

March 2012 Research Reporter

Julia Puztai Receives \$7,500 from the Kaiser Permanente Community Benefit Grants Program



Julia Puztai, MSN, RN, Director Azusa Neighborhood Wellness Center (NWC), and Instructor in the School of Nursing (SON), has been awarded a grant in the amount of \$7,500 from the Kaiser Permanente Community Benefit Grants Program. The funding will allow the NWC to continue providing primary prevention and health promotion services to the community of Azusa and residents of the surrounding communities.

The NWC seeks to increase the quality of life for all ages by offering primary prevention services. With no appointments needed faculty and senior nursing stu-

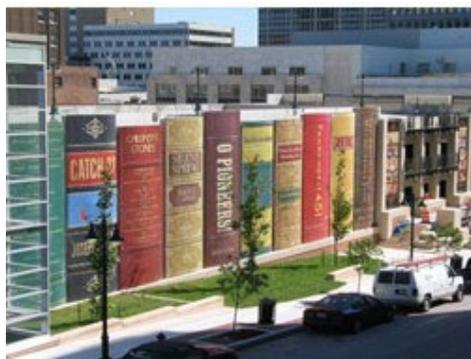
dents provide health screening, health assessments, and health education to all center visitors. Cardiovascular and diabetes risk assessments and blood pressure screenings are provided during the first visit. Health issues are addressed with on-the-spot and ongoing education and referrals. For visitors without health insurance, healthcare referrals are made to local area providers.

Congratulations to Ms. Puztai and many thanks for her continued dedication to the NWC!—
Diane Newman





"to help web librarians become more effective stewards of their time, resources and talent"



“Separating the Wheat From the Chaff: What’s Really Important in Library Web Design.” By Kimberley Stephenson, MLIS

Competing as they do with the apparent ease of finding information on the World Wide Web, today’s libraries work hard to create and provide online library services that are user-friendly, content-relevant, and technologically up to date.

Compounding the difficulties of the situation is the ongoing budget crises at most educational institutions. Librarians are faced with tough choices when it comes to spending their technology dollars. Kimberley Stephenson, MLIS, head of University Libraries web services, offers six recommendations “to help web librarians become more effective stewards of their time, resources and talent” in “Separating the Wheat From the Chaff: What’s Really Important in Library Web Design” (*The Christian Librarian*, 54.2:89-99).

To begin, Stephenson summarizes best practices for the four areas on which library website design focuses: design, content, usability, and trends. Drawing from current research,

Stephenson enumerates and describes criteria for the well-designed library website that includes practicing “user-centered design,” creating content that is clear, consistent, and jargon free, testing patron usability regularly, continuously enhancing the website based on patron feedback, and incorporating new technology trends demanded by patron needs.

When deciding if and how to redesign the library website, Stephenson writes, librarians should consider three goals: will the redesign help patrons complete research better or more easily, will it advance the library’s mission, and will it “creat[e] ‘economies of scale’ that reduce the amount of time needed for web management”?

Stephenson’s final recommendations to web librarians include:

1. to network with other campus technology experts for their expertise and fresh perspectives
2. to “strive for simplicity and clarity in website design and content”
3. for content that ap-

pears in multiple places, to have the ability to update it simultaneously across the entire site

4. to encourage student engagement, to “add a human touch” to the library web presence by using social networking tools, staff photos, videos, and other features
5. to implement the latest guidelines for accessible web design to reduce the likelihood that patrons may be locked out of website features
6. to stay apprised of new technologies through professional development opportunities.

--- Janice Baskin





“Award-Winning Faculty at a Faith-Based Institution”

By Jennifer Livingston, MS, ATC, and Alexander Jun, Ph.D.

Jennifer Livingston and Alexander Jun explore the qualities that are found in nine excellent professors at a Christian university on the west coast in their “Award-Winning Faculty at a Faith-Based Institution” (*Christian Higher Education* 10.3-4 [2011]: 237-253). Their approach, which included individual interviews, document analyses, field notes, and participant observations, was “methodologically eclectic” but informed by “a constructivist grounded theory framework.” They sought answers to the following research question: “How does one become an excellent teacher in a faith-based institution?”

Their nine sources were from the academic fields of music, art, science, biblical studies, math, and literature, and three major themes emerged from the data which Livingston and Jun collected: all of these professors witnessed to a *calling* to teach, a *conviction* about what they were doing, and abundant *career satisfaction* with their current engagement in instructing students. Curiously, several of those interviewed acknowledged not originally intending to become teachers, somewhat oblivious to the seeming teaching talent within them.

They explored other professions such as “carpentry, civil service, modeling, research, and executive recruitment.” Perhaps even more remarkable was that once many became teachers they experienced acute “burnout,” resulting in time away from the academy followed by a return with a renewed passionate commitment to teaching. They ultimately learned to balance professional and personal responsibilities, a long term equilibrium honored by their teaching awards. As one commented, “With my faith, and staying close to God, I’m recharged all the time. I don’t get burned out on teaching.”

Another unexpected finding was their shaping their own ways of teaching rather than learning this art from books, classes, and workshops: “One revelation, which some may find counterintuitive, is that these exemplary educators voiced a recurrent comment that they rarely, if ever, participated in any on-campus faculty development workshops, which were intended to improve faculty teaching. Furthermore, many of the faculty interviewed had shared that they had never received any formal training in teaching strategies or pedagogy.” Livingston and Jun have designed

the Sabbatical Mirror Theory, of which their fine article provides a diagram, which reflects their interpretation of how the faculty members became award-winning educators based on the data collected. Since the subjects of their research delayed entry into teaching at a university, withdrew temporarily because of burnout, and then returned with passion, commitment, and balance, they hypothesize that “a sabbatical could only further enhance their teaching and sustain their motivation” since all spoke of their increased sense of calling, conviction (“their personal and professional desire to see students transformed through the classroom”), and career satisfaction after their breaks from teaching.

In short, the authors conclude: “Their love for teaching and for participating in the developmental process of young adults led them back to the academy. This return allowed them to refine their skills and teach from their authentic self; however, they learned to monitor their emotional ties to their jobs. Finally, all of these excellent educators would not hesitate to say that they love their job and find fulfillment in it.” Amen.—Carole J. Lambert



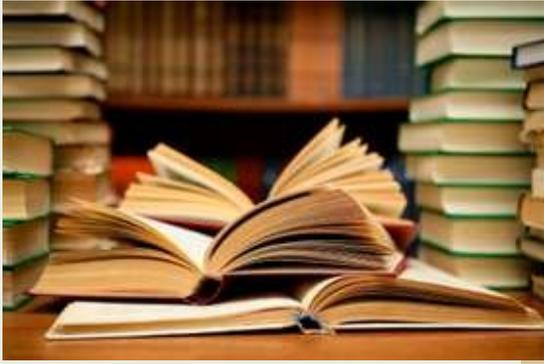
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