



INSTITUTE FOR COMMUNITY
AND SOCIETY TRANSFORMATION
The UNIVERSITY of OKLAHOMA

ANNUAL REPORT 2023



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Acknowledgments

ICAST Commitment to Diversity, Equity, and Inclusion

ICAST and the Office of the Vice President for Research and Partnerships at the University of Oklahoma advances the University's commitment to Pillar 4 of the Lead On, University Strategic Plan through our support of Norman campus research.

Land Acknowledgment Statement

"Long before the University of Oklahoma was established, the land on which the University now resides was the traditional home of the "Hasinai" Caddo Nation and "Kirikir?i:s" Wichita & Affiliated Tribes.

We acknowledge this territory once also served as a hunting ground, trade exchange point, and migration route for the Apache, Comanche, Kiowa, and Osage nations.

The University of Oklahoma recognizes the historical connection our university has with its Indigenous community. We acknowledge, honor, and respect the diverse Indigenous peoples connected to this land. We fully recognize, support, and advocate for the sovereign rights of all of Oklahoma's 39 tribal nations. This acknowledgment is aligned with our university's core value of creating a diverse and inclusive community. It is an institutional responsibility to recognize and acknowledge the people, culture, and history that make up our entire OU community."

Director's Remarks



Dear Colleagues,

The Institute for Community and Society Transformation (ICAST) team is delighted to share our inaugural annual report after 18 months in operation. Thank you to the Office of Vice President for Research and Partnerships (OVPRP), ICAST center and institute affiliates, faculty and researcher affiliates, and community partners for your enthusiastic participation and support of ICAST activities! Together, we have grown multi-disciplinary research and creative activity at OU in new directions to understand and address societal needs and problems in many areas. ICAST has provided support through team building, writing collaborations, proposal development, networking events, funding, and other activities. Eleven teams across 15 departments received ICAST seed grant funding during the past year and a half. We are grateful for the supplemental grant support provided by the Data Institute for Societal Challenges (DISC) for projects with data science elements. The ICAST team has learned a great deal from the guidance and collaboration opportunities provided by other VPRP institutes, colleges, and departments, including the OU Health Sciences Center. Thank you for this invaluable support! This report provides a glimpse into what the ICAST team and affiliates have accomplished to date. We look forward to growing and supporting the OU community in the coming year.

Sincerely,

Dr. Shane Connelly, ICAST Director

Institute Structure

ICAST Director

Shane Connelly, Ph.D.

Professor of Industrial/Organizational Psychology
George Lynn Cross Research Professor

ICAST Associate Directors

Diane Horm

George Kaiser Family Foundation Endowed Chair of Early Childhood Education
Founding Director of the Early Childhood Education Institute (ECEI), Professor, Early Childhood Education, Department of Instructional Curriculum and Academic Leadership at OU-Tulsa

Matthew Jensen

Professor of Management Information Systems (MIS)
Associate Director of the Center for Applied Social Research (CASR)

Paul Spicer

Professor of Anthropology
Associate Director of the Center for Applied Social Research (CASR)

Brittany Hott

Associate Professor of Special Education
Department of Educational Psychology

Administrative

Kelsey Morris

Administrative Coordinator

Affiliated Centers & Institutes



Center for Applied Social Research (CASR)

The Center for Applied Social Research applies innovative concepts and methods in social sciences to advance complex, multi-faceted organizational, policy, and public health research. CASR approaches critical emerging issues that influence institutional policies and practices from an interdisciplinary perspective to enhance our understanding of human social behavior and develop practical solutions to real-world problems.

Early Childhood Education Institute (ECEI)

The Early Childhood Education Institute at OU-Tulsa is an applied research institute with multiple ongoing projects designed to advance and support equity in early childhood programming and policies by generating and disseminating high-quality, meaningful research.

Native Nations Center

The University of Oklahoma recognizes the sovereign status of the Native Nations of Oklahoma and the institution-to-institution relationship between the University of Oklahoma and Native Nations. The Department of Native American Studies and new Native Nations Center use the symbol of the star quilt to symbolize their work in this area at OU.

Carceral Studies Consortium

The Carceral Studies Consortium brings together faculty, staff and students from across the University of Oklahoma and beyond to cultivate and support rigorous research, pedagogy, and community engagement toward social transformation.

Humanitarian Innovation Research Group (HIRG)

The OU Humanitarian Innovation Research Group, founded in 2020, is a transdisciplinary research team working towards the development of an effective refugee resettlement model for the benefit of both host and refugee communities in the U.S. within a global framework.

Advancing Research Collaboration Team Building

2 University Wide Networking Events Hosted

ICAST hosted two University Wide Networking sessions to build teams, collaborate with others, and promote research growth.

The first networking session was held on January 25, 2022. It was delivered to 44 individuals via the Zoom platform due to COVID restrictions and precautions. The meeting included a discussion on the demographics of ICAST, changes, concentration, and the future of the institute. Four topics were the center of each break-out group for discussion: 1) Health Equity and Opportunity, 2) Technology and Society-Future of Work, 3) Human Flourishing, and 4) Education Equity and Opportunity.

The second networking session was held on November 18, 2022. It was delivered in person and included 52 participants. This networking session concentrated on learning more about ICAST's mission and available resources. The session incorporated roundtable discussions centered on a variety of topics: social determinants of health/health and the environment, artificial intelligence in organizations, early childhood education and well-being, rural communities/education, misinformation in society, humanitarian research, African and African American community-centered research, carceral studies, and Native Nations. The seed grant awardees were able to present briefs on their research projects.

Advancing Research Collaboration Team Building CONT.

6

Solicitation and Topic-specific Networking/ Team-building Events Hosted

VR+ Education

ICAST assisted with a VR+ Education research workshop titled, “Ideating for education research projects that leverage virtual reality technology.” This was an interactive workshop that presented OU resources and tools, as well as brought together faculty expertise and research interest to improve education through the use of virtual reality technology.

Human-AI Teaming

Faculty and researchers from the Management Information Systems Department, the Oklahoma Aerospace and Defense Innovation Institute (OADII), and the Psychology Department are discussing opportunities and approaches to study drivers of trust between and among humans and intelligent, autonomous agents in dyads and teams in randomized controlled experiments and in simulations outside of the lab. Psychological processes such as cognitive biases and emotions have the potential to influence human collaboration with and trust of AI team members. Additionally, this group is exploring and developing trust metrics and evaluative frameworks appropriate for evaluating human-machine/agent trust over time. This will target an Air Force Broad Agency Announcement opportunity.

Advancing Research Collaboration Team Building CONT.

Rural Health Advancement

“Project Rural Innovation for Mental Health Enhancement,” or PRIME, is a collaboration between high-need rural schools, OU, the Oklahoma Association for Behavior Analysts, the Oklahoma City chapter of the National Association for Social Workers, the American Council on Rural Special Education, Oklahoma Parent Resource Center and a network of more than 30 nonprofit organizations. The project is designed to address state-identified shortages of highly qualified mental health personnel in rural schools to fill gaps in school-based counseling, family support, academic support, and connection to community resources.

Engagement with Digital Government

This project investigates ways in which opinion spam might be prevented and provides evidence regarding which techniques are most effective, thereby preserving (or potentially restoring) public trust in digital rulemaking. In three phases, this project examines threats to digital rulemaking and tests mitigation approaches to reduce opinion spam.

Air Quality Group

A group of faculty, grad students, and staff are forming to investigate air quality in early childhood education (ECE) settings. At this time, the group is preparing to launch their initial project funded by the Oklahoma Clearinghouse for Early Childhood Success; and funding is pending for a second project — currently under review by the EPA. The group looks forward to planning additional interdisciplinary proposals in the near future!

Vaccine Misinformation and Messaging Group

Faculty, students, and researchers from the departments of Psychology, Communication, Anthropology, Sociology, the College of Journalism and Mass Communication have worked on empirical studies to examine the nature and correlates of COVID-19 vaccine misinformation as well as a study of the effects of vaccine messaging on college students’ intentions to get a COVID-19 vaccine. These efforts have resulted in three peer-reviewed publications and an NIH proposal.

Advancing Research Collaboration Team Building CONT.

Reducing Post-incarceration Employment Barriers and Easing Workforce Shortages

Faculty from Sociology, the Carceral Studies Consortium, Architecture, Geography and Environmental Sustainability, and Psychology developed an NSF CRISES conference proposal to build capacity in this area. If funded, a series of strategic convenings will promote strategic dialogue and solutions to remove barriers and improve education and workforce reentry paths for formerly incarcerated individuals seeking employment in key areas of economic development for Oklahoma. This group will develop partnerships with local, state, and national experts from academia, industry, government, and career tech/workforce education areas. The Institute for Resilient Environmental and Energy Systems (IREES) and the Data Science Institute for Societal Challenges (DISC) collaborate with ICAST on this effort.

Happy Teacher Project

The Happy Teacher Project is focused on early childhood teachers' well-being and working conditions. The Happy Teacher Project, involving faculty across 15 different OU departments, has received national recognition and has produced more than 50 publications, multiple federal grant awards (nearly \$6 million), and policy changes by Head Start to improve teacher well-being and working conditions. The Happy Teacher Project team was recently selected to receive the Office of the Vice President for Research and Partnerships (OVPRP) Award for Excellence in Transdisciplinary, Convergent Research.

ICAST-Related Proposals

2023 RECAP

49

NO. OF SUBMITTED PROPOSALS

\$37.1M

SUBMITTED PROPOSALS

31

NO. OF FUNDED PROPOSALS

\$10.9M

FUNDED PROPOSALS

13

NO. OF PROPOSALS UNDER REVIEW

\$23.5M

PROPOSALS UNDER REVIEW

ICAST-Related Awards

INSTITUTE FOR COMMUNITY AND SOCIETY
TRANSFORMATION (ICAST)

14

NO. OF AWARDS

13

NO. OF AWARDS

CENTER FOR APPLIED SOCIAL RESEARCH
(CASR)

EARLY CHILDHOOD EDUCATION INSTITUTE (ECEI)

4

NO. OF AWARDS

OVERALL AWARDS

31

Total Awards

\$6.5M

Total awarded

Research Seed Grant Funding

ICAST conducted two rounds of seed grant funding opportunities in FY22 and FY23. Research ideas related to DISC were co-sponsored by ICAST and DISC. One purpose of this opportunity was to foster the creation and/or development of multi-disciplinary research teams in key areas related to community and societal transformation. Another purpose was to increase the competitiveness of OU's multi-disciplinary research teams to compete for external funding.

The first funding opportunity focused on proposals that aligned with any of the main focal initiatives of ICAST:

- Equity and Opportunity
- Data, Technology, and Society
- Native Nations Sovereignty and Cultural Continuance

The second funding opportunity focused on proposals that aligned with the following areas of emphasis:

- Early Childhood Education & Well-being
- Rural Communities, Education, and Schools
- Health, Society, and the Environment
- AI in the workplace, AI Ethics, ethos, AI and society
- Refugee, Migration, and Resettlement related research

FACILITATED RESEARCHERS EFFORTS TO:

COLLABORATE

APPLY FOR EXTERNAL FUNDING

TEST RESEARCH QUESTIONS

REPORT AND DISSEMINATE FINDINGS

Seed Grant Funding Recap

TOTAL SEED GRANT FUNDING AWARDED

**2022: \$110K
2023: \$183.4K**

TOTAL NUMBER OF TEAMS

**2022: 4
2023: 7**

TOTAL NUMBER OF RESEARCHERS

**2022: 17
2023: 30**

DISC contributed \$20k in 2022 and \$20k in 2023 to projects involving data science

Seed Grant Funding Awards

Funding Awards 2022

Project

Longitudinal Development of Children Growing up in Poverty:
The Mix of Child, Family, School, and Neighborhood

Team Members: Shinyoung Jeon, Sherri Castle, Liza Frechette, Mike
Wimberly, Bryce Lowery

Amount Awarded

\$10,000 from DISC
\$20,000 from ICAST

Project

Developing Mobile Technology to Assist with Youth Diversion
Services

Team Members: David Mcleod, Dean Hougen, Constance Chapple

Amount Awarded

\$10,000 from DISC
\$20,000 from ICAST

Project

Understanding Equity and Opportunity for Myanmar Refugee
Children and their Families

Team Members: Vickie Lake, Boo Young Lim, June Abbas, Wonkyoung Jang,
Chie Noyori-Corbett, Jiening Ruan, Sherri Castle

Amount Awarded

\$30,000 from ICAST

Project

Indicators for Social Equity in Climate Change Resilience
and Adaptation in Oklahoma

Team Members: Sharon Hausam, Lauren Mullenbach

Amount Awarded

\$20,000 from ICAST

Seed Grant Funding Awards

Funding Awards 2023

Project

Interweaving Hydrology and Indigenous Knowledge for Flood-related Environmental Justice with the Otoe-Missouria Tribe

Team Members: Farina King, Yang Hong, Allen Li, Mengye Chen, Theresa Tsoodle, Chengbin Deng, James LeClair (Tribal Partner)

Amount Awarded

\$10,000 from DISC

\$20,000 from ICAST

Project

The Impact of the Built Environment on Elementary Students' Social and Emotional Learning

Team Members: Dawn Loraas, Cian Brown, Megan Jester

Amount Awarded

\$25,000 from ICAST

Project

Leveraging Big Data to Improve Quality in Infants and Toddlers language Learning Environments

Team Members: Wonkyoung Jang, Diane Horm, Kyong-Ah Kwon, Ryan Kasak, Kun Lu, Ji Hwan Park

Amount Awarded

\$10,000 from DISC

\$20,000 from ICAST

Project

Understanding the Impacts of Artificial Intelligence on Workspace Social Networks: A Pilot Study

Team Members: Heyjie Jung, Alexandra Harris-Watson, Melinda Chen

Amount Awarded

\$25,000 from ICAST

Seed Grant Funding Awards

Funding Awards 2023

Project

Temporal Networks of Environmental Refugee Settlement

Team Members: Kash Barker, Chie Noyori-Corbett, Andres Gonzalez

Amount Awarded

\$25,513 from ICAST

Project

Studying the Effects of playing in the "OU Free Play Lab" on 1st-5th graders' overall well-being

Team Members: Erin Casey, Lauren Ethridge, Deven Carlson, Charlie Rioux, Courtney Dewhirst, Kyong-Ah Kwon, Mia Kile

Amount Awarded

\$25,000 from ICAST

Project

Intelligent bots, robotic process automation and workplace redesign: A multi-level model of intelligent bot adoption on engagement, job crafting, and performance

Team Members: Hua (Jonathan) Ye, Eric Day

Amount Awarded

\$10,000 from ICAST

Funding Support to Develop Teams/Facilitate Collaboration

- Afghan Refugee Project Support
- Architecture Student Activism Design Award
- CASR Affiliate Support
- Carceral Studies Consortium Director Course Release
- Center for Americans Event Support Funding
- Invited Speaker Support Funding
- Early Childhood Education Institute Affiliate Support
- Hydrogen Symposium
- IndiGENcon: Creating Connections and Marketing Space
- Matching Funds for A&F Forum, Humanities Grant
- Native American Graves Protection and Repatriation Act-NAGPRA
- NEH-Indigenous Media Portal (Cost Share for PM)
- NSF Advance Grant Support
- Sustainability Event Forum

ICAST Membership/Affiliation

70
MEMBERS

ICAST's community of affiliates represents a diversity of disciplines in the social, natural, and physical sciences, education, humanities, business, public health, computer science, and engineering from across OU's campuses.

Membership/Affiliation Benefits

- **Build your Network**
- **Access Research Support & Funding**
- **Share your Research, Gain Recognition**

Membership/Affiliation Expectations

- **Serve as ICAST Ambassador**
- **Check the ICAST box on the proposal Information Sheet**
- **Attend ICAST-hosted events**
- **Share updates on projects and grants**
- **Promote ICAST opportunities**

Apply to become an affiliate today!

https://ousurvey.qualtrics.com/jfe/form/SV_ebpYW1jfN1eAqGO



Awards & Recognitions

2022

Bryce Lowery (CO-PI)

Award for Excellence in Transdisciplinary, Convergent Research

Diane Horm

Distinguished Contribution to Research Award-AERA

Erin Maher

Provost's Community Engagement Award for Outstanding Scholarship, Research, and Creative Activity

Georgia Kosmopoulou

David L. Boren Professorship

Kyong-Ah Kwon

Presidential Professorship

Shane Connelly

University of Oklahoma Student Government Association Outstanding Faculty Award

2023

Brittany Hott

Council for Exceptional Children Elizabeth Farrel Presidential Citation

David Mcleod

Provost's Award for Outstanding Engaged Scholarship, Research, and Creative Activity

June Abbas

Presidential Professorship

Shane Connelly

George Lynn Cross Research Professorship

Tamera McCuen

Provost's Award for Outstanding Faculty Service

Awards & Recognitions

Kyong-Ah Kwon (Lead PI)

Award for Excellence in Research Grants

Happy Teacher Wellness Intervention: Creating a Culture of Head Start Staff Well-being and Competence

Kyong-Ah Kwon, Courtney Dewhirst, Brittany Hott, Diane Horm, Erin Casey

Award for Excellence in Research Grants

OU Child Care Access Means Parents in School Program

Georgia Kosmopoulou (Co-PI)

Award for Excellence in Research Grants

OU Elevate: Implementing Equitable Multi-Context Faculty Evaluations and Workload Distributions

Dean Hougen, Michael Wimberly (Co-PIs)

Award for Excellence in Research Grants

PIPP Phase I: Next Generation Surveillance Incorporating Public Health, One Health, and Data Science to Detect Emerging Pathogens of Pandemic Potential

Brittany Hott (Lead PI)

Award for Excellence in Research Grants

Project SPIDERS (OSEP 84.325D Doctoral Preparation Proposal)

Bryce Lowery, David Mcleod (Co-PIs)

Award for Excellence in Research Grants

Report on Homelessness in Oklahoma

Bryce Lowery (Co-PI)

Award for Excellence in Research Grants

Surveillance of Pathogens in Sewage in Oklahoma City in 2022

Kyong'Ah Kwon, Seulki Jang, Wonkyung Jang, Diane Horm (Co-PIs)

Award for Excellence in Transdisciplinary, Convergent Research

Happy Teacher Project



Student Impacts

The Institute for Community and Society Transformation has been able to help in making an impact on undergraduate and graduate students by providing employment opportunities via multiple avenues.

CASR Students

36 Undergraduate students
23 Graduate students

ECEI Students

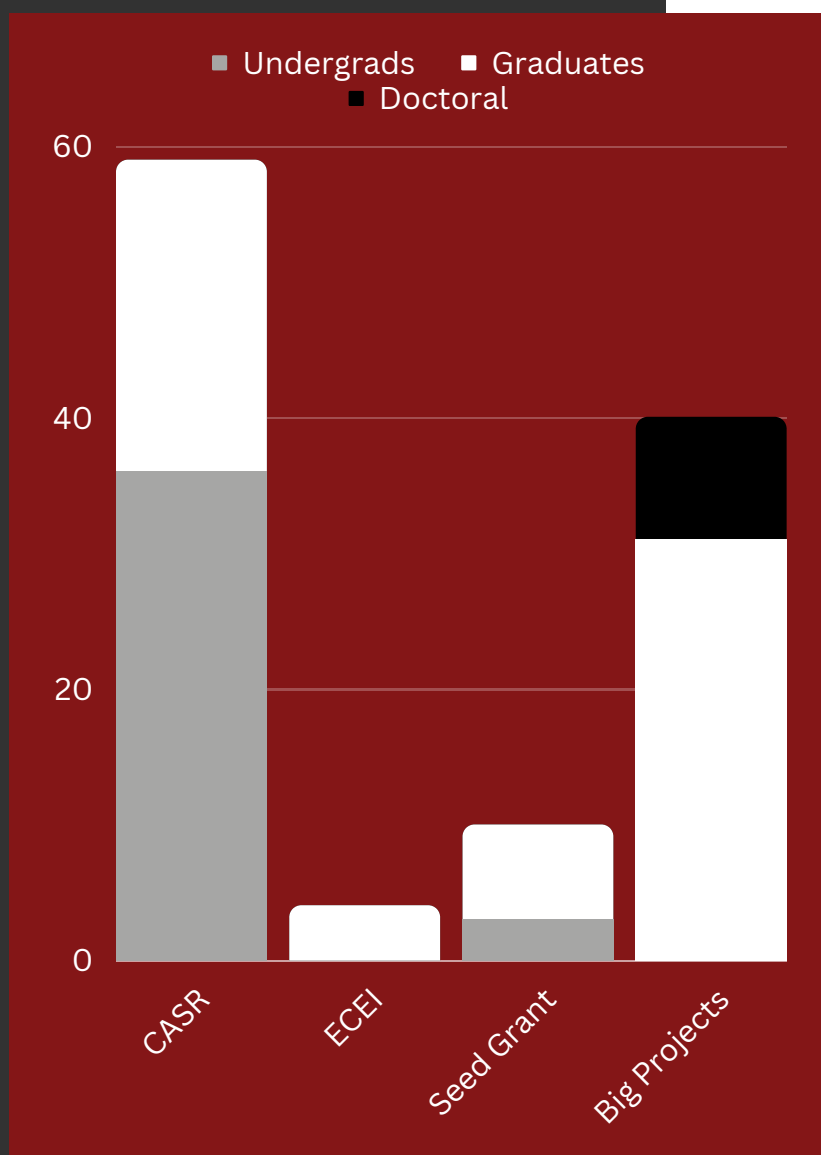
4 Graduate students

Seed Grant Opportunities

3 Undergraduate students
7 Graduate students

Big Projects

9 Doctoral students
31 Masters students
2 Research scientists



University/Community Partners

The Institute for Community and Society Transformation has the opportunity to work with and alongside all of these wonderful organizations. With the collaborations, ICAST is able to reach more of the community!

CAP Tulsa
 Helping Families Succeed

YANTIS ISD

Pawcat

D

M

Bulldog

Lion

TULSA EDUCARE

N

We Rock The Spectrum
KID'S GYM
 For All Kids - Oklahoma City

MOORE PUBLIC SCHOOLS

Panther Head

ROBIN HILL Public School

NORMAN PUBLIC SCHOOLS

United Way of Norman

GUTHRIE PUBLIC SCHOOLS

STILLWATER PUBLIC SCHOOLS

HAWKINS

BROKEN ARROW PUBLIC SCHOOLS
 BROKEN ARROW, OKLAHOMA

WEWOKA PUBLIC SCHOOL
Home of the Tigers

- Alba Golden Independent School District
- Bennington Public Schools
- Blanchard Public Schools
- Boles Public Schools
- Broken Arrow Public Schools
- Davis Public Schools
- Guthrie Public Schools
- Harrah Public Schools
- Hawkins Independent School District
- Marlow Public Schools
- Mineola Public Schools
- Moore Public Schools
- Newcastle Public Schools
- Norman Public Schools
- Quitman Independent School District
- Riverside Public Schools
- Robin Hill Public Schools
- Stillwater Public Schools
- United Way of Norman
- We Rock the Spectrum
- Wewoka Public Schools
- Yantis Independent School District

Select Publications by ICAST Leadership, Members/Affiliates

Bedle, H., Garneau, C. R. H., & Vera-Arroyo, A. (2023). Clustering energy support beliefs to reveal unique sub-populations using self-organizing maps. *Heliyon*, 9(7). <https://doi.org/10.1016/j.heliyon.2023.e18351>

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Beutel, Ann M., and Cyrus Schleifer. 2022. "Family Structure, Gender, and Wages in STEM Work." *Sociological Perspectives* 65(4):790-819. doi: 10.1177/07311214211060032. <https://journals.sagepub.com/doi/pdf/10.1177/07311214211060032>

Bhalerao, M.J., Honeycutt, W.T., Das, A.K, Allen, J.K. and Mistree, F., 2023, "Framing Wicked Problems Through Evidentiary and Interpretative Analysis," ASME Design Automation Conference, Boston, MA. Paper Number: DETC2023-117285.

Cao, S., MacLaren, N.G., Cao, Y., Marshall, J., Dong, Y., Yammarino, F. J., Dionne, S., Mumford, M.D., Connelly, S., Martin, R., et al. (2022). Group size and group performance in small collaborative team settings: An agent-based simulation model of collaborative decision-making dynamics. *Complexity*, Volume 2022, Article ID 8265

Carsten, M., Clapp-Smith, R., Haslam, S. A., Bastardo, N., Gooty, J., Connelly, S., & Spain, S. (2023). Doing better leadership science via replications and registered reports. *The Leadership Quarterly*, 101712.

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Fichtel, M., Gujar, Y., Sanders, C., Higgs, C., McIntosh, T., Connelly, S., & Mumford, M. D. (2022). Looking around and looking ahead: forecasting and moral intensity in ethical decision-making. *Ethics & Behavior*, 32, 326-343.

Ford, T., G., Kwon, K., & Tsortsoros, J. (2021). Early childhood distance learning during the COVID pandemic: challenges and opportunities, *Children and Youth Services Review*, 131, 106297.

*Heiniger, S., *Tucker, K., Hott, B., Randolph, K. (2022). Classroom reinforcement systems: Using token economies to foster independence. *Beyond Behavior*, 31(3), 151-162. <https://doi.org/10.1177/10742956221108359>

Horm, D. M., Jeon, S., Clavijo, M. V., & Acton M. (2022) Kindergarten through Grade 3 outcomes associated with participation in high-quality early care and education: A RCT Follow-Up Study. *Education Sciences*, 12(12), 908-930. <https://doi.org/10.3390/educsci12120908>

Hott, B. L. (Ed.). (2023). *Inclusive instruction and intervention: Strategies for secondary educators*. Landham, MD: Rowman & Littlefield.

Hott, B. L., *Heiniger, S., *Justus, J., Randolph, K., *Al Shabibi, A., *Beasley, B., *Frank, K, *Justus, J., *Mitchell, W., *Tennell, C., & Webster, F. (2023). Single case research reporting quality in learning disabilities journals. *Learning Disabilities Research & Practice*. Advanced OnlineFirst Publication. <https://doi.org/10.1111/ldrp.12317>

Select Publications by ICAST Leadership, Members/Affiliates

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*Justus, J., Hott, B. L., & *Heiniger, S. (2023). Using self-monitoring to increase behavior specific praise in elementary classrooms. *Behavior Analysis in Practice*. Advanced OnlineFirst Publication. <https://doi.org/10.1007/s40617-023-00810-3>

Jeon, S., Neppi, T. K., Lorenz, F. O., & Russell, D. W. (2022) The association between economic pressure and positivity during young adulthood. *Journal of Adult Development*, 1-15. <https://doi.org/10.1007/s10804-022-09434-3>

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Johnson, A. D., Schochet, O. N., Martin, A., Castle, S., Horm, D., Phillips, D. A., & The Tulsa SEED Study Team (2022). When does 1 + 1 not equal 2? The relative advantage of public school-based pre-K versus Head Start for low-income children's kindergarten cognitive and self-regulatory skills. *Developmental Psychology*, 58(5), 848-865. <https://doi.org/10.1037/dev0001335>

Johnson, A., Martin, A., Partika, A., Castle, S., Phillips, D. A., & The Tulsa SEED Study Team (2022). Chaos during the COVID-19 outbreak: Predictors of household chaos among low-income families during a pandemic. *Family Relations*, 71, 18-28. <https://doi.org/10.1111/fare.12597>

Johnson, A., Phillips, D., Schochet, O., Castle, S., Martin, A., Horm, D., & The Tulsa SEED Study Team (2022). Predictors of first grade teachers' teaching-related time during COVID-19. *AERA Open*, 8, 1-14

*Justus, J., Hott, B. L., & *Heiniger, S. (2023). Strategies for implementing planned ignoring in the elementary classroom. *Beyond Behavior*, 32(2), 80- 92. <https://doi.org/10.1177/10742956231162863>

Karakoc, D.B., K. Barker, and A.D. González. 2023. Analyzing the Tradeoff Between Vulnerability and Recoverability Investments for Interdependent Infrastructure Networks. *Socio-economic Planning Sciences*, 87: 101508. <https://www.sciencedirect.com/science/article/abs/pii/S0038012123000010>

Select Publications by ICAST Leadership, Members/Affiliates

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Kwon, K., Ford, T. G., Jeon, L., Malek-Lasater, A.*, Randall, K., Ellis, N., Kile, M., & Salvatore, A. (2021). Testing a holistic conceptual framework for early childhood teacher well-being, *Journal of School Psychology*, 86, 178-197.

Kwon, K., Horm, D., & Amirault, C. (2021). Early childhood teachers' well-being: What we know and why we should care. *Zero To Three & National Association for the Education of Young Children Joint Journal*, 41 (3), 35-44.

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Looking Toward the Future

ICAST FY24 GOALS

- Continue to facilitate multidisciplinary team development and proposal activities aligned with external funding opportunities
- Increase proposals submitted for external funding by 15%
- Grow ICAST affiliate membership by 10%
- Host campus wide and focused ICAST networking sessions
- Expand amount of seed grant funding provided and number of funded teams
- Create an ICAST newsletter to expand communication with affiliates, community partners, and OU community
- Develop new Principal Investigator talent on the OU-Norman campus
- Formalize and expand the nature and number of communities of interest

