

RESEARCH & EXTERNAL FUNDING

ANNUAL REPORT

FISCAL YEAR 2022



THE UNIVERSITY OF
TENNESSEE
KNOXVILLE

COLLEGE OF EDUCATION,
HEALTH & HUMAN SCIENCES

335 Claxton Complex
1122 Volunteer Blvd.
Knoxville, TN 37996

EXECUTIVE SUMMARY



This report provides an overview of activities in external funding occurring between FY20 to FY22 within the College of Education, Health, and Human Sciences (CEHHS). The mission of the Office of Research and External Funding is to "strengthen capacity, productivity, and recognition in externally funded scholarship." Since Fall 2017, our office has been constantly assessing the needs in research and external funding and providing various resources to strengthen our collective impact as a College. These resources have included first-year training on research topics for new tenure-track faculty, pilot funds for faculty scholarship, editorial services of proposal narratives, internal reviews of external funding submissions, learning breaks on special topics and other professional development opportunities.

FY22 marked our sixth calendar year providing services as a team to CEHHS.

We produced the following metrics for FY22:

- Reviewed of grant-specific aims/project summary with feedback for 21 submissions
- Provided pilot funding for two faculty projects totaling \$18,350
- Held series on intervention and study design that led to a new professional working group
- Delivered 12-session research professional development series to new tenure-track faculty in their first year
- Launched new Learning Breaks series for all CEHHS faculty to discuss their scholarship

External funding provides resources that can enhance scholarship impact. Thus, CEHHS' philosophy regarding external funding is the type and amount of external funding that an individual faculty member pursues should be what is needed to support that faculty member's scholarship or to enhance the impact of their scholarship.

ABOUT THE RESEARCH & EXTERNAL FUNDING TEAM



Left to right: Associate Dean for Research Hollie Raynor, Director of External Funding Courtney Holbert, Research Administration Manager Kelly Steele, Research Administration Manager Kimberly Turner, Senior Methodologist Angela Pfammatter, Administrative Associate Jorie Brask

The Office of Research and External Funding is led by Associate Dean for Research (ADR) Dr. Hollie Raynor who directs scholarly research and engagement services and is responsible for visionary leadership focused on enhancing the quality, breadth, quantity, and impact of all research activities of CEHHS. Our newest hire, Senior Methodologist Angela Pfammatter, assists faculty in research design. Proposal development through award setup is led by Director Courtney Holbert along with Research Administration Managers Kimberly Turner and Kelly Steele. This team focuses on supporting all aspects of proposal and contract development for federal, state, corporate, and private funding for CEHHS faculty, staff and students.

Services provided by our office are designed to support optimization of faculty research productivity to enhance CEHHS' performance on metrics associated with research productivity and scholarship quality. These services include: scholarship and external funding professional development, support in the development of individual scholarship agendas, organization of working groups which create new and enhance existing research connections, and critical review of proposals.

Overall, our goal is to provide practical ways to improve scholarship quality, support the professional development of faculty in becoming known scholars in their field, and take away the mystique of applying for external funding.

OUR DEPARTMENTS & CENTERS

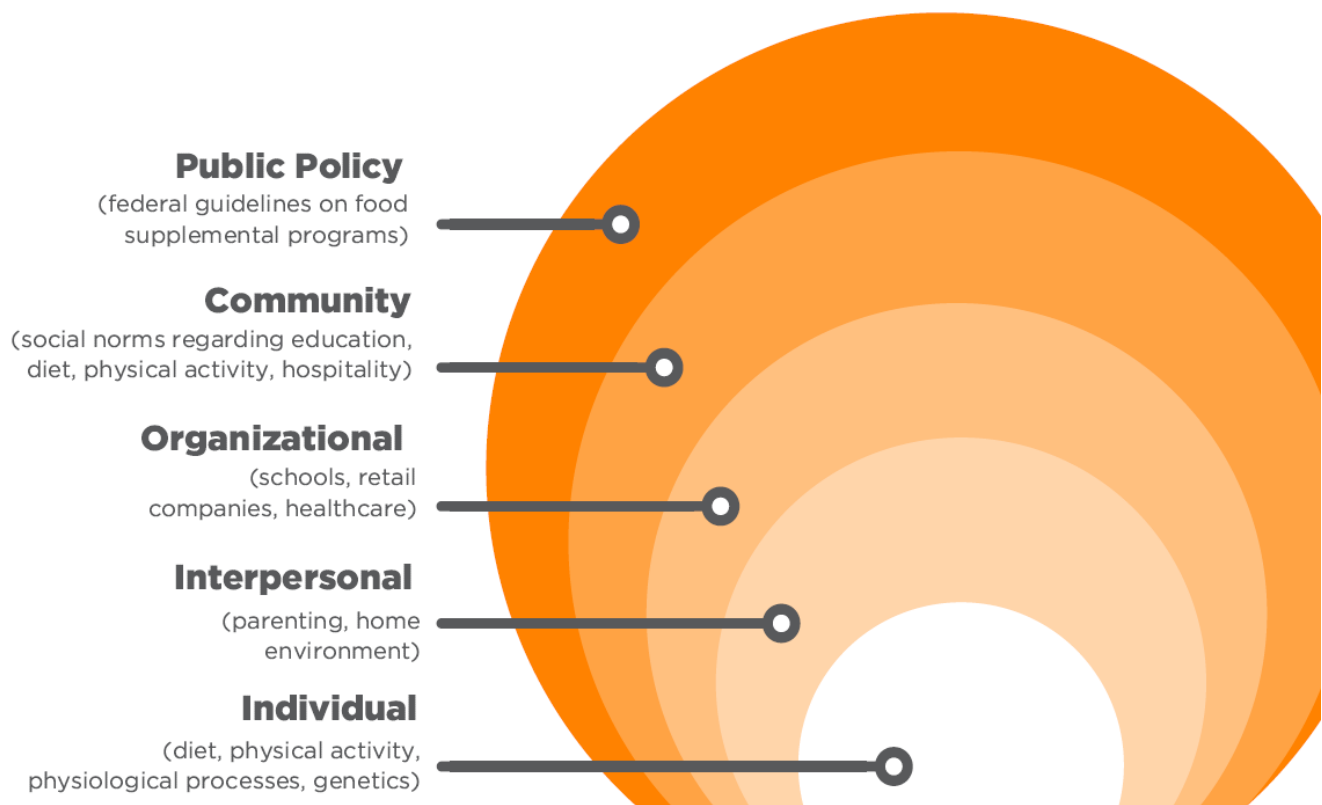
EDUCATION	HEALTH	HUMAN SCIENCES
<p>FOCUSED ON:</p> <ol style="list-style-type: none"> 1. Translational science that enhances educator preparation and addresses the needs of learners, schools, and communities 2. Community-focused workforce development for education providers <ul style="list-style-type: none"> ◦ Early childhood and K-12 educators ◦ School administrators ◦ Higher education and community service agencies ◦ Research and evaluation ◦ Instructional technology <p>DEPARTMENTS:</p> <ul style="list-style-type: none"> • Child & Family Studies (CFS) • Educational Leadership & Policy Studies (ELPS) • Educational Psychology & Counseling (EPC) • Theory & Practice in Teacher Education (TPTE) <p>CENTERS:</p> <ul style="list-style-type: none"> • College Access and Persistence Services Outreach Center (CAPS) • Center for Children's & Young Adult Literature • Center for Educational Leadership (CEL) • The Center for Enhancing Education in Mathematical Sciences (CEEMS) • Center for Literacy, Education & Employment (CLEE) • Center on Deafness (COD) • Early Learning Center (ELC) • Postsecondary Education Research Center (PERC) 	<p>FOCUSED ON:</p> <ol style="list-style-type: none"> 1. Fundamental and translational science that improves the health of individuals and communities, and combats the prevalence of chronic diseases. 2. Community-focused workforce development for health providers <ul style="list-style-type: none"> ◦ Community health educators ◦ Dietitians ◦ Therapeutic recreation specialists ◦ Personal trainers, strength and condition coaches, exercise physiologists and biomechanists ◦ Professional counselors ◦ School psychologists <p>DEPARTMENTS:</p> <ul style="list-style-type: none"> • Child & Family Studies (CFS) • Educational Psychology & Counseling (EPC) • Kinesiology, Recreation, & Sport Studies (KRSS) • Nutrition • Public Health (PH) <p>CENTERS:</p> <ul style="list-style-type: none"> • Korn Learning, Assessment & Social Skills Center (KLASS) 	<p>FOCUSED ON:</p> <ol style="list-style-type: none"> 1. Translational science, bridging individual to population applications, to enhance consumer experiences, and organizational effectiveness, consumer and workforce well-being, and workforce development 2. Community-focused workforce development for providing consumer- and sport-oriented business practices <ul style="list-style-type: none"> ◦ Hospitality and tourism management ◦ Retail and merchandising management ◦ Recreation organizations ◦ Sport organizations ◦ Sport business ◦ Sport psychology and motor behavior ◦ Empowerment and social mobility <p>DEPARTMENTS:</p> <ul style="list-style-type: none"> • Kinesiology, Recreation & Sport Studies (KRSS) • Retail, Hospitality & Tourism Management (RHTM) <p>CENTERS:</p> <ul style="list-style-type: none"> • Center for Sport, Peace & Society (CSPS) • Culinary Institute (CI) • Rocky Top Institute (RTI)

RESEARCH MODEL

In CEHHS, there is one model that cuts across all of the exemplary work of our many departments and centers: the socioecological model.

The socioecological model is a framework that assists in understanding how to enhance education, health, and human sciences within society. This model depicts the relationship between individual, interpersonal, organizational, community, and policy levels. To promote an educated and healthy society, CEHHS collaborates with community partners in scholarship at any one, or multiple, levels simultaneously.

Our diverse departments and centers are positioned to interact with society through this and other related frameworks to actualize CEHHS' goal of enhancing quality of life through research, outreach, and practice. CEHHS' mission is to develop, encourage, and prepare innovative leaders who influence, improve, and inspire a healthy, educated, civil and vibrant society.



ENGAGED RESEARCH

Many faculty collaborate with community partners to address societal problems within their research. To acknowledge this type of research, CEHHS created definitions for engaged scholarship, which include engaged teaching, engaged research, and engaged service. The notion of engaged scholarship has emerged over the past twenty years as part of the continuing dialogue on the creation of knowledge and the role of colleges and universities in society as they seek to solve complex problems alongside the community.

The Carnegie Classification of Institutions of Higher Education defines community engagement as “the collaboration between institutions of higher education and their larger communities for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.” In 2015, the University received the Community Engagement Classification from the Carnegie Foundation.

The goal of engaged scholarship is the generation, exchange, and application of mutually beneficial knowledge and practices developed through reciprocal partnerships between academia and the community. Engaged scholarship, which includes engaged teaching, engaged research, and engaged service, is always:

- Community-based, taking in the needs and contexts of the intended recipient
- Democratic by expertise area: shared decision making, planning, and execution
- Collaborative, respectful, mutually beneficial, and reciprocal

Engaged research can be used to fulfill research requirements of faculty. To fulfill these requirements, engaged research must be of the same quality as its counterpart. For example, engaged research must be evaluated using the same rigor as other forms of research (i.e., peer-reviewed research journal publications or other comparable end-products specified by department bylaws). Engaged research is not required of faculty, nor does it receive higher value than other forms of research. Not all faculty will choose to participate in engaged research, and faculty may choose to have some, but not all, of their research as engaged research.

Further information, definitions, and examples of engaged research can be found <https://cehhs.utk.edu/upcoming-events-trainings/>.

FY2022 IN REVIEW

\$63.3M

requested in externally funded
sponsored projects to support
scholarship

\$15.5M

in external grants awarded

64%

of faculty pursued external
funding

13

first time awards as lead principal
investigator

\$10.1M

in research expenditures

25

first-time submissions for a faculty
member in any role

98

faculty or staff engaged in at least
one externally funded submission in
any role

\$33.7M

total active funded research
projects

FY22 is from July 1, 2021-June 30, 2022. Data is provided from IRIS Business Warehouse and Cayuse Reports from readily available information on submissions and awards.

TOTAL RESEARCH EXPENDITURES (TRE)

Total research expenditures are a combination of dollars spent from sponsored projects (external funding) and institutional funding where an official percentage dedicated to research is assigned at the unit level to each tenured or tenure-track faculty member. These data are collected on the National Science Foundation's HERD Survey and adds to the University's national research rankings. Total research expenditures vary widely across units, predominantly due to differing number of tenured and tenure-track faculty and amounts of external funding present.

TOTAL RESEARCH EXPENDITURES			
UNIT	FY20	FY21	FY22
CEHHS	\$811,114	\$1,093,954	\$1,083,381
Administration (ADMIN)	\$793,188	\$1,088,054	\$1,045,817
Center for Sport, Peace and Society (CSPS)	\$17,926	\$5,900	\$15,510
Office of Professional Licensure (OPL)	\$0	\$0	\$22,054
Child and Family Studies (CFS)	\$476,969	\$495,988	\$607,134
Child and Family Studies (CFS) Department	\$476,969	\$495,988	\$607,134
Early Learning Center (ELC)	\$0	\$0	\$0
Educational Leadership and Policy Studies (ELPS)	\$956,654	\$911,266	\$1,249,719
Center for Educational Leadership (CEL)	\$0	\$0	\$0
College Access and Persistence Services Outreach Center (CAPS)	\$4,901	\$1,878	\$7,373
Educational Leadership and Policy Studies (ELPS) Department	\$279,391	\$288,169	\$386,444
Postsecondary Education Research Center (PERC)	\$672,362	\$621,219	\$855,902
Educational Psychology and Counseling (EPC)	\$1,057,564	\$922,019	\$1,229,132
Center for Literacy, Education and Employment (CLEE)	\$55,957	\$47,883	\$48,620
Educational Psychology and Counseling (EPC) Department	\$1,001,607	\$874,136	\$1,180,512
Korn Learning, Assessment and Social Services Center (KLASS)	\$0	\$0	\$0
Kinesiology, Recreation and Sport Studies (KRSS)	\$1,014,219	\$724,978	\$866,978
Nutrition (NUTR)	\$1,193,929	\$891,404	\$849,103
Public Health (PUBH)	\$911,685	\$802,167	\$1,021,196
Retail, Hospitality and Tourism Management (RHTM)	\$416,685	\$371,297	\$405,544
Culinary Institute	\$0	\$0	\$0
Rocky Top Institute	\$0	\$0	\$0
Theory and Practice in Teacher Education	\$2,496,834	\$2,515,578	\$2,810,080
Center for Children's and Young Adult Literature	\$0	\$0	\$0
Center for Enhancing Education in Mathematical Sciences (CEEMS)	\$271,640	\$523,006	\$727,916
Center on Deafness (COD)	\$705,806	\$669,508	\$495,406
Connections for Education Outreach (CEO)	\$6,343	\$2,896	\$2,927
Theory and Practice in Teacher Education (TPTE) Department	\$1,513,045	\$1,320,168	\$1,579,871
VolsTeach	\$0	\$0	\$3,960
TOTAL RESEARCH EXPENDITURES	\$9,335,653	\$8,728,651	\$10,122,267

The units listed above are based on active fund centers within the college with any research expenditures within the three-year period covered by this report.

ORGANIZATION AND ACRONYMS

College- and unit-level organizations listed below details the main unit/department and sub-unit/center and the acronym used in future pages to describe the unit.

CEHHS: College of Education, Health and Human Sciences, 5 tenured faculty

Admin: Administrative leadership under the Dean's office operations

CSPS: Center for Sport, Peace and Society

OPL: Office of Professional Licensure

CFS: Child and Family Studies, 11 tenured/tenure-track faculty

ELC: Early Learning Center

ELPS: Educational Leadership and Policy Studies, 9 tenured/tenure-track faculty

CAPS: College Access and Persistence Outreach Services Center

CEL: Center for Educational Leadership

PERC: Postsecondary Education Research Center

EPC: Educational Psychology and Counseling, 20 tenured/tenure-track faculty

CLEE: Center of Literacy, Education and Employment

KLASS: Korn Learning, Assessment and Social Skills Center

KRSS: Kinesiology, Recreation and Sport Studies, 20 tenured/tenure-track faculty

NUTR: Nutrition, 7 tenured/tenure-track faculty

PUBH: Public Health, 7 tenured/tenure-track faculty

RHTM: Retail, Hospitality and Tourism Management, 10 tenured/tenure-track faculty

TPTE: Theory and Practice in Teacher Education, 30 tenured/tenure-track faculty

CCYAL: Center for Children's and Young Adult Literature

CEEMS: Center for Enhancing Education in Mathematics and Sciences

CEO: Connection for Education Outreach

COD: Center on Deafness

For each sub-unit/center listed, faculty or staff are affiliated or housed in each and the proposal and award data on subsequent pages reflect the chosen affiliation determined at time of external funding proposal submission.

INDIRECT COSTS (F&A) EARNED

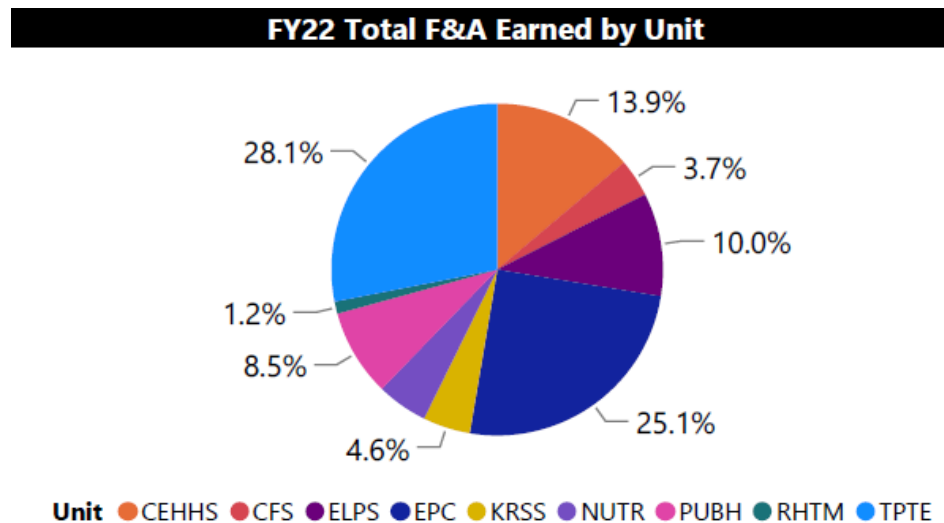
F&A, also known as "indirect costs," are the costs of university operations related to sponsored projects that are not 100% assignable to a particular project (e.g., electricity, central administrative services). F&A rates are determined through an accounting of administrative services, physical assets, space, and utilities used at the university and are negotiated and audited regularly with the federal government.

F&A Earned and Annual Percent Difference by Unit and Fiscal Year					
Unit	FY2020	FY2021	FY2022	% Difference FY2020 to FY2021	% Difference FY2021 to FY2022
CEHHS	\$201,220	\$183,485	\$219,212	-8.8%	↑ 19.5%
CFS	\$13,586	\$20,641	\$57,966	↑ 51.9%	↑ 180.8%
ELPS	\$137,528	\$169,477	\$158,856	↑ 23.2%	-6.3%
EPC	\$171,192	\$219,136	\$396,705	↑ 28.0%	↑ 81.0%
KRSS	\$73,475	\$41,266	\$73,221	-43.8%	↑ 77.4%
NUTR	\$137,261	\$103,545	\$78,469	-24.6%	-24.2%
PUBH	\$72,836	\$124,647	\$133,930	↑ 71.1%	↑ 7.4%
RHTM	(\$12,357)	\$0	\$18,641	-100.0%	
TPTE	\$245,820	\$277,682	\$444,192	↑ 13.0%	↑ 60.0%
Total	\$1,040,561	\$1,139,879	\$1,581,190	9.5%	38.7%

Count of FY22 faculty and staff eligible to submit as it relates to this figure:

- CEHHS Administration, 8
- CFS, 28
- ELPS, 21
- EPC, 44
- KRSS, 29
- Nutrition, 15
- Public Health, 13
- RHTM, 13
- TPTE, 57

Numbers are as of 9/1/21.



Please also note that units/departments with affiliated centers may have additional staff and non-tenure-track faculty contributing or leading external funding that adds to the percentage of total F&A earned by the unit.

All data visualizations in this report were created by CEHHS Financial Data Analyst Traci Stanley.

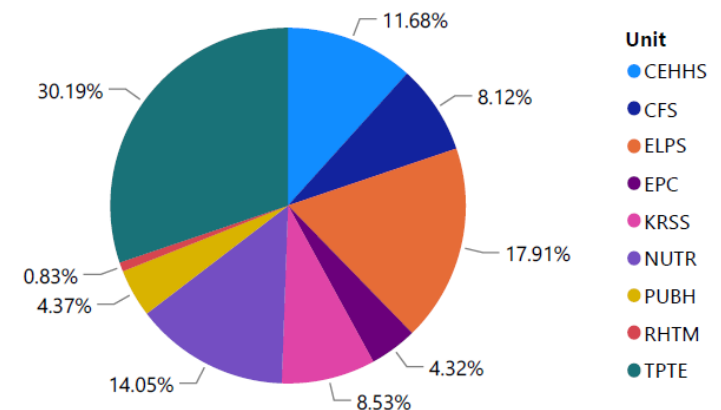
CEHHS FY22 PROPOSALS

FY22 Proposal Count and Requested Amount by Unit		
Unit	Proposal Count	Requested Amount
CEHHS	8	\$7,396,109
Admin	6	\$6,195,421
CSPS	2	\$1,200,688
CFS	15	\$5,141,915
CFS	11	\$4,994,891
ELC	4	\$147,024
ELPS	14	\$11,337,874
CAPS	6	\$10,894,311
ELPS	6	\$320,845
PERC	2	\$122,718
EPC	10	\$2,735,460
CLEE	2	\$1,508,105
EPC	7	\$849,792
KLASS	1	\$377,563
KRSS	12	\$5,398,728
NUTR	16	\$8,891,963
PUBH	12	\$2,766,008
RHTM	4	\$522,378
TPTE	40	\$19,109,341
CEEMS	19	\$7,693,646
COD	3	\$3,532,669
TPTE	18	\$7,883,026
Total	131	\$63,299,776

In FY22, CEHHS faculty and staff submitted 131 total proposals in the lead principal investigator role totaling \$63,299,776 in requested funding. The unit (including sub-unit/center) leading in submissions was Theory and Practice in Teacher Education (TPTE) with 40, followed by Nutrition with 16 and Educational Leadership and Policy Studies with 14 total submissions.

TPTE led the way with the highest requested amount by any unit totaling \$19,109,341, which represented 30.19% of the total requested dollars for funding in FY22.

FY22 Requested Amount Total Percentage by Unit



Units include affiliated centers and may inflate the overall unit numbers.

The following units are not listed due to no submissions in FY22: Connections for Education Outreach (CEO; TPTE), Center for Educational Leadership (CEL; ELPS), Office of Professional Leadership (OPL; CEHHS), and VolsTeach (TPTE).

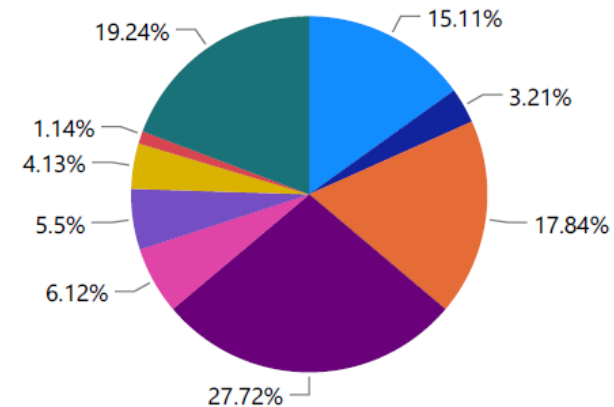
CEHHS FY22 AWARDS

FY22 Award Count and Amount by Unit		
Unit	Award Count	Award Amount
CEHHS	10	\$2,352,202
Admin	8	\$661,514
CSPS	2	\$1,690,688
CFS	8	\$499,717
CFS	4	\$233,704
ELC	4	\$266,013
ELPS	12	\$2,777,636
CAPS	8	\$2,557,251
ELPS	1	\$36,206
PERC	3	\$184,179
EPC	5	\$4,315,951
CLEE	3	\$3,924,240
EPC	1	\$260,389
KLASS	1	\$131,322
KRSS	5	\$952,584
NUTR	7	\$856,408
PUBH	7	\$643,014
RHTM	3	\$177,586
TPTE	23	\$2,995,063
CEEMS	6	\$587,376
CEO	1	\$700,000
COD	1	\$204,730
TPTE	15	\$1,502,957
Total	80	\$15,570,162

In FY22, CEHHS faculty and staff received 80 awards in the lead principal investigator role totaling \$15,570,162. The unit leading awards was Educational Psychology and Counseling (EPC) due to the high dollar awards secured by the Center for Literacy, Education and Employment (CLEE). Theory and Practice in Teacher Education (TPTE) was second with 23 awards totaling \$2,995,063, and Educational Leadership and Policy Studies (ELPS) was third with 12 awards totaling \$2,777,636 due to the consistent success of the College Access and Persistence Services Outreach Center (CAPS).

FY22 Award Amount by Unit

Unit ● CEHHS ● CFS ● ELPS ● EPC ● KRSS ● NUTR ● PUBH ● RHTM ● TPTE



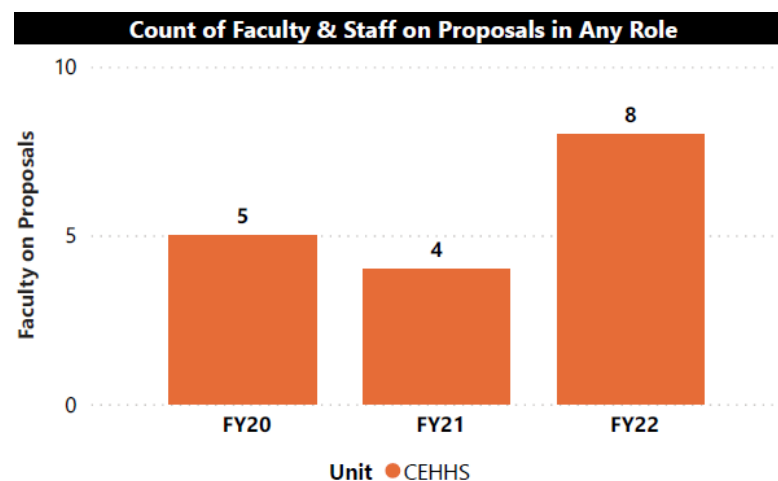
Units include affiliated centers and may inflate the overall unit numbers.

The following units are not listed due to no awards in FY22: Center for Educational Leadership (CEL; ELPS), Office of Professional Leadership (OPL; CEHHS), and VolSTech (TPTE).

CEHHS ADMINISTRATION AND AFFILIATED CENTER PROPOSALS

CEHHS is led by Dean Ellen McIntyre and under her leadership are Associate Deans Kristina Gordon and Hollie Raynor, Office of Professional Licensure (OPL) led by Associate Dean David Cihak and his team member Dr. Amelia Brown, and the Center for Sport, Peace and Society (CSPS) led by Drs. Sarah Hillyer and Carolyn Spellings.

Proposal Count and Requested Amount (Lead PI Role)								
Fiscal Year	FY20		FY21		FY22		Total	
Unit	Count	Requested \$	Count	Requested \$	Count	Requested \$	Count	Requested \$
Admin	1	\$19,800	11	\$1,287,214	6	\$6,195,421	18	\$7,502,435
CSPS	1	\$1,140,000	1	\$1,130,000	2	\$1,200,688	4	\$3,470,688
OPL	1	\$25,900	8	\$3,072,226			9	\$3,098,126
Total	3	\$1,185,700	20	\$5,489,440	8	\$7,396,109	31	\$14,071,249



CEHHS administration have increased the amount requested on submissions steadily over the three-year period with eight submissions in FY22 totaling \$7,396,109.

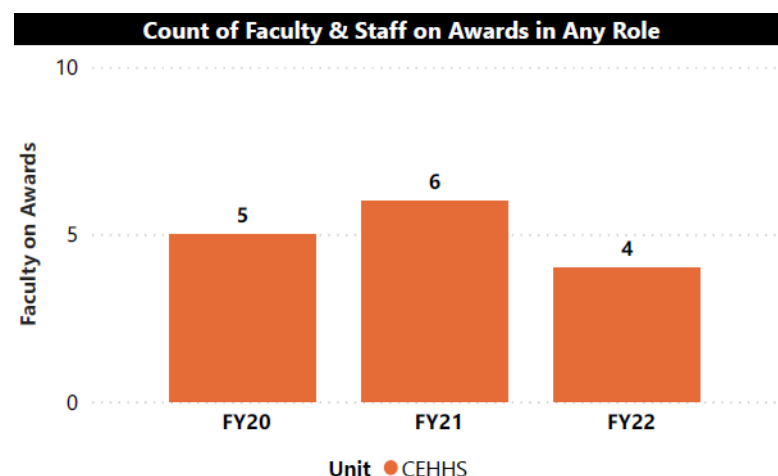
In FY22, the largest dollar submission was by Dean Ellen McIntyre and Dr. Sherry Bell for the establishment of the Tennessee Reading Research Center totaling \$5,000,000. The next highest amount requested was \$1,140,000 by Dr. Sarah Hillyer for her continued work in the Center for Sport, Peace and Society.

Count represents any one submission by the faculty in the FY. The faculty could have participated in more than one submission in any role. One submission by Deborah Reed is counted in FY22. This submission occurred before her official start date of 7/1/22.

CEHHS ADMINISTRATION AND AFFILIATED CENTER AWARDS

The award data shows the consistent success by CEHHS administration and affiliated centers over FY20-22 with 26 awards totaling \$6,393,732. The Center for Sport, Peace and Society (CSPS) continues to lead with the highest dollar awards over the three year period totaling \$4,259,137.

Award Count and Amount (Lead PI Role)								
Fiscal Year	FY20		FY21		FY22		Total	
Unit	Award Count	Award Amount	Award Count	Award Amount	Award Count	Award Amount	Award Count	Award Amount
Admin	1	\$163,902	6	\$692,794	8	\$661,514	15	\$1,518,210
CSPS	2	\$1,428,449	1	\$1,140,000	2	\$1,690,688	5	\$4,259,137
OPL	1	\$44,517	5	\$571,868			6	\$616,385
Total	4	\$1,636,868	12	\$2,404,662	10	\$2,352,202	26	\$6,393,732



CEHHS administration (Associate Dean Kristina Gordon, Dean Ellen McIntyre, and Associate Dean Hollie Raynor) received 15 awards in the Lead Principal Investigator role totaling \$1,518,210 over FY20-22. The Office of Professional Licensure was quite busy in FY21 with five awards totaling \$571,868.

These awards have contributed to the increased push of the state to increase high quality teachers in Tennessee by adding additional certifications and training.

Count represents any one award by the faculty in the FY. The faculty could have participated in more than one submission in any role.

CHILD AND FAMILY STUDIES



The Department of Child and Family Studies (CFS), housed in the Jessie W. Harris Building, is led by Interim Department Head and Professor Spencer Olmstead. The department includes eleven tenured and tenure-track faculty, six clinical faculty, fifteen lecturers, and five faculty affiliated with other departments and offices at UTK. Also associated with the department is the Early Learning Center for Research and Practice (ELC), which provides a laboratory setting for teacher education and research across a wide range of disciplines (e.g., nutrition, kinesiology, engineering, psychology, the arts, and educational and counseling), outreach and engagement with community partners, situated in a multi-site high quality early care and education program for young children (infancy through kindergarten). The department prepares students for careers in both public and private domains that focus on children, youth, families, and community services including legal, mental, health services, and early learning.

Vision and Mission of the Department

The vision is to be nationally and internationally recognized for utilizing interdisciplinary and cross-cultural approaches to understand and enhance the well-being of children, youth, and families in diverse contexts. CFS collectively aspires to teaching, research, and practices that are socially and scientifically significant. Faculty and students strive to implement initiatives that foster community engagement, build strengths, and reflect a commitment to inclusivity.

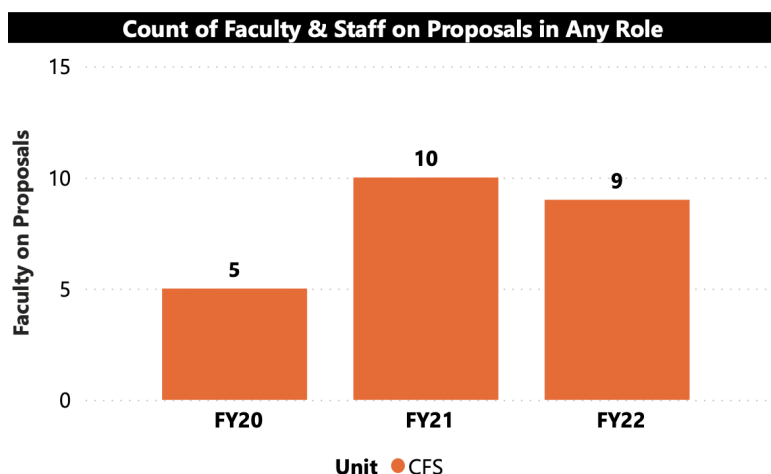
The mission of CFS is threefold:

- Conduct research in (or relevant to) contexts such as the home, school, and communities for the purpose of generating new knowledge and informed practices related to the well-being of children, youth, and families, particularly those who are the most vulnerable and at risk of falling short of optimal outcomes;
- Educate well-informed undergraduate, master's, and doctoral-level students who are well prepared to study and/or serve predominantly at-risk children, youth, and families in the state, region, nation, and international communities;
- Provide outreach and/or consulting services to families, government and private agencies, non-governmental organizations, professional organizations, and industries in areas that relate to child and family studies.

CHILD AND FAMILY STUDIES PROPOSALS

Child and Family Studies (CFS) had a successful three-year submission record with 27 total submissions from the department faculty and four submissions from the Early Learning Center (ELC) faculty in the Lead Principal Investigator role, totaling \$8,005,488.

Proposal Count and Requested Amount (Lead PI Role)								
Fiscal Year	FY20		FY21		FY22		Total	
Unit	Count	Requested \$	Count	Requested \$	Count	Requested \$	Count	Requested \$
CFS	3	\$600,971	13	\$2,262,602	11	\$4,994,891	27	\$7,858,464
ELC					4	\$147,024	4	\$147,024
Total	3	\$600,971	13	\$2,262,602	15	\$5,141,915	31	\$8,005,488



Child and Family Studies has steadily increased their submission rate over the last three years as well as the amount requested. The largest proposal request occurred in FY22 led by Dr. Samara Madrid Akpovo totaling \$2,692,161, which was a community-driven, multi-unit submission in partnership with Nursing, UT Extension and the Teacher and Learning Institute.

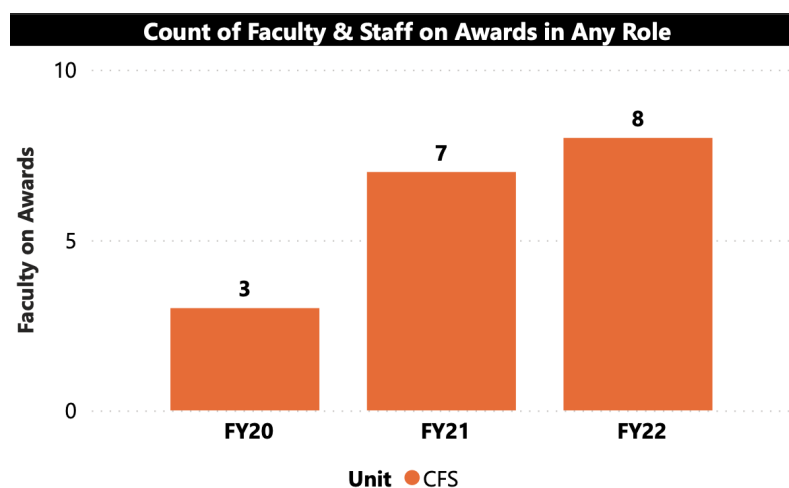
The ELC also collaborated on several submissions across the University as well as requested several rounds of funding to support the center during FY20-22 in relation to COVID-19 and its impact on the operation of the facilities.

Count represents any one proposal by the faculty in the FY. The faculty could have participated in more than one submission in any role.

CHILD AND FAMILY STUDIES AWARDS

Child and Family Studies (CFS) faculty received 10 awards in the lead principal investigator role over FY20-22 totaling \$414,768. The Early Learning Center (ELC) received five awards totaling \$275,958 over the same period. Of the 11 faculty in the unit, eight were on an award in FY22 (lead principal investigator, co-principal investigator, or key personnel) in any role.

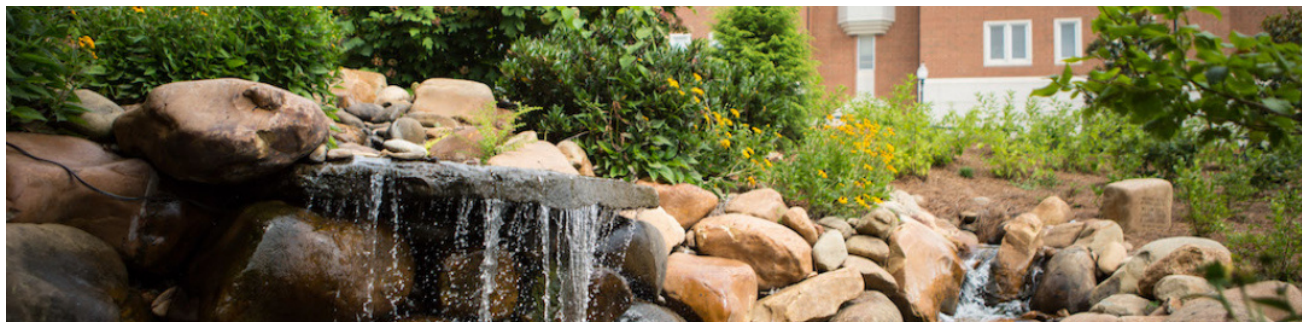
Award Count and Amount (Lead PI Role)								
Fiscal Year	FY20		FY21		FY22		Total	
Unit	Award Count	Award Amount	Award Count	Award Amount	Award Count	Award Amount	Award Count	Award Amount
CFS	1	\$72,774	5	\$108,290	4	\$233,704	10	\$414,768
ELC			1	\$9,945	4	\$266,013	5	\$275,958
Total	1	\$72,774	6	\$118,235	8	\$499,717	15	\$690,726



One of the largest awards over the three-year period was received by tenure-track Assistant Professor Dr. Lori Caudle. Her award titled "Increasing Meaningful Partnerships Across Communities in Tennessee for Early Childhood Educators (IMPACT-ECE)" was funded by the Tennessee Department of Education in FY21 totaling \$84,800. The purpose of the IMPACT-ECE program is to strengthen the early childhood education workforce in high-need areas of TN by increasing the number of highly qualified, dually certified pre-k and kindergarten teachers from underrepresented groups across TN. Congratulations, Dr. Caudle!

Count represents any one award by the faculty in the FY. The faculty could have participated in more than one submission in any role.

EDUCATIONAL LEADERSHIP AND POLICY STUDIES



The Department of Educational Leadership and Policy Studies (ELPS), housed in the Jane and David T. Bailey Education Complex, is led by Department Head and Professor Robert Kelchen. The department includes fifteen tenured and tenure-track faculty, two professors of practice, and a team of affiliated faculty. For over 60 years, ELPS has prepared K-12 and higher education administrators, policy scholars and analysts, and faculty members to become innovative and courageous leaders through rigorous research that influences both policy and practice. The department offers graduate programs in College Student Personnel, Educational Administration (PreK-12), and Higher Education Administration as well as an undergraduate minor in Leadership Studies and several fully online graduate degree programs. In fall 2022, the department welcomed five faculty in graduate programs in Adult Learning and Evaluation, Statistics, and Methodology. In addition, ELPS welcomed Dr. Cameron Sublett in fall 2022 as the director of its new research center spanning K-20 education.

Vision and Mission of the Department

The vision is to be nationally recognized for graduating outstanding, innovative, and courageous leaders, and for producing significant educational research that influences policy and practice.

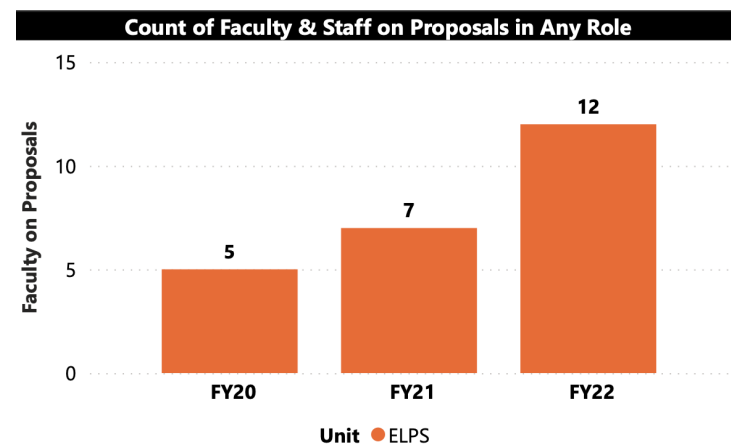
The mission of ELPS is to prepare entry- and executive-level administrators for schools and colleges, faculty in colleges and universities, and policy scholars to serve in state, regional, and national policy agencies associated with educational and human service enterprises. The graduate programs of the department are designed to enrich knowledge, skills, and values requisite to effective leadership and to effective teaching and research in educational settings.

The department views leaders as stewards and servants of organizations; designers of the social and cultural climate in which they work; teachers who facilitate and encourage human growth and development; change agents who continually examine the purpose and performance of their organizations; and conceptual provocateurs who challenge ideas and assumptions on which policy and practice are built.

EDUCATIONAL LEADERSHIP AND POLICY STUDIES PROPOSALS

Educational Leadership and Policy Studies (ELPS) and its affiliated centers combined efforts led to 40 submissions totaling \$17,610,115 over the three year period. The College Access and Persistence Outreach Services Center (CAPS), a longstanding center focused on supporting students as they overcome social, academic, financial, and cultural barriers in higher education, requested \$13,582,546 to support their programming and led the unit in funding requests.

Proposal Count and Requested Amount (Lead PI Role)								
Fiscal Year	FY20		FY21		FY22		Total	
Unit	Count	Requested \$	Count	Requested \$	Count	Requested \$	Count	Requested \$
CAPS			1	\$2,688,235	6	\$10,894,311	7	\$13,582,546
CEL	4	\$1,363,922	3	\$359,591			7	\$1,723,513
ELPS	1	\$27,516	1	\$5,000	6	\$320,845	8	\$353,361
PERC	6	\$95,840	10	\$1,732,137	2	\$122,718	18	\$1,950,695
Total	11	\$1,487,278	15	\$4,784,963	14	\$11,337,874	40	\$17,610,115



ELPS faculty have eight submissions totaling \$353,361 submitted by five faculty over FY20-22. The Center for Educational Leadership (CEL) also contributed to the overall unit's submission total with seven submissions totaling \$1,723,513.

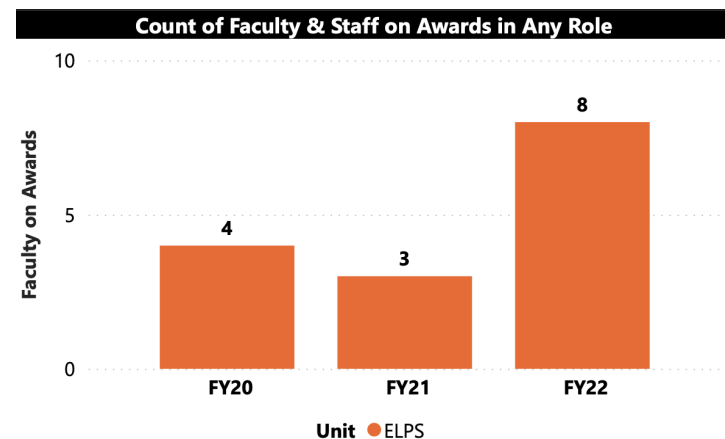
The Postsecondary Education Research Center (PERC) led by Drs. Jimmy Cheek and Patrick Biddix completed submissions over the three year period totaling \$1,701,067.

Count represents any one proposal by the faculty in the FY. The faculty could have participated in more than one submission in any role.

EDUCATIONAL LEADERSHIP AND POLICY STUDIES AWARDS

Educational Leadership and Policy Studies (ELPS) and their affiliated centers received 37 awards as lead principal investigator in FY20-22 totaling \$8,093,221.

Award Count and Amount (Lead PI Role)								
Fiscal Year	FY20		FY21		FY22		Total	
Unit	Award Count	Award Amount	Award Count	Award Amount	Award Count	Award Amount	Award Count	Award Amount
CAPS	4	\$1,669,134	6	\$2,141,437	8	\$2,557,251	18	\$6,367,822
CEL	4	\$428,116	5	\$998,058			9	\$1,426,174
ELPS					1	\$36,206	1	\$36,206
PERC	2	\$81,500	4	(\$2,660)	3	\$184,179	9	\$263,019
Total	10	\$2,178,750	15	\$3,136,835	12	\$2,777,636	37	\$8,093,221



One of these awards was co-led by Postdoctoral Researcher, Gresham Collom and Professor Patrick Biddix in the Postsecondary Education Research Center (PERC) titled "Adverse Tennessee Promise Student Enrollment and Retention Behaviors."

This award was funded by Tennessee Higher Education Commission for \$61,128 to determine what factors contribute to students either not enrolling in postsecondary education or dropping out of college following enrollment. This was Dr. Collom's first submission. Congratulations on your award Drs. Collom and Biddix!

Count represents any one award by the faculty in the FY. The faculty could have participated in more than one submission in any role.

EDUCATIONAL PSYCHOLOGY AND COUNSELING



The Department of Educational Psychology and Counseling (EPC) is led by Interim Department Head and Professor Casey Barrio Minton. The department includes 10 tenured and tenure-track faculty and three clinical faculty and offers professional and graduate programs in Counseling (MS - Clinical Mental Health Counseling, MS - School Counseling, PhD - Counselor Education), School Psychology (EdS and PhD), and Educational Psychology (MS - Applied Educational Psychology). EPC also offers a graduate certificate in Grief, Loss, and Trauma and an undergraduate minor in Interpersonal Development. The department is committed to the creation and study of environments that enhance holistic well-being and promote lifelong development for people of all ages, abilities, and backgrounds. Through dynamic interaction among faculty and students, the department provides a high-touch, engaged atmosphere for professional development across our campus-based and distance education programs. EPC excels in community engaged programs and research initiatives including:

- The Center for Literacy, Education, and Employment (CLEE), established in 1988, which supports and advances literacy, education, and employment across their lifespan. The center partners with state and federal entities to provide professional development and consultation services for K-12 schools, educators, and vocational rehabilitation service providers while also supporting professional development event planning.
- The Counselor Training Clinic, which partners with a number of campus-based services to provide individual and group counseling services focused on wellness and holistic well-being.
- The Korn Learning, Assessment and Social Skills Center (KLASS) focuses on helping individuals address academic challenges that affect individuals' academic progress throughout their lifespan. These include psychoeducational and diagnostic evaluation services, academic and behavioral services, and postsecondary transitional services.

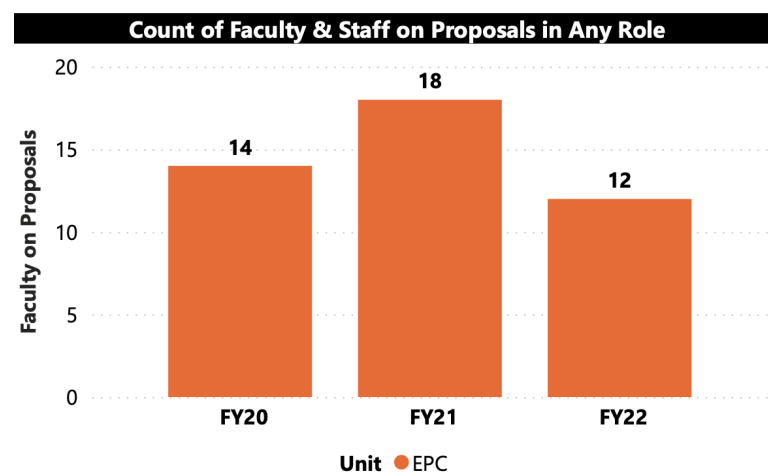
Vision and Mission of the Department

EPC's vision/mission is to excel in the preparation of leaders and scholars who promote psychological health, educational expertise, and civic responsibility.

EDUCATIONAL PSYCHOLOGY AND COUNSELING PROPOSALS

Educational Psychology and Counseling (EPC) and its affiliated centers combined efforts led to 33 submissions totaling \$27,758,471 over the three-year period. The Center for Literacy, Education and Employment (CLEE), a longstanding center that supports continuous improvement in the fields of education and workforce development through training, resources, advocacy, and research, led requests with 12 submissions totaling \$20,662,300.

Proposal Count and Requested Amount (Lead PI Role)								
Fiscal Year	FY20		FY21		FY22		Total	
Unit	Count	Requested \$	Count	Requested \$	Count	Requested \$	Count	Requested \$
CLEE	5	\$10,823,135	5	\$8,331,060	2	\$1,508,105	12	\$20,662,300
EPC	5	\$3,508,258	8	\$2,360,558	7	\$849,792	20	\$6,718,608
KLASS					1	\$377,563	1	\$377,563
Total	10	\$14,331,393	13	\$10,691,618	10	\$2,735,460	33	\$27,758,471



EPC faculty submitted 20 proposals over the three-year period totaling \$6,718,608. Korn Learning, Assessment and Social Skills Center (KLASS) also submitted one proposal totaling \$377,563 to support our FUTURE program. This was Dr. Emma Burgin's first submission.

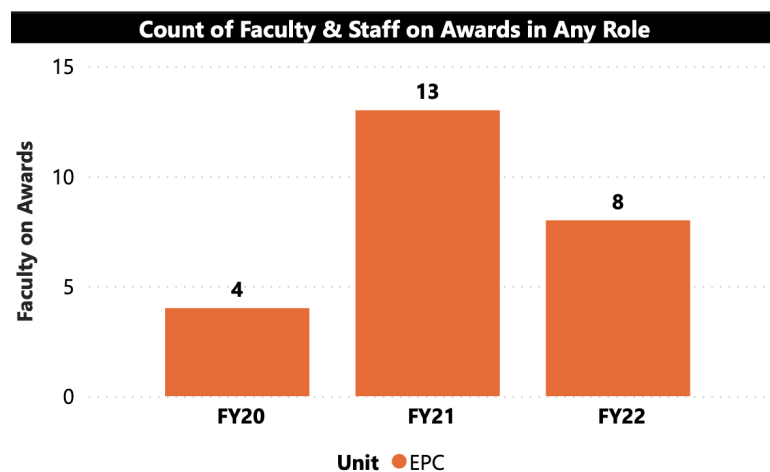
In FY21, thirteen of EPC's 20 tenured-and tenure-track faculty submitted at least one proposal for funding. In addition, five staff members in the affiliated centers also submitted proposals for a total of 18 submission in FY21.

Count represents any one proposal by the faculty in the FY. The faculty could have participated in more than one submission in any role.

EDUCATIONAL PSYCHOLOGY AND COUNSELING AWARDS

EPC and its affiliated centers received 24 awards in the lead principal investigator role over FY20-22 totaling \$23,087,734.

Award Count and Amount (Lead PI Role)								
Fiscal Year	FY20		FY21		FY22		Total	
Unit	Award Count	Award Amount	Award Count	Award Amount	Award Count	Award Amount	Award Count	Award Amount
CLEE	6	\$10,929,943	8	\$7,059,878	3	\$3,924,240	17	\$21,914,061
EPC			5	\$781,962	1	\$260,389	6	\$1,042,351
KLASS					1	\$131,322	1	\$131,322
Total	6	\$10,929,943	13	\$7,841,840	5	\$4,315,951	24	\$23,087,734



EPC's KLASS center houses the FUTURE program led by Dr. Emma Burgin which serves college students with Intellectual and Developmental Disabilities (IDD), helping students from ages 18-29 develop social networks, live independently, and gain competitive employment. This program received an award from Tennessee Department of Intellectual and Developmental Disabilities totaling \$131,322 to expand its programming around independent living and career and technical readiness.

Congratulations, Dr. Burgin and the FUTURE program for this new award!

Count represents any one award by the faculty in the FY. The faculty could have participated in more than one submission in any role.

KINESIOLOGY, RECREATION AND SPORT STUDIES



The Department of Kinesiology, Recreation and Sport Studies (KRSS), housed in the Health, Physical Education and Recreation Building, is led by Interim Department Head and Associate Professor Lars Dzikus. The department includes twenty-one tenured- and tenure-track faculty and five professors of practice or clinical faculty. KRSS provides undergraduate students an opportunity to major in either kinesiology or recreation and sport management. Graduate students can choose to specialize in exercise physiology, biomechanics, sport psychology/motor behavior, physical activity of epidemiology, sport management, therapeutic recreation, or socio-cultural studies.

The department has outreach and engagement programs that provide experiential learning. These include: Camp Koinonia (a one-week residential camp program that serves individuals with physical and intellectual disabilities), Project T.R.I.P.S. (Therapeutic Recreation in Public Schools), and three student organizations: Kinesiology Student Association, Partners in Sport, and Therapeutic Recreation Student Association.

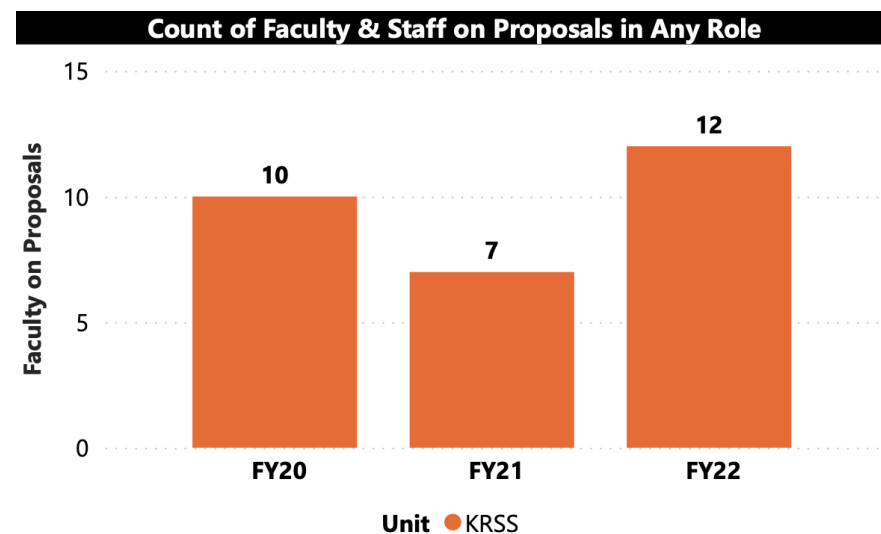
Mission of the Department

The mission is to prepare scholars, practitioners, and leaders in exercise, sport, and recreation; to conduct cutting-edge research; and to maintain a commitment to inclusive excellence, social justice, and local-to-global initiatives.

KINESIOLOGY, RECREATION AND SPORT STUDIES PROPOSALS

Kinesiology, Recreation and Sport Studies (KRSS) faculty combined submission efforts over FY20-22 concluded with 34 submissions totaling \$17,258,847. FY20 was the highest submission year over the three-year period, with 12 of 20 KRSS faculty participating in a submission in any role (lead principal investigator, co-principal investigator, or key personnel) in FY22.

Proposal Count and Requested Amount (Lead PI Role)								
Fiscal Year	FY20		FY21		FY22		Total	
Department	Count	Requested \$	Count	Requested \$	Count	Requested \$	Count	Requested \$
KRSS	14	\$7,057,459	8	\$4,802,660	12	\$5,398,728	34	\$17,258,847



KRSS had four faculty who led their first submission in the department over FY20-22. The faculty are: Associate Professor Adam Love (\$71,231 requested), new hire for FY23 Associate Professor Kip Webster (\$160,159 requested), Professor Rob Hardin (\$6,537 requested), and Assistant Professor Jedediah Blanton (\$3,882 requested).

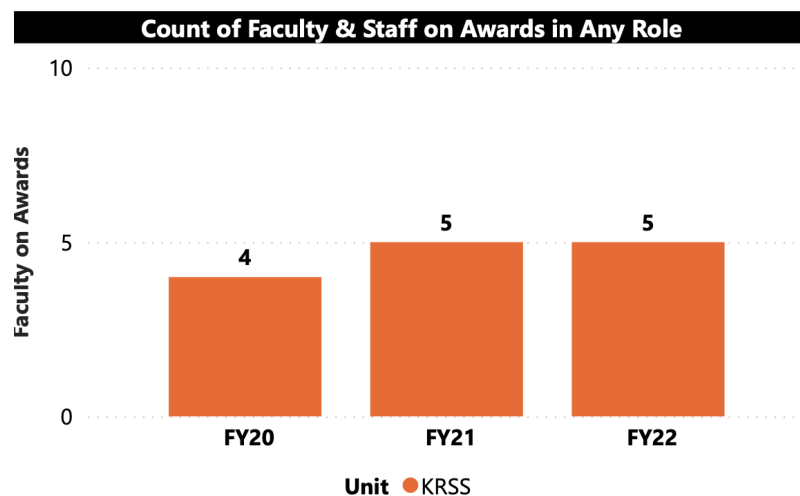
One of the largest requests over the three-year period came from Associate Professor Scott Crouter, with a National Institutes of Health proposal totaling \$3,768,035. Congratulations, Dr. Crouter on receiving this award in May 2022!

Count represents any one proposal by the faculty in the FY. The faculty could have participated in more than one submission in any role.

KINESIOLOGY, RECREATION AND SPORT STUDIES AWARDS

Kinesiology, Recreation and Sport Studies faculty had a successful year in FY22 with five successful awards in the role of lead principal investigator. FY22 awards totaled \$952,584 which brought the three-year total in awards to \$1,047,513.

Award Count and Amount (Lead PI Role)								
Fiscal Year	FY20		FY21		FY22		Total	
Department	Award Count	Award Amount	Award Count	Award Amount	Award Count	Award Amount	Award Count	Award Amount
KRSS	2	\$40,449	5	\$54,480	5	\$952,584	12	\$1,047,513



Two faculty received first-time awards in FY22: Assistant Professor Lyndsey Hornbuckle and Professor Jared Porter. Dr Hornbuckle's award was titled "Exercising Together: A Randomized Controlled Trial of Partnered Exercise Training on the Health of Couples Coping with Cancer" and was funded by Oregon Health and Science University for \$285,937. The study aims to use a community-engaged approach in an effort to increase interest and enrollment in the parent study from African American couples coping with cancer. Congratulations!

Dr. Porter's Bell Textron award titled "MIND Pilot: Multimodal Intelligent Neurophysiological Decoding for Pilot Assessment and Training," totaled \$91,351 to collect and process neurophysiological data to develop a reliable operator cognitive workload tool. Congrats!

Count represents any one award by the faculty in the FY. The faculty could have participated in more than one submission in any role.

NUTRITION



The Department of Nutrition, housed in the Jessie W. Harris and Ken and Blaine Mossman Buildings, is led by Interim Department Head and Professor Brynn Voy. The department includes six tenured and tenure-track faculty, a professor of practice, and five clinical or lecturer track faculty. Undergraduate students in Nutrition can choose from one of three concentrations: Biomedical Nutrition Science, Community Nutrition, and Dietetics. Each concentration includes a foundation in nutrition science and metabolism, research design and methodology, and approaches to translate nutrition to the community. The Biomedical Nutrition Science concentration includes advanced coursework with a biomedical focus and prepares students for careers in health professions, research, and other paths where training in nutrition provides a competitive advantage in the workforce. Community Nutrition, the newest of the concentrations, provides students with the competencies needed to become a Certified Health Education Specialist (CHES) and to work in the community in a variety of roles, such as nutrition educators, Women, Infant and Children (WIC) nutritionists, and worksite wellness program coordinators, and in a variety of settings, such as public health departments, community agencies, and Extension. Finally, the Dietetics concentration provides the training to become a practicing dietitian in clinical or community settings.

Graduate students can choose from concentrations in Biomedical Nutrition Science, Clinical Nutrition and Dietetics, Community Nutrition, and Public Health Nutrition, including the opportunity to earn a dual degree (MS/MPH) in Nutrition/Public Health. Students may also combine earning a MS degree with training to become a Registered Dietician/Nutritionist through a combined BS/MS program. This opportunity provides students with intensive hands-on training in clinical settings through the Department's relationship with local health providers, including Cherokee Health Systems.

Vision and Mission of the Department

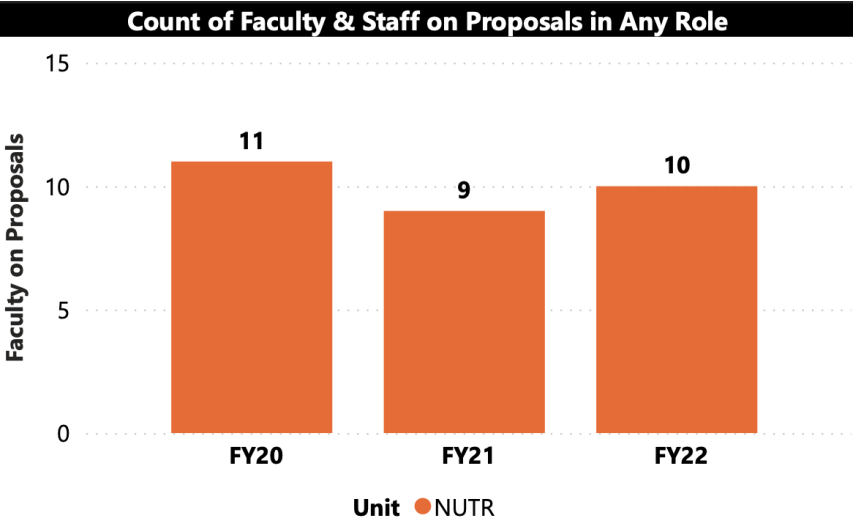
The vision is to achieve national recognition in academic excellence as a leading research and graduate program that prepares professionals to assume leadership roles in nutritional sciences, dietetics, and public health nutrition.

The mission is to promote an understanding and practice of the science of nutrition for the enhancement of the physiological and social well-being of individuals, families, and communities, primarily through research and education.

NUTRITION PROPOSALS

Nutrition faculty continue to be high achievers on the average rate of proposals submitted to total number of faculty. The three-year ratio is 7.5 proposals submitted annually per faculty. As seen below, the three-year count of proposals totaled 75 with \$35,037,738 requested.

Proposal Count and Requested Amount (Lead PI Role)								
Fiscal Year	FY20		FY21		FY22		Total	
Department	Count	Requested \$	Count	Requested \$	Count	Requested \$	Count	Requested \$
NUTR	32	\$16,117,216	27	\$10,028,604	16	\$8,891,963	75	\$35,037,783



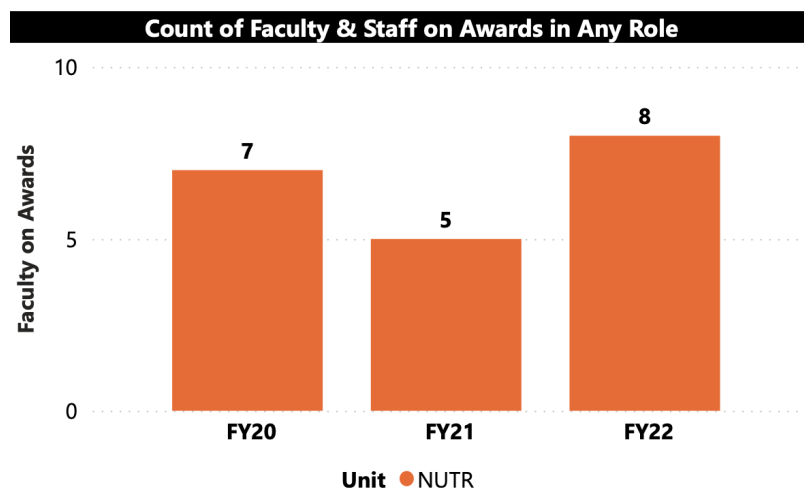
As seen by the chart, all Nutrition faculty competed for funding each year over the last three years. One submission was by Dr. Melissa Hansen-Petrik, Clinical Associate Professor and Graduate Director of the Future Education Model. Her U.S. Department of Agriculture proposal titled "Growing Diversity and Opportunities for Success in Food and Nutrition through Pre-College Community-Based Experiential Learning" was funded with the goal to grow and diversify the workforce by recruiting high school students of color and those from low-income households into higher education careers in human nutrition. These students will learn through a combination of community-based experiential learning centered on food and agriculture, college preparation, and the opportunity to earn college credit while still in high school. Congratulations!

Count represents any one proposal by the faculty in the FY. The faculty could have participated in more than one submission in any role. Dr. Hollie Raynor entered her full-time role in the College as Associate Dean in FY21. Her proposal and award submissions switched from Nutrition to the College at that time.

NUTRITION AWARDS

Nutrition faculty received 21 awards over the three-year period. These awards totaled \$2,178,616 and included a second National Institutes of Health funded study for Professor Ling Zhao. Her FY22 funded project titled "n-3 PUFA derived epoxides and thermogenesis for obesity prevention" was awarded \$445,534. The award will lead to (1) significant advancement of the understanding of the role of 17,18-EEQ, an EPA epoxy metabolite thermogenesis in both mouse and human brown and beige adipocytes, leading to novel strategies for obesity prevention; and (2) extensive exposure and training of both undergraduate and graduate students with biomedical research in the areas of adipocyte biology, metabolism, and obesity. Congratulations Dr. Zhao!

Award Count and Amount (Lead PI Role)								
Fiscal Year	FY20		FY21		FY22		Total	
Department	Award Count	Award Amount	Award Count	Award Amount	Award Count	Award Amount	Award Count	Award Amount
NUTR	10	\$1,048,897	4	\$273,311	7	\$856,408	21	\$2,178,616



An additional award was received by Betsy Anderson Steeves from the Academy of Nutrition and Dietetics Foundation titled "WIC Online Ordering and Rooted in Evidence Projects." This esteemed fellowship award provided for a yearlong buyout of Dr. Anderson Steeves's time from the University for her to study the association with identifying, researching, and creating a series of six to eight case studies that describe innovative models that food distribution sites (e.g., food banks, drive-through pantries, emergency food distribution sites, school meal sites) implemented in rural, suburban, and urban communities to increase the supply of nutritious foods to feed insecure populations during the COVID-19 pandemic. Congratulations!

Count represents any one award by the faculty in the FY. The faculty could have participated in more than one submission in any role.

PUBLIC HEALTH



The Department of Public Health, housed in the Health, Physical Education and Recreation Building, is led by Department Head and Professor Thankam Sunil. The department includes nine tenured and tenure-track faculty, five professors of practice or lecturer track faculty and many affiliated faculty as a result of the department's work with UT's Institute of Agriculture and local county health department. The department provides graduate students an opportunity to receive a master's degree in public health with concentrations in community health education, epidemiology, health policy management, or veterinary public health. The department also offers a PhD in Public Health Sciences and several dual degree options. Recently, the department has launched a new undergraduate degree in Public Health (BSPH) with a concentration in Population Health Sciences.

Vision and Mission of the Department

The vision is to be nationally recognized for academic excellence, the expertise and talents of its faculty, and its dedication to preparing students for practical and academic careers in public health. Alumni and students will improve the health of communities through outreach, support, and research, reducing health disparities, and positively influencing health policy and resource development. The mission is to prepare and mentor its students for exceptional careers in academia, public health research, administration, and practice, which promote optimal health of individuals and communities.

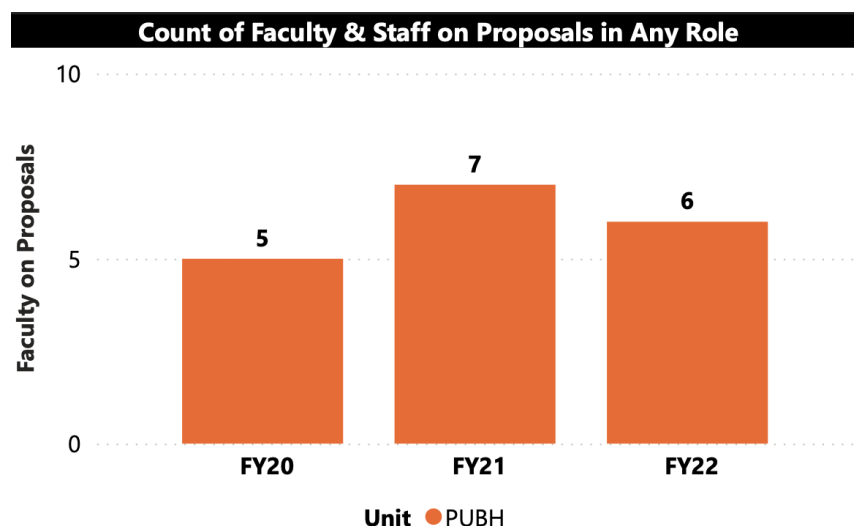
The following guiding principles support the department's mission:

- We are committed to providing an academically challenging, state-of-the-art education that bridges and integrates community health with epidemiology, health behavior and health education, health planning, administration, and environmental sciences.
- We seek to understand the common interests of societies and to promote social justice through focused efforts on equity and fairness.
- We engage in outreach, service, and research benefiting the communities we serve.
- We respect and strongly believe in ethnic and cultural diversity.
- We foster interdisciplinary collaboration across departments within the university and with other health-promoting institutions worldwide.

PUBLIC HEALTH PROPOSALS

Public Health faculty continued averaging at least one proposal per faculty per year. Over FY20-22, Public Health faculty submitted 31 total proposals requesting \$6,628,991.

Proposal Count and Requested Amount (Lead PI Role)								
Fiscal Year	FY20		FY21		FY22		Total	
Department	Count	Requested \$	Count	Requested \$	Count	Requested \$	Count	Requested \$
PUBH	8	\$2,025,879	11	\$1,837,104	12	\$2,766,008	31	\$6,628,991



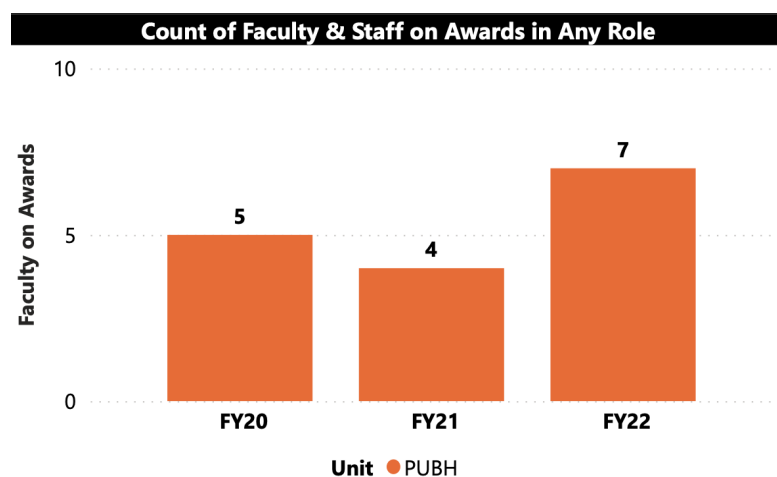
One of the proposals submitted for funding was by Jennifer Jabson-Tree to the Robert Wood Johnson Foundation for a proposal titled "Assessing Structural Racism's Effects on Patient Health in a Federally-Qualified Health Center" for \$125,000. This work combined with the work of Dr. Jud Laughter in Theory and Practice in Teacher Education aims to apply a public health critical race praxis to elucidate specific pathways by which structural racism influences health outcomes and health needs for BIPOC patients at Cherokee Health Systems (CHS), leading us to develop and implement strategies to address structural racism in the future at CHS and other federally qualified health systems nationally.

Count represents any one proposal by the faculty in the FY. The faculty could have participated in more than one submission in any role.

PUBLIC HEALTH AWARDS

Public Health faculty received funding as lead principal investigator on 16 awards totaling \$1,630,820 over F20-22. It was during this time period that Assistant Professor Kristina Kintziger received her first award in FY21 funded by the US Department of Homeland Security titled "Implementing an Innovative Training Solution to Enhance Preparedness and Response to Public Health Emergencies, with a Focus on Pandemics." Dr. Kintziger developed course content and will assist with course delivery for disaster management training for public health practitioners and government agencies in an effort to improve disaster response. Congratulations on this award!

Award Count and Amount (Lead PI Role)								
Fiscal Year	FY20		FY21		FY22		Total	
Department	Award Count	Award Amount	Award Count	Award Amount	Award Count	Award Amount	Award Count	Award Amount
PUBH	4	\$594,158	5	\$393,648	7	\$643,014	16	\$1,630,820



In addition, Department Head Thankam Sunil also received funding for a project with the ECMC Foundation. The project is titled "Linking Basic Needs Initiatives to Student Success" and its goal is to build a statewide network supporting the advancement of evidence-based Basic Needs Initiatives (BNI) to improve Student Success in Texas Hispanic-Serving Institutions (HSIs). The identification and development of expertise within the cohort of HSIs in Texas creates a resource of evidenced-based practice that will be disseminated at a conference to other Colleges and Universities. Congratulations on this impactful award, Dr. Sunil!

Count represents any one award by the faculty in the FY. The faculty could have participated in more than one submission in any role.

RETAIL, HOSPITALITY AND TOURISM MANAGEMENT



The Department of Retail, Hospitality, and Tourism Management (RHTM), housed in the Jessie W. Harris Building, is led by Department Head and Professor Junehee Kwon. The department includes ten tenured and tenure-track faculty, an assistant professor of practice, a clinical assistant professor, and several affiliated faculty and program coordinators. RHTM allows undergraduate students to major in either hospitality and tourism management or retail and merchandising management. The PhD program in RHTM also offers specialization in hospitality and tourism management or retail and merchandising management.

The department offers experiential learning through two institutes and one interdisciplinary initiative: Culinary Institute, Rocky Top Institute, and UT Creamery.

- The Culinary Institute creates programs that provide applications and hands-on experiences in cooking theories and principles, contribute to the training of students interested in restaurant management, and support community outreach programs such as Food4VOLS, TN Believes Kitchen, and other campus events.
- The Rocky Top Institute's mission is to offer consumer-branded products led by student involvement focused on three main points: the "Rocky Top" song essence, products designed by students, and giveback proceeds that go toward student academic initiatives while providing experiential learning opportunities.
- The UT Creamery is a new experiential learning initiative for students, co-led by RHTM and the Department of Food Science in the Herbert College of Agriculture, that produces dairy products and makes them available to the public via an on-campus café and retailing operation.

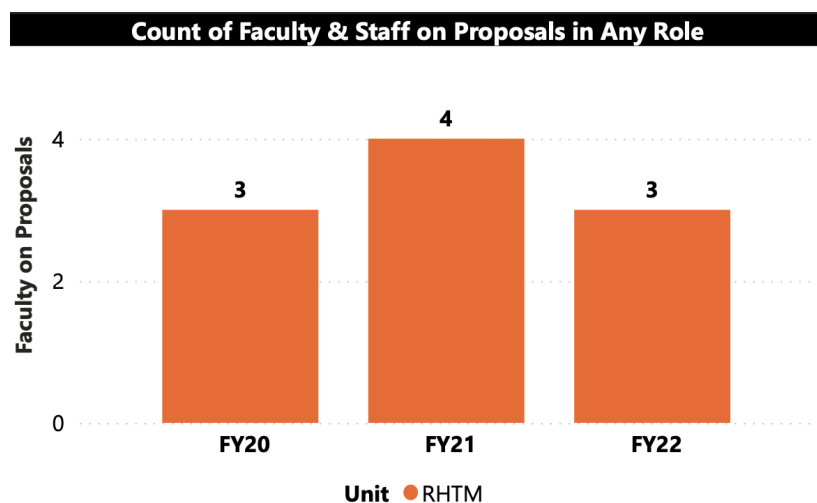
Mission of the Department

The mission of RHTM is to provide nationally and internationally recognized interdisciplinary programs that prepare professionals and serve organizations in the public and private sectors through teaching, research, and service.

RETAIL, HOSPITALITY AND TOURISM MANAGEMENT PROPOSALS

Retail, Hospitality and Tourism Management faculty and staff competed for 13 proposals as lead principal investigator over the three-year period totaling \$693,241. Of these requests, several were first time submission from faculty and staff. Those individuals are: Culinary Institute Director Tyler White, Associate Professor Dr. Michelle Childs, and Associate Professor Stefanie Benjamin.

Proposal Count and Requested Amount (Lead PI Role)								
Fiscal Year	FY20		FY21		FY22		Total	
Department	Count	Requested \$	Count	Requested \$	Count	Requested \$	Count	Requested \$
RHTM	3	\$60,607	6	\$110,256	4	\$522,378	13	\$693,241



Retail, Hospitality and Tourism Management faculty continue to search for additional funding to support and grow the reach of their research and practice. Across the three years, five of the ten faculty in the department submitted or participated on a submission in any role.

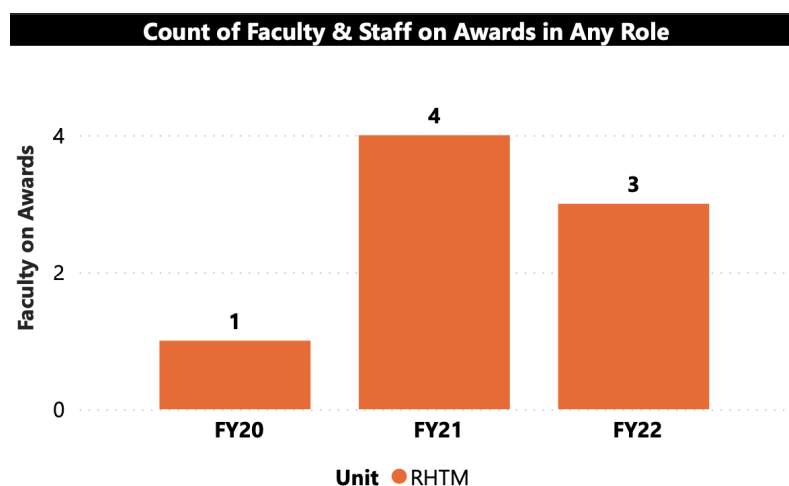
One of these submissions was led by Assistant Professor of Practice Tyler White to support new food delivery methods by a locally owned convenience store company. This project provided hands-on experiences for his students as they determined what products worked best for the company's customers. Congratulations, Tyler!

Count represents any one proposal by the faculty in the FY. The faculty could have participated in more than one submission in any role.

RETAIL, HOSPITALITY AND TOURISM MANAGEMENT AWARDS

Retail, Hospitality and Tourism Management faculty received funding as lead principal investigator on seven awards totaling \$226,095 over FY20-22 with FY22 being their best funding year.

Award Count and Amount (Lead PI Role)								
Fiscal Year	FY20		FY21		FY22		Total	
Department	Award Count	Award Amount	Award Count	Award Amount	Award Count	Award Amount	Award Count	Award Amount
RHTM	1	\$7,488	3	\$41,021	3	\$177,586	7	\$226,095



During this period, Associate Professor Michelle Childs received her first award as lead principal investigator from the U.S. Department of Agriculture, Rural Development Division. The award titled "The Target is Now Moving: Adjusting Rural Small Business Owners' Focus on the Changing Consumer" totaled \$50,000. The goal of this project was to develop and offer workshops to educate Tennessee direct-to-consumer small businesses on crisis and contingency planning. These workshops helped underserved groups of small business owners to develop and apply tailored reinvention strategies to recover from the COVID-19 pandemic and strengthen resilience against unexpected casualty in the future. Congratulations, Dr. Childs!

Count represents any one award by the faculty in the FY. The faculty could have participated in more than one submission in any role.

THEORY AND PRACTICE IN TEACHER EDUCATION



The Department of Theory & Practice in Teacher Education (TPTE) is housed in the Jane and David Bailey Education Complex and includes three research professors, thirty tenured and tenure-track faculty, twenty-four non-tenure track faculty, and three postdoctoral fellows. The department provides undergraduate majors in education, audiology and speech pathology, deaf studies, and special education with multiple minors offered. The graduate programs offered are a Masters of Science with several concentrations, an EdS or Specialist in Education, and a PhD with three concentrations.

Also affiliated with the department are three centers. They are as follows:

- Center for Children's and Young Adult Literature (CCYAL) whose goal is to engage and empower young readers with high-quality children and young adult books.
- Center on Deafness (COD) is committed to preparing professionals who value and are committed to modeling, supporting, and securing equity for deaf and hard-of-hearing persons, including those from underrepresented populations.
- Center for Enhancing Education in Mathematics and Sciences (CEEMS) seeks to create, identify, implement, and evaluate novel instructional practices that support access and equity in STEM education.

Mission of the Department

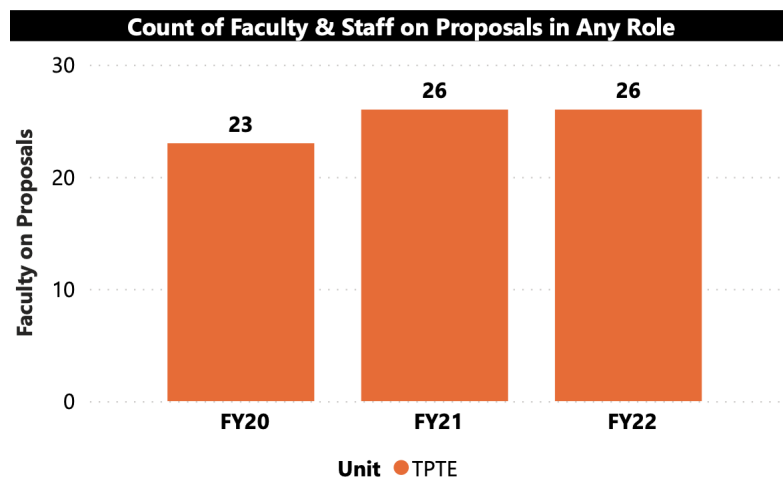
The department's mission is to benefit local, regional, national, and global communities, conducting research, preparing teachers, and engaging in outreach. TPTE does this by:

- Conducting educational research designed to improve opportunities for educational equity and excellence for all;
- Preparing expert, culturally competent teachers, interpreters, researchers, and educational leaders who can meet the needs of all learners;
- Engaging in outreach and service designed to improve educational opportunities and outcomes for all learners, especially underserved populations.

THEORY AND PRACTICE IN TEACHER EDUCATION PROPOSALS

Theory and Practice in Teacher Education (TPTE) and affiliated centers (Center on Deafness and Center for Enhancing Education in Mathematical Sciences) led the College in submissions over FY20-22 with 102 submissions totaling \$54,327,357.

Proposal Count and Requested Amount (Lead PI Role)								
Fiscal Year	FY20		FY21		FY22		Total	
Unit	Count	Requested \$	Count	Requested \$	Count	Requested \$	Count	Requested \$
CEEMS	4	\$2,257,099	10	\$5,633,540	19	\$7,693,646	33	\$15,584,285
COD	2	\$356,500	3	\$586,377	3	\$3,532,669	8	\$4,475,546
TPTE	26	\$5,440,112	17	\$20,944,388	18	\$7,883,026	61	\$34,267,526
Total	32	\$8,053,711	30	\$27,164,305	40	\$19,109,341	102	\$54,327,357



No less than 23 faculty and center staff contributed to at least one proposal submission per year in any role (lead principal investigator, principal investigator or key personnel). This represents at least 75% of the unit faculty engaging in external funding.

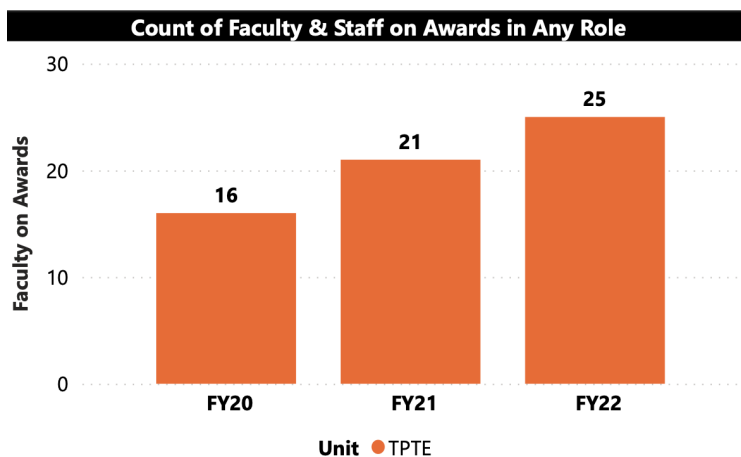
One of these faculty had their first submission as a lead principal investigator during this period which was also awarded. Assistant Professor Joy Bertling used previous pilot funding to design a new study titled "The Data Visualization Project" funded by the U.S. Department of Education. This project is intended to inspire and support Grade 4-8 students' representations of data, or "data visualizations," across arts and STEM learning contexts. Congratulations, Dr. Bertling!

Count represents any one proposal by the faculty in the FY. The faculty could have participated in more than one submission in any role.

THEORY AND PRACTICE IN TEACHER EDUCATION AWARDS

TPTE and its affiliated centers received 58 awards in the lead principal investigator role over FY20-22 totaling \$9,923,930.

Award Count and Amount (Lead PI Role)								
Fiscal Year	FY20		FY21		FY22		Total	
Unit	Award Count	Award Amount	Award Count	Award Amount	Award Count	Award Amount	Award Count	Award Amount
CEEMS	4	\$734,052	1	\$36,202	6	\$587,376	11	\$1,357,630
CEO					1	\$700,000	1	\$700,000
COD	2	\$903,119	3	\$850,589	1	\$204,730	6	\$1,958,438
TPTE	11	\$1,237,366	14	\$3,167,539	15	\$1,502,957	40	\$5,907,862
Total	17	\$2,874,537	18	\$4,054,330	23	\$2,995,063	58	\$9,923,930



One of the many awards of this unit was led by Assistant Professor Joshua Rosenberg on an award titled "Understanding the development of interest in computer science: An experience sampling approach" which was funded by the National Science Foundation and totaled \$348,679. The proposed project addresses this gap through the development and use of a experience sampling method (ESM) approach to understand the experiences of undergraduate computer science (CS) majors at a large, public University, over the course of one academic year. Congratulations, Dr. Rosenberg!

Count represents any one award by the faculty in the FY. The faculty could have participated in more than one submission in any role.