



THE OHIO STATE
UNIVERSITY

COLLEGE OF
EDUCATION AND HUMAN ECOLOGY

in REVIEW

News from Office Of Research, Innovation and Collaboration | Spring 2019



Every Child. Every Family. Every School.

How Ohio's Statewide Family Engagement Center is supporting family engagement in education

By Barbara Boone, Program Director,
Center on Education and Training for Employment (CETE)

In October 2018, our team at the College of Education and Human Ecology's Center on Education and Training for Employment received a \$4.2 million, five-year Innovation and Improvement grant from the U.S. Department of Education. With this award, we have established the Ohio Statewide Family Engagement Center, bringing research to practice by providing families, school personnel and community organizations with family engagement tools and training. The goal? For Ohio's students from preschool through high school to have schools and families who are working together in support of their learning and development.

There are many reasons why family-school partnerships are important. First and foremost are student achievement and well-being. Although students are primarily responsible for their learning, when families, school personnel and community partners work together, largely speaking, schools improve, and academic achievement and overall school experiences improve for children and teens.

When we get it right, families and school personnel have resources and information that are readily accessible, adaptable to their needs, interests and changing needs of children as they advance from grade to grade. The Statewide Family Engagement Center's efforts are targeted to building strong family-school partnerships supporting students who are English learners, students with disabilities, students who are new to Ohio, and students who face significant challenges in achieving their academic and career goals.

Over the course of our first five years, our goals include:

- Reaching over 3,000 Ohio families annually, developing high impact, research-informed family engagement training and tools.
- Providing training in evidence-based family engagement practices to 48 school districts and 96 school teams.

Continued on page 2

Our outreach efforts reach all 88 counties of Ohio. We are accomplishing this in part by collaborating with the Ohio Department of Education, OSU Extension, Ohio PTA, Ohio Family and Children First Councils and Ohio State faculty. In addition, we have formed a State Advisory Council with family, student, school, and organization representatives from 33 counties and faculty members from the college's Department of Educational Studies.

For additional information about the Ohio Statewide Family Engagement Center, contact Principal Investigator and Director Barbara Boone at boone.32@osu.edu.



High School Representatives of the Ohio Statewide Family Engagement Center Advisory Council hang out with Brutus Buckeye.



Introducing the EHE Office of Research, Innovation and Collaboration (ORIC): A New Way to Support Your Research

By Natasha Slesnick, Associate Dean for Research

The EHE Office of Research, Innovation and Collaboration (ORIC) is pleased to announce some new developments in our efforts to provide valuable support to the college's research community. Inspired by the vision of Dean Don Pope-Davis, we have reorganized our office into three integrated core areas: Proposal Development and Research Management, School and Community Research Engagement and Data Access and Analysis led by Kim Lightle, Nicole Luthy and Sandy Reed, respectively.

Some key initiatives which will support this new mission include:

- Continued support in pre-post award activities and grant-writing through red team reviews and DC Days.
- New strategies to develop collaborations with our research partners in schools and communities.
- An Advanced Methods Institute entitled "In Support of Culturally Sustaining Research and Researchers," featuring experts from around the country to be held on June 24 - 27 (go.osu.edu/AMI2019).
- Facilitated access to secondary datasets to be used in your research.
- Opportunities to expand your research engagement through a new Affiliates Program.

We look forward to an exciting year of research, innovation and collaboration!

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

2019 Dean's Emerging Scholars Seed Grant Program Awardees

By Kimberly Lightle, Director of Proposal and Research Management Core, ORIC

THE's Office of Research, Innovation and Collaboration (ORIC) sponsors a yearly competitive seed grant/mentoring program that offers early stage faculty an opportunity to identify a faculty mentor inside and outside the college/university to partner with them on obtaining pilot data for the development of a future grant application. The program is general in nature in order to be as inclusive as possible of the varied research interests across the college. Special consideration is given to those projects that focus on underserved and under-represented groups including low-and moderate-income populations, recent immigrants, rural groups, communities of color, at-risk youth, the elderly, LGBTQ and other populations that are traditionally underserved and underrepresented. The following faculty awardee began their two-year projects January 1, 2019.



Minjung Kim, Charis Price, Lauren Jones, Kelly Purtell and Winston Thompson

Lauren Jones

Assistant Professor, Consumer Sciences, Human Sciences

Project Title: *The long-term effects of the earned income tax credit on health outcomes*

Minjung Kim

Assistant Professor, Quantitative Research, Evaluation and Measurement (QREM), Educational Studies

Project Title: *Assessing causal mechanisms in complex educational data: A new approach of multilevel mediation*

Charis Price

Assistant Professor, Educational Psychology, Educational Studies

Project Title: *Implementation of a multi-component intervention to teach behavioral expectations*

Kelly Purtell

Assistant Professor, Human Development and Family Science (HDFS), Human Sciences

Project Title: *Understanding parental mindsets: Origins and Implications for early childhood development*

Winston Thompson

Assistant Professor, Philosophy and History of Education, Educational Studies

Project Title: *With abiding morality and an enduring sense of justice: An investigation of the meanings health and physical education professionals ascribe to their involvement in the restoration of school programs*



By Meng-Ting Lo and Susie Mauck,
Graduate Research Assistants, ORIC

Developing a survey is a multistage, iterative process. Before creating a survey instrument, be sure to review the literature carefully. It’s easier to adapt an existing survey than to create your own. If you plan to develop a survey, you should use a systematic process to improve your end-results. This article discusses one systematic process you can use to develop survey scales.

Phase 1: Item Development

In Phase 1, generate an item pool, which fully covers the construct(s) of interest. First, use concept diagrams and definitions to map out the content domain. Next, generate a set of questions (i.e., item generation) which covers the entire construct. This item pool should contain two to three times as many items as will appear on the final instrument. Ask content experts and members of your target population to review the items as you revise them to ensure they are clearly written, relevant and representative of the construct (i.e., content validity).

Phase 2: Scale Development

In Phase 2, identify the best set of items from the item pool. First, pre-test the item pool with a small sample from your target population and ask for feedback. Revise the items and repeat pre-tests as needed until you are satisfied with item clarity and quality. Next, pilot-test the items with a larger sample (i.e., minimum of 10 subjects per item). Analyze pilot-test data using descriptive statistics, reliability statistics, and classical and modern test theories to identify and remove poor performing items (i.e. item reduction). Use exploratory factor analysis to examine the factor structure of the pilot-test data (i.e.,

extraction of factors). These activities help you identify the items for your final scale.

Phase 3: Scale Evaluation

In Phase 3, establish reliability and validity evidence before you use the scale scores in subsequent statistical analyses. If you have done a thorough job in Phases 1 and 2, you are more likely to be successful in Phase 3! Begin by administering your scale to a new sample from the target population. Use confirmatory factor analysis to determine if the factor structure of your data is unchanged (i.e., tests of dimensionality). Calculate reliability coefficients to examine the consistency (e.g., Cronbach’s alpha) of the scores (i.e., test of reliability). Conduct a variety of tests (i.e., tests of validity) to provide evidence of the validity of the scale scores (e.g., predictive, convergent and/or discriminant validity). Pre-planning for these tests can help ensure you have adequate data to strengthen your validity evidence.

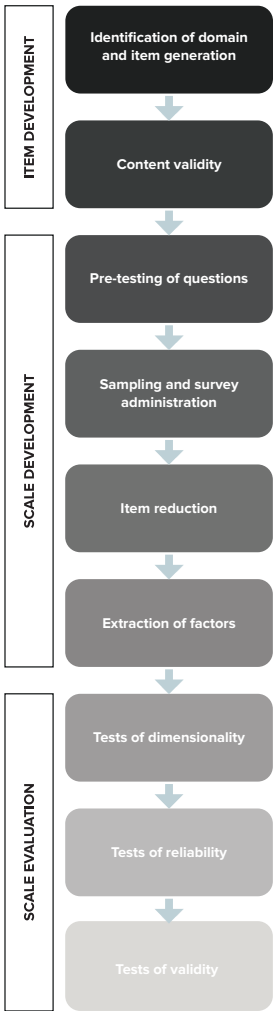
Done right, the process of survey scale development can be time consuming; however, being thoughtful and thorough when developing your scales will improve the quality of your research.

References

Boateng, G. O., Neilands, T. B., Frongillo, E. A., Melgar-Quiñonez, H. R., & Young, S. L. (2018). Best practices for developing and validating scales for health, social, and behavioral research: A primer. *Frontiers in Public Health*, 6(149), 1-17.

DeVellis, R. F. (2016). *Scale development: Theory and applications (Vol. 26)*. Thousand Oaks, CA: Sage Publishing.

McCoach, D. B., Gable, R. K., & Madura, J. P. (2013). *Instrument development in the affective domain*. New York, NY: Springer.



Graphic adapted from Boateng, G. O. et al., (2018) Best practices for developing and validating scales for health, social, and behavioral research: A primer. *Frontiers in Public Health*. 6(149), 117.

Institutional Research at EHE

By Andy Zircher, IR Manager, ORIC

Data resources are vast at Ohio State and at times daunting to navigate; however, utilizing a broad variety of data sources to generate information is key to guiding decisions that impact the college's mission and goals. Institutional research (IR) departments play a vital role in decision-making. The key functions of an IR department include identifying information needs; collecting, analyzing and interpreting data; and supporting evaluation and accreditation activities. IR also provides training to build the capacity of information producers, users and consumers of data.

Under Dean Pope-Davis's leadership, a new IR function has been established in the Office of Research, Innovation and Collaboration's (ORIC) Data Access and Analysis Core (DAAC). As the new IR Manager for the College of EHE, I will be serving as the primary contact for institutional research data and reports. I will be supported in my work by a network of data experts embedded in offices and departments throughout the College of EHE. Working in teams, we will tap into the abilities of EHE's most skilled and creative data analysts to develop reports, dashboards and research studies which assist the college leadership in guiding us toward the fulfillment of our mission.

What exactly are IR Data? Like academic research, high-quality institutional research begins with important and well-defined research questions. Based on these questions, IR offices work with academic and non-academic offices, departments and data users throughout the organization to identify existing data sources or, if needed, to build new ones to support our College's information needs. This means that the IR in EHE will be working with data on personnel, programs, processes, finances, facilities, research and the environment. Some of these data are publically available, but in many cases users and analysts must request permission to obtain access.

IR Data and Reports Across Campus

At Ohio State, the work of institutional research can be observed everywhere. From the

Office of the Registrar, to academic program websites, data and information generated by IR professionals is used to tell the story of how education happens on campus. Check out the sites below for some examples.

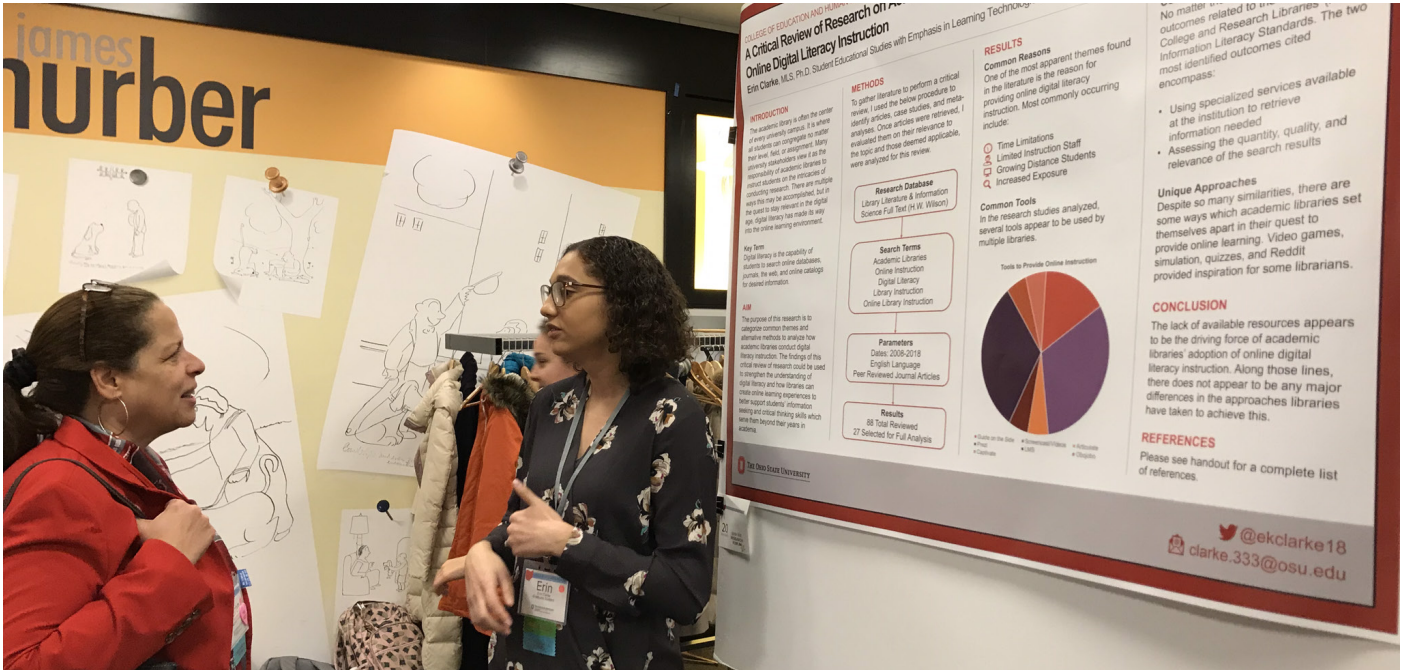
- The University Registrar (oesar.osu.edu) publishes many of the institution's critical public-standard reports, including student enrollment, course enrollment and credit hours, degrees conferred, retention and graduation rates, time to degree and admissions reports.
- The Office of Institutional Research & Planning (oaa.osu.edu/irp) coordinates IR activities at the university level, maintains a database and calendar for surveys conducted at Ohio State, and manages several institution-wide surveys. More information is available on the Office of Institutional Research & Planning website.
- The IR team supports the work of the Center for the Study of Student Life (cssl.osu.edu) in the Office of Student Life which hosts an annual Student Affairs Assessment and Research Conference and is responsible for administration of many research projects such as the Graduation Survey and the First-Generation Student Study.

If you are interested in learning more about institutional research and want help in identifying your data needs or want to build your skills with managing data, please contact Andy Zirker at zircher.2@osu.edu or stop by our offices in 341 Ramseyer Hall.



EHE Research Forum: Celebrating Research Across the College

By Kimberly Lightle, Director of Proposal and Research Management Core, ORIC



Karen Beard and Erin Clarke

This annual event highlights the research efforts of our faculty, postdocs, research scientists, graduate and undergraduate students. On February 14, 2019, over 150 people shared their research through a variety of formats: panels, individual presentations, posters and exhibits. Topics ranged from kindergarten readiness to the impacts of green tea on obesity – we have a very diverse college! Our plenary speaker this year was Kelly Purtell, Human Sciences, and our lunch keynote was Dean Don Pope-Davis.



Michiko Hikida



Teddy Chao

One of the panels led by Shayne Piasta, Teaching and Learning, focused on language as a key component in early education. Piasta and her colleagues, Teddy Chao, Michiko Hikida and Mandy Smith, with expertise in reading, mathematics, literacy and science, presented their research findings and discussed the ways in which educator preparation programs can foster language that facilitates early education.



Christopher Yaluma, Sarah Ahmed, Alexis Little and Michael Leonard

Alexis Little, Christopher Yaluma and Michael Leonard (graduate students in Educational Studies) presented on the topic of estimating the impact of expulsions, suspensions and arrests on student achievement. Sarah Ahmed (graduate student, Educational Studies) described successful practices that teachers can use with refugee and immigrant students. This is especially important in Ohio because the state has one of the largest refugee populations in the nation.



Moetiz Samad



Joseph Antonides

The poster presentations were very rich as well. For example, Moetiz Samad (Human Sciences) discussed the implications of recruitment of black athletes by white head coaches, Joseph Antonides (Teaching and Learning) identified current issues and trends in research on career and technical education, and Erin Clarke (Educational Studies) described a critical review of research on libraries' use of online digital literacy instruction.

We are already planning next year's event. The 2020 EHE Research Forum will be held on Thursday, February 13, 2020, at the Ohio Union, so save the date!

New Research Awards

EHE researchers were involved in 46 new awards funded between July 1, 2018, and December 31, 2018. The anticipated total award amount for the 38 awards where EHE researchers are the principal investigator is **\$17,048,902**.

Austin, James. CETE. *FY 2019 Technical Testing Project*. Ohio Department of Education. \$1,268,458.

Beeler, Matthew; Kraemer, William. Human Sciences. *The Effect of Resistance Training Load on Muscular Hypertrophy, Strength, and Cortical Brain Activity in Resistance-trained Males*. National Strength and Conditioning Association (NSCA). \$15,000.

Belury, Martha; Clinton, Steven; Lee, Ken; Vodovotz, Yael. Human Sciences. *Multidiscipline Training of Doctoral Students in Foods & Nutrition Targeting Obesity to Prevent Cancer*. USDA/NIFA. \$238,500.

Betz, Michael; Julian, David; Martin, Kenneth; Wapner, Andrew. Human Sciences. *Preventing Opioid Misuse and Abuse in Rural Ohio through Enhanced Family and Community Education and Training*. SAMHSA. \$1,080,219.

Boone, Barbara; Wellman, Meridith. CETE. *Ohio State Family Engagement Center*. U.S. Department of Education. \$4,186,529.

Boone, Barbara. CETE. *Coordination of Regional Family-Community Engagement Network*. Ohio Department of Education. \$85,000.

Boone, Barbara; Wellman, Meredith. CETE. *SPDG Family Engagement for Early Language and Literacy*. Ohio Department of Education. \$99,992.

Bruno, Richard. Human Sciences. *Cardiometabolic Benefits of Potatoes Mediated along the Gut-vessel Axis in Adults with Metabolic Syndrome*. Alliance for Potato Research & Education. \$185,000.

Buettner, Cynthia. Human Sciences. *Expansion and Refinement of the Virtual Lab School, an Innovative Professional Development and Training System for Childcare Professionals*. USDA/NIFA. \$3,000,000.

Duran, Antonio; Jones, Susan. Educational Studies. *An Intersectional Analysis of Identity Exploration for Queer Collegians of Color at Historically White Institutions*. NASPA IV-East. \$500.

Feng, Xin; Slesnick, Natasha. Human Sciences. *Maternal Depression and the Development of Autobiographical Memory in Children*. NIH. \$411,218.

Feng, Xin. Human Sciences. *Early Indicators of Risk in Pre-pubescent Children: Examining the Family Transmission of Suicidal Behavior*. NCH/NIH. \$23,082.

Gunther, Carolyn; Kennel, Julie; Ilic, Sanja; Wilkinson, Deanna. Human Sciences. *Southside Simple Suppers Scale-up (S4): Expansion of a Validated Family Meals Program for At-Risk Children and Youth*. USDA. \$640,000.

Hatsu, Irene; Arnold, Eugene. Human Sciences. *Micronutrients for ADHD in youth: The MADDY Study*. Foundation for Excellence in Mental Health Care. \$36,000.

Ilic, Sanja. Human Sciences. *NCR FSMA Regional Center*. Iowa State University. \$9,000.

*Ivey, Melanie; **Sanja Ilic.** Human Sciences. *Rollout of FSMA-Aligned Harmonized GAP Standard*. USDA-AMS. \$75,042.

*Jackson; Rebecca; **O'Connell, Ann;** Herbert, Courtney; et al. *The OSU Center for Clinical and Translational Science: Advancing Today's Discoveries to Improve Health*. NIH. Total award: \$26,458,389.

Julian, David; Ross, Melissa. CETE. *Head Start Collaboration. Ohio Department of Mental Health and Addiction Services*. \$40,000.

Julian, David; Ross, Melissa. CETE. *State Youth Treatment-Implementation (Part 5)*. Ohio Department of Mental Health and Addiction Services. \$78,000.

Justice, Laura. Crane Center for Early Childhood and Research Policy (CCEC). *Summer Success 2018*. PNC Foundation. \$23,000.

Justice, Laura. CCEC. *City of Columbus' Pre-Kindergarten Initiative 2018-2019*. City of Columbus. \$234,635.

Justice, Laura. CCEC. *Schoenbaum Family Center, School for Early Learning Preschool Expansion Grant - School Year 2018-2019*. City of Columbus. \$30,000.

Justice, Laura. CCEC. *Early Childhood Education Expansion Grant - Year 2018-2019*. Ohio Department of Education. \$60,000.

Justice, Laura. CCEC. *Cleveland Public Library Early Learning Training Initiative Year 02*. Cleveland Public Library. \$96,848.

Kamp Dush, Claire; Ricks, Janelle; Reczek, Corrine; Zheng, Hui. Human Sciences. *Mechanisms Underlying Sexual Minority Health Disparities in the United States*. NIH. \$2,350,545.

Koenka, Alison. Educational Studies. *Can a Growth Mindset Intervention Overcome Persistent Messages about the Stability of Intelligence?* Mindset Scholars Network. \$8,000.

Lepicki, Traci. CETE. *FY19 Aspire Professional Development Network*. OH Department of Education. \$654,500.

Levering, Marsha. Teaching and Learning. *LLI/ Art of Coaching Professional Development*. Manor Independent School District. \$46,450.

Lin, Tzu-Jung; Glassman, Michael. CCEC. *Examining Group Processes within a Discussion-based Approach for Promoting Youths' Interpersonal Competencies*. Spencer Foundation. \$50,000.

Lower, Leeann. Human Sciences. *Governance of Collegiate Sport Clubs*. \$2,000.

*Maguire, Jack; **Steinman, Kenneth.** Human Sciences. *Evaluation of OCTF Central Ohio Regional Prevention Council (CORPC)*. Ohio Children's Trust Fund (OCTF). \$33,670.

Malone, Helen. Educational Studies. *Buckeye Behavior Analysis Services: FCBDD*. Franklin County Board of Mental Retardation and Development Disabilities. \$65,160.

*Martin, Kenneth; **Betz, Michael;** Brinkman, Patricia; et al. Human Sciences. *Preventing Opioid Misuse and Abuse in Rural Ohio through Enhanced Family and Community Education and Training*. USDA NIFA. \$320,152.

*Moulton, Stephanie; **Loibl, Caezilia;** Haurin, Donald. Human Sciences. *Housing Wealth in Retirement-Retirement and Disability Research Consortium*. University of Wisconsin. \$121,328.

Nunez, Anne-Marie. Educational Studies. *INCLUDES Alliance: Computing Alliance of Hispanic-Serving Institutions*. University of Texas - El Paso. \$452,255.

Paul, Peter. Educational Studies. *Program for Preparation of Orientation and Mobility Specialists: 2018-2019*. University of Cincinnati. \$242,966.

Phillips, Emily; Kraemer, William. Human Sciences. *A Study to Examine the Effects of Resistance Training on Motor Function, Physical Strength, Body Composition, Bone Density, Mood and Cognition in Adults with Down Syndrome*. National Strength and Conditioning Association (NSCA). \$15,000.

San Pedro, Timothy. Teaching and Learning. *Lessons of Indigeneity: Intergenerational Learning Between Native American Mothers and Their Children*. Spencer/National Academy of Education. \$70,000.

*Schmitt, Laura; **Kraemer, William.** Human Sciences. *Force-Velocity Profiling to Target Muscle Performance Interventions in Young Individuals after Anterior Cruciate Ligament Reconstruction*. NIH. \$68,202.

*Smith, Laureen; **Petosa, Rick;** Shoben, Abigail. Human Sciences. *Peer Mentoring of Middle School Youth in Appalachia to Improve Lifestyle Behaviors and Health Outcomes*. Rita and Alex Hillman Foundation. \$50,000.

Tambyraja, Sherine. CCEC. *Increasing Teacher Implementation of STAR*. Mahoning County Educational Service Center. \$44,910.

*Wapner, Andy; **Betz, Michael; Julian, David;** et al. Human Sciences and CETE. *PROSPER: Promoting School-Community-University Partnerships to Enhance Resilience in Franklin County*. Ohio Department of Higher Education. \$365,633.

Wiechel, Jane. CCEC. *The Ohio State University Early Head Start Dental Partnership Program*. Delta Dental Plan of Michigan, Inc. \$3,000.

Wild, Tiffany; Brock, Matthew. Teaching and Learning. *Project VIBE*. US Department of Education. \$1,076,900.

Wild, Tiffany. Teaching and Learning. *Salus University -- support for two students*. Salus University. \$14,236.

Zirkle, Christopher. Educational Studies. *Career-Technical Education (CTE) Teacher Education Programs, FY2019 funding*. Ohio Department of Education. \$112,000.

* When the PI is not from EHE, the EHE Co-I is scarlet and bolded and the Co-I's department is listed.

EHE Connect and Collaborate Awardees

Connect and Collaborate incentivizes Ohio State-community teams to develop and grow meaningful partnerships that catalyze engaged teaching, research and service programs with measurable and sustainable benefits to the community while advancing the strategic and scholarly goals of the university. To read more about this yearly program, go to oaa.osu.edu/ccgrants.

Patricia Enciso, Teaching and Learning

Partners: Wexner Center for the Arts, Franklinton Arts District, Ohio Arts Council, Columbus City Schools
Title: *WestSide Storytelling Collaborative (WSC): Youth Storytellers and Artists Transforming Visions of Their Community*



Drew Hanks, Human Sciences

Partners: OSU Extension, Ohio Department of Health
Title: *Establishing Partnerships between Academia, State Agencies and Private Business to Deliver Nutrition Assistance to the Poor*



Ann O'Connell, Educational Studies

Partners: OSU Center for African Studies, OSU College of Veterinary Medicine, Addis Ababa University, Ethiopia, School of Veterinary Medicine and Sciences, University of Ngaoundere, Cameroon
Title: *An Interdisciplinary Approach to Strengthening Capacity for Health and Education/Social Science in Ethiopia and Cameroon*

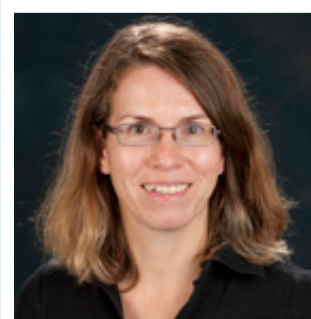


EHE Opioid Innovation Fund Awardees

The Opioid Innovation Fund (OIF) grants encourage faculty, staff and students, and if appropriate, their respective public/private sector community partners to submit proposals with the objective of reducing the burden of the opioid crisis in Ohio. To find out more about all of the initiatives supported by the Ohio State Office of Academic Affairs, go to go.osu.edu/OAA_Initiatives.

Caezilia Loibl,
Human Sciences
Title: *Increasing Treatment Adherence among Opioid Users through Financial Coaching*

This pilot study will blend a personalized financial coaching intervention with an assessment of the financial situation of patients and their families at treatment facilities across the state of Ohio.



Kelly Boone and Sherine Tambyraja,
Crane Center for Early Childhood Research and Policy
Title: *Sit Together and Read (STAR): A Pilot Study of Children Affected by Parental Opioid Use and Their Kinship Caregivers*

This pilot, randomized controlled trial will implement an evidence-based reading intervention in a group of kinship caregivers and preschool children affected by parental opioid use.



2019-2020 EHE Fellowship Dissertation Awardees

The EHE Office of Research, Innovation and Collaboration (ORIC), in partnership with the departmental graduate study committees, awarded graduate dissertation research fellowships to the following students. The intent of the dissertation fellowships is to support outstanding students in the completion of their programs by allowing them to focus on their dissertation research. Fellowships include a monthly stipend, benefits and postcandidacy fee waivers for the academic year.



Educational Studies

Mike Nelson
Yeoeun Kim

Catherine Van Fossen
Geoffrey Y. Sasaki
Guangyi (Nancy) Wang
Lucy Chung

Human Sciences

Anna Olsavsky
Austin Angelotti
Boluwatiwi O. Durjaye

Teaching and Learning

Jessica Somerville
Marla Goins



Travel Awards

The following individuals received EHE Office of Research, Innovation and Collaboration (ORIC) travel awards from July 1, 2018 through December 31, 2018.

Graduate Student Travel

Educational Studies

Omotayo Adeeko
E Alexander
Emily Baker
Sheng-Bo Chen
Sarah Clapp

Shelby Coen
Caitlin Criss
Damon Drew
Antonio Duran
Liz Feldman
Julie Fitz
Gayle Garcia
Tyler Hallmark
Jonathan Howe
Zilu Jiang
Graham Knight
Alexis Little
Alexandros Nikolaidis

APPLY ONLINE

All EHE Office of Research, Innovation and Collaboration (ORIC) 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

Cara North
Kaity Prieto Godoy
Marcos Rivera
Jennifer Kessa Roberts
Suzanne Schier-Happell
Spencer Smith
Beth Staples
Alana Telesman
Hannah Torma
Matthew Van Jura
Lane Washington
Chelsea Whitaker
Kai Zhao

Human Sciences

Jennifer Cotto
Megan Ferriby
Maria Helton
Huiling Huang
Iva Jestratijevic

Mijoo Kim
Sunwoo Lee
Christian Martinez
Catherine Van Fossen
Guangyi Wang
Julia Yan
Xi Yu

Teaching and Learning

Brandon Aigner
Fatoumata Bah
Ying-Ting Chiu
Minseok Choi
Nicole King
Jungmin Lee
Hochieh Lin
Cheryl Logan
Caitlin Murphy
Ayse Ozturk
Somin Park

Lindsey Rowe
Afida Safriani
Adam Scharfenberger
Nithya Sivashankar
Jessica Sommerville
Vinta Tiarani
Andrew Whalen
Grace Jue Yeon

Postdoctoral Research Travel

Ryan Kappa

Faculty International Travel

Theodore Chao
Michael Glassman
Laurie Katz
David Stein
Chris Zirkle

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