



# R e s e a r c h U p D A T E

..... OCTOBER 2006

Utah State University • College of Education and Human Services • Office of Research Services

## Announcement: FY 2007-08 New Faculty and CURI Grant Deadlines

Please submit grant applications to the Office of Research EDUC 454. Questions: 435-797-1469

1<sup>st</sup> draft due October 20  
2<sup>nd</sup> draft due November 17  
Final due December 8

More information can be found at: [www.usu.edu/research/funding/curi/](http://www.usu.edu/research/funding/curi/) and at [www.usu.edu/research/funding/nfrg/](http://www.usu.edu/research/funding/nfrg/)

## From the Associate Dean

In this issue of Research Update we look at the impact of Utah State University New Faculty and CURI seed grants on College of Education and Human Services faculty productivity and external funding. Five grants which received external funding are also featured.

-Jim Dorward

## Analysis of Productivity Resulting from CEHS New Faculty and CURI Grants

*Jim Dorward and Wendy Bair*

Office of Research Services staff recently undertook a study to assess the impact of New Faculty and CURI seed grants. Administered through the Vice-President for Research's office, the primary purpose of these grants is to provide USU faculty



with opportunities to conduct research and development trials that would serve to support and substantiate subsequent externally funded proposals and projects.

**Results.** Eighty-six faculty in the College of Education and Human Services received New Faculty or CURI grants between 2001 and 2006. Of those, 69 were still employed at USU at the beginning of the 2006-07 academic year. Of the 69 faculty at USU, 51 have either published a related article, presented at a conference, or written a successful externally-funded proposal. Total productivity of grant recipients includes 50 published articles or books, 40 conference presentations or papers, and 39 externally-funded grant projects totaling \$8,599,309.

Post-hoc analysis on the distribution of published articles, conference presentations, or externally funded projects revealed that these seed grants were: a) equally valuable to both male and female faculty; b) stimulated collaboration (80% of publications had multiple authors); c) resulted in productivity of faculty across all CEHS departments and for all years of the study.

**Conclusion.** It is clear from this self-report data that CEHS faculty are able to link a significant record of scholarly activity to their New Faculty or CURI grant projects.

Comparisons of amounts spent on seed grants to those generated from related externally-funded projects suggests a return of over eight times the investment. This level of return suggests that these seed monies are serving their purposes well, within a College that ranks third nationally in external funding.



## Toward Cultural Competence

Tom Lee, FCHD  
FY 2004 CURI Grant:  
\$29,115

**Summary:** This project was designed to increase the cultural competence of the Youth and Families With Promise mentoring program by providing the means to offer improved, relevant, and effective service delivery to minority and other underserved or nontraditional youth and families whose culture, perceptions, and needs are often misunderstood by service programs designed for and by mainstream Caucasians.

**Outcome from CURI funding:** This grant led to funding in the amount of \$596,000 from the US Department of Justice and the Office of Juvenile Justice and Delinquency prevention.

### *Cognitive Organization of Partner-Beliefs and Its Relationship to Premarital Illusionment*

Sylvia Niehuis, FCHD  
FY 2005 CURI Grant:  
\$26,500

**Summary:** This study explored whether and how individual's knowledge and belief structures about their partner change as relationships unfold. Specifically at issue was the stability vs change in these knowledge and belief structures and how such structures are associated with both premarital illusionment and enduring relationship patterns.

#### **Outcome from CURI funding:**

Dr. Niehuis is currently in the process of writing and submitting three grants all using research carried out from CURI grant funding. In addition, a remarkable 15 articles have been published from this study.

### *The Impact of Stimulus Preference Assessment on Academic Progress in Children with Autism*

Thomas Higbee, SPER  
FY 2004 New Faculty Grant:  
\$13,500

**Summary:** Findings from research demonstrate that Stimulus Preference Assessment (SPA) can be used by practitioners to identify items and activities that motivate children with autism. Investigators in most of these studies, however, have evaluated effects on arbitrary responses in artificial experimental settings. This research study evalu-

ated the effects of incorporating SPA into ongoing educational programs and measuring its effects on educationally relevant behaviors.

**Outcome from New Faculty funding:** Leveraged 9 grants from various sources totaling more than \$328,000.

### *Exploring Alternative Models of Peer-Review and Collaborative Knowledge Building in the Context of a Free, Online, Peer-Reviewed Instructional Technology Journal*

David Wiley, IT  
FY 2004 New Faculty Grant:  
\$13,389

**Summary:** This project explored alternative models of peer-review and knowledge dissemination in the context of a new, free, online, peer-reviewed journal in Instructional Technology. Several peer-review models were studied, including karma-based and lottery-based moderation-meta-moderation and inclusive two-phase moderation, and applied these models to both articles and associated threaded discussion comments.

**Outcome from New Faculty funding:** Obtained two grants to study and organize open education programs from the William and Flora Hewlett Foundation totaling \$1,065,000.

### *The Persistence of Attending: Role of Reinforcement Context*

Timothy Shahan, PSYCH  
FY 2005 New Faculty Grant:  
\$11,270

**Summary:** Persistent inappropriate attending has been implicated in difficulties associated with educating the developmentally disabled and treating drug abusers. Animal models suggest behavioral persistence depends on all sources of reward in a context. This study examined whether persistence of attending in an animal model depends on all sources of reward in a context.

**Outcome from New Faculty funding:** Received funding from the National Institute of Mental Health for \$462,000 to study divided attention and reinforcement variables.

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### Congratulations CURI and New Faculty Grant Awardees

#### FY 2007 New Faculty Grants

Todd Campbell, Extension,  
SECED  
Brian Higginbotham, FCHD  
Deepak Subramony, IT  
Andrew Walker, IT  
Julie Wolter, COMDDE

#### FY 2007 CURI Grants

Scott Bates, PSYCH  
Lisa Boyce, CPD  
Barry Franklin, SECED  
Yanghee Kim, IT  
Kim Openshaw, FCHD  
Lori Roggman, FCHD

[www.cehs.usu.edu/ors/home.htm](http://www.cehs.usu.edu/ors/home.htm)

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