Greetings from the Executive Director | Laura Knight Lynn

Bumper Sticker Psychology and Doctoral Capstone Students

Dear Colleagues,

A popular bumper sticker that I remember seeing as a child asked: “Have you Hugged Your Kid Today?” Although that bumper sticker related to supporting the emotional development of children, I believe the sentiment can relate to how we consider the academic development of our doctoral mentees.

Have you emailed or called your dissertation or doctoral study student this week?

It is good to keep in mind that your doctoral capstone students are on a new journey, and they can feel overwhelmed or just plain “stuck” on many days in this process. Some students are hesitant to reach out because they feel like their questions are things that they should already know. A quick note from you to check-in or a few words of encouragement can improve the students’ motivation, attitude, and research self-efficacy.

If you are unsure of how to help an overwhelmed student, we have many resources through the Center for Research Quality (CRQ) to assist you. Methodology advisors can provide advice and references to help you sort out the problem and guide your mentees through the “stuck” area (see the article by Marydee Spillett in this newsletter). If your students are struggling in making a decision about where to even find their data, we have many new resources within our center to help guide with that decision making process (see related articles by Jenny Sherer and Sunny Liu). Our advisors can provide specific support there, as well. Additionally, there are many new resources within the Office of Research Ethics and Compliance (OREC) to help you guide if there are questions about the ethics of conducting certain research designs (see related article by Leilani Endicott). The OREC team provides office hours to students and can provide 1:1 support to students and faculty on these questions.

Within this issue, you will find many other interesting updates that can give insight into how we are approaching research training for doctoral students, monitoring quality, and providing resources and support. As you will see, we
have contributions from each member of the CRQ group in this edition. Reviewing these articles can help with your toolkit for supporting your students through the doctoral journey.

As you start this new term with your students, challenge yourself in the following ways:

1. How can I better inspire and support my students so that they can do their best work and make efficient progress?

2. What new resources are available to help support their academic development and progress with their capstone?

As always, let us know what questions or suggestions you have and what would be helpful from the academic centers to help you in supporting your students. Your feedback plays a critical role in continuous improvement for student and faculty research support. You can send questions that you have to CRQ@waldenu.edu or to the specific program-related role accounts mentioned in these articles.

Have a terrific start to your fall term!

Laura

**Technology Announcements | Kristina Harris**

The Center for Research Quality (CRQ) website is receiving a facelift. Historically, the CRQ website has been supported through RedDot; however, as of August 18, LibGuides will be the new platform for the website. We are excited about this move and anticipate a seamless transition.

The Research Curriculum and Academic Policy (RCAP) is moving from eCampus to Google Sites as of September 30. RCAP members will receive messaging on the transition.

For questions or comments on the above, please contact kristina.harris@waldenu.edu.
Google for Researchers | Daniel Salter

Google is more than a search engine or an email system, and offers many products that can be used to support researchers. With the access provided by your institutional Google account, both you and your students have access to these services, and you might consider including them in your research workflow. Here is a partial list of what is available.

**Google Scholar**

When you set it up, Scholar can function as a scholarly “presence” on the web by highlighting all your publications and presentations (similar to ResearchGate, Vitae, or Academia.edu, but without the social media aspects). Scholar also does a pretty good job of providing some basic metrics, including citations of your work by other authors. Another function, which these other programs lack, is that Scholar can be tied to the Walden Library for access to articles that may appear in scholarly searches. It also provides basic curation and organization of saved articles (but not nearly as well as dedicated programs like Mendeley or Zotero).

**Google Drive and Google Docs**

If Dropbox and Microsoft Office had a love child, it would be Google Drive. Google’s suite of office services is integrated into their cloud storage solution, similar to OneDrive and iCloud. There is so much capacity to these products that it is hard to pick just a few key things to say here. Arguably, Google set the standard for document collaboration, and sharing is so easy that you and your research team may never need to pass another manuscript through email again. With the recent update to Drive/Docs, a person can open and do basic editing of MS Office documents, including a pretty seamless exchange of tracked-changes between Word and Docs. The list goes on...

**Google Forms**

One of Drive’s better-kept secrets is Google Forms. Google makes it relatively easy to set-up web-forms for data collection, not unlike a simpler version of SurveyMonkey (and we have begun seeing Forms in IRB applications). Here’s a link to a Google Apps That I Have Used survey that I created just to demonstrate its functionality and the fact that Forms can also display real-time results (you must be logged in to your Walden Google account).

**Google Voice**

Need a phone number that you can give to participants that is not your regular office or mobile number? Then, consider getting a free Google Voice number. One cool feature is that it will also transcribe your voicemails as text (although not always perfectly). I would note that all of Google’s communication services (Voice, Talk, Chat, Hangouts) seem to be moving toward one centralized package, so Voice may not be a standalone service soon.
Google Specialized Searches
We all know how to Google something, but you may not be aware of the specialized search functions it offers. One particular customized search of interest to researchers is their Datasets Search Engine. It will not replace some of the dedicated programs for this purpose (e.g., ICPSR), but might turn up something potentially interesting that others missed.

Two final thoughts: A researcher’s preferred technology strategies are as unique as the researcher, so you may not find any of these products to be useful. They are just options, from the larger list of Google services that might support your research. Also, be sure you are following our acceptable use policies, as spelled out in the Faculty Handbook (i.e., your Walden Google Drive is not a place to store your family vacation photos).

Reminders from the Office of Research Ethics and Compliance
Leilani Endicott

Research Ethics FAQs
Please be aware of the IRB’s posted research ethics guidance, which can help students explore the relevant ethical issues early in their proposal development:

Research Ethics FAQs for Research in Clinical Settings
Research Ethics FAQs for Educational Settings
Research Ethics FAQs for Collecting Data in the Researcher's Own Workplace
Research Ethics FAQs for International Data Collection
Research Ethics FAQs for Studying Bullying or Other Issues Requiring Possible Follow-up
Research Ethics Planning Worksheet

IRB Office Hours
Open IRB office hours are offered during the following timeslots:

- Tuesdays: 4–5 p.m. Central time
- Wednesdays: 12–1 p.m. Central time
- Saturdays 8–9 a.m. Central time

In a group advising format, a faculty IRB member helps students brainstorm solutions to ethical challenges in doctoral research, including:

- setting up partnerships with sites
- recruiting participants
- different ways to obtain and document consent
- minimizing risks for participants
- maintaining data privacy
- managing dual roles and possible conflicts of interest
- sharing results with stakeholders

To join in real time, click [https://crq.adobeconnect.com/irbofficehours/](https://crq.adobeconnect.com/irbofficehours/)

Anyone who has the URL for the meeting can join. No password is needed.

**MyDR Insights: Through the Looking Glass of the Landing Pages**

Lou Milanesi

As we move through the sequential deployment of the [My Doctoral Research](MyDR) research capstone management system, students and faculty members understandably tend to focus much attention on the TaskStream component of the system, where the submission and feedback cycles take place. However, the web landing pages in the MyDR system provide a useful and vertically integrated roadmap of student progress through their doctoral research capstone.

The *student*-level landing page provides a step-by-step outline of the stages common to all Walden doctoral research studies. The organization of these student pages was created to provide immediate and accurate answers to the many “when, where, and how?” questions students tended to pose to their committee and the research office. Moreover, these pages interact with the Banner student database to update progress visually and provide links to additional resources specific to stages in the development of the study.

At the *faculty* level, the MyDR landing page displays all committee assignments within the MyDR system for the individual faculty member. The matrix includes the students’ ID, name, college, department, role on the committee, and the date that the faculty member joined the committee. Similarly, full committee information is displayed on the student landing page. Faculty members can drop into a student’s landing page simply by clicking on the student’s name at the faculty level. This feature was added to help orient faculty to their students’ progress and preview the next steps each student will be engaging. The student landing page can also be used by faculty members to verify the successful completion of each stage of the review process performed in TaskStream, as the TaskStream activity updates the Banner database that in turn updates the student’s landing page.
One step upwards in the vertical organization of MyDR is the program director/administrator view. This level presents a search screen that affords the user the ability to either access faculty lists by college or program, or to access individual information for faculty or students directly. The program director/administrator view also includes a direct link to a series of 14 self-service database reports related to students in the research capstone stage of their program.

1. Walden Committee Activity Report
2. Walden Faculty Assignment List
3. Walden Languishing Students
4. Walden Abstract-Passed URR Review on First Submission
5. Walden Final Study-Passed URR Review on First Submission
6. Walden Multiple Submissions Abstracts Detail
7. Walden Multiple Submissions Final Study Detail
8. Walden Multiple Submissions Proposal Detail
9. Walden Proposal-Passed URR Review on First Submission
10. Walden Resubmissions - Abstracts
11. Walden Resubmissions - Final study
12. Walden Resubmissions - Proposal
13. Walden Time in Each Phase
14. Walden Turnaround Time

Reports 4 through 14 in the list contain information that is combined and reported monthly in the Center for Research Quality Research Dashboard. These reports were automated into self-service units as part of the overall suite of MyDR resources, to provide program-level directors access to real time information to support data-driven decision-making. The first three reports in the list were added as new data extraction resources in the MyDR toolbox. The committee activity report can be used to report progress status changes for one or more students over a specified period of time. The faculty assignment list quickly generates an outline of active and/or inactive committee assignments for one or more faculty members over a specified period of time. Finally, the languishing student report affords the opportunity to extract large amounts of data for follow up analysis–its namesake function provides a quick means of identifying students who have spent more than the expected period of time at any stage in the capstone process.
Although finding a topic for a capstone project can be a challenge, determining how best to conduct the study can be an equally daunting task for students. They need not forge into the unknown without benefitting from the experience of others, however. The following resources are available to students to help them learn about and from previous research.

**Walden Participant Pool**

The Participant Pool is a website that acts as a virtual bulletin board, connecting Walden researchers to members of our community who are interested in participating in those studies. The website is open to all faculty and students, and is a great way to see some of the research being conducted by Walden researchers. For novice researchers, participating in a study can be an excellent way to understand the process from a participant’s perspective. Students can then note what may or may not work well for their own studies. Visiting the site as an observer is also encouraged as this process allows students to see approaches used by others, which may provide ideas to be considered for how to conduct their own research.

Additional information about the Participant Pool is available on the Center for Research Quality website, or feel free to direct any questions to participantpool@waldenu.edu. The site can be accessed directly at: http://walden.sona-systems.com.

**Inter-University Consortium for Political and Social Research (ICPSR)**

For many students, conducting an analysis of existing data may be the best method for answering their research questions. Conducting a secondary analysis of previously collected data can be an excellent way to build on previous research or study a particularly sensitive topic, where data collection can be especially challenging. As part of Walden's membership in ICPSR, students and faculty can access secondary databases, publications, and training in quantitative literacy. To access the data, researchers will need to create an account using a ‘waldenu.edu’ address.

Additional information is available online via the following link on the Research Resources page on the CRQ website or questions can be sent to datasetaccess@waldenu.edu. ICPSR resources can also be accessed via the site directly at: http://www.icpsr.umich.edu
The ProQuest Submission | Tony Ajsenberg

One of the final steps for a student completing a dissertation or a doctoral study is to submit his or her study to ProQuest. ProQuest is an online database of dissertations and doctoral studies. This step is required for the student to graduate.

After a student receives CAO approval, the Office of Student Research Administration sends detailed instructions on how the student can upload the final study to the ProQuest website. The student will then log in to the ProQuest website and create an account. While creating an account, the student can choose from different publishing and copyright options. Most of these options have no costs associated with them.

Some publishing and access options have a cost associated with them. These options are not required, but if the student chooses to use them, they will incur the cost associated with these options. The student also has the option of ordering bound copies of their study, which involves a cost that is paid by the student.

After the student has uploaded their document to the ProQuest website, it is reviewed for APA formatting. It is very common for this initial review to uncover formatting issues that need to be corrected by the student before it can be approved and published. Some common issues are blank pages, incorrect page numeration and Microsoft Word-to-PDF conversion issues. The student is notified of these issues via a detailed email and is expected to make the corrections. After the revisions have been made and the student has resubmitted their study, the document will be reviewed again. Upon final approval, the document is released for publishing and the Walden graduation team is notified. It does take some time for the study to actually get published.

The Office of Student Research Administration fields a lot of questions from students who are wondering why their degree has not been conferred when they received CAO approval. Most of the time it is due to the fact that they did not make the required revisions to their ProQuest submission. The student can log in to the ProQuest site at any time to view their status. The process is not complete until they have been approved for publication.
Upcoming Research Grant Opportunities  | Molly Lauck

This fall a number of research grant programs will be accepting new applications. These programs, sponsored by Walden University, are open to both faculty and student researchers. Detailed information about each program, including instructions about how to apply, is on the Internal Funding Resources page of the Office of Research & Sponsored Programs (ORSP) website, which is housed in the Center for Research Quality. Questions about these programs should be directed to grants@waldenu.edu.

Following are brief overviews and key dates for each program:

**2014 Faculty Research Initiative Grant (FRIG) Program**
The FRIG program, which was established to support excellence in scholarly work, provides funding for select faculty research projects deemed to be of exceptional merit. The program is open to all faculty members that have been employed by Walden for a minimum of six months and provides “seed money” for the development of faculty research agendas. Funds can be used to support pilot research projects or small scale research studies, or to supplement new areas of investigation that are spin-off studies or sub-studies of larger on-going research projects. The Director of the ORSP, working with the Research-based Review Committee, will make awards of up to $10,000, in response to research proposals submitted.

**Program Timeline**
- Application deadline: 10/6/2014
- Grant recipients announced: 11/14/2014

**2014 Presidential Research Fellowship (PRF) Program**
The PRF program offers three $10,000 fellowships to support research:
- The Don E. Ackerman Research Fellowship in Educational Leadership
- The Research Fellowship in Distance Education
- The Fellowship in Research and Applications for Social Change

Both faculty and students are eligible to apply for these fellowships, although students intending to use the fellowship funds to support their doctoral capstone research should be nearing the point of defending their research proposal when they apply. Applicants are encouraged identify the one fellowship that best aligns with their research goals and apply to that fellowship only, rather than submitting proposals to all three fellowships.
Program Timeline
- Application Deadline: 10/30/2014
- Fellowship recipients announced: 12/1/2014

2015 David A. Wilson Award for Excellence in Teaching & Learning
Open to faculty members employed at a university within the Laureate International University network, the Wilson Award recognizes and supports the excellence and innovation of Laureate International University network faculty members. Walden faculty members eligible to apply must have been employed by Walden for a minimum of two years; demonstrate a strong commitment to Walden and its mission; demonstrate a commitment to excellence in teaching and learning; and present a compelling research topic on teaching and learning in higher education. The Director of the ORSP, working with the Research-based Review Committee, will select one semi-finalist from the pool of Walden applicants to be considered by the Laureate Global Selection Committee.

Program Timeline
- Walden Intent to Apply Meeting: 11/27/2014 @ Noon CST (Please contact grants@waldenu.edu to confirm your participation by 11/24/2014)
- Walden Applicant deadline: 1/5/2015
- Walden Semi-finalist announced: 1/30/2015
- Wilson Award winners announced: Early April 2015

Updates to the Research Methods Courses | Annie Pezalla
In the Center for Research Quality, we are gearing up for an exciting year, as our efforts begin to refresh the research training that we offer to our graduate students. This training has been offered to our students for the past five years and includes six research methods courses—three core courses and three advanced courses.

We have made minor adjustments to the courses to keep the content as updated as possible, but since their launch in 2009, we’ve also gathered a lot of data about the larger revisions that would benefit the courses. One of those sources of data has been the Learning Outcomes Report book—a book that pulls student achievement scores from assignments across the research sequence and alumni self-rated proficiency scores on research-related skills. Another source of data has been from a Laureate-based Quality Assurance team, who performed a qualitative review of the courses. In addition, we’ve gathered syllabi data from other institutions, both online and
brick-and-mortar, to better situate any recommendations that we have about the needs of current doctoral students.

We are using all of this data to inform our work on the course revisions. Our goal in these revisions is to align the content of the revised courses with other research methods training experiences at Walden, such as the training at academic residencies, and to offer content that is both broadly applicable to all doctoral students while also flexible enough for discipline-specific application. To achieve those goals, we are working closely with key stakeholders across the university to ensure that everyone’s concerns and suggestions are heard.

To all those who have been involved in the courses thus far—who have taught them, provided your feedback on the strengths of the curriculum, and voiced your suggestions for improvement—we thank you. The ongoing success of these courses depends heavily on the university’s interdisciplinary involvement, and we are grateful for the chorus of voices that has come together for this common purpose.

**Methodology Advisors for Faculty | Marydee Spillett**

The Walden University Center for Research Quality has two methodology experts as resources for faculty. Their purpose is to provide methodological expertise and advice to mentors in guiding student research projects or faculty research studies. The Methodology Advisors are available to answer specific questions about research design, research methods, or data analysis from faculty members who are serving on committees, engaged in collaborative research with students, and engaged in their own Walden-based research.

The Methodology Advisors recognize that there are differing opinions regarding methodological tools, processes, and approaches. They respect the value of diverse approaches to research methodology and do not purport to take sides or represent one perspective over another. Each academic program at Walden has its own requirements for the quality of doctoral research studies or projects, so the Methodology Advisors do not render specific judgments about what kind of study or method is or is not an acceptable dissertation or doctoral study at Walden. If a faculty member is uncertain about minimum quality standards, please contact your program administrators. Also, any disagreements between the URR and committee members should not be referred to the Methodology Advice account, but instead should follow the URR appeals process outlined on page 14 of the *URR Manual*.

If a faculty member wishes to request consultation from the Methodology Advisors, please follow the instructions below:
Email your specific questions to MethodologyAdvice@waldenu.edu. Please submit questions to the methodology address only from your Walden University account. Questions will typically be answered within 48 hours of receipt.

To allow us to respond to your questions effectively, the subject line of the email should contain the following information:

1. Whether this inquiry involves a **qualitative, quantitative, or mixed methods question**.
2. If related to student committee work, indicate the **stage of the research project** (prospectus, proposal, final study).
3. If faculty research, please so indicate.
4. Your college or center **affiliation**.

Examples of appropriate subject lines include:

- Subject: Quantitative Proposal College of Education
- Subject: Qualitative faculty research College of Health Sciences

In the body of the email, please include as much relevant information as you can succinctly provide to facilitate answering your questions. Unfortunately, our staffing does not allow us to read entire proposals. Please provide some helpful background on the study as well as your specific questions concerning the methodology of the study. Please address the following issues:

1. The research question: what are you trying to answer?
2. Proposed sample population.
3. Where you will conduct your research.
4. When you plan to implement your research study.
5. Type of study you are considering.
6. Outline of the research process.
7. Bullet-point the key questions or challenges to the research process with which you need assistance.

If a faculty member has specific questions about the research design or methods pertaining to a research study, the Methodology Advisors would be happy to help. We look forward to hearing from you!
5 Myths of Using “Secondary Data” for Research  |  Sunny Liu

In the Center for Research Quality, we have observed an increasing desire from our students to use data that were collected for other purposes (such national databases or operational data where they work) in their capstone—what is sometimes called “secondary data”. There are definitely some advantages and challenges to secondary analysis of existing data, and I’d like to share and clarify some of the myths that I have observed in the process. The list is by no means to be exhaustive, however, and I hope it can offer you some tips in working with your students if they choose to use secondary data in their studies.

Definition
Secondary data analysis may sound confusing to many folks. Why is it secondary? In what way? Does this mean that my study will be considered secondary in nature and not be treated equally with other studies? Sometimes, students ask me if they will be able to publish a study using secondary data in a journal. The answer is “yes.” Some renowned researchers have used secondary data and published their studies in top-tier journals. “Secondary” here merely means that the student researcher did not collect the original data.

Efficiency
The biggest myth about using secondary dataset is probably efficiency. I have heard many people talking about the joy of saving time and effort by using a secondary dataset. If I do not need to spend time on collecting my own data (and may also save time in the IRB review), why doesn’t it save time to use secondary data? The answer is that researchers may spend more time knowing the data than collecting their own data. When you collect your own data, you know all the ins-and-outs of the data because you have designed the data collection process yourself. However, getting to know the secondary dataset will involve some time, too. If you use a large dataset, such as the ones collected by the government or research organizations, you may find thousands of variables in a single file. Sorting through the variables and understanding how the variables have been collected can take weeks and months, even years sometimes.

Complexity
If I have a data manual or some explanations about the data, shouldn’t it be easy to use the data? The answer is “not necessarily.” In a dataset that used complex sampling methods, such as the combination of cluster and stratified sampling methods, you have to learn which weight to use in your data analysis and also how to use it. You may find dozens of weights in a dataset. Which one to use depends on the variables involved in your research questions. It becomes even more complicated if you choose to use longitudinal datasets.
Also, you may select a subgroup of the dataset (e.g. Asian or community college students) and treat it as a representative sample. However, that assumption may not be true. Just because the whole sample is generalizable to a population, it does not mean a subgroup is representative. For example, selecting Asian individuals as a subgroup may not represent the whole Asian population, even if the whole dataset represents the national population. How the researchers collected the data makes a difference here. Many of us may have wrongfully assumed it’s true at the beginning of a study.

**Quality**

*If someone who has already had experience conducting his/her research, shouldn’t the dataset he/she collected have a better quality than the one I collect on my own?* The answer is “not necessarily” again. What was acceptable quality for someone else’s research may not be sufficient quality for you because the dataset was collected to address different research questions than yours. Also, the dataset that other researchers collected may have several limitations. If you collect your own data, you have the potential to avoid some of the limitations. In fact, there is a big variation in the quality of the secondary datasets, especially operational data collected in work settings. Paying attention to the limitations of your chosen dataset will be a shortcut for you to judge the quality of it.

**Source**

This one is indeed a myth. The common questions I heard students ask are: *Does a dataset even exist for me to use? Where can I find one to use? How do I know this is a good dataset?* The truth is that there are so many datasets, spread out over many places, that identifying a good one to use is not an easy task. Finding one will require some research of the past literature and some visits to a variety of websites, such as the governments’ listings, organizations’ listings, search agencies, databases, etc. Consulting with faculty and other experts in the field is important as well. Try to treat the identification of a good dataset as a long-term project instead of a quick, one-day adventure.