

Cornerstone

Transformational Scholarship at Azusa Pacific University

Office of Research and Grants | Fall 2019



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UNIVERSITY**

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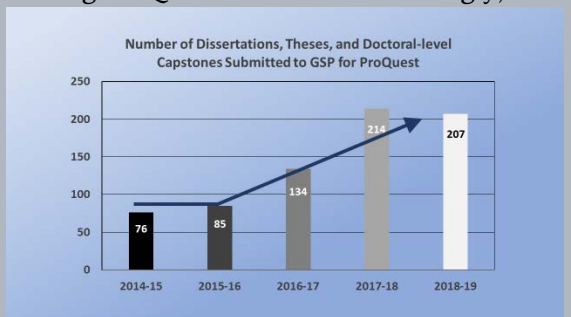


Graduate Student Publications at APU What, Why, Where, and What's New?

Significant changes have occurred in Graduate Student Publications (GSP) since it joined APU's central research office, the Office of Research and Grants (ORG), about two years ago. But before looking at changes, let's pause and answer a few basic questions: What does GSP publish? Why does GSP publish? Where does GSP publish?

Graduate Student Publications supports students in APU graduate programs that require a dissertation or thesis for degree completion. GSP assists students and programs in meeting this final requirement by reviewing, preparing, and delivering, i.e., publishing, dissertations and theses on the ProQuest database. ProQuest's digitally searchable database is multidisciplinary and is the largest repository of information of its kind. It incorporates a wide range of document types, including journals, periodicals, reports, newspapers, working documents, theses, dissertations, capstones, data sets, and more. Interestingly, ProQuest has roots in 1938 when it was a company that put books onto microfilm (remember that?). By 2015, ProQuest's digital repository had surpassed one billion titles with content spread over six centuries.

Gone are the days when bound copies of dissertations and theses are routinely passed around, even if some still elect to acquire such artifacts. Publishing digitally on ProQuest, however, raises the stakes considerably since dissertations and theses no longer just collect dust on personal or institutional shelves. Instead, they are accessed around the world by anyone using ProQuest databases. Accordingly, the director of GSP, Dr. Sharon Wang, is diligent to ensure high standards and consistent style and format in all APU dissertations and theses delivered to ProQuest. The number of APU dissertations, theses, and doctoral-level capstones that have passed through GPS en route to ProQuest have more than doubled over recent years as illustrated in the graph... *(Article continued on Page 4)*



Congratulations on Recent Funding

(July-October 2019)

Rachel Gonzales-Castaneda (BAS). *Provider Clinical Support System-PCSS Training focused on MAT preparedness for Nurse Practitioner Students and Field Preceptor Community Health Sites to address Opioid Use Issues: Enhancing a Faith-Based SBIRT Practice Model.* Funded by US Substance Abuse and Mental Health Services Administration (SAMHSA). Award Amount: \$448,776

Rachel Gonzales-Castaneda (BAS). *Project Wellness: A Prevention Navigation Approach for increasing Community Preparedness against Substance Misuse and HIV Risk Behaviors among Ethnic/Racial Minority Youth aged 13-24.* Funded by the US Substance Abuse and Mental Health Services Administration (SAMHSA). Award amount: \$996,503

Karen Longman (BAS). *Affirming Giftedness and Calling: Key to Leadership Development.* Funded by Issachar Fund / Council for Christian Colleges & Universities. Award amount: \$10,000

Chris Neal (SOT/CVM). *High School Youth Theology Institutes Initiative Sustainability Grants.* Funded by the Lilly Endowment, Inc. Award amount: \$299,692

David Picella (SON). *Geriatrics Academic Career Award Program.* Funded by US Health Resources and Services Administration. Award amount: \$298,600

Lynda Reed (SON). *CVS Scholarships.* Funded by CVS Health Foundation. Award amount: \$5,000

Abbylin Sellers (CLAS/HC). *Koch Fellows Program.* Funded by Charles G. Koch Foundation. Award amount: \$25,000

Faculty Research Council Undergraduate/Master's Grant Cycle

Submission Deadline: November 8, 2019

Emphasis: Fostering collaboration between faculty

New: Increased awards for projects involving multiple Principal Investigators

- 1) **Research Grant** in the maximum amount of \$6,000 for single PI; \$8,000 for 2 PIs; \$10,000 for 3 or more PIs
- 2) **Planning Grant** in the maximum amount of \$3,615
- 3) **Publication Assistance or Subvention Grant** in the maximum amount of \$3,000

Submission Mechanism: email to frcgrants@apu.edu

Other details: Grant Application Manual containing the application was emailed from frcgrants@apu.edu.

Questions to: frcgrants@apu.edu

Note: The cycle for Doctoral Faculty Grants will open Spring 2020.

Student Spotlight

Helen Goff

BAS Social Work

I have always been interested in research and was very happy to learn that it was a required class for my BSW. Research challenges our assumptions and helps us gain clarity on what methods work (or not) and the reasons why.

In my undergraduate program, I was fortunate to take the Advanced Research class with Dr. Anupama Jacob. My research was done at a substance abuse treatment center looking at clients' program completion status and how certain variables might affect their completion of the program. Dr. Jacob's knowledge of the research process is exceptional, and her way of teaching carefully guides students along the often difficult and confusing learning path in a way that is encouraging and enlightening. Taking the advanced research class helped confirm my belief that research is a crucial part of social work. Research strengthens the validity of the social work profession, helps shape public policy, and often results in respect for the client's right to self-determination and dignity without judgement.

I am currently working on my MSW at APU. Research plays an important role in my current internship. My placement is with a homeless shelter, and the agency is looking at the many complicated reasons someone might be

experiencing homelessness. My internship and research from the substance abuse treatment center helped me understand how trauma and childhood experiences can have a serious and often devastating effect on children as they grow into adulthood, which is just one of the many factors contributing to the issue of homelessness. Under Dr. Jacob's mentorship, I learned the tools I need to examine the issue of homelessness in a way that ensures integrity in the research process. I hope to be a part of the Grand Challenge of ending homelessness. Research plays a key role in accomplishing that goal.

Helen Goff graduated from the BSW program and is currently in the MSW Advanced Standing program. She had a BSW internship with a Custody to Community Reentry Program for former female felons in the California state prison system and, under the MSW program, she is currently placed with a homeless shelter.



"I admire Helen's passion and dedication to the individuals she works with. I have appreciated her genuine interest in and commitment to better understanding the valuable role research plays in informing social work practice with vulnerable populations"

*Anupama Jacob, PhD
Associate Professor, BAS Social Work*



Humanities Grant Webinar

October 28, 2019 | 10:30-11:30am | Wilden Hall Room 104



Academic Spotlight

Mike Truong serves as the Digital Learning Architect and Executive Director of the Office of Innovative Teaching and Technology (ITT) at APU. He thrives at the intersection of teaching, learning, and technology. Mike is passionate about advancing Christian higher education globally, with a particular focus on Vietnam.

ORG: What do you do at APU, and what excites you most about your work? **MT:** The ITT office exists to enrich the learning environment of APU by leveraging the best pedagogical practices and the most appropriate technologies that enhance teaching effectiveness. We do this by offering teaching with technology workshops, providing a modern and robust ecosystem of instructional technology tools, and developing online, blended, and distance learning courses and programs. Two things excite me most about our work. First, we get to work with some of the most engaged faculty, identifying their instructional technology needs and partnering with them to find solutions. Through these partnerships, we've made important progress in many areas, increasing their effective use of Canvas to promote student success and employing best-practices in how to teach in blended, online, and distance learning environments. Second, we get to explore some of the challenges and promises at the intersection of pedagogy and technology in higher education. We have a professional team of instructional designers, instructional technologists, and faculty developers who are steep in their areas of expertise and bring with them the latest thinking and ideas to their work.

ORG: Last year, you were awarded a prestigious Fulbright Specialist award. Congratulations on this unique opportunity and special recognition! Share a bit about the project and what it involves. **MT:** In spring 2019, I was awarded a Fulbright Specialist Grant to work at Hanoi University (HANU), one of the oldest and most reputable universities in Vietnam. My project, titled "Preparing Vietnam's Faculty to Effectively Teach in the Digital Age," focused on the implications of the digital age on teaching and learning and, more importantly, the strategies to thrive in that new reality. I spent a month at HANU, conducting faculty development workshops and consulting with leaders on issues related to online learning and instructional technology.

ORG: What motivated you to submit an application for this Fulbright award? **MT:** Most faculty are familiar with the Fulbright Scholar award, which has a residency requirement of 3 to 10 months. As a year-round, full-time academic administrator, it is not feasible for me to take that much time off. That's why I chose to apply for the Specialists award, which allows short-term visits ranging from two to six weeks at a host institution. Moreover, I was at a point in my career where I wanted to give back to the field by sharing what I've learned with colleagues in resource-constrained countries. Vietnam was a clear destination for my Fulbright award because it's not only where I was born but also where I want to give back.

ORG: Do you have advice for other APU folk who might be interested in applying for a Fulbright award? **MT:** There are three tips I'd share with colleagues... *(continued on Page 4)*



"While including students in faculty-mentored research projects involves an unquestionable increase in workload, it doesn't compare to the benefit of realizing our calling to be educator-mentors in this Christ-centered academic environment."

*Tedd Szeto, Ph.D.
Executive Director, Academic Success Center*

Calendar & Events

Events/Workshops

Upcoming Sabbatical Talks

12:00 noon-1:00 p.m. | LAPC

November 5, 2019: Terry Dobson
November 20, 2019: Michael Dean Clark

December 5, 2019: Ryan Montague

January 15, 2020: Steve Wilkens

January 22, 2020: Gregg Moder

Skill Development

Humanities Grants Webinar

October 28, 2019

10:30-11:30 am | Wilden Hall 104

Finding Funding Opportunities:

Pivot Advanced Workshop

November 1, 2019

10:30-11:30 am | ORG Conference

Room (680 E. Alost, Suite 115)

ScholarFest 2020

March 30 – April 24, 2020

Program Dates/Deadlines

Jr. Faculty Mentoring Program

October 28, 2019: Application Deadline

January 2020: New cohort to start

Research Ethics Deadlines

IRB (human subjects research) &

IACUC (animal research)

November 6, 2019: Full Board Review

Application deadline for November meeting

December 4, 2019: Full Board Review

Application deadline for December meeting

January 2, 2020: Full Board Review

Application deadline for January meeting

Did you know about Pivot Papers Invited?

What's that? A database consisting of detailed, comprehensive information about calls for papers with deadlines regarding forthcoming conferences and special issues of scholarly journals.

How can I use it? Database serves as an alerting service for researchers, scholars, and students seeking opportunities to present and publish their research.

pivot.proquest.com

(Grad Publications article, continued)

Despite this growth, the GSP office has been able to remain a one-person office (with assistance from wonderful graduate student employees) through an impressive array of resources Dr. Wang developed over the past two years. These resources include clearly written out publication processes illustrated with colorful flow charts, written guidelines for external readers of dissertations and theses, program-specific templates for student use in formatting dissertations and theses, and a new combined *APU Style and Format Handbook for Dissertation and Thesis Publications*.

But that is not all! GSP is pleased to report another new resource for APU's doctoral and master's thesis writing students and their programs. Indeed, this fall GSP has launched an online Canvas course: *Publishing APU Dissertations and Theses: Processes, Guidelines, and Resources*. This is an open, not-for-credit course that brings all GSP resources to one place and provides tutorials on how they can be used. Through seven distinct modules, students can easily plug into where they need assistance and get immediate prompting from brief video-recorded explanations and illustrated slides. There are opportunities to ask questions at the end of each module, and questions could be answered by other course participants or the instructor. For the faint of heart, be assured there are no exams or grades! This exciting new resource is just that, a resource for graduate students to promote a smooth and enjoyable pathway to degree completion.

A few closing thoughts from Dr. Wang on the benefits she sees to having free access to the new Canvas course.

1. **Accessibility** - Students can access the complete package of procedures, guidelines and resources for publishing their dissertations and theses at any time, place, or stage of writing.
2. **Convenience** - Students can access all forms, instructions, guidelines, and resources through links provided in the course.
3. **Efficiency** - This is a time-saver for graduate program faculty, directors, coordinators, administrative assistants, and most important, students. Answers to most questions are readily available in one of the course modules, and if not found, there are opportunities to ask questions and have answers promptly provided by other participants or the instructor.
4. **High Standards** - Improved resources naturally promote high standards for APU dissertations and theses that are readily available around the world through the searchable ProQuest databases.

This course is available to anyone with an apu.edu sign-on at <https://canvas.apu.edu/enroll/JMJA9B> Please do check it out!

ScholarFest 2020: Student Research Poster Forums Call for Posters

An advisory team of APU faculty and staff are working hard to plan **ScholarFest 2020**, a month-long celebration of research, scholarship and creative achievement during March 30-April 24. ScholarFest 2020 will include opportunities for UG and Graduate student researchers and their faculty mentors to showcase for the APU community their research through two **Student Research Poster Forums** in UTCC:

Undergraduate (UG)

Monday, April 13, 2020
(4:30-6:30 p.m.)

[Apply here for UG](#)

Graduate

Tuesday, April 14, 2020
(4:30-6:30 p.m.)

[Apply here for Graduate](#)

We would love to see several departments and programs participate so as to exhibit the extent of student engagement in research at APU. *You will want student research in your departments and programs to be represented and recognized!*

Benefits to students and departments who participate include:

- Getting extra mileage out of research already prepared and presented elsewhere.
- Giving students experience explaining difficult concepts to those unfamiliar with their research.
- Showcasing student research to an audience beyond departmental/discipline confines.
- Exhibiting to those making financial decisions the excellent results coming from student research.
- Stimulating additional students and faculty to pursue their own research experiences.
- Recognizing student researchers and faculty mentors through an online ScholarFest 2020 listing.
- Gaining eligibility for special ScholarFest awards!

Application
Deadline:

January 10, 2020

Early submissions
highly encouraged!

Academic Spotlight

(*Academic Spotlight, continued*) ...who are interested in applying for a Fulbright award. First, spend some time studying the available opportunities on the Fulbright website (<https://us.fulbrightonline.org/>), identifying potential awards that might find your situation. Second, find someone who has received a Fulbright award and take them to coffee. There's no better way to learn about what it's like to do a Fulbright than from someone who has gone through the experience personally. Third, identify the host institution you'd like to work with, make contact, and begin the conversation. If you don't succeed, make revisions and reapply or apply for a different award.

ORG: In your Fulbright presentation to the APU community, you mentioned being personally transformed and gratified by the experience in Vietnam. What's next? How does everything intersect with your passion for global Christian higher education? **MT:** The Fulbright Specialist award allows for two short-term trips within a 3-year period. I hope to return to Vietnam in spring 2021 and work with another institution in Ho Chi Minh City, located in the south. In my next trip, I'd like to explore values-based or whole-person education in Vietnam. Educating the whole person is about preparing students not only for a successful career but also for a meaningful life. It's helping students ask and answer deeper questions about identity (who am I?), purpose (what should I do with my life?), and significance (how do I make a difference?). This type of project is aligned with my passion for global Christian higher education.

ORG: We won't let you go until you also share some fun facts about Mike Truong. **MT:** I enjoy cooking and feel most at home in the kitchen and I recently started watching Korean movies, especially k-dramas.