

RESEARCH & EXTERNAL FUNDING

ANNUAL REPORT

FISCAL YEAR 2023



COLLEGE OF EDUCATION,
HEALTH & HUMAN SCIENCES

335 Claxton Complex
1122 Volunteer Blvd.
Knoxville, TN 37996

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EXECUTIVE SUMMARY



This report provides an overview of activities in external funding occurring between FY21 to FY23 within the College of Education, Health, and Human Sciences (CEHHS). The mission of the Office of Research and External Funding (OREF) 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 professional development 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, methodology support, professional development for associate professors, and other professional development opportunities.

In CEHHS's strategic plan, goal two is to engage in and produce high-impact research and scholarship. One of the ways that the dean and our unit are supporting this goal was through the hiring of a senior

methodologist to mentor faculty on research design, data analysis, and grant writing. FY23 methodology metrics are detailed (on pg.5) as we work to achieve this goal.

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

Faculty within CEHHS represent many disciplines and conduct scholarship across a broad spectrum of accepted methods of inquiry, including basic research, population-based analysis, policy studies, and more. Thus, methodologies used and outcomes from scholarship conducted by faculty in CEHHS will be varied. CEHHS values an inclusive perspective on scholarship, thus CEHHS defines scholarship broadly. Additionally, CEHHS promotes focusing on the quality of scholarship to ascertain impact, rather than focusing on the discipline conducting the scholarship and/or the methodology used to conduct the scholarship to ascertain scholarship impact.

ABOUT THE RESEARCH & EXTERNAL FUNDING TEAM



Left to right: Executive Associate Dean, Research & Operations Hollie Raynor, Director of External Funding Courtney Holbert, Research Administration Manager Kelly Steele, Research Administration Manager Kimberly Turner, Senior Methodologist Angela Pfammatter, Administrative Associate Wanda Turpin

The Office of Research and External Funding is led by Executive Associate Dean for Research & Operations, Dr. Hollie Raynor, who directs scholarly research services and is responsible for visionary leadership focused on enhancing the quality, breadth, quantity, and impact of all research activities of CEHHS. Senior Methodologist Dr. 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.



FY2023 IN REVIEW

\$63.3M

requested in externally funded
sponsored projects to support
scholarship

\$22M

in external grants awarded

57%

of faculty pursued external
funding

15

first time awards as lead principal
investigator

\$10.1M

in research expenditures

17

first-time submissions for a faculty
member in any role

89

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

\$57.2M

total active funded research
projects

NEW THIS YEAR! METHODOLOGY SERVICES

Since her arrival in September 2022, Dr. Angela Pfammatter's has conducted 36 one-on-one mentoring sessions on study design and methodology with 26 faculty, resulting in 17 submissions for external funding. What happens in a methodology session? Some faculty use it as a time to brainstorm new ideas, directions, or avenues for funding. Others have an idea but want to strategize about methods to test their research questions. A session might also serve as a place to get direct feedback on a draft proposal, interpret reviews, and plan for a resubmission.

TESTIMONIALS



*Dr. Angela Pfammatter,
Senior Methodologist*

**Scan the code to
setup a meeting
today!**



"Working with Angela has been a fantastic experience. Throughout our collaboration, she demonstrated a high level of competence and dedication to her work. Her attention to detail and keen vision for crafting solid grant proposals were particularly impressive. Angela's background in clinical trials has been invaluable to my experiments aimed at testing the effectiveness of the outcomes. Her expertise in this field has allowed me to apply her knowledge in ways that have the potential to be groundbreaking in my own area of research. I am enthusiastic about continuing our collaboration in various capacities." Dan Jin, Assistant Professor, RHTM

"Angela has been instrumental in our NIH R34 proposal conceptualization and writing process. At our first meeting, she asked constructive and challenging questions that helped us see our substantial knowledge and team expertise gaps. This meeting completely shifted the trajectory of our grant writing. Since that meeting, Angela has provided invaluable feedback on drafts of our specific aims and has devoted so much time to helping us better understand how to design a high-quality multi-component intervention. We feel increasingly confident and proud of our proposal (still under construction) thanks to Angela's feedback. I highly recommend that faculty meet with Angela early in their grant conceptualization process, especially if performing intervention-based research." Megan Haselschwerdt, Associate Professor, CFS

PROFESSIONAL DEVELOPMENT

Over the years, the OREF has found success through the hosting and delivery of professional development sessions related to scholarship and external funding. In FY21, the office developed a scholarship sharing platform called “learning breaks” where faculty could gather to listen to a scholarly presentation on a chosen topic and share ideas on approaches in that area. Over the last two years, the topics have included cultural competency and humility, engaged scholarship, qualitative research, and translational research. This year, the learning breaks will focus on interdisciplinary research.

In addition to learning breaks, the office designed a multi-part professional development series for all first-year tenure-track faculty and postdoctoral researchers. These sessions include a wide swath of topics relevant to new scholars in a highly competitive research environment. Series topics include: building a scholarship agenda, quality in scholarship, faculty 101 (organization/culture/management), working with graduate students, communication and collaboration strategies, questions for the IRB (humans subjects), ledger management, effort certification, working with OREF and ORIED, mentoring, and using start-up to support scholarship.

Lastly, our office has provided pilot funding for faculty and an intensive summer scholarship series on grant submissions and continued scholarship development for associate professors. These offerings will continue in FY24. Please be looking for upcoming announcements.

TESTIMONIALS

UPCOMING EVENTS

<https://tinyurl.com/OREFtraining>

**Scan to notify us of
your plan to submit.**

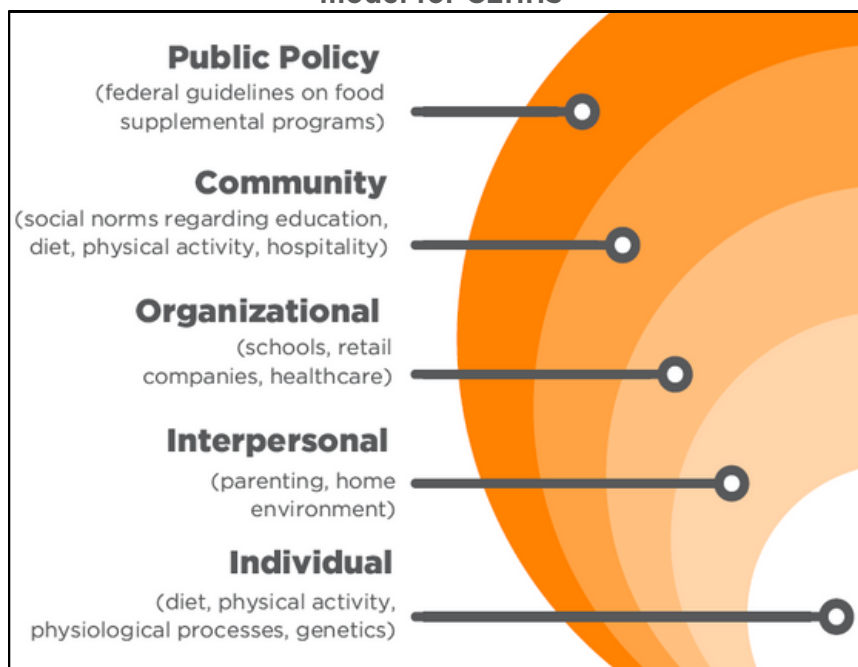


“The professional development series offered by CEHHS was highly useful as a new tenure-track faculty member. For example, the sessions on reading ledgers, working with the OREF and Division of Research Administration, and speaking with the IRB were critical for facilitating the establishment of my research agenda at UTK. Moreover, the opportunity to share my research agenda with my peers and with senior scholars within the College allowed me to refine my strategic plans for my first academic year. Beyond the professional benefits, I deeply enjoyed the opportunity to interact with faculty members from other departments and learn about the important work they are conducting in their respective areas.” Brittany Shelton, Assistant Professor, Public Health

SOCIOECOLOGICAL MODEL

Due to the diversity of the disciplines within the college and the differing methodologies used in scholarship, CEHHS' research can be described using several different frameworks. In CEHHS, there is one model that cuts across all of the exemplary work of our many departments and centers: the socioecological model (see Figure 1). The model is a framework that assists in understanding how to enhance education, health, and human sciences within society. This model depicts the relationship

Figure 1: Socioecological Model: An illustrative research model for CEHHS



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 CEHHS faculty and staff collaborate with community partners to address societal problems within their research. The goal is the generation, exchange, and application of mutually beneficial knowledge and practices developed through reciprocal partnerships between academia and the community. Engaged research 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

CEHHS developed definitions about engaged research for the college as a result of the University receiving the Community Engagement Classification from the Carnegie Foundation in 2015.

TRANSLATIONAL RESEARCH

Translational research seeks to produce more meaningful, applicable results that directly benefit education and human health science. The goal is to translate (move) basic science discoveries more quickly and efficiently into public practice. CEHHS faculty and staff are poised to become leaders in this type of research by bridging our basic science research, social and behavioral science, practice-based application and community engagement across the translational spectrum.

Translational research for health and education sciences:

- Encourages and promotes multidisciplinary collaboration among various stakeholders with a variety of areas of expertise
- Incorporates the desires of the general public, with communities being engaged to determine their needs for health, wellness, and education innovation
- Advances research with implementation in mind; Identifies and supports the adoption of best practices

Figure 2: Translational Research

TRANSLATIONAL RESEARCH FOR EDUCATION AND HUMAN HEALTH SCIENCES



CITATION Aymerich M, Rodríguez-Jareño MC, Castells X, Carrion C, Zamora A and Capellà D. Translational Research: A Concept Emerged from Health Sciences and Exportable to Education Sciences. Ann Transl Med Epidemiol. 2014;1(1): 1005. ISSN:2472-3649
What is translational research?: UAMS Translational Research Institute. Translational Research Institute. (n.d.). <https://tri.uams.edu/about-tri/what-is-translational-research>

Translational research within CEHHS spans the full translational research pipeline (Figure 2). For example, basic biomedical, cognitive, and psychological science is evident in efforts to identify mechanisms of metabolism in animal models and/or understanding physiological changes during conflict or task completion. Other investigators are focused on the next phase, knowledge generation, or translating to humans by creating new curriculum to address writing competency and innovating new methods to teach data science. Knowledge interpretation and translating to the population can be seen in projects that test mental health aid preparation of student athletes and spelling interventions in primary classrooms. Projects such as those working with communities to implement best practices in opioid treatment and prevention and disseminating strategies to mentor and coach school principals, highlight the translation to practice and knowledge implementation stage of scholarship. Finally, while our community engaged work can be seen in all levels of translational work in the college, our commitment population-level outcomes research is apparent in our many partnerships including those with Knox County Schools, Cherokee Health Systems, and more.

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"> • Center for Children's & Young Adult Literature (CCYAL) • The Center for Enhancing Education in Mathematical Sciences (CEEMS) • Center for Literacy, Education & Employment (CLEE) • Center on Deafness (COD) • Early Learning Center (ELC) • Education Research Opportunities Center (ERO)* • Tennessee Reading Research Center (TRRC)** 	<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 ◦ Family scientists <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)

*ERO was established July 2023 due to a merger of College Access and Persistence Services Center (CAPS), Center for Educational Leadership, (CEL) and Postsecondary Education Research Center (PERC). **TRRC also was established in July 2023.

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 Higher Education Research and Development (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	FY21	FY22	FY23
CEHHS	\$1,093,954	\$1,094,404	\$1,691,620
Administration (ADMIN)	\$1,088,054	\$1,056,840	\$1,684,425
Center for Sport, Peace and Society (CSPS)	\$5,900	\$15,510	\$7,195
Office of Professional Licensure (OPL)	\$0	\$22,054	\$0
Child and Family Studies (CFS)	\$495,988	\$614,521	\$562,439
Child and Family Studies (CFS) Department	\$495,988	\$614,521	\$562,439
Early Learning Center (ELC)	\$0	\$0	\$0
Educational Leadership and Policy Studies (ELPS)	\$911,266	\$1,260,579	\$902,413
Center for Educational Leadership (CEL)	\$0	\$0	\$0
College Access and Persistence Services Outreach Center (CAPS)	\$1,878	\$7,373	\$32,669
Educational Leadership and Policy Studies (ELPS) Department	\$288,169	\$397,304	\$629,220
Postsecondary Education Research Center (PERC)	\$621,219	\$855,902	\$240,524
Educational Psychology and Counseling (EPC)	\$922,019	\$1,237,389	\$722,665
Center for Literacy, Education and Employment (CLEE)	\$47,883	\$48,725	\$87,376
Educational Psychology and Counseling (EPC) Department	\$874,136	\$1,188,664	\$635,289
Korn Learning, Assessment and Social Services Center (KLASS)	\$0	\$0	\$0
Kinesiology, Recreation and Sport Studies (KRSS)	\$724,978	\$868,996	\$1,129,617
Nutrition (NUTR)	\$891,404	\$852,822	\$641,876
Public Health (PUBH)	\$802,167	\$1,025,400	\$1,047,474
Retail, Hospitality and Tourism Management (RHTM)	\$371,297	\$405,544	\$392,708
Culinary Institute	\$0	\$0	\$0
Rocky Top Institute	\$0	\$0	\$0
Theory and Practice in Teacher Education	\$2,515,578	\$2,825,271	\$3,276,174
Center for Children's and Young Adult Literature	\$0	\$0	\$0
Center for Enhancing Education in Mathematical Sciences (CEEMS)	\$523,006	\$737,885	\$1,074,409
Center on Deafness (COD)	\$669,508	\$496,775	\$391,020
Connections for Education Outreach (CEO)	\$2,896	\$2,927	\$4,134
Theory and Practice in Teacher Education (TPTE) Department	\$1,320,168	\$1,583,724	\$1,794,651
VolsTeach	\$0	\$3,960	\$11,960
TOTAL RESEARCH EXPENDITURES	\$8,728,651	\$10,184,926	\$10,366,986

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, 6 tenured/tenure-track faculty

Admin: Administrative leadership under the Dean's office operations

CSPS: Center for Sport, Peace and Society

OPL: Office of Professional Licensure

TRRC: Tennessee Reading Research Center

CFS: Child and Family Studies, 10 tenured/tenure-track faculty

ELC: Early Learning Center

ELPS: Educational Leadership and Policy Studies, 15 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, 10 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, 21 tenured/tenure-track faculty

NUTR: Nutrition, 7 tenured/tenure-track faculty

PUBH: Public Health, 9 tenured/tenure-track faculty

RHTM: Retail, Hospitality and Tourism Management, 8 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.

Department	FY21	FY22	FY23	% Difference FY21 to FY22	% Difference FY22 to FY23
CEHHS	\$183,485	\$219,212	\$377,957	↑ 19.5%	↑ 72.4%
CFS	\$20,641	\$57,966	\$31,790	↑ 180.8%	-45.2%
ELPS	\$169,477	\$158,856	\$153,142	-6.3%	-3.6%
EPC	\$219,136	\$396,705	\$380,233	↑ 81.0%	-4.2%
KRSS	\$41,266	\$73,221	\$125,761	↑ 77.4%	↑ 71.8%
NUTR	\$103,545	\$78,469	\$79,307	-24.2%	↑ 1.1%
PUBH	\$124,647	\$133,930	\$96,303	↑ 7.4%	-28.1%
RHTM	\$0	\$18,641	\$41,320		↑ 121.7%
TPTE	\$277,682	\$444,192	\$536,150	↑ 60.0%	↑ 20.7%
Total	\$1,139,879	\$1,581,190	\$1,821,964	38.7%	15.2%

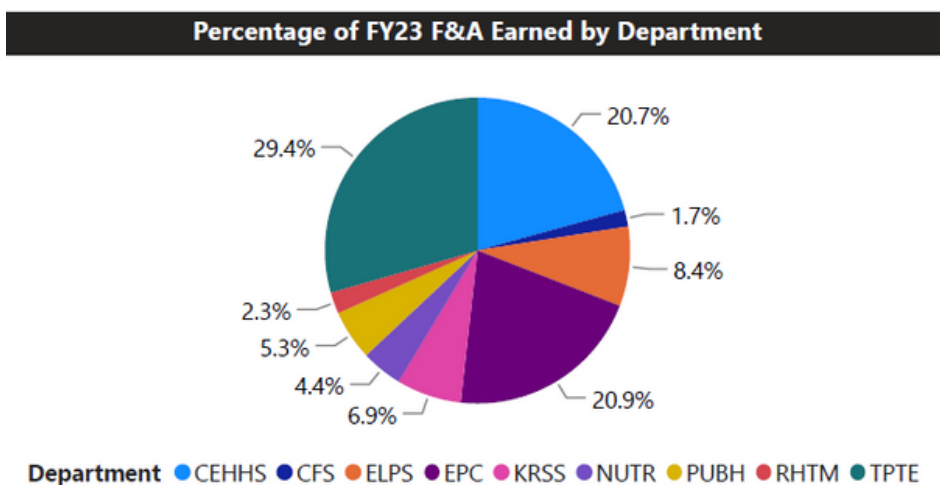
Count of FY23 faculty and staff eligible to submit as it relates to this figure:

- CEHHS Administration, 9
- CFS, 30
- ELPS, 13
- EPC, 45
- KRSS, 26
- Nutrition, 13
- Public Health, 14
- RHTM, 13
- TPTE, 57

Numbers are as of 9/1/23.

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 FY23 PROPOSALS

FY23 Proposal Count and Requested Amount by Department and Unit

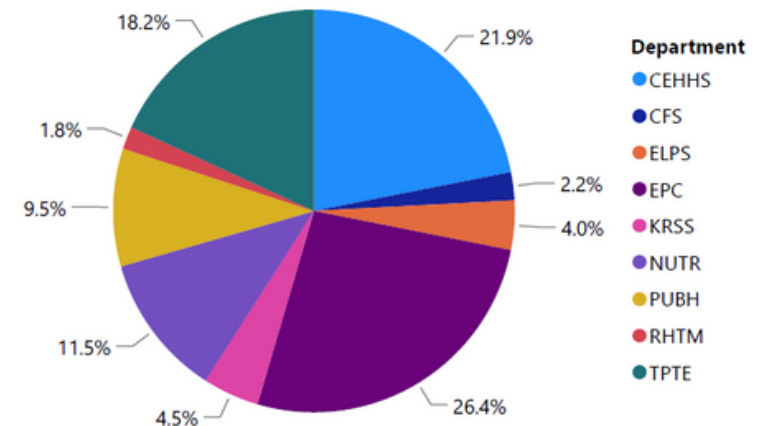
Department/Unit	Proposal Count	Requested Amount
CEHHS	27	\$15,798,933
Admin	24	\$10,787,146
CSPS	1	\$1,140,000
OPL	2	\$3,871,787
CFS	12	\$1,621,769
CFS	6	\$1,483,742
ELC	6	\$138,027
ELPS	15	\$2,856,566
EPC	8	\$19,061,616
CLEE	7	\$14,961,750
EPC	1	\$4,099,866
KRSS	7	\$3,271,453
NUTR	10	\$8,280,069
PUBH	17	\$6,825,098
RHTM	6	\$1,304,936
TPTE	26	\$13,100,889
CEEMS	14	\$5,636,700
COD	1	\$278,075
TPTE	11	\$7,186,114
Total	128	\$72,121,329

In FY23, CEHHS faculty and staff submitted 128 total proposals in the lead principal investigator role totaling \$72,121,329 in requested funding. The unit (including sub-unit/center) leading in submissions was CEHHS Administration with 27, followed by Theory and Practice in Teacher Education (TPTE), followed by Public Health with 17 total submissions.

CLEE led the way with the highest requested amount by any unit totaling \$14,961,750, which represented 20.7% of the total requested dollars for funding in FY23.

FY23 Requested Amount Total Percentage by Department

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



The following units are not listed due to no submissions in FY23: Connections for Education Outreach (CEO; TPTE), Center for Educational Leadership (CEL; ELPS), and VolsTeach (TPTE).

CEHHS FY23 AWARDS

FY23 Award Count and Amount by Department and Unit

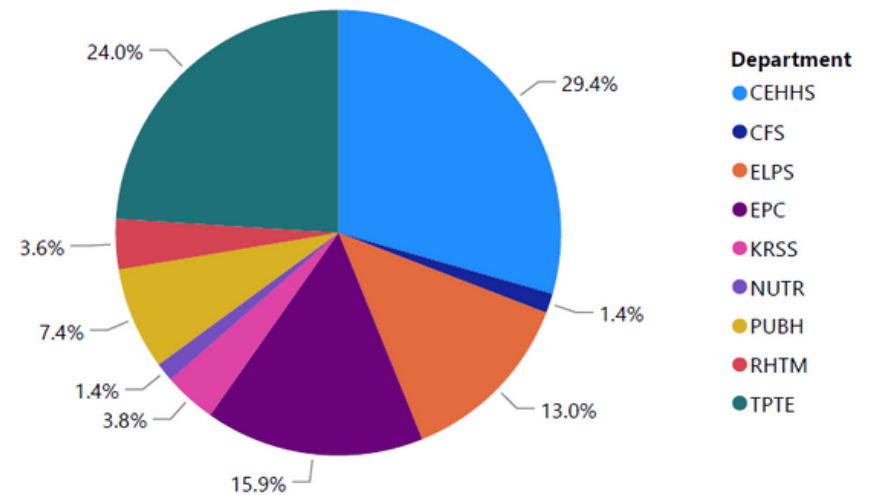
Department/Unit	Award Count	Award Amount
CEHHS	16	\$6,507,502
Admin	13	\$1,941,273
CSPS	1	\$1,140,000
OPL	2	\$3,426,229
CFS	6	\$315,013
CFS	1	\$17,979
ELC	5	\$297,034
ELPS	10	\$2,877,052
CAPS	6	\$2,636,648
ELPS	4	\$240,404
EPC	10	\$3,516,456
CLEE	7	\$2,428,807
EPC	2	\$965,744
KLASS	1	\$121,905
KRSS	5	\$842,005
NUTR	4	\$302,952
PUBH	8	\$1,640,386
RHTM	4	\$805,385
TPTE	22	\$5,306,624
CEEMS	13	\$2,782,038
TPTE	9	\$2,524,586
Total	85	\$22,113,375

In FY23, CEHHS faculty and staff received 85 awards in the lead principal investigator role totaling \$22,113,375. The unit leading awards was CEHHS (College Admin Level) due to the high dollar award secured by the Office of Professional Licensure (OPL) to support the new Grow Your Own program.

The unit with the most awards in FY23 was TPTE with 22, followed CEHHS (16) and ELPS and EPC, each with 10 awards.

FY23 Award Amount Total Percentage by Department

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

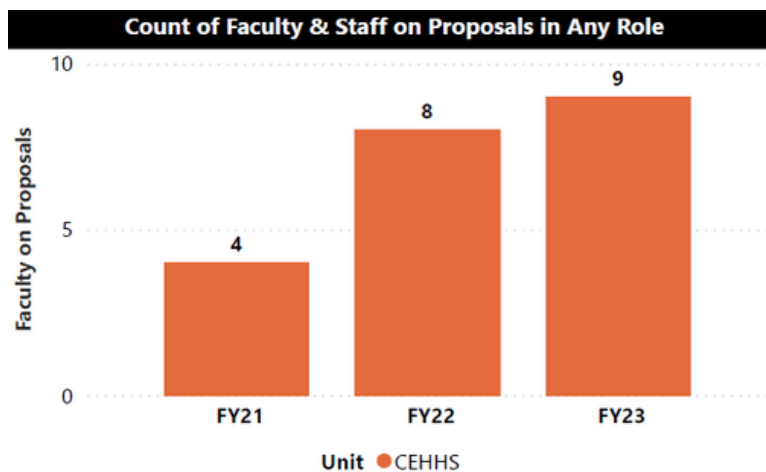


The following units are not listed due to no awards in FY23: Center for Educational Leadership (CEL; ELPS) and VolsTeach (TPTE).

CEHHS ADMINISTRATION AND AFFILIATED CENTER PROPOSALS

CEHHS is led by Dean Ellen McIntyre and under her leadership are: Executive Associate Dean Hollie Raynor, Associate Deans David Cihak and Kristina Gordon, Office of Professional Licensure Director Dr. Amelia Brown, Tennessee Reading Research Center (TRRC) Director Deborah Reed, Senior Methodologist Angela Pfammatter, 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	FY21		FY22		FY23		Total	
Unit	Count	Requested \$	Count	Requested \$	Count	Requested \$	Count	Requested \$
Admin	11	\$1,287,214	6	\$6,195,421	24	\$10,787,146	41	\$18,269,781
CSPS	1	\$1,130,000	2	\$1,200,688	1	\$1,140,000	4	\$3,470,688
OPL	8	\$3,072,226			2	\$3,871,787	10	\$6,944,013
Total	20	\$5,489,440	8	\$7,396,109	27	\$15,798,933	55	\$28,684,482



CEHHS administration have increased the amount requested on submissions steadily over the three-year period with 27 submissions in FY23 totaling \$15,798,933.

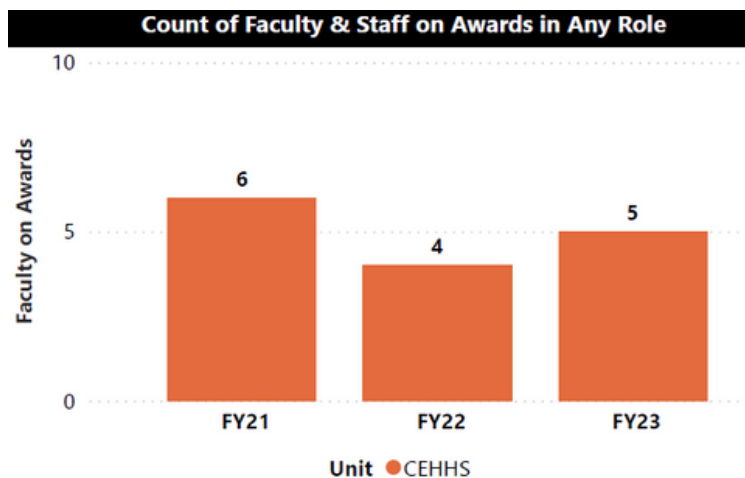
In FY23, the largest dollar submission was by Associate Dean Hollie Raynor for \$3,642,056 for a new NIH R01 proposal. The next highest amount requested was \$1,529,674 by Dr. Angela Pfammatter, Senior Methodologist. This proposal was for her NIH R01 award that is being transferred here from her previous institution. Both proposals are focused on finding solutions and treatment methods for the growing epidemic of obesity.

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

CEHHS ADMINISTRATION AND AFFILIATED CENTER AWARDS

The award data shows the consistent success by CEHHS administration and affiliated centers over FY21-23 with 38 awards totaling \$11,264,366. OPL led awards in FY23 with the addition of an award for the Tennessee Grow Your Own program to strengthen the educator pipeline in TN.

Award Count and Amount (Lead PI Role)								
Fiscal Year	FY21		FY22		FY23		Total	
Unit	Award Count	Award Amount	Award Count	Award Amount	Award Count	Award Amount	Award Count	Award Amount
Admin	6	\$692,794	8	\$661,514	13	\$1,941,273	27	\$3,295,581
CSPS	1	\$1,140,000	2	\$1,690,688	1	\$1,140,000	4	\$3,970,688
OPL	5	\$571,868			2	\$3,426,229	7	\$3,998,097
Total	12	\$2,404,662	10	\$2,352,202	16	\$6,507,502	38	\$11,264,366



CEHHS administration (Associate Dean Kristina Gordon, Dean Ellen McIntyre, Executive Associate Dean Hollie Raynor, Senior Methodologist Angela Pfammatter, and TRRC Director Deborah Reed) received 27 awards in the Lead Principal Investigator role totaling \$3,295,581 over FY21-23.

The Office of Professional Licensure was quite busy in FY21 with five awards totaling \$571,868. These combined awards have contributed to the increased push of Tennessee to increase high quality teachers, increased literacy interventions and data collection, provide innovative solutions around obesity, and establish community-engaged partnerships.

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 ten tenured and tenure-track faculty, five 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.

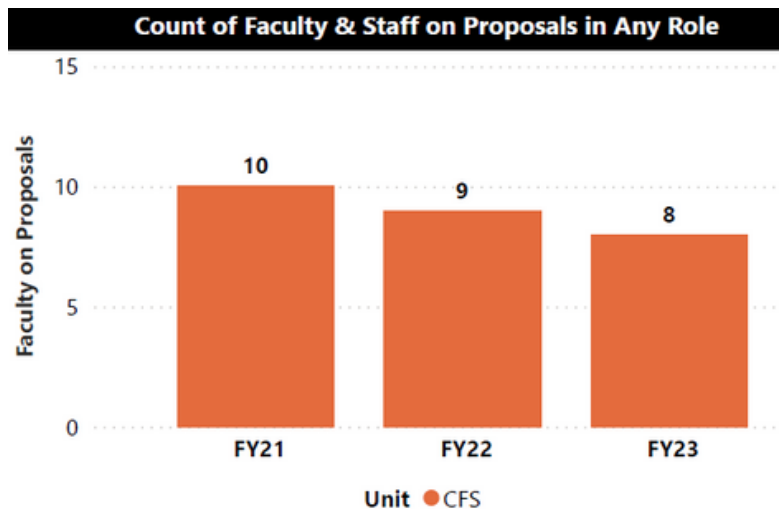
The mission of CFS is threefold:

- 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 30 total submissions from the department faculty and 10 submissions from the Early Learning Center (ELC) faculty in the Lead Principal Investigator role, totaling \$9,026,286.

Proposal Count and Requested Amount (Lead PI Role)								
Fiscal Year	FY21		FY22		FY23		Total	
Unit	Count	Requested \$	Count	Requested \$	Count	Requested \$	Count	Requested \$
CFS	13	\$2,262,602	11	\$4,994,891	6	\$1,483,742	30	\$8,741,235
ELC			4	\$147,024	6	\$138,027	10	\$285,051
Total	13	\$2,262,602	15	\$5,141,915	12	\$1,621,769	40	\$9,026,286



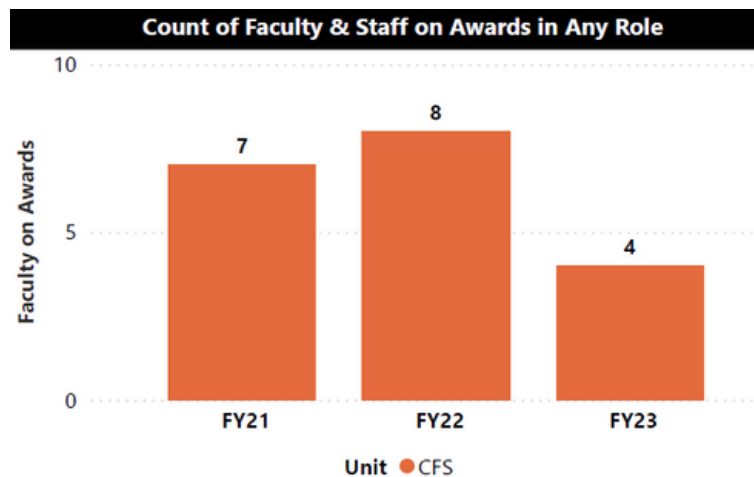
One FY23 submission was led by Dr. Jeremy Kanter to the National Institutes of Health titled "Understanding dynamic correlates of children's telomere length: The interplay between cumulative risk exposure and relational processes." The proposed research is relevant to public health because reductions in telomere length are associated with later atypical human development, including elevated risk for psychopathology, chronic disease, and mortality. Upon completion of the project, we will have a broader understanding of factors that positively or negatively impact children's telomere length and elucidate sensitive periods in which exposure to adverse experiences may be most harmful for children. Such findings would inform applied work by highlighting where specific resources would be useful to enhance children's health and well-being. Best of luck, Dr. Kanter!

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 FY21-23 totaling \$359,973. The Early Learning Center (ELC) also received 10 awards totaling \$572,993 over the same period.

Award Count and Amount (Lead PI Role)								
Fiscal Year	FY21		FY22		FY23		Total	
Unit	Award Count	Award Amount	Award Count	Award Amount	Award Count	Award Amount	Award Count	Award Amount
CFS	5	\$108,290	4	\$233,704	1	\$17,979	10	\$359,973
ELC	1	\$9,945	4	\$266,013	5	\$297,034	10	\$572,993
Total	6	\$118,235	8	\$499,717	6	\$315,013	20	\$932,966



One of the awards over the three-year period was received by tenure-track Assistant Professor Dr. Jun Ai, which was also her first submission at UT. Her award titled "Who Is Looking for New Jobs? The Characteristics of Teacher Turnover and Factors that Contribute to Workforce Retention" was funded by the NIH via University of Massachusetts totaling \$17,979. The goals of this study are 1) to understand the characteristics of early care and education (ECE) personnel who seek jobs, and 2) to identify protective and risk factors that may promote qualified ECE workforce's job retention. They will use the most updated 2019 National Survey of Early Care and Education (NSECE) dataset to further develop knowledge, interpretations, or conclusions related to our research questions. Congratulations, Dr. Ai!

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.

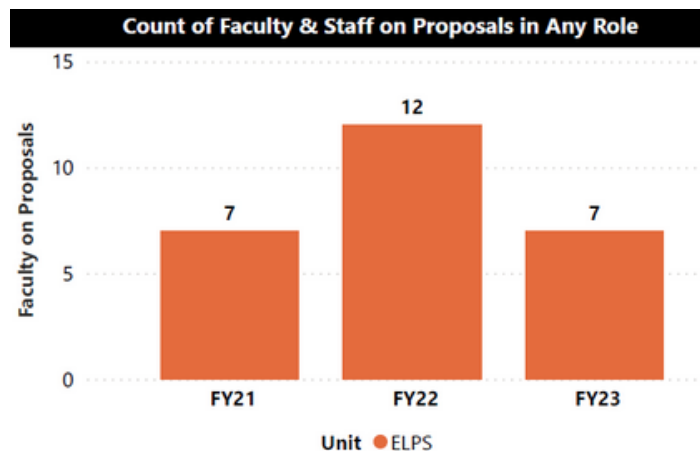
The mission of ELPS is to prepare entry- and executive-level administrators for schools and colleges, faculty in colleges and universities, and policy scholars to serve in state, regional, and national policy agencies associated with educational and human service enterprises. The graduate programs of 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 44 submissions totaling \$18,979,403 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	FY21		FY22		FY23		Total	
Unit	Count	Requested \$	Count	Requested \$	Count	Requested \$	Count	Requested \$
CAPS	1	\$2,688,235	6	\$10,894,311			7	\$13,582,546
CEL	3	\$359,591					3	\$359,591
ELPS	1	\$5,000	6	\$320,845	15	\$2,856,566	22	\$3,182,411
PERC	10	\$1,732,137	2	\$122,718			12	\$1,854,855
Total	15	\$4,784,963	14	\$11,337,874	15	\$2,856,566	44	\$18,979,403



ELPS faculty have 22 submissions totaling \$3,182,411 submitted by 12 faculty over FY21-23. Fifteen of the submissions came in FY23 led by Drs. Cameron Sublett (four submissions) Jennifer Morrow (three submissions), and Robert Kelchen and Rachel White, each with two submissions.

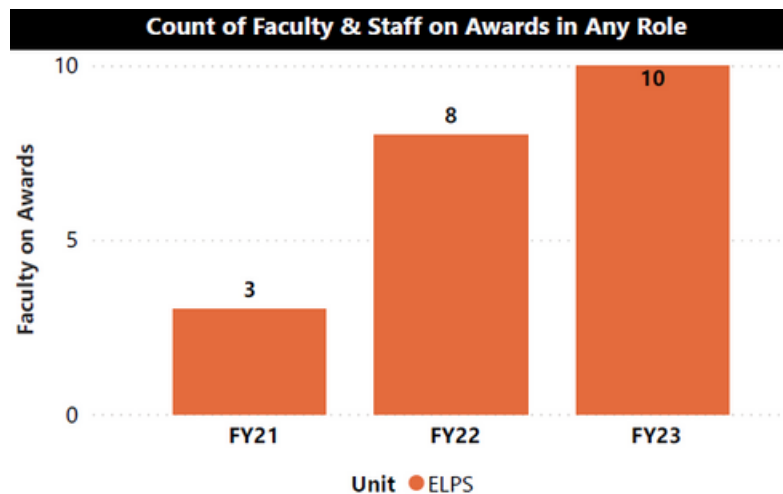
The College Access and Persistence Center led by Dr. Cameron Sublett and five program directors had seven submissions totaling \$13,582,546 to support outreach services that help students overcome social, academic, financial, and cultural barriers in higher education.

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

ELPS and their affiliated centers received 37 awards as lead principal investigator in FY21-23 totaling \$8,791,523.

Award Count and Amount (Lead PI Role)								
Fiscal Year	FY21		FY22		FY23		Total	
Unit	Award Count	Award Amount	Award Count	Award Amount	Award Count	Award Amount	Award Count	Award Amount
CAPS	6	\$2,141,437	8	\$2,557,251	6	\$2,636,648	20	\$7,335,336
CEL	5	\$998,058					5	\$998,058
ELPS			1	\$36,206	4	\$240,404	5	\$276,610
PERC	4	(\$2,660)	3	\$184,179			7	\$181,519
Total	15	\$3,136,835	12	\$2,777,636	10	\$2,877,052	37	\$8,791,523



One of the awards received in FY23 was by Dr. Cameron Sublett titled "Sub-baccalaureate Career and Technical Education: A Study of Institutional Practices, Labor Market Demand, and Student Outcomes in Florida."

This award was funded by WestEd via the Institute of Education Sciences for \$301,399 to conduct a statewide survey of Florida two-year and district technical colleges to describe and catalogue the institutional practices implemented at each institution that align career and technical education programs to the labor market. Congrats Dr. Sublett!

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.

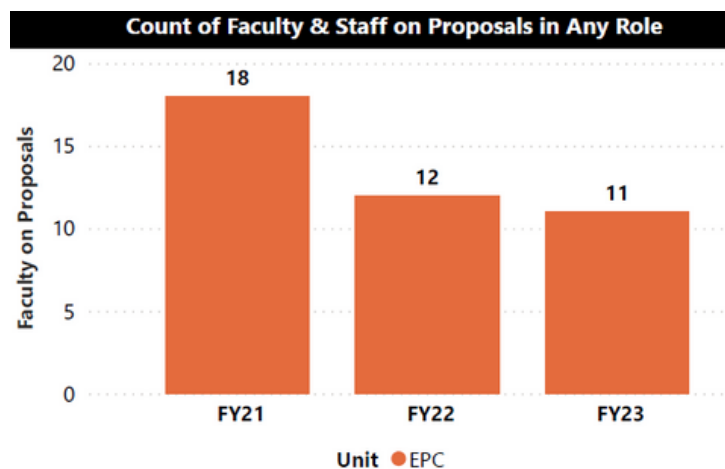
Vision and Mission of the Department

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 31 submissions totaling \$32,488,694 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 14 submissions totaling \$24,800,915.

Proposal Count and Requested Amount (Lead PI Role)								
Fiscal Year	FY21		FY22		FY23		Total	
Unit	Count	Requested \$	Count	Requested \$	Count	Requested \$	Count	Requested \$
CLEE	5	\$8,331,060	2	\$1,508,105	7	\$14,961,750	14	\$24,800,915
EPC	8	\$2,360,558	7	\$849,792	1	\$4,099,866	16	\$7,310,216
KLASS			1	\$377,563			1	\$377,563
Total	13	\$10,691,618	10	\$2,735,460	8	\$19,061,616	31	\$32,488,694



EPC faculty submitted 16 proposals over the three-year period totaling \$7,310,216. 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.

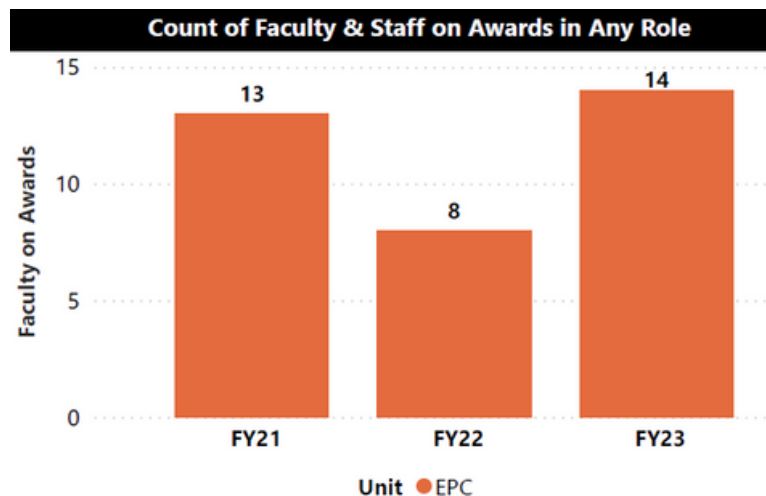
In FY23, eleven EPC affiliated faculty and staff participated in at least one submission for external funding. Of those individuals, it was the first time new Assistant Professor Hyunhee Kim was involved in a submission. Dr. Kim served as Co-Principal investigator on a proposal led by Dr. Laurie Meschke in Public Health. Best of luck on this submission!

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 28 awards in the lead principal investigator role over FY21-23 totaling \$15,674,247.

Award Count and Amount (Lead PI Role)								
Fiscal Year	FY21		FY22		FY23		Total	
Unit	Award Count	Award Amount	Award Count	Award Amount	Award Count	Award Amount	Award Count	Award Amount
CLEE	8	\$7,059,878	3	\$3,924,240	7	\$2,428,807	18	\$13,412,925
EPC	5	\$781,962	1	\$260,389	2	\$965,744	8	\$2,008,095
KLASS			1	\$131,322	1	\$121,905	2	\$253,227
Total	13	\$7,841,840	5	\$4,315,951	10	\$3,516,456	28	\$15,674,247



In Fall of 2022, EPC faculty received an award titled "The Rural Appalachian Mental Health Partnership (RAMHP)" to create a collaboration between four high-need, rural Appalachian school districts and the University of Tennessee, Knoxville (UTK) to help address K-12 students' mental health needs. In addition to providing ongoing professional development for school partners on data-driven, culturally responsive mental health services, RAMHP will place 48 school counseling and school psychology graduate students in these high-need schools to increase school-based mental health services. This four-year award totals \$4,099,865 and is led by Merilee McCurdy and Melinda Gibbons. Congratulations Drs. McCurdy and Gibbons!

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 Department Head and Professor Zan Gao as of Fall 2023. 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.

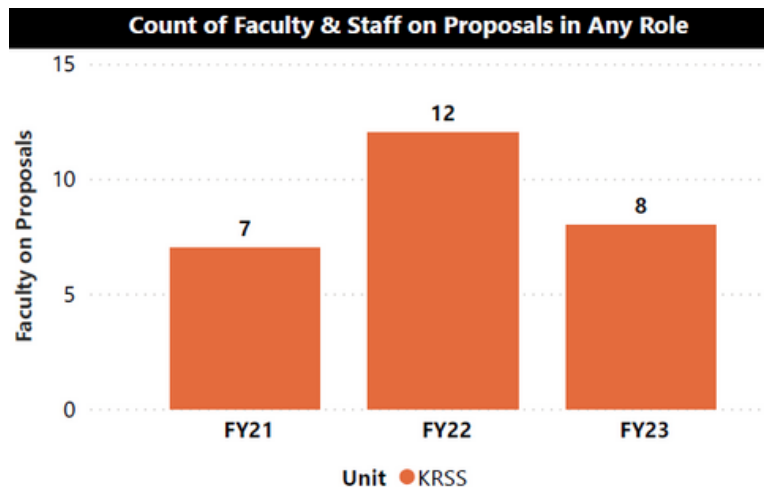
Mission of the Department

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 FY21-23 concluded with 27 submissions totaling \$13,472,841.

Proposal Count and Requested Amount (Lead PI Role)								
Fiscal Year	FY21		FY22		FY23		Total	
Unit	Count	Requested \$	Count	Requested \$	Count	Requested \$	Count	Requested \$
KRSS	8	\$4,802,660	12	\$5,398,728	7	\$3,271,453	27	\$13,472,841



One of the main sponsors for KRSS faculty is the National Institutes of Health. Over the three year period, KRSS faculty submitted 16 NIH proposals for funding totaling \$9,783,510.

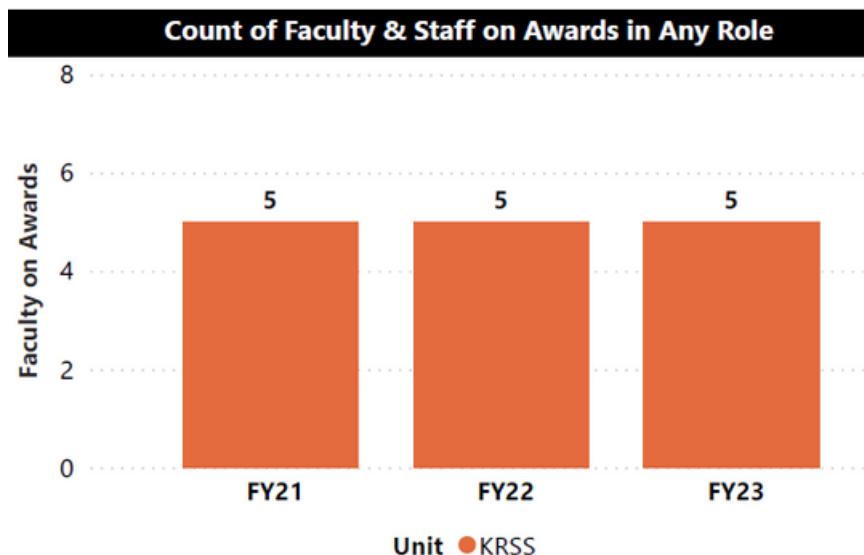
One of the largest requests in FY23 came from Associate Professor Kip Webster, with a large research focused R01 National Institutes of Health proposal totaling \$2,934,634. This proposal titled "PLAY-IT: A parent-mediated, app-based intervention to improve motor skills and cognition in preschoolers at high-risk for Developmental Coordination Disorder and elevated ADHD symptoms" goal is to adapt and test an existing evidence-based, parent-mediated fundamental motor skill and inhibitory training (IT) intervention for preschoolers with elevated ADHD and DCD symptoms, using an existing app delivery platform that is designed for engagement in low-resource settings. Best of luck on this submission Dr. Webster!

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

KRSS faculty had a another successful year in FY23 with five awards in the role of lead principal investigator. FY23 awards totaled \$842,005 which brought the three-year total in awards to \$1,849,069.

Award Count and Amount (Lead PI Role)								
Fiscal Year	FY21		FY22		FY23		Total	
Unit	Award Count	Award Amount	Award Count	Award Amount	Award Count	Award Amount	Award Count	Award Amount
KRSS	5	\$54,480	5	\$952,584	5	\$842,005	15	\$1,849,069



One faculty member received his first award in FY23, Assistant Professor Jedediah Blanton. His proposal titled "Design and creation of a leadership educational program for high school student-athletes" was co-led by Blanton and his Illinois State University collaborator, Dr. Scott Pierce. The aim of the project is to re-design an online curriculum for high school athletes and coaches, and to identify opportunities for educational program evaluation and research on student-athlete leadership and life skills development. This funding from Michigan High School Athletic Association via Illinois State University totals \$14,749.

Congratulations Dr. Blanton!

NUTRITION



The Department of Nutrition, housed in the Jessie W. Harris and Ken and Blaine Mossman Buildings, is led by newly hired Department Head and Professor Dhiraj Vatter as on Fall 2023. The department includes seven 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. 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

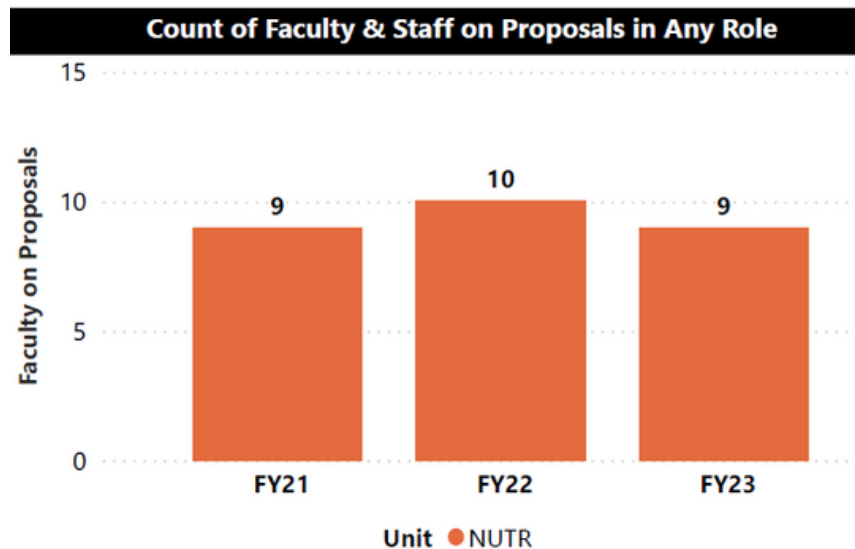
The vision is to achieve national recognition in academic excellence as a leading research and graduate program which prepares professionals to assume leadership roles in dietetics, biomedical nutrition, community nutrition, and public health nutrition.

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

NUTRITION PROPOSALS

Nutrition faculty combined submission efforts over FY21-23 concluded with 53 submissions totaling \$27,200,636. FY23 showed a slight decline in submissions but the requested amount was only slightly less than the previous FY and totaled \$8,280,069.

Proposal Count and Requested Amount (Lead PI Role)								
Fiscal Year	FY21		FY22		FY23		Total	
Unit	Count	Requested \$	Count	Requested \$	Count	Requested \$	Count	Requested \$
NUTR	27	\$10,028,604	16	\$8,891,963	10	\$8,280,069	53	\$27,200,636



As seen by the chart, all tenure-track Nutrition faculty competed for funding each year over the last three years in any role. One of the largest submissions during this three-year period was led by Assistant Professor Ahmed Bettaieb to the National Institutes of Health. Dr. Bettaieb's proposal titled "The role of epoxyeicosatrienoic acids in pancreatic beta cell function" was proposed as the large NIH research grant mechanism (R01) and aims to increase cells' strength and resistance to high blood sugar level as a novel method to combat Type 2 Diabetes. He has discovered that inhibiting an enzyme can protect the cells and produce this positive effect.

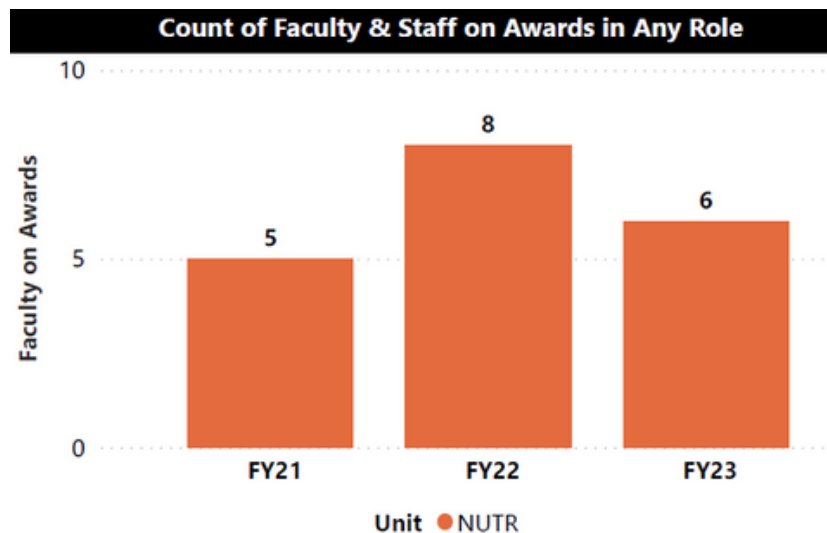
Best of luck, Dr. Bettaieb, on a successful submission!

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

NUTRITION AWARDS

Nutrition faculty had another successful year in FY23 with four awards in the role of lead principal investigator. FY23 awards totaled \$302,952 which brought the three-year total in awards to \$1,432,671.

Award Count and Amount (Lead PI Role)								
Fiscal Year	FY21		FY22		FY23		Total	
Unit	Award Count	Award Amount	Award Count	Award Amount	Award Count	Award Amount	Award Count	Award Amount
NUTR	4	\$273,311	7	\$856,408	4	\$302,952	15	\$1,432,671



One of the awards received was from USDA for a conference grant led by Dr. Sarah Colby. This project titled "Disseminating Emerging Evidence for the Promotion of Health on College Campuses" had a goal of providing information to professionals from across the nation so that they have the knowledge needed to more effectively assess their own college environments and develop health promotion programs. The long-term objectives of this project are to improve the quality of emerging adults' health behavior (thereby increasing demand for nutrient dense foods in our food system) and prevent the development of future chronic diseases.

Congratulations Dr. Colby!

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 both online and on-campus, with concentrations in community health education, epidemiology, health policy management, Nutrition (on-campus only) 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.

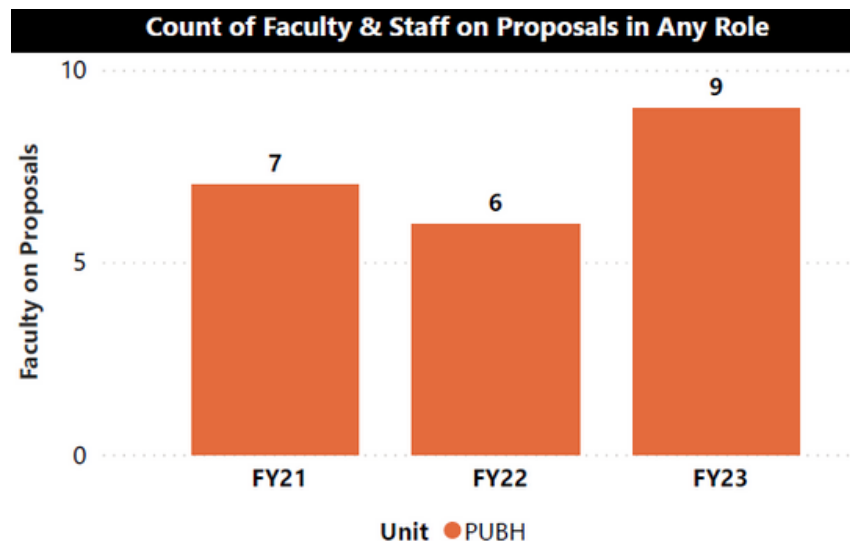
The following guiding principles support the department's mission:

- 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 FY21-23, Public Health faculty submitted 40 total proposals requesting \$11,428,210. Our newest faculty in the unit have hit the ground running on proposal submissions. Dr. Kenneth Smith has submitted two proposals, Dr. Brittany Shelton has submitted four, and Dr. Phoebe Tran has submitted one in the last two years since they have been hired. Best of luck on these submissions and keep submitting!

Proposal Count and Requested Amount (Lead PI Role)								
Fiscal Year	FY21		FY22		FY23		Total	
Unit	Count	Requested \$	Count	Requested \$	Count	Requested \$	Count	Requested \$
PUBH	11	\$1,837,104	12	\$2,766,008	17	\$6,825,098	40	\$11,428,210



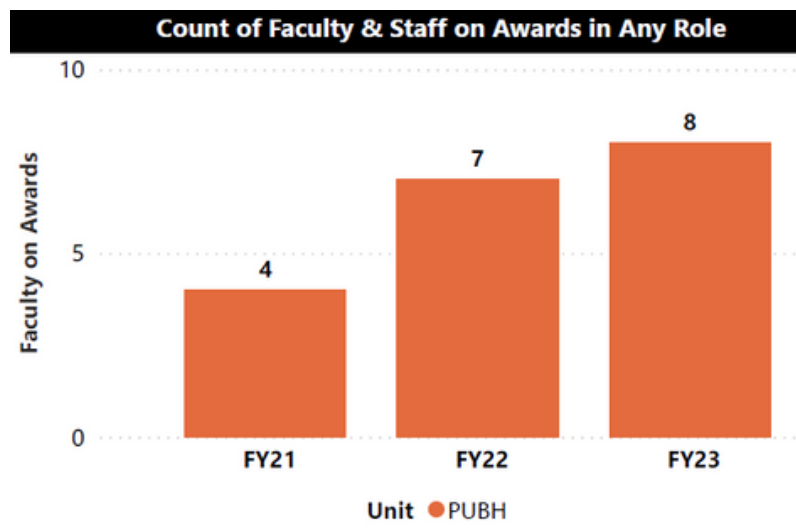
One of the proposals submitted for funding in FY23 was by Dr. Laurie Meschke to extend her already funded work on opioid use disorder (OUD). This proposal titled "REACH: Rural Engagement to Advance Community Health" will create a community-engaged, interdisciplinary approach to OUD prevention, treatment, and recovery. To enhance the behavioral health of young people, ages 5-17, REACH will address three goals: (1) deliver new behavioral health prevention, treatment, and recovery services; (2) provide training and peer mentorship improve the capacity of those who care for and support youth with behavioral healthcare needs, and; (3) build community partnerships to link children and adolescents, and their families, to community resources and human services that support behavioral health. Best of luck on your submission, Dr. Meschke.

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 20 awards totaling \$2,677,048 over FY21-23. Over this period, Public Health faculty received funding on 33 awards in the role of lead principal investigator, principal investigator, or Investigator. Keep up the great work!

Award Count and Amount (Lead PI Role)								
Fiscal Year	FY21		FY22		FY23		Total	
Unit	Award Count	Award Amount	Award Count	Award Amount	Award Count	Award Amount	Award Count	Award Amount
PUBH	5	\$393,648	7	\$643,014	8	\$1,640,386	20	\$2,677,048



In FY23, Associate Professor Samantha Ehrlich received an award from the American Diabetes Association on a proposal titled "The timing of physical activity for pregnancy hyperglycemia, a randomized crossover trial." This award outlines the first randomized controlled crossover trial to examine the potential effects of the timing of physical activity (PA) on glucose across the 24 hr-cycle in individuals at high risk for adverse pregnancy outcomes and the development of diabetes later in life. The trial's findings will help to further customize their detailed PA prescription for gestational diabetes or gestational glucose intolerance, which is needed to support behavioral counseling efforts in the clinical setting and progress towards precision medicine-based behavioral counseling, increase PA levels, and ultimately improve outcomes in this population. Congratulations on this impactful award, Dr. Ehrlich!

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 eight tenured and tenure-track faculty, two assistant professors 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 consumer science.

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 culinary 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.

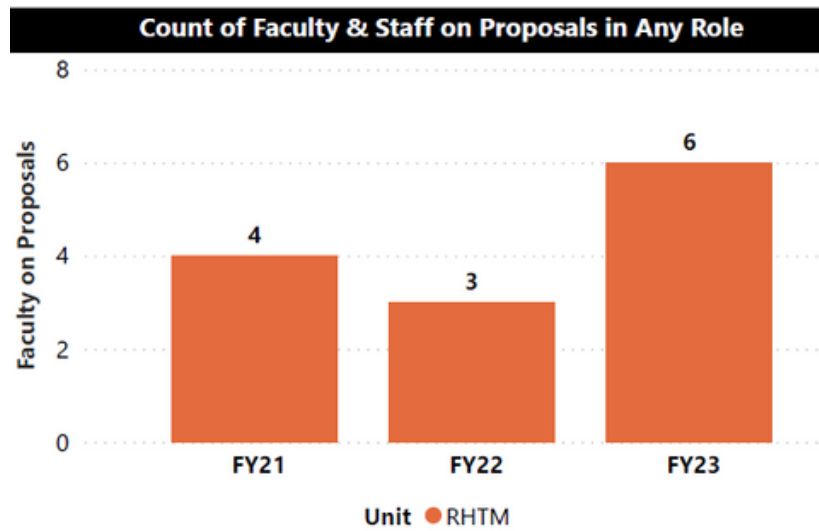
Mission of the Department

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 (RHTM) faculty and staff submitted 16 proposals as lead principal investigator over the three-year period totaling \$1,937,570. Of these requests, several were first time submissions from faculty in their first year at UT. Those individuals are: Professor and Department Head Junehee Kwon and Assistant Professor Dan Jin.

Proposal Count and Requested Amount (Lead PI Role)								
Fiscal Year	FY21		FY22		FY23		Total	
Unit	Count	Requested \$	Count	Requested \$	Count	Requested \$	Count	Requested \$
RHTM	6	\$110,256	4	\$522,378	6	\$1,304,936	16	\$1,937,570



RHTM faculty continue to search for additional funding to support and grow the reach of their research and practice. Across the three years, six of the 10 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.

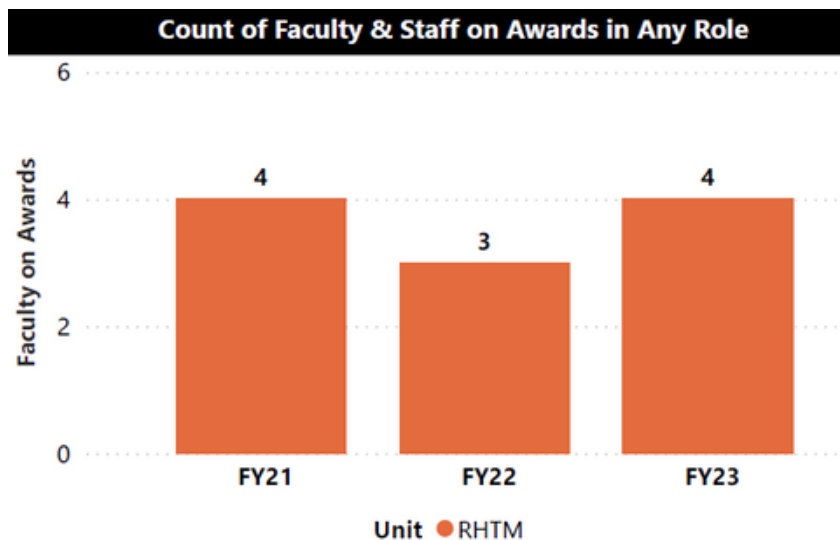
Congratulations, Tyler!

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 10 awards totaling \$1,032,992 over F21-23 with FY23 being their best funding year.

Award Count and Amount (Lead PI Role)								
Fiscal Year	FY21		FY22		FY23		Total	
Unit	Award Count	Award Amount	Award Count	Award Amount	Award Count	Award Amount	Award Count	Award Amount
RHTM	3	\$41,021	3	\$177,586	4	\$805,385	10	\$1,023,992



During this period, Associate Professor Stefanie Benjamin received her first award as co-principal investigator from the Tennessee Department of Tourist Development. The award titled "Development and Facilitation of Comprehensive Training and Resources for Rural Communities" totaled \$7,705 for the 6 month project. Dr. Benjamin's role on the project was to develop content for a workshop on Marketing for Rural Tourism, and advise and consult on issues related to access for all in rural tourism. The workshop contained basic definitions relevant to rural tourism marketing, steps in developing a marketing plan, and review marketing strategies. Congratulations, Dr. Benjamin!

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

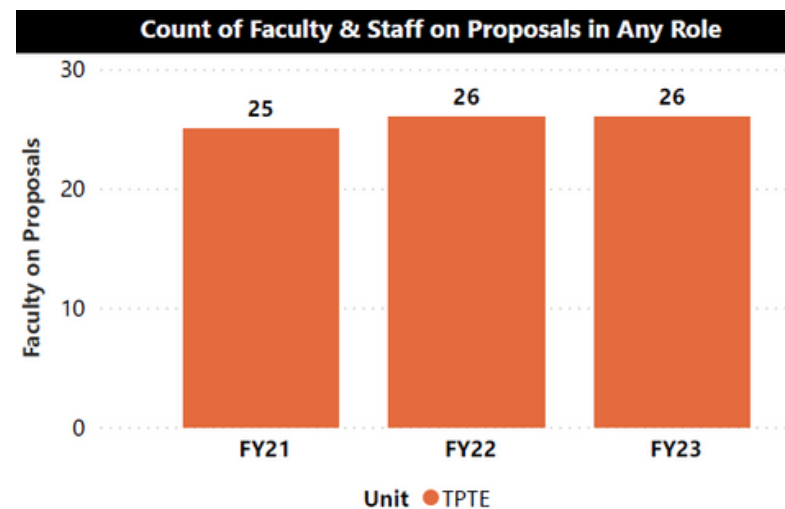
The department's mission is to benefit local, regional, national, and global communities, conducting research, preparing teachers, and engaging in outreach. TPTE does this by:

- 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 FY21-23 with 96 submissions totaling \$59,374,535.

Proposal Count and Requested Amount (Lead PI Role)								
Fiscal Year	FY21		FY22		FY23		Total	
Unit	Count	Requested \$	Count	Requested \$	Count	Requested \$	Count	Requested \$
CEEMS	11	\$6,829,761	23	\$7,814,826	14	\$5,636,700	48	\$20,281,287
COD	3	\$586,377	3	\$3,532,669	1	\$278,075	7	\$4,397,121
TPTE	16	\$19,748,167	14	\$7,761,846	11	\$7,186,114	41	\$34,696,127
Total	30	\$27,164,305	40	\$19,109,341	26	\$13,100,889	96	\$59,374,535



No less than 26 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.

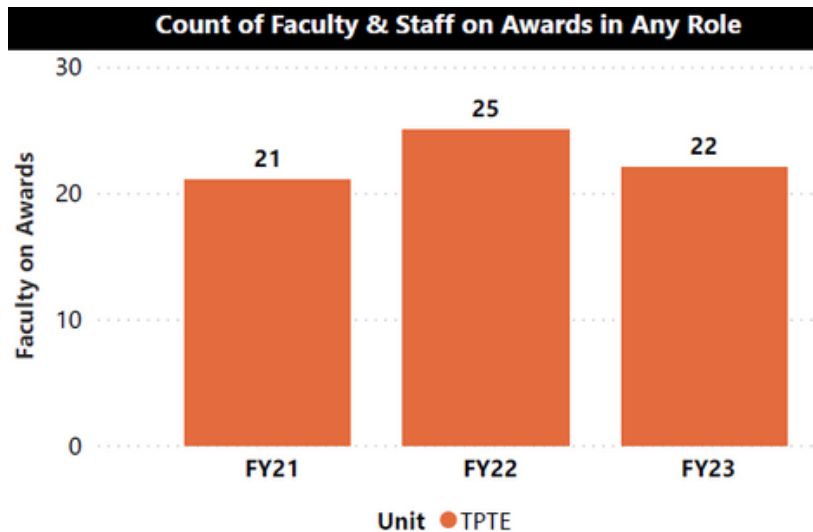
Many of these submissions represented the first time the faculty or staff member engaged in external funding. Those who had their first lead principal investigator submission during this time period were Drs. Janine Al-Aseer, Tammy Howard, Rachel Wong, Shalaunda Reeves, Pamela Bazis, Enilda Romero-Hall, James Coda, Alex Lishinski, Elizabeth Dyer, and Susan Groenke. 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.

THEORY AND PRACTICE IN TEACHER EDUCATION AWARDS

TPTE and its affiliated centers received 63 awards in the lead principal investigator role over FY21-23 totaling \$12,356,017.

Award Count and Amount (Lead PI Role)								
Fiscal Year	FY21		FY22		FY23		Total	
Unit	Award Count	Award Amount	Award Count	Award Amount	Award Count	Award Amount	Award Count	Award Amount
CEEMS	5	\$1,335,809	10	\$678,949	13	\$2,782,038	28	\$4,796,795
TPTE	13	\$2,718,521	13	\$2,316,114	9	\$2,524,586	35	\$7,559,221
Total	18	\$4,054,330	23	\$2,995,063	22	\$5,306,624	63	\$12,356,017



One of the many awards of this unit was led by Professor Kimberly Wolbers to DevTech Systems, Inc. titled "Inclusive Education Teacher Training." The work will support the development of a quality deaf education program as the first building block in the foundation of a national inclusive education system. The sustainability of the end results of this task to increase capacity of teachers in deaf education will be at risk unless the Moroccan education system becomes more inclusive generally, both in attitude and execution. UT's role will be to support development of a Moroccan Sign Language course in conjunction with the Deaf Community, to design and implement a "train the trainer" program for Bilingual Deaf Education, and to map the framework and capacity of an 18-month certificate program at a Moroccan Institute of Higher Education. Congrats Dr. Wolbers!

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

ACKNOWLEDGEMENT AND CREDITS

Report Design:

Rebekah Goode, CEHHS Creative Content Manager

Report Compilation and Writing:

Courtney Holbert, Director of External Funding

Data Images:

Traci Stanley, Financial Data Analyst
