



College of Charleston
School of Education, Health, and Human Performance
EHHP Research and Development Support Committee
(EHHP R&D Support)

2018-2019 Annual Report

Committee: Courtney Howard, *Chair* (CPIE), Keonya Booker (TEDU), Tom Parry (HEHP), Jeff Pointer (Dean's Office). Melanie Greene (CPIE) provides administrative support.

Purpose: To manage the EHHP R&D Support application and award process, including developing the forms, procedures, and guidelines that support application submission, review, and approval; awards disbursement; and follow up, if any.

Summary of Activities

Online application and review form

The online application and review form are hosted by Formstack, an online form developer. The EHHP R&D Support application is accessed through the Center for Partnerships to Improve Education (CPIE) website. The link to the review form is not publicly posted. Rather, it is emailed to each committee member along with any applications for review. Because Formstack is used by both CPIE and the Dean's Office, the Formstack subscription fee is shared by those two offices.

Applications and Awards

In 2018-2019, the Committee received 10 applications totaling \$4,061.25 and awarded a total of \$6,582.75. Of these, two awards exceeded the amount of funding requested.

Awards Exceeding Requested Funding – Two applications requested \$50 to receive specialized training and were awarded \$57.50.

Two other applications and awards have special circumstances requiring explanation because the fiscal/academic year of application does not match the year of funds disbursement.

Past Application, Current Funding – Two applications (\$1,253.25 each) were each submitted and approved in the previous academic year, 2017-2018. The two faculty members each requested travel funds to attend the same week-long international faculty development seminar to which they had been accepted. Since the seminar was determined to take place in 2018-2019 rather than in the year of application, the disbursement of funds was delayed. That award is included in 2018-2019 totals, however, the application itself was counted in 2016-2017.

A detailed overview of all applications and awards is attached, and departmental summaries are below.

Health and Human Performance (HEHP)

	Funds Requested in 2018-2019	Funds Awarded in 2018-2019
Total	\$1,550.00	\$4,064.00
Faculty (n=3)	\$800.00	\$3,306.50
Students (n=3)	\$750.00	\$757.50

Individuals in HEHP submitted four applications, and six were funded in 2018-2019. As described earlier, two applications were approved in 2017-2018 to be funded in 2018-2019. Monies awarded to HEHP faculty and students were used to receive specialized training (two faculty, one student), and to present scholarly work (one faculty, two students).

Receive Specialized Training (n=3)

EHHP R&D Support was awarded to two exercise science faculty members to help pay for travel funds to attend the same week-long international faculty development seminar, *Best Practices for Creating Successful Faculty-Led Programs*. Both faculty applicants noted that Exercise Science majors lack study abroad opportunities despite the program being the College's fifth largest major, and the College ranked #3 by the Institute of International Education. One of the recipients said:

The focus of this seminar will be on promoting a study abroad program, recruiting a diverse student population, and developing programs that minimize student barriers associated with cost, culture, and curriculum implementation. Participating in this seminar will help me, along with my HEHP colleague, to conceptualize, create and execute a re-occurring study abroad program for students pursuing careers related to health science and human performance.

One HEHP student was also awarded funds to travel to a conference known as the *Equity in Education Conference* for specialized training. The student applicant noted that the conference focused on culturally sustaining teaching and learning and participation at this conference would increase their knowledge on creating a healthy learning environment inside and outside the classroom. As described earlier, this application was one in which the award exceeded the requested funding.

Present Scholarly Work (n=3)

Two exercise science majors were awarded funds to help pay for the registration fees to present at the *UNCG ACL Research Retreat VIII* in North Carolina. One student reported that presenting her research at the UNCG ACL Research Retreat VIII has significantly impacted her undergraduate experience. The posters presented at the retreat were titled "*A Simulated Indirect ACL Injury Mechanism Increased Knee Joint Loading Associated with a Quadriceps Dominance Landing Pattern*" and "*Simulated Indirect ACL Injury Mechanism Increased Biomedical Risk Factors Associated with a Ligament Dominance Landing Pattern.*" A copy of both research posters was provided as final products.

One HEHP faculty member received support to help pay for travel expenses to travel to Czech Republic to present scholarly work at the International Society for Behavioral Nutrition and Physical Activity (ISBNPA). The faculty member noted that:

Attending this conference is an excellent opportunity for professional development to network with existing and potential colleagues as well as establish ideas and/or connections for future research projects.

In addition to presenting their research, the faculty member also coordinated a professional visit to the University of Southern Denmark to:

1. Collaborate with a colleague at the University on the publication they planned to submit associated with the conference abstract, and
2. Expand on preliminary discussions regarding the potential for a collaborative study abroad program with the Southern University of Denmark in coming years.

Teacher Education (TEDU)

	Funds Requested in 2018-2019	Funds Awarded in 2018-2019
Total	\$2,386.25	\$2,386.25
Faculty (n=4)	\$2,386.25	\$2,386.25
Students (n=0)	\$0.00	\$0.00

Individuals in TEDU submitted four applications in 2018-2019 and four awards were funded. Monies awarded to TEDU faculty were used to conduct research (one faculty), and to present scholarly work (three faculty). There were no applications from TEDU students.

Conduct Research (n=1)

For one faculty member, EHHP R&D Support funded a faculty research project involving Forest Kindergartens from Germany and the Netherlands. From this trip, the faculty intended to produce two qualitative research manuscripts to be submitted to two education focused journals, and to also submit presentation proposals to two organizational research conferences. A sabbatical final report was submitted as a final product as proof of progress toward these submissions.

Present Scholarly Work (n=3)

Funds were awarded to help pay travel expenses for a faculty member to present their scholarly work at the Literacy Research Association Conference in Indian Wells, California. The faculty member presented six sessions at the conference, three of which focused on work he conducted at the College and that had been funded through CPIE or CofC Research Grants.

Two faculty members requested and were awarded funds to present their research at the American Educational Research Association, a major conference in the field of Teacher Education, in Toronto, Canada. One faculty member presented a paper focused on teacher educator identity development in the American South, and noted:

The study being presented is framed around the ongoing, often nuanced historical unfolding of "Southern Identity" and the ways in which this identity development impacts the professional lives of those who identify as "Southern." ...In this paper, my co-author and I consider our own self-understood and self-conceptualized identities as "Southerners" while exploring the ways in which those identities impact our teaching practices as justice-oriented public educators.

The other faculty member presented three papers, all relating to the topic of immigration and education. He noted in his application that presenting at this conference would be a valuable experience in both presenting his research to this academic community as well as having an opportunity to continue with previous collaboration and possibly find opportunities for future collaboration.

Call Me Mister (CMM)

	Funds Requested in 2018-2019	Funds Awarded in 2018-2019
Total	\$125.00	\$132.50
Faculty (n=0)	\$0.00	\$0.00
Students (n=2)	\$125.00	\$132.50

Individuals in the Call me Mister Program submitted two applications in 2018-2019 and two awards were funded. Monies awarded to CMM students were used to receive specialized training (two students). There were no applications from faculty.

Receive Specialized Training (n=2)

Two students in CMM were awarded funds to travel to a conference known as the Equity in Education Conference for specialized training. In describing the experience, one of the students noted:

The theme of this year's conference is Keeping the Dream: Culturally Sustaining Teaching and Learning. I feel that it is imperative that we, as educators, remain culturally aware and continually acquire new skills and knowledge to help us with cultural awareness. It is a necessity that we incorporate the cultures of our students into our classrooms.

As described earlier, one of these awards exceeded the requested funding.

Historical Summary of Applications and Awards

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Submitted applications	15	23	21	16	10
Applications funded	10	21	17	13	12
Amount requested	\$26,845.58	\$22,146.97	\$33,993.50	\$15,172.99	\$4,061.25
Amount awarded	\$17,686.00	\$15,351.96	\$10,035.47	\$ 6,204.27	\$6,582.75
Faculty applications	13	13	17	11	5
Student applications	2	9	3	5	5
Staff applications	0	1	1	0	0
# TEDU applications	9	9	16	10	4
# HEHP applications	6	11	5	6	4
# Other EHHP apps.	0	3	0	0	2

Actions and Future Plans

Throughout this academic year, the Committee welcomed one new member, Jeff Pointer, EHHP Business Manager, but others who had to depart the committee have not been replaced, as noted in our 2017-18 annual report. This situation does impact meeting attendance and timely review of applications, so it will be important to rectify this issue in the coming academic year. The Committee composition for 2019-20 will be confirmed in August, after faculty return and departments hold initial meetings. Once established, the Committee will meet in early fall semester.

A total of \$6582 was awarded in 2018-19, and it is important to encourage participation from faculty, staff, and students so that additional monies are awarded. Funds awarded for 2018-19 were the lowest amount awarded over a five-year period. As well, a greater effort is needed in generating staff applications, a segment which has had no applications over a five-year period.

Overall, future action of the Committee should focus on: (1) appropriate Committee membership; (2) additional funds committed for awards; and (3) additional measures to encourage applications from faculty, staff, and students.