

[FY2023: EHE OFFICE OF RESEARCH, INNOVATION AND COLLABORATION (ORIC) ANNUAL REPORT]

This document provides an overview of the College's external funding activity and services provided from July 1, 2022 through June 30, 2023.

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FY2023 Year Summary

The EHE Office of Research, Innovation and Collaboration (ORIC) is comprised of four cores: Proposal and Award Management Core, QualLab, Quantitative Methodology Center (QMC) and Outreach and Research Engagement. While each core is responsible for creating and managing services and resources for administration, faculty, research staff, postdocs, and graduate students and building research capacity in the college, we work together to coordinate efforts across the cores to carry out the shared missions of ORIC, the college, and university.

The highlights specific to each core are listed below. Additional details are provided in the report itself and in the appendices.

Proposal and Award Management: The focus of this core is to increase the quality and quantity of proposals that are submitted to external funders and to help manage and provide oversight on proposals that are awarded. In addition, this core is responsible for communication and dissemination of funding opportunities and developing programming that will lead to the development of highly competitive proposals.

Highlights

- **186 proposals** were submitted during FY2023. That number includes proposals where faculty, research staff and students were either PI or co-PI. If all 186 proposals submitted were funded as written, the total requested amount would be \$207,773,500 with EHE receiving \$122,447,207 of those funds. EHE faculty, research staff and students were PI on **146** of the 186 proposals. Research activity proposal trends over past years can be found in Section 1.0 of this report. Details on FY2023 proposal submissions including a breakdown by Principal Investigator and departments/centers can be found in Section 2.0 and Appendix C.
- **71 awards** were funded in FY2023. That number includes proposals where faculty, research staff and students were either PI or co-PI. The number of awards where the PI is from EHE is **57**. The projected total award amount for the awards when the PI is from EHE is **\$30,595,455**. The projected total award amount for all 71 awards is \$53,048,939 with EHE receiving \$25,895,057 of those funds (the remaining funds are allocated outside of EHE). Research activity award trends over past years can be found in Section 1.0 with details on FY2023 awards including a breakdown by PI and departments/centers can be found in Section 3.0 and Appendix D.
- 8 existing awards received additional funds totaling **\$2,891,891**. Details on existing awards that received additional funds may be found in Section 1.3.
- Research expenditures in FY2023 on an average of 104 active awards was **\$30,861,029**. Details on expenditures including a trend analysis can be found in Sections 1.0 and 4.0.
- The Research Forum was held February 2023 in the Ohio Union with faculty, post-docs and student presenters. This year there were 224 attendees.
- \$36,000 in student, \$2,000 in faculty, and \$1,500 in postdoctoral travel awards were dispersed.

- Monthly Grant Writing Groups for faculty, research staff and postdocs were held. Slesnick and Lightle also mentored individuals, working one on one, and provided feedback on individual proposals.
- Tableau Dashboards were created as a means of conveying statistical information regarding grants, proposals, and expenditures. Details on the Tableau Dashboards may be found in Section 10.3.
- The Dean’s Undergraduate Research Initiative (DURI) was initiated to allow undergraduate students an opportunity to immerse themselves in an active, ongoing research project under the supervision of an EHE faculty member. The program was implemented in Spring 2023 and will begin in Autumn 2023. Details on DURI may be found in Section 8.1.
- A monthly Funding Opportunities and Research News e-newsletter is sent to all researchers in EHE. The EHE Funding Opportunities database includes all opportunities listed in the newsletter and is freely available to all researchers (<https://u.osu.edu/eheorris/>).
- A monthly Post-Award e-newsletter is sent to all EHE Principal Investigators that have an active award.

QualLab: The QualLab’s mission is to foster capacity building of EHE faculty, postdoctoral fellows (postdocs), researchers, and graduate students; it also strives to be an inter/national in-person and online destination for advancing qualitative inquiry toward innovation, equity, diversity and justice. Additional details can be found in Appendix A.

Highlights

- QualLab provided 97 **consultations** with EHE faculty, postdocs and graduate students this fiscal year. Open consulting hours were also implemented. The largest increases were with faculty utilizing the program, TL & HS graduate students, as well as Department of Educational Studies EdD students. QualLab outlined a system for fee-based consultations (for those outside of EHE) via contract with the Ohio State’s Transition and Academic Growth (TAG)’s national research study, Nationwide faculty grant, and Wexner Medical Center faculty.
- Seven **webinars** were hosted by QualLab this year with nationally known scholars with between 33-118 attendees at each event and numerous people watching via YouTube (see Table included in Appendix A – page 39).
- **Advanced Methods Institute** was a tremendous success for the college. QualLab hosted an in-person think tank with 10 qualitative scholars who presented their latest, cutting-edge research; these are the authors for the Routledge book due next year. The keynote for AMI was Professor Emerita Gloria Ladson-Billings, whom QualLab presented the *Patti Lather Distinguished Award for Qualitative Inquiry and Lecture Series*. Over 600 people attended, and countries included: Australia, Brazil, Canada, China, Egypt, Ghana, India, Italy, Kenya, Luxembourg, Mexico, Netherlands, New Zealand, United Kingdom, and the United States.
- **AMI International Involvement** – AMI Social Media included Authors in 11 countries – US, Canada, UK, Egypt, India, Comoros, Belarus, Mexico, Netherlands, CW (Curaçao), Philippines, and more.

- Based on AMI 2023, QualLab has received a contract for a *new Routledge book* based on the theme – *Advancing Qualitative Inquiry toward Educational Equity and Social Justice*. Dr. Rhodesia McMillian will be first editor.
- Chelsea Gilbert and Penny Pasque have presented research data from AMI 2021 at multiple conferences (May 2022, November 2022) and have (2022) published findings in journal venues like the *International Review of Qualitative Research* and (in press) manuscript with the *Journal of Diversity in Higher Education*. The focus is on “what is culturally responsive research?”
- The **Faculty Fellow program** added 18 additional faculty. The QualLab Research Fellows started new this summer at the very end of FY2023 and added 10 faculty.
- **Washington DC Input** – Chairman of the Senate Health, Education, Labor, and Pensions (HELP) Committee Bernie Sanders (I-Vt.) and Ranking Member Bill Cassidy, M.D. (R-La.) asked me as QualLab Director to provide input on qualitative & mixed methods research for the reauthorization of the Education Sciences Reform Act.

Quantitative Methodology Center (QMC): The primary purpose of QMC is to assist EHE faculty, staff, post-doctoral researchers, and students to develop capacity in the area of quantitative methodology and statistical analyses. We accomplished this goal this 2022-2023 by providing customized services to individuals and groups through several mechanisms. One, we provided free consultation services to all in the College to support their research and grant work. Two, we provided various workshops on the use of various statistical analyses, techniques, or softwares. Three, we exposed the College to innovative quantitative methods and analyses through invited speakers from around the world. Four, QMC has been focused on developing services to support the faculty, staff and students of the College in accessing and using secondary datasets to conduct research. Fifth, the QMC has supported research efforts as an external evaluator to support research grants. Finally, the QMC led a four-week lesson plan with Metro School high-school seniors to complete their Senior Innovations research projects. Additional details about QMC can be found at our website: u.osu.edu/qmc.

Highlights

- The QMC provided **155** consulting sessions, assisting clients regarding quantitative research during the FY2023, and engaged in **10** instances of outreach & engagement.
- QMC provided workshops and presentations to build capacity of EHE researchers. Workshops for FY2023 included the following: (a) a two-part workshop on group-mean differences; and (b) a two-part workshop on statistical moderation. The QMC speaker series covered a variety of topics: (a) moderation & mediation, (b) mixed methodology, (c) the use of administrative data for research and action, (d) methodological advancements in sampling hard-to-reach populations, (e) accessible data available to EHE students through the Center for Human Resource Research (CHRR), and (f) university ranking systems and admissions indicators.
- The QMC also hosted a new series for the Spring 2023 semester titled, “By The Numbers,” a discussion series that involved a brief presentation on a recent quantitative report or findings, and an expanded discussion session with the report’s author(s). Topics for the discussion series

were on (a) race & college applications, (b) youth homelessness and interventions, and (c) poverty rates.

- The QMC also continued to develop resources prior to the launch of our secondary data hub, conducted an external grant evaluation for an EHE faculty member, and piloted a four-week lesson plan for a high-school senior class at Metro School to help students complete their Senior Innovations research projects.

The Institutional Research (IR) team provides information to support EHE leadership in their decision-making processes in the form of dashboards, strategic reports and research briefs. IR also serves as the primary contact for areas of data governance in the College, and as the EHE’s Tableau Server Project Lead. We work with analytical teams across the College to ensure data quality and reliability.

- In 2022-23, EHE Institutional Research (IR@EHE) completed over 330 tickets. These data analysis and reporting projects involved activities such as enrollment tracking and projections, generating lists and reports, conducting surveys, collaborating with other departments, assessing program enrollments and trends, compiling student information, and addressing specific inquiries from donors and stakeholders.
- In addition, IR@EHE worked on the following external surveys on behalf of EHE:
 - US News Best Online Masters of Education Statistical Survey,
 - US News Best Colleges of Education Statistical Survey
 - Academic Analytics EHE List of Faculty
 - NSF/NIH Survey of STEM Graduate Students and Postdocs
 - FAEIS Student Enrollment Survey

School and Community Research Engagement: This core connects EHE to P-12 school districts, schools, and community organizations to support teaching and learning, research, and service activities within the college. Collaborative initiatives are facilitated that are mutually beneficial to EHE and its external partners. Particular attention is focused on establishing partnerships with schools and organizations addressing the needs of historically underserved, under-represented groups and communities in central Ohio. School and Community Research Engagement seeks to facilitate and sustain collaboration between EHE and P-12 schools and school districts, sponsor events and activities to connect EHE and P-12 educators, provide resources and tools to support and promote research in schools, work with researchers to identify and pursue grants and other funded projects focused on school and community-engaged research, promote EHE and university-sponsored events and learning opportunities, and contribute research and expertise to support effective practices and inform policy decisions.

Highlights

- **Leading Anti-Racism Change (LARC):** Collaborative project between EHE and the Fisher College of Business to engage local school districts in addressing issues related to equity and diversity in their schools. Five K-12 participants (Columbus City Schools, Olentangy Local Schools, Dublin City Schools, Hilliard City Schools, Westerville City Schools) advanced their work in this area during the 2022-23 academic year.

- **Research Fellows Program (Year 2)**, a partnership between EHE and Columbus City Schools, this program provides seed funding to support research in the CCS school district. Six research projects at \$100,000 each are currently being funded.
- **Equity-centered Principal Pipeline Initiative (ECPPI)**: Funded by the Wallace Foundation, ECPPI is a 5-year, \$8M grant awarded to CCS to support the leadership and professional development of building principals. In June 2023, EHE hosted the Leading with Equity summer institute for sitting principals from Columbus City Schools.
- **Educator Shortage partnerships**: EHE is partnering with the Ohio Department of Higher Education (ODHE), the Ohio Department of Education (ODE), and school districts in central Ohio to address the educator shortage challenges. Awarded ~\$80K in scholarships to EHE education preparation undergraduates
- **TransformED: The Creative Educator Academy**: Funded by Apple, the Creative Educator Academy supports K-12 educators in transforming their instructional practices through a yearlong professional development experience. The academy brings together teachers to use technology to address learning challenges exacerbated by the COVID pandemic. More than 30 educators participated in the 2021 cohort. A second cohort, begun in September 2022, included 25 educators.
- **Project R.O.O.T (Reaching Our Own through Teaching)**: Project R.O.O.T is a pre-collegiate program for high school students who are interested in pursuing careers in education or human ecology. Project R.O.O.T partnered with central Ohio schools to identify students for a 3-day summer experience, which engaged students in panel discussions, college courses, workshops, tours, and other experiences. The 2023 summer program enrolled 25 students.
- **Metro Schools**: Provided continued support through various mechanisms:
 - OSU Metro Governing Board
 - Metro Radar Committee
 - Get to Know Metro researcher engagement event
 - Metro Tutoring Program—joint effort between EHE and College of Engineering to recruit students to serve as virtual tutors for Metro high school classes
- **Additional outreach and engagement activities for 2022-23**:
 - Reception featuring art created by students at Berwick Alternative K-8 in Columbus City Schools (February 2023)
 - Educator Shortage Symposium (November 2022)
 - DEI Professional Development, Dublin City Schools (July 2022-January 2023)
 - Teacher Mentor Appreciation Reception (May 2023)
 - PK-12 Partner District Luncheon (May 2023)
 - UBUNTU Summer Institute partner (Summer 2023)

1.0 Research Activity Trend Data

1.1 Proposal Submissions

Figure 1 shows the external funds requested over the last five fiscal years by department/center. We have limited the data to EHE PIs for a realistic summary of funds coming to EHE.

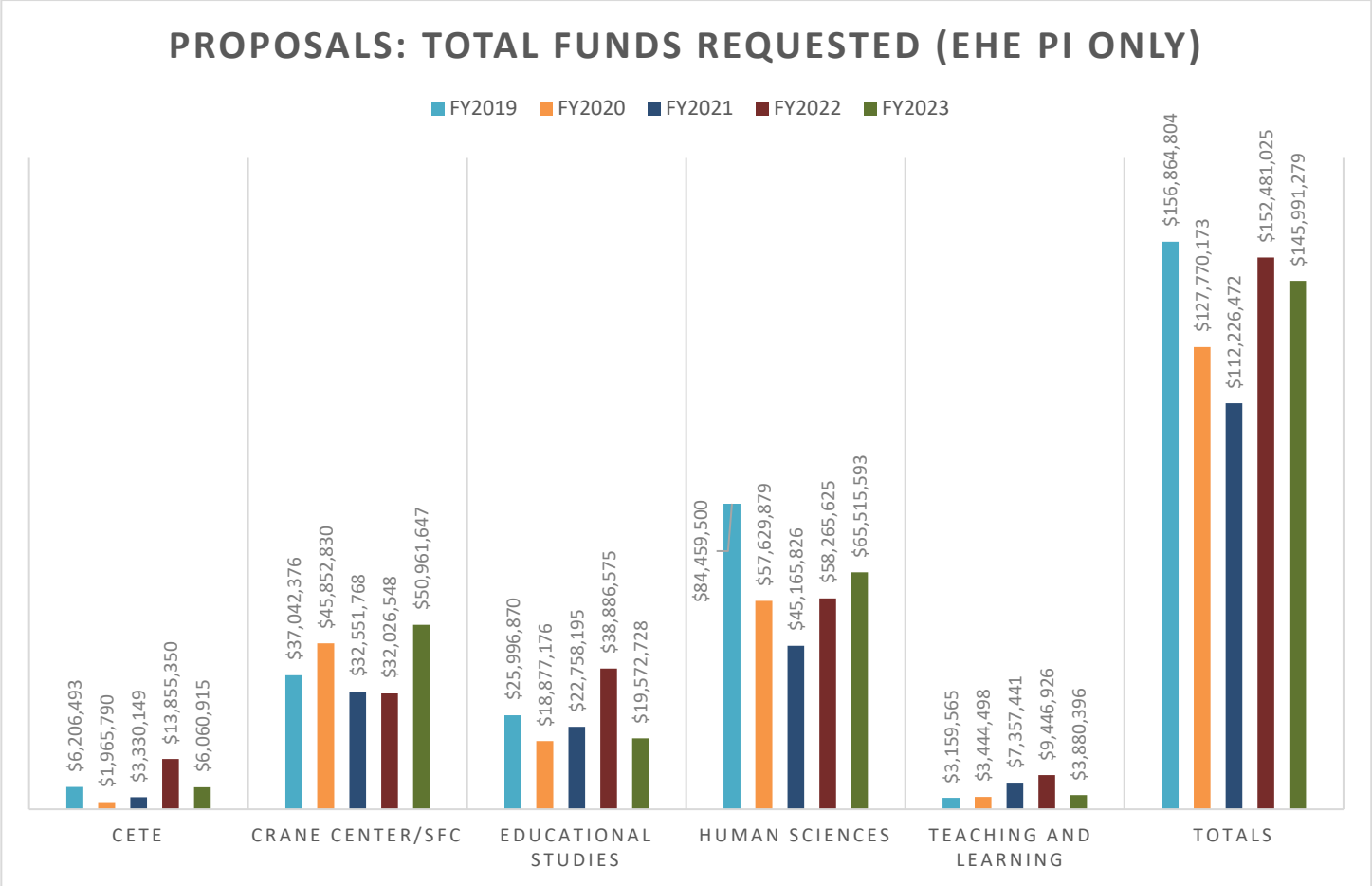


FIGURE 1 TOTAL FUNDS REQUESTED BY DEPARTMENT/CENTER WHEN THE PI IS FROM EHE BY YEAR

Table 1 compares the number of proposals that were submitted by departments/centers since FY2019 when EHE researchers are PI and co-PI.

Sponsor Category	Number of Proposals Submitted FY19	Number of Proposals Submitted FY20	Number of Proposals Submitted FY21	Number of Proposals Submitted FY22	Number of Proposals Submitted FY23
Federal and Federal Flow-through	112	127	127	124	101
State/Local Governments	16	21	27	27	30
Colleges & Universities (Subawards)	10	2	5	3	3
Other (includes Foundations, Professional Organizations, Not-for-Profit, Public, School Districts, and International Organizations)	44	65	45	60	52
Totals	182	215	204	214	186

TABLE 1 NUMBER OF PROPOSALS SUBMITTED BY SPONSOR CATEGORY AND YEAR

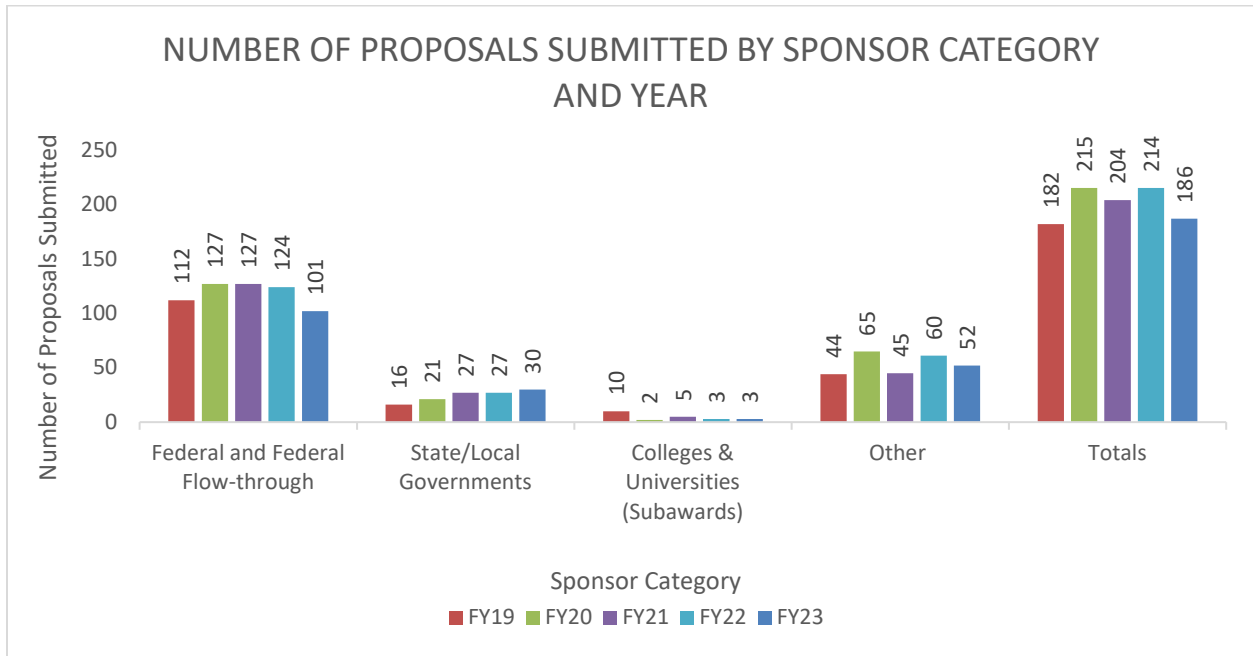


FIGURE 2 NUMBER OF PROPOSALS SUBMITTED BY SPONSOR CATEGORY AND YEAR

1.2 Awards Funded

Figure 3 shows the external funds awarded over the last five fiscal years by department/center. To provide an accurate picture of funding coming to the College, only awards to EHE PIs are reported.

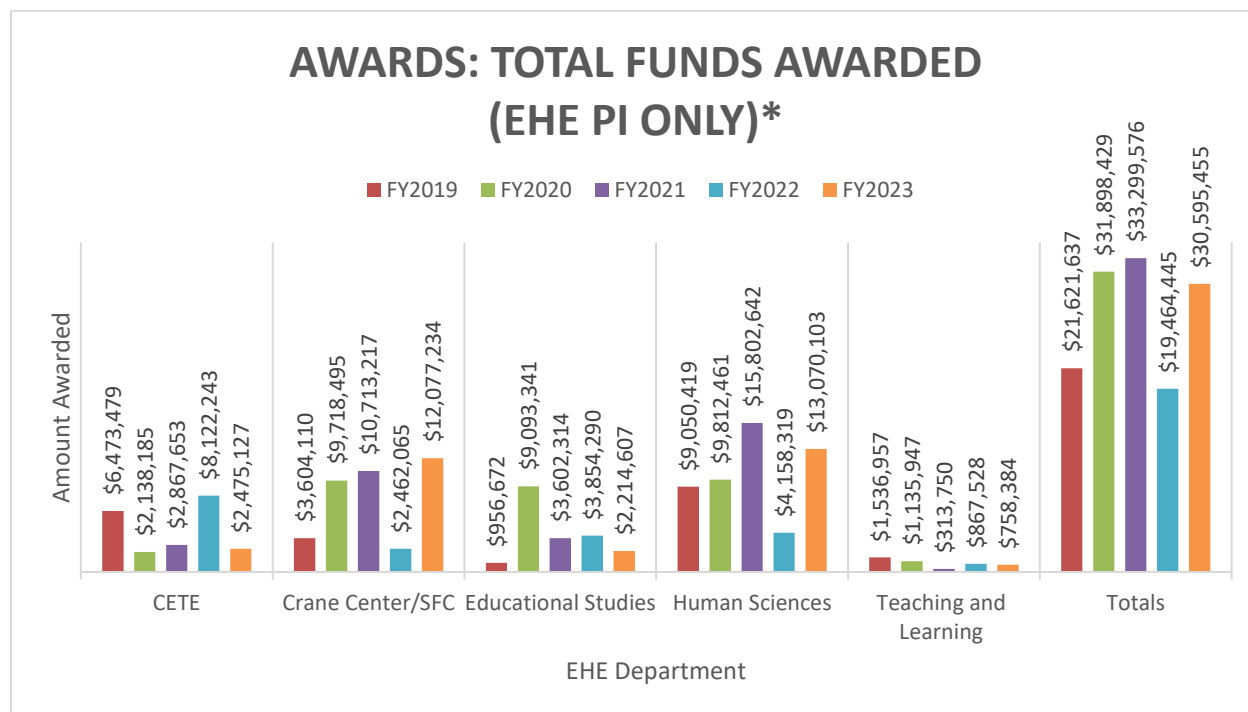


FIGURE 3 TOTAL FUNDS AWARDED BY DEPARTMENT/CENTER WHEN THE PI IS FROM EHE BY YEAR

*This graph does not include an award of \$468,050 from College Administration in FY22.

Table 2 compares the total number of awards funded in the last five years. These numbers reflect the total number of awards that EHE faculty, research staff and graduate students received as PI or co-PI. The Sponsor Category identifies the Prime Sponsor type, even if we are a Subaward.

Sponsor Category	Number of Awards FY2019	Number of Awards FY2020	Number of Awards FY2021	Number of Awards FY2022	Number of Awards FY2023
College/University	6	4	2	3	1
Federal and Federal Flow-through	26	25	32	21	25
Industry	0	0	0	0	0
Other (includes Foundations, Professional Organizations, and Not-for-Profit and Public Organizations)	23	13	11	17	17
State/Local Governments	14	15	19	21	28
Totals	65	57	64	62	71

TABLE 2 FUNDED AWARDS FOR FY2019 THROUGH FY2023

1.3 New Funds on Previous Awards

The following table shows awards received prior to FY23 that received additional funding during FY23. This funding is not included in anticipated award totals for FY23.

Principal Investigator (PI)	Department	Title of Original Award	Sponsor (Prime)	Amount of New Funds
Bruno, Richard	Human Sciences	Integrated Collaborative Studies Between Drexel University and The Ohio State University to Improve Gut and Liver Health in a Mouse Model of Atherosclerosis	Calroy Health Sciences	\$28,895
Hanks, Drew	Human Sciences	Data Integration in Food and Agriculture	Arizona State University (USDA)	\$3,634
Justice, Laura	CCEC	Shared Reading Intervention for Children with Oral Clefts	Seattle Children's Research Institute (NIH)	\$15,856
Lang, Sarah	Human Sciences	FY20-21 Enhancement of the Virtual Lab School, A Comprehensive Professional Development System for Childcare Professionals (funds for FY23)	US Department of Agriculture	\$2,593,500
Steinman, Kenneth	Human Sciences	Evaluation of OCTF Central Ohio Regional Prevention Council (CORPC)	Nationwide Children's Hospital (Ohio Children's Trust Fund)	\$13,715
Steinman, Kenneth	Human Sciences	Evaluation and Planning for Positive Early Childhood Education Program	Triple P America (ODJFS)	\$52,564
Steinman, Kenneth	Human Sciences	Ohio Statewide Evaluation	Triple P America (ODJFS)	\$112,000
Wild, Tiffany	Teaching & Learning	Developing and Testing Innovations (DTI): The Career Exploration Lab: 3D Printing and STEM Engagement for High School Students with Visual Impairments and their Educators	San Jose State University (NSF)	\$71,727
			Total	\$2,891,891

TABLE 1 NEW FUNDS ON PREVIOUS AWARDS

1.4 Expenditures

The following table shows the combined Office of Sponsored Projects (OSP), contracts, and Ohio Agricultural Research and Development Center (OARDC)/OSU Extension (OSUE) expenditure totals for the last ten years. Both units are housed in the OSU College of Food, Agricultural, and Environmental Sciences (CFAES). A few EHE faculty have joint appointments. EHE receives funding to support these faculty, space, and equipment.

	FY2014	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021	FY2022	FY2023
OSP Total	\$38,637,130	\$39,624,920	\$26,863,104	\$24,535,254	\$21,744,936	\$19,173,014	\$19,646,595	\$19,653,132	\$25,727,011	\$30,861,029
Contracts, OARDC/OSUE Total	\$4,273,418	\$8,929,637	\$3,179,091	\$2,857,766	\$3,158,992	\$4,486,629	\$4,501,146	\$1,118,548	\$666,907	\$528,950
Overall Total	\$42,910,548	\$48,554,557	\$30,042,195	\$27,393,020	\$24,903,928	\$23,659,643	\$24,147,741	\$20,771,680	\$26,393,918	\$31,389,979

TABLE 4 COMPARISON OF TOTAL EXPENDITURES OVER THE LAST 10 YEARS

Figure 4 shows a graphical representation of research expenditures over the last ten years. The blue bar represents OSP expenditures, and the red bar represents the contracts and OARDC/OSUE expenditures. From FY2011-FY2015, EHE had two of the largest grants in EHE history, which both ended in September 2015. This accounts for the significant drop in expenditures during this fiscal year.

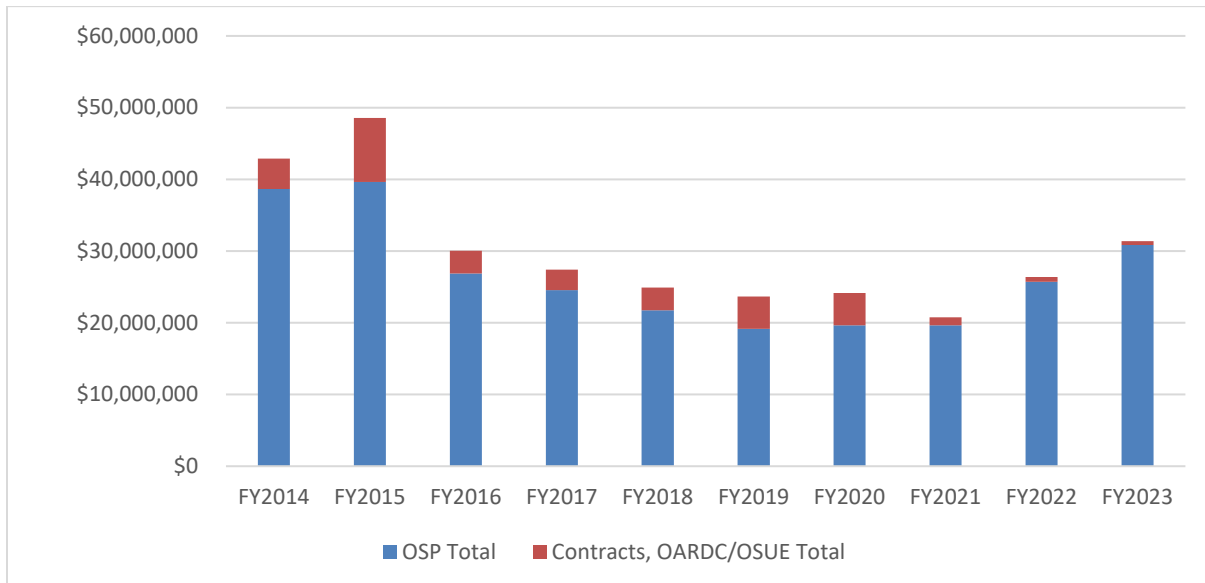


FIGURE 4 TOTAL EXPENDITURES (OSP AND CONTRACTS, OARDC/OSUE) OVER 10 YEARS

2.0 FY2023 Research Activity: Proposals

2.1 Proposal Activity by Department and Funding Category

A total of 186 proposals were submitted during FY2023. The proposals either had EHE faculty, staff or students as PI or co-PI. If all proposals submitted were funded as written, the total requested amount would be **\$207,773,500** with EHE receiving **\$122,447,207** of those funds of those funds (the remaining funds are allocated outside of EHE). These data were generated using the REDCap Proposal Tracking Database which provides Requested Total Award Amounts.

Details on the 186 individual proposals including PI, title of proposal, sponsor, and amount requested can be found in Appendix C.

Proposals have been sorted into four categories depending on the sponsor: Federal (includes subawards/flow-through), State/Local Governments, Colleges & Universities, and Other. The Other category includes industry, foundations, and not-for-profit organizations, as well as private funders. Details on each of the submissions can be found in Appendix C of this report.

The following table provides a breakdown of proposals submitted by EHE department/center and sponsor category. Please note that one proposal from College Administration for an Other sponsor category has been excluded from the table.

Sponsor Category	Educational Studies	Human Sciences	Teaching & Learning	CCEC	CETE	Total
Federal (includes subawards/flow-through)	15	64	6	15	1	101
State/Local Governments	1	3	1	9	16	30
Colleges & Universities	0	1	0	1	1	3
Other	13	22	8	5	4	52
Totals	29	90	15	30	22	186

TABLE 5 NUMBER OF PROPOSAL SUBMITTED BY DEPARTMENT/CENTER BY SPONSOR CATEGORY

2.2 Proposal Activity by Tenure-Track Faculty by Department

The following three tables provide a breakdown by faculty of proposal activity and role in proposal development during FY2023. Faculty are listed under their tenure-initiating unit even if they are associated with a center. Research staff and students that submitted proposals are not included. Details on all individual proposals can be found in Appendix C.

Faculty	FY2023 Proposals	
	Role PI	Role Co-I
Anderman, Eric	4	3
Brock, Matthew	0	1
Correia, Ana-Paula	0	1
Fletcher, Edward	5	0
Glassman, Michael	0	1
Gilson, Carly	2	0
Goddard, Roger	0	1
Graves, Scott	1	0
Guerrero, Marc	1	0
Johnson, Kaprea	0	1
Justice, Laura	3	7
Kim, Minjung	1	0
Lin, Tzu-Jung	2	0
Mayhew, Matthew	1	0
McMillian, Rhodesia	0	1
O'Connell, Ann	0	2
Patton-Davis, Lori	1	0
Plasman, Jay	1	2
Voithofer, Rick	0	1
Warnick, Bryan	1	0
Xie, Kui	3	0
Zirkle, Christopher	2	1
Zyromski, Brett	0	1

TABLE 6 PROPOSAL DEVELOPMENT ACTIVITY BY EDUCATIONAL STUDIES FACULTY

Faculty	FY2023 Proposals	
	Role PI	Role Co-I
Ansari, Arya	3	1
Bartle-Haring, Suzanne	0	2
Belury, Martha	5	6
Bermea, Autumn	2	1
Betz, Michael	1	1
Bird, Amanda	1	1
Bruno, Richard	2	1
Feng, Xin	4	5
Focht, Brian	1	11
Gavazzi, Stephen	0	1

Hanks, Drew	2	0
Hatsu, Irene	2	2
Hicks, Ashley	2	0
Hodge, Samuel	1	1
Ilic, Sanja	1	1
Jones, Lauren	1	1
Kopec, Rachel	3	3
Kennel, Julie	1	0
Lewis, Tasha	2	1
Loibl, Caezilia	1	1
Mallory, Allen	1	2
Orchard, Tonya	3	2
Petosa, Rick	0	1
Purtell, Kelly	0	4
Pratt, Keeley	3	1
Saenz, Catherine	0	2
Slesnick, Natasha	5	3
Vandiver, Beverly	1	1
Volek, Jeff	1	3
Yilmazer, Tansel	1	3
Zhu, Jiangjiang	5	3

TABLE 7 PROPOSAL DEVELOPMENT ACTIVITY BY HUMAN SCIENCES FACULTY

Faculty	FY2023 Proposals	
	Role PI	Role Co-I
Chao, Theodore	1	0
Ding, Lin	0	2
Fast, Danene	2	0
Harrison, Dorian	1	0
Jeong, Sophia	1	1
Newell, George	1	0
Piasta, Shayne	1	0
Pierson, Ashlyn	0	1
Power-Carter, Stephanie	1	0
San Pedro, Timothy	1	0
Sayer, Peter	0	1
Troyan, Francis	0	1
Wild, Tiffany	0	1
Wilkinson, Ian	1	0

TABLE 8 PROPOSAL DEVELOPMENT ACTIVITY BY TEACHING AND LEARNING FACULTY

3.0 FY2023 Research Activity: Awards

Seventy-one awards were funded in FY2023, in which faculty, research staff and students were either PI or co-PI. The Principal Investigator on 57 of the 71 awards is from EHE. The projected total award amount for all 71 awards is \$53,048,939 with EHE receiving \$27,966,150 of those funds (the remaining funds are allocated outside of EHE). The table below shows how the awards and funds are distributed across EHE departments and centers.

Department/Center	Number of Awards (PI and co-PI from EHE)	Anticipated Total Award in Dollars (includes subaward amounts)	EHE Share of Total Funds
Educational Studies	9	\$4,415,143	\$2,321,903
Human Sciences	27	\$27,664,035	\$9,283,186
Teaching and Learning	3	\$758,384	\$438,651
Crane Center and Schoenbaum Family Center	17	\$14,102,358	\$12,990,504
CETE	15	\$6,109,019	\$2,931,906
	71	\$53,048,939	\$27,966,150

TABLE 9 AWARDS BY DEPARTMENTS AND CENTERS

Details on all 71 awards including PI, title of award, sponsor, total anticipated funds over the life of the project, and F&A rates can be found in Appendix D.

The following table shows the number of new awards per sponsor category with total award amounts. The Other category includes foundations, not-for-profit or private organizations, and professional associations.

Sponsor Category	Number of Awards	Anticipated Total Award Amounts	EHE Allocated Total Award Amounts
Federal	25	\$33,583,188	\$16,018,246
State/Local Governments	28	\$9,109,677	\$8,009,775
College	1	\$320,000	\$320,000
Other	17	\$10,036,074	\$3,618,128
Totals	71	\$53,048,939	\$27,966,150

TABLE 10 TOTAL NUMBER OF NEW AWARDS BY FUNDING CATEGORY AND TOTAL ANTICIPATED FUNDED AMOUNT

4.0 FY2023 Research Activity: Expenditures

4.1 Expenditures: Office of Sponsored Programs Administered Awards

The direct cost expenditures on all Office of Sponsored Programs (OSP)-administered active awards during FY2023 were \$30,861,029. This number includes the F&A generated on the modified total direct costs (MTDC) dollars. Data were generated from the OSP tool, e-Activity Expenditures Summary, on 08/07/23.

4.2 Expenditures: Contracts, OARDC, and Extension

In FY2023, contracts, OARDC, and extension research expenditures totaled \$528,950. Data were obtained from OFBS on 08/07/23.

5.0 Faculty Investments

5.1 Expert Review

The EHE Office of Research has a program in place that will pay an honorarium for external expert review of grant proposals that have received high scores from federal funding agencies (e.g., NIH R01, NSF, IES, USDA/AFRI) or an invitation to submit proposals after initial review of the letter of intent from prestigious foundations (e.g., Spencer, WT Grant, Kellogg, Gates, and possibly others that are considered as premiere/prestigious for purpose of national rankings). One PI, Xin Feng, took advantage of this program during FY2023.

5.2 Faculty International Matching Travel Grants

In FY2023, the EHE Office of Research provided matching support up to \$500 for 4 faculty to present at international professional meetings for a total of \$2,000. The name of the conference, city, and country are included in the table below. Faculty are able to take advantage of this matching travel program every two years.

Name	Department	Date Submitted	Amount	Conference	Place
Kwame Agyemang	Human Sciences	04/03/2023	\$500	The North American Society for Sport Management	Montreal, Canada
Donna Pastore	Human Sciences	03/24/2023	\$500	The North American Society for Sport Management	Montreal, Canada
Shayne Piasta	Teaching & Learning	03/13/2023	\$500	The Scientific Studies of Reading Annual Meeting	Port Douglas, Queensland, Australia
Brian Turner	Human Sciences	03/21/2023	\$500	The North American Society for Sport Management	Montreal, Canada

5.3 DC Days

This program encourages researchers to become more competitive grant writers by providing an opportunity to visit with federal program officers in Washington, DC to determine if the researcher's basic concept is a good fit with the sponsor's mission, seek advice concerning project design and appropriate funding track, and to better understand the peer review process. ORIC arranged group visits for two days at federal agencies with individual appointments scattered throughout the visit as well as the OSU Government Liaison Office at the Hall of States. Thirteen researchers participated in this year's event and travelled to Washington, DC on May 7-9, 2023. Natasha Slesnick and Kim Lightle also attended. Details on attendees can be found in Appendix G.

5.4 Proposal Development Feedback

Feedback was provided on proposals through monthly faculty grant writing groups, one-on-one mentoring and feedback by Natasha Slesnick and Kim Lightle, as well as red team reviews. A “Red Team” review process was initiated in Spring of 2017. The Red Team review is a structured review that acts very similar to the federal panel review. It takes place one month before the proposal is due. Principal Investigators contact Kim Lightle who works with the PI to schedule the review.

6.0 Postdoctoral Researcher Investments

6.1 Postdoctoral Researcher Matching Travel Grants

In FY2023, the Office of Research provided matching support of \$500 to three postdoctoral fellows to present at professional meetings for a total of \$1,500. The name of the conference, city, and country are included in the table below.

Name	Department	Date Submitted	Amount	Conference	Place
Zach Chaplow	Human Sciences	03/22/2023	\$500	The American College of Sports Medicine 2023 Annual Meeting	Denver, Colorado
Tuba Gezer	Educational Studies	02/23/2023	\$500	The American Educational Association Annual Meeting	Chicago, Illinois
Ye Shen	Office of Diversity, Inclusion, and Outreach	01/06/2023	\$500	Society for Research in Child Development Annual Meeting	Salt Lake City, Utah

6.2 Career Development

Kimberly Lightle represents EHE on the university-wide Postdoctoral Advisory Council (PAC) which was created in January 2018. At that time, the Office of Academic Affairs created an Office of Postdoctoral Affairs (OPA) which has taken the lead in supporting postdocs across the university. Lightle continues to be the EHE representative for the PAC which meets with the OPA on a quarterly basis. In FY2023, EHE had 20 postdocs across the college.

6.3 Monthly Grant Writing Meetings

EHE postdocs, research staff, and faculty are encouraged to attend the monthly grant writing meetings led by Natasha Slesnick and Kimberly Lightle.

7.0 Graduate Student Investments

7.1 Graduate Student Matching Travel Grants

In FY2023, the Office of Research awarded matching funds up to \$250 to 144 awardees to support travel to present at professional meetings for a total of \$36,000. Please refer to Appendix E for a listing of all FY2023 Graduate Student Matching Travel Grant recipients, including the conference names and locations. Note: Each student is eligible for up to three awards (total) and only one award per academic year.

7.2 QualLab Graduate Student Board

The GSB has been comprised primarily of BIPOC, queer, and international students, though, all are welcome. The GSB received the Drake Institute Grant on Research and Implementation Level I (2021-2022) and Level II (2022-2023), presented at the International Congress of Qualitative Inquiry, and have 1 publication in a ranked journal. The citations for those articles can be found in Appendix A.

7.3 Annual Russell Klein Symposium

The Office of Research provided \$1,500 to the Graduate Society of Nutritional Sciences in support of the Annual Russell Klein Symposium.

7.4 GRA Matching Support

To encourage EHE faculty members and research staff to include graduate research associates (GRA) in their grant proposal submissions, ORIC provides matching funds to support GRAs who are appointed to grants with full indirect costs. The department first approves the request and then ORIC provides the match. Five researchers requested support through this program in FY 2023.

7.5 EHE Graduate Student Interdisciplinary Seed Grant Program (GSIRI)

A graduate student interdisciplinary seed grant program was initiated in 2019. The graduate students have taken the lead, but they are guided by ORIC faculty and staff. Four new projects were funded in FY2023. Descriptions from all projects funded through this program can be found at <https://u.osu.edu/ehesiri/funded-projects/>.

The potential of distributed information search: Testing the effect of a new information search tool on college students' critical thinking

Team Members: Shantanu Tilak, Yvonne Allsop, Logan Pelfrey, Ziyue Wen, Marvin Evans, Latif Kadir, Yin, Chia-Hsin; Faculty Mentor: Michael Glassman

Parental and adolescent perceptions towards social media and video games in China and the United States: A cross-cultural comparison study

Team Members: Ziyue Wen, Yue Sheng, Yilun Huang, Fan Xu, Mike Frazier, Simon Murdock; Faculty Mentor: Michael Glassman

Multiracial identity connection: Belongingness, exploration, regard, complexity, and importance of an individual's multiracial group identity

Team Members: Kimiko Ching, Lisa Delacruz Combs, Rebecca Cepeda, Fuyi Feng, Rumbidzai Mushunje, Krisann Stephany, Ionell Jay Terogo; Faculty Mentor: Marc Johnston Guerrero

Video club as professional development for emerging STEM teachers: An Equity-based investigation on teacher noticing

Team Members: Mutiara Syifa, Skye O’Beollain, Ionell Jay Terogo, Adriana I. Martinez Calvit, Lanoke Paradita, Tyler Young, Maretha Dellarosa, Alexander G. Pittman; Faculty Mentor: Sophia Jeong

8.0 Undergraduate Student Investments

8.1 The Dean’s Undergraduate Research Initiative (DURI)

The Dean’s Undergraduate Research Initiative (DURI) offers EHE undergraduate students an opportunity to immerse themselves in an active, ongoing research project under the supervision of an EHE faculty member. For students, this immersive experience can open future career interests, strengthen graduate school applications, and provide an important foundation for graduate school. In turn, EHE faculty will be paired with students interested and motivated to engage in research and can assist with data collection, dissemination activities, etc.

The Dean’s Undergraduate Research Initiative launched in March 2023 and resulted in 42 Faculty Research Opportunity submissions. EHE Undergraduate students were then notified via email about the program. As of June 2023, 3 EHE Undergraduate students completed the online survey to participate in the program during the 2023-2024 academic year. These students were matched to an appropriate faculty member based on their academic interests and will work with these faculty members on their research for Autumn 2023 and/or Spring 2024.

Faculty members will receive \$500 per student per semester from this initiative and students will be eligible to receive \$500 to assist with conference travel to present their research.

More information about the Dean’s Undergraduate Research Initiative may be found here: <https://u.osu.edu/eheduri/>.

9.0 Communication

The Office of Research connects regularly with faculty and research staff through electronic and print communications. We have started to measure impact by analyzing Google Analytics metrics on our webpages as well as using MailChimp to track activity of our electronic newsletters.

9.1 ORIC Website

We continue to update the ORIC website (<https://oric.ehe.osu.edu/>) with new events, awards, proposal development, and award management resources. We will continue to monitor our metrics from Google Analytics to keep track of our website traffic moving forward. For FY23, we received 14,258 Pageviews, with 12,263 Unique Pageviews. Our top five landing pages were 1) the office home page, 2) post-award grant support, 3) proposal review/proposal submission support, 4) the “About” page, and 5) EHE Seed Grants.

9.2 e-Newsletters

ORIC continues to send out two e-newsletters each month to all EHE researchers. E-newsletters are sent via MailChimp which allows us to measure open rates and determine which links are accessed. The average open rate for our e-newsletters in FY23 was between 35 and 42% -- industry average is less than 20%.

The *Funding Opportunities & Research News* e-newsletter goes out once a month to EHE researchers. The e-newsletter contains funding opportunities, research news, grant writing tools, and events/training opportunities and is curated by Kimberly Lightle. At the end of the year, we had 293 subscribers.

The second e-newsletter goes to all EHE faculty actively serving as PIs on awards administered through the Office of Sponsored Programs (OSP). This message is sent mid-month and focuses on post-award news, updates and reminders. It also serves to remind faculty of the EHE-OR support available to them once they are out of the proposal phase and holding sponsor funding. Topics typically covered in these messages include release time, HR deadlines, effort certification (eCert), and up-to-date information about new policies and procedures impacting research in OSU and EHE. When necessary, additional off-cycle messages are sent to promote EHE-OR webinars or inform PIs of any urgent research news coming from within the college, university or from project sponsors.

10.0 Research Engagement and Outreach

10.1 Research in Schools Reported Hours

ORIC assists the university research community by providing a record of research activities between OSU and individual school districts and documenting required information to trigger the issuance of fee authorization credits for use by eligible schools in Franklin County. Guidelines for conducting research in schools and the contact information for research coordinators in central Ohio districts are available.

Faculty, research staff, and students were asked to self-report the hours they had spent with teachers and students so that fee waivers could be issued. A combined total of 11,929 research hours were reported across schools by EHE departments and centers in FY23. Details on the research team, hours, and schools/districts can be found in Appendix F.

11.0 Technology Innovation

11.1 Faculty Research Interests

The Research Interests interface (<https://ehe.osu.edu/directory/research-interests>) can be accessed on the public-facing side of the EHE website and is associated with the EHE Directory. It continues to be updated when needed. The research interests profiles were accessed 17,813 times during FY2023. We continue to reach out to new faculty, postdocs, and those faculty that haven't yet created their research interests profile.

11.2 Funding Opportunities Database

As a supplement to the monthly Funding Opportunities Newsletter, an online database was created to store and manage funding opportunities, *Funding Opportunities for EHE Researchers* (<https://u.osu.edu/eheorris/>). The database affords the ability to search by topic area and funding source. The active funding opportunities in this database have been handpicked for the faculty and research staff. The Advanced Search creates browse lists based on Sponsor Type, Program Type and Topic. Opportunities are ordered by submission deadline with the soonest occurring first. Each month the funding opportunity records are updated.

11.3 Research Activity Dashboards

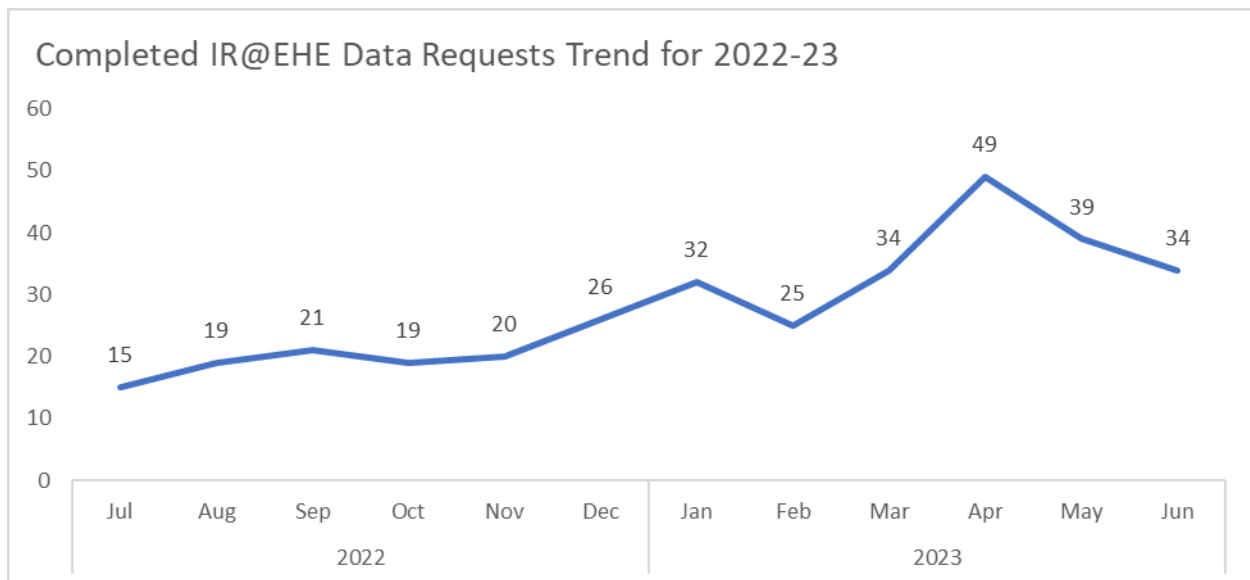
Two tableau research dashboards have been completed – Awards and Proposals – with a third under development – Projected F&A. The data for the Awards and Proposals dashboards are coming from the ORIC Proposal and Award Tracking tool built in RedCap. These dashboards provide college-level, departmental-level, and individual level information starting in. The data is updated every quarter. These dashboards are available to college leadership.

12.0 Institutional Research (IR)

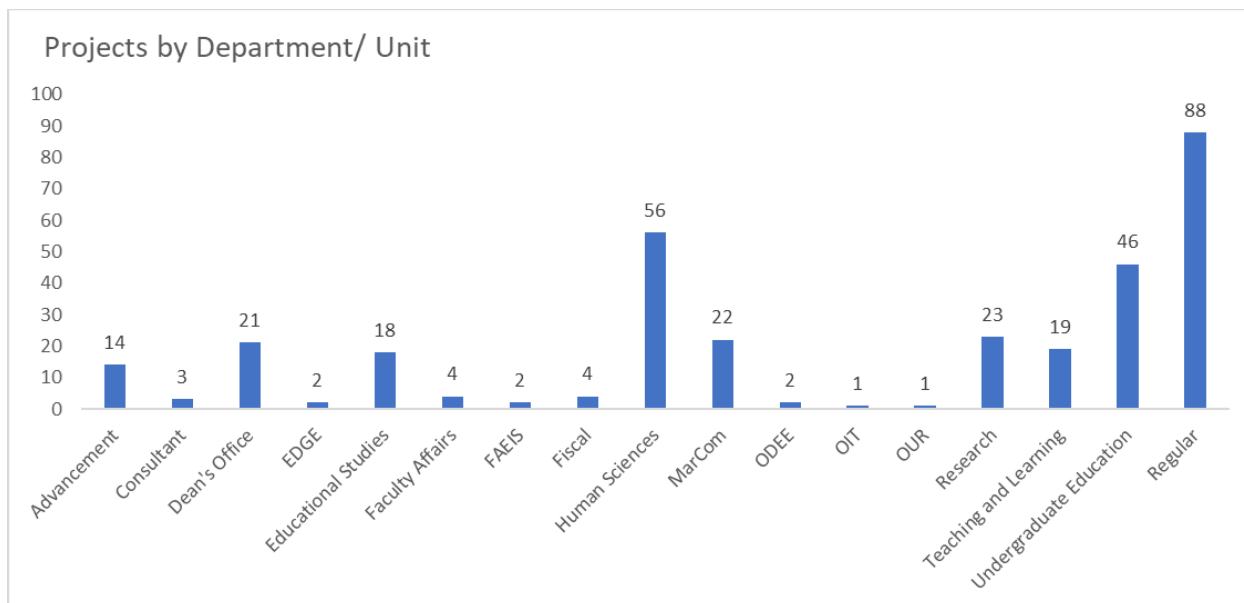
EHE IR was set up to serve as the single-point-of-contact for all institutional research needs of the College. We apply analytical tools to develop dashboards, reports, and white papers to guide decisions that impact the College’s mission and goals. The key functions of IR@EHE include:

- Identifying information needs
- Collecting, analyzing and interpreting institutional data
- Supporting evaluation and accreditation activities
- Providing training to build the capacity of EHE information producers, users, and consumers of data

In 2022-23, EHE Institutional Research (IR@EHE) completed over 330 tickets. These data analysis and reporting projects involved activities such as enrollment tracking and projections, generating lists and reports, conducting surveys, collaborating with other departments, assessing program enrollments and trends, compiling student information, and addressing specific inquiries from donors and stakeholders. The projects also included efforts to enhance diversity and inclusion, evaluate faculty composition, track academic rankings, and support student programs and services. Overall, the work involved collecting, analyzing, and disseminating data to inform decision-making and support the goals of the organization.



The requests IR@EHE completed came from the following offices: Advancement, Undergraduate Education Consultant, Dean’s Office, EDGE, Educational Studies, Faculty Affairs, Business and Fiscal, Human Sciences, IRP, MarCom, ODEE, OIT, Registrar, ORIC, Teaching and Learning, and Undergraduate Education.



IR@EHE work in the past year included 10 oral presentations including three trainings, as well as presentations to the Dean’s Executive Council, Department faculty meetings, and to the University’s Student Data Power Analysts group, which is a professional organization for data analysts at OSU.

In addition to ongoing maintenance of existing Tableau Server dashboards, this year IR@EHE created six new dashboards to support data informed decision making in the college. These new dashboards include a resource for tracking express advising usage, course enrollment by instructor, ORIC grant awards and grant proposals, course enrollment year over year comparison, and undergraduate minor headcount trends.

IR@EHE wrote extensive reports in support of 10 program meetings with Undergraduate Education and faculty, and supported the academic unit review of the Department of Teaching and Learning.

External Survey Completion

IR@EHE worked on the following external surveys on behalf of EHE:

- US News Best Online Masters of Education Statistical Survey,
- US News Best Colleges of Education Statistical Survey
- Academic Analytics EHE List of Faculty
- NSF/NIH Survey of STEM Graduate Students and Postdocs
- FAEIS Student Enrollment Survey

EHE Data Analysts Group

A re-envisioned initiative of a College-wide team-based approach to data analytics kicked-off in Spring 2023. The Data Analysts Group (DAG) includes new members of the IR team embedded within each EHE Department. We identified existing staff members with data interests to devote 1-2 hours per week to the IR team. All team members are receiving direct training and support from IR@EHE staff. The DAG members are Shaun Gunter (Educational Studies), Kim Tackett (Human Sciences), and Jena Bernth (Teaching and Learning).

The DAG kick-off was held on March 30, 2023 and now we hold weekly 15 minute check in meetings. The purpose of the meetings is to review current IR projects including progress and barriers and identify training needs. Each team member is progressing through trainings in data analysis that have thus far covered Graduate Recruitment and Admissions data, Student Records and Enrollment, and using Microsoft Excel for Data Analysis. In addition to these trainings conducted in a virtual classroom format, as projects are received for IR@EHE, we schedule cross-trainings and create process documentation for projects that include tasks that are likely to recur in future projects. DAG members decide which cross training sessions they have time to observe.

The DAG initiative is gaining momentum as IR@EHE staff have been able to delegate tasks that members can complete independently.

2022-23 IR Feedback Survey

Toward the end of 2022-23, a feedback survey was sent to 56 contacts who at some point in the year requested data, a report, or another product from the EHE Institutional Research team. A total of 23 people responded to the survey for a response rate of 41.1%. For a complete report on the results, see the Appendix. In summary, the results indicated:

- 100% of respondents rated our timeliness Good or Excellent
- 100% of respondents rated the quality of our products Good or Excellent
- 100% of respondents rated EHE IR staff as Approachable or Very Approachable
- 96% of respondents rated our reports Accurate and Reliable or Very Accurate and Very Reliable
- 96% responded they were Very Satisfied with the overall performance of EHE IR

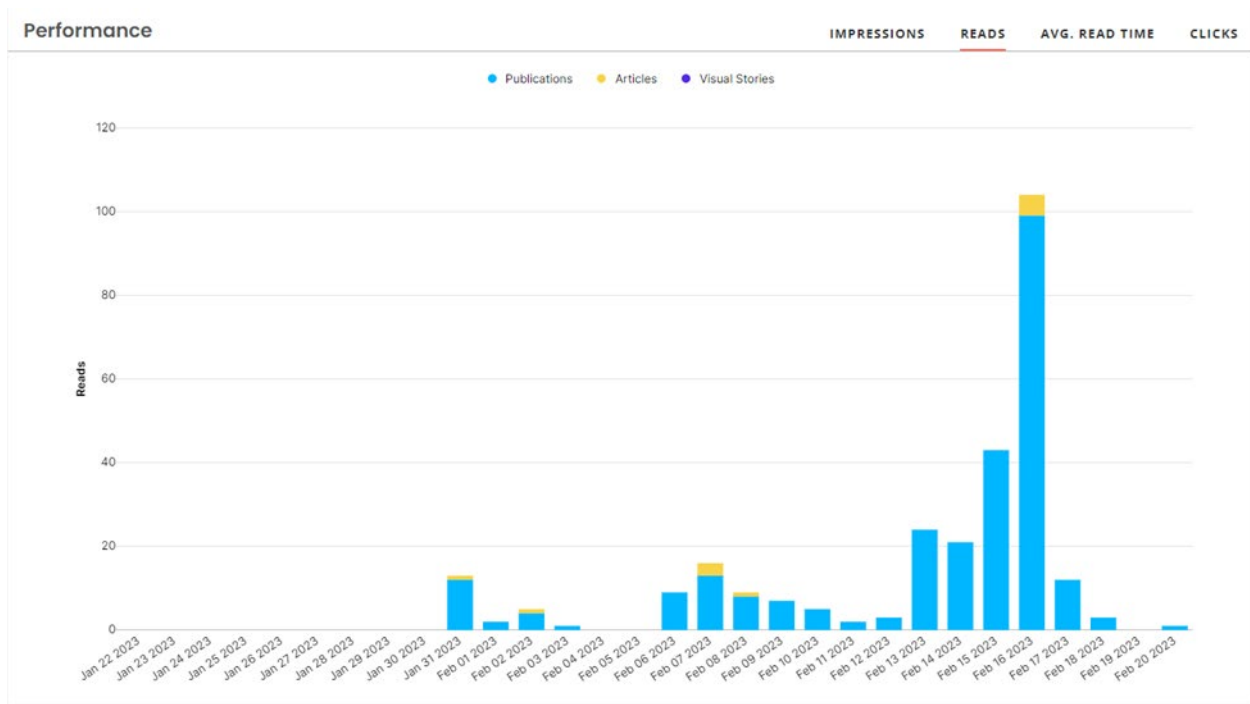
The survey offered one open-ended question where respondents were invited to provide additional comments, which in summary the respondents generally offered positive feedback for IR@EHE, as they described our staff as professional, friendly, prompt, accurate, and responsive. They appreciate our staff's assistance in retrieving data and fulfilling requests, as well as our ability to put the data into context. Overall, the survey results suggest that IR@EHE is well regarded and seen as an asset to the college.

13.0 EHE Research Forum

The FY2023 event was held in-person at the Ohio Union on Thursday, February 16, 2023 and registered a total of 224 attendees. The keynote speaker was Brian Burt, Associate Professor of Higher Education in the department of Educational Leadership & Policy Analysis, and Director and Chief Research Scientist of Wisconsin’s Equity & Inclusion Laboratory at the University of Wisconsin-Madison. The EHE Research Form featured 59 Oral Presentations, 44 Poster Presentations and 3 Panels, delivered by EHE graduate students, faculty and postdocs.

Information regarding the FY2023 EHE Research Forum may be found in our online Program Booklet (<https://go.osu.edu/eheresearchforumprogrambook2023>).

The chart below shows the number of times the Program Booklet was accessed and read between January 22, 2023 and February 20, 2023.



Appendix A: QualLab Annual Report

About QualLab

The QualLab started in summer 2020 from a proposal by Associate Dean Natasha Slesnick and Penny Pasque, approved by Dean Don Pope Davis. QualLab is a specialized service area under the College of Education and Human Ecology (EHE)'s Office of Research, Innovation and Collaboration (ORIC). Its mission is to foster capacity building of EHE faculty, postdoctoral fellows (postdocs), researchers, and graduate students; it also strives to be an inter/national in-person and online destination for advancing qualitative inquiry toward innovation, equity, diversity and justice. In some special situations, QualLab also serves those who are not in EHE (i.e., contracted work, courtesy email, zoom, or phone responses). The QualLab office is located on the third floor of Ramseyer Hall in rooms 339 and 341. Its website is u.osu.edu/quallab/.

QualLab Team

QualLab's strength is its team, however, the entire GRA team aside from 1 2nd year PhD student, are rotating off and new GRAs starting this upcoming fiscal year and this will mean changes for the QualLab. The goal for the fall semester will be for the faculty director to train the new team of GRAs. That said, this report focuses on the successes of the past fiscal year.

Overall, the QualLab team has weekly staff meetings, works collaboratively on projects, and shares office space in Ramseyer. It is an active office with numerous people from EHE and across the university who ask for consultations and/or want to be involved in the important work we are doing.

- **Dr. Pasque (.5)** continues to lead the QualLab team as Director as she coordinates the ES qualitative courses and new certificate (with ES & TL, HS do take these courses).
- **Chelsea Gilbert**, a third-year HESA doctoral candidate continued in her role as a .25 GRA supporting AMI and leading consultations. At the start of the summer term, Chelsea transitioned out of her role to begin her Fellowship as planned. **Anna Zaitseva**, a third-year Multilingual Language Education PhD student transitioned into Chelsea's former .25 role in Summer '23.
- **Tessa Smith**, third-year doctoral candidate in the Philosophy and History of Education program, supported the onboarding of new teammates, team leadership, the website, and consultations. Tess will continue in her role throughout the remainder of the summer semester, where she will close out her role and hand over her duties as planned.
- **Mianmian Fei** is a first-year HESA PhD student who joined in Autumn 2022. This year, Mianmian supported QualLab Lunches, team leadership, website and social media, and consultations. She will continue in her .5 GRA role and focus more on team leadership, website, and consultation.
- **Hannah Reyes (Position ending)**, a second-year HESA PhD student began in a .5 GRA role focused on AMI and concludes the work this year. It was extremely valuable to have a .5 GRA devoted to this enormous event, and she tended to take on work that is not GRA work, but efforts that should have been done by EHE Administrators. This will leave a hole in the team as AMI questions and work continues even in the year the institute does not happen.

- **Undergraduates: Dahianna Ontaneda**, a third-year undergraduate student was trained in how to support the team with Workday (as GRAs can't do this type of work), scheduling, and communications but will transition into a full-time internship in another department. Dahianna worked closely with **Kieren Bode**, an undergraduate peer colleague this past Spring semester. Kieren will continue with the QualLab this year (3 hours in fall; 20 hours in spring).

External Interest

QualLab has been a magnet for scholars interested in qualitative research based on the success of our events, consultations, and outreach. QualLab only consults, it does not “do” the research – so QualLab has had to be careful to limit its interactions to consultations for a fee if people are outside of EHE and/or bring in funding for the latter via ES and grants. These collaborations have worked out well, and more are seeking our services, which is a huge compliment. In addition, there is interest at the university level for QualLab to be available for the entire university. Examples include:

- **Chairman of the Senate Health, Education, Labor, and Pensions (HELP) Committee Bernie Sanders (I-Vt.) and Ranking Member Bill Cassidy, M.D. (R-La.)** asked to provide feedback on qualitative & mixed methods research regarding reauthorization of the Education Sciences Reform Act.
- **The Associate Dean of TAG, David Graham**, hired QualLab consultation for Fall semester through a contract and Penny / Tess via ES for Spring semester via ES, regarding work on the Spring Forward program. QualLab presented our research to the entire department and received an extremely positive response for the work conducted. This has led to more interest in working with the QualLab team.
- **The Associate Dean working with Gen Ed, Alan Kalish**, met with QualLab and requested consulting with his teams in the upcoming year because of the success with the AD of TAG. This has potential to be a large project.
- **Associate Vice Provost for Faculty Development & Recognition, Kaprea Johnson**, asked to attend faculty orientation to discuss the QualLab services, however, QualLab is not a university-wide program. She encouraged QualLab to put in a proposal at the university level to elevate this program for the university. QualLab hears from faculty and graduate students from across the university (Medical School, Sociology, Glenn School of Public Policy, etc.) about how to get involved with our community.
- **Nationwide Children's Hospital faculty** hired QualLab for consultations via a grant.
- **Wexner Medical Center faculty** have reached out, which led to grants via Ed Studies for “doing” the research (although the initial ask was via QualLab). QualLab also presented a few webinars for the Wexner Medical Center faculty on qualitative research methods.

QualLab Graduate Student Board

The GSB received the Drake Institute Grant on Research and Implementation Level I (2021-2022) and Level II (2022-2023), presented at the *International Congress of Qualitative Inquiry*, and have 1 publication in a ranked journal. The current grant funds a few graduate students to move a research

paper to publication. We do not have the bandwidth to expand the group, although there is interest from students within and outside of EHE.

The citations for the GSB articles for this fiscal year include:

Pittman, A. G. J., Dellarosa, M., Kim, M. J., Smith, S., & Pasque, P. A. (in process). Teaching, Learning, and Praxis: A Critical Inquiry on Graduate Student Research Apprenticeship Opportunities in Qualitative Research. *Innovations in Education and Teaching International*.

Pasque, P. A., Kim, M. J. Dellarosa, M., & Pittman, A. G. J. (2022-2023). Beyond developing a research apprenticeship course: Reflecting co-constructed qualitative research experience with EHE graduate students. *V. Drake Institute for Teaching and Learning - Research and Implementation Level II Grant*. The Ohio State, Columbus, OH. (\$7,500). Faculty required to be first author

Pittman, A., Dellarosa, M., Kim, M. J., Pasque, P. A. (May, 2022). A Critical Advocacy Inquiry on Qualitative Research, Teaching, Learning and Doing. Paper to be presented at the *International Congress of Qualitative Inquiry*, Urbana-Champagne, IL. (Moved to virtual due to Covid-19).

Additional voluntary QualLab staff include:

- Jennifer Watley, Social Media Intern, HESA Internship Course
- Rhodesia McMillian, Assistant Professor, NVIVO expert with consultations
- Many Graduate Student, Postdoctoral Researchers and Faculty Volunteers

- QualLab Faculty Fellows (see below)
 - Dr. Elizabeth Allan : University of Maine
 - Dr. Katherine Clonan-Roy : Cleveland State University
 - Dr. Charlotte Jacobs : University of Pennsylvania
 - Dr. Erynn Beaton : The Ohio State University
 - Dr. Leslie Moore : The Ohio State University
 - Dr. Carmen McCallum : Eastern Michigan University
 - Dr. Timothy San Pedro : The Ohio State University
 - Dr. Weidong Li : The Ohio State University
 - Dr. Kwame Agyemang : The Ohio State University
 - Dr. Saran Stewart : University of Connecticut
 - Dr. Z Nicolazzo : The University of Arizona
 - Dr. Michael Moses II : University of California
 - Dr. Mirka Koro : Arizona State University
 - Dr. Corey Still : Bacone College
 - Dr. Claudia García-Louis : University of Texas at San Antonio
 - Dr. Jackie Goodway : The Ohio State University
 - Dr. Venus Evans-Winters : The Ohio State University
 - Dr. Kaleb Briscoe : Mississippi State University

- QualLab Research Fellows (*these are the AMI Think Tank scholars & chapter authors who requested to continue in this role for the next year and to participate in AMI 2025*).
 - Michelle Salazar Pérez, University of North Texas
 - Kakali Bhattacharya, University of Florida
 - Rhodesia McMillian, The Ohio State University
 - Claudia García-Louis, University of Texas – San Antonio
 - Venus Evans-Winters, The Ohio State University
 - Dominique C. Hill, Colgate University
 - Durell M. Callier, University of Delaware
 - Mike Hoa Nguyen, New York University
 - Amanda Tachine, Arizona State University

QualLab Events, Initiatives & Online Engagement

QualLab Website

The QualLab website launched in July 2020 and has also grown significantly. Over the summer of 2023, the QualLab team is working with EHE to transition from a u.osu website to an ehe.osu.edu one. This time-intensive change will allow for technical support that can make the website more accessible and streamlined with the college’s standards. The website grew from a duplicated version of the old DAAC website and throughout the 2020-2021 academic year, the QualLab Team grew the website’s offerings in content and information as the office expanded its work. The information in this report includes that which is featured on the QualLab website, including:

- Meet the Team, Vision, Mission
- Information for Consultation Services
- Dashboard of Resources
 - Resource Guides
 - Qualitative Training Videos
 - Ohio State IRB information
 - External links to software, research websites, etc.
 - Links to Qualitative Research Conferences
 - Links to Graduate Student Funding support for conferences
 - ...and more
- EHE Qual Courses
 - Up-To-Date Qualitative Curriculum Resources for ES, HS, & TL, course flyers, etc.
- Involvement Opportunities
- Signature Events
 - *Advanced Methods Institute 2021; 2023*
 - *Unapologetic Educational Research: Addressing Anti-Blackness, Racism & White Supremacy, 2021-2022*
 - *QualLab Lunch Series, 2020-present*

- With EDGE #SoC Graduate Student Symposium 2021-2022
- Social Media – Twitter & YouTube, ongoing

Qualitative Resources

The Dashboard of Resources on our website allows EHE researchers to connect with other qualitative scholars across the US and globe. It contains links, videos, citations, and materials for researchers that are internal and external to OSU. Resources are organized into media sources (e.g., blogs, YouTube videos, and podcasts), conferences, webinars, centers, and institutes. The webpage also links to OSU's IRB, OSU Libraries, ORIC, videos and trainings for NVivo, Transana, and Dedoose, and virtual research clubs. The team regularly adds more Qualitative Research Guides and accompanying videos useful for graduate students and faculty.

Curriculum Resources

The EHE Qual Courses section of our website provides information on courses and faculty in EHE that support qualitative content knowledge development. We update the page regularly to reflect (a) all available courses throughout the college, (b) current and upcoming courses that are being offered, and (c) potential course pathways for master's and doctoral students to receive comprehensive training.

This webpage and QualLab's other offerings are informed by collaborations between Dr. Pasque and EHE faculty in all three departments. It helps students outside EHE find our courses as well. This is time intensive, but useful because qualitative faculty and graduate students within and outside of EHE have found EHE qualitative courses to take here each semester.

This website will also house the future ESQUAL Certificate in Qualitative Research, pending approval. (Penny is program coordinator through her ES role, but has expanded the certificate to include courses from TL and HS based on faculty interest).

QualLab Signature Events

Advanced Methods Institute – QualLab organized AMI 2023 with co-sponsorship from EHE, ORIC, ODI, and EDGE. This event was three-fold:

1. QualLab hosted an in-person think tank with 10 qualitative scholars who were to present their latest, cutting-edge research at the AMI conference and these are the authors for the Routledge book due next year.
2. The keynote for AMI was Professor Emerita Gloria Ladson-Billings, whom we presented with the ***Patti Lather Distinguished Award for Qualitative Inquiry and Lecture*** Series. This was an award series established by the Dean's Office and QualLab in 2021. In 2025, we will host the next institute with the Patti Lather Distinguished Award going to another esteemed scholar.
3. QualLab sponsored a virtual, 3-day Advanced Methods Institute with the theme of *Advancing Qualitative Inquiry Toward Innovation, Equity, Diversity, and Justice*. Over 600 people attended

and countries included: Australia, Brazil, Canada, China, Egypt, Ghana, India, Italy, Kenya, Luxembourg, Mexico, Netherlands, New Zealand, United Kingdom, and the United States.

The event had sponsors, including the Global Gateway, Office of Transition and Growth, Office of Diversity & Inclusion (ODI), EDGE, Kirwin Institute for the Study of Race & Ethnicity, and Loyola University Chicago's Institute for Racial Justice (IRJ). Vendors included Routledge, Myers Education Press, NVivo (Software), and PIP Consulting. The decision to host this institute every other year was useful because in the "off" year (this upcoming year) - QualLab will work on the book in order to increase access of the information to those who did not attend.

Chelsea Gilbert and Penny Pasque have presented research data from AMI 2021 at multiple conferences (May 2022, November 2022) and have published findings in journal venues like the *International Review of Qualitative Research* and (in press) manuscript with the *Journal of Diversity in Higher Education*. The focus is on "what is culturally responsive research?"

QUAL-LAB Lunches, monthly – QualLab Lunches were an internal series that offers information about an important qualitative topic such as IRB, indigenous methodologies, Black feminist autoethnography, and more. Since moving the event online due to Covid-19, participants come from across the US and across the globe. This past year QualLab hosted seven QualLab Lunches / virtual webinars with nationally known scholars and Ohio State scholars (EHE and the Glenn School) with between 34-118 attendees from the Ohio State – across the US, Australia, UK, Indonesia, and beyond. Scholars included Claudia García-Louis (University of Texas, San Antonio), Michael W. Moses II (University of California, Riverside), Mirka Koro, Arizona State University, Corey Still (Bacone College), Venus Evans-Winters (ES), Edward St. John (University of Michigan), Kaleb Briscoe (Mississippi State University).

All lunches are available on our YouTube Channel, posted on our website, and tweeted out.

QualLab Faculty Fellows are invited after participating in at least 1 event per academic year (i.e., QualLab Lunch, AMI Conference, Awards). The title may be utilized for up to three years after the action (if a relationship with QualLab is not sustained, then the title concludes). The Faculty Fellows program is continuing to evolve and grow, having 1 Fellow in the 2021-2022 academic year and 18 by the end of the 2023 academic year.

NEW - QualLab Research Fellows the in-person AMI Think Tank scholars that furthered the cutting-edge qualitative scholarship are collaborating on the AMI Routledge book (McMillian & Pasque, eds.) and were so invigorated by this endeavor that they requested QualLab continue to collaborate on initiatives. They hope to submit grants, create a writing group, and attend AMI 2025, if possible.

QualLab Social Media Engagement & Technology

Social media allows the office to quickly and frequently share its developments and events with a broader audience, and to interact with other colleagues in the education and methodology communities. We sought approval through the college and university marketing teams, respectively. This proved time consuming, but our outreach and followers are growing every month. The effort was led by Chelsea Gilbert, GRA, then Jennifer Watley and Mianmian Fei.

- Twitter: @QualLabOSU
- YouTube: QualLab@OSU

EHE Qualitative Software

When Dr. Pasque arrived, there was only quantitative software on the EHE computers. We advocated for qualitative research software to be added to computers in Ramseyer Hall's computer lab in room 329 to support faculty and graduate students' easy and affordable access in support of their education and work. EHE OIT has done a great job this year staying on top of the software needs of the college. The growth is reflected below:

- 2019-2020 academic year, NVivo was added to the lab computers and made available remotely through OIT in response to the COVID-19 pandemic.
- 2021-2022 academic year, Transana (video analysis software) was added on the Ramseyer computers in response to the increase in Zoom use for data collection.
- GRA Tessa Smith (history & philosophy) was trained (with Dr. Teddy Chao's research team) on Transana in order for us to serve as experts on this software.
- 2023 - Dr. Rhodesia McMillian taught a software analysis class in Summer 2023 in response to the college needs. Dr. Pasque worked to include this course and more in the ESQUAL certificate.
- 2024 - Pasque is working with the Campbell Hall IT team on the needs for our team in Campbell.

QualLab Research Method Consulting

One of the most popular services that QualLab offers is consultation with researchers on qualitative and the qualitative aspect of mixed methods research studies. The goal of this service is to build the capacity of EHE researchers and provide resources so they may engage in high-quality research. In addition to qualitative research basics, multiple data collection methods, multiple data analysis methods congruent with paradigmatic and methodological perspectives of the researcher, the team can help researchers think through anti-racist, social justice and equity research designs from start to finish.

QualLab consultations are a 1-hour meeting (virtual during COVID-19) with any of the QualLab Team members, and researchers can schedule follow-up meetings as needed. Each meeting requires at least 1 hour of preparation by the GRAs and 1 hour after where we provide a summary with a list of resources. Most consultations are requested by a new form on our website or emailing QualLab at quallab@osu.edu.

Consultation lead GRA was Chelsea Gilbert through the Autumn of 2022, followed by Tessa Smith in the Spring of 2023 with support of trainee Mianmian Fei. In the Spring of 2023, Anna Zaitseva began training to become a lead as well. People across and outside of EHE are seeking out our services in record numbers. We schedule people for a week or two (sometimes three) out, in order to make sure we are able to do the pre/post work for each consultation.

Zoom continues to be an accessible and useful platform for consultations. This seems especially useful when EHE graduate students are calling in from across the country and globe for consultations.

Dr. Pasque attends each session with a faculty member or if the topic is new / more advanced, which will increase in the fall semester with the new team. In addition, Dr. Pasque attended a number of different faculty courses (in TL & ES), at times Chelsea Gilbert, Tessa Smith, and Mianmian Fei, GRAs, joined the gathering. Each of these course conversations has led to an increase in 1-1 consultation requests.

*See Tables 1-2 for numbers.

Table 1: Quallab Event Participation by the Numbers

Events

Quallab Event or Offering	Timeframe	Attendees	YouTube Views
Advanced Methods Institute 2023	Planning in-progress		n/a
(AMI Book released in 2022): <i>Advancing Culturally Responsive Research and Researchers: Qualitative, Quantitative and Mixed Methods</i> (Pasque & alexander, Eds., Routledge)			
Quallab Lunch Series		674	393
Dr. Claudia García-Louis: Accounting for a Colonial Past that Racializes LatinXs as MestizXs in Ed Research	9/15/2022	118	99
Dr. Michael W. Moses II: RBs and Research Site Anonymity as Methodological Interest Convergence	10/20/2022	109	50
Dr. Mirka Koro: Creative, Relational, and Hesitant Methodologies for Qualitative Inquiry	11/3/2022	112	57
Dr. Corey Still: Utilizing Indigenous Methodologies in Modern Research	12/8/2022	94	80
Dr. Venus Evans-Winters: No Weeping, Sharpening My Oyster Knife: Demarginalizing Intellectual Activism	2/2/2023	90	N/A
Dr. Edward St. John: Co-Learning and Co-Writing and Action Research: Community Wellbeing, Engaged Scholarship, Creating Futures	3/2/2023	33	N/A

Dr. Kaleb Briscoe: Centering Black Women in Research: A Black Feminist Autoethnography Journey	4/6/2023	118	107
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Table 2: QualLab Consultations Over 3 Years

	Year 1 Total (DAAC): August 2019-June 2020	Year 2 Total (QualLab): June 2020- July 2021	Year 3 Total: July 2021- July, 2022	Year 4 Total: July 1 2022-July 1 2023
Consultation Method				
Zoom – individual support	0	37	67	36
Zoom – Open Consultation hours				41
Email	0	16	29	17
Other	1	4	1	In-person (1) Phone (2)
Total	1	57	97	97
Client’s Role				
Graduate Student	0	40	67	67
Faculty Member	1	8	12	13
Faculty-led Research Team	0	6	0	0
Postdoc	0	1	0	0
Other	0	2	18	(High school student, external grant, staff) 17
Total	1	57	97	97

Client's Department				
EHE-Ed Studies	0	27	16	38
EHE-Teaching and Learning	1	10	19	20
EHE-Human Sciences	0	6	3	12
EHE-EDGE	0	4	0	0
ORIC Affiliate	0	1	0	0
Other (Wexner Medical, Crane Center, College of Medicine)	0	9	7	27
Total	1	57	52 (45 not tracked)	97

**Note the increase in consultation requests from January 2022 – June 2022 due to the additional GRA and employing GRAs who are trained at a more advanced level. In 2022-2023, QualLab added “Open Consultation Hours” and was able to serve many more students per consultation “session.” QualLab is developing the process for tracking those consultations with more detail.*

Notable Consultation Evaluation Feedback

- 100% of evaluation respondents said that they found their consultation to be either Effective or Very Effective.
- 100% of evaluation respondents either Agreed or Strongly Agreed that they felt satisfied with their consultation session.
- 100% of evaluation respondents said they are either Likely or Very Likely to recommend the QualLab’s consultation services to a colleague.

Appendix B: Quantitative Methodology Center (QMC) Annual Report

The Quantitative Methodology Center (QMC) is a specialized service located in the College of Education and Human Ecology's (EHE) Office of Research, Innovation, and Collaboration (ORIC). The QMC's mission is to provide quantitative research services to EHE administrators, faculty, students, post-doctoral scholars, visiting scholars, and staff. In special situations, the QMC also provides service to those who are not in EHE. The QMC office was located in suite 350 Campbell Hall and is currently online while Campbell Hall is under renovation. The website is u.osu.edu/qmc.

For the 2022-2023 annual report submitted to ORIC and EHE, the Quantitative Methodology Center covers three areas that support the quantitative endeavors of people of EHE: (a) consultations, (b) program (educational training through workshops, speaker series, and the By the Numbers Discussion series); and (c) special projects (Secondary Data Hub, Metro Schools 4-week course on basic statistics).

Consultations

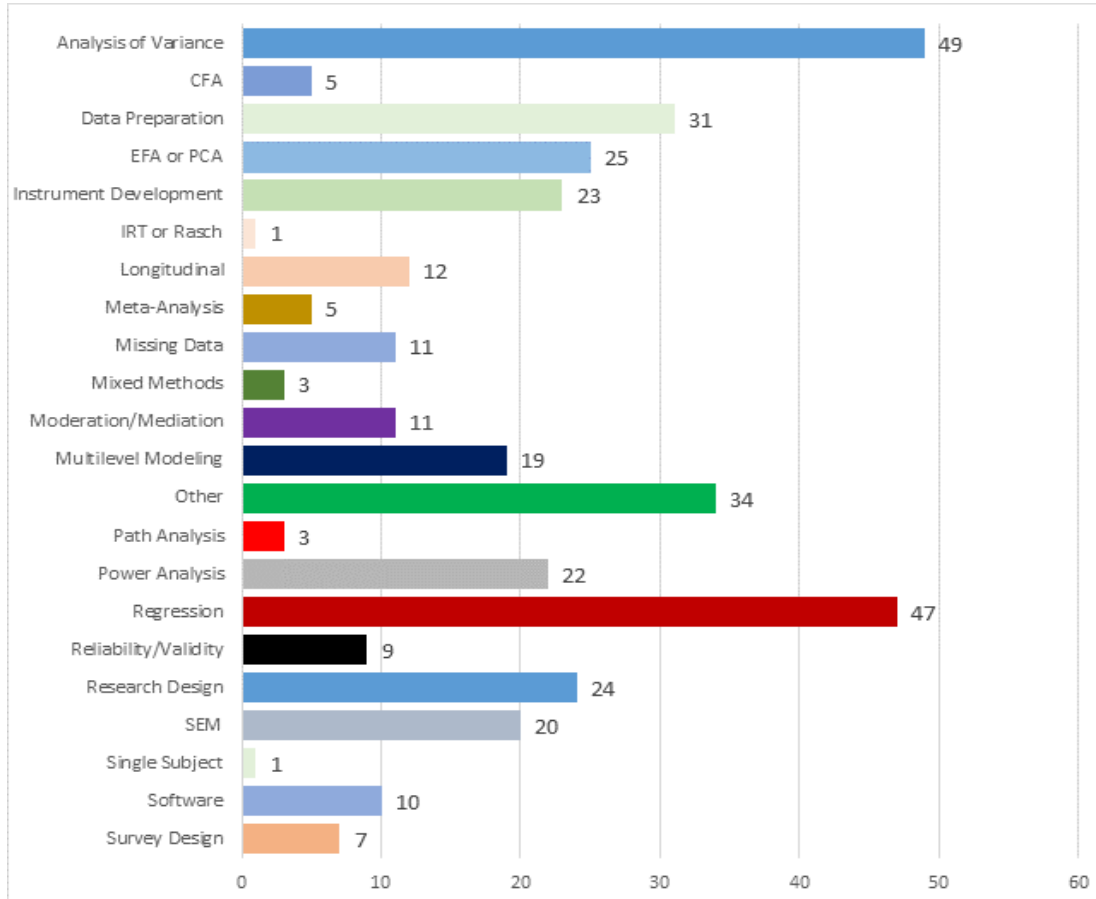
One of the primary services of QMC is providing one-on-one consultation with primarily EHE people on quantitative methodology and analysis. The goal of this service is to build the capacity of any one located in EHE, primarily faculty and students, to engage in high-quality scholarship and research, and to effectively use applied data. The QMC staff provides feedback on all phases of a research project (e.g., planning, proposal-writing, data collection, analysis, manuscript preparation) or work with staff in processing data analyses necessary for the assessment of their subject matter for any EHE program. The projects are varied from grants, journal articles, and dissertations as well as faculty/staff program evaluation. The majority of the consultations are requested by emailing the QMC consultation team at gmc@osu.edu, composed of Susie Mauck, the lead QMC consultant, and 1.5 graduate research associates hired for a year or more to support this service. On rare occasions, based on special circumstances, QMC will agree to conduct data analyses. To ensure that EHE is aware of the services, the QMC staff periodically visits EHE faculty meetings and quantitative graduate courses to remind people of our services. We also highlight our consultation information on QMC website and makes announcements through EHE listservs and QMC monthly newsletters.

This summary of QMC consultations is based on the timeframe of July 1, 2022 to June 30, 2023. During this period, the QMC provided 155 consultations at The Ohio State University and was involved in 10 outreach and engagement events. Of the 155 direct consultations, 86.5% (134/155) were held with clients affiliated with the College of EHE, while 13.5% (21/155) of consultations were held with clients outside of the college. Among the consultations held within EHE, the following breakdown occurred by departments: Department of Educational Studies—70.1% (94/134), Department of Human Sciences—18.7% (25/134); Department of Teaching & Learning—11.2% (15/134).

Below are visual depictions of the nature of these consultations. Consultations covered a total of 372 topics, an average over 2 (2.4) topics per consultation session. The most popular topics covered were

regression, analysis of variance, “other,” and data preparation. The “Other” category includes a wide range of topics that do not fit into the major categories noted; the full list can be found in the note following the figure.

Figure 1. Number of Topics Covered in QMC Consultations



Note. $N = 372$. Other = Basic statistics, correlations, correlations and scatterplots, external grant evaluation, IRB, latent class analysis, MANOVA, measurement invariance, nonparametric analysis, outreach & engagement, post-stratification, Qualtrics, remote lab access, research question review, consultation process, two- and three-way interactions, and writing results section. Sample size is not based on number of consultations but of the different types of statistics discussed.

Table 1, below, provides the frequency of consultations based on client status and EHE department. The vast majority of clients (57%) were PhD students, followed by faculty members (17%) and postdoctoral scholars (12%).

Table 1. Frequency of Consultation by Client Status and Academic Unit

Client Status	Department				Grand Total
	ES	HS	T&L	Other	
EdD Student	10				5
Faculty	11	7	5	3	26
MA Student	6				6
PhD Student	60	15	6	7	88
Postdoc	9	2	5	3	19
Staff	1	1		3	5
Other				1	1
Grand Total	97	25	16	17	155

Note. Other = Center on Education and Training for Employment, College of Social Work, College of Food, Agriculture, and Environmental Science, the Crane Center, a faculty member at Columbus State Community College, an undergraduate student in Psychology.

In Table 2, depicted below, the most frequent type of project for consultation was dissertation or dissertation in practice (42.9%), followed by assistance with journal articles (26.3%) and grant work (12.8%). The “Other” category included but was not limited to the following: completing a report, instrument development, IRB questions, Qualtrics support, software support, survey questions, working papers, white paper, and unknown.

Table 2. Frequency of Consultation by Client Status and Type of Project

Type of Project	Client's Status							Grand Total
	EdD Student	Faculty	MA Student	PhD Student	Postdoc	Staff	Other	
Conference Presentation				6				6
Dissertation/Dissertation in Practice	10		2	55				67
Grant Work		11		2	6	1*		20
Journal Article		11		17	12	1*		41
Thesis			3	1			1	5
Other		4	1	7	1	4		17
Grand Total	10	26	6	88	19	6	1	156

Note. The grand total of 156 indicates that one client was completing both a journal article and grant work. These are denoted by the * icon on the appropriate cells. Other = completing a report, instrument

development, IRB questions, Qualtrics support, software support, survey questions, working papers, white paper, and unknown.

Table 3, below, shows the number of consulting sessions broken down by type of project for each month from July 1, 2022 to June 30, 2023. Throughout the year, the most consistent requests were for dissertations/dissertations in practice and journal articles. In summer (July 2022 – August 2022), QMC mostly worked with clients on dissertations or dissertations in practice. Additionally, the QMC was most active with consultations during the months of February and March 2023, with many projects in this time involving dissertations or dissertations in practice or journal articles. This pattern may signify that the QMC may want to focus on dissertations and journal article support during this time.

Table 3. Consultations by Month and Type of Project: July 1, 2022—June 30, 2023

Type of Project	Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23
Conference Presentation	1		1			1	1					
Dissertation/Dissertation in Practice	5	6	8		4	3	1	8	11	4	8	2
Grant Work		1	3		2			2			2	11*
Journal Article		1	1	5	2	2	3	7	5	1	6	8*
Thesis	1	2	1							1		
Other		1	1	1	3	1	4	1	5			

Note. $N = 156$. The * icon on the appropriate cells indicates that one client was completing both a journal article and grant work. Other = completing a report, instrument development, IRB questions, Qualtrics support, software support, survey questions, working papers, white paper, and unknown.

Post-Evaluation of QMC Consultation Experiences

After each consultation, a summary of the session is produced by QMC and sent to the client. Included in this email is a link to an anonymous survey in which clients are asked to evaluate the consulting session via seven questions. Clients are asked first the effectiveness of the consultation session followed by questions on comfort level in asking questions, confidence in future consultations, and satisfaction with the sessions. The survey closes with two questions about the likelihood of requesting the service again, recommending the service to colleagues, and finally providing narrative feedback about the service.

Approximately 15.5% (24/155) of our clients provided a post-evaluation of their consultation experiences. Table 3, Figures 3 and 4, and Table 4 provide a summary of the clients' evaluation of their consultation experiences. Of those clients who responded, they reported being highly satisfied with QMC consultation services, with these clients reporting a level of comfort to ask questions during consultations, and the vast majority reporting satisfaction with QMC services.

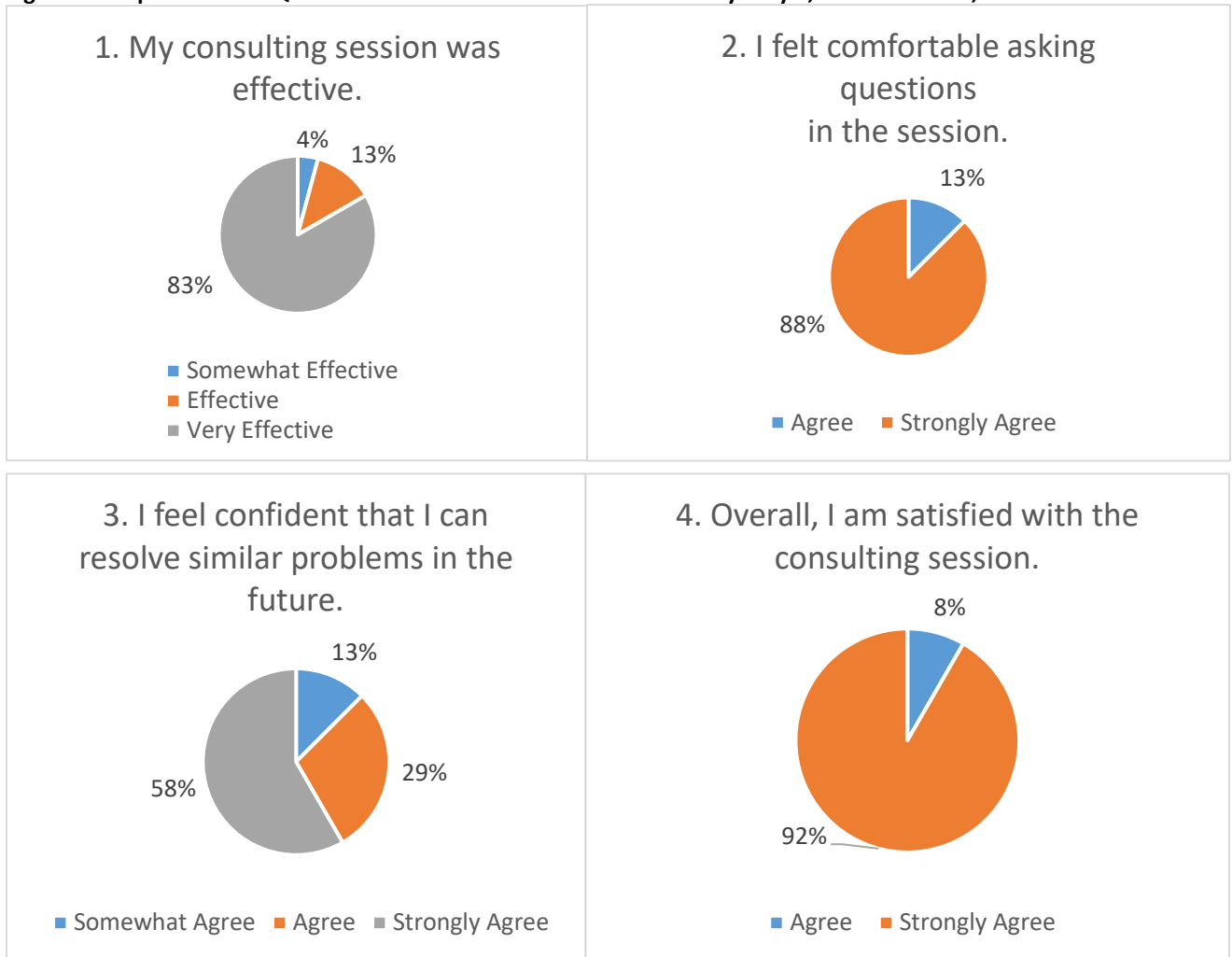
Table 3: Responses from Client Evaluation Survey: July 1, 2022—June 30, 2023

Survey Statements (N = 24)	Scale	Mean	SD	Median
1. My consultation session was effective.	1-4	3.71	0.55	4.00
2. I felt comfortable asking questions in the session.	1-5	4.88	0.34	5.00
3. I feel confident that I can resolve similar problems in the future.	1-5	4.29	0.91	5.00
4. Overall, I am satisfied with the consulting session.	1-5	4.92	0.28	5.00
5. If you need support in the future, how likely are you to request this service again?	1-4	3.92	0.41	4.00
6. How likely are you to recommend this service to colleagues?	1-4	3.92	0.28	4.00
Survey Statements (N = 28)	Scale	Mean	SD	Median
1. My consultation session was effective.	1-4	3.82	0.61	4.00
2. I felt comfortable asking questions in the session.	1-5	4.93	0.26	5.00
3. I feel confident that I can resolve similar problems in the future.	1-5	4.36	0.95	5.00
4. Overall, I am satisfied with the consulting session.	1-5	4.75	0.80	5.00
5. If you need support in the future, how likely are you to request this service again?	1-4	3.82	0.62	4.00
6. How likely are you to recommend this service to colleagues?	1-4	3.82	0.61	4.00

Note. Statement 1 response categories = Not effective at all, Somewhat effective, Effective, and Very effective. Statements 2-4 response categories = Strongly disagree, Disagree, Somewhat agree, Agree, and Strongly agree. Statements 5-6 response categories = Unlikely, Somewhat likely, Likely, and Very likely.

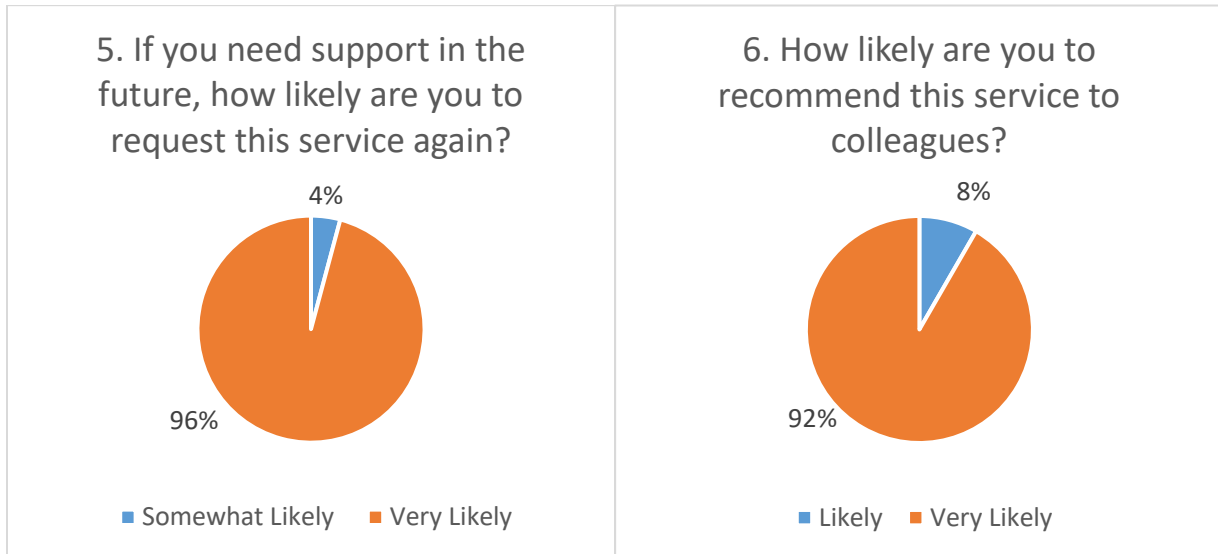
Figures 3 and 4 depict survey responses dichotomized to reflect the degree of agreement with the statements in that the most positive responses to the statements (e.g., agree and strongly agree) were combined. Thus, clients reported very high levels of agreement with statements, and are likely to request consultation services in the future!

Figure 3. Responses from Questions 1-4 of the Client Evaluation Survey: July 1, 2022—June 30, 2023



Note. N = 24.

Figure 4. Responses from Questions 5-6 of Client Evaluation Survey July 1, 2022—June 30, 2023



Note. N = 24.

Below are exemplars of the qualitative feedback received about the consultation services.

Table 4. Select Qualitative Feedback from Client Evaluation Survey

Participant A	"I could not have been more satisfied with the support I received through the QMC. Jingwen and Susie went out of their way to support me with my dissertation, learning new skills in order to support me in my analysis. I would highly recommend the QMC to anyone looking for support with quantitative methods and analyses.."
Participant B	"The QMC is a fantastic resource for all different sorts of questions related to quantitative methods! My education and training prepared me well to use quantitative analyses in my work, but I'm not a quantitative specialist, so it's always really nice to check my plans and thoughts with those who are. Every time I've used the QMC, it has improved my work."

<p>Participant C</p>	<p>“I can't say enough good things about the OSU Quantitative Lab especially Susie Mauck. The support I received from the Susie at the Quantitative Lab helped me understand the quantitative analysis for my dissertation. I am not sure what I would have done with out the help from Susie and Jingwe.</p> <p>My knowledge of quantitative analysis was very limited. I am glad I reached out for support. They created a plan to support me with a running to do list which provided step by step guidance. It was a very positive and rewarding opportunity for me. I am forever grateful for the teaching and support I received. I would highly recommend the services to other students.”</p>
<p>Participant D</p>	<p>“Susie & Jingwen were fantastic! My appointment with the QMC was just what I needed. My questions were answered, I was given multiple ideas to read about and choose from, and specific resources to help with this were suggested. I would recommend the QMC to anyone who has questions about a quantitative statistical analysis study!”</p>

Planned Programs

In addition to QMC primary service of consulting with EHE people on quantitative methods and analysis, the QMC provides workshops and presentations to build the quantitative capacity of EHE. These workshops and presentations covered topics on quantitative methods, statistical software, and other related subjects. The goal was to provide resources to support EHE through building capacity for engaging in high-quality research/evaluation and learning new methodologies, software, and techniques.

Presentations: The QMC held two types of presentations during the 2022 - 2023 academic year. First, the QMC Speaker Series involved invited research faculty from a variety of institutions to give 45-minute presentations of recent research publications, quantitative methodologies, and/or research topics that QMC identified as of interest by the EHE community. The By the Numbers Discussion Series, launched in Spring 2023, invites a quantitative researcher from a university, college, public research institution, or organization to provide a 15-minute presentation on recent quantitative data-based reports. This 15-minute presentation is followed by a 45-minute discussion period, which can take the form of a town hall or an extended Q&A session.

QMC Speaker Series. Six presentations made up the speaker series, with three occurring in Fall 2022 and the same number occurring in the Spring semester.

Fall 2022 Speaker Series

- October 21 *(Dis)entangling moderation and mediation: How and when to study “when” and “how”;* **Jacob Coutts**, PhD Student, Psychology; The Ohio State University

- November 4 *The science of mixed methodology: Navigating complex issues of our*

time; **Dr. Arati Maleku**, Associate Professor, College of Social Work; The Ohio State University

- November 18 *Using Administrative Data from Ohio for Research and Action: Opportunities and Procedures for Ohio State Faculty and Students*; **Dr. Josh Hawley**, Professor, Glenn College; The Ohio State University

Spring 2023 Speaker Series

- February 24 *Epidemiologic applications of Capture-Recapture to sample hard-to reach populations and generate prevalence estimates: Principles, Limitations, and New Horizons.*; **Dr. Paul Wesson**, Assistant Professor, Epidemiology and Biostatistics; University of California, San Francisco
- March 10 *Data and Samples Available Through CHRR at The Ohio State University: The National Longitudinal Studies, Ohio Longitudinal Data Archive, and the American Population Panel*; **Dr. Stephen Gavazzi**, Director, Center for Human Resource Research (CHRR); The Ohio State University
- April 21 *University Rankings Systems and Their Effects on Admissions Indicators and Reputation*; **Dr. Nicholas Bowman**, Director, Center for Research on Undergraduate Education; University of Iowa

In total, 218 people from EHE and across the university registered for Speaker Series.

QMC By the Numbers Discussion Series. There were three By the Numbers Discussion events during the Spring 2023 semester.

Spring 2023 By the Numbers Discussion Series

- January 20 *By the Numbers: Race & College Applications* *By the Numbers*; **Dr. Brian Kim**, Senior Data Scientist; The Common App
- February 10 *By the Numbers: Youth Homelessness & Intervention*; **Dr. Natasha Slesnick**, Professor, Human Development and Family Science, & **Dr. Tansel Yilmazer**, Associate Professor, Consumer Sciences; The Ohio State University
- March 3 *By the Numbers: Childhood Poverty*; **Dr. Kalee Burns**, Economist; US Census Bureau

In total, 83 people from EHE and across the university registered for the By the Number Discussion Series.

Workshops. Two workshop series were conducted this past academic year, both held in the spring. The first two-part workshop centered on group mean comparison. This workshop was conducted by Jingwen He, a QMC graduate research associate:

- February 8 Workshop I: Introduction to the Independent Samples t-test and ANOVA
- February 22 Workshop II: Introduction to the Dependent Samples t-test and Repeated Measures ANOVA

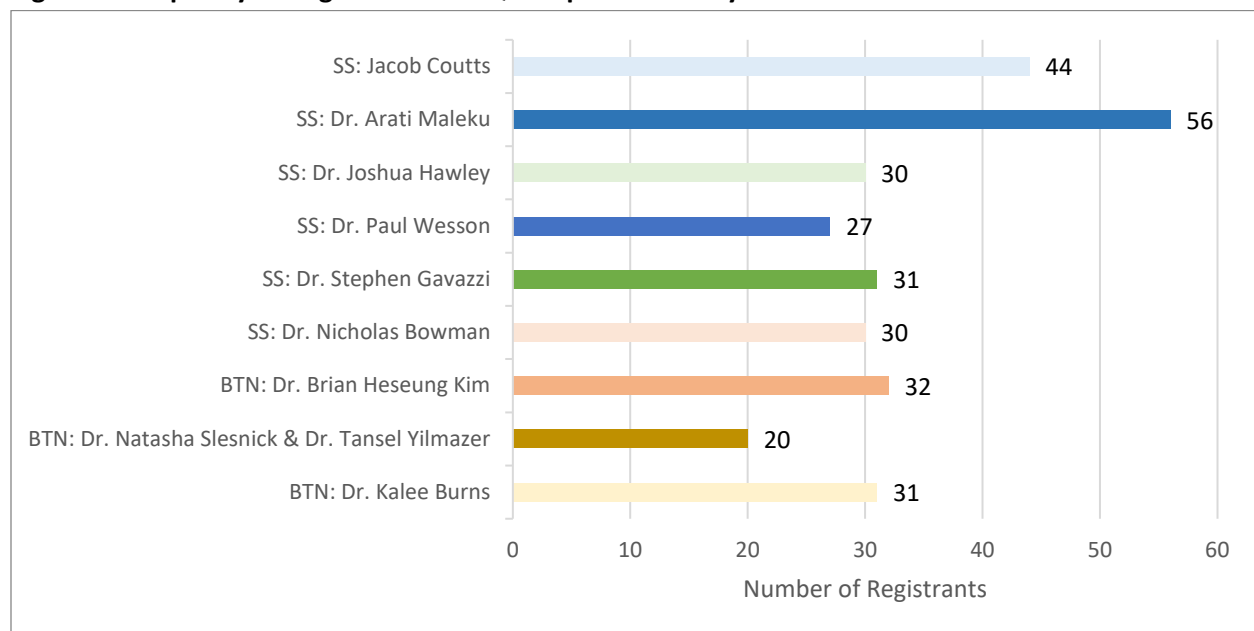
Also in the spring, a two-part workshop on statistical moderation was conducted by Wu Xie, a QMC/IR graduate research associate for QMC.

- March 29 Workshop I: Conceptual Understanding of Moderation
- April 5 Workshop II: Hands-On Moderation Exercises

In total, 107 people from EHE and across the university registered for these workshops.

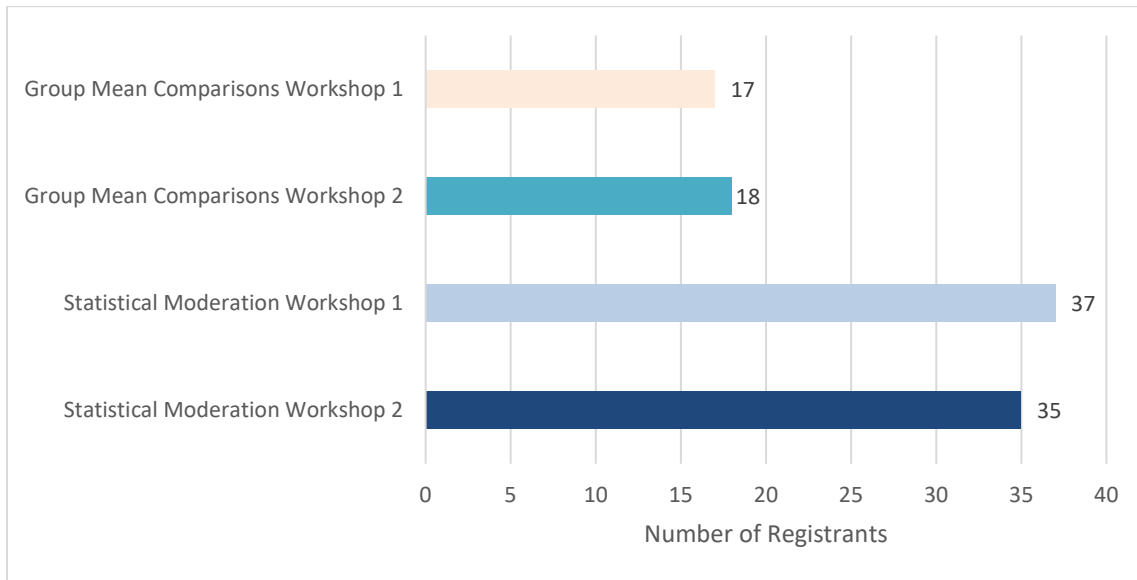
Figure 5 below shows a bar graph depicting the registration data for the QMC Presentations, the Speaker Series and the By the Numbers Discussion Series. The two most popular events were from the QMC speaker series focusing on mixed methodology by Dr. Maleku, and moderation and mediation by Jacob Coutts.

Figure 5. Frequency of Registration for QMC Speaker and By the Numbers Discussion Series



Note. $N = 299$. BTN = By the Numbers; SS = Speaker Series

Figure 6. Frequency of Attendance for QMC Workshops



Note. $N = 107$.

Post-Evaluation of Workshops with QMC

For each workshop, (a) group mean comparisons and (b) statistical moderation, attendees were asked to complete a Qualtrics survey to evaluate the workshops. Survey responses have been collapsed across workshops, as responses were too few for disaggregation. Responses did not vary across workshops, and combining results did not change the interpretation or evaluation of the workshops. As seen in Table 4 and Figure 7 below, almost all responses ($N = 6$) were very positive in their evaluations.

Table 5: QMC Workshop Evaluation Survey Results

Statement ($N = 7$)	Scale	Mean	Median	SD
1. This workshop lived up to my expectations.	1-5	4.71	5.00	0.49
2. The content of this workshop was relevant to me.	1-5	4.58	5.00	0.54
3. The pacing of the workshop was appropriate for me.	1-5	4.43	4.00	0.54
4. I will be able to use what I learned in this workshop.	1-5	4.43	5.00	0.79
5. I would rate the quality of this workshop as:	1-5	4.57	5.00	0.54
Statement ($N = 13$)	Scale	Mean	Median	SD
1. This workshop lived up to my expectations.	1-5	4.38	4.00	0.65
2. The content of this workshop was relevant to me.	1-5	4.15	4.00	0.55
3. I will be able to use what I learned in this workshop.	1-5	4.46	5.00	0.66

4. The pacing of the workshop was appropriate for me.	1-5	4.08	4.00	0.64
5. I would rate the quality of this workshop as:	1-5	4.46	5.00	0.66

Note. Statements 1–4 response categories = Strongly disagree, Disagree, Neither agree nor disagree, Agree, and Strongly agree. Statement 5 response categories = Very poor, Poor, Adequate, Good, and Excellent.

The following are exemplars of messages from attendees in their evaluations of the workshops. Comments were overwhelmingly positive.

Table 6. Select Qualitative Feedback from Workshop Evaluation Survey

Participant A	“I really liked the presentation and pacing of the moderation workshop. I think it could be helpful to leave more time for examples of the three-way interactions, but I think that will be covered in a follow-up video.”
Participant B	“The moderation workshop was well done by Wu, but there was a lot of content and at times I think it would’ve been good to stop and ask for questions instead of saving questions until the end. However, I did very much enjoy the workshop!
Participant C	“Thanks the presenter for sharing her knowledge about moderation analysis using R. I haven’t used R before, but this workshop was a great introductory learning opportunity to get used to R for me. Thanks!”
Participant D	“Another nicely done presentation. I have experienced trying to illustrate R and RStudio to new users – it is a challenge. The presenter did a good job.

Special Projects

For 2022-2023, the QMC worked on three special projects: (a) creating a secondary data hub, (b) performing an external evaluation of a grant, and (c) providing outreach to Metro Schools Senior Innovations class through a 4-week lesson on basic survey design and statistics. QMC’s efforts on all are summarized below.

Secondary Data Hub

The Secondary Data Hub (SDH) is an ongoing project to provide a secure data resource center for EHE. The SDH will function in two primary capacities. First, it will serve as a data bank, where EHE researchers can deposit de-identified datasets that can be used in teaching or for future research. Second, interested researchers of the EHE community can request the use of one of these datasets to engage in research, including (but not limited to) class projects, publications, and conference presentations. Over the past year, the QMC has worked to set up the foundation of the SDH, which includes (a) coordinating logistics of data submission and storage with the Office of Information Technology; (b) developing data storage and usage guidelines with the Office of Responsible Research Practices (ORRP) at Ohio State; (c) consulting with similar projects housed in different colleges across the University; and (d) building the

SDH webpages for ease of access and clarity of process. As of this report, the QMC is finalizing documentation for submissions, as well as guides and checklists for quick reference, and the secondary data hub will be moving forward.

External Evaluation of Grant

The QMC acted as external evaluator for a National Science Foundation (NSF; project #232669) grant for Dr. Tiffany Wild, Associate Professor and Assistant Chair of the Department of Teaching and Learning. Dr. Wild's research focuses on science and engineering education for students with visual impairments. The grant provided funding for The Ohio State University Program in Visual Impairments to develop a national agenda for STEM education for visually impaired students.

To achieve the goals of the grant, two meetings were held. One meeting was held in May of 2021 and a conference was held in November 2021. As external evaluator, the QMC met with Dr. Wild to discuss the grant and to develop questions that would be used to survey the 25 participants in the meetings. The QMC wrote the survey, administered it anonymously and wrote a summary of the responses in the final report that was submitted to the NSF in November 2022. In total, the QMC spent 25 hours conducting the evaluation for Dr. Wild.

Metro Schools Senior Innovations

The QMC was contacted in early 2023 requesting assistance with a special project with Metro School, a parochial school for middle- and high-school students created in partnership with Battelle and the College of Education and Human Ecology. The referral was made by Dr. Nicole Luthy. Mr. Cory Neugebauer, the district's Special Projects Coordinator and Advisor for the Senior Innovations Project, requested consultation on preparing a 4-week course for an 11-student class of high school seniors, covering basic survey design and introductory statistics. The goal of this course was to help give students the knowledge and tools to create and disseminate a survey to gather quantitative data on their Senior Innovations project, a special project for senior students at Metro Schools. Dr. Vandiver and Dr. Timm met with Mr. Neugebauer, and Drs. Vandiver and Timm created a two-pronged approach to accomplish this goal: (a) To give a four-week lesson plan with hands-on teaching of basic survey design and introductory statistics and to accompany the teaching with an (b) interactive websites for students to review and practice what they were learning in the classroom.

Each lesson was held for an hour and thirty minutes each on Mondays during the Spring 2023 semester. Classes were taught by Dr. Vandiver, Dr. Timm, and Jingwen He, a GRA for the QMC. Each lesson was accompanied by a website built by the QMC to review and recap what was taught during each week's lesson. During the lesson, students had time to work on their Senior Innovation project by creating survey questions and planning on collecting data with the instructors. Students presented their Senior Innovation project at the end of the academic school year to teachers, administrators, and parents alike. Based on feedback from Mr. Neugebauer, the presentations of the projects went well. As a result, Mr. Neugebauer has asked QMC to expand its participation in working with another set of students for fall 2023, instead of waiting until spring 2024.

Dr. Vandiver and Dr. Timm met with Mr. Neugebauer and discussed the outcomes of the 4-week lesson plan and accompanying websites. Mr. Neugebauer was thrilled with the execution of the lessons and support for the students' projects, and plans are currently underway to continue supporting next year's Senior Innovation projects with a Metro Schools-QMC collaboration.

Conclusion

The 2022–2023 year was a success for the QMC. The QMC had 155 consultations from July 2022 to June 2023. The QMC were able to increase total engagement with classrooms as well. QMC made strides to develop the secondary data hub, executed a successful four-week lesson plan with Metro School students, and held numerous events throughout the year. This year the QMC was marked with 406 total numbers of registrations at events. In addition, the QMC had 30 responses to evaluations for consultations and workshops. Possible explanations for the low return rate of post-event evaluations include the following: (a) The optional nature of evaluation surveys in our programming; (b) the need for additional reminders to complete evaluations; and (c) disinterest in completing the evaluation. The accomplishments for the year give the QMC the opportunity to learn, grow, and further develop its programming, mission, and resources for the next fiscal year.

Appendix C: Detailed Information on FY2023 Proposals

The following tables include more detail about FY2023 proposals including the Requested Total Award Amounts. These data were generated using the REDCap Proposal Tracking Database which provides Requested Total Award Amounts.

The total amount of the award that will be *recovered by EHE* over the life of the award is included in the Requested Total Award Amount column. If the PI is not in EHE, the name of the co-PI from EHE is bolded in the Co-PI(s) column. The proposals are categorized by department or center.

EHE Department/Center: Crane Center for Early Childhood Research and Policy (CCEC)

Principal Investigator (PI)	Co-PI(s)	Title of Proposal	Sponsor (Prime)	Total Amount Requested	Total Amount Recovered by EHE
Ansari, Arya		School Belonging Among Elementary School Students with Disabilities	National Institutes of Health	\$151,682	\$151,682
Ansari, Arya	Purtell, Kelly	Secondary Analyses of Head Start and Early Head Start Data	HHS Administration for Children & Families	\$1,000,000	\$1,000,000
Ansari, Arya		Early Care and Education Research Scholars: Head Start Dissertation	HHS Administration for Children & Families	\$50,000	\$50,000
Choi, Ji-Young		Head Start Childrens Concurrent and Sequential Enrollment in Public Early Childhood Education Programs	Iowa State University (HHS Administration for Children & Families)	\$18,525	\$18,525

Dore, Rebecca	Jiang ,Hui; Justice, Laura	Efficacy and Mechanisms of Media and Storybook Interventions to Promote Children’s Early Literacy Skills via Caregiver Engagement	National Institutes of Health	\$2,076,861	\$1,910,712
Dore, Rebecca	Jiang ,Hui; Justice, Laura	Characteristics of Media Use and Linguistic Trajectories During Early Childhood	National Science Foundation	\$986,271	\$966,546
Dore, Rebecca		DREAM-YCI: Discovering Relationships of Early Antecedents and Mediators of Young Child Insomnia	University of Cincinnati (NIH)	\$1,463,704	\$1,361,245
Dore, Rebecca		Summer Success at Home	City of Columbus	\$56,027	\$56,027
Dore, Rebecca	Jiang ,Hui; Justice, Laura	Efficacy and Mechanisms of Media and Storybook Interventions to Promote Children’s Early Literacy Skills via Caregiver Engagement	National Institutes of Health	\$2,410,000	\$2,265,400
Graves, Scott	McMillian, Rhodesia	USDOE Mental Health Service Professional Demonstration Grant Program	US Department of Education	\$5,258,175	\$5,258,175

Jiang, Hui	Brock, Matthew	Investigating Teacher Facilitation in the Socialization Process for Children with Language Impairment in ECE Inclusive Classrooms	Foundation for Child Development	\$180,000	\$180,000
Johnson, Anneliese		Early Childhood Education Expansion Grant - Year 2022-2023	Ohio Department of Education	\$60,000	\$60,000
Johnson, Anneliese		Early Start Columbus 2021-2022	City of Columbus	\$160,000	\$160,000
Johnson, Anneliese		Early Start Columbus 2022-2023	City of Columbus	\$160,000	\$160,000
Johnson, Anneliese		CACFP Renewal 2022-2023	Ohio Department of Education	\$47,114	\$47,114
Johnson, Anneliese		ODE Innovation Grant 2022-2023	Ohio Department of Education	\$50,000	\$50,000
Jones, Lauren	O'Leary, Jamie; Munn, Sunny	Colorado Department of Early Childhood (CDEC): Evaluation of Child Care Licensing and Quality Costs	Colorado Department of Early Childhood	\$154,950	\$120,861

Justice, Laura		From Data to Decisions: Supporting Pre-K Teachers in Promoting the Literacy Learning of Children with Disabilities	University of Kansas (IES)	\$700,000	\$700,000
Justice, Laura	Ansari, Arya; Choi, Ji-Young; Correia, Ana-Paula; Dore, Rebecca; Jones Lauren; Lepicki, Traci; Munn, Sunny; O’Leary, Jamie; Purtell, Kelly	OSU and NWRA National Early Care and Education Workforce Center	HHS Administration for Children & Families	\$30,000,000	\$26,100,000
Justice, Laura	O’Leary, Jamie	OCCRA Stabilization Agreement: Read It Again Module- Science of Reading Sub-Project	Ohio Child Care Resource and Referral Association	\$100,000	\$100,000
Lin, Tzu-Jung	Anderman, Eric	Developing a School-based Intervention to Prevent Stress, Anxiety, Depression and Promote Psychological Well-Being for Adolescents	National Institutes of Health	\$684,354	\$431,143
Lin, Tzu-Jung	Anderman, Eric; Glassman, Michael	The Digital Civic Learning Project: Building Upper Elementary Students’ Civic Competencies	Educating for American Democracy K-5	\$200,000	\$200,000
Munn, Sunny	O’Leary, Jamie	City of Columbus’ Pre-Kindergarten Initiative 2022-2023: Ready4Success	City of Columbus	\$472,676	\$472,676

Munn, Sunny	O'Leary, Jamie	Read It Again Agreement (2023-2024)	Future Ready Columbus	\$75,000	\$75,000
Munn, Sunny	O'Leary, Jamie	Future Ready Columbus Focus Groups (FR5) Agreement	Future Ready Columbus	\$18,170	\$18,170
Munn, Sunny	O'Leary, Jamie	City of Columbus' Pre-Kindergarten Initiative 2023-2024: Ready4Success (Renewal)	City of Columbus	\$524,345	\$524,345
Piasta, Shayne		Optimizing Early Phonological Awareness Instruction to Support Reading and Spelling Acquisition	National Institutes of Health	\$3,903,793	\$3,903,793
Tompkins, Virginia	Feng, Xin; Justice, Laura	Learning About Others from (M)others to Promote School Readiness	National Science Foundation	\$695,365	\$111,258
Tompkins, Virginia	Dore, Rebecca; Feng, Xin	Family-Level Antecedents of Theory of Mind and Narrative Comprehension in Early Childhood: A Three-Wave Longitudinal Study	National Science Foundation	\$837,843	\$552,976
Zepeda, Yolanda	Justice, Laura	Ohio State University Child Care Access Means Parents in School Program	U.S. Department of Education	\$2,148,998	\$1,074,499

EHE Department/Center: Center on Education and Training for Employment (CETE)

Principal Investigator (PI)	Co-PI(s)	Title of Proposal	Sponsor (Prime)	Total Amount Requested	Total Amount Recovered by EHE
Arora, Anish	Lepicki, Traci	Good Jobs Challenge	The Ohio Manufacturers' Association	\$3,000,000	\$330,000
Bachman, Hadley		MTSS Implementers' Forum Keynote	Pennsylvania Training and Technical Assistance Network	\$6,700	\$6,700
Bachman, Hadley	Boone, Barbara	MTSS Implementers' Forum Keynote	Fairbanks North Star Borough School District	\$20,000	\$20,000
Bachman, Hadley	Boone, Barbara	SPDG - Family Educator Collaboration Through a Multi-Tiered Approach	Ohio Department of Education	\$50,000	\$50,000
Bachman, Hadley	Boone, Barbara	SPDG - Family Educator Collaboration Through a Multi-Tiered Approach - Year 2 (FY24)	Ohio Department of Education	\$50,000	\$50,000
Boone, Barbara		Establishing Families as Partners in the Secondary Transition Planning Process Course and Module Design	Ohio Department of Education	\$120,679	\$120,679
Boone, Barbara	Zyromski, Brett	Families and Educators Collaborating to Reduce Chronic Absenteeism	Spencer Foundation	\$280,000	\$280,000

Boone, Barbara	Bachman, Hadley; Capretta, Thomas; Julian, David; Ross, Melissa	IDEA Parent, Community & Education Collaboration FY24	Ohio Department of Education	\$444,151	\$444,151
Joyce, Erin	O'Connell, Ann	OERC Ohio Dept of Education FY 2023	Ohio Department of Education	\$535,892	\$107,178
Julian, David	Hicks, Gabrielle; Melissa Ross	OHSAI REDI - Phase 2	Ohio Head Start Association	\$35,000	\$35,000
Julian, David	Justice, Laura; Purtell, Kelly; Ross Melissa	Head Start Heading to Kindergarten Evaluation - Phase 2	Ohio Department of Education	\$20,000	\$20,000
Julian, David	Justice, Laura; Purtell, Kelly; Ross, Melissa	Head Start Heading to Kindergarten Evaluation - Phase 3	Ohio Department of Education	\$20,000	\$20,000
Julian, David	Ross, Melissa	Family and Community Partnership Liaisons (CARES Act) Project - Phase 4	Ohio Department of Education	\$200,000	\$200,000
Lepicki, Traci		FY24/25 Special Education Profiles & Determinations	Ohio Department of Education	\$289,880	\$289,880
Lepicki, Traci	Boggs, Adrienne	FY2024 The Ohio State University Services to Support the Ohio Aspire Professional Development Network	Kent State University	\$347,503	\$347,503
McHugh, Bridget	Hickey, Sean	Technical Testing Project FY24-25	Ohio Department of Education	\$3,855,982	\$3,855,982

Moser, John		DACUM Institute for Los Alamos National Laboratory	US Department of Energy Los Alamos National Laboratory	\$40,100	\$40,100
Parker, Rebecca		FY24 Corrections consultant project	Ohio Department of Rehabilitation and Correction	\$109,397	\$109,397
Ross, Melissa	Julian, David	Ohio Interagency Council for Youth Project (SYT-Implementation Part 10)	Ohio Department of Mental Health and Addiction Services	\$28,000	\$28,000
Wellman, Meredith	Boone, Barbara	Family Engagement Professional Learning Supports for Ohio's Model Literacy Sites	Ohio Department of Education	\$100,000	\$100,000
Wellman, Meredith		SPDG - Family Educator Collaboration	Ohio Department of Education	\$7,325	\$7,325
Wellman, Meredith	Bachman, Hadley; Boone, Barbara	Engaging Every Family for Literacy Development	Ohio Department of Education	\$36,197	\$36,197

EHE Department/Center: Department of Educational Studies

Principal Investigator (PI)	Co-PI(s)	Title of Proposal	Sponsor (Prime)	Total Amount Requested	Total Amount Recovered by EHE
Anderman, Eric		OBBO Teen Health Research Pilot and CelebrateOne Teen Health Research Pilot	Nationwide Children's Hospital	\$36,565	\$36,565
Anderman, Eric		Global Communities Program - Student Support	Planned Parenthood of Greater Ohio	\$14,604	\$14,604
Anderman, Eric		Psychological Well-Being of Students and School Personnel	Rutgers University	\$13,800	\$13,800
Anderman, Eric		Changing the Landscape for Adolescent Health Equity and Access in Central Ohio	Nationwide Children's Hospital (NIH)	\$989,478	\$989,478
Fletcher, Edward		The STEM ID (Identity Development) Project	National Science Foundation	\$1,000,000	\$1,000,000
Fletcher, Edward	Plasman, Jay	Examining the Effectiveness of High School NAF Academies on Successful Student Transitions to STEM Majors	National Science Foundation	\$2,500,000	\$1,875,000

Fletcher, Edward		Collaborative Proposal: Trials, Testimonies, and Triumphs of Black Faculty in Engineering	Florida State University (NSF)	\$173,927	\$173,927
Fletcher, Edward		Promoting Culturally Responsive College and Career Pathways for High School Black Youth in STEM	National Science Foundation	\$5,000,000	\$5,000,000
Fletcher, Edward		RAPID: DRL AI: The Future READY (Rapidly Emerging AI for the Development of Youth) project	National Science Foundation	\$200,000	\$200,000
Gezer, Tuba		Addressing Educational Digital Divide: A Meta-Analysis of Student Use of Technology	Spencer Foundation	\$49,788	\$49,788
Gilbert, Chelsea		Co-Theorizing with Women of Color Postsecondary Staff to Disrupt Systemic Barriers	American Educational Research Association	\$1,000	\$1,000
Gilson, Carly		Defining Accessible Assessment for Youth with Severe Disabilities	University of Oregon (HHS Administration for Community Living)	\$122,463	\$122,463

Gilson, Carly	Julian, David; Plasman, Jay	ASPIRE Center: Academic Success and Postsecondary Inclusion through Research and Postsecondary Education	IES	\$4,999,623	\$4,899,631
Gouma, Pelagia-Iren	Zirkle, Christopher	Collaborative Research: FuSe: Sustainable 2D Chevrel Phase-based Energy Efficient and Enhanced Performance Semiconductor Sensing and Wearable Systems	National Science Foundation	\$999,715	\$199,943
Grobman, William	Johnson, Kaprea	The Ohio State University Center of Excellence in Maternal Health Research	National Institutes of Health	\$1,820,491	\$109,230
Guerrero, Marc		Racial Equity in Postsecondary STEM: Advancing Liberation & Justice as Indicators of Success (REP STEM Liberation)	University of Pittsburg (NSF)	\$1,291,001	\$1,291,001
Kim, Minjung	Goddard, Roger	Collaborative for Ohio School Research (COSR)	Spencer Foundation	\$396,247	\$396,247

Linares-Ramirez, Noemi		Impact of Trauma on Underrepresented Students Choice of STEM Careers	Spencer Foundation	\$49,999	\$49,999
Mayhew, Matthew		INSPIRES3	Arthur Vining Davis Foundation	\$63,845	\$63,845
Patton-Davis, Lori		Living at the Intersection: College Pathway Narratives of Black Student Mothers in Ohio	Women's Fund of Central Ohio	\$20,000	\$20,000
Perry, Andrew	Anderman, Eric	An Examination of the Motivational Beliefs and Help-Seeking Behaviors of First-Generation College Students in Community College	American Psychological Association	\$6,000	\$6,000
Plasman, Jay		Access to STEM-CTE Educators: Which High School Teachers Support Secondary and Postsecondary Outcomes for Students Learning Disabilities?	University of Pennsylvania (IES)	\$144,347	\$144,347
Verschraegen, Claire	O'Connell, Ann	Clinical Trial Concept in the Oncology Landscape	National Institutes of Health	\$1,616,516	\$64,661

Warnick, Bryan		Capitalism and the Education in Western Thought	Institute for Humane Studies	\$51,123	\$51,123
Xie, Kui		Resilience in COVID-19 Turmoil: A Mixed Methods Study Among Asian International Students in the United States	William T. Grant Foundation	\$49,996	\$49,996
Xie, Kui		Collaborative Research: Integrating Funds of Knowledge and Technology in Urban Classrooms: Designing and Testing a Hybrid Approach to Equitable Science Discourse	National Science Foundation	\$974,618	\$974,618
Xie, Kui		Collaborative Research: Interest Development Equity and Learning in STEM	National Science Foundation	\$1,039,247	\$1,039,247

Zirkle, Christopher		Additive Manufacturing Materials Safety Training	America Makes	\$273,057	\$27,306
Zirkle, Christopher		Ohio Department of Education Career-Technical Teacher Education programs FY2024 funding	Ohio Department of Education	\$112,000	\$112,000

EHE Department/Center: Department of Human Sciences

Principal Investigator (PI)	Co-PI(s)	Title of Proposal	Sponsor (Prime)	Total Amount Requested	Total Amount Recovered by EHE
Anders, John Paul	Focht, Brian	The Influence of Flotation-Restricted Environmental Stimulation on Resistance Training Adaptations in Women (Directed Research Grant)	National Strength and Conditioning Association	\$24,882	\$24,882
Anders, John Paul	Focht, Brian	The Influence of Flotation-Restricted Environmental Stimulation on Resistance Training Adaptations in Women (Young Investigator Grant)	National Strength and Conditioning Association	\$23,683	\$23,683

Barrientos, Ruth	Belury, Martha	Complement-Mediated Synaptic Engulfment in Aging and Alzheimer's Disease Triggered by Unhealthy Diet	National Institutes of Health	\$3,168,239	\$63,365
Barrientos, Ruth	Belury, Martha	Diet, T Cells, and Memory Deficits in Aging and Alzheimer's Disease-Like Rodents	National Institutes of Health	\$3,072,659	\$153,633
Belury, Martha		Walnuts, the Gut-Brain Axis and Cognitive Function	US Department of Agriculture	\$299,929	\$278,934
Belury, Martha		Fast-Food & Widowhood: A Dangerous Combination for Cardiovascular Disease?	Rice University (NIH)	\$100,060	\$100,060
Belury, Martha		ADRD Spousal Caregivers, Well-Being, & Cognitive Decline: Depression History & A Fast-Food Type Diet as Synergistic Risk Factors	Rice University (NIH)	\$100,060	\$100,060

Belury, Martha		Targeting the Gut-Brain Axis with Walnuts to Preserve Cognitive Function	US Department of Agriculture	\$649,292	\$603,842
Belury, Martha		Improving Sarcopenia by Targeting Mitochondria	National Institutes of Health	\$3,934,764	\$3,265,854
Bermea, Autumn		The Development and Preliminary Evaluation of an Intimate Partner Violence and Alcohol Misuse Prevention Program for Lesbian, Gay, Bisexual, and Other Sexual Minority College Students	National Institutes of Health	\$638,177	\$638,177
Bermea, Autumn		A Longitudinal Examination of Sexual Assault and Intimate Partner Violence Disclosure Experiences among Racial Ethnic, Sexual and Gender Minoritized Adults	National Institutes of Health	\$413,097	\$413,097

Betz, Michael	Cabral, Kelly; Julian, David	Promoting And Enhancing Positive Youth Development In Rural Ohio Through Evidence-Based School Programs	US Department of Agriculture	\$639,679	\$268,665
Bhammar, Dharini	Anders, John Paul	Inspiratory Muscle Training to Reduce Exercise Intolerance in Obese Breast Cancer Survivors	American Cancer Society	\$757,394	\$7,574
Bird, Amanda		Collaborative Research: Unlocking the Evolutionary Secrets of Zinc Transporters: A Novel Approach to Functional Prediction and Characterization	National Science Foundation	\$409,146	\$347,774
Boyd, Donte	Slesnick, Natasha	The Influence of Developmental Assets on Intersectional Stigma and HIV Prevention Behaviors in Black MSM	National Institutes of Health	\$462,940	\$32,406
Brummel, Nathan	Focht, Brian	Rehabilitation Using Supervised Exercise Training After ICU (RESET-ICU) Study	National Institutes of Health	\$3,933,358	\$668,671
Bruno, Richard		Inhibiting Chronic Inflammation by Aronia Berry Consumption	University of Wisconsin- Madison (USDA)	\$87,207	\$87,207

Bruno, Richard		Development of New Therapy for Nonalcoholic Fatty Liver Disease	Avanti Biosciences (NIH)	\$170,519	\$170,519
Cabral, Kelly	Betz, Michael; Julian, David	Strengthening Prevention Services and Partnerships in Rural Ohio Through Evidence-Based School, Family and Community Initiatives	US Department of Health and Human Services	\$1,872,800	\$1,872,800
Caccese, Jaclyn	Gavazzi, Stephen	Law Enforcement Officers and Traumatic Brain Injuries	US Department of Defense	\$512,752	\$30,765
Chaplow, Zachary	Focht, Brian	Remotely-Delivered Exercise and Dietary Intervention for Underserved Prostate Cancer Survivors (RED-UP)	Prostate Cancer Foundation	\$209,897	\$209,897
Cooperstone, Jessica	Kopec, Rachel; Zhu, Jiangjiang	A Liquid Chromatography-Tandem Mass Spectrometry System (LC-MS/MS) to Understand the Relationship Between Foods and Human Health	US Department of Agriculture	\$336,294	\$43,718
Cruz-Monserrate, Zobeida	Belury, Martha	Biomarkers and Therapeutic Targets of Pancreatitis	National Institutes of Health	\$3,726,357	\$37,264

Cruz-Monserrate, Zobeida	Belury, Martha	Contributions of the Adipose Tissue to the Development of Pancreatic Cancer	National Institutes of Health	\$3,208,064	\$0
Cruz-Monserrate, Zobeida	Belury, Martha	Role of Fatty Acid Binding Molecules in Pancreatitis	US Department of Defense	\$2,295,458	\$183,637
Dwyer, Rachel	Loibl, Caezilia	Clarifying Associations Among Financial Strain and Suicide Risk in the Military	US Department of Defense	\$962,156	\$240,539
Feng, Xin	Slesnick, Natasha	Mother-Child Biobehavioral Synchrony and the Transmission of Depression Risk	National Institutes of Health	\$3,729,421	\$3,542,950
Feng, Xin		Mother-to-Child Transmission of Depression: Mechanisms Through Behavioral, Cognitive, and Neural Regulation of Negative Emotion	Nationwide Children's Hospital (NIH)	\$1,615,658	\$1,405,622
Feng, Xin		HEAL Initiative: Sleep Predictors of Opioid-Use Disorder Treatment Outcomes Program	Nationwide Children's Hospital (NIH)	\$104,642	\$104,642

Feng, Xin	Slesnick, Natasha	Mother-Child Biobehavioral Synchrony and the Transmission of Depression Risk	National Institutes of Health	\$3,797,204	\$2,847,903
Focht, Brian		CLIP-PCa: An Adaptive, Community-Based Lifestyle Weight Management Intervention to Prevent Mobility Disability in Men with Prostate Cancer Undergoing Androgen Deprivation Therapy	National Institutes of Health	\$3,877,038	\$3,334,253
Gur, Tamar	Kopec, Rachel	Tuning Microbial Metabolites to Improve Neurobehavioral Development in Offspring of Stressful Pregnancies	National Institutes of Health	\$1,941,028	\$97,051
Hagen, Joshua	Saenz, Catherine	The P.L.A.N.T. Study: Plant-Forward Lifestyle in Airman Nutrition Trial Study	DAGS I- Strategic Ohio Council for Higher Education	\$1,045,302	\$627,181
Hagen, Joshua	Saenz, Catherine	A Needs Assessment of Surface Fleet Dietary Requirements	Leidos	\$380,760	\$304,608

Hanaoka, Beatriz	Jeff Volek	Mechanisms Underpinning Obesity Driven Rheumatoid Arthritis Disease Activity	National Institutes of Health	\$3,839,777	\$115,193
Hanks, Andrew		Linking Data for Policy Analysis and Evaluation	National Science Foundation	\$74,823	\$74,823
Hanks, Andrew		Proto-OKN Theme 1: Data Integration in Food and Agriculture	National Science Foundation	\$1,499,920	\$1,109,941
Hatsu, Irene		Development and Validation of a Nutrition Security Measure to Address Cardiometabolic Health Disparities	East Carolina University (NIH)	\$907,731	\$453,866
Hatsu, Irene		Development and Validation of a Nutrition Security Measure to Address Cardiometabolic Health Disparities	East Carolina University (NIH)	\$809,085	\$647,268
Hicks, Ashley		Marriage/Couple and Family Therapy (M/CFT) Masters Students' Perceptions of Competency	Explorance	\$12,571	\$6,663

Hicks, Ashley		Advancing Marriage and Family Therapy Education: A Mixed Methods Study of Students' and Graduates' Perceptions of MFT Training	University of Houston at Clear Lake (Spencer Foundation)	\$36,226	\$36,226
Hodge, Samuel		Research Improving Capacity in Minority Entities using Adapted Physical Activity Research (PROJECT RIC-ME-APAR)	University of North Carolina-Pembroke	\$1,016,232	\$1,016,232
Hu, Jie	Bartle-Haring, Suzanne	The Promise of a Family-Dyadic Approach for Diabetes Self-Management for African Americans	National Institutes of Health	\$959,583	\$19,192
Ilic, Sanja		Biological Approaches to Mitigate Biofilm-Associated Food Safety Risks in Indoor Leafy Greens Production	US Department of Agriculture	\$996,516	\$498,258
Ivey, Melanie	Ilic, Sanja	Identifying the Food Safety Research and Extension Gaps in the Controlled Environmental Agricultural Fruit and Vegetable industry	US Department of Agriculture	\$29,220	\$10,227
Kackley, Madison	Volek, Jeff	Symptoms of Polycystic Ovarian Syndrome Ameliorated by Responses to Keto-adaptation	National Institutes of Health	\$2,723,583	\$1,361,792
Kennel, Julie	Bruno, Rich; Orchard, Tonya; Hatsu, Irene; Kopec, Rachel; Bird, Amanda	National Needs Fellows: Personalized Nutrition For Advancing Dietetics Training and Practice	US Department of Agriculture	\$260,000	\$221,000

Kopec, Rachel		Microbial Metabolites and Stress-Induced Immunomodulation in Pediatric IBD	Nationwide Children's Hospital (Crohns & Colitis Foundation)	\$71,746	\$12,197
Kopec, Rachel		Plant-Derived Heme Iron for Food Fortification	Oxford University, UK (Bill and Melinda Gates Foundation)	\$401,875	\$401,875
Kopec, Rachel		Comparing Cell Uptake of Fat-Soluble Micronutrients from Various Ensure Formulations	Abbott Nutrition, Inc.	\$93,012	\$93,012
Lewis, Tasha		Curbing Direct Disposal of Fashion Products: Processing and Repurposing of Post-Consumer Textile Waste	Solid Waste Authority of Central Ohio	\$24,728	\$24,728
Lewis, Tasha		Common Threads: Connecting Course Content with CottonWorks for Hybrid Student Learning	Cotton Incorporated	\$8,892	\$8,892
Lio, Jerry	Zhu, Jiangjiang	The Mechanisms of Ascorbate-mediated Epigenetic and Metabolic Reprogramming in Plasma Cell Differentiation	National Institutes of Health	\$3,367,360	\$68,687

Loibl, Caezilia		Racial Disparities in Older Adults' Economic Security when Experiencing Chronic Health Conditions: Insights from Electronic Health Records, Wage Earnings, and Credit Data	University of Wisconsin Center for Financial Security (Social Security Administration)	\$184,507	\$105,169
Mace, Thomas	Focht, Brian	A Dietary Intervention Clinical Trial to Reduce Inflammation and Improve Outcomes in Chronic Pancreatitis	National Institutes of Health	\$916,010	\$9,160
Mace, Thomas	Focht, Brian	A Dietary Intervention Clinical Trial to Reduce Inflammation and Improve Outcomes in Chronic Pancreatitis	National Institutes of Health	\$921,225	\$0
Mallory, Allen		Variability in Identity-Related Experiences and Health in a Diverse Population Representative Sample of Same- and Different-Gender Couples	National Institutes of Health	\$149,771	\$149,771
O'Brien., Tara	Focht, Brian	A Remote Delivery of the Physical Activity for Life (PAL) Among Kidney Transplant Recipients: A Randomized Controlled Trial Feasibility Study	National Institutes of Health	\$957,039	\$38,282
Orchard, Tonya		Improving Diet Quality to Improve Energy, Sleep and Quality of Life in People with Lymphoma: The Live Well Project	University of Michigan (DoD)	\$98,562	\$98,562

Orchard, Tonya		Overcoming Cancer-Related Fatigue: A Dietary Intervention for Metastatic Breast Cancer Survivors (The BENEFIT-BrEast caNcEr Fatigue dIeT Study)	University of Michigan (NIH)	\$422,539	\$422,539
Orchard, Tonya	Hatsu, Irene	Food for Thought: Pilot Study of a MIND Diet Intervention in Triple Negative Breast Cancer Survivors	American Institute for Cancer Research	\$247,500	\$207,900
Paskett, Electra	Orchard, Tonya	Women's Health Initiative--Regional Centers	National Institutes of Health	\$928,356	\$9,284
Pratt, Keeley		Oversight for Research Productivity in Center for Healthy Weight and Nutrition (CareSource)	Research Institute at Nationwide Children's Hospital	\$53,058	\$53,058
Pratt, Keeley		Oversight for Research Productivity in Center for Healthy Weight and Nutrition (Rhythm)	Research Institute at Nationwide Children's Hospital	\$17,686	\$17,686
Pratt, Keeley		Longitudinal Assessment of Bariatric Surgery Effects on Children	National Institutes of Health	\$3,886,104	\$2,564,829

Pyter, Leah Marie	Belury, Martha	Fecal Microbial Transplantation for Chemotherapy Behavioral Side Effects	National Institutes of Health	\$3,697,419	\$73,948
Robertson, Cydni	Lewis, Tasha	Cotton Forward	Cotton Incorporated	\$7,500	\$7,500
Ryan, Rachel	Bermea, Autumn	LGBTQ+ Sex Education Experiences and Impact on Sexual and Romantic Relationships in College-Aged Adults	American Psychological Foundation	\$15,000	\$15,000
Schoen, Jessica	Focht, Brian	E-PROOF: E-Intervention for Protein and Resistance Training to Optimize Function	National Institutes of Health	\$433,125	\$21,656
Slesnick, Natasha	Feng, Xin; Yilmazer, Tansel; Mallory, Allen	Suicide Prevention with Substance Using Youth Experiencing Homelessness	National Institutes of Health	\$3,868,559	\$3,559,074
Slesnick, Natasha	Feng, Xin; Mallory, Allen; Pratt, Keeley; Vandiver, Beverly; Yilmazer, Tansel	A Community- and Individual- Level Intervention to Address Racial Equity for Substance Using Youth Experiencing Homelessness	National Institutes of Health	\$4,609,900	\$4,609,900
Slesnick, Natasha		Assessing the Use of MY-RIDE, a Just-in-Time Adaptive Intervention, to Improve HIV Prevention and Substance Use in Youth Experiencing Homelessness	University of Texas Health-Houston (NIH)	\$120,072	\$120,072

Slesnick, Natasha	Feng, Xin; Yilmazer, Tansel	Building Social and Structural Connections for the Prevention of OUD Among Youth Experiencing Homelessness: An RCT Examining Biopsychosocial Mechanisms	National institutes of Health	\$7,208,703	\$2,739,307
Slesnick, Natasha		Assessing the Use of MY-RIDE, a Just-in-Time Adaptive Intervention, to Improve HIV Prevention and Substance Use in Youth Experiencing Homelessness	The University of Texas Health Science Center at Houston (NIH)	\$125,748	\$125,748
Smith, Lauren	Petosa, Rick	Mentoring to be Active: Peer Mentoring to Mitigate Obesity and Extreme Obesity in Rural Appalachian Children	American Diabetes Association	\$598,766	\$179,630
Spakowicz, Daniel	Focht, Brian	Lifestyle-Based Microbiome Modification in Older Adults to Promote Response to Immunotherapy	American Cancer Society	\$792,000	\$7,920
Spakowicz, Daniel	Focht, Brian	Lifestyle-Based Microbiome Modification in Older Adults to Promote Response to Immunotherapy	American Cancer Society	\$792,000	\$15,840
Steinman, Kenneth	Boggs, Adrienne	Quality Assurance In Ohio Adult Protective Services	Ohio Department of Job & Family Services (ACL)	\$849,623	\$484,285

Steinman, Kenneth		OCTF Regional Prevention Coordinator - Central (SFY23)	Research Institute at Nationwide Children's Hospital	\$38,535	\$38,535
Tabung, Fred	Focht, Brian	Dietary Patterns and Renal Cancer Survivorship: Phase II Randomized Trial of the Low Insulinemic Dietary Pattern, Dietary Guidelines for Americans and a Control Dietary Pattern	National institutes of Health	\$3,877,658	\$38,777
Vandiver, Beverly		COVID-19 Response Assessment and Advisory Group Services for Columbus Public Health	City of Columbus, Department of Health	\$450,000	\$157,500
Volek, Jeff		TAKEOFF: Targeting Aging with Ketone Ester in Older Adults for Function in Frailty	Buck Institute (NIH)	\$983,043	\$688,130
Wang, Qi-En	Zhu, Jiangjiang	Targeting UPP1-Mediated Pyrimidine Salvage Pathway to Prevent Tumor Recurrence	National institutes of Health	\$413,161	\$10,042
Wells-Di-Gregori, Sharla	Bartle-Haring, Suzanne	Randomized Clinical Trial of a Telemedicine-mHealth Symptom Cluster Intervention for Advanced Cancer Patients: Increasing Access in Underserved Rural Communities	National Institutes of Health	\$3,946,305	\$315,704

Yarar-Fisher, Ceren	Volek, Jeff	Evaluation of a Ketogenic Diet for Improvement of Neurological Recovery in Individuals with Acute Spinal Cord Injury	National Institutes of Health	\$713,614	\$35,681
Yilmazer, Tansel		COVID-19 Pandemic-related Changes in the Child Tax Credit and Effects on Behavioral Health for Medicaid-enrolled Adolescents	Nationwide Children's Hospital (NIH)	\$94,505	\$94,505
Zhu, Jiangjiang		Assessing the Gut Microbiota-Brain Interactions in Alzheimer's Disease via Integrated Omics Analysis	National Institutes of Health	\$3,788,029	\$117,180
Zhu, Jiangjiang		Characterizing the Metabolome, Lipidome, and Volatilome of gut Microbiome	National Institutes of Health	\$3,144,059	\$210,459
Zhu, Jiangjiang		Uncovering the Metabolic Vulnerabilities in Activated B Cell Diffuse Large B Cell Lymphoma	National Institutes of Health	\$433,125	\$10,664
Zhu, Jiangjiang		Impact of Host Metabolism and Diabetic Hyperglycemia on the Antibiotic Susceptibility of Clinically Significant Bacteroides in Vitro and in the Microbiome	Brown University (NIH)	\$621,142	\$68,687
Zhu, Jiangjiang		Characterizing the Metabolome, Lipidome, and Volatilome of Gut Microbiome	National Institutes of Health	\$2,464,228	\$10,042

EHE Department/Center: Department of Teaching and Learning

Principal Investigator (PI)	Co-PI(s)	Title of Proposal	Sponsor (Prime)	Total Amount Requested	Total Amount Recovered by EHE
Chao, Theodore		Finding Mathematics in Our Communities: Building Ethnomathematics and Funds of Knowledge Through Elementary Teacher Learning Communities	Riverside County Office of Education (NSF)	\$795,174	\$795,174
Fast, Danene	Wild, Tiffany	Project VISIBLE	US Department of Education	\$1,107,304	\$1,107,304
Fast, Danene	Hodge, Samuel	Graduating Leaders Using Orientation and Mobility (O&M) and Adapted Physical Education (APE) Training to Address the Unique Learning Needs of Students with Disabilities (GOALS)	US Department of Education	\$1,062,917	\$1,062,917
Harrison. Dorian		Impacts of Media and Policy Discussions on Teachers' Pedagogy and Retention	Russell Sage Foundation	\$28,587	\$0

Hecht, Marijke	Jeong, Sophia	Connecting the Global with the Local: Strengthening Environmental Education in Urban Communities	Ohio Sea Grant	\$189,699	\$7,588
Jeong, Sophia		Fostering a Culture of High Science Engagement and Youth Advocacy through an Interdisciplinary Phenomenon-and Project-based Science Instruction	Columbus City Schools	\$24,790	\$24,790
Newell, George	Ding, Lin; Pierson, Ashlyn	Teaching and Learning Socioscientific Argumentative Writing in Secondary Science Classrooms	National Science Foundation	\$449,999	\$449,999
Orban, Christopher	Ding, Lin; Voithofer, Rick	The STEMcoding Data Science Initiative	Charities Aid Foundation America	\$24,981	\$7,494
Power-Carter, Stephanie		Exploring PTSD Symptoms, Barriers and Facilitators to Mindfulness-based Stress Reduction for Justice-Involved Black/African American Female Adolescents and Parents/Caregivers	University of Michigan (NIH)	\$181,209	\$108,725
San Pedro, Timothy		In Pursuit of...: A Pedagogy of Freedom for Democratic and Sovereign Futures	Spencer Foundation	\$74,762	\$74,762
Shen, Ye		Bilingualism and Child Language Development: Exploring the Impact on Speech and Literacy Acquisition	ASH Foundation	\$10,000	\$10,000

Shen, Ye		Unlocking the Full Potential of Spanish-English bilingual Children: Examining the Critical Role of Heritage Language Literacy in Supporting English Literacy Skills	American Psychological Association	\$4,999	\$4,999
Shen, Ye		Unlocking the Full Potential of Spanish-English bilingual Children: Examining the Critical Role of Heritage Language Literacy in Supporting English Literacy Skills	American Psychological Association	\$5,999	\$5,999
Stefano, Ivan	Sayer, Peter; Trojan, Francis	Innovative Pedagogy for Teaching English: A Training Course for Indonesian Primary School Teachers	US Department of State	\$73,425	\$73,425
Wilkinson, Ian		ArgCoach: An Intelligent Tutoring System to Support Teacher Facilitation of Argumentation	Montclair State University (Spencer Foundation)	\$61,231	\$61,231

Appendix D: Detailed Information on FY2023 Awards

The following tables include more detail about FY2023 awards including the Requested Total Award Amounts. These data were generated using the REDCap Proposal Tracking Database Research Awards Database which provides Requested Total Award Amounts.

The total amount of the award that will be *recovered by EHE* over the life of the award is included in the Requested Total Award Amount column. If the PI is not in EHE, the name of the co-PI from EHE is bolded in the Co-PI(s) column. The proposals are categorized by department or center.

EHE Department/Center: Crane Center for Early Childhood Research and Policy (CCEC)

Principal Investigator (PI)	Co-PI(s)	Title of Proposal	Sponsor (Prime)	Total Amount Requested	Total Amount Recovered by EHE
Dore, Rebecca		Summer Success at Home 2022	City of Columbus	\$137,999	\$137,999
Dore, Rebecca	Jiang, Hui; Justice, Laura	Characteristics of Media Use and Linguistic Trajectories During Early Childhood	National Science Foundation	\$650,000	\$585,000
Dore, Rebecca		Summer Success at Home	City of Columbus	\$56,027	\$56,027
Graves, Scott		Understanding School Professionals Disciplinary Decisions and Black Children	National Science Foundation	\$399,999	\$399,999
Graves, Scott		Secondary Analyses of Head Start and Early Head Start Data	HHS Administration for Children and Families	\$99,999	\$99,999
Graves, Scott	McMillian, Rhodesia	USDOE Mental Health Service Professional Demonstration Grant Program	US Department of Education	\$5,260,000	\$5,260,000
Huang, Becky		Supporting Reading Comprehension for English Learners Through Inquiry-Based, Language Focused Instruction	North Carolina State University (IES)	\$210,890	\$210,890
Johnson, Anneliese		Early Childhood Education Expansion Grant - Year 2022-2023	Ohio Department of Education	\$60,000	\$60,000

Johnson, Anneliese		CACFP Renewal 2022-2023	Ohio Department of Education	\$47,114	\$47,114
Johnson, Anneliese		ODE Innovation Grant 2022-2023	Ohio Department of Education	\$30,000	\$30,000
Johnson, Anneliese		2021-2022 Early Start Columbus Summer Agreement	City of Columbus	\$6,500	\$6,500
Justice, Laura		Capacity Building for Neurodevelopmental Research on Maya Children's Language Environment	National Institutes of Health	\$342,918	\$308,626
Lin, Tzu-Jung		The Impact of the COVID-19 Pandemic on Gifted Students' Academic Competence and Socioemotional Well-being during the Middle School Transition	American Psychological Association	\$49,985	\$49,985
Munn, Sunny	Justice, Laura; Purtell, Kelly	RIA-Ohio	Ohio Department of Job and Family Services	\$4,099,604	\$4,099,604
Munn, Sunny	O'Leary, Jamie	City of Columbus' pre-kindergarten initiative 2022-2023: Ready4Success	City of Columbus	\$480,000	\$480,000
Purtell, Kelly	Ansari, Arya	Children's Early Educational Experiences and Their Social and Behavioral Development	National Institutes of Health	\$146,199	\$146,199
Zepeda, Yolanda	Justice, Laura	Ohio State University Child Care Access Means Parents in School Program (Ohio State CCAMPIS)	U.S. Department of Education	\$2,025,124	\$1,012,562

EHE Department/Center: Center on Education and Training for Employment (CETE)

Principal Investigator (PI)	Co-PI(s)	Title of Proposal	Sponsor (Prime)	Total Amount Requested	Total Amount Recovered by EHE
Arora, Anish	Lepicki, Traci	Good Jobs Challenge	The Ohio Manufacturers' Association	\$3,000,000	\$330,000
Bachman, Hadley	Boone, Barbara	SPDG - Family Educator Collaboration Through a Multi-Tiered Approach	Ohio Department of Education	\$50,000	\$50,000
Boone, Barbara	Julian, David; Ross Melissa	Coordination of Regional Family-Community Engagement Network: IDEA Parent, Community, and Educator Collaboration FY 23	Ohio Department of Education	\$145,000	\$145,000
Boone, Barbara		Establishing Families as Partners in the Secondary Transition Planning Process Course and Module Design	Ohio Department of Education	\$38,518	\$38,518
Joyce, Erin	O'Connell, Ann	OERC Ohio Dept of Education FY 2023	Ohio Department of Education	\$633,892	\$126,778
Julian, David	Hicks, Gabrielle; Melissa Ross	OHSAI REDI - Phase 2	Ohio Head Start Association	\$35,000	\$35,000
Julian, David	Ross, Melissa	Family and Community Partnership Liaisons (CARES Act) Project - Phase 3	Ohio Department of Education	\$200,000	\$200,000
Julian, David	Justice, Laura; Purtell, Kelly; Ross Melissa	Head Start Heading to Kindergarten Evaluation - Phase 2	Ohio Department of Education	\$20,000	\$20,000
Lepicki, Traci	Boggs, Adrienne	FY2023 The Ohio State University Services to Support the Ohio Aspire Professional Development Network	Kent State University	\$320,000	\$320,000

McHugh, Bridget	Hickey, Sean	FY 2023 Technical Testing Project	Ohio Department of Education	\$1,403,396	\$1,403,396
Parker, Rebecca		FY23 Corrections Consultant Project	Ohio Department of Rehabilitation and Correction	\$104,213	\$104,213
Ross, Melissa	Julian, David	Ohio Interagency Council for Youth Project (SYT-Implementation Part 10)	Ohio Department of Mental Health and Addiction Services	\$28,000	\$28,000
Wellman, Meredith		Anti-Human Trafficking Program Evaluation for Salvation Army Central Ohio	The Salvation Army	\$21,000	\$21,000
Wellman, Meredith	Boone, Barbara	Family Engagement Professional Learning Supports for Ohio's Model Literacy Sites	Ohio Department of Education	\$100,000	\$100,000
Wellman, Meredith		SPDG - Family Educator Collaboration	Ohio Department of Education	\$10,000	\$10,000

EHE Department/Center: Department of Educational Studies

Principal Investigator (PI)	Co-PI(s)	Title of Proposal	Sponsor (Prime)	Total Amount Requested	Total Amount Recovered by EHE
Anderman, Eric		OBBO Teen Health Research Pilot and CelebrateOne Teen Health Research Pilot	Nationwide Children's Hospital	\$66,926	\$66,926
Anderman, Eric		Global Communities Program - Student Support	Planned Parenthood of Greater Ohio	\$14,604	\$14,604
Fletcher, Edward		CTE Research Network Concept Paper for Supplemental Research Study: Building Robust Work-based Learning Data Collection Systems: Ideas from the Field	American Institutes of Research (IES)	\$29,907	\$29,907

Mayhew, Matthew		EDiCTS: Enhancing Diversity in Career and Technical STEM	ECMC Foundation	\$499,913	\$499,913
Mayhew, Matthew		The National Study of Faculty Religious, Spiritual, and Secular Affiliation and Practice	Templeton Religious Trust	\$1,217,200	\$1,217,200
Mcalearney, Ann	Johnson, Kaprea	Better Birth Outcomes and Experiences Through Technology, Education and Reporting	American Heart Association	\$2,200,536	\$110,027
Thompson, Winston	Nikolaidis, Alexandros	Seminar Series	Philosophy of Education Society of Great Britain	\$1,001	\$1,001
Zirkle, Christopher		Additive Manufacturing Materials Safety Training	America Makes	\$273,056	\$270,325
Zirkle, Christopher		Career-Technical Education (CTE) Teacher Education Programs FY2023 Funding	Ohio Department of Education	\$112,000	\$112,000

EHE Department/Center: Department of Human Sciences

Principal Investigator (PI)	Co-PI(s)	Title of Proposal	Sponsor (Prime)	Total Amount Requested	Total Amount Recovered by EHE
Bebo, Pat	Porfeli, Eric	Ohio Public Health AmeriCorps	AmeriCorps	\$1,114,225	\$111,423
Belury, Martha		Walnuts, the Gut-Brain Axis and Cognitive Function	US Department of Agriculture/National Institute of Food and Agriculture	\$294,000	\$214,620
Betz, Michael	Cabral, Kelly	Training and Technical Assistance Addressing Opioid and Stimulant Misuse Affecting Rural Communities in the Great Lakes Region	University of Wisconsin (SAMHSA)	\$92,380	\$92,380

Blakeslee, Joshua	Bruno, Richard; Zhu, Jiangjiang	Acquisition of a PTR-ToF-MS-4000 for Volatile Analyses from Biogenic Sources	United States Department of Agriculture Equipment Grant Program	\$474,000	\$0
Focht, Brian		Establishing Efficacy for the Congenital Heart Disease Physical Activity Lifestyle Intervention	Nationwide Children's Hospital (NIH)	\$55,584	\$36,130
Gavazzi, Stephen		1994-1862 Land-Grant Institutional Partnerships Conference 2022	US Department of Agriculture	\$50,000	\$50,000
Hicks, Ashley		Marriage/Couple and Family Therapy (M/CFT) Masters Students' Perceptions of Competency	Explorance	\$12,571	\$12,571
Hu, Jie	Miller, Carla; Bartle-Haring, Suzanne	A Family-Dyad-Focused Diabetes Self-Management Intervention for African American Adults with Type 2 Diabetes	National Institutes of Health	\$945,000	\$56,700
Ilic, Sanja		Establishing Science-Based Strategies for Prevention and Mitigation of Human Pathogens in Hydroponic Specialty Crop Systems	Ohio Department of Agriculture	\$110,000	\$38,500
Ilic, Sanja		Biological Approaches to Mitigate Biofilm-Associated Food Safety Risks in Indoor Leafy Greens Production	US Department of Agriculture	\$971,516	\$340,031
Jacob, Naduparambil	Zhu, Jiangjiang	DOSIMETER: Discovery of Noninvasive Biomarkers for Radiation Exposure	US Department of Defense	\$9,416,284	\$49,905
Kopec, Rachel		Carotenoids: A Missing Link Between Gut Microbiota and Obesity	North Carolina State University (USDA)	\$118,304	\$106,474
Moulton, Stephanie	Loibl, Caecilia	Improving Access to Home Equity Borrowing for Older Adults	Huntington Bank	\$300,000	\$33,000

Moulton, Stephanie	Loibl, Caezilia	How Does the Death of a Partner During the COVID-19 Pandemic Affect the Economic Security of the Surviving Older Adult? Evidence From Credit Panel and Labor Force Participation Data	University of Wisconsin (Social Security Administration)	\$145,485	\$13,094
Schoen, Jessica	Focht, Brian	E-PROOF: E-intervention for Protein and Resistance Training to Optimize Function	National Institutes of Health	\$433,125	\$21,656
Slesnick, Natasha		Street Experiences, Affect, and Coping: Harnessing Computational Models for the Development of a Cellphone-Based Intervention to Prevent Drug Use Among Youth Experiencing Homelessness	University of Nebraska (NIH)	\$106,662	\$106,662
Smith, Lauren	Petosa, Rick	Mentoring to be Active: Peer Mentoring to Mitigate Obesity and Extreme Obesity in Rural Appalachian Children	American Diabetes Association	\$199,189	\$59,757
Steinman, Kenneth		Ohio Statewide Evaluation (Triple P Online)	Triple P America	\$115,127	\$115,127
Steinman, Kenneth		Evaluation and Planning for Positive Early Childhood Education Program	Triple P America	\$15,283	\$15,283
Steinman, Kenneth		OCTF Regional Prevention Coordinator - Central (SFY23)	Research Institute at Nationwide Children's Hospital	\$38,535	\$38,535
Strege, Gayle		Preparation and Packing of Historic Garments for Temporary Storage During Building Renovation	National Endowment for the Humanities	\$10,000	\$10,000

Townsend, Kristy	Belury, Martha	Uncovering the Feedback Loop Between the Central Nervous System and Adipose Tissue	W.M. Keck Foundation	\$1,200,000	\$240,000
Vandiver, Beverly		COVID-19 Response Assessment and Advisory Group Services for Columbus Public Health	City of Columbus, Department of Health	\$310,085	\$108,530
Vandiver, Beverly		Innovative Methods to Enhance Racial Equity through the Safety and Justice Challenge Network	The MacArthur Foundation	\$425,093	\$318,820
Volek, Jeff		Ketogenic Intervention in Depression (KIND study)	Bessemer Trust	\$520,000	\$338,000
Volek, Jeff	Kraemer, William	Strategies to Augment Ketosis (STAK) for Enhanced Readiness and Disease Reversal	US Department of Defense	\$9,824,963	\$4,715,982
Yarar-Fisher, Ceren	Volek, Jeff	Evaluation of a Ketogenic Diet for Improvement of Neurological Recovery in Individuals with Acute Spinal Cord Injury	National Institutes of Health	\$366,624	\$18,331

EHE Department/Center: Department of Teaching and Learning

Principal Investigator (PI)	Co-PI(s)	Title of Proposal	Sponsor (Prime)	Total Amount Requested	Total Amount Recovered by EHE
Fast, Danene		Orientation and Mobility - ODE Grant FY2022-23	Ohio Department of Education	\$149,083	\$149,083
Lipp, Jamie	Hessler, Terri; Bucci, Terri	Urban and Rural Tutoring Partnership for Student Acceleration	Ohio Department of Education	\$581,333	\$261,600
Power-Carter, Stephanie		Creating Opportunities for Healing with a Mindfulness-Based Stress Reduction (MBSR) Intervention with Justice-Involved Black Girls and Their Parents and Caregivers	City of Columbus	\$27,968	\$27,968

Appendix E: Graduate Student Matching Travel Grants

The following table provides a list of all Graduate Students who utilized the Matching Travel Grants program in FY2023. The table includes the student's department as well as the name of the conference and city.

Name	Department	Amount	Conference	Place
Allen, Elise	Educational Studies	\$250	American Education Research Association	Chicago, Illinois
Allsop, Yvonne	Educational Studies	\$250	American Public Health Association	Boston, Massachusetts
Almahaireh, Ibrahim	Human Sciences	\$250	The 2023 SHAPE America National Convention & Expo.	Seattle, Washington
Alves-Foss, Jordan	Teaching and Learning	\$50	The Children's Literature Association	Bellevue, Washington
Ameri, Sheila	Teaching and Learning	\$250	American Association for Applied Linguistics 2023	Portland, Oregon
Andriansyah, Andri	Educational Studies	\$250	Professional Meeting and Workshop on Literacy Teaching	Banda Aceh, Indonesia
Anyidoho, Philomina	Educational Studies	\$250	Modern Modeling Methods Conference	Storrs, Connecticut
Arroyo Rojas, Fabian	Human Sciences	\$250	2022 International Seminary of Adapted Physical Activity University of Antioquia	Medellín, Colombia
Basak Tukun, Avonti	Human Sciences	\$250	American Society for Nutrition 2023 National Conference	Boston, Massachusetts
Berger, Rachel	Human Sciences	\$250	American College of Sports Medicine	Denver, Colorado
Bitton, Adrian	Educational Studies	\$250	Leadership Educator Institute	New Orleans, Louisiana
Black, Arianna	Educational Studies	\$250	American Public Health Association	Boston, Massachusetts
Blake, Shanterica	Educational Studies	\$250	National Association of School Psychologists 2023 Annual Convention	Denver, Colorado
Borreson, Austin	Educational Studies	\$250	75th NAFSA (Association of International Educators) Annual Conference & Expo	Washington, D.C.
Bowling, Renee	Educational Studies	\$250	Comparative and International Education Society Annual Conference	Washington, D.C.
Bragg, Riley	Educational Studies	\$250	National Association of School Psychologists	Denver, Colorado

Brown, Jace	Teaching and Learning	\$250	International Research Society for Children's Literature 2023 Congress	Santa Barbara, California
Bulington, Carter	Human Sciences	\$250	2023 North American Society for Sports Management Conference	Montreal, Canada
Casapao, Caitlin	Educational Studies	\$250	American College Personnel Association Annual Convention 2023	New Orleans, Louisiana
Cepeda, Rebecca	Educational Studies	\$250	American College Personnel Association Annual Convention 2023	New Orleans, Louisiana
Cha, Wonjoon	Educational Studies	\$250	2023 American Educational Research Association Annual Meeting	Chicago, Illinois
Chang, Dorsin	Human Sciences	\$250	American Society for Nutrition 2023 National Conference	Boston, Massachusetts
Chey, Won Seok	Human Sciences	\$250	2023 Society of Health and Physical Educators America National Convention & Expo	Seattle, Washington
Cioletti, Alina	Human Sciences	\$250	College Sport Research Institute Conference on College Sports	Columbia, South Carolina
Clay, Mariah	Human Sciences	\$250	2022 Colombian International Seminary of Adapted Physical Activity	Medellín, Colombia
Combs, Lisa	Educational Studies	\$250	Association for the Study of Higher Education Annual Conference	Las Vegas, Nevada
Cornblath, Tali	Educational Studies	\$250	National Association of School Psychology 2023 Annual Convention	Denver, Colorado
Crabtree, Christopher	Human Sciences	\$250	Society for Cardiovascular Magnetic Resonance	San Diego, California
De La Cruz Perez, Alanis	Educational Studies	\$250	National Association of School Psychologists Conference	Denver, Colorado
Dengg, Michaela	Educational Studies	\$250	NAFSA: Association of International Educators Annual Conference	Washington, D.C.
Dimetrius, Brandon	Human Sciences	\$250	The Society of Health and Physical Educators, SHAPE America	Washington, D.C.
Dockery, Nate	Educational Studies	\$200	American Counseling Association Conference	Toronto, Canada

Drought, Emily	Educational Studies	\$250	National Association of School Psychologists 2023 Annual Convention	Denver, Colorado
Dustin, Dakota	Human Sciences	\$250	American Society for Nutrition 2023 National Conference	Boston, Massachusetts
Fei, Mianmian	Educational Studies	\$250	World Education Services - Boston College Center for International Higher Education Summer Institute	Boston, Massachusetts
Feng, Fuyi	Teaching and Learning	\$250	Learning Sciences Graduate Student Conference	Bloomington, Indiana
Ferguson, Daniel	Teaching and Learning	\$250	American Association for Applied Linguistics	Portland, Oregon
Ferreras, Leilani	Educational Studies	\$100	Association for the Study of Higher Education's 2022 General Conference	Las Vegas, Nevada
Fox, Erin	Human Sciences	\$250	Society for Research on Child Development	Salt Lake City, Utah
Ghahreman, Rashin	Human Sciences	\$250	GradConference	Orange, California
Gilbert, Chelsea	Educational Studies	\$250	Association for the Study of Higher Education	Las Vegas, Nevada
Gillespie, Nancy	Educational Studies	\$250	American Counseling Association Conference	Toronto, Canada
Gillespie, Theresa	Educational Studies	\$250	National Association of School Psychologists 2023 Annual Convention	Denver, Colorado
Gong, Yihui	Human Sciences	\$250	The Society for Research in Child Development (SRCD)	Salt Lake City, Utah
Goodwin, Kristyn	Educational Studies	\$250	National Association of School Psychologists 2023 Annual Convention	Denver, Colorado
Gressley, Julie	Human Sciences	\$250	American Council on Consumer Interests Annual Conference	Las Vegas, Nevada
Haridza, Risa	Teaching and Learning	\$250	Association for Science Teacher Education 2023 Conference	Salt Lake City, Utah
Hartman, Madison	Educational Studies	\$250	National Association School Psychologists Annual Conference	Denver, Colorado
Hashemi, Hoda	Educational Studies	\$250	Division on Autism and Developmental Disabilities	Clearwater, Florida
He, Jingwen	Educational Studies	\$250	American Educational Research Association (AERA) Conference	Chicago, Illinois

Henry, Sarah	Educational Studies	\$250	North Atlantic Region Association of Counselor Education & Supervision	Pittsburgh, Pennsylvania
Herman, Jamie	Educational Studies	\$250	North American Association for Philosophy of Education	Mundelein, Illinois
Huang, Lizeng	Educational Studies	\$250	Association for Educational Communications & Technology (AECT) 2020 Annual Conference	Las Vegas, Nevada
Hughes, Dequindre	Educational Studies	\$250	North Central Association for Counselor Education and Supervision	Omaha, Nebraska
Hunt, Steven	Educational Studies	\$250	National Association of School Psychologists Annual Convention	Denver, Colorado
Hutcherson, Rayna	Educational Studies	\$250	Black School Psych Summit	Atlanta, Georgia
Iswandari, Yuseva	Teaching and Learning	\$250	American Association for Applied Linguistics (AAAL) Conference	Portland, Oregon
Jackson, Jennifer	Educational Studies	\$250	National Association of School Psychologists 2023 Annual Convention	Denver, Colorado
Jacobs, Darwin	Educational Studies	\$250	National Association for School Psychologist 2023 Annual Convention	Denver, Colorado
Johnson, Kyanna	Educational Studies	\$250	National Association of School Psychology 2023 Annual Convention	Denver, Colorado
Jones, Hunter	Educational Studies	\$250	47th Annual Association for the Study of Higher Education Conference: Humanizing Higher Education	Las Vegas, Nevada
Kang, Lin-Hsiang	Human Sciences	\$250	2023 The North American Society for the Psychology of Sport and Physical Activity Conference	Toronto, Canada
Kathryn, Zimmermann	Human Sciences	\$250	Society for Research in Child Development 2023 Biennial Meeting	Salt Lake City, Utah
Kim, Taehyun	Human Sciences	\$250	Society for Longitudinal and Lifecourse Studies (SLLS)	Cleveland, OH
Knopp, Miriam	Human Sciences	\$250	ObesityWeek	San Diego, California
Ko, Junhui	Human Sciences	\$250	American Council on Consumer Interests 2023 Annual Conference	Las Vegas, Nevada

Kuehnle, Meghan	Teaching and Learning	\$250	National Council of Teachers of English Annual Convention	Anaheim, California
Kumari, Vishaka	Human Sciences	\$200	The 28th Annual Graduate Education & Graduate Student Research Conference in Hospitality and Tourism	Orange County, California
Lee, Jongwoo	Educational Studies	\$250	Association of College Educators for Deaf and Hard of Hearing	San Antonio, Texas
Lee, Sangeun	Educational Studies	\$200	Korean Counseling Association-International Chapter	Toronto, Canada
Lee, Joo Won	Teaching and Learning	\$200	The American Educational Research Association	Chicago, Illinois
Lewis, Suzanne	Teaching and Learning	\$200	American Educational Research Association Annual Meeting	Chicago, Illinois
Li, Yanqi	Human Sciences	\$250	American Council on Consumer Interests	Las Vegas, Nevada
Li, Yueyue	Teaching and Learning	\$250	44th Annual Southwest Popular/American Culture Association Conference	Albuquerque, New Mexico
Lin, Mickey	Educational Studies	\$250	2023 KCA-IC (Korean Counseling Association-International Chapter) meeting at the American Counseling (ACA) Conference	Toronto, Canada
Liu, Xingfeiyue	Educational Studies	\$250	2022 American Psychological Association Convention	Minneapolis, Minnesota
Liu, Chenxi	Educational Studies	\$80	The Association for Educational Communications and Technology (AECT) 2022 International Convention	Las Vegas, Nevada
Lu, Xinyue	Teaching and Learning	\$250	American Association for Applied Linguistics (AAAL) 2023 Annual Conference	Portland, Oregon
Lu, Monica	Educational Studies	\$250	Society for Research in Child Development	Salt Lake City, Utah
Luckey, Summer	Human Sciences	\$250	Society for Research in Child Development Biennial Meeting	Salt Lake City, Utah

Malone, Alexis	Educational Studies	\$250	National Association of School Psychologists 2023 Annual Convention	Denver, Colorado
Maria, Abdul-Masih	Human Sciences	\$250	The Society for Research in Child Development (SRCD)	Salt Lake City, Utah
Marris, Kate	Human Sciences	\$250	American Society for Nutrition 2023 National Conference	Boston, Massachusetts
Martinez Garcia, Mario	Teaching and Learning	\$250	49th MEXTESOL Convention 2022 “Changing perspectives: Embracing a new generation in ELT”	Leon, Guanajuato, Mexico
Martinez Garcia, Adriana	Educational Studies	\$250	American Psychological Association Annual Convention	Washington, D.C.
Masonheimer, August	Educational Studies	\$250	Annual Meeting of the America Educational Research Association	Chicago, Illinois
McKinney, Neal	Educational Studies	\$250	The Forum for Education Abroad Annual Conference	Seattle, Washington
McNamara, Emma	Teaching and Learning	\$250	International Society for the Study of Narrative Annual Conference	Dallas, Texas
Mushunje, Rumbidzai	Educational Studies	\$250	2023 KCA-IC (Korean Counseling Association - International Chapter) meeting at the American Counseling (ACA) Conference	Toronto, Canada
Nguyen, Huy	Educational Studies	\$250	American Educational Research Association - Annual Meeting	Chicago, Illinois
Nichols, Alexander	Educational Studies	\$250	National Conference on Race and Ethnicity in American Higher Education	New Orleans, Louisiana
Oliwe, Ruth	Teaching and Learning	\$250	TODOS: Mathematics for All Excellence and Equity in Mathematics	Albuquerque, New Mexico
Olsen, Eric	Human Sciences	\$250	American Council on Consumer Interests 2023 Annual Conference	Las Vegas, Nevada
Owusua, Tisha	Educational Studies	\$250	Black School Psych Summit	Atlanta, Georgia
Ozkaynak, Onur	Teaching and Learning	\$250	TESOL 2023 International Convention & English Language Expo	Portland, Oregon

Padilla, Carlos	Human Sciences	\$250	2022 International Seminary of Adapted Physical Activity University of Antioquia, 2022 International Seminary of Adapted Physical Activity University of Antioquia Medellín, Colombia	Medellín, Colombia
Park, Haeun	Educational Studies	\$250	American Psychological Association 2023	Washington, D.C.
Perry, Andrew	Educational Studies	\$250	American Psychological Association's Annual Conference	Minneapolis, Minnesota
Phillips, Shanye	Educational Studies	\$250	National Association of School Psychologist Annual Convention 2023	Denver, Colorado
Pokala, Avinash	Human Sciences	\$250	American Society for Nutrition	Boston, Massachusetts
Price, Courtney	Educational Studies	\$250	Center for Advancing Research Impact in Society 2023 Summit	Baltimore, Maryland
Primeau, Hanna	Educational Studies	\$250	Librarians Information Literacy Annual Conference	Cambridge, United Kingdom
Quezada Barrera, Monica	Educational Studies	\$250	ACPA–College Student Educators International	New Orleans, Louisiana
Reeves, Chardae	Educational Studies	\$250	National Association of School Psychologists 2023 Annual Convention	Denver, Colorado
Rehr, Tori	Educational Studies	\$250	American Educational Research Association Annual Meeting	Chicago, Illinois
Reynolds, Imani	Educational Studies	\$250	Black School Psych Summit	Atlanta, Georgia
Robertson, Maleehah	Educational Studies	\$250	National Association of School Psychologists 2023 Annual Convention	Denver, Colorado
Robinette, Lisa	Human Sciences	\$250	AACAP/CACAP 2022 Annual Meeting	Toronto, Canada
Rooney, George	Human Sciences	\$250	American Council on Consumer Interests	Las Vegas, Nevada
Sanchez, Omar	Human Sciences	\$250	2022 Colombian International Seminary of Adapted Physical Activity	Medellín, Colombia
Sanchez, Barbara	Human Sciences	\$250	American College of Sports Medicine Annual Meeting	Denver, Colorado
Schumacher, Balea	Human Sciences	\$250	American College of Sports Medicine	Denver, Colorado

Setioko, Wahyu	Teaching and Learning	\$250	2023 NARST Annual International Conference	Chicago, Illinois
Shahabeddin, Rezaei	Human Sciences	\$250	American Society for Nutrition	Boston, Massachusetts
Shaheen, Musbah	Educational Studies	\$250	AAC&U Conference on Diversity, Equity, and Student Success	Henderson, Nevada
Shariff, Saphia	Educational Studies	\$250	Black School Psych Summit	Atlanta, Georgia
Shawbitz, Kara	Educational Studies	\$250	Council for Exceptional Children (CEC)	Louisville, Kentucky
Sheng, Yue	Educational Studies	\$250	American Educational Research Association	Chicago, Illinois
Stamler-Goody, Iz	Educational Studies	\$250	Association for the Study of Higher Education	Las Vegas, Nevada
Su, Kai	Human Sciences	\$250	American Council on Consumer Interests 2023 Annual Conference	Las Vegas, Nevada
Syifa, Mutiara	Teaching and Learning	\$250	Learning Sciences Graduate Students Conference	Bloomington, Indiana
Thomas, Carrie Anne	Teaching and Learning	\$250	Children's Literature Association 2023 Annual Conference: Sustainability Through Story: Eco-Justice, Children's Literature, and Childhood	Bellevue, Washington
Tilak, Shantanu	Educational Studies	\$250	American Educational Research Association 2023 Meeting	Chicago, Illinois
Toole, Kristen	Educational Studies	\$250	2022 Southern Association for Counselor Education and Supervision Conference	Baltimore, Maryland
Trainer, Scott	Human Sciences	\$250	Society of Health and Physical Educators	Seattle, Washington
Vatne, Emaly	Human Sciences	\$250	National Strength and Conditional Association National Conference	Las Vegas, Nevada
Viriyasatien, Chanon	Educational Studies	\$250	National Association of School Psychologists 2023 Annual Convention	Denver, Colorado
Wang, Hsiang-Ling	Teaching and Learning	\$250	American Council on the Teaching of Foreign Languages	Boston, Massachusetts
Watanabe, Rio	Human Sciences	\$250	2022 Colombian International Seminary of Adapted Physical Activity	Medellín, Colombia

Wen, Ziyue	Educational Studies	\$250	American Educational Research Association	Chicago, Illinois
Whiting, Riley	Human Sciences	\$250	National Conference on Family Research	Minneapolis, Minnesota
Wilberforce, Winifred	Educational Studies	\$250	Modern Modeling Methods Conference	Storrs, Connecticut
Xie, Wu	Educational Studies	\$250	Annual Conference of Association for the Study of Higher Education	Las Vegas, Nevada
Xu, Fan	Educational Studies	\$250	2023 American Educational Research Association Annual Meeting	Chicago, Illinois
Yang, Qingqing	Human Sciences	\$250	The Society for Research on Educational Effectiveness 2022 Conference	Arlington, Virginia
Yang, Junyeong	Educational Studies	\$250	American Educational Research Association	Chicago, Illinois
Yang, Xuerui	Human Sciences	\$250	International Association for Food Protection 2023 Annual Meeting	Toronto, Ontario, Canada
Yin, Chia-Hsin	Teaching and Learning	\$250	(Language Assessment Research Conference-The Midwest Association of Language Testers-The East Coast Organization of Language Testers	Chicago, Illinois
Ying, Dongyue	Human Sciences	\$250	Society for Longitudinal and Lifecourse Studies 2022 Conference	Cleveland, OH
Zaitseva, Anna	Teaching and Learning	\$250	American Association for Applied Linguistics	Portland, Oregon
Zeng, Min	Human Sciences	\$250	American Society for Nutrition 2023 National Conference	Boston, Massachusetts
Zhang, Zezhong	Human Sciences	\$250	American Council on Consumer Interests 2023 Annual Conference	Las Vegas, Nevada
Zhang, Zihan	Human Sciences	\$250	American Society for Nutrition 2023 National Conference	Boston, Massachusetts
Zhu, Jinjie	Educational Studies	\$250	2022 University Council for Education Administration Annual Convention	Seattle, Washington

Appendix F: Research in Schools Hours

The following tables provide a list of the research teams that conducted research in K-12 schools across Ohio and beyond. The total number of reported hours for FY23 was 11,929, with 2,042 of those hours at Columbus City Schools.

Research Team	EHE Department or Center	Title of Research Project	School District or Community Organization	Reported Hours
Shirley L. Yu, Elise Allen Kurstak, Arianna Black, Huy Nguyen, Kimiko Ching, Andrew Perry, Michelle Richard, Wonjoon Cha, Adriana Martinez, Abby Mills, August Masonheimer	Educational Studies	Student Motivation in High School: Leveraging Teacher Relationships to Support Engagement	South-Western City Schools	283
Eric Anderman, Mary Kay Irwin, Yvonne Allsop, Xingfeiyue Liu, Hyun Ji Lee, August Masonheimer, Ariana Black, Yue Sheng, Adriana Martinez, Shantanu Tilak	Educational Studies	Changing the Landscape for Adolescent Health Equity and Access in Central Ohio	Columbus City Schools	1,286
Aina Appova	Teaching and Learning	Developing Elementary Students' Understanding of Algebraic Reasoning	Columbus City Schools	33
Hadley Bachman, Karen Beard, Barbara Boone, Minjung Kim, Roger Goddard	Educational Studies	Family Engagement Efficacy Beliefs of Educators: Validating the Interpretation and Use of a New Measure	Whitehall City Schools	53
Brett Zyromski, Patrick Cunningham	Educational Studies	True Goals as a Tier 1 Intervention: Impacts on Hope and School Belonging	Pickerington Local Schools	1,149
Patricia Enciso, Detra Price-Dennis, Brian Edmiston,	Teaching and Learning	Implementing a Schoolwide Thematic Inquiry: Impact on	Columbus City Schools	57

Emilie N. Curtis, Ashlan B. Bishop, Axa Khalid Warraich		Student Belonging, Hopefulness, and Creative Problem-Solving		
Kelly Purtell, Arya Ansari, Laura Justice, Jessica Logan, Eileen Donnally, Lisa Calderon, Mary Celeste DiZinno, Maria Abdul-Masih, Nicole Buckley, Jason Flowers, Autumn Kintner, Trevor Rey, Katie Filibeck	Crane Center	PEACH: Preschoolers' Experiences and Activities in Childcare	Delaware Enchanted Care Gahanna Enchanted Care Hilliard Enchanted Care Marysville Enchanted Care Powell Enchanted Care Ready, Set, Grow! Westerville Enchanted Care SproutFive Atcheson SproutFive Jenkins SproutFive Reeb A. Sophie Rogers School for Early Learning OSU Childcare Buckeye Village Hilliard Montessori North Broadway Children's Center	717
Edward Fletcher Nicholas Minar Sedrick Leslie	Educational Studies	Collaborative research: Strategies to improve the recruitment and retention of black male STEM teachers	Columbus City Schools, Columbus Downtown High School, Fort Hayes Career Center	191
Edward Fletcher, Nicholas Minar, Felix Quayson, Qiwei Men, Turhan Carroll	Educational Studies	Facilitating pathways to success for high- achieving pre-collegiate African American males in STEM	Scotlandville Magnet High School in Baton Rouge, LA South Oak Cliff High School in Dallas, TX Mallard Creek High School in Charlotte, NC	50
Edward Fletcher, Felix Quayson	Educational Studies	Examining the Impact of the COVID-19 Pandemic on the College and	Columbus City Schools	30

		Career Readiness of High School Students		
Shayne Piasta Caitlin Florek Kaha Abdi	Crane Center	Let's Know!2	Groveport Madison Local Schools Reynoldsburg City Schools Zenith East, Whitehall, Great Western, CHATA, Columbus Bilingual	427
Jacqueline Goodway, Dimetri Brandon, Ruri Famelia	Human Sciences	Who is Sitting on the Playground? Investigating the Underlying Mechanisms Driving Types of Play on the Playground in Preschool Children from Underserved Communities.	Sprout Five Early Learning Center	75
Angela Harris, Moirra Konrad, Christy Conway, Lydia Brazie,	Educational Studies	Spelling Flowchart Interventions for Elementary Students	Dublin City Schools Highland Community Learning Center	77
Cory Brown, Dorian Harrison	Teaching and Learning	Culturally Responsive Mentoring Program	Newark City Schools	18
Dorian Harrison	Teaching and Learning	Discovering literary treasures for early childhood classrooms	Goddard Westerville	4
Matthew Brock Sarah Hudler Sara Martin Jenna Hurlburt Kate Anderson Kaitlyn Viera	Crane Center	Bridging the Gap: Administrators perceptions of Special Education Preparation	Columbus City Schools Dublin City Schools Lakewood City Schools Liberty Union-Thurston Local Schools	6
Anneliese Johnson, Samantha Peterson, Sarah Simpson	Schoenbaum Family Center	Comprehensive State Literacy Development grant	Schoenbaum Family Center Columbus Metropolitan Libraries OSU Extension	6,840

Laurie Katz, Mindi Rhoades, Ferdous Bakhreibah, Aurelia Javier	Teaching and Learning	Examining pedagogical approaches in early childhood classrooms during integrated, inquiry-based, STEAM learning experiences	Sproutfive organization	43
Matthew Brock, Taylor Kiefer	Educational Studies	Positive Reinforcement to Promote Glasses Wearing	Dublin City Schools	22
Jamie Lipp, Terri Bucci, Terri Hessler, Debbie Morbitt	Teaching and Learning	OSU Urban and Rural Tutoring Partnership for Student Acceleration	Graham Elementary and Middle School Patriot Preparatory Academy	47
Lindsay Matthews, Kisha Radliff	Educational Studies	Exploratory Study of Sandplay Therapy: Helping Students Grow	Harambee Christian School	94
George Newell, Tzu-Jung Lin, Kevin Fulton, Keyla Gonzalez Diaz, Meghan Kuehnle	Teaching and Learning	Teaching and Learning Argumentative Writing and Informational Writing in Secondary School Classrooms	Columbus City Schools	61
Staci Peters, Roger Goddard	Educational Studies	Effective professional development experience and the perceived expectancy for success, task value, and cost on implementation.	Groveport Madison Local Schools	33
Ashlyn Pierson	Teaching and Learning	SAIL+CTM	Franklin Special School District, TN	15
Sarah Lang, Erin Tebben, Dahyung Ryu, Amy Hudson, Erin Fox, Carly Geragphty, Lidya Ruamba,	Human Sciences	VLS Momentum EX - Building Capacity and Quality in ECE Settings	A Better Choice Daycare and Learning Center (ABCD) 1 A Better Choice Daycare and Learning Center (ABCD) 2 Agape (Agape Butterfly School/Agape Academy) 1 Agape (Agape Butterfly School/Agape Academy) 2 Agape (Agape Butterfly	152

			School/Agape Academy) 3 The Indigo Children's Center Lorain County Community Action Agency, Head Start	
Sheila Alber-Morgan, Tolulope Sulaimon, Marcella Gallmeyer	Educational Studies	The Effects of Self-Questioning on Word Problem Solving	Columbus School For Girls	40
Becky Huang, Charlize Wang	Teaching and Learning	Supporting Reading Comprehension for English Learners through Inquiry-Based, Language-Focused Instruction	North Carolina School Districts: Johnston Country and Yadkin County Texas School Districts, San Antonio Independent School District	116
Elaine Richardson, Racquel Armstrong	Teaching and Learning	Role of self-care practices in the leadership of African-American female principals	Columbus City Schools	10

Appendix G: DC Days Attendee Biosheet

EHE

The Ohio State University College of Education & Human Ecology D.C. DAYS ATTENDEES 2023



John Paul Anders is a Dean's Diversity Postdoctoral Research Fellow whose research examines the acute and chronic effects of exercise. Specifically, his research interests include the neuromuscular and cognitive effects of fatiguing exercise, characterizing the physiological adaptations to exercise, and the influence of nutritional supplements in optimizing performance and training adaptations. Overall, his research aims to understand how exercise can be utilized to build resiliency across the lifespan. Anders.62@osu.edu



Cory Brown is an Assistant Professor of Early Childhood Education. Dr. Brown's work seeks to address bias in teaching and strategies that cultivate equity-based practices to impact student excellence across multiple contexts. His goal is to influence curricular decisions made by reformers and policy makers, as well as district administrators, to enhance the educational experiences and outcomes of all school-aged children. Brown.2903@osu.edu



Tuba Gezer is a Dean's Diversity Postdoctoral Fellow at Educational Studies. Her dissertation researched examined providing equal educational opportunities to English learners in the United States. Tuba's research interests focus on English learners, English learners with disabilities, academic achievement, structural equation modeling, research methodology, digital citizenship, and the digital divide. She is passionate about equity and equality in educational settings. Gezer.3@osu.edu



Dorian Harrison is an Assistant Professor in the Department of Teaching and Learning. Dr. Harrison's research explores how equity in literacy education is enacted, paying particular attention to the ways communities of learners are challenging deficit views and practices. Dr. Harrison's research is aimed at not only improving classroom practice but also restructuring how institutions prepare future educators to engage with diverse populations of students and communities. Harrison.898@osu.edu



Lauren Hensley is Interim Director of the Dennis Learning Center. As a scholar-practitioner, her background includes work in higher education program administration, curriculum design, and student success initiatives. She leads the College Learning, Motivation, and Belonging (CLMB) Lab, which combines research and practice to support students' pathways to and through college. Her ongoing program of research focuses on college and pre-college student success, with a special emphasis on understanding motivational needs and designing educational interventions. Hensley.121@osu.edu



Sophia Jeong is an Assistant Professor of Science Education. Her scholarly work draws on theories of new materialisms to examine ontological complexities of subjectivities and socio-material relations in the science classrooms. Her research interests focus on equity issues in science education through the lens of rhizomatic, nonlinear analysis of K-16 science classrooms. Jeong is passionate about fostering creativity, encouraging inquisitive minds, and developing youth's socio-political consciousness and activism through science education. Jeong.387@osu.edu



Ashley Landers is an Assistant Professor of Human Development and Family Science. Dr. Landers is a community-engaged family scientist who conducts research in partnership with First Nations Repatriation Institute that focuses on the permanency, health, and well-being of American Indian/Alaska Native families in child welfare. This research examines what happens to American Indian/Alaska Native children and families following family separation (e.g., foster care, adoption, reunification), and how these children and families fare (e.g., maltreatment recurrence, mental health problems, behavioral health disparities). Landers.116@osu.edu



Noemi Linares-Ramirez is a Dean's Diversity Postdoctoral Research Fellow. Her research examines how racially underrepresented groups (Black, Latinx, and Native American) demand and experience change in educational institutions. She is especially interested in how race shapes the role that students, school personnel, and external organizations play in the outcomes of diversity initiatives in education settings. Linares-Ramirez.1@osu.edu



Rhodesia McMillian is an Assistant Professor of Education Policy. Dr. McMillian is an interdisciplinary scholar whose research interests and journal publications examine how federal, state, and local education policies impact the educational experiences of African American students and students with disabilities and how educational disparities persist in K-12 public education. Dr. McMillian is the Co-Principal Investigator of a U.S. Department of Education grant of \$5.2 million, a five-year grant focusing on increasing school psychological services for students in grades Pre-Kindergarten to 8th grade. McMillian.27@osu.edu



Leslie Morrow is an EHE Dean's Diversity Postdoctoral Fellow. She studies anti-racist approaches to education and knowledge production processes and the different experiences by way of race, racism, gender, sexuality, and educational policy especially as it relates educational access and social justice. Morrow's primary focus as a Black, queer academic explores the lived experiences, labor and strategies of resistance of historically marginalized, disenfranchised and under-resourced groups, especially Black queer and trans folk in higher education. Morrow.422@osu.edu



Ashlyn Pierson is an Assistant Professor of STEM education. Her research focuses on equitable approaches for science teaching and learning. Specifically, she explores multimodal approaches to science learning (talk, text, drawing, computer programming, and embodiment) that support multilingual learners, and she designs and evaluates teacher preparation courses and professional development experiences grounded in these approaches. Pierson.199@osu.edu



Cydni Robertson is a Dean's Diversity Post-Doctoral Scholar. Her research interests include studying economic development indicators to improve women's empowerment initiatives in the global textile and apparel supply chain through public policy analysis. As an educator, her favorite courses to teach include social psychology and the history of dress, international fashion supply chain, fashion entrepreneurship, and related subjects. Robertson.704@osu.edu



Cathy Saenz is an Assistant Professor of Exercise Science. She specializes in exercise physiology and nutrition and her primary areas of research include 1) energy metabolism and recovery in athletic populations and 2) investigating metabolic health and disorders with a focus on women's health and Hispanic/underserved communities. Her research spans various exercise and nutrition modalities with a special focus on the diet manipulation, such as the ketoadapted state, and its relationship with, and ability to improve, health, exercise performance, and recovery outcomes. Saenz.11@osu.edu



Ye Shen is a Dean's Diversity Postdoctoral Fellow. She broadly focuses on bilingual language development and literacy acquisition among linguistically diverse children. She examines the cognitive and neurobiological mechanisms underlying multilingual language and literacy development, as well as the external factors (e.g., bilingual programming, socioeconomic status) that impact multilingual development. She takes an interdisciplinary approach using both behavioral and neuroimaging measures to study the cross-linguistic processes underlying multilingual literacy acquisition. Shen.1776@osu.edu



Nan Xiao is a Post-doc Scholar. Her research program is focused on early childhood social interactions and their developmental implications, with an emphasis on culturally diverse and marginalized populations. She is especially interested in examining the contextual factors shaping children's social interactions with the aim of creating a supportive environment for positive social interactions. Xiao.896@osu.edu

RESEARCH ADMINISTRATION:

Kimberly Lightle
Director of Research

Natasha Slesnick
Associate Dean for Research