Winter 2013

Volume 7, 2013

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The Cal State Reentry Initiative: An Innovating Partnership Impacts the Community

A surprising collaborative effort benefits San Bernardino parolees, faculty and student researchers, and a community in need.

THINKING OUTSIDE THE BOX

The Cal State San Bernardino Reentry Initiative (CSRI), formerly known as the San Bernardino Day Reporting Center, was not an easy program to initiate. It took very creative minds to put together “serving recently released parolees”, together with “research” and “non-profit university.” Only a handful of civic-minded visionaries thought that the collaboration could work. The CSRI is the hard-won result from that collective six-year effort.

Starting with a three-year, $3.6 million contract from the Department of Corrections in 2010, the CSRI is now celebrating its second successful year in operation. The CSRI has served more than 636 individuals with an educational program for parolees that benefits the entire community with its impact on the reduced local recidivism rate. The project has put academic research into practice, providing successful educational models that, with the proper execution, can be exported to other locations.

At the CSRI’s two year celebration this past February 1, City of San Bernardino, Council Member Virginia Marquez, enthusiastically called the CA Department of Corrections & Rehabilitations (CDCR) and CSUSB, “a match made in heaven!”

Continued, p.2...

The CDCR and CSUSB are a match made in heaven!

Virginia Marquez, Council Member, City of San Bernardino
A community coming together

Colleen Curtin, Assistant Chief of Community & Reentry Services at the CDCR thanked project director, Carolyn Eggleston and the CSU for “thinking outside the box.” Mayor Patrick Morris told Eggleston she has, “developed a model for the state; now you have the challenge to take this elsewhere!” The CSRI is now in the process of making plans for expansion with two new facilities possibly opening in the High Dessert and Riverside County this spring.

THE PROGRAM

Carolyn Eggleston, Director of Correctional Education and Program Administrator, started teaching inside prisons and studies the correctional educational system. Along with her husband, Thom Gehring, Professor and Director of the Center for Correctional Education, their research focuses on what methods work for prisoner education “inside” and what programs have proven success. They have been able to successfully transfer some of the best of these “inside” models to the “outside” program at the CSRI.

“We call it “participatory management,” Eggleston explains. “The foundational idea is that things are democratically managed, by students as well as staff.” Individuals gain some amount of control over their lives when things are managed a bit more democratically.

For example, parolees are referred to as ‘students’ ever since they requested the more suitable title and program staff agreed. Other examples can be seen in the multiple student course options offered. A student must enroll in his/her court-mandated courses (such as anger management, domestic violence, and/or substance abuse) but students are then offered the opportunity to choose other courses that appeal to them (such as introduction to computers, parenting, or GED preparation). At some collective students’ requests, a Spanish course is now available because they wanted to learn the language.

Students practice being part of the community by participating in the elected government the program has instituted. After 30 days, students become Citizens with full voting privileges in their society and at some point they may apply for Mentor status, the highest level they can attain. Mentors have special responsibilities, such as presenting part of the new student orientation or going to weekly parolee meetings to speak about the CSRI program. Mentors are also honored with one of Mayor Patrick Morris’s ties (he’s donated over 100 to the program!) According to Eggleston, “We’ve had more than one occasion when a parole agent will come in and say I’m looking for my parolee and they don’t recognize him standing in the room, because of the way they’ve changed and are dressed. Many of them will wear a shirt and tie.”

Students also elect officials in their society (President, Vice President, Secretary, Treasurer and Supreme Court Judge) and are thus empowered to have a lot of say in program activities and offerings. This empowerment has proven to be invaluable in helping students learn how to be like any other community member. Eggleston states, “That really is the goal; the goal is for them to have crime-free lives and be a part of their community."

THE COMMUNITY HAS A NEED

One of the hallmarks of this project is community involvement. There are over 30 community agencies that are involved and providing resources. For example, Eggleston tells the story of approaching Mary’s Mercy Center in the hopes of obtaining an affordable subcontract to provide a daily meal for CSRI students. Father Michael Barry said they could provide up to 100 hot meals a day but couldn’t charge a thing. “That’s tens of thousands of dollars a year that we can then put back into program,” Eggleston explains, “thanks to their generosity!”

Eggleston recalls that former University President Al Karnig was advised against authorizing the project. But he thought it was an important community effort; something important for the community and the University to coordinate together. Eggleston credits Karnig for his foresight and certainty in the transformative power of education.

Also a huge supporter and integral in making the CSRI possible, is Mayor Patrick Morris. He personally made calls to the Secretary of Corrections when it seemed this was not going to happen for his community. He’s been involved since the beginning and remains very active, donating time, effort, and we can’t forget the ties that are so very highly coveted by all the CSRI students.

Continued, p3...
Faculty Interview - continued from page 2

RICH WITH RESEARCH OPPORTUNITIES

Of the nine such centers operating in the state, CSRI is the only one operated in cooperation with a university and research based. Eggleston states the program has a “research focus generally” and points to the number of university faculty that are involved in the program, from various disciplines including Social Work, Education, Information Technology, Sociology, Criminal Justice, and Educational Counseling among others. In addition, numerous student interns and researchers at both the graduate and undergraduate levels come to the CSRI to either meet internship hours and help in various arenas or are there to complete research for their thesis or degrees.

The CSRI is studying how individuals change and grow as they progress through the program, performing longitudinal studies to see how the students are doing over time and tracking recidivism rates. Eggleston states, “We are looking at what kind of training people are getting and what kinds of jobs they are getting. How their lives are generally, after they leave the program, if they are successful.” Another area of research interest for the CSRI is research on the program itself and evaluating the efficacy of the program.

The CSRI environment is rich with research opportunities and Eggleston would be honored to collaborate on any other grants or projects and welcomes students seeking research opportunities. For example, if an organization or individual had a grant to provide parenting classes to parolees and wanted to come provide those services at the CSRI, they could and both groups would benefit. “It meets a need for us both,” Eggleston explains. Interns needing hours filled and student researchers looking for opportunities may feel free to contact Eggleston as well. With two new facilities coming in the Spring the opportunities will be expanding even more.

Eggleston warns interested researchers there is a rigorous approval process, but the topic is very valuable and very much worth the effort. In addition to standard IRB approval, researchers must obtain approval from the Department of Corrections, which can be a slow process. (But take heart! It will certainly be less than the 6 years it took to get the CSRI off to its great beginning!)

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**CSUSB Faculty ROCK!**

**RECENT SUCCESS RATES**

(as of March 5, 2013)

<table>
<thead>
<tr>
<th></th>
<th>Total Submissions</th>
<th>Total Awards</th>
<th>Success Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All ORSP applications</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AY 2010-2011</td>
<td>310</td>
<td>163</td>
<td>52.6%</td>
</tr>
<tr>
<td>AY 2011-2012</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>NSF</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FY2011: 22%</td>
<td>24</td>
<td>8</td>
<td>33.33%</td>
</tr>
<tr>
<td>FY2012: 23%*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>NIH</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>FY 2011: 17.7%**</td>
<td>32</td>
<td>6</td>
<td>18.8%</td>
</tr>
<tr>
<td>FY2012: 17.6%**</td>
<td></td>
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</tr>
</tbody>
</table>


Success rates in AY 2010-11 and AY 2011-12, of new applications. Combined, CSUSB faculty submitted 310 proposals, including 24 to NSF and 32 to NIH, in this 2 year period. These efforts resulted in 163, 8, and 6 new awards, respectively; exceeding agency-wide success rates in all cases!
Awards: July - December 2012

SPOTLIGHT: AWARDS

Detailed award information is available to view or print on the Office of Research & Sponsored Programs website at http://research.csusb.edu

SPOTLIGHT: Carolyn Eggelston (Project Director) and the CSUSB Center for the Study of Correctional Education (CSCE), has been contracted by the California Department of Corrections and Rehabilitation (CDCR), to create and maintain a Day Reporting Center (DRC) for San Bernardino parolees. The DRC will provide post-custody services including, but are not limited to, case management with transition plans; substance abuse education; and courses in criminal thinking, anger and aggression, pro-social relationships, and general and vocational education. These services will be provided in an effort to assist the parolees’ successful reintegration into their communities upon release from prison. Services provided will address the criminogenic needs of the participating offenders that contribute to reoffending behaviors. The goal is to reduce recidivism through effective community reintegration, thereby increasing public safety. A minimum of 300 male and female parolees are to be served annually though this program, and the site will have the ability to accommodate 100 parolees at any given time.

Academic Affairs

Water Resources Institute
Lappin, Julie
$550,000
USDA

Witherspoon, Boykin
$20,000
UCR

Witherspoon, Boykin & Thompson, Jeff
$165,266
US Dept. of Education

Arts & Letters

Lappin, Julie
$550,000
USDA

Witherspoon, Boykin
$20,000
UCR

Witherspoon, Boykin & Thompson, Jeff
$165,266
US Dept. of Education

Business & Public Administration

Information & Decision Sciences
Coulson, Tony
$1,750
DoD

Coulson, Tony
$380,212
NSF

Coulson, Tony
$93,002
NSF (Sub-Mt Sac)

Inland Empire Center for Entrepreneurship
Stull, Mike & Skiljan, Michelle
$25,000
City of Corona

Stull, Mike & Skiljan, Michelle
$125,520
SBA

Science, Mathematics & Technology
Scarcella, Joseph
$7,117
SB Valley Community College District

ecological Sciences

Biology
Chao, Michael
$95,560
NIH

Newcomb, Laura
$96,525
NIH

Polcyn, David
$311,512
CPEC

Sumida, Stuart
$249,935
CPEC

Williams, Kimberlyn
$20,000
USDA Dept. of Forestry

Center Enhancements of Mathematics Education
Fischman, Davida
$24,000
CA State – CMP

Fischman, Davida
$80,047
CMP Region & UCLA

Chemistry
Cousins, Kimberly
$454,760
NSF

Smith, Douglas
$125,105
NSF

Yang, Shumei
$101,010
HHS – Loma Linda University

Computer Science
Schubert, Keith
$60,702
NIH (LLU Sub)

Geological Sciences
McGill, Sally
$14,000
SCEC (Sub-UCLA)

McGill, Sally
$2,999
SCEC (CSU Long Beach)
SPOTLIGHT: Laura Kamptner’s “Project CUIDAR” is now in its 8th year of operation. Project CUIDAR (Caregivers United In the Development of Tunement and Responsiveness) is a First Five San Bernardino County parent education program comprised of intensive, developmentally-appropriate and research-based parent education classes; Child Enrichment Groups; and provider trainings. This year the project proposes to: 1) use NPP (Nurturing Skills for Families program) for 12-week, 2-1/2 hour parent education classes, 2) provide structured child care, and 3) continue to offer provider trainings for the benefit of early childhood service providers. Our mobile parent education program will target at-risk families throughout San Bernardino County including the High Desert community, and will be offered in both English and Spanish at locations convenient to caregivers. Families who participate in the parenting class will be eligible to enroll their preschool-aged children in the structured child care overseen by a licensed child care supervisor.
Grant Writers’ Workshop Coming to campus June 17

Thanks to a recent NIH award to Dr. Bryan Haddock (Kinesiology), the Office of Academic Research will again be offering “Training in the Art of Grantsmanship” the highly popular and effective grantsmanship workshop provided by Grant Writers’ Seminars & Workshops LLC (GWSW—Stephen Russell and David Morrison), that many currently successful NIH awardees have found so valuable! This is a one-day seminar that provides you with all the information you need to perfect your research grant proposal -- with particular attention to NIH submissions -- coming to CSUSB this June 17th.

All registered CSUSB faculty attendees can obtain a copy of the seminar workbook and will learn of follow-up opportunities to help them be successful with their research proposal applications. Summer is a great time to get your research proposal written and ready for submission for the next deadline, and this workshop will help kick-start it! Please watch for campus email bulletins and the ORSP website for more details and information on registering as they become available.

About GWSW’s seminars

GWSW’s seminars are presented throughout the United States, Canada, and Europe, emphasizing application fundamentals and principles, as well as providing practical tips and strategies that make the difference between funding and failure.

This one-day seminar will provide insights into the NIH application process and address specific information about the agency requirements and standard evaluation procedures. Although some agency specific information will be discussed, in general the seminar will better prepare faculty to strategize, organize, and write successfully funded proposals for any and all agencies to which he/she would like to apply.

Calculating Costs

Did you know...?

Direct Cost: Direct costs are those costs that can be identified specifically with a particular sponsored project, relatively easily with a high degree of accuracy.

Indirect Cost: Indirect costs are those that are incurred for common or joint objectives, and therefore cannot be identified readily and specifically with a particular sponsored project. There are three methods of computing indirect cost:

1) Total Direct Cost (TDC) is computed on all costs associated with the project.

2) Salary & Wages (SW) is computed on only the salaries and wages expended through the grant. This method is used by the federal government to establish the rate for institutions with less than $10 million of sponsored research per year.

3) Modified Total Direct Cost (MTDC)* is calculated by subtracting a specific line item(s) from the total expenditures. Normally these items are equipment and/or student support (tuitions or stipends.)

*CSUSB calculates indirect costs as MTDC x the federally negotiated rate, which is posted online at http://research.csusb.edu/
**Presentations, Publications, Exhibitions & Performances**

**Muhtaseb, Ahlam**

**Presentation**
November 2012
Presented “Riding the Social Media Wave: Cyberactivism and the Global Public Sphere” (co-authored with Natalia Lopez Thismon), during the “Cyberactivism and Political Change in the Arab World” panel at the NCA conference in Orlando, Florida.

**Polson, Elizabeth**

**Presentation**
November 2012
Presented “Beyond Egypt and Tunisia: Yemeni Women Activism between Reality and Stereotyping” as part of the panel entitled “Arab Women, Innovative Activism and New Media: Resistance Communities in the Arab Spring” at the NCA conference in Orlando, Florida.

**Rhodes, Jacqueline**

**Presentation**
November 2012

**Publication**
2012

**Bhuyan, Rafiqul**

**Publication**
2012

**Estes, James P.**

**Publication**
2012

**Richey, Greg**

**Publication**
2012
Sarwar, Ghulam

**Publication**
2012


**Coates, Breena**

**Publication**
2012


**Dyck, Harold, Kung, David, & Lin, Frank**

**Publication**
2012


**Hanson, Lee W.**

**Publication**
2012


**Bakeman, Melissa M.**

**Publication**
2012

(Submitted) Bakeman, M. M. & Hanson, L. Bringing Social Media to Small Business: A Role for Employees and Students in Technology Diffusion. To appear in Business Education Innovation Journal, 4(2).

**Smith, Steven R.**

**Publication**
2012

Journal Article, Appraisal Liability: There Ought to be a Law.

**Sirotnik, Barbara**

**Publication**
2012

(In Preparation; Not Yet Submitted) Fudge, M., Sirotnik, B., & Bockman, S. E-government: Missed Opportunities.

**INFORMATION & DECISIONS SCIENCES**

**Coulson, Antony**

**Publication**
2012


**Bockman, Shel**

**Publication**
2012

(In Preparation; Not Yet Submitted) Fudge, M., Sirotnik, B., & Bockman, S. E-government: Missed Opportunities.

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**Publication**
2012


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**Publication**
2012


**Hanson, Lee W.**

**Publication**
2012


**Bakeman, Melissa M.**

**Publication**
2012

(Submitted) Bakeman, M. M. & Hanson, L. Bringing Social Media to Small Business: A Role for Employees and Students in Technology Diffusion. To appear in Business Education Innovation Journal, 4(2).

**Newman, Eric J. & Tan, Kim S.**

**Publication**
2012


**Sirotnik, Barbara**

**Publication**
2012

(In Preparation; Not Yet Submitted) Fudge, M., Sirotnik, B., & Bockman, S. E-government: Missed Opportunities.
Ryan, Jason & Seitz, Victoria A.

**Publication**
2012


Baker, David L.

**Publication**
2012


Van Wart, Monty

**Publication**
2012


**HEALTH SCIENCES**

Phalen, Robert

**Presentation**
2012


**Publication**
2012


**MARKETING...continued**

Ryan, Jason & Seitz, Victoria A.

**Publication**
2012


**Publication**
2012


**Fudge, Marc**

**Publication**
2012

(In Preparation) Fudge, M., Sirotnik, B., & Bockman, S. E-government: Missed Opportunities.

**Van Wart, Monty**

**Publication**
2012


**Anderson, Jonathan F.**

**Publication**
2012

July - December 2012

Presentations, Publications, Exhibitions & Performances

**HEALTH SCIENCES...continued**

**Phalen, Robert & Coleman, Ted**

**Publication**
2012

**NURSING**

**Smith-Stoner, Marilyn**

**Publication**
2012

**Presentation**
2012
Clinical Decision Making, Dayananda Sagar Institution (DSI), Bangalore India, March.

**Presentation**
2012
Silver Hour: Model for Palliative Care, Rocky Mountain Oncology Associates, Boulder, Colorado.

**Presentation**
2012
One California Community College Webinar, Class is about to Start: Turn Your Cell Phones On. February.

**ANTHROPOLOGY**

**Nadeau, Kathleen**

**Editorial Board Member**
2012
Executive Board Member of the Philippine Quarterly of Culture and Society Journal, August 2012 forward.

**Presentation**
2012
Presented paper entitled “NeoLiberalism and EcoFeminism Liberation Theology: Does the Philippine Basic Ecclesial Movement Help the Poor?” at the ICOPHIL-9, International Conference on Philippine Studies at the Kellog Center, East Lansing, Michigan, October 28-30.

**Book Review**
2012

**Smith-Stoner, Marilyn**

**Publication**
2012
Smith-Stoner, M. & Hand, M. A disciplined analysis of post mortem care policies in California hospitals. Accepted MEDSUG Nursing.

**Presentation**
2012

**Nadeau, Kathleen**

**Editorial Board Member**
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**Book Review**
2012
Robertshaw, Peter

Presentation

2012

Life and death in Bunyoro-Kitara, Uganda: The analysis of human remains and burials from the early to mid-second millennium CE (by Peter Robertshaw, Kimmarie Murphy and Stanley Ambrose). Society of Africanist Archaeologists biennial conference, Toronto, Canada, June 20-23.

Publication

2012


Charkins, Jim

Serving on Committee

2012

Serving on the Steering Committee of the San Bernardino City Unified School District Strategic Planning Committee.

Konyar, Kazim

Publication

2012


Pierce, Thomas

Publication

2012


Blackey, Robert

Publication

2012

“‘We’ll Be Right Back’: Introducing Constructive ‘Breaks’ Into History Lectures,” Teaching History: A Journal of Methods, XXXVII:2 (Fall): 59-68.

Santoni, Pedro

Publication

2012

Assistant Editor for The Encyclopedia of the Mexican-American War: A Political, Social, and Military History, 3 vols., (Santa Barbara, ABC-CLIO Publishers: 2012). This three-volume, 1,086-page work comprises a wide array of detailed entries that address the military, social, political, cultural, and economic aspects of the 1846-1848 war between Mexico and the United States.

Chau, Donovan

Publication

2012

“Leaning to All Sides: What the United States May Learn From Chinese Political Warfare in Burma.” Special Warfare 25, no. 3 (July-September): 21-23.

Zenter, Scot

Publication

2012

Support of Competitive Research (SCORE), is a developmental program that seeks to increase the research competitiveness of faculty investigators at minority-serving institutions (MSIs) such as CSUSB. SCORE offers three funding opportunities for individual investigator-initiated research awards according to their developmental level:

-- Research Advancement Award (SC1),
-- Pilot Project Award (SC2) and
-- Research Continuance Award (SC3).

The SC1 award provides research support to faculty who are at the most advanced formative stages of their research career and are seeking to transition to non-SCORE support.

The SC2 award allows investigators, in their earlier stages of development, to test a new idea or gather preliminary data to establish a new line of research. It is a mentored award and applicants must be able to commit a minimum of 50 percent of full time-effort during the academic year and summer to conduct the proposed research.

The SC3 mechanism allows investigators, who are at intermediate stages of development, to continue to engage in meritorious research projects of limited scope in a given biomedical/behavioral area within the NIH mission.

Our campus has experienced great success applying for these special programs! You still have plenty of time to prepare your proposals as the pending submission dates are May 25, 2013 and September 25, 2013.

We are allowed up to 20 such awards at our campus at the same time; our goal is get all 20!

Come talk to ORSP about applying for one of these special funding opportunities; we’re here to help you get funded!

<table>
<thead>
<tr>
<th>Research Advancement Award (SC1)</th>
<th>Pilot Project Award (SC2)</th>
<th>Research Continuance Award (SC3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced</td>
<td>Early Stages</td>
<td>Intermediate</td>
</tr>
<tr>
<td>$250,000 direct costs per year</td>
<td>$100,000 direct costs per year</td>
<td>$75,000 direct costs per year</td>
</tr>
<tr>
<td>Maximum of 4 years</td>
<td>Maximum of 3 years</td>
<td>Maximum of 4 years</td>
</tr>
<tr>
<td>Deadline:May 25 &amp; September 25</td>
<td>Required to commit to minimum 50% FT effort (typically 4.5 months AY; 1.5 months SU)</td>
<td>Deadline:May 25 &amp; September 25</td>
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<td></td>
<td>Requires MENTOR</td>
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</tbody>
</table>
**FUNDING AGENCY Helpful Hints**

- **Research what gets funded**: find the angle that the agency leans toward funding and go that way! Check grant databases to review existing grants that have already been successful in obtaining funding.

- **E-mail the funding agency program director** and state that you want to “maximize programmatic relevance.” Some are willing to provide feedback prior to your submittal. Some funding agencies (e.g. NEH) even encourage this contact to aid in your success.

- **Read funding agencies, mission statements** carefully. Include those missions to make your proposal more persuasive. Show how your proposal aids the agency in achieving its overall goals.

- **Tell reviewers why your proposal is important to the future of your field.** Remember, reviewers cannot be experts in every field of study. Without talking down to them, point to key benefits and how your work could have an amplified impact in your field.

- **Paraphrase. Do not repeat.** Clever repetition works to convey your point, but double talk can be off-putting.