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Board on Science Education
Standing Committee on Advancing Science Communication

Workshop on Institutional Barriers and Incentives for Engaged Research

Speaker Bios

Panel I: Collaboration toward Research Excellence- Models of Engaged Research

DAVID HART, together with many colleagues, created the [Senator George J. Mitchell Center for Sustainability Solutions](#) at the University of Maine, where he serves as Director and Professor. The Mitchell Center is focused on [growing the capacity of universities to conduct stakeholder-engaged, interdisciplinary research that strengthens connections between knowledge and action](#). More than 200 faculty and 900 students from 18 universities representing the natural and social sciences, engineering, design, and the humanities have participated in 70+ engaged research projects that address complex challenges at the intersection of environmental, social, and economic issues (i.e., sustainability challenges). Project partners have included Tribal Nations, NGOs, and the public and private sectors. Research support has come from many sources, including over \$32 million in grants from the National Science Foundation. Hart earned his Ph.D. in Ecology from the University of California, Davis.

SHAWNA HUDSON is a Professor, Henry Rutgers Chair and Research Division Chief in the Department of Family Medicine and Community Health and founding Director of the Center Advancing Research and Evaluation for Patient-Centered Care (CARE-PC) at the Rutgers Robert Wood Johnson Medical School. She also holds research memberships in the Rutgers Institute for Translational Medicine and Science, the Rutgers Cancer Institute of New Jersey and the Institute for Health, Healthcare Policy and Aging Research. She currently serves as Director for the Community Engagement Core of the NJ Alliance for Clinical and Translational Science (NJACTS) which is a Clinical and Translational Science Award (CTSA) consortium. Hudson is a medical sociologist and specializes in community-engaged, primary care research, working with vulnerable populations at the intersections of community health, primary care and specialty care. She is an appointed member of the New Jersey Commission on Cancer Research and a member of the editorial board for the Journal of Cancer Survivorship. Hudson has served on multiple study sections including NCATS, DIRH and HSOD and was a member of the National Academies of Sciences, Engineering, and Medicine's Committee on Implementing High-Quality Primary Care. Her research has been published extensively in a number of peer reviewed journals including JAMA Internal Medicine, Annals of Family Medicine, Medical Care, Journal of Cancer Survivorship and the Journal of the American Board of Family Medicine. Hudson earned both a Ph.D. and an M.A. in sociology from Rutgers University.

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RUTH LOPEZ TURLEY founded (in 2011) and directs the Houston Education Research Consortium (HERC), a research-practice partnership between Rice University and the Houston Independent School District (HISD), the largest district in Texas. Housed in the Kinder Institute for Urban Research, HERC aims to improve the connection between research and decision-making for the purpose of improving educational equity. In 2017, HERC expanded to 10 additional Houston-area school districts, representing over 700,000 students. HERC's staff has grown to about 30 researchers, administrative support personnel, and district liaisons. To date, she has raised over \$33 million so that district partners do not have to pay for this work. HERC's research has informed numerous actions across districts, as well as state education policy, including Texas' 2019 House Bill 3. In 2016, Ruth founded the National Network of Education Research-Practice Partnerships, which develops, supports, and connects partnerships like HERC throughout the country. Currently numbering 55 partnerships, this professional learning community, directed by Paula Arce-Trigatti, is improving how research is used to address educational inequities across the nation. López Turley earned a Ph.D. in sociology and inequality and social policy, and an M.A. in sociology, both from Harvard University.

Panel II: Collaboration toward Research Excellence- Needs and Opportunities for Scale

PAULA ARCE-TRIGATTI is the inaugural Director of NNERPP, a professional learning organization for education RPPs, launched in 2016 at the Kinder Institute for Urban Research at Rice University. In this role, she organizes and coordinates a number of learning opportunities for members across the Network and the RPP field at-large in order to improve both our theoretical understanding of partnerships and how they actually work in practice. Prior to joining NNERPP, she was a Post-Doctoral Fellow at the Education Research Alliance for New Orleans. Arce-Trigatti earned a Ph.D. in economics from the University of Houston, as well as an M.S. in economics, a B.A. in Music, and a B.S. in Business, all from Florida State University.

ROSS BROWNSON is the Lipstein Distinguished Professor of Public Health at the Brown School at Washington University in St. Louis. He has a joint appointment with the university's School of Medicine in the Division of Public Health Sciences and the Siteman Cancer Center. Brownson is a leader in the field of evidence-based public health and directs the Prevention Research Center, a center that develops innovative approaches to chronic disease prevention through translational research. He also leads a large number of research and training projects, including innovative approaches to implementing and evaluating community-based interventions. Brownson is the editor or author of 14 books including: "Evidence-Based Public Health," and "Dissemination and Implementation Research in Health: Translating Science to Practice." He is past-president of the American College of Epidemiology and the National Association of Chronic Disease Directors. Brownson earned his Ph.D. in environmental epidemiology from Colorado State University.

BETHANY JOHNS is the Director of Research Policy at the Association of Public and Land-Grant Universities (APLU). She works on research policy and regulatory issues related to sustaining the excellence of public research universities, as well as staff the Council on Research. Before joining APLU, Johns worked in Government Relations for the American Institute of Physics (AIP) managing the government relations advocacy services and administering tailored, nuanced strategies to educate, inform and constructively influence policy and policy-makers. She has worked on a broad spectrum of issues regarded science and innovation including: Agriculture,

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energy, and environmental science for American Society of Agronomy, Crop Science Society of America, and Soil Science Society of America; Science policy consultant to the Commercial Spaceflight Federation, the premier trade association of over 40 businesses at the forefront of commercial aerospace; and at the American Astronomical Society's public policy office successfully in securing millions of federal dollars appropriated for the space sciences. Johns earned her Ph.D. and Masters in Physics from Clemson University with an emphasis in policy studies and a B.A. in Physics from Kenyon College.

JACQUELINE JONES is President & CEO of the Foundation for Child Development, where she is responsible for developing and implementing its strategic vision and goals. Prior to her tenure at the Foundation for Child Development, Jones served as a Senior Advisor on Early Learning to Secretary of Education Arne Duncan and as the country's first Deputy Assistant Secretary for Policy and Early Learning in the U.S. Department of Education. Prior to her position in the Obama Administration, she served as the Assistant Commissioner for the Division of Early Childhood Education in the New Jersey State Department of Education and as a Senior Research Scientist at the Educational Testing Service in Princeton for over 15 years. She has also been a visiting faculty member at the Harvard Graduate School of Education and a full-time faculty member at the City University of New York. Jones earned both her master's and Ph.D. degrees from Northwestern University.

EMILY J. OZER is a clinical and community psychologist and Professor at the University of California, Berkeley School of Public Health whose multi-method research focuses on the role of school climate in adolescent development and mental health; psychological resilience; school-based interventions; and participatory action research (YPAR), an equity-focused approach in which youth are trained to generate systematic research evidence to address problems they want to improve in their schools and communities. Funded by a WT Grant Institutional Challenge Grant, she is actively working on a research-practice partnership (RPP) with the San Francisco Unified School district to promote student wellbeing and integrate student-led research in school improvement and equity initiatives. She is also leading a 5-district study funded by WT Grant on the use of research evidence from YPAR in K-12 school districts. Ozer earned her Ph.D. in Clinical/Community Psychology from University of California, Berkeley.