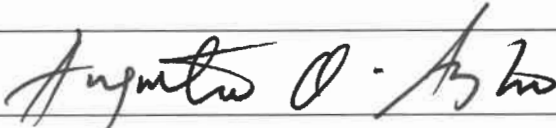


## NOMINATION SIGNATURE PAGE

2024 Virginia Outstanding Faculty Awards

Nominations **must** include this as the cover page of the nomination package PDF submission

Name of Applicant:	Justin A. Haegele
Institution:	Old Dominion University
Category (choose only one): <ul style="list-style-type: none"><li>• Baccalaureate Institution</li><li>• Masters/Comprehensive Institution</li><li>• Research/Doctoral Institution</li><li>• Two-Year Institution</li><li>• Rising Star</li></ul>	Research/Doctoral Institution
Signature of President or Chief Academic Officer:	
Printed Name of President or Chief Academic Officer:	Augustine O. Agho
E-mail address of President or Chief Academic Officer:	aagho@odu.edu
Telephone number of President or Chief Academic Officer:	757-683-3079

## **Mission Statement**

### **Old Dominion University**

The Mission of Old Dominion University is as follows:

“Old Dominion University, located in the City of Norfolk in the metropolitan Hampton Roads region of coastal Virginia, is a dynamic public research institution that serves its students and enriches the Commonwealth of Virginia, the nation, and the world through rigorous academic programs, strategic partnerships, and active civic engagement.”

The Mission Support section of the mission statement describes in detail the principles and practices that underlie the University’s undergraduate and graduate teaching, research, and service missions: a sound general educational program; critical thinking; diversity; academic freedom; serving the needs of the local, national, and international communities, including military members and their families; and collaborating with government, industry, and alumni. Finally the Major Goals of the University are described under the following headings: Students, Faculty, Academic Programs, Teaching, Research, Scholarship and Creativity, Distance Learning, Life-long Learning, Community Service, Student Life, Alumni, and Quality.

A complete statement of the mission and major goals may be found in the *Old Dominion University 2022-2023 Catalog* available at: [Old Dominion University < Old Dominion University \(odu.edu\)](https://www.odu.edu)

## Summary of Accomplishments

Professor Justin A. Haegele is an internationally renowned scholar in the field of adapted physical activity whose high-profile advances research in the field by amplifying the voices of people with disabilities and helps serve society locally and globally. His scholarly contributions have immense value to both the disability community and educators, and along with his teaching and service, reflect his values for placing the voices and lived experiences of people with disabilities at the center of his decision making and life work.

### Discovery

Dr. Haegele is founding director for the Center for Movement, Health, and Disability (CMHD) in the Department of Human Movement Sciences (HMS) at Old Dominion University (ODU), where he leads a team of mostly doctoral student researchers in a vibrant and internationally recognized research program. Broadly defined, Dr. Haegele's research centers on examining how individuals with disabilities experience physical activity participation. This line of inquiry has included: (a) exploring the meaning that individuals with disabilities place on their physical activity experiences, including specifically within school-based physical education, (b) examining determinants and outcomes associated with the physical activity, sleep, and screen-time behaviors of individuals with disabilities, and (c) utilizing nationally representative data to understand trends in physical activity and other health behaviors among people with disabilities.

To date, Dr. Haegele is credited with over **230 peer reviewed scholarly papers**, of which over 218 have been published since he joined ODU in 2015. In addition, he has been the lead editor, sole editor, co-editor, and co-author of one book each – four books total since 2020 – as well as 17 book chapters in edited texts. These papers have focused mostly on amplifying the voices of people with disabilities within physical activity, sport, and exercise contexts, as well as understanding mechanisms to enhance physical activity behaviors, and their outcomes, among these populations.

“Nothing short of a research machine,” according to one colleague, Dr. Haegele's scholarly productivity points to the impacts of his work. Google Scholar logs 4500 citations of his work, with an h-index of 34. According to Web of Science, he has published more papers since 2015 than any other ODU faculty member. He has been identified twice, both in 2021 and 2022, among the **top 2% of researchers in his field in a single year**. And while faculty in APE/APA are rarely well-funded for their research, Dr. Haegele has an exceptional grant procurement record, having successfully obtained over **\$10 million in external grant dollars** as PI or Co-PI to support his research and training of doctoral scholars in APA.

Dr. Haegele's research has generated great scholarly impacts and been recognized in many ways. For example, he helped to re-conceptualize the concept of inclusion as a subjective experience within his scholarship, and this conceptualization was recently **adopted and embedded into the Virginia Standards of Learning (SOLs)** for physical education, which he helped to edit in 2022, impacting K-12 students and educators throughout the Commonwealth. Dr. Haegele has received numerous awards from state, national, and international organizations focused on movement and physical activity for people with disabilities, including being named a **Fellow** for three different organizations: the International Federation of Adapted Physical

Activity, the National Association of Kinesiology in Higher Education, and the Society of Health & Physical Educators. He has received competitive career recognitions including **the Virginia AER Dominion Award for Excellence** by the Virginia Association for Education & Rehabilitation of the Blind and Visually Impaired in 2022, and the **G. Lawrence Rarick Research Award** from the National Consortium of Physical Education for Individuals with Disabilities in 2020.

## Teaching

Dr. Haegele's teaching aligns with his scholarship, centering on adapted physical activity and adapted physical education, and he teaches undergraduate and graduate level courses within the health and physical education program in the Department of Human Movement Sciences. Prior to Dr. Haegele's employment at ODU, just one course that focused on this emerging topic existed within the HMS department and Darden College of Education and Professional Studies. Since his arrival, Dr. Haegele has developed and implemented (a) a master's level concentration in adapted physical education, (b) a graduate level certificate program in adapted physical education, and (c) several new graduate courses in adapted physical education (e.g., HPE 704: Advanced Studies in Adapted Physical Education), greatly invigorating the HMS department and College, and opening fields of study for students.

Perhaps Dr. Haegele's most impressive work is at the doctoral level, where he collaborated to re-open a previously dormant PhD program in Health & Sport Pedagogy. This revitalized program, composed mostly of doctoral scholars pursuing research and scholarship focused on persons with disabilities, has graduated three scholars to date, and each of these graduates is currently employed in high productivity faculty positions domestically, at the University of Georgia, or abroad, at Norwegian University of Science and Technology. As of Fall 2023, nine doctoral candidates, each of whom Dr. Haegele advises, are enrolled in the program, and remarkably, **all nine are fully funded by external dollars Dr. Haegele procured**. These advisees are highly sought after, and award winning, including the three past recipients since 2021 of the SHAPE America national APE doctoral student of the year award.

Dr. Haegele has emerged as a leading doctoral trainer nationally, and is trusted with significant investments by the US Department of Education to train doctoral scholars at ODU as well as at other universities as PI for Project CAPER: The Collaboratory for Adapted Physical Education Research (\$3.75 million USDE grant), a three-university collaborative that is currently training 15 scholars; as well as the MAMC (\$6.3 million USDE grant), a nine-university collaborative that is currently training more than 30 leaders to improve education and health outcomes for individuals with disabilities. Cumulatively, Dr. **Haegele is helping to mentor nearly 50 doctoral scholars around the country**, with exponential impacts at ODU and abroad.

This doctoral mentoring does not detract from Dr. Haegele's work with undergraduate students. He spends considerable time challenging ODU undergraduates in their thinking about disability and education, as well as shepherding them into meaningful teaching positions, and his time with them informs undergraduates' appreciative praise. His Student Opinion Surveys usually exceed 4.6/5. Two graduating undergraduates, each of whom were awarded as the ODU Alumni Association's Outstanding College Scholar, recognized him as their **Most Inspirational Faculty Member**. Reflecting on her experiences, a recent ODU graduate and current teacher recalled:

Haegele is someone that I look up to as an educator and is someone who I hope to emulate the same desire for student success as he in my own classroom. Even after graduating college, I know that I can always reach out to him for help with working with students in the Health and Physical Education setting and especially in the Adapted Physical Education setting. He is an expert in his field of study and is someone that I turn to first if I have a question. When thinking back on my collegiate career, Dr. Haegele is one of the first names that comes to mind. I believe that Dr. Haegele is the most humble educator at Old Dominion and is dedicated to his research and how to help future educators be the best they can be especially when working with students with disabilities. Dr. Haegele has forever changed the Old Dominion human movement sciences department and had made an impact on my life as an educator.

### **Knowledge Integration**

Dr. Haegele's entire academic career is driven by knowledge integration. His scholarship is highly interdisciplinary, spanning the fields of education, physical activity, public health, sociology, and disability studies. He collaborates closely with academics across disciplines, as well as with members of the disability community, and with in-service physical education teachers nationally and internationally. These collaborations help him drive his research agenda forward while benefiting people with disabilities as well as educational stakeholders.

The range of Dr. Haegele's international research collaboration helps to demonstrate his consistent integration of scholarship in the global higher education context. For example, across his over 230 **scholarly publications**, he has collaborated with over 100 scholars from outside the US, including regular research partnerships with scholars in Austria, Brazil, Canada, China, England, Germany, and South Korea. He is currently working with a small group of international faculty, as the North American representative, to develop a qualitative research network that explores physical activity and movement related research for persons with disabilities globally.

Dr. Haegele has shared his work internationally, delivering Keynote presentations at conferences in Canada, Chile, China, and Italy, and completing a visiting scholar appointment at the Education University of Hong Kong. He is appointed a Fall 2023 visiting scholar at the University of Graz, Austria, and has been selected as a **Fulbright Specialist**, currently on the Fulbright roster awaiting assignment.

Dr. Haegele's teaching, research, and service synergize in several ways. For example, Dr. Haegele's research has examined factors that limit the physical activity and physical education engagement of individuals with disabilities. Dr. Haegele leverages this information to then create appropriate programming for youth with disabilities in the community: see Camp Abilities Alaska and Mighty Monarchs descriptions in the next section. Factors that emerge from his research have helped guide the development of his on-campus lab where students from his Introduction to Adapted Physical Education course work one-to-one with children with autism from City of Norfolk Public Schools. These endeavors have distinguished ODU's program and impacted countless K-12 and college students.

Dr. Haegele's work has been included in many textbooks intended for physical education teachers and students to learn about teaching students with disabilities. Further, Dr. Haegele's

work extends beyond the fields of physical education and adapted physical education; he has engaged in numerous activities to engage the visual impairment research and training communities in work related to physical activity and health-related quality of life. For example, he was recently a Keynote presenter for the Virginia Association for the Education and Rehabilitation for the blind and visually impaired to speak about his research and its applications.

## **Service**

Dr. Haegele has been heavily engaged in service at the community/society and professional levels. This service and advocacy for those with disabilities includes providing sport and physical activity opportunities for those with disabilities, and engaging in professional service to help support service providers.

Dr. Haegele's service begins at the community level and is well integrated with his efforts to develop pre-service teachers. When he arrived at ODU he brought his experience with Camp Webber, formerly Camp Abilities Alaska, a sport camp for youth with visual impairments in Anchorage, Alaska. Dr. Haegele had directed this program, which includes even those from small, Inuit or Eskimo villages, for many years. Bridging this experience with ODU program and student needs, Dr. Haegele fostered the inclusion of ODU students in his Camp Webber efforts, so that over 25 undergraduate or graduate students have joined him in Anchorage over the past several years to volunteer at the camp. Today, Camp Webber is organized and implemented by the CMHD that Dr. Haegele co-founded and directs, and the camp director is among his current doctoral advisees.

Since joining ODU, Dr. Haegele has re-focused on providing opportunities like those in Alaska to youth in the Hampton Roads area, where he co-founded the Mighty Monarchs program. Since 2017, and through COVID when appropriate, this program has offered monthly meetings to provide adapted sports opportunities to youth with physical disabilities and visual impairments in Hampton Roads. The Christopher and Dana Reeve Foundation initially supported the launch of this program, which now receives regular support from the Hampton Roads Lions Clubs. This October, Dr. Haegele will offer the first overnight sport camp for youth with visual impairments in Hampton Roads. Dr. Haegele and CMHD plan to sustain these programs, providing opportunities for kids with disabilities to be active and strengthen their wellness, while also providing invaluable in-service training for future educators, a life-changing and integrative activity exponentially advancing the good.

Dr. Haegele's extensive professional service demonstrates his dedication and leadership within APA. He currently serves as the **editor in chief** for the academic journal of record, *Adapted Physical Activity Quarterly*, as well as for the interdisciplinary kinesiology journal *Quest*. He is the youngest editor in the histories of both academic journals, and he is President of the North American Federation of Adapted Physical Activity. Dr. Haegele's service activities, both in the community and profession, have resulted in recognitions including the APAQ 2017 Excellence in Reviewing Award, the John R. Broderick Diversity Champion Award (2018), and the 2017 Distinguished Alumni Lecturer recognition from the College at Brockport. He dreams of a future building to house the CHMD, and more to further the work on behalf of individuals with disabilities.

## **Personal Statement**

Like a bolt of recognition, it hit me from my first encounter with the field, and I have identified myself personally and professionally as an 'adapted physical education (APE) person' ever since. APE, and more broadly, adapted physical activity (APA), is a field concerned with movement and physical activity, including in physical education, of persons with disabilities. I learned about this field as an undergraduate at SUNY Brockport (NY). Like many undergraduate students, I was seeking a purpose in life. I was a hard-working person, which is a gift I was given as a child watching my blue-collar father work long hours to support our family. However, I did not have a passion in my life that would harness my hard-working nature. APE gave me this purpose, and this passion, and in many ways transformed my life from one where I did not have a direction to one where I help others, often undergraduate students like I once was, find passion and purpose in life as well. My hard-working nature is now fueled by thankfulness for what I have gained for working within APA, and the understanding that I will never be satisfied with my ability to pay the field back.

After being introduced to the field and subsequently pursuing and completing a master's in APE at SUNY Brockport, I have had the pleasure of taking on many subsequent roles in APE in the past 15 years, including as a school-based teacher in New York City's Department of Education as an APE teacher at an inner-city school serving students with autism, and as director of a sport camp for youth with visual impairments in Anchorage Alaska for 12 years, among others. These experiences, and the successes I found within them (for example, I was the New York State APE Teacher of the Year in 2012), were learning experiences which inevitably brought me back to higher education. With everything that higher education had given to me--passion, purpose, and success-- I knew dedicating my life to provide these things for future educators, as well as helping provide them the skills to teach students with disabilities, was my life's calling.

Since arriving at ODU, my responsibilities in the Department of Human Movements Sciences have distributed across Boyer's four areas of scholarship. Regarding teaching, I instruct courses in the health and physical education program specializing in APE. Importantly, prior to joining this program, there was just one APE class in the undergraduate program. However, in the past decade I have helped to develop a master's degree program and graduate certificate in APE. In addition, we have re-opened a dormant Health & Sport Pedagogy doctoral program. As of Fall 2023, our program will have the largest cohort of doctoral scholars in our field in the United States with 9 current students, each of whom will be fully funded through one of our two US Department of Education grants worth about \$10 million total. It has brought me immense joy and pride to see our program grow into one of the international leaders in APA research and scholarship, and this, I believe, is because of the hardworking, blue-collar personality that our program takes on, reminiscent of my father's work ethic.

My educational philosophy is rooted in three principles that mold my behavior inside (e.g., course instruction, lab) and outside (e.g., mentoring) of the classroom. First, I recognize that all students are unique, and it is important to meet the learning needs of ODU's diverse student population. For me, these unique characteristics are important to understand and embrace throughout the instructing and mentoring process. As such, I take a reflexive and reflective approach to teaching and mentorship, where I constantly think about and question my instruction and mentoring behaviors with students to ensure that I am supporting their strengths and meeting their needs. In many instances, students are unaware that their personal and lived experiences are strengths that provide them unique positionalities to be leveraged within their instruction or research, and help to connect with students, research participants, and/or data.

A second guiding principle is the importance of hands-on experience. I strongly believe that hands-on experiences in physical education teacher education, specifically teaching children with disabilities, are essential for growth and development. This belief is partially what motivated my work founding the Center for Movement, Health, & Disability (CMHD), which, in addition to its position as a research center, helps to provide community programs that double as service-learning experiences for undergraduate and graduate students. For example, within our HPE 404 course (Adapted Physical Education), the CMHD works with City of Norfolk Public Schools to set up a program where (a) pre-service students enrolled in the course receive hands on experience with children with autism spectrum disorder (b) the children participate in physical activity opportunities led by highly enthusiastic and qualified students. The CMHD also now supports Camp Webber, a blind sports program in Anchorage, Alaska, the Mighty Monarchs Programs in Hampton Roads, and the REACH Program for youth with Type 1 Diabetes (formerly directed by PRTS faculty Eddie Hill, currently directed by CMHD), all of which engaged hundreds of ODU students and alumni as volunteers over the past ten years.

My third guiding principle is that education is not limited to when courses begin and end. I believe in mentoring individuals who have an interest and passion in physical education and adapted physical education. Because of this, I have developed very meaningful collaborative relationships with students at ODU, as well as through collaborative work at other institutions. I believe the value of mentorship is evident in my research behaviors too, as I have published over 30 research manuscripts with student coauthors. Through my teaching, I have impacted the lives of many undergraduate and graduate students who now have the tools to teach children with disabilities in their classes, as well as students with disabilities and their families who may now have opportunities to engage in physical activities because of those students. I have received positive feedback from my students about these courses and have had several students describe 'a-ha' moments, where they realized that APA is the field they want to pursue. This is the most meaningful experience I have had as a faculty member.

In many cases in my academic career, my teaching, service, and discovery are interconnected. Importantly, my work in knowledge integration centers on respecting and amplifying the voices of people with disabilities themselves as experts about their experiences and lives. This philosophy animates my behavior as an instructor, service provider, community member, and researcher. For example, I have collaborated with youth with disabilities, students, and community members to create programming specific to youth with disabilities. For instance, my research has shown that children with disabilities, particularly those with visual impairments, tend not to engage in physical activity. Because of this, and the lack of programs in the Hampton Roads area, my colleague and I founded the Mighty Monarchs, a program that provides physical activity opportunities for youth with visual impairments and physical disabilities. This program is currently running every other Saturday in the Student Recreation Center at ODU. In addition to providing youth with disabilities an avenue to become active, the Mighty Monarchs serves as a forum for conducting research and providing pre-service teachers an opportunity to learn best practices for working with students who have disabilities.

My driving purpose is to leverage my research and a collaborative model of mentorship and teaching to build bridges into schools, other learning environments, and communities through innovative and inclusive programs that create more equal opportunities in exercise and physical activity for some of our most vulnerable youth. All of this is motivated by my constant underlying need to pay the field back for my purpose and life. I embrace the gifts that working in higher education and the field of APA have given me and my family.



## Abbreviated Curriculum Vitae

### EDUCATION

PhD, Kinesiology, Specialization: Adapted Physical Education, The Ohio State University, Columbus, OH; 2015

MS.ed, Physical Education, The College at Brockport, State University of New York; 2009

BS, Physical Education, The College at Brockport, State University of New York; 2007

### ACADEMIC APPOINTMENTS

*Professor*, Department of Human Movement Sciences, Darden College of Education and Professional Studies, Old Dominion University, Norfolk, VA. 2023-present.

*Director*, Center for Movement, Health, & Disability, Darden College of Education & Professional Studies, Old Dominion University, Norfolk, VA. 2021-present.

*Graduate Program Director*, Health & Physical Education Program, Department of Human Movement Sciences, Old Dominion University, Norfolk, VA. 2020-present.

### STUDENT MENTORING

- Currently advising nine doctoral students in Health & Sport Pedagogy, all of which are funded through external grants from the US Department of Education.
- Graduated three doctoral scholars, five thesis track master's students, and eight research project track master's students since 2018.

### PUBLISHED BOOKS, MONOGRAPHS, BOOK REVIEWS, AND PAPERS:

(†denotes current graduate students; ‡denotes former graduate students)

\*Selected publications from 230 peer-reviewed articles, 18 book chapters, and 4 books)

1. Haegele, J.A., Sun, F., Li, C., Ng, K., Lee, J., Ang, S.H.C., Alves, M.L.T., Wu, Y., Tan, J.S.Y., Rintala, P., Huang, W.Y., Healy, S., Alves, I., Schliemann, A.L., Maeng, H., Karna, E., & Ding, D. (2023). Environmental correlates of physical activity and screen-time in youth with autism spectrum disorder: A seven-country observational study. *Journal of Autism & Developmental Disorders*. <https://doi.org/10.1007/s10803-023-05918-7>

2. Haegele, J.A., †Ball, L.E., Zhu, X., †Keene, M.A., & †Nowland, L.A. (2022). Absent, incapable, and 'normal': Understanding the inclusiveness of visually impaired students' experiences in integrated physical education. *Adapted Physical Activity Quarterly*, 39(4), 424-445.

3. Maher, A.J., & Haegele, J.A. (2022). Teaching disabled children and young people in physical education: (Dis)connections in research & practice. Routledge.

4. Haegele, J.A., & Zhu, X. (2022). Movement behaviors, comorbidities, and health-related quality of life among adults with visual impairments. *Disability & Rehabilitation*, 44(16), 4361-4367

5. Haegele, J.A., & Maher, A.J. (2022). Male autistic youth experiences of belonging in integrated physical education. *Autism: International Journal of Research & Practice*, 26(1), 51-61.

6. ‡Holland, K., Haegele, J.A., Zhu, X., & Bobzien, J. (2022). "They're either going to find ways to include you or they're just kind of not": Experiences of students with orthopedic impairments in integrated physical education. *Adapted Physical Activity Quarterly*, 39(3), 321-340.

7. Haegele, J.A., †Kirk, T.N., †Holland, S.K., & Zhu, X. (2021). 'The rest of the time I would just stand there and look stupid': Access in integrated physical education among adults with visual impairments. *Sport, Education & Society*, 26(8), 862-874.
8. Haegele, J.A., Zhu, X., Healy, S., & Patterson, F. (2021). The 24-hour movement guidelines and body composition among youth receiving special education services in the United States. *Journal of Physical Activity & Health*, 18(7), 838-843.
9. Haegele, J.A., Foley, J.T., Healy, S., & Paller, A. (2020). Prevalence of overweight among children with chronic conditions in the United States: An updated from the 2016 National Survey of Children's Health. *Pediatric Obesity*, 15(4), e12595.
10. Haegele, J.A., Hodge, S.R., & Shapiro, D. (Eds.). (2020). *The Routledge handbook of adapted physical education*. Routledge

### **SELECT EXTRAMURAL AND INTRAMURAL GRANTS AND CONTRACTS**

To date, I have obtained and managed \$10,486,778 in external grants and contracts

Funded External Grants/Contracts:

2022-2027 Funding Agency: U.S. Department of Education

Project Title: Project CAPER: The Collaboratory for Adapted Physical Education Research.

Funded Amount: \$3,750,000.00

Role: Principal Investigator

2019-2024 Funding Agency: U.S. Department of Education

Project Title: Training leaders to improve education and health outcomes of individuals served by IDEA: A multi-institution mentorship consortium.

Funded Amount: \$6,342,941.00 (\$807,480.00 subcontract to ODU)

Role: Co-PI/ Project Co-Director (PI: Joonkoo Yun, East Carolina University) (subcontract PI)

2021-2022 Funding Agency: Spencer Foundation

Project Title: Exploring the inclusiveness of integrated, general physical education among youth with visual impairments.

Funded Amount: \$50,000.00

Role: Principal Investigator

### **SELECT SERVICE ACTIVITIES**

Editor in Chief – *Adapted Physical Activity Quarterly*, 2023-present

Editor in Chief – *Quest*, 2022-present

President – North American Federation of Adapted Physical Activity, 2022-present

Founder and Director - Mighty Monarchs Adapted Physical Activity Program, Old Dominion University, Norfolk, VA, 2017-present

Director (2021)/co-director (2009-2019) – Camp Abilities Alaska, a one-week developmental sports camp for youth with visual impairments in Anchorage, Alaska.

Chair – APE/A Special Interest Group of SHAPE America, 2017-2018

## Excerpts from Letters of Support

### Supervisors:

Dr. Haegele's research has generated great scholarly impact. He is well recognized in the field, received many national/international awards, and served as invited/keynote speaker at multiple national/international venues. Dr. Haegele has an exceptional grant procurement record. These grants are competitive with far-reaching impacts as they help train the next generation of scholars and involve multiple research institutions. The high quality of Dr. Haegele's mentorship is reflected in his advisees' publication records and external awards won. Dr. Haegele's professional service has been far-reaching. He serves as Editor-in-Chief for two leading journals, both well-indexed and ranked Q1 according to SCImago. **Dr. Xihe Zhu, Chair, HMS, ODU**

### Students and Former Students:

Dr. Haegele always goes above and beyond expectations to better serve students, even students he does not directly advise. When I started my PhD at ODU, I was introduced to Dr. Haegele based on our shared interests in disability research, but our fields of study were different: APE and Biomechanics, respectively. Dr. Haegele embraced the unique perspective and has guided me on a multitude of research studies and grant applications. Dr. Haegele is known for his quick reply to emails (within minutes) and sending revisions on papers and abstracts the same day. He makes time to support students to achieve their goals. **Lauren A. Luginsland, PhD Candidate – Kinesiology & Rehabilitation Sciences**

A prime example of how much Dr. Haegele attempts to support both his students and individuals with disabilities is how he has helped me through my diagnosis of Type 1 Diabetes. Dr. Haegele had taken an interest in learning how to support Type 1 Diabetes best and educate himself to accommodate me as his student/graduate assistant. He continues to support me and other Type 1 Diabetics as he helps guide me through my graduate thesis, which examines the experiences of Type 1 Diabetics in physical education. **Kalleigh West, ODU Student**

Throughout life you cross paths with individuals who make a strong impact on your life. Dr. Haegele has made a positive impact on my life and enabled me to realize many things. He introduced me to the world of APE and assisted in opening many doors for me. Through his guidance and mentorship, I was able to work as a sports specialist for children with visual impairments in Alaska and Oregon. To this day we stay in contact, and he continues to present me with opportunities in the field. I attribute my educational and professional success to Dr. Haegele's teaching and guidance. **Will Weigel, ODU alumnus & Seattle Schools**

### Colleagues:

In nearly 40 years in academia, I have never known a faculty member as impressive as Dr. Haegele. His ability to produce an exceptionally high volume of quality, published research is unprecedented. While I have known other productive researchers, most cloistered themselves when writing. Not so with Justin. He has an open-door policy and frequently meets at length with graduate students and anyone who wanders by. The thing that most amazes me is that he can be writing, stop and talk about any topic on a visitor's mind, and then return to writing without a break in concentration. This unique gift enabled him to publish over 200 peer-reviewed articles in seven years. Quantity of publications is not his sole strength. His work is widely recognized

in the fields of APA and visual impairment. He was listed by Stanford U. among the top 2% of researchers for the past two years. There aren't enough superlatives. **David Swain, Ph.D., Professor of Exercise Science, ODU**

Justin's rise in our profession of APE has been nothing less than meteoric. He has risen from a newcomer to a leader, most recently becoming the Editor of our field's premier research journal. I value Dr. Haegele's knowledge and expertise so much that I picked him to co-author a paper with me and two other senior researchers on future trends in research in adapted physical education that was published in 2021 in the *Research Quarterly for Exercise and Sport*. **Martin E. Block, Professor, Kinesiology Program, University of Virginia**

I highlight the outstanding impact of Dr. Haegele's work on the international, and the German-speaking, discourse about APE, inclusion, and research regarding disabled people in PE. As a German researcher, I want to underline that his approach is well-recognized in German-speaking discourse about PE with disabled students and has sustainably enriched the discourse. There are not many links between the German-speaking and international sport pedagogy, this is an amazing success of his convincing work. **Prof. Dr. Martin Giese, Head of Sports Science and Sport Pedagogy, Pädagogische Hochschule Heidelberg**

Dr. Haegele's theoretical and empirical work, especially relating to the concepts of inclusion, exclusion, and marginalization, and that which centers the experiences and amplifies the voices of disabled young people, has contributed significantly to providing more valuable and meaningful experiences for those young people. The impact and reach of his work have extended far beyond the US, with Canada, Brazil, England, Ireland, Spain, and Germany being a few of many beneficiaries. Dr. Haegele is one of few scholars in our field that is actively disrupting, challenging, and endeavoring to dismantle the taken for granted assumptions that permeate 'mainstream' sport, physical activity, exercise, health, and physical education because they result in – often unintentionally – the marginalization and ostracization of (some) disabled young people. His work is crucial, significant, and paradigm-shifting. **Professor Anthony J. Maher, Director of Research, Carnegie School of Education, Leeds Beckett U., UK**

#### **Community Members and Leaders:**

My son was part of the Mighty Monarchs, engaging in confidence and skill-building activities such as goalball, beep baseball, judo, and rock wall climbing. Dr. Haegele approached each session with enthusiasm, inspiring the children to try new things and have fun. The Mighty Monarchs had a profound impact on my perception of what is possible for my blind son. Witnessing how sports can be adapted opened my eyes to endless possibilities. This has transcended into other areas of my son's life, giving him the confidence to embrace new challenges and strive for excellence. Dr. Haegele's support and encouragement have been instrumental in my son's growth and development. **Malorie Eggleston, Parent, Va Beach, VA**

My colleagues and I use Dr. Haegele's research and publications to support funding and grant applications to support our work with students with disabilities in physical education and movement, and have been successfully rewarded thanks to his careful and meaningful research. **Matthew Mescall, Principal, The Governor Morehead School for the Blind**