

Cornerstone

Transformational Scholarship at Azusa Pacific University

Office of Research and Grants | Summer 2020



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AZUSA PACIFIC UNIVERSITY

Office of Research & Grants

680 Alost Ave., Suite #115, Azusa

626.815.2082

www.apu.edu/researchandgrants

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Research Impact

Mitigating the Pandemic Effect on Research at APU

As APU pivots to remote learning this Fall, expectations and plans around returning to campus continue to be reevaluated. With the APU Return-to-Campus (RTC) taskforce and the Academic Return-to-Campus (ARTC) working group pursuing comprehensive health and safety plans that will lead to eventual campus reopening, our office initiated an online conversation on doing research during this uncertain COVID-19 season.

In late July, ARTC representatives Joshua Morris, PhD, faculty moderator, and Anita Henck, PhD, dean of the School of Education, led a Zoom forum initiated and hosted by ORG, and attended by about 40 faculty and staff. The purpose was to update APU researchers on return-to-campus possibilities and promote communications between the ARTC and APU researchers. Following the forum, a working group of seven forum participants accepted Dr. Henck's charge to identify top priorities to address in

mitigating the impact of COVID-19 on research endeavors. A [preliminary Q&A list](#) was developed and forwarded to the ARTC for review and further discussion.

This list is open to the APU research community for comments. The goal is to promote communications with the ARTC as

it, along with the RTC, refines recommendations for opening the APU campus. Please note that an updated Zoom forum around research during COVID-19 is planned for **September 9**. Those interested in attending this forum should contact org@apu.edu for details and a calendar invite.

SURE: Up Close with Student and Faculty Research Partnerships in 2019-20

No doubt, 2019-20 was unlike any other academic year. However, despite the COVID-19 pandemic, good things did occur. Indeed, excellent student centered research continued with APU's Scholarly Undergraduate Research Experience (SURE) program under the UG Research program. Projects begun in summer 2019 saw their fruition during 2019-20.

SURE promotes student research with close faculty mentoring through competitive grant cycles each year. Continue on to see student and faculty perspectives from two 2019-20 SURE teams as they responded to questions from Dr. Verónica Gutiérrez, director of UG Research at APU.

Congratulations!

Recent Grant Funding

(February-July 2020)

Paul Ferguson, Heather Petridis, Jonathan Krimmel (APU) *CARES Act Higher Emergency Education Relief* (3 separate grant applications). Funded by US Department of Education. (\$5,990,556)

April Hoy (Athletics). *The NCAA-DOD Grand Alliance: Concussion Assessment, Research and Education (CARE) - Amendment*. Funded by the University of Michigan/NCAA/DOD. (\$20,160)

Brian Lugioyo, Karen Winslow (SOT). *Exploring the Truth Together. Science for Seminaries*. Funded by the American Association for the Advancement of Science (AAAS): DoSER program. (\$75,000)

Mary Rawlings (BAS) *Scholarships for Disadvantaged Students (SDS)*. Funded by US Health and Resource Services Administration (HRSA). (\$2,700,000)

Abbylin Sellers (HC/CLAS) *Koch Fellows Program*. Funded by Charles Koch Foundation. (\$22,000)

Tedd Szeto, Armando Bustos (ASC) *TRIO Student Success Services*. Funded by US Department of Education. (\$261,888)

Tedd Szeto, Cassandra Gonzales, Bradley Hale (ASC/CLAS) *Our Declaration: A Summer Bridge Engaging GEN1 Scholars at Azusa Pacific University*. Funded by US National Endowment for the Humanities. (\$99,852)

Xavier Torres (DCS) *Nonprofit Security Grant Program*. Funded by California Governor's Office of Emergency Services. (\$94,500)

Louis Tuthill (BAS). *Youth Development Project*. Funded by the City of Duarte. (\$39,471)

Music Fundamentals for Children with Disabilities

Miguel Álvarez-Díaz III (Faculty mentor: **Alexander Koops**, DMA, Department of Music Studies, COTA)

UG Research (to student): *How did your research project begin?*

Miguel Álvarez-Díaz III: My research project on special needs and speech development began last spring. Dr. Koops presented me and other Music Education students with the opportunity to participate in a research project. After a few conversations, I decided to do my project on improving the quality of education for students with speech development issues. I was inspired by my cousin who has special needs and sings very well.

UG Research: *What was the research process like? Did your research unfold the way you envisioned it would? Did you face challenges along the way? What about successes?*

Miguel Álvarez-Díaz III: The research project contained a lot of reading at first. I dedicated my summer to reading academic journals, books, and dissertations. Initially, I wanted to conduct a qualitative study on students with speech issues. However, due to the long wait for processing forms through school districts, I was unable to work with students at nearby schools and ended up depending on the Azusa Conservatory to work with a special needs student. Although I could not do a qualitative research project, I applied knowledge gained from my literature review to lessons with my student who was able to comprehend the music material I presented to him at every session.

UG Research: *How have you disseminated your research? How has the process of dissemination affected your scholarship?*

Miguel Álvarez-Díaz III: I presented my research at the California All-State Music Education Conference in Fresno this past February. (continued on Page 5)

A Theological Case Against Fast Fashion

Moriah Loomis (Faculty mentor: **Jennifer Buck**, PhD, Department of Practical Theology, SOT)

UG Research (to student): *How did your research project begin?*

Moriah Loomis: My research project with Professor Buck began once she shared with me that she was writing a book about fashion and theology after I had written an essay about fast fashion in her Spring 2019 WRIT 200 class.

UG Research: *What was the research process like? Did your research unfold the way you envisioned it would? Did you face challenges along the way? What about successes?*

Moriah Loomis: During the research process, Professor Buck would share sources with me to take notes on as I read them. My research did not unfold in the way I originally envisioned it to unfold. One challenge that I faced along the way was finding sources to take notes on as I read them. Thankfully, she found a ton of sources and shared them with me. Another challenge that I faced along the way was making time to read and take notes on the sources. Some successes that I found along the way were finding some sources on my own and being accepted to present at a conference.

UG Research: *How have you disseminated your research? How has the process of dissemination affected your scholarship?*

Moriah Loomis: Professor Buck and I have disseminated some of our research. In October, we were given the wonderful opportunity to present some of our research through a paper presentation at the Crossing the Lines: Interdisciplinary Christian Conversations about Difference conference at Point Loma Nazarene University. The process of dissemination has affected my scholarship because we have received feedback that has helped give us ideas of which areas to further our research. (continued on Page 5)



Faculty Spotlight

APU's ScholarFest 2020, a month-long celebration of research across all disciplines scheduled for April, was an unfortunate casualty of the COVID-19 pandemic. Highlights of ScholarFest were to be two *Great Grant Getters* panel discussions featuring four APU scholars who have

been particularly successful in acquiring external funding: (1) Rachel Castaneda, PhD, MPH, Department of Psychology (BAS); (2) Chris Adams, PhD, Center for Vocational Ministry (SOT); (3) Lynda Reed, DNP, RN, FNP-C, Department of Advanced Practice Nursing (SON); and (4) Mary Rawlings, PhD, LCSW, Department of Social Work (BAS).

Here is some good news! Over the next few issues, these four *Great Grant Getters* panelists will be spotlighted in Cornerstone. We are pleased to start in this issue with Dr. Castaneda for whom the sobriquet *Great Grant Getter* is especially fitting. In the past two academic years alone, Dr. Castaneda has received notice of awards for nine external grants that totaled \$2,500,000. Included is an award of almost \$1,000,000 for *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 US Substance Abuse and Mental Health Services Administration (SAMHSA). Read on to see how this *Great Grant Getters'* responds to questions from Cornerstone about her success in acquiring funding for projects that make a difference in Southern California communities.

Cornerstone: What is the purpose of your project? What do you hope to accomplish?

R Castaneda: The *Navigator* grant project focuses on helping expand and enhance the system capacity of behavioral health agencies that serve youth with co-occurring conditions. For example, youth who have foster care and social welfare needs have other needs linked to high risk health behaviors, such as substance use and sexual health that do not get adequately addressed. The SAMHSA *Navigator* grant serves to address this system gap by ensuring such needs are identified and triaged. Other contracts focus on behavioral health workforce development through student training, and behavioral health system enhancements through evaluation and training.



"The disruption caused by COVID-19 has been wide reaching, impacting how faculty teach and conduct research. However, just as our faculty have found ways to adapt their teaching and remain effective and meaningful to their students, I am confident that our faculty will rise to the occasion and find new paths of inquiry, because of or in spite of COVID-19, which will transform higher education and their disciplines."

Stephanie Juillerat, PhD
Associate Provost, Center for Teaching, Learning, and Assessment

Calendar & Events

Events/Workshops

Upcoming Sabbatical Talks

[Online, times to be announced]

September 30, 2020:

Karen Longman

November 3, 2020:

Andrea Ivanov-Craig

November 12, 2020:

Rachel Castaneda

November 19, 2020:

Jill (Robin) Brennan-Lincoln

Program

Dates/Deadlines

Jr. Faculty Mentoring Program

September 1, 2020:

Application Available

October 6, 2020:

Mentoring Program

Q&A Session

October 15, 2020:

Intent to Apply Due Date

October 30, 2020:

Application Deadline

January 2021:

New cohort to start

Research Ethics Deadlines

IRB (human subjects research)

September 2, 2020: Full Board Review Application deadline for September meeting

October 7, 2020: Full Board Review Application deadline for October meeting

November 4, 2020: Full Board Review Application deadline for November meeting

December 2, 2020: Full Board Review Application deadline for December meeting

IACUC (animal research)

September 9, 2020: Protocol or amendment deadline for September meeting

October 14, 2020: Full Board Review Application deadline for October meeting

November 11, 2020: Full Board Review Application deadline for November meeting

COVID-19:

Back to Campus (Fall 2020)

CITI Training Module

Faculty Spotlight (continued)

Cornerstone: Was there a particularly challenging moment you had while preparing your proposal?

R Castaneda: Putting time and commitment to also ensure partnerships with co-investigators, community settings, and other systems involved are built and sustained.

Cornerstone: Has there been any special highlight while working on the funded project?

R Castaneda: Working on the SAMHSA-funded *Navigator* project has allowed for the integration of evidence based practices of substance use prevention and sexual health education and care coordination into community settings that serve high risk youth with co-morbid issues and health disparities.

Cornerstone: What encouraging tip would you offer to those considering going for external grant funding?

R Castaneda: Don't let the administrative aspects of managing multiple grants, working with various stakeholders within the grants management and the implementation process get in the way of pursuing external grants. Also, ensure the implementation of quality control protocols during the grant writing process to ensure such administrative aspects do not diminish your ability to successfully meet the aims and objectives of the grants.

Cornerstone: Do you have any other comment the reader might benefit from?

R Castaneda: Developing and maintaining quality partnerships is critical for sustaining effective and meaningful grant work as well as ensuring results get disseminated back to the professional and practice communities.

Kudos to Dr. Rachel Castaneda for her excellent work and successful pursuit of external funding. She has done much to nurture and train students and to advance mental health wellbeing in several communities, especially among those at risk. Please reach out Dr. Castaneda if you wish for more details about her vital work at APU made possible through external funding.

Congrats to 2020-21 recipients of Fellowships for Scholarly Work with Ethics and Culture (FSWEC)

- Jennifer Buck, PhD, Department of Practical Theology
- Verónica Gutiérrez, PhD, Department of History and Political Science
- Christopher Noble, PhD, Department of English and Modern Languages
- Abbylin Sellers, PhD, Department of History and Political Science
- Caleb Spencer, PhD, Department of English and Modern Languages

Grants Academy In Review

This year in a new format, the Grants Academy took place in June 2020 and provided an exciting and unique opportunity to learn grant development, grant writing, and other aspects of the grant seeking process.

- ✓ 2 days, 10 hours of training
- ✓ over 25 faculty and staff attended different sessions

Content will be adapted for online delivery in a Canvas course to be released in fall 2020.



Grad Student Publications



A [GSP webpage](#) was added on the ORG website. Now,

faculty, staff, and graduate students can access the [APU Style and Format Handbook for Dissertation and Thesis Publications](#) and two Canvas courses developed by Graduate Student Publications at the link provided above.

Achievements

Sandor Volkan-Kacso, PhD, associate professor, Department of Math, Physics and Statistics published the paper "Method to extract multiple states in F1-ATPase rotation experiments from jump distributions" in PNAS, a very high impact journal.

Matthew J. Smith, PhD, associate professor, Department of English and Modern Languages, received a non-residential fellowship with the Center for Faith & Culture at Yale Divinity School. The Fellowship is a two-year project about faith integration.

Alissa Christina Matus, CLAS '18 was announced as NSF Graduate Research Fellowship Program award recipient, to further her Chemistry doctoral studies at UC Irvine

Sarah O'Dell, CLAS '17 (MA in English alumna), received a \$2500 Graduate Student Summer Support Grant from the Center for Medical Humanities, UC Irvine. The grant to fund her work on a book proposal on R.E. Havard, the "medical Inking."



Changes in Research Administrative Assignments

PIs and their teams should note the following changes that occurred during June 2020 in administrative reassignments related to research and grants at APU. With Vicky Bowden's transition back to the School of Nursing, Donald Isaak, executive director of the Office of Research and Grants, is assigned to the functions of the Expanded Authorized Organization Representative (Exp AOR), Institutional Official (IO), and Research Integrity Officer (RIO).

In the Exp AOR role, Dr. Isaak will be the institutional official listed on external grant applications and the signatory for acceptances of awards made to APU. The IO role includes representing APU to federal authorities in APU's oversight of the Institutional Review Board (IRB) and Institutional Animal Care and Use Committee (IACUC). The RIO assignment includes having the authority to ensure APU's compliance with the governing regulations by establishing, maintaining, and implementing APU's policies and procedures on research misconduct as well as to sign APU's institutional assurance with the federal Public Health Service (PHS). Many thanks to Vicky Bowden for her dependable service as APU's Exp AOR, IO, and RIO over the past two years.

Music Fundamentals for Children with Disabilities (continued)

Miguel Álvarez-Díaz III (Faculty mentor: **Alexander Koops**, DMA, Department of Music Studies, COTA)

...The opportunity was highly beneficial because I shared my knowledge and experience with professionals that will hopefully apply the information to their music program. I also networked with organization representatives who advocate for better quality education for special needs students.

UG Research: *How was the SURE experience beneficial for you?*

Miguel Álvarez-Díaz III: One way the SURE experience was beneficial is it gave me insight on what graduate classes would be like. I would like to pursue a graduate degree. Conducting this research project helped me consider which degree I would like to pursue.

UG Research: *Do you have advice to impart to APU undergraduates who are interested in pursuing research but don't know where to begin?*

Miguel Álvarez-Díaz III: My only advice for any APU undergraduate students pursuing research is to expect their plan to go wrong. Whether or not their obstacle is huge or small, they must persevere and overcome it. On where to begin, start on a subject that you are passionate about or a hobby. Whatever that is, build upon that idea, and it will sprout your thesis.

UG Research to (faculty mentor): *How did this research project begin? What compelled you to mentor Miguel Alvarez-Diaz?*

A Koops: In the School of Music, we have a National Association for Music Education Collegiate club. I invited music education students in the club to apply for the SURE research grant and was delighted to get a response from Miguel Alvarez-Diaz. He hoped to study special needs children in music. I knew Miguel from his playing trombone in the symphonic band which I conduct, but I did not know of his interest in special needs until the SURE opportunity came along. Miguel's research interest coincided with an area I have recently pursued at conferences and through invited guest speakers for the APU music education program. I also have a dream of supporting more special needs students in the Azusa Conservatory Community Music School. This project will give Miguel experience in connecting research and practice.

UG Research: *Did the mentoring process unfold as you envisioned? What kinds of obstacles did you face? Successes?*

A Koops: Mentoring mostly happened as expected, with research on special needs through articles, books, and published interviews. A challenge was narrowing the topic to a manageable goal. One special result of the project was that we ended up getting a special needs student into the Azusa Conservatory for the fall. Miguel worked each week with the student, helping him experience music in a small pop-rock group made up of middle school children. The pop-rock class instructor was trained in both music and special needs, so it was exciting to see this research project make connections between a local special needs middle school student, an APU student, and a master teacher.

UG Research: *What were some benefits of working with an UG student researcher?*

A Koops: I learned new things and read research related to my field that I might not have seen, and in this instance specifically, it pushed me to help reach more special needs students in our community. When students and faculty mentors partner in research with each other, they often are rewarded by seeing new research directions and collaborations arise!

UG Research: *Any advice for students who are interested in pursuing research but don't know where to begin?*

A Koops: Talk to your professors and attend conferences. Go to sessions that interest you so as to build relationships with people that could lead to further research in that area.

A Theological Case Against Fast Fashion (continued)

Moriah Loomis (Faculty mentor: **Jennifer Buck**, PhD, Department of Practical Theology, SOT)

...**UG Research:** *How was the SURE experience beneficial for you?*

Moriah Loomis: The SURE experience was beneficial for me because of my faculty mentor. Professor Buck not only guided me through this process and taught me how to conduct research, but she also continually expressed her care for myself and my education. She has motivated me to continue my education and research beyond my undergraduate career. Professor Buck is the most authentic, understanding, encouraging, and empowering mentor I have ever had.

UG Research: *Do you have advice to impart to APU undergraduates who are interested in pursuing research but don't know where to begin?*

Moriah Loomis: Yes, I do have one piece of advice that I would like to impart to APU undergraduates who are interested in pursuing research but don't exactly know where to begin. If you don't know where to begin, but you know that you are truly passionate about the research you are interested in, then start by communicating with other APU students, professors, staff, and the Undergraduate research team. I am sure that most of those people are willing to listen and may even be interested in working with you to pursue research!

UG Research to (faculty mentor): *How did this research project begin? What compelled you to mentor Moriah Loomis?*

J Buck: I had already begun a research project around theology and fashion, looking to ethically critique fast fashion. Moriah was in my WRIT 200 class and wrote her final research project critiquing fast fashion. I approached her about working together and applying for this grant. She was very excited about the partnership (as was I!).

UG Research: *Did the mentoring process unfold as you envisioned? What kinds of obstacles did you face? Successes?*

J Buck: Moriah is a hardworking student who navigates a full plate, so one challenge was scheduling meetings. We found unconventional times and ways to meet, and often worked on our own only to meet up and swap research after a bit of time. I think our research presentation in San Diego was a huge success, co-presenting and sharing in the experience of taking in and learning from an academic conference together. We also discovered unique research ideas together, like watching documentaries and taking notes/having discussions afterwards to spur our creativity.

UG Research: *What were some benefits of working with an UG student researcher?*

J Buck: Moriah continues to challenge me to make my writing and research accessible. She brings her unique voice and life experience. I work well with a partner to bounce ideas off of and have discussions together. She discovered things I never would have come across and gave me new ideas. I will be forever grateful to her voice in this process.

UG Research: *Any advice for students who are interested in pursuing research but don't know where to begin?*

J Buck: Reach out to faculty members you connect with. They might be interested in similar academic interests! We are always looking for research partners!