**11-17-2021 Agenda with Minutes for The Herb Innovation Center (THInC) Advisory Board Meeting**

**Time:** 11 am – 12 pm

\*Blue text indicates minutes/notes

Attendees: Judy Herb, Tom Hosler, Sekhar Pindiprolu, Svetlana Beltyukova, Brian Ashburner, Michael Toland

* **Grant Writing Course/Workshop**
  + Michael indicated that the last time the JHCOE offered a grant writing course was around summer 2015 for an intensive 10-day session
  + Michael shared RSP’s willingness to offer or partner with THInC to provide a brief grant writing workshop for graduate students and a separate workshop for faculty during spring 2022.
    - Members of the advisory board discussed how grants will always happen and getting students into grant work is very important. The only way for students to stand out is if they have grant writing experience. Doing a grant course/workshop would be a good thing. Even if students don’t submit a grant, they have the experience and will help us understand where the field is moving. If we do it in the fall, then the course should happen in the evening (7-10 pm or two nights a week after 4:30 pm; maybe virtual to open up to those outside UToledo). Some UToledo colleges have an expectation that students be actively engaged in research, but not so much a push in the JHCOE. If we had the expectation, then students would see the value of writing grants. School districts have folks that write grants so we should consider involving school district staff to see the real-life value. There are also smaller dissertation grants available to students, but not for every discipline. When considering a grant writing course, it is important to consider what is the intended outcome and population we want to reach. Thinking about practitioners in the field there are some that are interested and need to know how to seek and submit grants. Maybe a practitioner based focused grant writing course is needed. Maybe offer a grant writing course as a CEU or satellite course instead of a 3-hour course. Maybe a workshop as a first start that is on a weekend. We also need to consider the school needs right now.
    - Advisory board members asked about what system could be put in place to learn the needs of school personnel? Maybe having the workshop in place first is the hook to partner with school districts and then learn about their needs as well. How do we change the entire community using community mapping (find out what we have and can do).
    - Tom mentioned that he would reach out to his teachers or principals or both about research and grant writing needs (especially in regards to how those needs could interplay with research grants, research collaborations, etc.). Tom also mentioned that he would try to connect with Romulus about this request.
* **Projects**
  + Michael indicated that he is in discussions with TinkRworks to conduct a study to assess learning and affective outcomes for one of their supplemental learning modules, but is still waiting for further contact.
    - Sekhar indicated that looking into Stepping Stones grant could provide a small level of funding.
    - Svetlana is going to share with Michael information about how the government puts together information about different types of rigorous studies.
  + Michael shared how he is in discussion with the TMA to conduct a study to examine affective and/or learning outcomes for their Art programs/courses and possibly develop an Art interest/attitude scale for broader use
    - It was suggested by advisory board members to possibly do a do a single subject design study first. Or, maybe get a deeper understanding from teachers about what they are changing (study skills, focus, creativity). Do mediation analysis/study to look at intermediary variables.
    - Judy suggested talking with Mike, Jennifer, and Heidi about visual adult courses being offered or being provided training.
  + It was discussed how all of these projects have the potential for dissertation research.
  + Svetlana indicated that faculty can be affiliated with the center. Similarly, students can be affiliated with the center to participate in research projects or lead projects. Michael agreed that this is a great idea and would every much like for faculty to be listed as faculty affiliates.
  + Svetlana indicated that maybe we should offer the grant writing course/workshop and then bring up the projects so students can take the lead or join the project as a collaborator. Michael thought this was a great idea and is working on sharing these ideas with faculty and students.
* **Website**
  + Michael shared how he is working with THInC team members and Josh Spieles to restructure the center’s website to make it more user friendly and consist of fewer menu items
  + THInC staff are continuing to work on a list of common mistakes in current grants, FAQs, and helpful suggestions to be shard on the Center’s website
* Michael provided an overview of current research efforts:
  + **Current research support (6)**
  + **Pending research support (6)**
  + **In preparation research support (7)**
  + **Recent manuscript publications (4)**
  + **Manuscripts under review (4)**
  + **Manuscripts in preparation (11)**
  + **Motivating Undergraduate and Graduate Students to Engage in Research**
    - Michael shared how the inaugural THInC-3M-IDEA Research Competition will be launched this year and the advisory board gave its approval.
* **Suggestions for meeting center core goals and long-term goals**
* **Other topics/suggestions**
  + Svetlana suggested having faculty that want to be affiliated as faculty affiliates with the Center be listed on the Center’s website.
* **Identify next meeting date/time for late spring 2022 (hopefully, face-to-face)**
* **Suggested agenda items for next meeting**

**Appendix**

* **Core Goals**
  + Encourage and support research agendas and opportunities for JHCOE faculty
  + Provide research opportunities for JHCOE undergraduate and graduate students
  + Seek out and generate collaborative partnerships with school districts and community agencies
* **Long-Term Goals**
  + Increase the number of grant funds brought in by the JHCOE
  + Establish at least 3 major collaborative research projects with school partners and/or community agencies
  + Promote the center and its work to the point of establishing a national presence and reputation
* **Current research support (led by or supported by THInC)**
  + Johnson, N. (PI). The Infusion of Chemistry Instruction and Metacognitive Learning Strategies into an Existing Summer Bridge Program: A Case Study. Sponsor: UToledo-RSP. May 10, 2021-May 1, 2022. ($17,495).
  + **Toland, M. D.** (PI),& **Denyer, J.** (Co-I). CTE Teacher Preparation and Retention. Sponsor: Ohio Department of Education. July 1, 2021 – June 30, 2022. ($100,000).
  + **Toland, M. D.** (Statistical and Measurement Consultant). *Psychometric and statistical support for NIOSH research projects in U.S. middle and high schools.* Sponsor: U.S Department of Health and Human Services, CDC&P; National Institute for Occupational Safety and Health. September 1, 2021 – August 31, 2022. ($26,000).
  + **Wilson, K. S.** (PI), & **Toland, M. D.** (Co-I). High Schools That Work. Sponsor: Ohio Department of Education. July 1, 2021 – June 30, 2022. ($423,425).
  + **Wilson, K. S.** (PI), & **Toland, M. D.** (Co-I). Northwest Ohio Tech Prep Regional Center. Sponsor: Ohio Department of Education. July 1, 2021 – June 30, 2022. ($482,433).
  + **Welsch, R. (PI), Denyer, J., Schneider, R., Pindiprolu, S.., Templin, M., Stewart, V., Kehus, M., Devlin, P., & Johanning, D.** Launching Educators for All Learners: UToledo’s Dual License Initiative. Sponsor: Ohio Deans Compact. Improving the Capacity of Ohio Institutions of Higher Education to Prepare All Educators to Better Meet the Needs of All Learners. September 1, 2021 – June 30, 2023. ($225,000).
* **Pending research support**
  + **Toland, M. D.** (PI). COMPASS Across Settings (CAST) for Integrating School, Home, and Community Services and Improving Transition Outcomes for Students with ASD. Sponsor: NIMH. August 1, 2022 – July 31, 2026. (Subaward to UToledo from BSU). Submitted October 3, 2021.
  + **Toland, M. D.** (PI). Development and Pilot Testing of a Video Game-Based Narrative Comprehension Intervention With Elementary Children Eligible for SPED Services. Sponsor: Institute of Education Sciences, Cognition and Student Learning - Goal 2. July 1, 2022 – June 30, 2026. (Subaward to UToledo from UK). ($63,515). Submitted September 9, 2021.
  + **Bazett-Jones, D.** (PI), & **Toland, M. D.** (Co-I). Optimizing Clinical Outcomes for Patients with Patellofemoral Pain Using Strength Training Rehabilitation Incorporating Power Exercises (STRIPE). Sponsor: Department of Defense. September 30, 2022 – September 29, 2026. (Subaward to UToledo from UCON - $257,080). Submitted September 10, 2021.
  + **Hamer, L.** … (PI). Teach Toledo: A Four-College Effort to Prepare Diverse Teachers with Short-term & Long-term Returns. Sponsor: UToledo reinvestment fund. ($266,500). Submitted August 22, 2021.
  + Alaraje, N. (PI), Fox, C., & **Toland, M. D.** (Evaluator). CyberCorps Scholarship for Service: Academic Student Success of Undergraduate and Graduate Education in Cybersecurity (SFS-ASSURE-C). Sponsor: National Science Foundation. January 1, 2022 – December 31, 2026. ($3,854,012). Submitted July 18, 2021.
  + **Toland, M. D.** (PI). Comparative Study of COMPASS Adaptations for Improving Public School Outcomes of Children with Autism Spectrum Disorder Using ACT Smart. Sponsor: National Institute of Health, Clinical Trials to Test the Effectiveness of Treatment, Preventive, and Services Interventions (R01 Clinical Trial Required). June 1, 2022 – May 31, 2027. (Subaward to UToledo from BSU - $139,307). Submitted June 15, 2021.
* **In preparation research support**
  + **Toland, M. D.** (PI). Efficacy of a Narrative Comprehension Intervention for Elementary School Children at risk for Attention-Deficit Hyperactivity Disorder. Sponsor: Institute of Education Sciences, Cognition and Student Learning - Goal 3, Grant Number: R305A160318. July 1, 2021 – June 30, 2023. (Subaward to UToledo from UK). (**funded** - $63,669, but waiting for UK to get back on paperwork to officially submit subaward because grant was frozen due to pandemic and schools not allowing researchers to enter schools).
  + **Toland, M. D.** (PI).Curricular analytics project. Sponsor: Ascendium. September 1, 2021 – August 31, 2024. (Subaward to UToledo from CSU). (funded - $150,000), but waiting for CSU to get back on paperwork to officially submit subaward).
  + **Bazett-Jones** (PI)**, D. M., Garcia, M. C., &** **Toland, M. D.** (Co-I). The Influence of Training Loads on Running-Related Injuries in High School Cross-Country Runners: A Prospective Study. Sponsor: NATA Research & Education Foundation. July 1, 2022 – June 20, 2025. ($57,268). To be submitted February 15, 2022.
  + **Thompson, F.** (PI). Investigating Whiteness Among STEM Education Preservice Teachers. Sponsor: National Science Foundation. September 1, 2022 – August 31, 2024. ($350,000). To be submitted February 2022.
  + **Norte, G.** (PI)**, Fox, C.,** (Co-I) & **Toland, M. D.** (Co-I). Use of an eccentric-biased home-exercise program to facilitate hamstrings recovery in patients with ACL reconstruction. Sponsor: NATA Research & Education Foundation. July 1, 2022 – June 20, 2025. ($50,000). To be submitted February 15, 2022.
  + **Cioc, C. (PI), Houghton, N., & Toland, M. D.** Flexible learning, assessment, and modules in engineering. Sponsor: NSF-Engaged Student Learning (Level 1). ($300,000). To be submitted February 2022.
  + Kumar, R., & **Toland, M. D.** (Co-I) Teachers Implicit and Explicit Bias and Student Outcomes. Sponsor: Spencer – Large Grants. (Subaward to UToledo from University of Auckland, NZ - $250,000). To be submitted February 2022.
* **Recent manuscript publications**
  + Dueber, D. M., & **Toland, M. D.** (Accepted). A bifactor approach to subscore assessment. *Psychological Methods.*
  + Garcia, M. C., Taylor-Haas, J. A., Rauh, M. J., **Toland, M. D.**, & Bazett-Jones, D. M. (Accepted). Sport specialization and quality of life among middle- and high-school long-distance runners of different injury status. *Journal of Sports Sciences*. <https://doi.org/10.1080/02640414.2021.1954350>
  + Dueber, D. M., **Toland, M. D.**, Lingat, J. E. M., Love, A. M. A., Qiu, C., Wu, R., Brown, A. V. (Accepted). To reverse item orientation or not to reverse item orientation, that is the question. *Assessment*. <https://doi.org/10.1177/10731911211017635>
  + Lingat, J. E. M., **Toland, M. D.**, Qiu, C., Chen, X-Y., Han, J., Shen, L., Ford, C. J., Love, A. M. A., Li, C., Blevins, J., Clement-Montgomery, T., White, C., Jeter, K., Kehrwald, N. P., & Williams, C. M. (2021). Optimizing the measurement of resident advisor’s self-efficacy using the Rasch model. *Journal of College and University Student Housing, 48*(1), 60-79.
* **Manuscripts under review**
  + Matias, C. E., **Thompson**, **F**. **A**., & Luney, L. T. (2021). When the white dwarfs burn our color: Whiteness, emotionality, and the will to thrive in higher education. Submitted September 15, 2021 to *Research Issues in Contemporary Education*.
  + Peugh, J. L., **Toland, M. D.**, & Strong, H. (2021). Handling longitudinal missing not at random (MNAR) data: A procedural demonstration. Submitted August 18, 2021 to *Psychological Methods*.
  + Brown, A, DuBravac, S., & **Toland. M.D.** (2021). Metalinguistic awareness in partial immersion and English-only students. Submitted August 18, 2021 to *Bilingual Research Journal*.
  + Lingat, J. M., **Toland, M. D.**, Dueber, D. M. (2021, Under Review). The Brief Course Belonging Scale: Developing a measure of postsecondary students' course-level sense of belonging across online and face-to-face modalities. Submitted November 3, 2021 to *Journal of College Student Development*.
* **Manuscripts in preparation**
  + Lingat, J. M., Ryser-Oatman, J. T., Epps, M., Richardson, J. W., Sampson, S. O., **Toland, M. D.,** & **Brace, D.** (Accepted pending revisions). “We have our own belonging”: A qualitative inquiry investigation of postsecondary students' sense of belonging across online and face-to-face course formats. To be resubmitted December 21, 2021 to *Student Engagement in Higher Education Journal*.
  + **Thompson**, **F**. **A**., Tyler, K. M., Matias, C. E., & **Toland, M. D.** (In prep). Exploring Preservice Teachers’ Practices and Perspectives on Whiteness.
  + **Thompson**, **F**. **A**. (In prep). Black Students and Whiteness in School.
  + **Toland, M. D.**, **Kumar, R.**, & Bondie, R. (In prep) Psychometric investigation of teacher beliefs and practices survey.
  + Ruble, L., McGrew, J., Rispoli, K., **Toland, M. D.**, & Pinkman, K. (In prep). Parent and teacher alliance and Autism Spectrum Disorder: Relationship matters.
  + Ogle, L., Ruble, L., **Toland, M. D.**, & McGrew, J. (In prep). Impact of type and dosage of performance feedback following COMPASS consultation on teacher adherence and student goal attainment outcomes. To be submitted to Journal of Educational & Psychological Consultation
  + Hanley, C., **Toland**, M. D., Vanderford, N., & **Lederer, N.** (In prep). Evaluating a new adolescent Cancer Literacy Scale: A comparison of different psychometric methods.
  + **Duckett, R., Garcia, M., Kassem, J., Fox, C., Bazett-Jones, D.,** & **Toland, M. D.** (In prep). *Rasch evaluation of the Pittsburgh Sleep Quality Index in adolescent endurance athletes*.
  + Lingat, J. M., **Toland, M. D.**, Dueber, D. M., Qui, C., Blevins, J., Clements, T., White, C., Jeter, K., Kerhwald, N., **Fox, C.,** & **Beltyukova, S.** (In prep). The Simple University Belonging Scale: Working towards a measure of postsecondary students’ sense of belonging. To be submitted to Measurement and Evaluation in Counseling and Development.
  + Berney, E. C., Dueber, M. D., Blevins, J., Reese, R. J., **Toland, M. D.**, Qiu, C., Li, N., Desmennu, O. M., Jones, R. S., White, C., Clement-Montgomery, T., & Kehrwald, N. *Transporting a systematic client feedback approach into a student-life belongingness intervention.*
  + Guerin, R. J., & **Toland, M. D.** (In prep). Replication and extension of the Theory of Planned Behavior for workplace safety among pre-workforce adolescence. To be submitted to The Journal of Early Adolescence.