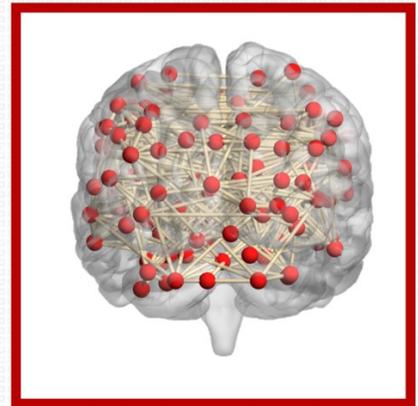
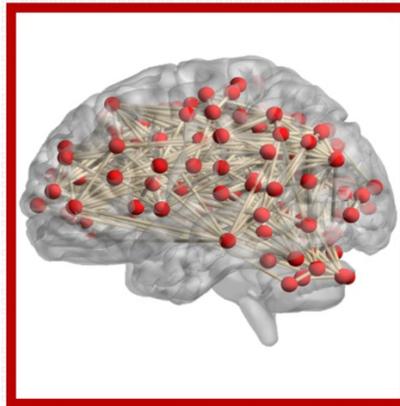
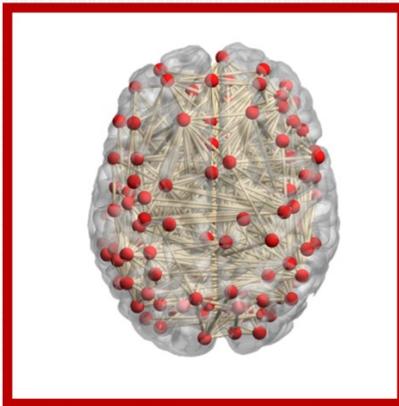


Advancing Diversity in Neuroimaging Research (ADNiR Initiative)



Center for Cognitive and Behavioral Brain Imaging

Social and Behavioral Sciences
College of Arts and Sciences
The Ohio State University

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Mission Statements

College of Arts and Sciences:

“The College of Arts and Sciences affirms that academic excellence depends upon recruiting and supporting a diverse population of faculty, staff, and students and on encouraging this diverse faculty to pursue innovative research, transformative teaching and learning, and engaged outreach. Diversity is everyone’s goal, everyone’s priority, and to everyone’s benefit. The College is therefore committed to actively building and sustaining a community in which people of diverse race, ethnicity, culture, veteran status, marital status, socio-economic level, citizenship, national origin, religious belief, physical ability, sexual orientation, gender identity and expression, age, class, and political ideology fully participate in, contribute to, and benefit from the resources and activities of its departments, centers, and programs.

Moreover, the College is committed to promoting the university’s policies against discrimination and to increasing the participation of individuals from historically underrepresented groups at all levels, including within its administration.” (OSU College of Arts and Science Strategic Plan, 2011-2016)

Center for Cognitive and Behavioral Brain Imaging:

“The Center for Cognitive and Behavioral Brain Imaging is dedicated to pursuing structural and functional magnetic resonance studies using state-of-the-art techniques, to contribute to the development of future brain imaging modalities, and to disseminate knowledge about brain, mind, and imaging to students and the public.”

Statement of Purpose

The Center for Cognitive and Behavioral Brain Imaging (CCBBI) recognizes the critical need for a more diverse body in academia, science, and research. To afford the opportunity of success for all individuals, CCBBI is proposing the **Advancing Diversity in NeuroImaging Research Initiative** (ADNiR) to provide academic opportunities, professional development, and funding support, with a focus on individuals from underrepresented groups who are interested in pursuing a career in neuroimaging research.

As part of the Center for Cognitive and Behavioral Brain Imaging's commitment to developing future generations of neuroimaging researchers, the ADNiR Initiative offers pathways to success in neuroimaging research focused on undergraduate students from underrepresented groups. The program aims to eliminate potential obstacles in a student's academic success and professional development by providing hands-on research experiences in CCBBI-affiliated neuroimaging laboratories. The ADNiR Initiative recognizes the importance of formal training in several aspects of professional development; thus, an integral component of the ADNiR program will be to provide students with professional guidance and financial support for applying to graduate schools in their relevant area of study.

Great efforts have been made to make higher education accessible to everyone. However within the scientific community, individuals from diverse groups are still underrepresented, with an even greater disparity in the research community. Although more than 30 years have passed since the academic disparity between ethnic groups was first identified, academic opportunities continue to remain out of reach for many individuals from underrepresented groups (Garrison, 2013). This imbalance increases in graduate school and continues to widen in the workforce. A study conducted by Li and Koedel (2017) reported diversity among faculty continues to be imbalanced with a majority of faculty members identifying with one ethnic group. There may be several reasons that factor into the disparity of students who choose a career path in academia or science; however, for many individuals the challenge may be having to choose to work instead of committing time, often voluntarily, in a research setting. Other challenges may be related to a cultural background that did not afford the same opportunities across genders or simply not being aware of the opportunity if the individual is a first-generation college student. A review by Estrada et al. (2016) identified these factors as significantly impacting the academic outcomes of these student populations. Removing some of these obstacles is the goal of the ADNiR Initiative.

Long Term Goals & Overall Objective

The **long-term goal** of the ADNiR Initiative is to create a community of neuroimaging researchers that is representative of the nation's growing diversity to help foster a better understanding of the brain. To achieve that goal, the **overall objective** is to provide structured, hands-on research experiences and tailored professional development opportunities focused on undergraduate students from underrepresented groups. To accomplish this overall objective, the CCBBI supported ADNiR initiative will provide two fundamental experiences:

1. **Hands-on Research Experiences:** In collaboration with CCBBI-affiliated laboratories, students selected through this program will be offered in-depth training in all aspects of neuroimaging research, from data acquisition through data analyses, to eventual dissemination of brain imaging research through peer-reviewed publication(s).
2. **Tailored Professional Development Opportunities:** Throughout the year, students will be afforded several opportunities that will be specifically tailored to meet their goal of pursuing a graduate program in their field of study. Specifically, the following opportunities will be provided to all students enrolled in the ADNiR Initiative: weekly seminars focusing on topics and techniques in cognitive neuroscience; monthly CCBBI Talk Series Meetings; monthly CCBBI Student Workshop meetings; and registration costs to attend one domestic conference. Additional opportunities will be carved out in discussion with CCBBI Director, Dr. Prakash, the PI of the respective laboratory, and the undergraduate student.

General Guidelines

- The opportunity is open to undergraduate students interested in pursuing a career in neuroimaging research. Students from underrepresented groups and diverse backgrounds are strongly encouraged to apply.
- Applicants majoring in any of the disciplines supported by the College of Arts & Sciences, including but not limited to Psychology, Economics, Speech & Hearing Sciences, Communication, and Music are eligible to apply. Additionally, undergraduate students from other colleges at OSU will be considered as long as they choose to conduct their research in a CCBBI-affiliated lab.
- Applicants who are enrolled as a college student and completed at least 3 semesters of college, (ie: second semester Sophomore), with a GPA of 3.1 or higher will be invited to apply for the program.
- Student's commitment to the ADNiR Initiative will last for 1 year.
- Students will be expected to work 15 hours per week in a research lab and will be paid an hourly rate as determined by College HR.
- Each student will receive one year of financial support from CCBBI. This will include paid hourly positions in a CCBBI-affiliated laboratory.
- Mentorship and professional development will be provided by a participating PI conducting research at CCBBI.
- Students must attend bi-weekly Cognitive Neuroscience Proseminars and bi-weekly CCBBI meetings. These meetings are designed to provide peer support and sharing of information to promote academic and professional success.

Expectations of Recipient

Often times an obstacle to exploring undergraduate research assistant opportunities is having to choose to work to pay the bills as most undergraduate research lab positions are for college credit. To eliminate the financial obstacle, students accepted into the program will be enrolled for a period of one year receiving financial support from CCBBI. The program will require students to work 15 hours per week as a paid undergraduate research assistant. A longitudinal study by Hernandez et al. (2018) reported that students working at least 10 hours a week in a research lab for at least two semesters had significantly higher acceptance rates into graduate school and greater participation in a scientific related career. Students will be expected to learn how to design and conduct a research study, which includes data collection, data analysis and co-authorship on a peer-reviewed manuscript. At the end of their undergraduate program, students will give a presentation to the students and faculty of the ADNiR Initiative.

Application Process

For students interested in applying to the ADNiR Initiative, please have your advisor email a 1-page nomination letter, a copy of the application filled out by you, and an unofficial transcript to Xiangrui Li at ccbfi.service@osu.edu

Responsibilities of Principal Investigator

All research laboratories conducting studies at CCBBI will be invited to participate in the program. Mentorship has been identified as an essential factor for successful academic outcomes in students from underrepresented groups (Hernandez et al., 2018; Kaba, 2013). Participation will require PIs to mentor students to achieve academic success and prepare students for continued success.

Mentorship Expectations:

- Identify a graduate student and/or post-doctoral scientist in their lab to provide direct mentorship to the undergraduate student. The lab mentor will advise student(s) through weekly meetings to provide training in data acquisition, designing of neuroimaging studies, and neuroimaging analyses. Additionally, the lab mentor in collaboration with the PI, will also provide support and encourage personal and professional growth, including identifying and working through challenges the student may experience.
- Establish guidelines, clearly communicate the expectations of the student's employment as an undergraduate research assistant, and provide evaluation to ensure student is receiving the guidance and support needed to succeed.
- Provide updates to the CCBBI Director regarding the student's progress on an annual basis.

Proposed Timeline

The proposed date for accepting applications will be September 15, 2020 with a start date of October 1, 2020. The goal of the program is to enroll 1-2 new students each year, with a maximum of six mentees enrolled at one time, to ensure the students are receiving the support and training necessary for achieving academic and professional success.

CCBBI-Affiliated Laboratories

CCBBI PI	Research Interests	Current Projects
 <p>Julie Golomb, Ph.D. Associate Professor of Psychology</p> <p>Vision and Cognitive Neuroscience Lab</p>	<p>The Vision & Cognitive Neuroscience lab explores the interactions between visual attention, memory, perception, and eye movements using human behavioral and computational cognitive neuroscience techniques. We focus on how objects and their spatial locations are perceived and coded in the brain, and how these representations are influenced by eye movements, shifts of attention, and other top-down factors</p>	<ol style="list-style-type: none"> 1. Neural representations of 3D visual space. 2. Reconstructing the contents of visual working memory. 3. How dynamic attention influences visual feature representations.
 <p>Scott M. Hayes, Ph.D. Associate Professor of Psychology</p> <p>Buckeye Brain Aging Lab</p>	<p>Using structural and functional Magnetic Resonance Imaging (fMRI) to examine 1) the relationships between physical activity, fitness, cognition and the brain 2) the neural correlates of cognition, with an emphasis in memory, and 3) neural correlates of mild cognitive impairment, Alzheimer's disease, and traumatic brain injury</p>	<ol style="list-style-type: none"> 1. Examination of health and fitness markers of successful cognitive and brain aging (using MRI). 2. Acute effects of exercise on memory and brain function. 3. Longitudinal predictors of brain and cognitive decline.
 <p>Kristen R. Hoskinson, Ph.D. Assistant Professor of Pediatrics</p> <p>Hoskinson Lab</p>	<p>The normal and aberrant development of social cognition following childhood brain injury (e.g., TBI, malignancy), primarily the intersections among neuroanatomical and functional substrates and day to day social behavior and adjustment. Methods include structural and functional MRI using task-based measures of theory of mind and social working memory, ecologically valid assessment of social behavior in the classroom, and norm-driven neuropsychological and psychosocial assessment.</p>	<ol style="list-style-type: none"> 1. Assessment of behavior, cognition, and social adjustment following a) pediatric brain tumor (data collection completed); TBI (data collection ongoing). 2. Children with critical congenital heart disease (data collection ongoing) 3. Healthy children/adolescents (data collection ongoing)
 <p>Ian Krajbich, Ph.D. Associate Professor of Psychology and Economics</p> <p>Krajbich Lab - Neuroeconomics and Decision Neuroscience</p>	<p>Neuroeconomics and Decision Neuroscience. We are interested in the mechanisms underlying the computation and comparison of subjective value (i.e. preference) in decision making, as well as the role of visual attention in this process.</p>	<ol style="list-style-type: none"> 1. The attention-guided accumulation of value-based evidence in the brain's reward and motor planning circuits. 2. Continuous monitoring of changing evidence over time, in value-based and perceptual decisions. 3. Discounting of delayed reward information over extremely short time scales.

	<p>Andrew Leber, Ph.D. Associate Professor of Psychology</p>	<p>Our lab studies attention, learning, and memory, with a special interest in understanding how individuals vary in the strategies they use to control these cognitive functions. The methods we use include behavioral measures, eye-tracking, functional MRI, and electroencephalography.</p>	<ol style="list-style-type: none"> 1. Brain networks predicting the strategic use of attentional control. In this project, we are using whole-brain connectivity, or connectome, modeling to predict which strategies individuals use when performing attention-demanding tasks. We will then integrate these findings with other studies of cognitive function to better understand the neural and cognitive underpinnings of attentional strategy.
<p>Cognitive Control Laboratory</p>			
	<p>Yune Lee, Ph.D. Assistant Professor of Speech and Hearing</p>	<p>Investigating therapeutic role of music on speech and language disorders.</p>	<ol style="list-style-type: none"> 1. DDR (Drum-Dance Rehab) for Parkinson's. 2. Rhythm video gaming therapy for Aphasia. 3. Impact of long-term musical training on aging and hearing loss. 4. Exploring the binaural beat priming on enhancing language processing.
<p>Speech, Language, Music Lab</p>			
	<p>Ruchika Prakash, Ph.D. Associate Professor of Psychology Director, CCBBI</p>	<p>Understanding neuroplasticity in the context of healthy aging and neurological disorders, specifically multiple sclerosis, and applying the knowledge gained through research in basic sciences to design interventions that tap into such neuroplasticity.</p>	<ol style="list-style-type: none"> 1. Mindfulness meditation and its impact on neural and behavioral correlates of sustained attention in older adults. 2. Impact of physical activity intervention on working memory connectome of people with MS. 3. Deriving a functional connectivity-based biomarker of Alzheimer's Disease pathology.
<p>Clinical Neuroscience Lab</p>			
	<p>Karen Rose, Ph.D. Professor in the College of Nursing</p>	<p>Supporting family caregivers for persons with Alzheimer's disease/dementia. Technology applications that target reduction of "stress" in family caregivers.</p>	<ol style="list-style-type: none"> 1. Learning and Improving Alzheimer's Patient-Caregiver Relationships via Smart Healthcare Technology - This project develops a monitoring, modeling, and interactive recommendation solution (for caregivers) for in-home dementia patient care that focuses on caregiver-patient relationships. 2. Family quality of life among LGBT caregivers of persons with dementia- Lesbian, gay, bisexual, and/or transgender (LGBT) adults experience a higher prevalence of chronic disease and disability, as well as a poorer physical and mental <i>Health Status</i>. Many of these LGBT adults serve as caregivers for a love one with dementia, yet little is known about the experience and characteristics of this under-researched and underserved community of caregivers. These data are critical to address the health disparities experienced by this population in a targeted fashion.
<p>Center for Healthy Aging, Self-Management and Complex Care</p>			

 <p data-bbox="293 201 509 363">Dylan D. Wagner, Ph.D. Assistant Professor of Psychology</p> <p data-bbox="66 491 412 552">The Wagner Social Cognitive Neuroscience Laboratory</p>	<p data-bbox="548 201 1008 499">My lab is interested in how the brain forms impressions of other people and how it encodes that information in distributed patterns of neural activity. We use popular movies and stories as a sandbox for exploring social cognition and the effects of mentally simulating others (fictional characters, friends, strangers) on our own thoughts and desires.</p>	<ol data-bbox="1024 201 1495 552" style="list-style-type: none"> 1. Investigating how mentally simulating characters who are fit or gluttonous alters the neural representation of tempting foods. 2. Identifying neural correlates of an audience members' visual and psychological perspective when hearing a story. 3. The relationship between neural similarity when audience members experience a narrative and their later recall for characters in that narrative.
 <p data-bbox="293 600 472 720">Baldwin Way, Ph.D. Associate Professor of Psychology</p> <p data-bbox="66 863 391 894">Social Neurochemistry Lab</p>	<p data-bbox="548 600 987 747">Our lab studies the psychological and neural mediators of the bidirectional influences between the immune system and social and emotional behavior.</p>	<ol data-bbox="1024 600 1463 814" style="list-style-type: none"> 1. Geospatial exposures to violence and neural effects on threat and reward processing (link). 2. Effect of anti-inflammatory drugs on emotional processing. 3. Effects of inflammatory challenge on socio-emotional processing.

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