education, Center for Research on Rural Education, Science Math Resource Center).

• Number of graduate students and affiliate faculty
• Number of interdisciplinary proposals, projects/events, and grant awards
• Research expenditures

2.2.3. Use EHHD internal grant awards to stimulate projects that address the interdisciplinary Grand Challenges of Montana (community health, early childhood, public policy, education and health equity, food security, sustainable food systems and biomedical sciences)

• Number of proposals funded and dollar amounts
• Research product outcomes
• Number of new partnerships created

2.3.1. Increase impact and strengthen EHHD’s reputation in scholarship by encouraging/incentivizing faculty to deliver public presentations to share their scholarship with the MSU Community and Montana’s communities and beyond (Social Media Channels, EHHD Talks, PK, 10x10, etc.); increase internal and external dissemination and circulation of EHHD scholarly research products.

• Number of presentations
• Diversity of audiences
• Number of outreach events that feature EHHD faculty sharing their scholarship

2.3.2. Host scholarly symposia with university, state, national or international audiences.

• Number of events which EHHD hosts/co-hosts
• Demographics of participants

2.3.3. Develop a college level infrastructure for nominating deserving faculty, staff, and students for national/international awards.

• Create infrastructure
• Number of nominations
• Number of awards
2.3.4. Develop continuous improvement goals for EHHD scholarship and document the significance and impact of their fulfillment in the annual EHHD Scholarship and Academic Impact report. Communicate expectations to faculty and engage faculty in self-assessment of impact.

- Annual development and assessment of goals
- Creation of a faculty scholarly productivity index to be utilized in documenting continuous improvement
- Annual improvement in index of faculty scholarly productivity based on number of publications, presentations and grants

2.4.1. Develop an EHHD workload policy that supports ‘investment’ in alternative forms of integrated teaching and scholarship— including undergraduate research and intern supervision, graduate student advising, post-doctoral mentoring.

- Create a policy
- Number of faculty engaged with undergraduate, graduate and post-doctoral students in research

2.4.2. Develop continuous improvement goals for EHHD scholarship and document the significance and impact of their fulfillment in the annual EHHD Scholarship and Academic Impact report. Communicate expectations to faculty and engage faculty in self-assessment of impact.

- Annual development and assessment of goals
- Creation of a faculty scholarly productivity index to be utilized in documenting continuous improvement
- Annual improvement in index of faculty scholarly productivity based on number of publications, presentations and grants

2.4.3. Increase research expenditures in EHHD, grant success rate, number of funded grants, and the number of PIs involved in grant writing.

- Research Expenditures
- Number grant applications and award rate
- Number and percentage of faculty engaged in grant writing and grant management

2.4.4. Provide support and professional development for faculty to better integrate their research, teaching, and service.

- Number of CFE activities with integration focus led/co-sponsored by EHHD
- Develop and pilot the "New Faculty Success and Productivity Program"
- Number of pre-tenure faculty engaged in the "New Faculty Success and Productivity Program"
Annual Goals and Accomplishments

Last year’s EHHD research report contained several process goals or strategies to facilitate continuing success in scholarly productivity within the EHHD. Below are the process goals and the accomplishments that have been made by the college’s Office of Scholarship Development and Academic Impact.

- Continue monthly “brown bag” seminars promoting the understanding and skills needed for to establish and maintain a scholarly identity.
  - Five brown-bag seminars featuring a total of 4 external visitors, 14 faculty and 1 grad student. The topics of each of the seminars is listed below.
    1. Campus IDeA programs and how they’re relevant to EHHD faculty
    2. Interdisciplinary research
    3. Indigenous Research Methods
    4. Integrated Scholarship
    5. Enhancing publication productivity and impact

- Blog and Tweet tips for grant success.
  - We published one “grant success” tweet every week starting early January.
  - We contributed notices to about 2 dozen “Tuesday Times” newsletters

- Formalize a new faculty mentorship program.
  - A program to support new faculty members was developed. As there are several different individual mentoring programs offered to junior faculty at the university, the focus of college’s program was to establish a Learning Community focused on developing the productivity of new faculty through retention. Program implementation began in AY 2019-20.

- Offer a graduate course on grant writing in conjunction with a faculty grant-writing boot camp.
  - A graduate course on grant writing was offered under a special topics rubric during summer 2018. Three graduate students and four faculty members participated in the course.

- Develop a comprehensive faculty handbook that makes tacit processes explicit.
  - Conducted five “faculty handbook” discussions to share info and gather questions/ideas of what needs to be in the handbook under development, on these topics:
    1. Applying for professional society and other kinds of awards
    2. Who are the EHHD staff and who do you go to with different kinds of questions?
    3. Mentoring of faculty - what do we need in the college?
    4. Grant submission and management
    5. Designing research assistant positions
  - From these meetings, the first two chapters of the handbook have been finalized and posted online. The remaining chapters are still being drafted.

- Facilitate meetings of scholars working with Indigenous communities.
  - Organized and facilitated monthly meetings of the Common Threads Network of Indigenous Communities’ Research Partners (total number of faculty, staff or grad students who have participated at least once is 65; 11 campus units have hosted refreshments)
• Conduct campus-wide symposia
  o EHHD showcased of CBPR Projects in Sept 2018 as part of the 125 Year Anniversary Celebration.
  o Conducted “EHHD Talks,” an event where the college’s award-winning faculty members presented their work in a 10 minute presentation to the public at the Museum of the Rockies.

Annual Process Goals for 2019

• Conduct follow-up meetings with faculty submitting grant proposals that were not awarded to assist and support the faculty members in revising and resubmitting the proposal on the next call for proposals.
• Implement the New Faculty Productivity Learning Community to include the training and orientation of tenured faculty to support the community.
• Continue to conduct grant award meetings to facilitate and coordinate grant effective management.
• Continue to meet with each candidate for a tenure track position to explain the resources available at MSU and within EHHD for scholarship development.
• Continue to meet with new faculty members within the first semester of their appointment to discuss their research agenda and resources needs.
• Continue to assist faculty in grant writing, reviewing proposals, and scholarship development
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<td>6</td>
<td>32</td>
<td>34</td>
<td>41</td>
<td>31</td>
<td>40</td>
</tr>
<tr>
<td>Numbers of submitted proposals</td>
<td>15</td>
<td>56</td>
<td>63</td>
<td>78</td>
<td>67</td>
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<tr>
<td>Average proposal size</td>
<td>$184,567</td>
<td>$190,818</td>
<td>$348,979</td>
<td>$400,544.05</td>
<td>$538,314.00</td>
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<tr>
<td>Rate of proposal success</td>
<td>40%</td>
<td>57%</td>
<td>54%</td>
<td>53%</td>
<td>46%</td>
<td>51%</td>
</tr>
<tr>
<td>Numbers of funded PIs/Co-PIs (new grants)</td>
<td>6</td>
<td>24</td>
<td>25</td>
<td>25</td>
<td>22</td>
<td>31</td>
</tr>
<tr>
<td>Numbers of PIs/Co-PIs submitting</td>
<td>13</td>
<td>30</td>
<td>33</td>
<td>36</td>
<td>37</td>
<td>43</td>
</tr>
<tr>
<td>New PIs (submitting or funded)</td>
<td>0</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>11</td>
<td>17</td>
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<tr>
<td>Numbers of PIs/co-PIs submitting more than one proposal</td>
<td>4</td>
<td>13</td>
<td>18</td>
<td>20</td>
<td>16</td>
<td>22</td>
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<tr>
<td>Total dollar value of all current grants on approx Sept. 30, 2019</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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</tbody>
</table>
Community-Centered and Compassionate Scholarship Symposium
September 6, 2018, 4-8:30pm.
Strand Union Ballrooms
Sponsored by the MSU College of Education, Health & Human Development.

4:00 – 5:15pm Campus-wide poster session (including Colleges of EHHD, Agriculture, Arts & Architecture, Engineering, Letters & Sciences, Nursing, and MSU-Extension)

5:15 - 5:30pm Break and food

5:30 – 7:10pm Talks on Community-Based Participatory Research (CBPR):
1. Beth Rink & Suzanne Held
   Community Based Participatory Research: The Importance of Context and Collaboration in Community Engagement to Advance Science
2. Sandra Bailey
   Montana Grandparents Raising Grandchildren
3. Rebecca Koltz & Dawn Tarabochia
   Living Well in Later Years: Focusing on Men’s Well-being
4. Tena Versland, Nick Lux, Joe Hicks, John Melick
   Recruiting and Retaining Outstanding Teachers for Eastern Montana’s Rural Communities: The Rural Practicum Experience (Parts 1 and 2)
5. Christine Stanton, Jioanna Carjuzaa, Lucia Ricciardelli, Brad Hall, Gerald Gray, Sr., Veronica Willeto
   Digital Storywork Project for Revitalization of Indigenous Language
6. Alexandra Adams
   Promise and Pitfalls of CBPR

7:10 - 7:30pm Break and food

7:30 – 8:30pm 20x20 Talks on Compassion in Work and Life
1. Kayte Kaminski - The Compassion Project
2. Tia Goebel - Contemplating Compassion
3. Lorca Smetana - Radical Compassion and Social Courage
4. Kelsey McPherson - An Exploration into Self-Compassion
5. Alison Harmon – $3 A Day—Building Empathy and Compassion for the Food Insecure

List of Poster Presentations (Organized Thematically)

Food and Nutrition Systems
1. Carmen Byker Shanks (MSU-Health & Human Development), Selena Ahmed, Mary Stein, Kate Wright, Sam Blomquist. Collaborating Cross-sector to Enhance the Sustainability of Montana’s Local Food Systems
2. Carmen Byker Shanks (MSU-Health & Human Development), Katie Bark, and Molly Stenberg. *Smarter Lunchroom Strategies Decrease Vegetable Waste in Montana High School Cafeterias*

3. Carmen Byker Shanks (MSU-Health & Human Development), Katie Bark, and Molly Stenberg. *Smarter Lunchroom Strategies Increases Vegetable Selection at Salad Bars*

**Improving Education**

1. Gilbert Kalonde (MSU-Education), Fengjen Luo, Bill Ruff. *Native American STEM Teachers’ Project*

2. Collen McMilin (MSU-Health & Human Development), Anna Diffenderfer, Coleen Kaiser, Marcy Gaston. *Inter-professional Education: Farm-to-Clinician, a Culinary Medicine Approach to Healthcare*

3. Virginia L. Mohr (MSU-Education). *“Who I Am”: Supporting Pre-Service Teacher Integrity Within an Evidence-Based Student Teaching Assessment Program*

**Family/Children**


2. Kalli B. Decker (MSU-Health & Human Development) with Jacie Meldrum, Emma Williams, Alexandra Corcoran, Kami Horner, Ellerey Jorgensen, Makenzie Fry, Rachel Kepl, Chloe Nease. *Past, present, and future community-centered early intervention research in Montana*

3. Megkian Doyle (MSU-TRiO) with members of the Raising Places Team and Community of Lodge Grass, Montana. *Becoming a Child-Centered Community through a Social-Labs Process*

**Life Challenges**

1. Lauren Dotson Davis (MSU-Education), Rebecca Buchanan. *The Case for Trauma-Informed Care: Perspectives and Approaches in Rural Education*

2. Edward T. Dunbar (MSU-Health & Human Development) and Holly Priscu. *Good Neighbors Transitional Care Pilot Program*

3. Katie Landis (MSU-Nursing), Laura Larsson, Emily Salois. *Trauma Awareness and Resiliency Training for Opioid Addiction Recovery*


5. Yoshi Colclough (MSU-Nursing). *The View Changes on Crossing-Over Among American Indians Living on a Reservation*
6. Kara Hurt-Avila (MSU-Health & Human Development) and Joelle Starr. *Maternal Mental Health in Gallatin Valley*

7. Rachel Juel (MSU-Health & Human Development), Mary Stein, Aubree Pierce, Hadley Barnard. *Bounty of the Bridgers Campus Food Pantry Tackles Food Insecurity and Food Waste*

8. Christy Sofianek (MSU-Education, Health & Human Development), Emelyn Albright. *MSU LIFE, Learning Is For Everyone, Scholars*

**Environmental Health**

1. John Doyle (Little Big Horn College), Larry Kindness, James Realbird, Margaret J. Eggers & Anne K. Camper. *Addressing Disparities in Safe Public Drinking Water on the Crow Reservation in Montana*

2. Margaret J. Eggers (MSU-Center for Biofilm Engineering), John T. Doyle, Myra J. Lefthand, Sara L. Young, Anita L. Moore-Nall, Larry Kindness, Roberta Other Medicine, Timothy E. Ford, Eric Dietrich, Albert E. Parker, Joseph H. Hoover and Anne K. Camper. *Community-engaged cumulative risk assessment of exposure to inorganic well water contaminants, Crow Reservation, Montana*

3. Christine Martin (Little Big Horn College), John Doyle, Sara Young, Myra Left Hand, Mari Eggers, JoRee LaFrance. *Integrating TEK and Climate Change Science to get a better understanding of Climate Change impacts*

4. Christine Martin (Little Big Horn College), Myra Lefthand, John Doyle, Vanessa Simonds, Margaret Eggers. *Perceptions of Safe Water*

5. Vanessa Simonds (MSU-Health & Human Development), Deb LaVeaux, Frances L. Kim, Jason D. Cummins, Christine Martin. *Guardians of the Living Water: Apsáalooke (Crow Indian) Children as Change Agents in their Community*


**Serving/Building Communities**


2. Rebekah VanWieren (MSU-Plant Sciences & Plant Pathology), Diana Hammer, Ashleigh Weeks, Students in HORT 432 Advanced Landscape Design in Fall 2017, Participants from Fort Peck Tribes community. *Envisioning Community with Green Infrastructure: Revitalizing Community and*

4. Tara Mastel (MSU-Extension), Micky Zurcher, Tom Harrington, Daniel Clark. **Community Rebranding: Making Boulder’s Future Bright**

5. Mary Anne Hansen (MSU-Library). *The Tribal College Librarians Professional Development Institute: Building a Network of Librarians to Grow and Strengthen Lifelong Learning Communities in Tribal Lands*

CBPR

1. Alexandra Adams (MSU-CAIRHE), Sue Higgins, James Burroughs. *Center for American Indian and Rural Health Equity*

2. Laurel Fimbel (MSU-Health & Human Development), Mark Schure, Suzanne Held, Shannen Keene, Mikayla Pitts. *Messengers for Health Báa nnilah program: Evaluating strategies for program adherence and participant retention in a randomized controlled trial of a chronic illness management program for Apsaalooke tribal members*

3. Shannen Keene (MSU-Health & Human Development), Alma Knows His Gun McCormick, Suzanne Held, Lucille Other Medicine, Mark Schure, Mikayla Pitts, Laurel Fimbel. *Monitoring Treatment Fidelity in an Indigenous Chronic Illness Self-Management Program*

4. Mikayla Pitts (MSU-Health & Human Development), Suzanne Held, Alma Knows His Gun McCormick, Mark Schure. *Messengers for Health Báa nnilah program: Understanding community context when recruiting study participants in an American Indian community*

5. Reisa A. Walker (MSU-Nursing), Laura S. Larsson. *Improving Oral Health Literacy in Cheyenne Country*

Indigeneity

1. Matt Herman (MSU-Native American Studies). *‘At the Level of Ideas’: Indigenous Documentary Film as/and Indigenous Research*

The Center for Bilingual and Multicultural Education
Annual Report

October 1, 2019
Prepared by Jioanna Carjuzaa, Ph.D.

I. Mission
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.

II. Website
http://www.montana.edu/carjuzaa/cbme/cbme.html

III. Staff
Dr. Jioanna Carjuzaa, Executive Director
Dr. William Ruff, Associate Director
Nancy Hystad, Program Coordinator
Kayce Williams, Technology Coach
CBME Student Workers: Alisha Fisher, Jeb Fullinwider, Enkhchimeg Sharav, Angel Soperanez

IV. Affiliate Members
Dr. Gilbert Kalonde
Janelle Rasmussen
Dr. Lucia Ricciardelli
Dr. Christine Stanton
Kayce Williams

V. Activities/Outreach
CBME Open Houses – plan and host open houses on Thursday, September 6, 2018, Thursday, January 31, 2019, and Thursday, September 19, 2019. Ongoing – Open Houses will be held each semester.

SINE Meetings -- bi-weekly SINE meetings, ASMSU student organization registration and grant proposals, recruiting efforts, coordination with the Society of American Indian Graduate Students (SAIGS) and American Indian Council (AIC) members, conference proposal writing/attendance/presentations, Catapalooza booth, fundraising activities for conference attendance with current and graduated members, etc.

Programming for Education Students: In addition to our fall and spring open houses and bi-weekly SINE meetings as well as our collaboration with SAIGS and AIC, we also held several Thursday meetings open to all students where the students and I presented sessions on: Powwows Etiquette, MSU Trivia, a Book Discussion on Herbert Kohl’s “I Won’t Learn from You”, an IEFA discussion, Native films, Bingo, etc. during the spring 2019 semester.

Participate in The Resilience Center workshop on September 26, 2018, to explore how the 10 resiliency modules can be used in mentoring programs with American Indian and other students.

Fall 2019 Scheduled CBME Programming:

**Tech Tuesdays**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept. 17th</td>
<td>Flipgrid</td>
</tr>
<tr>
<td>Oct. 1st</td>
<td>QR Codes</td>
</tr>
<tr>
<td>Oct. 15th</td>
<td>Dungeons and Dragons</td>
</tr>
<tr>
<td></td>
<td>In the classroom</td>
</tr>
<tr>
<td>Oct. 29th</td>
<td>Chatterbox</td>
</tr>
<tr>
<td>Nov. 5th</td>
<td>Keyboard Shortcuts</td>
</tr>
<tr>
<td>Nov. 19th</td>
<td>Digital Storytelling/Editing Part 1</td>
</tr>
<tr>
<td>Nov. 26th</td>
<td>Digital Storytelling/Editing Part 2</td>
</tr>
</tbody>
</table>

**Get-Together Thursdays**

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<thead>
<tr>
<th>Date</th>
<th>Event</th>
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</table>
Hosted Marion Mongel, French doctoral candidate at La Sorbonne University, Paris, France to discuss Indian Education for All the week of January 21-26, 2019. Ongoing discussions on her research and opportunities for collaboration.

Met with Dr. Mark Trotter, Associate Director, Russian and East European Institute, Hamilton Lugar School of Global and International Studies, Indian State University-Bloomington, IN, Tuesday, April 30th and Wednesday, May 1st, 2019. Ongoing discussions on opportunities for collaboration.

Hosted University of Nebraska-Lincoln and Nebraska Indian Education Association delegation – 17 members including Dr. John Raible, Dr. Colette Yellow Robe and Jim Benes, Global Exchange Coordinator, Friday, June 21, 2019. Ongoing discussions on opportunities for collaboration.

Montana WIDA Standards Validation Workshop – invited to participate on the panel to decide on exit process and cut score on WIDA Access 2.0 Assessment for English Language Learners, OPI, Helena, Thursday, August 8th and Thursday, August 29th, 2019.

Met with Dr. Crystal Redgrave, former Curriculum Director at St. Labre on her Indigenous Education Model, Language Revitalization teaching strategies, Friday, August 30, 2019. Ongoing discussions on opportunities for collaboration.

Summer 2019, planning meetings for American Indian Heritage Day events scheduled for, Friday, September 27th and halftime at MSU/University of Arizona football game on Saturday, September 28th, 2019.

Summer 2019, planning meetings for Indian Education for All Professional Development workshop, scheduled for Thursday, October 24, 2019.
Cross-cultural exchange with Centro Colombo Americano directors Daniel Valderrama and Luz Libia Rey and their members as well as with Cabildo Musica tribal members. Scheduled weekly ZOOM meetings. Ongoing discussions on opportunities for collaboration.

**VI. Scholarship**

**Grants:**

Ongoing grant management of Office of English Language Acquisition (OELA) National Professional Development (NPD) grant, MontTELLs. (Fall 2018, Spring 2019, Summer 2019, Fall 2019, ongoing through Summer 2020).

Ongoing grant management of Fulbright TEA Fellows grant with Janelle Rasmussen, International Research Exchange (IREX), U.S. Department of Education. (Fall 2018, Spring 2019, Summer 2019, Fall 2019, ongoing through Fall 2020).

Awarded $6,550 from College of EHHD, Spring 2019 - planned, hosted and presented at the Class 7 Professional Development Conference, in Bozeman on Saturday, May 11, 2019.

Hosted Indigenous language scholars I had invited to the Spencer Foundation Grant Class 7 conference in Summer 2016 and to contribute to the *Cogent Education* Special Issue on Indigenous Language Revitalization and participate in the Webinar series, to present at the American Indian Heritage Day celebration and my Indian Education for All professional development workshop. I invited and hosted the eight scholars and provided the opportunities for them to also present at and attend the Council of Elders meetings, Thursday, September 27, 2018 and Friday, September 28, 2018. Indigenous Language Revitalization, $8,165.12 grant funds from the Office of the President helped cover their travel and other expenses.

CFAC/EFAC grant proposal – equipment for the CBME, awarded, $2,013.00, September 2019.

Ongoing collaboration with Turtle Mountain and Little Shell tribes to receive the necessary support to create and nurture a requisite teaching corps of Chippewa teachers through a Montana Indian Language Program (MILP) grant. (Fall 2018, Spring 2019, Summer 2019, Fall 2019, ongoing through Summer 2020).

Ongoing work on other grants to support Advisory Council members’ efforts to secure funding for Indigenous language preservation and other CBME projects.
Presentations:

National Indian Education Association (NIEA) Convention, Hartford, Connecticut, presentation - NDN Enough To Be The Token - Too NDN To Teach with 5 SINE members, October 13, 2018.

National Association for Multicultural Education (NAME), Memphis, TN presentation - Beyond Thoughts and Prayers: What Can We do to Support Students – and Ourselves – When Tragedy Strikes?, November 28, 2018. Presented with Dr. Jan Perry Evenstad,

National Association for Multicultural Education (NAME), Memphis, TN presentation - Confronting Whiteness as Allies and Professors, November 30, 2019. Presented with Dr. David Henderson.

Presentation: Preparing Regular Classroom Teachers to Meet the Needs of American Indian English Language Learners, presented at Athens Institute for Research and Education ATINER, Athens, Greece, Thursday, May 23, 2019.


Publications:


VII. Teaching
EDU 511, EDU 512, EDU 513 and EDU 514 offered **Summer 2019** for MontTELLs grant participants --
EDU 511 *Teaching Culturally and Linguistically Diverse K-12 Students*, EDU 512 *Literacy Development for Culturally & Linguistically Diverse K-12 Students*, EDU 513 *Assessment of English Language Learners*, and EDU 514 *Culturally Responsive Pedagogy*.

EDLD 592 Advanced Research on Sheltered Instruction, offered Summer 2019.

EDCI 580 *Middle Level/Secondary Level Teaching and EFL Methodologies*, offered Fall 2018 for TEA Fellows

EDCI 580 *Middle Level/Secondary Level Teaching and EFL Methodologies*, offered Fall 2019 for Fulbright TEA Fellows

**VIII. Communication with stakeholders**

Advisory Council Meetings, Monday, April 29, 2019, next one scheduled for Monday, October 21, 2019

Attendance at annual Montana Indian Education Association Conferences –March 29-30, 2019.


Council of American Indian Programs (CAIP) – ongoing participation/leadership.

Correspondence with Phyllis Yeager, Phyllis Yeager Promotions, LLC. On language revitalization grants through the Lewis and Clark Trail Heritage Foundation offers [www.lewisandclark.org](http://www.lewisandclark.org).

**Media Appearances and Interviews:**

American Indian Heritage Day, MSU Office of the President,

[Msu-students@listserv.montana.edu](mailto:Msu-students@listserv.montana.edu) ; [msu-faculty-staff@listserv.montana.edu](mailto:msu-faculty-staff@listserv.montana.edu)
MSU American Indian Heritage Day Sept. 27-28 highlights Indian artists and creativity, MSU News Service, Carol Schmidt


MSU professor chosen to speak at international workshop, Meaghan MacDonald, MSU News Service

https://www.montana.edu/news/18871/msu-professor-chosen-to-speak-at-international-workshop

What if language dies?, Karen Funke, ED employees ed_employeecontactlist@sympa.montana.edu ; HHD Employee contact list hhd_employeecontactlist@sympa.montana.edu

To Save Their Endangered Language, 2 Cherokee Brothers Learn As They Teach, NPR, Interviewed by author, Liz Schlemmer Fletcher Fellow for Education Policy Reporting


Indigenous languages are focus of MSU American Indian Heritage Day observance Sept. 27-28, MSU NEWS SERVICE

http://www.montana.edu/news/17972/indigenous-languages-are-focus-of-msu-american-indian-heritage-day-observan

American Indian Heritage Day PSA.mp3, KGLT-MSU Announcements, Invitation by Brodie Cates/KGLT production – script
Mission of the CRRE

The mission of the CRRE http://www.montana.edu/crre/ is to collaborate with Montana’s rural PK-12 schools/districts, universities, tribal colleges, and state agencies to conduct and disseminate research and service to support and strengthen rural education and leadership in the state of Montana, the nation, and across the globe.

Affiliated Faculty & Graduate Students

1. Jayne Downey, PhD
2. Tena Versland, EdD
3. Ann Ewbank, PhD
4. Jennie Luebeck, EdD
5. Megan Wickstrom, PhD
6. Sarah Schmitt-Wilson, PhD
7. Nigel Waterton, EdD
8. Heather Fisher, EdD
9. Angie Weikert
10. Elaine Westbrook

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 is committed to filling a critical need for rigorous educational research and service in support of Montana’s rural schools and communities as they seek to provide a high quality education for every child.

IMPACT: CRRE Research & Scholarship 2018-2019

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


11. Downey, J. (2018). Strengthening the Preparation of Teachers, Leaders, and Teacher Educators for Rural and Remote Contexts. Faculty Excellence Grant, Montana State University, Center for Faculty Excellence. $4,974 funded.

Publications to Disseminate Rural Education Research Findings


Research Presentations to Disseminate Rural Education Research Findings


Invited Presentations Addressing Issues & Challenges in Rural Education


IMPACT: CRRE Service & Outreach 2018-2019

Academic Programs for Rural Teacher Preparation

1. Continuation and development of the Rural Colloquium
2. Continuation and development of Rural Student Teaching
3. Continuation and development of Rural Practicum
4. Continuation and development of Rural Field Experience
5. Support for the development of the MAT degree program

Technical Reports in Support of Rural Schools & Organizations


1. Launch of the Rural Education International Research Alliance (REIRA) [https://reira.co](https://reira.co).
   - An international research alliance focused on improving the learning and wellbeing of rural students, their teachers, and school communities.
   - Building research collaborations across the globe to influence policy and practice
   - Connecting international researchers to a range of research support, other researchers and associations dedicated to rural education
   - Bringing together global evidence to best inform and enable future policy and practice to meet the needs of all rural students, their families, and communities


4. Executive Committee Member, National Rural Education Association [https://drive.google.com/file/d/1bHGchzNrOglY2OfWF37UQb_V5OhGVvXS/view](https://drive.google.com/file/d/1bHGchzNrOglY2OfWF37UQb_V5OhGVvXS/view)


8. Responding to inquiries from newspapers, reporters, community members, school district leaders, and faculty from Teacher Preparation programs regarding issues related to rural education and the preparation of rural teachers

9. Serving as an external reviewer for rural-focused faculty tenure reviews

10. Arranging to host international rural education scholars from New Zealand and Finland
In alignment with MSU’s Strategic Plan, the CRRE major objectives for the coming year will have a discernible positive impact through transformational rural teaching and learning, improved rural lives and society through scholarship, and mutually beneficial engagement with our rural communities.

**Transformational Teaching and Learning:**
*Building MSU’s Rural Education Academic Programs*

<table>
<thead>
<tr>
<th>Goal</th>
<th>Metric</th>
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| **1.2: Expand high-quality graduate education** | • The CRRE will contribute to the growth of MSU’s graduate education portfolio.  
• The CRRE will work to increase the number of externally funded GRA appointments, aligned with the *Caring for our Communities* Grand Challenge.  
• The CRRE will help to increase the number of research doctoral degrees and Master’s degrees awarded annually. |
| **1.3: Implement established high quality, high impact teaching and learning practices for every student** | • The CRRE will provide MSU pre-service teachers with sustained curricular high quality, high impact practice, demonstrated to positively affect educational or personal development. |

**Improved Lives and Society through Scholarship:**
*Building MSU’s Rural Research Capacity*

<table>
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<th>Goal</th>
<th>Metric</th>
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<tbody>
<tr>
<td><strong>2.1: Enhance the significance and impact of scholarship</strong></td>
<td>• The CRRE will contribute to the <em>Caring for our Communities</em> Grand Challenges of Montana through research responsive to regional and...</td>
</tr>
</tbody>
</table>
global needs, improving access and equity in education and health outcomes, and community-based participatory research.

<table>
<thead>
<tr>
<th>2.2: Expand interdisciplinary scholarship</th>
<th>• Through its interdisciplinary collaboration, the CRRE will contribute to an increase the number of scholarly products that are authored or created by faculty from two or more academic units.</th>
</tr>
</thead>
</table>
| 2.3: Strengthen institutional reputation in scholarship | • CRRE will help to increase the number of faculty with memberships among rural national academies, professional society fellows and state/federal/international advisory committees.  
• The CRRE will help MSU increase its number of international projects and collaborations. |
| 2.4: Elevate expectations for scholarship | • The CRRE will contribute to an increase in the number publications, presentations of creative works, translational research and creative activity and other evidence of dissemination of scholarship.  
• The CRRE will help to increase the number of research faculty, research staff, post-docs and graduate students funded on external contracts and grants. |

Mutually Beneficial Engagement with our Communities:  
*Building A Network of State, National, and International Rural Researchers*

<table>
<thead>
<tr>
<th>INTENTIONAL FOCUS 3</th>
<th>Expand Mutually Beneficial and Responsive Engagement for the Advancement of Montana</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal</td>
<td>Metric</td>
</tr>
</tbody>
</table>
| 3.2: Grow mutually beneficial partnerships across Montana | • The CRRE will expand MSU’s responsive partnerships with state and local government, education, business and industry and non-profit organizations.  
• The CRRE will strengthen structures for Montana stakeholders to contribute to the research and engagement agenda of the university.  
• The CRRE will support new workforce and academic degree programs tailored to rural state and regional needs with attention to national trends. |
Science Math Resource Center

2018 Annual Report

submitted by Suzi Taylor, 9/30/19

Mission of Center:

Science literacy provides the foundation for a competitive and creative workforce and collective well-being. The Science Math Resource Center (SMRC) is committed to promoting teaching and learning excellence in K-12 formal and informal settings in the State of Montana. In collaboration with other state science, technology, engineering, and mathematics (STEM) educational organizations, the Center will deliver professional development for educators, offering programs that address STEM content, community culture, instructional approaches of current educational reforms, and the development of leadership skills among educators. Additionally, the Center will develop and deliver STEM education and outreach programs for youth.

Website address:

http://www.montana.edu/smrc

Key Staff:

1. Suzi Taylor, Director
2. Dr. Fenqjen Luo, Assistant Director
3. Ehsan Salam, Program Coordinator

Affiliated Faculty:

1. Dr. Tricia Seifert, Associate Professor & Department Head, Department of Education
2. Dr. Fenqjen Luo, Associate Professor, Department of Education
3. Dr. Rebekah Hammack, Assistant Professor, Department of Education

The Center’s accomplishments in 2018 include:

Professional Development for Educators:

Science of School Gardens Workshop for K–8 educators, July 18-19, 2018. The Center organized a summer workshop for K–8 educators about the Science of School Gardens in collaboration with Gallatin Valley Farm to School and Farm to School of Park County. This hands-on learning opportunity for teachers covered the basics of planning, planting and maintaining school gardens, greenhouses and aquaponics systems. The first day of the workshop was held in Bozeman and the second day in Livingston. Both days were with demonstration lessons and activities.
Workshop on Engineering Design for K-5 Classrooms, August 15-16, 2018. This workshop for teachers covered the basics of engineering design and how to incorporate engineering activities into the elementary classroom. Participation included 12 OPI renewal units, travel expense reimbursement, MSU dorm room equivalent housing costs, and per diem. For more information visit: [http://www.montana.edu/smrc/profdev.html](http://www.montana.edu/smrc/profdev.html)

**STEM Programs for Youth**

1. Math Competitions: The Science Math Resource Center hosts the American Mathematics Competitions (AMC) for middle and high school students. The competitions involve timed mathematics examinations designed to promote the development and enhancement of problem-solving skills. The SMRC organizes the competitions and offers prizes to the top scorers. The AMC 10/12 is the first in a series of competitions that eventually lead all the way to the [International Mathematical Olympiad](http://www.math.olympus.edu/imo/).

   2018 competitions included:
   
   a) American Mathematics Competitions 8 - AMC 8, November 12, 2018
   b) American Mathematics Competitions 10/12B- AMC 10/12, February 13, 2018

2. Montana Science Olympiad: November 20, 2018. The Science Olympiad is SMRC’s largest annual event and serves more than 1,200 youth and their teacher-coaches, many from Montana’s rural and reservation communities.

Please visit: [https://www.montana.edu/news/18194/msu-hosts-more-than-100-junior-high-and-high-school-teams-at-annual-montana-science-olympiad](https://www.montana.edu/news/18194/msu-hosts-more-than-100-junior-high-and-high-school-teams-at-annual-montana-science-olympiad)

**Goals and Objectives for 2019 (and beyond):**

In 2019, the Center will expand its capacity to serve Montana’s schools, teachers, youth and communities through the following activities:

- Hire a new full-time director
- Partner with School Services of Montana to co-host the Science Summer Institute serving K-12 teachers and administers; move the annual meeting to the MSU campus in order to maximize university connections and increase attendance.
- Host an additional professional development workshop for K-12 and out-of-school educators — Citizen Science and the Lewis & Clark Trail.
- With SSOM and the Montana Afterschool Alliance, co-host the second annual statewide STEM Summit on the MSU campus. SMRC will also serve as leader for post-Summit follow-up efforts.
- Partner with MSU faculty to deliver outreach programming tied to the Montana NSF EPSCoR program and the NASA Aerokats and Rovers Education Network.
• Assume administrative and financial leadership for the statewide Montana Girls STEM Collaborative.
• Provide active enrichment activities to mathematically talented middle and high school students in the Gallatin Valley and its surrounding rural communities.
• Develop a portfolio of opportunities through which MSU research faculty can partner with the Science Math Research Center; as such, support faculty through outreach consultations and letters of collaboration.

In the years to come, the Center will continue to:

• Develop a rich portfolio of STEM education and outreach projects that serve Montana’s schools, citizens and communities while offering opportunities for MSU students, staff and faculty to be involved in outreach and engagement. These activities will focus in particular on expanding opportunities and growth for EHHD’s pre-service teachers.

• Build connections with other STEM programs throughout Montana and beyond, working with K-12 schools, informal education organizations, industry, state government, and other collaborators to define and grow a statewide network that supports STEM education and outreach.

• Collaborate with MSU faculty and other partners to seek out and pursue new funding opportunities and to maximize available resources. Create a strategic plan for growth and financial sustainability for the SMRC office and programs.
RESEARCH AND SCHOLARLY/Creative ACTIVITY

A. Departmental Evaluation of Research and Creative Activities

This has been an outstanding year of scholarly and creative output among the full-time tenure/tenure-track and non-tenure track faculty in the Department of Education. Specifically, this report details

- 23 peer-review journal articles
- 10 faculty had media contributions
- 7 other reviewed and non-reviewed materials
- 14 Reviewed and Non-Reviewed Abstracts and Conference Proceedings of Papers
- 3 Technical reports
- 14 Conference keynote/plenary addresses
- 79 Conference oral presentations
- 36 Conference papers
- 12 Conference posters
12 Conference demonstrations
16 Local university and classroom lectures
15 faculty members are associated with grant-funded projects

B. Publications

1. Refereed Publications

a. Peer-Reviewed Journal Articles


b. Contributing Book/Monograph Chapters


2. Reviewed Materials

a. Media Contributions
**Carjuzaa, Jioanna**  
KGLT-MSU Announcements. September 6, 2018  
MSU NEWS. September 11, 2018  
MSU News Service, Carol Schmidt. September 13, 2019  
MSU News Service/University Communications. September 11, 2018  
MSU News Service/University Communications. July 2, 2018  
MSU Office of the President. September 26, 2019  
Meaghan MacDonald, MSU News Service. July 25, 2019  
NPR. December 24, 2018

**Dotson Davis, Lauren**  
Insight into Diversity. March 28, 2018

**Ellsworth, Ann**  
Bozeman Chronicle and MSU news service outlets. April 24, 2019  
Christmas Books for Kids.  
Must-have Christmas Books, December 2007, lead article on MSU's website.  
Reading Corner.  
The Reading Corner: Tips for Parents.  
Why Reading Counts -- article written for Gallatin Gateway School Newspaper, fall 2007.

**Ewbank, Ann**  
April 16, 2019  
Maximizing School Librarian Leadership Podcast. Host: Judi Moreillon. April 14, 2019

**Herbeck, Mary**  
MSU News Service.  
MSU Students Read at Borders.

**Hughes, Bryce**  
Australia's Science Channel. August 28, 2018  
Chemistry World. March 15, 2018  
Genome Web. March 15, 2018  
Inverse.com. March 14, 2018  
MSU News Service. April 4, 2018  
Mashable. March 15, 2018  
Nature magazine. March 14, 2018  
Pacific Standard Magazine. April 10, 2018  
Parsing Science. July 5, 2018  
Science Magazine. November 7, 2018
b. Other Reviewed and Non-Reviewed Materials


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3. Reviewed and Non-Reviewed Abstracts and Conference Proceedings of Papers Presented at Regional, National, and International Meetings


Engineering Management.


4. Technical Reports


National Institutes of Health. *NIH funded COBRE project in the Department of Immunology and Infectious Disease.*

5. Popular Press

**Herbeck, Mary**


**Hughes, Bryce**


6. Other Scientific Presentations

**Demonstration**


2. Pennington, S. E., Association for Middle Level Education Annual Conference, "One Idea: Many Stories," Association for Middle Level Education, Nashville, TN. (November 8, 2019).


**Keynote/Plenary Address**


6. Seifert, T., Board of Governors / Faculty Senate Retreat, "Understanding the student experience," Simon Fraser University, Vancouver, BC. (March 2018).


9. Seifert, T., Thompson Rivers University for the Division of Student Development Retreat, "Defining success; An important quest for students and the academy," Thompson Rivers University, Kamloops, BC. (June 2018).


Lecture


4. Hughes, B. E., Graduate Seminar, "Coming out in STEM: The Experiences of LGBTQ students in STEM fields," Department of Land Resources and Environmental Science, Montana State University, Bozeman, MT. (September 24, 2018).


10. Seifert, T., MSU Leadership Academy, "Redefining Success: An Important Quest for Students and the Academy," Montana State University, Bozeman, MT. (February 21, 2019).


16. Windchief, S., Strategies to Attract and Support URM Graduate Students, "Academic Family: Reconceptualizing Mentoring for Graduate Students from Communities Historically Underrepresented in STEM," Sloan Foundation/Purdue University, West Lafayette, Indiana.
Oral Presentation


22. Ellsworth, A., AGATE, "Getting Ready for the ACT and SAT: Creative Grammar and Punctuation Instruction That Improves Students’ Knowledge Base and Writing Skills,"


31. Ellsworth, A., Northern Regional California Teachers of English to Speakers of Other Languages, "Maximizing Comprehension for Adolescent and Adult Learners," California Community Colleges, Santa Rose. (May 21, 2018).

32. Ellsworth, A., & Kennedy, B. (Discussant), Northern Rocky Mountain Education Research Associations, "Making the Case for Grammar Instruction in Teacher Preparation Programs," NRMERA, Salt Lake. (October 17, 2018).


35. Ewbank, A., & Ellsworth, A., MFPE Educators' Conference, "Literacy and Libraries in Finland: Teacher Education Study Abroad," Montana Federation of Public Employees (formerly


47. Hammack, R., School Science and Mathematics Association Annual Convention, "A


55. Hughes, B. E., AAAS, "Coming out and leaving STEM: Experiences of LGBTQ STEM undergraduates," American Association for the Advancement of Science, Washington, DC. (February 16, 2019).


57. Hughes, B. E., ASM Microbe, "#QueerinSTEM: Creating Inclusive Learning Environments for LGBTQ Students in the Sciences," American Society for Microbiology, San Francisco, CA. (June 22, 2019).

59. Luo, F., & Tran, Q., Montana Data Use Culture Conference, "A Longitudinal Look at Student Achievement Data," Montana OPI, Strand Union Building, Montana State University. (September 19, 2018).

60. Lux, N., & LaMeres, B., 2018 ASEE Annual Conference and Exposition, "Measuring the Influence of a STEM Curriculum on K-12 Student Achievement and Learner Engagement," ASEE, Salt Lake City, UT. (June 24, 2018).


63. Pennington, S. E., 2019 MBI Summer Institute, "Dyslexia: Knowing the facts; understanding Montana law.," Montana Office of Public Instruction, Bozeman, MT. (June 20, 2019).


70. Seifert, T. (Presenter), Beaulieu, J. (Presenter), Arnold, C. (Presenter), Canadian Association of College and University Student Services annual conference, "Paddling together: A celebration of student success as our shared responsibility.," Canadian Association of College and University Student Services, Charlottestown, PEI. (June 2018).


74. Versland, T. (Author & Presenter), Montana Data Use Conference, "Literacy 2.0: Strategies to Help Educators Gain Confidence and Competence Using Student Data.," MT Office of Public Instruction/DOE, Bozeman, MT. (September 18, 2018).


76. Wilson, S. (Author & Presenter), & Sletten, J. (Author & Presenter), Presented at the National Forum to Advance Rural Education at the annual meeting of the National Rural Education Association, "Post-Secondary Attendance, Persistence, and Graduation: A Study of Rural Students in Montana," National Rural Education Association, Denver, CO. (October 2018).


Other


Paper


26. Ruff, W., Cummins, J. (Author & Presenter), & Parenteau, J. (Author & Presenter), Annual

27. Stanton, C. (Author & Presenter), & Hancock, H. (Author & Presenter), Knickerbocker, M. (Author & Presenter), Annual Convention, ""I’d say I have a bit of work to do": Exploring pre-service teacher identity through PhotoVoice," College & University Faculty Assembly of the National Council for Social Studies, Austin, TX. (November 2019).


35. Versland, T., University Council of Educational Administration, "Bridging the Divide: Leveraging Relationships to Positively Affect Educator Recruitment and Retention. x," University Council of Educational Administration, Houston, TX. (November 16, 2018).

Poster

1. Dotson, L. (Author & Presenter), & Buchanan, R. (Author), Community Centered and Compassionate Scholarship Symposium, "The Case for Trauma-Informed Care: Perspectives and Approaches in Rural Education," Montana State University, Bozeman, MT. (September 2018).


Uncategorized Presentation Type

Maxwell, B. (Leader), Brody, M. (Co-Chair), Debinski, D. M. (Co-Chair), Hubbard, M. S. (Co-Chair), Sterling, T. (Co-Chair), Gathering Input from 25 NGOs and Govt Agencies for NRT Feb 18 submission, "NSF NRT Graduate Training Needs Assessment Workshop," NSF NRT co-PIs at MSU, Bozeman. (January 8, 2018).


C. Sponsored Programs

1. New Grants Secured between January 1, 2018 - December 31, 2019

Conger, J. (Principal), Pennington, S. E. (Co-Principal), "Dyslexia and Innovation," Sponsored by MSU Vice President for Research (MONVIC001). (June 1, 2018 - June 1, 2021).

Downey, J. (Principal), "Rural Lessons: Early Career Teachers in Rural Contexts Share Advice for Teacher Preparation Programs, Professors, and Future Rural Teachers," Sponsored by MSU Vice President for Research (MONVIC001). (July 1, 2018 - June 30, 2019).


Downey, J. (Principal), Ewbank, A. (Co-Principal), Luebeck, J. (Co-Principal), Versland, T. (Co-Principal), Waterton, N. P. (Co-Principal), Wickstrom, M. H. (Co-Principal), Wilson, S. (Co-Principal), "Building Capacity, Collaboration, and Innovation in Rural Education Research and Practice," Sponsored by MSU Vice President for Research (MONVIC001). (January 7, 2018 - June 30, 2018).


Johnson, R. (Principal), Downey, J. (Co-Principal), Lachapelle, P. (Co-Principal), Mast, S. (Co-Principal), Mukhopadhyay, J. (Co-Principal), Ricciardelli, L. (Co-Principal), Seifert, T. (Co-Principal), "Prototype Housing for Rural School Districts," Sponsored by MSU Vice President for
Research (MONVIC001). (July 1, 2018 - June 30, 2019).


2. Other Grants Active between January 1, 2018 - December 31, 2019

Gamble, J. K. (Co-Principal), Newhouse, M. (Principal), Austin, C. (Co-Principal), Cook, J. M. (Co-Principal), Croy, E. (Co-Principal), Gamble, J. K. (Co-Principal), Rutherford, A. C. (Co-Principal), Sobek, D. (Co-Principal), Stanton, C. (Co-Principal), Zignego, J. (Co-Principal), "DSEL: Design Sandbox for Engaged Learning," Sponsored by MSU Vice President for Research (MONVIC001). (July 1, 2016 - June 30, 2019).

D. Research in Progress & Other Funded Activities

1. New Research or Non-OSP Funded Activities between January 1, 2018 - December 31, 2019

Funding to support implementation and assessment of appropriate program-level strategies to increase the use of High Leverage Practices for all Montana students, including students with disabilities and culturally and linguistically diverse learners, in educator preparation programs (general education, special education, and leadership) and in-service professional development opportunities. **Current Funding: $25,000.00**

Part of Title 4 US Dept of Education Grant to Indian University **Current Funding: $28,000.00**

Carjuzaa, Jioanna, Ruff, William, Henderson, David, Bangert, Arthur. "Montana Teachers of English Language Learners (MontTELLs)". Sponsored by U.S Department of Education. (August 2016 - August 2021). **Current Funding: $2,700,000.00**

2. Internal (MSU or EHHD grants) between January 1, 2018 - December 31, 2019

To continue to support the revitalization and maintenance efforts for the critically endangered Indigenous languages in Montana, I would like to reach out to Class 7 teachers and other
language instructors to help them develop or expand their immersion language programs by
providing a professional development workshop. I would hire CBME Advisory Council members
who are Class 7 certified to accompany me to present on the following topics: lesson/unit
planning, curriculum materials design, classroom management, and assessment. I would
schedule one Saturday workshop in Bozeman between April 13th and May 11th. The workshop
will be scheduled on a Saturday so that working teachers could attend. I would like to provide
$500 honorariums for each of 3 presenters for the workshop. I would like to provide a $50 gas
card to attending participants to cover their travel costs as well as cover their hotel costs. I
would invite 25 participants from across the state. Registration would be on a first come basis. I
would hold the workshop at the hotel where I book everyone’s hotel stay. I would invite Bill
Ruff and Bill Mendoza to attend and I would ask Kayce Williams to tape the workshop so that we
could share the sessions on the CBME web site. Current Funding: $6,550.00

Carjuzaa, Jioanna. "Indian Education for All (IEFA) 2018 Fall Workshop: Revitalization of Indigenous
Languages: Designing and Facilitating Immersion Programs". Sponsored by MSU Office of the
President. (August 17, 2018 - November 2, 2018).

Through a Spencer Foundation Grant the Center for Bilingual and Multicultural Education was
awarded, I was able to negotiate with Cogent Education to publish a special journal issue titled
Revitalization of Indigenous Languages: Designing and Facilitating Immersion Programs
(https://www.cogentoa.com/collection/revitalization-of-indigenous-languages-designing-and-
facilitating-immersion-programs). I invited the experts and scholars from the Class 7 conference
I hosted in Bozeman, in the summer of 2016 to contribute to this special issue. Then through a
grant from the Western Educational Equity Assistance Center (WEEAC) at the Metropolitan State
University of Denver, I was awarded funding to deliver a webinar series based on the articles the
invited experts and scholars wrote for the Cogent Education special issue (contributors to the
series are listed below). Language and culture instructors across the country have participated
in our webinar series.

Then I coordinated with Emma Dyksterhouse and Maggie Hayes in the Office of the President at
MSU to bring the scholars to campus on September 27-28, 2018 to present for my IEFA Fall
workshop and for the Council of Elders meeting. Current Funding: $8,165.12

Carjuzaa, Jioanna. "Revitalization of Indigenous Languages: Designing and Facilitating Immersion
Programs". Sponsored by Western Educational Equity Assistance Center (WEEAC) at the
Metropolitan State University of Denver, (March 13, 2018 - May 1, 2018).

All of the contributors to the Cogent Education special journal issue titled Revitalization of
Indigenous Languages: Designing and Facilitating Immersion Programs will be sharing their
research through a webinar series. The contributors were the invited experts and scholars for
the Class 7 conference held in Bozeman, MT the summer of 2016. Through a grant from the
Western Educational Equity Assistance Center (WEEAC) at the Metropolitan State University of
Denver, we were awarded funding to create and deliver a webinar series based on the articles
the invited experts and scholars wrote for this special issue.

We would like to share these webinars, with you, and other Class 7 and language instructors across
Montana and in your communities. Please feel free to forward this message to other Indigenous
language revitalization supporters. We will start presenting the webinars consecutively on
Tuesdays starting March 13th through May 1st. Dr. Martin Reinhardt has volunteered to
present first on Tuesday, March 13th at 4:00 pm MST. We will be delivering the webinars every
Tuesday for 8 weeks, as indicated on the chart below. We will be offering OPI renewal units for participants. **Current Funding:** $4,000.00

Through this community-based, participatory, and interdisciplinary research project, the collaborators plan to use multiple assessment measures (cortisol testing, academic assessment, etc.) to determine whether mindfulness, trauma-informed yoga, web-based cognitive behavioral therapy, and adult support structures implemented within the school setting improve middle level student stress and academic behaviors and achievement.

EHHD seed grant for integrating research, teaching, and community engagement **Current Funding:** $10,000.00

Downey, Jayne, Luebeck, Jennifer, Versland, Tena, Ewbank, Ann, Wickstrom, Megan H., Wilson, Sarah, & Waterton, Nigel P. "Building Capacity, Collaboration, and Innovation in Rural Education Research and Practice". Sponsored by MSU VPRED (MONVIC001) and President’s office. (June 2018 - Present).
NOTE: Funding was expected in June 2018 but delayed until January 2019. VPRED states "Yours will receive support from the President’s office and we have also pledged $20,000 to support this work." Funding from President is TBD.

Proposal for VPRED Research Expansion Funding with 4 goals:
1. Design and conduct a set of discovery research activities to systematically and empirically investigate anecdotal claims of impact and effectiveness resulting from 4 rural-specific programs: Rural Student Teaching; Rural Practicum; Rural Field Experience; Rural Professional Learning for STEM teachers.
2. Collect and analyze new data from additional offerings of the Rural Student Teaching, Practicum, and Field Experience programs with an embedded research design that includes data gathered from all stakeholder groups before, during, and after the experiences.
3. Form an interdisciplinary team at MSU to design and pilot further research to address pressing needs of rural teachers, schools, and communities (e.g., factors influencing teachers’ decisions to work and remain in rural settings, effective preparation and professional development strategies, successful models of online/blended professional learning for rural STEM teachers).
4. Leverage results from previous work and new data for procurement of long-term research funding from federal and nonprofit sources (e.g, USDOE, NSF, Spencer Foundation, USDA). **Current Funding:** $20,000.00

Funding to launch an innovative pilot teaching project to assess the impact of robotic-video-assisted learning to strengthen MSU’s efforts to prepare, recruit, and retain highly effective teachers for Montana’s rural schools and communities. **Current Funding:** $3,916.00

We provided a capstone experience for our 13 study-abroad students that invited journaling, reflection, and creative expression. **Current Funding: $2,321.00**


The current study, works to add to the a set of Draw-A-Teacher Tests by developing a Draw-An-Engineering Teacher Test (DAETT) to identify teachers’ mental images of engineering teaching. Specifically, the study seeks to identify what mental images participants hold of themselves teaching engineering at the elementary level. **Current Funding: $10,000.00**


This project provides funds for in-state travel and materials to host Family Engineering Night events at rural schools in Montana. The goal of the project is to improve relationships with community partners in small rural communities throughout southwest Montana. **Current Funding: $5,149.00**


This study seeks to investigate the effects on students’ reading achievement and motivation to read, of a reading innovation that engages students in repeated reading through singing. This intervention, called Tune in to Reading (TiR), uses a computer interface to guide students in repeated readings (through singing) of songs at their reading level. The program adapts the level of the texts based on students’ ability to respond correctly to comprehension questions about the texts read (sung). It has been utilized in a variety of school settings in the eastern United States, including urban and suburban elementary and middle schools and juvenile justice facilities. However, little research regarding this intervention has been conducted within a rural context. In addition, none of the previous research regarding this intervention has investigated possible relationships between participation in the intervention and students’ motivation for reading. **Current Funding: $10,750.00**


This project funded the development of a board game prototype to assist high school students in the transition to college. **Current Funding: $5,187.00**

Versland, Tena, Downey, Jayne. "The Rural Practicum". Sponsored by VPRED; President’s Office. (June 20, 2018 - Present).

Money was given to Center for Research on Rural Education to expand the Rural Practicum and Field Experience programs for placing undergraduate education students in rural schools for clinical practice. These funds were given as a result of President Cruzado's Bus Tour of 2018 and visits to rural practicum sites in NE Montana. **Current Funding: $32,000.00**
IV. FACULTY RECOGNITION, HONORS, AND AWARDS

A. Regional and National Offices

Carjuzaa, Jioanna


Ellsworth, Ann


Awarded - Faculty With the Most Excellence Awards, Montana State University, February 16, 2018. Recognition type: Teaching. Scope: University.


Ewbank, Ann

Nominated - Cox Faculty Award for Creative Scholarship and Teaching, Montana State University, November 2018. Recognition type: Scholarship/Research. Scope: University.

Nominated - Phi Kappa Phi Anna K. Fridley Award, Montana State University, November 2018. Recognition type: Teaching. Scope: University.


Hammack, Rebekah


Hicks, James


Hughes, Bryce


Awarded - Lavender Leader Award, Diversity and Inclusion Student Commons, May 3, 2018. Recognition type: Engagement, Outreach or Service. Scope: University.

Kalonde, Gilbert


Myers, Carrie


Pennington, Sarah


Seifert, Tricia


Smetana, Lorca


Stanton, Christine


Awarded - National Technology Leadership Initiative Award, College and University Faculty Assembly of the National Council for Social Studies, November 2018. Recognition type: Leadership. Scope: National.


**Versland, Tena**


Nominated - Nominated for Provost Award for Excellence in Outreach, Montana State University, December 5, 2018. Recognition type: Engagement, Outreach or Service. Scope: State.
**Department of HHD Research Productivity Report**

**2018**

**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. The department houses 923 undergraduate students and 158 graduate students. In addition to the department’s academic programs the department houses – The Early Childhood Project, Team Nutrition, Towne’s Harvest, The Child Development Center and the Human Development Clinic. These outreach programs are funded through grants, state funds and user fees. Finally, the department houses three extension agents who specialize in wellness, family consumer science and nutrition who also contribute to furthering the land grant mission.

The Department of Health and Human Development’s mission statement- “Enriching Human Well-being in Teaching, Research and Service.”- is central to fusing a variety of disciplines and research projects in a diverse department. The following report specifies the activity undertaken in research in the calendar year 2018.

**Major Accomplishments in 2018**

- Student engagement- Faculty in HHD published 39 intellectual publications and conducted 59 presentations with MSU students.

- Editorial review boards- Faculty served on 16 editorial review boards for a variety of journals and academic disciplines. Four HHD faculty serve as editors of journals.

- Engaged in a department wide process to explore, discuss and agree upon new structure to support the increasing growth within Health and Human Development. The result was the development of teams to include 4 team coordinators who serve on the HHD Management Team.

**Goals:**

- Implement the organizational structure established in 2018 with the development of new roles and responsibilities for team coordinators and program leaders.

- Develop a mentoring program to support not only new faculty, but associate and full professors in transition.

- Develop more structure, communication and correct indexing of course buyouts when faculty are on grants.

- Engage in more ongoing professional development to reach out to faculty in a variety of life transitions.
# Full-time Tenure Track and Non-tenure Track Faculty

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Department</th>
<th>Rank</th>
<th>Tenure Status</th>
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<tbody>
<tr>
<td>Selena Ahmed</td>
<td>HHD</td>
<td>Associate Professor</td>
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<td>Melody Anaker</td>
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<td>Jody Bartz</td>
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<td>Hillary Becker</td>
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<td>Kalli Decker</td>
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<td>Daniel Heil</td>
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<td>Suzanne Held</td>
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<td>Rebecca Koltz</td>
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<td>Pre-tenure</td>
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<tr>
<td>Carmen Byker Shanks</td>
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<td>Vanessa Simonds</td>
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<td>Mary Stein</td>
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<tr>
<td>Craig Stewart</td>
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<td>Dawn Tarabochia</td>
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<td>J. Mitchell Vaterlaus</td>
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<tr>
<td>Nicole Wanago</td>
<td>HHD</td>
<td>Instructor</td>
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</tbody>
</table>

Publication (34)
Book Chapters (3)
Extension Publications (5)
Non-reviewed Materials (4)
Plenary Address (7)
Oral Address (68)
Other (5)
Paper (1)
Poster (46)
**Peer Reviewed Publications (34)**


https://digitalcommons.wku.edu/ijes/vol11/iss4/24/

**Contributing Book/Monograph Chapters (3)**


**MAES, Extension Publications (5)**

https://store.msuextension.org/Products/Grandparents-Raising-Grandchildren-Learning-to-be-an-Advocate-for-your-Grandchild__MT201812HR.aspx


Other Reviewed and Non-Reviewed Materials (4)


Keynote/Plenary Address (7)


6. Miles, M., American College of Sports Medicine Annual Meeting and 8th World Congress on Exercise is Medicine, "Exercise and Inflammation Phenotype Flexibility," American College of Sports Medicine, Minneapolis, MN. (June 2018).


Oral Presentations (68)


10. Decker, K. B. (Author & Presenter), Center for American Indian and Rural Health Equity (CAIRHE) group meeting, "Working with a team of students: Recruiting, delegating, and mentoring," Center for American Indian and Rural Health Equity (CAIRHE), Bozeman, MT. (January 23, 2018).


17. Decker, K. B., Presentation for Gallatin County Health Department, "Supporting Families to Use Infant Signs: Research, recommended practices, and getting started," Gallatin County Health Department, Bozeman, MT. (June 19, 2018).


40. Lux, C., Nussman, I., Laster, R., Montana Farm to School Summit, "Harvest of the Month in the Garden, Kitchen, and at Home," Montana Farm to School, Missoula, MT. (September 2018).


64. Williams, E. (Presenter), Decker, K. B. (Presenter), The Council of the Presidential Councils Meeting, "Outreach & Engagement Council support for the Decker Early Childhood Research Team: Influence of funding over the years.," Montana State University. (April 11, 2018).


Other (5)

1. Decker, K. B. (Panelist), Center for Faculty Excellence Workshop, "Effective research mentoring," Montana State University, Bozeman, MT. (June 1, 2018).


Paper (1)


Poster (46)


10. Davies, R. (Author & Presenter), Wilson, S. (Author), Bronsky, S. (Author), Walk, S., Yeoman, C., Miles, M., American College of Sports Medicine Annual Meeting and 8th World Congress on Exercise is Medicine, "Increase in beta-hydroxybutyrate after high-fat meal in metabolically healthy overweight/obese adults," American College of Sports Medicine, Minneapolis, MN. (May 30, 2018).


22. Kim, F. (Author & Presenter), Simonds, V. (Author), LaVeaux, D. (Author), Pickett, V. (Author),


36. Smith, M. (Author & Presenter), Held, S., Rink, E., Byker, C., Miles, M., Third Annual Conference on Native American Nutrition, "Inflammatory effects of the Food Distribution Program on Indian Reservations (FDPIR; Commodities)," Prior Lake, MN. (October 2018).


42. Vaterlaus, J. M., Tulane, S., Brown, M., National Council on Family Relations Annual Conference,


## Undergraduate and Graduate Student Research Activity
### 2018-2019

### EHHD Spring 2019 Student Research Symposium

<table>
<thead>
<tr>
<th>NAME</th>
<th>PROGRAM</th>
<th>TITLE OF POSTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amber King</td>
<td>PhD in Education</td>
<td>Interrupting Microaggressions through Bystander Intervention Training</td>
</tr>
<tr>
<td>Anna Diffenderfer</td>
<td>PhD in Individual Interdisciplinary</td>
<td>An assessment of the knowledge, attitude, readiness and behavior related to both interprofessional education and nutrition education among pre-medical, pre-nursing and pre-dietetic internship students at Montana State University</td>
</tr>
<tr>
<td>Austin Shattuck</td>
<td>EdD in Adult and Higher Education</td>
<td>Portfolio Project</td>
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<tr>
<td>Bradley Bechard</td>
<td>College Teaching Certificate</td>
<td>The Student Perspective on Outcomes Assessment and Self-regulation</td>
</tr>
<tr>
<td>Cale VanVelkinburgh</td>
<td>EdD in Educational Leadership</td>
<td>Correlations Between Grading Approaches and Standardized Test Scores</td>
</tr>
<tr>
<td>Cierra Tredway</td>
<td>Master of Science (specify program)</td>
<td>Engaging ApsÁíalooke youth as active co-researchers evaluating water quality</td>
</tr>
<tr>
<td>Claudia Edgewater-Russell</td>
<td>EdD in Educational Leadership</td>
<td>Attendance and Reading Scores</td>
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<tr>
<td>Connor Mulvaney</td>
<td>B.S. General Science Broadfield Education</td>
<td>Using Technology to Test and Assess Engineering Identity Formation in Elementary Students</td>
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<tr>
<td>Deb Blanchard</td>
<td>PhD in Education</td>
<td>Success and Well-Being in the First Year of College</td>
</tr>
<tr>
<td>Elaine Westbrook</td>
<td>EdD in Curriculum &amp; Instruction</td>
<td>Spatial Skills Enhanced Through A Minecraft Curriculum</td>
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<tr>
<td>Eli Snyder</td>
<td>B.A. English Education</td>
<td>The Vocational Lens: Generating a Sense of Critical Vocational Literacy</td>
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<tr>
<td>Emily Anne Busby</td>
<td>PhD in Education</td>
<td>Student Demographics and Conduct Violations</td>
</tr>
<tr>
<td>Name</td>
<td>Degree/Award</td>
<td>Title</td>
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<tr>
<td>Emily Dardis</td>
<td>Bachelor of Science</td>
<td>Fluency in Early Elementary</td>
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<tr>
<td>Hailey Hancock</td>
<td>PhD in Education</td>
<td>Teaching Civics in a Digital Age?! Slacktivism, Selfie-humanitarianism, and Agency</td>
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<tr>
<td>Hannah Telling</td>
<td>B.A. English Education</td>
<td>Drawing Power: Analyzing Writing Center as Homeplace through Gesture Drawings</td>
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<tr>
<td>Heide Arneson</td>
<td>M.Ed. in AHE</td>
<td>Reading Manuals: Boring But Necessary</td>
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<tr>
<td>James Sletten</td>
<td>PhD in Education</td>
<td>The Critical Role of Identity Centers in Higher Education</td>
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<tr>
<td>Jana Gemmill</td>
<td>College Teaching Certificate</td>
<td>Mending the Gap: Addressing the Implementation of the IEFA Mandate in Montana</td>
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<tr>
<td>Joe Hicks</td>
<td>EdD in Adult and Higher Education</td>
<td>Collaborations in the Community: Innovative Early Field Experiences in Alternative Settings</td>
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<tr>
<td>John Wetsit</td>
<td>EdD in Educational Leadership</td>
<td>Effects of Family Structure on Student Academic Performance</td>
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<tr>
<td>Josh Meyer</td>
<td>PhD in Education</td>
<td>Examining the Cognitive Features of Nature-Based Learning</td>
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<tr>
<td>JT Stroder</td>
<td>EdD in Educational Leadership</td>
<td>Academic performance of youth in custody and similar peers in school</td>
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<tr>
<td>Julie Eickman</td>
<td>M.Ed. in AHE</td>
<td>Effects of Self-Confidence on Competency-Based Learning Outcomes</td>
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<tr>
<td>Kaitlyn Sky Wernik</td>
<td>College Teaching Certificate</td>
<td>Assessing Emotional Regulation in Student Aides</td>
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<td>Kathleen Carroll</td>
<td>College Teaching Certificate</td>
<td>Evaluating Ecology Undergraduates’ Skills in Building Connections</td>
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<tr>
<td>Kearstin Jacobson</td>
<td>College Teaching Certificate</td>
<td>The Impact of Low-Stakes Writing Assignments on the Development and Application of Knowledge in Undergraduate Art History Students</td>
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<tr>
<td>McKenna Quinn</td>
<td>B.A. English Education</td>
<td>Supporting the Whole Student in Our School Communities and ELA Classrooms</td>
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<tr>
<td>Michelle Knickerbocker</td>
<td>PhD in Education</td>
<td>The Reciprocity of Change: Ways that Students' Behavioral Dispositions Affect Change in an</td>
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<tr>
<td>Michelle Knickerbocker</td>
<td>PhD in Education</td>
<td>To Read or not to Read: The Reading Attitudes and Behaviors of Elementary Education Majors</td>
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<tr>
<td>Nichole Sullivan</td>
<td>EdD in Educational Leadership</td>
<td>Teacher Suicide Literacy and Self-Efficacy in Suicide Prevention and Intervention</td>
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<tr>
<td>Nicole Vradenburg</td>
<td>EdD in Curriculum &amp; Instruction</td>
<td>Find Your People! Communities of Practice in Education</td>
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<tr>
<td>Que Tran</td>
<td>PhD in Education</td>
<td>How do the US and international master students explore their careers?</td>
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<tr>
<td>Rose Vallor</td>
<td>EdD in Curriculum &amp; Instruction</td>
<td>Motivation and Pedagogical Ecology of School-based Outdoor Science Teaching</td>
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<tr>
<td>Shannen Keene</td>
<td>College Teaching Certificate</td>
<td>Monitoring Treatment Fidelity in an Indigenous Chronic Illness Self-Management Program</td>
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<tr>
<td>Shihua Brazill</td>
<td>PhD in Education</td>
<td>New Technologies for Hybrid Classrooms</td>
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<tr>
<td>Sidrah MG Watson</td>
<td>M.Ed. in AHE</td>
<td>Peer to Peer Training of Student Employees in the MSU Library</td>
</tr>
<tr>
<td>Staci Turoski</td>
<td>College Teaching Certificate</td>
<td>Junior Level Engineering Student Leadership Behaviors</td>
</tr>
</tbody>
</table>

**MSU Spring 2019 Student Research Celebration**

**Heide Arneson: Education**

Mentor: Bryce Hughes, Carrie Myers, Sarah Maki – Education, “Manual Reading: Questions are the Key”

**Samantha Bessert, Morgan Chamberlin: Health & Human Development**

Mentor: Colleen McMillin – Health & Human Development, “Case Study: The effects of a hypo-caloric diet on gastroesophageal reflux disease”

**Hunter Pauley, Ryan Davies: Health & Human Development**

Mentor: Colleen McMilin – Health & Human Development, “A Low-Carbohydrate Approach to Hypertension and Type 2 Diabetes”

**Cierra Tredway: Health & Human Development**

Mentor: Vanessa Simonds – Health & Human Development, “Engaging Apsáalooke youth as active co-researchers evaluating water quality”

**Mehmet Turker: Health & Human Development**
Mentor: Wan-Yuan Kuo, Mary Miles – Health & Human Development, “Sensory and Structural Properties of Crackers Developed by Using Red Lentils (Lens esculenta) and Heat Treatment”

**Austin Barnhardt: Health & Human Development**

Mentor: Colleen McMilin – Health & Human Development, “Prevalence and Management of Childhood Food Allergy in Montana Schools: a Pilot Study”

**Ashley Brown: Health & Human Development**


**Blackshear Bryan: Education**

Mentor: Jennifer Woodcock-Medicine Horse – Native American Studies, “Pre-Contact and Contemporary Life of East Coast United States Native Americans and Canadian First Nations Peoples”

**Hannah Christofferson: Education**


**Vanessa Fahlgren: Education**

Mentor: Jennifer Woodcock-Medicine Horse – American Studies, “The Indigenous People of Canada Before European Contact”

**Lillie Hawkins, Nicholas Johnson: Health & Human Development**

Mentor: Colleen McMilin – Health & Human Development, “Management of Type 2 Diabetes and Hypertension Through Medical Nutrition Therapy”

**Lindsay Haynes, Nettie Caine: Health & Human Development**

Mentor: Colleen McMilin – Health & Human Development, “Hyperlipidemia and the role of genetics”

**Tyla Herbst, Carly Hart: Health & Human Development**

Mentor: Colleen McMilin – Health & Human Development, “Low FODMAP Diet Related to Improvements in Irritable Bowel Syndrome”

**Nicholas Johnson: Health & Human Development**

Mentor: Carmen Byker Shanks – Health & Human Development, “Health Profiles of The Un-Processed Pantry Project (UP3) Study Participants”

**Lori Lindgren: Health & Human Development**


**Jacie Meldrum: Health & Human Development**

**Cassie Merten: Health & Human Development**

Mentor: Mitch Vaterlaus, Dawn Tarabochia, Katie DesLauriers-Heiser – Health & Human Development “Romantic Relationships and Romantic Experiences: Late Adolescent Perspective”

**Erika Murray, Rachel Walker: Health & Human Development**

Mentor: Colleen McMilin – Health & Human Development, “Consuming a vegan diet while managing rheumatoid arthritis”

**Chloe Nease: Cell Biology & Neuroscience**


**Mikayla Pitts: Health & Human Development**

Mentor: Suzanne Held, Mark Schure – Health & Human Development, “Messengers for Health: Baa’ Nnilah Program”

**Kaeli Pyles, Maria Bertha: Health & Human Development**

Mentor: Colleen McMilin – Health & Human Development, “Diet Implementation in Chronic Kidney Disease”

**Megan Strong: Health & Human Development**


**Vanessa Tuffs: Health & Human Development**

Mentor: Jody Bartz – Health & Human Development, “Children and Youth with Special Health Care Needs Program... What do our stakeholders have to say?”

**Hannah Vining: Health & Human Development**

Mentor: Colleen McMilin – Health & Human Development, “Managing food allergy in Montana schools: findings from key informant interviews”

**Amber Yates: Elementary Education**


**Erica Zarilng, Kaitlyn Schlangen: Health & Human Development**
MSU 2nd Annual Diversity Symposium, Spring 2019 (*mentor)

Brazill, S. “Understanding Asian International Students and Their Identity Transformation”

do Amaral, B. & Meyerink, M. “Using Storytelling to teach CS in Middle School”


Tran, Q. “How do US and International Master Students Explore Their Careers?”

McNair Scholars Supervised

Faith Ellis (Psychology). Mentor: Dr. J.M. Vaterlaus

Lori Lindgren (Community Health). Mentor: Dr. J.M. Vaterlaus and Dr. D. Tarabochia

Department of Education

Department of Education Undergraduate and Graduate Student Scholarly Presentations at Regional, National, and International Conferences (*student/faculty bolded)

Bahn, A.* & Pennington, S. (2019, March) “The Effect Of Goal-Oriented Writing Projects on Students’ Self-efficacy and Attitude Toward Writing. Western Regional Honors Conference, Bozeman, MT.


Schmitt-Wilson, S. & Sletten, J.* (2018, October). *Post-Secondary Attendance, Persistence, and Graduation: A Study of Rural Students in Montana.* Presented at the National Forum to Advance Rural Education at the annual meeting of the National Rural Education Association, Columbus, OH.


Department of Education Graduate Student Publications (*Graduate student/faculty bolded)


Department of Health and Human Development

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


Department of Health and Human Development Undergraduate and Graduate Student Publications

(*student, **community partner/faculty bolded)

