in REVIEW

News from the EHE Office of Research

WELLS AND WELL-BEING:
HOW THE SHALE ENERGY REVOLUTION IS CHANGING RURAL FAMILIES AND COMMUNITIES

BY MICHAEL BETZ, ASSISTANT PROFESSOR, HUMAN SCIENCES

In March 2018, Anastasia Snyder (Human Sciences) and I were awarded $499,987 by the U.S. Department of Agriculture, National Institute of Food and Agriculture (NIFA), to investigate the impact of the shale boom (and bust) on rural communities. Most research has focused on the economic impact of shale development on communities, but evidence of how such dramatic changes in wealth and demographics impact aspects of life such as marriage, divorce, fertility and other family changes is scant.

Yet, understanding shale development's impact on family formation, dissolution and composition is critical because strong families are central to rural community vitality and resilience. When families thrive, communities thrive. When family relationships deteriorate, social ills such as addiction, abuse and despair follow.

Our project's central hypothesis is that the flood of money and people flowing into shale drilling communities during the boom — and the subsequent reversal of resource flows during the bust — substantially alters family outcomes in those communities and alters them differently in comparison to economic shocks from other industries.

Access the electronic newsletter at go.osu.edu/EHE_OR_NewsletterFall2018

The goals of the project include:

- Understanding how the boom/bust cycle of shale energy development impacts rural family outcomes.
- Assessing how these impacts differ across the vastly different contexts in which shale energy development occurs nationally.
- Providing community leaders with key insights into how shale energy development affects family outcomes in drilling communities to improve the lives of those living there.

WHEN FAMILIES THRIVE, COMMUNITIES THRIVE.

Our research team is combining two high-quality, restricted-access data sets that have never been used to answer questions regarding shale energy development and families. Publically available data on family outcomes and oil and gas activity is censored for many smaller, rural areas where the majority of shale activity is taking place. This censoring has precluded researchers from investigating a potential link between shale development and family outcomes.

We have overcome this challenge by accessing and analyzing geographically restricted marriage and family data at the U.S. Census Bureau's Kentucky Research Data Center in combination with detailed proprietary oil and gas employment data from Economic Modeling Specialists International.

For additional information about this project, contact principal investigator, Michael Betz at betz.40@osu.edu.

FROM THE
ASSOCIATE DEAN FOR RESEARCH

BY NATASHA SLESNICK

The EHE Office of Research welcomes new Administrative Associate Toni Brown, and pre- and post-award Grants Specialist Ann Smith. With the addition of new talent in the office, we continue to improve the proposal development and post-award services for faculty, staff and students.

Nicole Luthy, PhD, has also joined the office as a full-time director of strategic research initiatives. Under her guidance, we will work closely with central Ohio school districts and other community partners on developing and implementing research projects, finding funding, and engaging faculty in project development.

The office is also implementing many of the Dean's research initiatives including the Dean's Emerging Scholar's seed grant program and featuring faculty research through the revamped EHE Research Forum. In addition to those initiatives, we continue to host grant writing groups, D.C. Days, red team reviews and research mixers to bring faculty and research staff together. Please reach out with any questions or feedback — looking forward to the conversations!

Contact Natasha Slesnick at slesnick.5@osu.edu.

2018 D.C. DAYS

BY KIMBERLY LIGHTLE

ASSISTANT DEAN FOR RESEARCH

Ten EHE faculty went to Washington, D.C. on May 7-8, 2018 to visit federal agencies and their program officers in order to build relationships and learn about possible funding mechanisms. In addition, the group included eight faculty from the College of Food, Agricultural and Environmental Sciences (CFAES), which provided an opportunity to network and increase collaboration across departments and colleges.

All three EHE department were represented:

- Karen Beard, Educational Studies
- Anne-Marie Nunez, Educational Studies
- Kui Xie, Educational Studies
- Xin Feng, Human Sciences
- Drew Hanks, Human Sciences
- Kelly Purtell, Human Sciences
- Jen Wong, Human Sciences
- Teddy Chao, Teaching and Learning
- Donna Farland-Smith, Teaching and Learning
- Tiffany Wild, Teaching and Learning

On day one, participants could choose to visit the U.S. Department of Education and meet with the Institute of Education Sciences (IES) program officers or the U.S. Department of Agriculture to learn about programs under the National Institute of Food and Agriculture (NIFA). In the afternoon, everyone met with program officers from the National Science Foundation (NSF).

On the morning of day two, everyone headed to the Ohio State Office of Government Affairs on Capitol Hill to learn more about how our federal liaisons facilitate the development, implementation and advocacy of the university's federal agenda. Faculty spent the afternoon at the National Institutes of Health (NIH), where they learned best practices for proposal development, about the agency's peer review process and how to find the "right" funding opportunities.

During the two days, most faculty arranged time to visit individually with program officers to discuss their research and possible funding opportunities. The feedback from travelers was very positive – they learned a lot, truly enjoyed time with colleagues, and had some fantastic meetings with program officers. Hope you will join us next year!

2019 D.C. Days

Next year, D.C. Days is scheduled for May 6-8, 2019. **Up to 10 EHE faculty members will be chosen through a competitive application process**. The EHE Office of Research will pay $500 towards each researcher's travel expenses which covers about half the travel costs. We stay in Alexandria, VA, and take the Metro to keep costs down. To find out more about the program and access the application, visit go.osu.edu/2019DCDays. Applications are due by December 14, 2018.

Please contact Kimberly Lightle at lightle.16@osu.edu with any questions about the program.

What is cost sharing?

Cost sharing refers to when a source other than the sponsor funds part of a grant project.

- Some sponsors or specific opportunities require cost sharing.

- Others encourage it for submissions to be more competitive.

- Faculty or departments may offer cost sharing for part of a project if their budget exceeds the sponsor's limit and they have an additional funding source.

Cost sharing, either required or voluntary, is binding once a proposal is funded.

- Cost-shared funds must be treated the same way as sponsor funds.

- The commitment must be fulfilled and documented.

- Cost sharing represent actual costs and require official accounting by Ohio State's Office of Sponsored Programs (OSP).

The college's general policy: avoid cost sharing unless required by the sponsor.

- All forms of cost sharing require prior approval by the college.

- It should be noted accurately in the proposal budget and cost-sharing sections (5.C and 5.D) of the ePA-005 (rf.osu.edu/secure/ePA-005/).

Types of cost sharing

- Mandatory: Required by the sponsor to be provided at proposal submission and is a binding condition of the award

- Voluntary: Any cost share offered or provided when there is no specific sponsor requirement

- Voluntary Committed: Cost share is offered in the proposal but not required. Upon award, this is made a condition of the award, essentially becoming "mandatory."

Sources of cost sharing

- University resources including college/department funds, gift funds through Advancement; unrecovered Indirect costs or F&A

- Third-party contributions in the form of services (professional, technical or consultant), supplies, volunteer hours, or equipment

Best budget items to use for cost sharing

Some transactions are easier than others to track and account for. OSP will provide fiscal reporting to sponsors and will need to see that cost-sharing requirements have been met. The best items to use for cost sharing are:

- A percentage of salary and benefit costs associated with faculty and staff effort.

- Unrecovered F&A (if sponsor allows it).

- Graduate student tuition (if applicable).

- Large dollar equipment, supplies or services (the fewer transactions, the better).

In general, faculty are encouraged to tread carefully when planning to include cost sharing in proposals. All faculty and staff involved in the pre- and post-award phases of the submission/project must be aware of the exact requirements and the mechanics of getting cost-sharing expenses posted to sponsored projects. The EHE Office of Research is happy to assist. 🍎

Contact Michael Moses (moses.42@osu.edu) or Ann Smith (smith.12699@osu.edu) with any questions about cost share.

WHAT'S THE BIG DEAL
ABOUT THE AUTHORIZATION TO SEEK OFF-CAMPUS FUNDING ePA-005 FORM?

BY KIMBERLY LIGHTLE, ASSISTANT DEAN FOR RESEARCH

The ePA-005 form is the university's electronic pre-approval interface used by investigators (i.e., faculty, staff or students) who are submitting proposals to external sponsors. A fully approved ePA-005 (rf.osu.edu/secure/ePA-005/) must be completed prior to the Office of Sponsored Programs (OSP) signoff and submission.

The form serves two purposes – documentation and authorization:

- It documents administrative, budgetary and compliance information about the proposal and provides chairs, center directors, deans and vice presidents with a summary of that information.

- Electronic signatures on the form are OSP's authorization to submit the proposal to an external sponsor.

Once the budget is final, the EHE Office of Research grants managers create the ePA-005 and submit it for approvals. Sounds easy, doesn't it? In reality, there is much more to it – there are many questions to answer and decisions to be made before the form can be submitted for signature.

So what questions will grants managers be asking of you?

Who is working on the project?

All investigators within Ohio State who made a significant intellectual contribution to the development of the proposal and whose expertise is critical to the conduct of the research should be listed in Section 4A of the ePA-005.

The first named investigator in Section 4A is to be the principal investigator (PI) and the administrative manager for the award. All investigators named on the form will be listed and associated with the proposal and award in official university reports, and all investigators will have access to the proposal and award record in the PI Portal.

What departments or centers are developing the proposal and how should the indirect costs be distributed across those units?

Section 4B identifies the departments or centers, collectively known as orgs, associated with the proposal and award as well as the conduct of the study. List each org whose faculty contributed to the intellectual development of the proposal, or where a substantial part of the work will be conducted.

Special considerations include:

- The first listed org will be the administrative home of the proposal/award.

- The three departments in EHE have org numbers that are specific to research. These numbers should be used instead of the default org numbers.

- The PI's TIU (Tenure Initiating Unit) must be listed even if the effort for that org is 0%.

- When PIs have split appointments, all orgs associated with those investigators should be listed even if the percentage is zero.

- EHE faculty members with OARDC and OSUE appointments will also include those orgs in the distribution.

- If any of the investigators are Discovery Theme hires, special orgs are used to distribute funds to the college and the Office of Academic Affairs.

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Two percentages need to be determined for each organization listed:

- Percentage of proposal/award allocation: This section recognizes the intellectual contribution to the development of the proposal/award.

- Percentage of expenditure allocation: This section indicates how indirects or F&A (facilities and administrative) dollars will be shared across each organization.

It is possible for an org to be assigned zero percent of a proposal/award allocation and 100 percent of the expenditure allocation, or any combination in between; regardless, each column cannot exceed 100 percent. Unless other arrangements are made, the expenditure allocations should be distributed among the PI and co-PIs according to their contribution to the project and the location of the work.

Approvers associated with each org will receive an email about the submission and must review and approve, or disapprove, the budget and other aspects of the proposal.

Will there be cost sharing?

The ePA-005 also requires information about whether cost sharing is required or voluntary, how much will be shared and who is providing it. Cost sharing can be specific to equipment or other direct costs. Be aware that any voluntary cost sharing offered in a proposal becomes part of the award, whether or not the award notice specifically requires it. For more information on cost sharing, see Michael Moses' article on page four.

Our grants managers will work closely with investigators to make sure the ePA-005 is filled out correctly and routed in enough time so that all departmental administrators will be able to thoughtfully review the budget and expenditure allocation percentages before the proposal is submitted.

If you have any questions about the ePA-005, please contact Michael Moses (moses.42@osu.edu) or Ann Smith (smith.12699@osu.edu).

EHE RESEARCH IN SCHOOLS:
MEETING THEIR NEEDS, EXPANDING YOUR IMPACT
BY NICOLE CARTER LUTHY, DIRECTOR OF STRATEGIC RESEARCH INITIATIVES

Conducting research in K-12 schools is a key aspect of EHE's strategic partnerships with K-12 schools. In fact, EHE researchers reported that they conducted over 11,000 hours of research in K-12 schools during the 2017-18 academic school year. That is roughly equivalent to 1,830 school days or about 10 academic school years. That is a lot of time spent in schools!

Because researchers spend so much time in schools, our college strives to maintain positive relationships with K-12 educators who welcome our researchers and students into their schools. The Office of Research works on multiple fronts to foster positive relationships with school leaders, particularly in central Ohio school districts.

Earlier this summer, the Office of Research invited K-12 district leaders from local school districts to campus for a luncheon and discussion about how to enhance the relationship between our college and their schools. We are using the information they shared to improve school engagement strategies.

More importantly, the feedback provided by school leaders has implications for researchers interested in conducting research in K-12 schools. Among the many ideas shared, school leaders indicated a pressing need for:

- Research that addresses some of the more challenging issues schools face (e.g., poverty, childhood trauma and student social, emotional, behavioral issues).

- More effective dissemination strategies once research has been completed in order to get relevant information to classroom teachers.

- Policy leadership and support from EHE, particularly when state leaders are considering major policy changes for schools.

As you plan your school-based research activities for this academic year, consider how to make your work more relevant and responsive to the needs of the schools. Do the research topics reflect the prioritized needs and interests of the schools?

Think about how you will share your research findings with schools and how those findings can

be applied in classrooms or other educational settings. And finally, reach out to the Office of Research if you need help working with schools. We have resources and services available to help you.☙

If you seek a school partner or are interested in collaborating with K-12 schools, contact Nicole Luthy at luthy.22@osu.edu.

2019 EHE RESEARCH FORUM
CALL FOR PROPOSALS
DUE NOVEMBER 4, 2018

In response to Dean Pope-Davis' request to provide a forum for faculty to present their research, we have expanded the EHE Student Research Forum to include research presentations from all researchers in the college -- faculty, postdocs, research staff and graduate and undergraduate students. The forum will be held on **Thursday, February 14, 2019** from 8:45am-4pm at the Ohio Union.

In addition to traditional oral and poster presentations, we are interested in hosting panel discussions, exhibits, colloquia, facilitated discussions, workshops and other innovative ways for presenting basic research and the translation

of that research to a variety of audiences. Proposals that address equity, inclusion and diverse perspectives are highly encouraged.

All researchers from the college are invited to attend the event whether or not they present, so please save the date.

The call for proposals provides detail on the proposal types and required proposal sections and directions for submission. The call can be found at: go.osu.edu/2019EHEResearchForum. If you are interested in presenting a colloquium, facilitated discussion, workshop or other innovative way, please contact Nicole Luthy (luthy.22@osu.edu) to talk about your idea and to request proposal guidelines.☙

If you have any questions about the new format, please don't hesitate to reach out to Natasha Slesnick (slesnick.5@osu.edu) or Kimberly Lightle (lightle.16@osu.edu).

WORKSHOP SERIES ON INTERVENTION DEVELOPMENT AND EFFICACY
FALL 2018 – SPRING 2019

Gearing Up 4 Your Grant Proposal (GU4GP) is a 9-part series which focuses on preparing researchers to write competitive Development and Innovation (Goal #2) and Efficacy and Follow-up (Goal #3) proposals to the Institute of Education Sciences (IES). Series topics and materials are also relevant to other funders like the National Science Foundation (NSF) and the National Institutes of Health (NIH).

The workshops in this series meet once a month throughout the year and emphasize the practical and methodological aspects of IES grant preparation, from research questions and theories of change to appropriate causal research designs and building effective teams. Speakers will share tips and examples from their own experiences as grant writers and reviewers. At the end of the series, participants will have the tools they need to craft high-quality intervention development and efficacy proposals.

For more details about the series, please check the RMC website at rmc.ehe.osu.edu.

WHAT ARE THE COMMON GUIDELINES?
BY SANDY REED, ASSOCIATE DIRECTOR, RMC

For those seeking federal funding for their research, differences among funding agencies in proposal terminology and requirements can make proposal writing seem daunting. But are the requirements for high quality research in education really different across agencies?

In 2013, the Institute for Education Sciences (IES) and the National Science Foundation (NSF) released the *Common Guidelines for Education Research and Development*. These guidelines articulate a shared framework which guides funding decisions at IES and NSF. *The Common Guidelines* also serve to clarify the evidence that is expected for potential grantees and peer reviewers across funding agencies.

The *Common Guidelines* describe six types of research including:

- Foundational research (Type #1) serves to test, develop, or refine theories of teaching and learning, or contribute to innovations that inform research in educational contexts.

- Early-stage or exploratory research (Type #2) examines relationships to identify connections that may provide a basis for future interventions, usually by establishing correlations, not causes.

- Design and development research (Type #3) uses established theory to develop an intervention or strategy to achieve a goal, such as improving student engagement.

- Efficacy research (Type #4) studies the effects of a particular program or intervention under "ideal conditions."

- Effectiveness research (Type #5) examines the effectiveness of an intervention or strategy under "typical conditions."

- Scale-up research (Type #6) examines the effectiveness of an intervention or program for a wide range of populations and contexts.

The *Common Guidelines* provide requirements for each type of research. You can download the full *Common Guidelines* at ies.ed.gov/pdf/CommonGuidelines.pdf

Contact the Research Methodology Center staff at rmc@osu.edu or rmc.ehe.osu.edu.

DATA ANALYSIS IN THE REAL WORLD
BY MENG-TING LO AND SUSIE MAUCK, GRADUATE RESEARCH ASSISTANTS, RMC

In the world of research, missing data is a common problem. For example, participants may refuse to respond to a sensitive question because they are uncomfortable answering it. In longitudinal studies, some participants drop out and are not available for all measurements.

Typically, researchers have relied on traditional approaches to deal with missing data (e.g., listwise deletion, mean substitution); however, most of the time participants with missing data are systematically different from those who do not have missing data. Using traditional approaches can produce unreliable and biased estimates, which in turn may lead to incorrect interpretation of results.

Recommended approaches

Full information maximum likelihood (FIML) and multiple imputation (MI) are two approaches considered by methodologists as state-of-the-art because simulation studies have repeatedly shown they yield less biased estimates than traditional approaches.

FIML is considered a model-based approach for dealing with missing data. It handles the missing data and estimates parameters and standard errors in one step. The software implementing this approach reads the raw data and maximizes the FIML function one case at a time with whatever data is available. Many commercial software programs offer the FIML approach (e.g., Mplus, Stata, SAS). The open source R environment also offers packages for conducting FIML.

MI uses three steps to deal with missing data

- Multiple imputed datasets are created that replace the missing values with plausible values that preserve the variability in the original data.
- All of the multiple data sets are analyzed to produce multiple results.
- The multiple results are then pooled to get one set of parameter estimates.

Many commercial software programs can be used to conduct MI (e.g., Mplus, SPSS, Stata). Free options also are available (e.g., R and Blimp).

Missing data myths

Q. Does MI just make up data?

A. No. The goal of MI is to preserve information in the original data and not treat the imputed values as real data.

Q. Why should I include auxiliary variables (e.g., demographics related to missingness)?

A. Incorporating a number of auxiliary variables helps increase statistical power and reduces bias in parameter estimates.

Writing it up

What are some of the elements that should be included when writing about missing data?

- The percentage of missing for each variable and overall percentage of missing
- The missing data mechanism (MCAR, MAR or MNAR)
- The software that was used
- The approach for dealing with the missing data

RMC resources for missing data

The RMC has just launched a resource and tutorial for dealing with missing data in our online RMC Methods Corner (rmc.ehe.osu.edu) that includes:

- A detailed discussion of missing data, including information about the missing data mechanisms.
- The recommended approaches for dealing with missingness (i.e., FIML and MI).
- Available software for conducting FIML and MI.
- How to conduct FIML in Mplus and R.
- How to conduct MI in Mplus, R and SPSS.

Contact the Research Methodology Center staff at rmc@osu.edu or rmc.ehe.osu.edu.

NEW RESEARCH AWARDS

Faculty and staff in the college received 19 new awards between January 1, 2018 and June 30, 2018. The anticipated total award amount for all 19 awards is $6,422,391.

Anthony, Anika. Educational Studies. Preparing principals for personalized learning environments (P3LE). Sponsored by Ohio Department of Education $94,143

Belury, Martha; Lustberg, Maryam; Raman, Subha; Schnell, Patrick. Human Sciences. Dietary fats, mitochondrial function and muscle health in cancer patients. Sponsored by National Cancer Institute. Total award: $365,694

Betz, Michael. Snyder, Anastasia Rebecca. Human Sciences. Wells and wellbeing: How the shale energy revolution is changing rural families and communities. Sponsored by USDA/AFRI. Total award: $499,987

Betz, Michael. Human Sciences. Economic impact of opioid misuse in six states: Kentucky, Ohio, Pennsylvania, Tennessee, Virginia, and West Virginia. Sponsored by USDA Rural Development Total award: $34,500

Boone, Barbara. CETE. SIG family/community engagement community of practice project: 21st C parent, community & educator collaboration. Sponsored by Ohio Department of Education. Total award: $15,900

Dynia, Jaclyn. CCEC. Striving readers comprehensive literacy subgrant: Utilizing high-quality PD to increase children's language, literacy, and emergent writing. Sponsored by Ohio Department of Education. Total award: $1,161,233

Hanks, Andrew. Human Sciences. Collaborative research: Who are interdisciplinary STEM doctoral graduates? Exploring and assessing antecedents and economic consequences. Sponsored by NSF Divison of Graduate Education & Research Development. Total award: $237,396

Justice, Laura; Dynia, Jaclyn. CCEC. Cleveland Public Library early literacy training initiative. Sponsored by Cleveland Public Library. Total award: $97,048.

Justice, Laura; Jiang, Hui; Logan, Jessica. CCEC. Causal Effects of the Kindergarten Transition Intervention. Sponsored by US Department of Education. Total award: $3,299,995.

Justice, Laura. CCEC. Connect and collaborate summer success: A kindergarten readiness camp for low-income children in Columbus. Sponsored by University of Delaware. Total award: $40,050.

Justice, Laura. CCEC. Summer Success: Comprehensive kindergarten readiness camps. Sponsored by PNC Foundation. Total award: $21,000.

Lower, Leeann. Human Sciences. Community running clubs' use of public spaces: An analysis of the psychology, behaviors, and outcomes of long-distance running. Sponsored by Ohio Parks and Recreation Association. Total award: $2,000.

Lower, Leeann. Human Sciences. Governance of Collegiate Sport Clubs: A Study on Institutional Oversight. Sponsored by National Intramural-Recreational Sports Assoc. Total award: $2,100

Nunez, Anne-Marie. Educational Studies. Using expansive theories of learning and development to broaden how higher education understands and structures postsecondary opportunities. Sponsored by Spencer Foundation. Total award: $141,295

Purtell, Kelly; Arnold, Noelle Witherspoon; Justice, Laura M. Human Sciences. The role of center directors in producing high-quality preschool experiences for young children. Sponsored by Foundation for Child Development. Total award: $180,000

Scharer, Patricia; Lomax, Richard. Teaching and Learning. An efficacy follow-up study of the long-term effects of reading recovery under the i3 scale-up: OSU IDEC data collection. Sponsored by University of Delaware. Total award: $40,050

Steiman, Kenneth; Betz, Michael. Human Sciences. Analysis of Ohio violent death reporting system (OH-VDRS) overdose data. Sponsored by Ohio Department of Health. Total award: $40,000

Tambyraja, Sherine; Justice, Laura. CCEC. Increasing teacher implementation of STAR. Sponsored by Mahoning County Education Service Center. Total award: $100,000

Vongkulluksn, Wanchanit; Xie, Kui. Educational Studies. Scaffolding students' information literacy development in science classrooms . Sponsored by Spencer Foundation. Total award: $50,000

WELCOME NEW FACULTY
EHE ADDS FIVE NEW FACULTY MEMBERS

Educational Studies

BRUCE ARNOLD
Assistant Professor
Philosophy and History of Education

Previous Institution:
The Ohio State Univerisy

Research Insterest:
Post-1860s U.S. cultural history and transnational ethnohistory, history of technology and computing
arnold.1041@osu.edu

CHARIS PRICE
Assistant Professor
Early Childhood Special Education

Previous Institution:
The University of Missouri-St. Louis

Research Insterest:
Preschool suspension and expulsion, family partnerships, social and emotional development, implementation science
price.1375@osu.edu

WINSTON THOMPSON
Assistant Professor
Philosophy and History of Education

Previous Institution:
University of New Hampshire

Research Insterest:
Philosophy of education, educational ethics, social and political philosophy, Identity (inter alia race), access and retention in higher education, justice, applied philosophy, educational policy
thompson.3588@osu.edu

Teaching and Learning

LISA PATRICK
Clinical Associate Professor
Marie Clay Endowed Chair in
Reading Recovery and Early Literacy

Previous Institution:
Ohio Wesleyan University

Research Insterest:
Early literacy instructional practices, pre-service and in-service teacher education, found poetry in arts-based research writing, responsive literacy
patrick.185@osu.edu

Human Sciences

MARGARET "CHARLIE" KNERR
Clinical Assistant Professor
Human Development and Family Science

Previous Institution:
The Ohio State University

Research Insterest:
Training and supervising couple and family therapists; couples therapy, and non-profit executives in applying family therapy theories for systemic change
knerr.22@osu.edu

For more information on these new facualty visit
go.osu.edu/2018EHENewFaculty.

WHAT'S YOUR ORCiD? DISTINGUISH YOURSELF IN THREE EASY STEPS

iD

ORCID provides a persistent digital identifier that distinguishes you from every other researcher and, through integration in key research workflows such as manuscript and grant submission, supports automated linkages between you and your professional activities ensuring that your work is recognized. To learn more about ORCiD, visit orcid.org.

1 REGISTER
Get your unique ORCID identifier.
Register now! Registration takes
30 seconds.
Go to orcid.org/register.

2 ADD YOUR INFO
Enhance your ORCID record with
your professional information
and link to your other identifiers
(such as Scopus or ResearcherID or
LinkedIn).

3 USE YOUR ORCID ID
Include your ORCID identifier on
your Webpage, when you submit
publications, apply for grants, and in
any research workflow to ensure you
get credit for your work.

TRAVEL AWARDS

The following individuals received EHE Office of Research Travel Awards
January 2018 - June 2018

Graduate Student Travel

OUR STAFF...
WHO WE ARE AND
HOW TO REACH US

Natasha Slesnick
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Kimberly Lightle
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Nicole Luthy
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Michael Moses
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Ann Smith
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614-292-5118

Toni Brown
Administrative
Coordinator
153 Arps Hall
brown.6600@osu.edu
614-247-2412

Educational-Studies

Abdulrahman Alsultan
Mary Barczak
Rosie Bauder
Nivedita Bhaktha
Anna Brady
Sheng-Lun Cheng
Caitlin Criss
Caroline Dahlstrom
Sarah Geiger
Zilu Jiang
Ryan Kapa
Yeoeun Kim
Elizabeth Kraatz
Ryan Laconelli
Kelsey Lammy
Hye Won Lee
Da Li
Meng-Ting Lo
Lin Lu
Dorothy Moulthrop
Taufik Mulyadin
Michael Nelson
Robert Nichols
Julia Novakowski
Kate Ormiston
Narmada Paul
Kessa Roberts
Carter Rockhill
Eman Tiba
Yang Shi
Sangrin Shin
Beth Ashley Staples
James Uanhoro
Yixi Wang
Natosha Willis
Sungjun Won
Seung Yon Ha
Kai Zhao

Human Sciences

Mark Beattie
Matthew Beeler
Ana' Brown
Lydia Caldwell
Zachary Chaplow
Haley Chatelaine
Yungju Chen
Kyuil Cho
Victoria DeScenza
Boluwatiwi Durojaye
James Evans
Mijoo Kim
Allison Labyk
Sunwoo Lee
Yilin LI
Meghna Mahambrey
Christian Martinez
Emily Phillips
Daekyun Oh
Kate Ormiston
Sarah Worch
Daniel Wray
Xiuye Xie

Teaching and Learning

Brandon Aigner
Melissa Adams
Megan Brown
Chiuyee Cheng
Rong Chong
Youmna Diri Rieder
Robert Gammon
Leiah Groom
Sarah Jackson
Chin-Chiang Kao
Hyoseon Lee
Clara Mikita
Jiyu MinAyse Ozturk

Eun Jeong Park
Somin Park
Gatot Prasetyo
Rachel Rickard
Tamara Roose
Afida Safriani
Artanti Sari
Andrew Trevarrow
Joanne Vakil
Zhenjie Weng
Joshua Williams
Yanan Zhao

Postdoctoral Researcher Travel

Panchita-Phuwamongkolwiwat
Bo Zhang

Faculty International Travel

Sherman Hanna
Ruth Lowery
Donna Pastore
Shayne Piasta
Susan Sutherland
Francis Troyan
Kui Xie

All EHE Office of Research travel grant applications are accepted at any time during the year but must be submitted PRIOR to travel.

go.osu.edu/EHEGradTravel
go.osu.edu/EHEPostDocTravel
go.osu.edu/EHEFacultyTravel

University Fellowship Awardees

Welcome to our new graduate students who have recieved University Graduate Fellowships.

Educational Studies

Eric McChesney, University of Florida
Erin Clarke, Indiana University
Julie Fitz, Columbia Universty
Jonathan Howe, Austin Community College
Victoria Olivo, University of Texas
Mitchell Shortt, St Michael's College

Human Sciences

Keyin Li-Consumer, Guangxi University
Patricia Pittman, California State University

Teaching and Learning

Tracy Johnson, Xavier University
Charise Richards, Columbia University
Rachel Rickard, Eastern Michigan
Lindey Rowe, Lipscomb University
Karoline Smucker, Portland State University

THE OHIO STATE UNIVERSITY
COLLEGE OF
EDUCATION AND HUMAN ECOLOGY

Editors | Assistant Dean Kimberly Lightle | Administrative Coordinator Toni Brown