

Agenda for The Herb Innovation Center (THInC) Advisory Board

Date: 05-05-2022

Time: 2:30 pm – 4:00 pm

Location: 3100C GH

- Welcome
- Updates
 - [THInC website](#)- Michael shared updates regarding the website.
 - [Inaugural THInC-3M Research Competition](#)- Michael shared a short description of the competition and Falynn shared a little about this year's annual winners.
 - First graduate assistant (Matt Hazelton)- Michael introduced Matt as the first graduate assistant of THInC.
 - First postdoctoral researcher (Dr. Falynn Thompson)- Michael introduced Falynn as the first postdoctoral researcher at THInC. Falynn shared a little about her experience at the Center working with students and faculty on research.
 - Supplemental writing support- Michael provided an update on the number of students who have used the service this academic year.
 - Continue to provide ongoing faculty & student research support/opportunities- Michael discussed the various ways THInC has been providing ongoing faculty and student research support/opportunities (e.g., searching for grants, assisting with preparing grant proposals, and helping students gain experience preparing research presentations).
 - In addition to operating costs (e.g., salary, fringe, equip), the center tries to provide
 - funds when in-kind or matching funds are required (e.g., NSF Track 3; ORAU)- [THInC has provided funding to faculty in the college.](#)
 - in-kind research effort from center staff (if available)- [Michael and Falynn have provided in-kind services for grants for faculty on grants.](#)
 - PD, Sponsorship (if available)- [THInC provided up to \\$1,000 for research and travel-related purposes for faculty.](#)
- Research (As of May 5, 2022 vs June 30, 2021): See Appendix
 - Currently funded (active) research support (6 vs 2)- [Michael discussed the current research this year compared to last year.](#)
 - Pending research support (9 vs 7)- [Michael discussed the number of pending research this year compared to last year.](#)
 - In preparation research support (6 vs 4)- [Michael discussed the number of in-preparation research projects this year compared to last year.](#)
 - Completed research support (2 vs 0)- [Michael discussed the research that is completed.](#)
 - Cumulative not funded research support (16 vs 8)- [Michael indicated the number of cumulative research not funded.](#)
 - [Hit rate: 33.33% \(8 of 24 funded\)- Michael indicated the hit rate of funded research this year.](#)
 - [To date, 33 grant proposals have been submitted- Michael indicated the number of grant proposals submitted.](#)
 - Publications (11)- [Michael indicated the number of publications this year.](#)

- Manuscripts under review (5)- Michael indicated the number of manuscripts this year.
- Manuscripts in preparation (11)- Michael indicated the number of manuscripts in preparation.
- Conference presentations (1)- Michael indicated the number of conference presentations.
- In-progress research project (1)- Michael indicated the number of in-progress research projects.
- Suggestions for
 - building and sustaining long-term partnerships- Discussions were briefly provided about building and sustaining long-term partnerships.
 - engaging and increasing student interest in research- Sakar indicated that we need to find solutions for getting students involved in research amid policy/structural barriers such as lack of professors, students working multiple jobs and full-time jobs, the teacher programs' focus on license and doctoral and master's programs have limited requirements related to doing research beyond the dissertation. Another factor he discussed that may attribute to the lack of student engagement in research, is that multiple students have quit over the past couple of years because they are placed with students in school districts with behavioral problems. It becomes a problem for them to teach and do research that we talk about. He also discussed that we should think of ways to incorporate research in classroom assignments (all courses should be labeled as writing-intensive, research-intensive, and technology-intensive, oral presentation-intensive): the reason is for us to have an appropriate number of students. Sakar also indicated that it would be helpful to create a 1-credit hour course called Journal Reading at the master's/doctoral level to have students practice how to read and critique articles and learn other basic research skills like applying APA style to writing and other things. In addition, Sakar named areas of growth plus research opportunities/funding that would increase students' engagement in research and increase the number of students in the college.
 - Autism (We need faculty with ABA degrees)
 - Vocational (federal grants; we need faculty)
 - Behavior expertise faculty that will help us to conduct research with schools (schools can also benefit), which will help all students (C&I, SPED, ECE)
 - Gaming certificates (we could collaborate with information technology folks, 3D center in the medical campus, computer science folks) and have industry/educational publishers—have a new center here in the JHCOE that will help students with researching/development/field testing (Schools also need this. They need evidence as they're spending millions of dollars)
 - motivating faculty to pursue funded research- Sakar suggested the Center could provide in-kind effort for grants by providing computers, office space, and a telephone.

Suggestions for meeting center core goals and long-term goals- Kadee and Romulus suggested we find grants that are related to dyslexia support (curriculum and screeners) and structured literacy (tutoring is not helping with homework) to help recruit more students into education programs.

Other topics- Sakar suggested the Center look into state policy from Ohio Dean's Compact Proposal from Cincinnati. Kadee and Romulus suggested that more science and math students need to be recruited and searching/identifying grant support to help teacher education students pass Praxis for math and science would be helpful. They also mentioned that ODE has many turnovers and does not consist of individuals in education; the solution would be to possibly have the Center reach out and suggest hiring professionals to write the RFA and narrative template.

- Identify next meeting date/time for fall 2022 and spring 2023- Michael said he will contact the committee to set up future meeting dates.
- Suggested agenda items for next meeting- There were no suggested agenda items for the next meeting.
- Adjourn- The meeting was adjourned.