

## Hildi Nicksic, PhD, MEd

Curriculum Vitae

December 2022

Department of Kinesiology and Health Promotion  
College of Education  
University of Kentucky

Office Phone: 859-257-2524

Email: hnicksic@uky.edu

Office Location: Seaton 128

---

---

### EDUCATION

---

---

<b>PhD Health Behavior and Health Promotion</b>	<b>2015</b>
The University of Texas at Austin (Austin, TX) Dissertation: <i>Classroom physical activity: Evaluating elementary teacher preparedness for adoption and implementation</i>	
<b>MEd Education</b>	<b>2008</b>
Indiana Wesleyan University (Marion, IN)	
<b>BA Education</b>	<b>2000</b>
Linfield College (McMinnville, OR)	

---

---

### PROFESSIONAL POSITIONS

---

---

University of Kentucky (Lexington, KY)	<b>Clinical Associate Professor</b> <ul style="list-style-type: none"><li>Department of Kinesiology and Health Promotion</li></ul> <b>Program Faculty Chair</b> <ul style="list-style-type: none"><li>Health Promotion: P-12 Teaching (Health Education)</li></ul>	2022 – current
Texas A&M University (College Station, TX)	<b>Clinical Assistant Professor</b> <ul style="list-style-type: none"><li>Division of Health Education, Department of Kinesiology</li></ul>	2017 – 2022
	<b>Visiting Clinical Assistant Professor</b> <ul style="list-style-type: none"><li>Division of Health Education, Department of Kinesiology</li></ul>	2015 – 2017
	<b>Assessment Coordinator</b> <ul style="list-style-type: none"><li>Department of Kinesiology</li></ul>	2018 – 2022
The University of Texas at Austin (Austin, TX)	<b>Teaching Assistant</b> <ul style="list-style-type: none"><li>Division of Health Behavior and Health Education, Department of Kinesiology</li></ul>	2013 – 2015
	<b>Graduate Research Assistant</b> <ul style="list-style-type: none"><li>School of Public Health</li></ul>	Summer 2014
	<b>Graduate Research Assistant</b> <ul style="list-style-type: none"><li>Division of Health Behavior and Health Education, Department of Kinesiology</li></ul>	2012 – 2013
Leander Independent School District (Austin, TX)	<b>3<sup>rd</sup> Grade Classroom Teacher</b> <ul style="list-style-type: none"><li>River Place Elementary School</li></ul>	2007 – 2011

Eugene 4J School District ( <i>Eugene, OR</i> )	<b>6<sup>th</sup> and 7<sup>th</sup> Grade Classroom Teacher</b>	2002 – 2006
	○ Monroe Middle School	
	<b>Track Coach</b>	2002 – 2006
	○ Monroe Middle School	
	<b>5<sup>th</sup> Grade Classroom Teacher</b>	2001 – 2002
	○ Santa Clara Elementary School	
	<b>1<sup>st</sup>, 4<sup>th</sup>, and 5<sup>th</sup> Grade Facilitating Teacher</b>	2000 – 2001
	○ Santa Clara Elementary School	

---



---

## EXPERTISE AND PROFESSIONAL INTERESTS

---



---

- Classroom physical activity
- Active learning
- Effective professional development for teachers

---



---

## TEACHING EXPERIENCE

---



---

### Clinical Associate Professor

**2022 – present**

*Department of Kinesiology and Health Promotion, University of Kentucky*

- Planned, designed, and taught the following undergraduate courses:
  - KHP 230: Human Health and Wellness
    - Fall 2022
  - KHP 310: Applied Health Education Practice
    - Fall 2022
  - KHP 430: Methods of Teaching Health Education
    - Fall 2022
- Facilitated student teaching experiences in health: Performed classroom observations, conducted collaborative meetings and student seminars, and evaluated pre-service teachers using the Candidate Preservice Assessment Student Teaching (CPAST) tool
  - KHP 371: Student Teaching in Health Education
    - Fall 2022

### Clinical Assistant Professor

**2015 – 2022**

*Division of Health Education, Department of Health and Kinesiology, Texas A&M University*

- Taught the following undergraduate courses:
  - HLTH 231: Healthy Lifestyles  
Fall 2017
  - HLTH 335: Human Diseases  
Summer 2017, Winter 2017-2018, Winter 2018-2019
  - HLTH 403: Consumer Health  
Summer 2019, Fall 2021
  - HLTH 410: Health Promotion in the Workplace  
Summer 2017, Fall 2018, Spring 2019, Fall 2019, Spring 2020, Summer 2020, Fall 2020, Winter 2020, Spring 2021, Fall 2021, Winter 2021, Spring 2022

- HLTH 429: Environmental Health  
Fall 2015, Spring 2016, Fall 2016, Spring 2017, Fall 2017, Spring 2018, Fall 2018, Spring 2019, Fall 2019, Spring 2020, Fall 2020, Spring 2021, Fall 2021, Spring 2022
- HLTH 482: Grant Writing in Health  
Fall 2015, Spring 2016, Summer 2016, Fall 2016, Spring 2017, Fall 2017, Spring 2018, Fall 2018, Spring 2019, Spring 2020, Spring 2022
- Taught the following graduate courses:
  - HLTH 641: Foundations in Health Education  
Fall 2016
  - HLTH 646: Health Education Training  
Fall 2015, Spring 2016, Spring 2017, Spring 2018, Spring 2019
- Designed and enhanced curriculum and content for face-to-face courses including creation of presentations, assignments, activities, and assessments
- Improved, updated, and enhanced curriculum and content for online coursework

**Teaching Assistant**

**2013 – 2015**

*Division of Health Behavior and Health Education, Department of Health and Kinesiology, The University of Texas at Austin*

- Served as TA for the following undergraduate courses; advised professors on pedagogy along with traditional teaching assistantship responsibilities:
  - HLTH 343: Foundations of Epidemiology  
Fall 2013, Fall 2014, Spring 2015
  - HTLH 366: Human Sexuality  
Spring 2014
  - KIN 321: Motor Development and Performance  
Summer 2013

**Classroom Teacher (Third Grade)**

**2007 – 2011**

*River Place Elementary, Leander Independent School District*

- Planned, taught, and evaluated all subject area curriculum in third grade homeroom including language arts, social studies, science, and math
- Administered reading and math Texas Assessment of Knowledge and Skills (TAKS) tests
- Conceived and implemented a 5K training program for fifth graders (2010-2011)
- Served as member of CATCH Committee (2009-2011) and Scheduling Committee (2009)

**Classroom Teacher (Sixth and Seventh Grade)**

**2002 – 2006**

*Monroe Middle School, Eugene 4J School District*

- Planned, taught, and evaluated seventh grade block of language arts and social studies
- Planned, taught, and evaluated sixth grade reading enrichment
- Administered Oregon state writing assessment
- Served as newspaper advisor (2002-2005)

**Track Coach****2002 – 2006***Monroe Middle School, Eugene 4J School District (Eugene, OR)*

- Head coach specializing in distance (2003-2006)
- Assistant coach specializing in distance (2002-2003)
- Led team to district championship three consecutive years (2003-2006)

**Classroom Teacher (First, Fourth, and Fifth Grade)****2000 – 2002***Santa Clara Elementary School, Eugene 4J School District*

- Planned, taught, and evaluated all subjects for fifth grade homeroom including language arts, social studies, science, and math (2001-2002)
- Planned, taught, and evaluated first grade reading class, fourth grade reading class, fifth grade reading class, and high-level fifth grade math class (2000-2001)
- Administered Oregon state benchmark tests
- Served as member of Santa Clara Social Activities for Students and Staff Committee
- Taught computer and keyboarding skills to all fifth grade students
- Implemented staff and student spirit week
- Organized school-wide yearbook
- Facilitated staff lip sync and dance performance for school talent show (2001-2002)
- Planned fifth grade class performance of “Aladdin” for staff and students (2001-2002)

---

---

**RESEARCH APPOINTMENTS**

---

---

**Graduate Research Assistant****2014 – 2014***School of Public Health, University of Texas (Austin, TX)*

- Worked with Houston TRAIN (Transportation Related Activity in Neighborhoods) study that examined the short and long-term effect of a new light rail transit (LRT) system on adults’ physical activity – NIH RO1 funded study
- Drafted Manual of Procedures of study protocol

**Graduate Research Assistant****2012 – 2013***Division of Health Behavior and Health Education, Department of Health and Kinesiology, The University of Texas at Austin (Austin, TX)*

- Served as Lab Coordinator for Kinetic Kidz lab which examines the effects of physical activity and the relationship of metabolic risk factors on cognitive health

---

---

**SCHOLARSHIP: BOOK CHAPTERS**

---

---

2. **Nicksic, H.** (2018). Perceived barriers to movement integration. In S. C. Miller & S. F. Lindt (Eds.). *Movement into the classroom*. New York, NY: Springer.
1. Miller, S. C., Lindt, S. F., & **Nicksic, H.** (2018). Using this textbook to effectively plan for movement integration. In S. C. Miller & S. F. Lindt (Eds.). *Movement into the classroom*. New York, NY: Springer.

---

---

## SCHOLARSHIP: PEER-REVIEWED JOURNAL ARTICLES

---

---

6. **Nicksic, H. M.**, Lindt, S. F., & Miller, S. C. (2020). Move, think, learn: Incorporating physical activity into the college classroom. *International Journal of Teaching and Learning in Higher Education*, 32(3), 528-535.  
<https://www.isetl.org/ijtlhe/pdf/IJTLHE3889.pdf>
5. Castelli, D. M., Centeio, E. E., Hwang, J., Barcelona, J. M., Glowacki, E. M., Calvert, H. G., & **Nicksic, H. M.** (2014). VII. The history of physical activity and academic performance research: Informing the future. *Monographs of the Society for Research in Child Development*, 79(4), 119-148.
4. Castelli, D. M., Centeio, E. E., Beighle, A. E., Carson, R. L., & **Nicksic, H. M.** (2014). Physical literacy and Comprehensive School Physical Activity Programs. *Preventive Medicine*, 66, 95-100.
3. **Nicksic, H. M.**, & Centeio, E. E. (2013). Fostering physical literacy through professional development in the USA. *ICSSPE Bulletin - Journal of Sport Science and Physical Education*, 65. Retrieved from <https://www.icsspe.org/content/no-65-cd-rom>
2. Castelli, D. M., Centeio, E. E., & **Nicksic, H. M.** (2013). Preparing educators to promote and provide physical activity in schools. *The American Journal of Lifestyle Medicine*, 7(5), 324-332.
1. Castelli, D. M., Brothers, R. M., Hwang, J., **Nicksic, H. M.**, Glowacki, E. M., & Van Dongen, D. (2013). Health indices and cognitive performance in emerging adults. *Journal of Novel Physiotherapies*, 4:189. doi: 10.4172/2165-7025.1000189.

---

---

## SCHOLARSHIP: PEER-REVIEWED PUBLISHED ABSTRACTS

---

---

1. **Nicksic, H. M.** (2018). Top five barriers to classroom physical activity among classroom teachers. *Research Quarterly for Exercise and Sport*, 89, A161-162. doi: 10.1080/02701367.2018.1453732

---

---

## SCHOLARSHIP: PEER-REVIEWED PRESENTATIONS

---

---

### National and International Conferences

2022

2. **Nicksic, H.** (2022, July). *Promoting Environmental Awareness among Health Students*. Virtual: 2022 American School Health Association Conference.
1. **Nicksic, H.**, Miller, S., & Lindt, S. (2022, February). *Rethinking Active Learning to Promote Student Success*. Blacksburg, VA: 2022 Conference on Higher Education Pedagogy.

2021

2. **Nicksic, H.** (2021, July). *Using Learning Communities to Enhance Health Education*. Virtual: 2021 American School Health Association Conference.

1. Miller, S. C., **Nicksic, H.**, & Lindt, S. F. (2021, February). *Integrating Physical Activity in the College Classroom: Strategies for Implementation*. Virtual: 2021 Conference on Higher Education Pedagogy.

2020

3. **Nicksic, H.** & Rahn, R. N. (2020, March). *Preparing the Next Generation for Health Education Internships: What Instructors Need to Know*. Virtual: 71<sup>th</sup> Annual Conference of the Society for Public Health Education.
2. **Nicksic, H.** (2020, February). *Educating the Next Generation: College Students' Exploration of Built Environment and Physical Activity*. Orlando, FL: Active Living Conference 2020.
1. Rahn, R. N., & **Nicksic, H.** (2020, January). *Strategies to Increase Student Comfort Level with Sexuality Topics*. Cabo San Lucas, Mexico: 11<sup>th</sup> Annual International Conference on the Health Risks of Youth.

2019

3. **Nicksic, H.** (2019, March). *Environmental Health for Health Professionals: Increasing Knowledge and Application*. Salt Lake City, UT: 70<sup>th</sup> Annual Conference of the Society for Public Health Education.
2. **Nicksic, H.**, Walker, L., Cardina, C., Middleton, K., & Fahrenbruch, M. (2019, March). *A Healthy Conversation about School Health: Current Practices and Future Directions*. Salt Lake City, UT: 70<sup>th</sup> Annual Conference of the Society for Public Health Education.
1. **Nicksic, H.** (2019, February). *Active Learning Strategies in the College Classroom: Implementation of a Professional Development Training*. Charleston, SC: 2019 Active Living Research Conference.

2018

3. **Nicksic, H.** & Alexander, M. (2018, June). *Classroom Movement and Engagement among College Students*. Atlanta, GA: The Teaching Professor Conference.
2. **Nicksic, H.** (2018, March). *Top Five Barriers to Classroom Physical Activity among Classroom Teachers*. Nashville, TN: SHAPE America 2018 Annual Conference.
1. **Nicksic, H.** (2018, February). *Classroom Physical Activity: Impact of a Short Duration Professional Development Training*. Banff, Canada: Active Living Research Conference 2018.

2017

2. Lindt, S. F., **Nicksic, H.**, and Miller, S. C. (2017, October). *Integrating Physical Activity into the Classroom: Strategies for Implementation*. Pittsburgh, PA: Kappa Delta Pi 51<sup>st</sup> Biennial Convocation.
1. Shipley, M., \*Szucs, L. E., & McNeill, E. B., \*Ballard-Holden, C., **Nicksic, H.** (2017, March). *Cultural Plunges: Preparing Culturally Aware and Competent Health Education Professionals*. Denver, CO: An invited presentation at the 2017 Eta Sigma Gamma Annual Business Meeting.

2016

3. **Nicksic, H.**, & McNeill, E. B. (2016, October). *Classroom Physical Activity: Barriers and Facilitators to Implementation among Classroom Teachers*. Baltimore, MA: American School Health Association 2016 Annual Conference.
2. Shipley, M., \*Szucs, L.E., McNeill, E.B., \*Ballard, C., & **Nicksic, H.** (2016, October). *Cultural Plunge Activities: Reactions from Pre-Service Teachers*. Baltimore, MA: American School Health Association 2016 Annual Conference.
1. McNeill, E. B., Shipley, M., \*Carreon, A., **Nicksic, H.**, & \*Szucs, L. (2016, October) *Using Visual Instruction Plans (VIPs) for Developing Health Skills and Independent Learners*. Baltimore, MA: American School Health Association 2016 Annual Conference.

2013

3. **Nicksic, H.**, Hwang, J., Brothers, R. M., Glowacki, E. M., Van Dongen, D. & Castelli, D. M. (2013, May). *Acute Physical Activity, Health Risk, and Cognitive Performance in Emerging Adults*. Indianapolis, IN: American College of Sports Medicine.
2. Hwang, J., **Nicksic, H.**, Brothers, R. M., Glowacki, E. M., Van Dongen, D., & Castelli, D. M. (2013, May). *Health Indices and Cognitive Performance in Emerging Adults*. Indianapolis, IN: American College of Sports Medicine.
1. **Nicksic, H.**, Centeio, E., & Castelli, D. M. (2013, June). *Fostering Physical Literacy through Professional Development*. St. Neots, England: Second Annual Physical Literacy Conference.

2012

1. Centeio, E. E., **Nicksic, H. M.**, Cance, J. D., & Castelli, D. M. (2012, May). *Correlates of Body Mass Index and Aerobic Fitness in Adolescents*. Austin, TX: 2012 Annual Conference of the International Society for Behavioral Nutrition and Physical Activity.

### Regional and Local Conferences

2022

2. **Nicksic, H.** (2022, May). *Concept Map: A Student Activity for Creating Connections to Deepen Understanding*. Virtual: 2022 Transformational Teaching and Learning Conference.
1. **Nicksic, H.** (2022, May). *Reimagining Active Learning: The Carousel Activity*. Virtual: 2022 Transformational Teaching and Learning Conference.

2021

1. **Nicksic, H.** (2021, April). *Using Breakout Rooms to Promote Interaction and Engagement in Synchronous Online Classes*. Virtual: 2021 Transformational Teaching and Learning Conference.

2020

2. **Nicksic, H.** (2020, April). *Putting the Active in Active Learning: Tips and Tricks for Student Engagement*. College Station, TX: 2020 Transformational Teaching and Learning Conference. – canceled due to COVID-19

1. **Nicksic, H.** (2020, April). *Active Learning Infographic*. College Station, TX: 2020 Transformational Teaching and Learning Conference. – canceled due to COVID-19

2019

2. **Nicksic, H.** (2019, February). *Active Students, Engaged Learners*. Bryan, TX: 2019 Voices of Impact, a community event sponsored by the Texas A&M University College of Education and Human Development.
1. Lindt, S. F., Miller, S.C., & **Nicksic, H.** (2019, January). *Integrating Physical Activity into the Language Arts Classroom*. San Antonio, TX: Boots, Borders, and Books: The Many Faces of Literacy in Texas; Annual Conference for the Texas Council of Teachers of English Language Arts.

2018

5. **Nicksic, H.,** & Rahn, R. N. (2018, November). *Integrating Active Learning into Health Education*. Galveston, TX: Texas Association for Health, Physical Education, Recreation & Dance 95<sup>th</sup> Annual Convention.
4. Lindt, S. F., **Nicksic, H.,** & Miller, S. C. (2018, July). *Integrating Physical Activity into the Mathematics Classroom*. Houston, TX: Conference for the Advancement of Mathematics Teaching.
3. **Nicksic, H.,** Shipley, M., Alexander, M., & McNeill, E. B. (2018, April). *Active Engagement in the College Classroom: Moving Past Traditional Lecture*. College Station, TX: Transformational Teaching and Learning Conference.
2. **Nicksic, H.,** & Shipley, M. (2018, April). *Breaking the Ice to Initiate an Effective Learning Environment*. College Station, TX: Transformational Teaching and Learning Conference.
1. Alexander, M., & **Nicksic, H.** (2018, April). *Physical Motion in the Classroom: Carousel – A Classroom Activity to Increase Student Engagement and Positively Impact Comprehension and Retention*. College Station, TX: Transformational Teaching and Learning Conference.

2017

2. Alexander, M., & **Nicksic, H.** (2017, May). *Movement Activities and Learning Engagement in the College Classroom*. College Station, TX: Scholarship of Teaching and Learning Showcase.
1. **Nicksic, H.** (2017, April). *Enhancing Student Engagement in College Classes through Movement*. Burnet, TX: 2017 Wakonse South Conference on College Teaching.

2016

3. **Nicksic, H.,** Wagner, S., McNeill, E.B., & Shipley, M. (2016, April). *Content-based Movement: Activity Ideas to Increase Student Engagement*. Burnet, TX: 2016 Wakonse South Conference on College Teaching.
2. Fehr, S., McNeill, E.B., Shipley, M., Sherman, L., \*Carreon, A., **Nicksic, H.,** & Wagner, S. (2016, April). *Four Quadrants: A Methodology for Acquisition to Application of Content*. Burnet, TX: 2016 Wakonse South Conference on College Teaching.
1. Shipley, M., Fehr, S., **Nicksic, H.,** McNeill, E.B., \*Carreon, A., & Wagner, S. (2016, April). *Re-evaluating Traditional Teaching Methodologies to Meet the Needs of Today's Students*. Burnet, TX: 2016 Wakonse South Conference on College Teaching.

\*denotes graduate student participation



---

---

## INVITED PROFESSIONAL PRESENTATIONS

---

---

11. **Nicksic, H.** (2022, July). *Integrating Movement into Classroom Culture: An Introduction to Classroom Physical Activity*. Expanded, updated, and conducted webinar as part of the Tennessee Department of Education's Active Students, Active Learners: Virtual PD Week.
10. **Nicksic, H.** (2022, July). *Be a Champion: Cultivating a Physically Active School Environment*. Expanded, updated, and conducted webinar as part of the Tennessee Department of Education's Active Students, Active Learners: Virtual PD Week.
9. **Nicksic, H.** (2021, October). *Classroom Physical Activity: Integrating Movement into the Learning Environment*. Designed and conducted virtual training as part of the Maine 2021 Let's Go! School Symposium: Physical Activity Stigma and Bias: Connections to Education, Health and a Positive School Culture.  
<https://vimeo.com/641228780/dba2161045>
8. **Nicksic, H.** (2021, June). *Getting Started with Classroom Physical Activity: A Training for Classroom Teachers*. Designed and conducted virtual training as part of the Tennessee Department of Education's Active Students, Active Learners: Virtual PD Week.
7. **Nicksic, H.** (2021, June). *Integrating Movement into Classroom Culture: An Introduction to Classroom Physical Activity*. Designed and conducted webinar as part of the Tennessee Department of Education's Active Students, Active Learners: Virtual PD Week.
6. **Nicksic, H.** (2021, June). *Be a Champion: Cultivating a Physically Active School Environment*. Designed and conducted webinar as part of the Tennessee Department of Education's Active Students, Active Learners: Virtual PD Week.
5. **Nicksic, H.** (2021, February). *Integrating Movement into Classroom Culture*. Designed and conducted webinar as part of national series for Active Classrooms Month. Hosted Active Schools and Springboard to Active Schools, a project funded by CDC's Healthy Schools Branch.
4. **Nicksic, H. & Poling, N.** (2020, February). *Getting Stated with Active Learning: Movement and Engagement in the Classroom*. Designed and conducted professional development workshop in partnership with Texas A&M University Center for Teaching Excellence for Division of Sport Management faculty.
3. **Nicksic, H.** (2018, March). *Increasing Student Engagement through Classroom Movement*. Designed and conducted professional development workshop as follow-up to prior training. Hosted by Texas A&M University Physical Education Activity Program.
2. **Nicksic, H.** (2016, October). *Increasing College Student Engagement through Classroom Movement*. Designed and conducted professional development workshop. Sponsored by the Texas A&M University Center for Teaching Excellence.
1. McNeill, E. B., & **Nicksic, H.** (2016, July). *Fit 360: Strategies for Incorporating Classroom Physical Activity*. Designed and conducted professional development training for Bryan Independent School District. Sponsored by Nutrabolt™ Division of Educational Outreach.

---

---

## INVITED MEDIA ENGAGEMENT

---

---

- 4b. **Nicksic, H.** (2020, November). Article published in Seattle Times. *How to keep kids active as the weather cools and the pandemic rolls on.*  
<https://www.seattletimes.com/explore/at-home/how-to-keep-kids-active-as-the-weather-cools-and-the-pandemic-rolls-on/>
- 4a. **Nicksic, H.** (2020, October). Interview solicited by free-lance writer Joanna Pearlstein for The Washington Post and affiliates. *How to keep kids active as the weather cools and the pandemic rolls on.* <https://www.washingtonpost.com/lifestyle/2020/10/22/kids-activity-covid/>
- 3b. **Nicksic, H.** (2020, September). Article picked up by Texas A&M Today. *How to keep students physically active online or in-person.*  
<https://today.tamu.edu/2020/09/09/keeping-students-active-online-or-in-person/>
- 3a. **Nicksic, H.** (2020, September). Interview solicited by staff writer Heather Gilliam for Texas A&M University College of Education & Human Development Communication. *How to keep students physically active online or in-person.*  
<https://education.tamu.edu/how-to-keep-students-physically-active-online-or-in-person/>
2. **Nicksic, H.** (2020, August). Interview solicited by staff writer Michael Merschel for American Heart Association. *How to keep kids active while learning from home – and why that’s vital.* <https://www.heart.org/en/news/2020/09/02/how-to-keep-kids-active-while-learning-from-home-and-why-thats-vital>
1. **Nicksic, H.** (2020, April). Interview solicited by Heather Gilliam for Texas A&M University College of Education & Human Development Newsletter. *Q&A: Integrating physical activity into distance education.* <https://education.tamu.edu/qa-integrating-physical-activity-into-distance-education/>

---

---

## INVITED PROFESSIONAL SERVICE

---

---

10. **Nicksic, H., & Walker, L.** (2021, October). *COVID-19 Classroom Chat: Re-Adapting to the Classroom in 2021.* Invited panelists at virtual meeting held as part of National Health Education Week sponsored by national SOPHE.
9. **Nicksic, H., & Walker, L.** (2021, August). *Lessons Learned in the Time of COVID: Resources and Support for Back to School.* Invited panelists at virtual meeting sponsored by national SOPHE.
8. **Nicksic, H., & Ebner, K. E.** (in design). *Building Online Communities of Practice.* Designed and created distance education professional development module for Texas A&M University College of Education and Human Development.
7. Zimmer, W., & **Nicksic, H.** (in design). *Practical Strategies for Teaching Online.* Designed and created distance education professional development module for Texas A&M University College of Education and Human Development.
6. **Nicksic, H.** (2020, October). *Collaborate between Education Leaders and Health Sectors to Improve School Health.* Invited SOPHE Webinar Moderator. Facilitated and assisted with organization of nationally publicized webinar series session.

5. **Nicksic, H.** (2020, April). *TAMU Center for Teaching Excellence Faculty Professional Development Videos*. Invited consultant to review proposed videos and provide expert feedback.
4. **Nicksic, H.** (2020, February). *Adding the Active to Active Learning*. Accepted roundtable discussion facilitator at Active Living Conference.
3. **Nicksic, H.** (2018, February). *Physical Activity in the General Education Classroom*. Accepted roundtable discussion facilitator at Active Living Research Conference.
2. **Nicksic, H.** (2016, November). *Residence Life Sustainability Dinner*. Invited speaker and guest at event sponsored by the Texas A&M University Division of Student Affairs Residence Life.
1. **Nicksic, H.** (2016, August). *New Faculty Orientation Teaching Panel*. Invited panelist for Texas A&M University New Faculty Orientation.

---



---

## HONORS

---



---

Teacher of the Year in Health Education

- Honor reflecting excellence in teaching presented by the Texas A&M University Department of Health and Kinesiology (2020)

University of Texas Department of Kinesiology and Health Education Texas New Scholar Fellowship Awardee

- Competitive award providing full funding for three years of doctoral studies (2012-2015)

Leander ISD Educational Excellence Foundation Teacher Appreciation Award

- Honor reflecting excellence in teaching among teachers across district (2009)

---



---

## GRANT AWARDS

---



---

**Nicksic, H.** *Classrooms in Motion™: Professional Development Training for Classroom Teachers*.

- Funder: Michael & Susan Dell Community Collaborative for Child Health Physically Active Learning Mini-Grant
- Funding Period: Spring 2015
- Role: Principal Investigator
- Awarded: \$500

---



---

## CERTIFICATIONS

---



---

2008 – current      Texas Generalist teaching license, EC-4

2000 – current      Oregon Basic Teacher License, Elementary 016 endorsement, pre K-9

---

---

## LEADERSHIP AND SERVICE

---

---

### National Engagement

- 2022 – 2022      *Article Reviewer* – Served as blind peer reviewer for Health Education Journal; invited reviewer
- 2021 – 2021      *Article Reviewer* – Served as blind peer reviewer for Family & Community Health: The Journal of Health Promotion and Maintenance; invited reviewer
- 2021 – 2021      *Virtual Town Hall Planning Team Member* – National committee to design, plan, and facilitate the *Lessons Learned in the Time of COVID: Resources and Support for Back to School* virtual meeting hosted by SOPHE; invited member
- 2019 – 2020      *SOPHE School Health Track Planning Team Co-Chair* – National committee to design, plan, and support implementation of a school-health specific track within the Society of Public Health Education 2020 annual conference; invited position
- 2018 – 2020      *Outside Committee Member: Doctoral Dissertation* – Advised and mentored doctoral candidate at Florida Agricultural and Mechanical University on dissertation “More than school grades: An exploration of creating opportunities for positive school culture through the adoption of psychological and social supports”; invited member
- 2018 – 2022      *SOPHE CASH CoP Leadership Team Co-Chair* – National committee for Child and Adolescent School Health (CASH) Community of Practice (CoP) within Society of Public Health Education (SOPHE); elected position
- 2017 – current      *SOPHE Annual Conference Abstract Peer-Blind Reviewer* – Review and evaluation of submitted abstracts for acceptance to the annual Society of Public Health Education Conference
- 2015 – current      *SOPHE CASH CoP Leadership Team Member* – National committee for Child and Adolescent School Health (CASH) Community of Practice (CoP) within Society of Public Health Education (SOPHE); invited member
- 2015 – current      *Classrooms in Motion Founder* – Design and maintenance of <http://classroomsinmotion.com>; Dissemination of information and implementation strategies for classroom physical activity

## Local Engagement

- 2022 – current      *Health Professionals of Tomorrow Faculty Advisor* – Advised university-level student organization; sponsored initiation of student-led group to create community of health professional on campus
- 2022                    *Professional Guest Panelist* – Served as invited panelist for Sophomore Gateway Defense at STEAM Academy; reviewed and evaluated student presentations; provided process feedback on defense structure
- 2022                    *Faculty Panelist* – Served as invited panelist for KHP 151 at University of Kentucky; offered students advice and insight
- 2022                    *College of Education 100<sup>th</sup> Anniversary Committee Member* – Department-level committee at University of Kentucky to plan and implement college-level event
- 2022                    *Content Validity Reviewer* – Served as content expert for college-level review of University-Wide Assessment in Health Education
- 2022 – 2022          *Sustainability Champions Selection Committee Member* – University-level committee responsible for reviewing nomination packets for Sustainability Champion Award at Texas A&M University; invited reviewer
- 2020 – 2022          *Health Honors Program Leadership Committee Member* – Division-level committee responsible for reviewing applicants and overseeing honors program in health education
- 2020 – 2022          *CEHD Lecture Series Committee Member* – College-level committee tasked with selecting speakers and topics for the CEHD Speaker Series; invited member
- 2020                    *APT Annual Faculty Review Revision Committee Member* – Department-level committee to reconfigure annual review process to meet university requirements; invited member
- 2019 – 2022          *Undergraduate Honor Awards Committee Chair* – Division-level committee to design qualification criteria and to review faculty-nominated applicants for outstanding graduate among undergraduate health majors
- 2019 – 2022          *TAMU Academic Professional Track Faculty Committee Member* – Department-level committee to review candidates for promotion and to advise on reappointment and promotion of APT faculty; elected member

2019	<i>AAA Annual Conference Abstract Peer-Blind Reviewer</i> – Reviewed and evaluated over 40 submissions for acceptance to the 2019 Active, Able, Adaptive Conference
2018 – 2022	<i>HLKN Assessment Coordinator</i> – Department-level administrative and leadership role overseeing and coordinating university-mandated assessment and alignment materials for 13 program plans across four divisions within health and kinesiology department at Texas A&M University; appointed position
2018	<i>HLTH 482 Course Recertification</i> – Tasked with completion of university recertification process for writing flag coursework; invited service based on course development
2018	<i>AAA Annual Conference Poster Evaluator</i> – Served as one of two official reviewers of posters at the 2018 Active, Able, Adaptive Conference to select the winning undergraduate research poster
2016 – 2022	<i>HLKN Climate &amp; Diversity Committee Member</i> – Department-level committee at Texas A&M University; Coordinator of student members
2016 – 2020	<i>CEHD 50<sup>th</sup> Anniversary Committee Member</i> – College-level committee at Texas A&M University to plan and implement school-wide event
2015 – 2022	<i>HLTH A-1 Review Committee Member</i> – Division-level committee at Texas A&M University to review annual job performance of clinical faculty
2015 – 2022	<i>School Health Assessment Committee Member</i> – Division-level committee at Texas A&M University
2015 – 2018	<i>Health Ambassadors Advisor</i> – Advised division-level student organization at Texas A&M University; Mentored students and supported student-led initiatives

---



---

## ONGOING PROFESSIONAL DEVELOPMENT

---



---

*Active engagement in continuing education to advance professional knowledge and skills to improve teaching and enhance student learning. The following list offers a sample of titles to provide an overview of trainings, webinars, and conferences attended.*

- 5 Steps to Transition to a Skills-Based Health Program - 2022
- Achieving and Enabling Work-Life Balance: An Evidence-Based Perspective - 2019
- Building Empathy through Understanding Trauma - 2022
- Connecting & Engaging in an Online Learning Environment - 2019
- Deep Dive into the National Health Education Standards (*eight-week course*) - 2022
- Difficult Dialogues in Higher Education: Communication and Dialogue (*six-week course*) - 2018

- Empower: What Happens When Students Own the Learning - 2021
- Getting Kids to 60: Comprehensive School Physical Activity Program - 2017
- Getting REAL in Health Education with a Skills-Based Approach - 2017
- Hand Me That Monkey Wrench: Technological Tools to Improve Your Students' Writing - 2018
- Inclusive Pedagogy Series: Designing the Pedagogically Inclusive Course - 2018
- Managing Hot Topics in the Classroom - 2015
- Reimagined in America: What Can the World Teach Us about Building a Culture of Health? - 2020
- Supporting Student Mental Health to Increase Academic Success - 2020
- Teaching Methods and Approaches to Engage Students - 2015
- Teaching Strategies to Promote Student Engagement, Classroom Equity, and Inclusivity - 2018
- Understanding Gender and Racial Biases - 2016
- Using the WSCC Framework to Improve School Health at the District and School Level -2019
- Writing Good Exam Questions - 2016
- Youth Compendium of Physical Activities: An Investigation – 2016

---



---

## UNDERGRADUATE STUDENT QUOTES

---



---

“This class challenged me and helped me grow greatly as a future teacher.” – *University of Kentucky*

“Thank you for...being so caring for your students. It means a lot when sometimes a student feels like there is no one in their corner routing for them. I appreciate you as I am sure the rest of the class does as well!” – *University of Kentucky*

“Thank you [Dr. Nicksic] for genuinely caring about your students, for being authentic with us, and for expecting excellence.” – *Texas A&M University*

“I also appreciate all you do [Dr. Nicksic] and all of the work you put into your classes. You are so dedicated to your students and go above and beyond... Professors like you come few and far between! Your classes challenged me (in a good way), and I really feel like I have grown so much since taking these courses with you.” – *Texas A&M University*