Greetings from the Executive Director | Laura Lynn

Walden Community,

We are pleased to bring your second issue of re:Research, the bi-monthly newsletter for the Center for Research Support (CRS). In this issue, we focus on key topics related to strengthening research and scholarship at Walden. Highlighted are accreditation efforts, technology to support research mentoring, IRB tips for research in educational settings, funding support, and our methodology advising services for faculty.

Doctoral Capstone Quality Enhancement

In collaboration with other centers and college representatives, CRS continues to make progress on improving the quality of doctoral capstones through assessment and training. Stayed tuned in the coming months for revised tools, process updates, and new faculty research training opportunities.

URR Training in Minneapolis

This summer, approximately 70 University Research Reviewers (URRs) will participate in a live training session to support assessing for doctoral quality, consistency in assessment, and interacting and collaborating with capstone chairs in support of student success. This session will include a presentation, casework, and role-playing activities. CRS staff, college research leaders, and URRs from the planning committee will present the training. Those URRs unable to attend in Minneapolis will have access to this training remotely through Live Meeting. It will also be recorded for URRs that are unavailable during the training time.

Research, Scholarship, and Our Professional Doctorate Programs

A working group of center staff and college representatives has been collaborating on a white paper to further clarify the nature of professional doctorates at Walden, within the context of our history. This group includes leaders from our current professional doctorate programs (DNP, D.B.A., and Ed.D.), along with other college faculty. Specifically, this group is working on recommendations to guide curriculum and capstones, based on current literature on professional doctorates, and with appropriate sensitivity and flexibility to the needs of varying professional fields. This white paper will help guide our thinking on this topic for current and future programs and support our communication efforts with accrediting bodies.
CRS Webinars

Be sure to be on the lookout for our CRS webinars. Links for our past webinars, on using the participant pool and on abstract development, are on our website. Stay tuned for upcoming webinars on working with secondary data from ICPSR and on ethical issues related to intervention research.

I hope you find this issue helpful. Do not hesitate to contact me with questions or suggestions for our newsletter, website, or upcoming webinar topics at crs@waldenu.edu.

Sincerely,

Laura

Faculty Research Initiative Grant Program | by Molly Lauck

The Faculty Research Initiative Grant (FRIG) program was established to support excellence in scholarly work, by providing funding for select faculty research projects deemed to be of exceptional merit. The program is open to all faculty who have been employed by Walden for a minimum of six months and is intended to provide “seed money” for the development of faculty research agendas. Funds can be used to support pilot research projects, small scale research studies, and to supplement new areas of investigation that are spin-off studies or sub-studies of larger on-going research projects.

The director of the Office of Research & Sponsored Programs (ORSP), working with the research-based review committee, will make awards of up to $10,000, in response to research proposals submitted. A total of $120,000 will be awarded in November 2011.

Additional information, including the 2011 FRIG Program Request For Proposals (RFP), can be found on the ORSP page of the CRS website. Questions about the FRIG program should be directed to grants@waldenu.edu.

Turnitin.com Reminder | Tony Ajsenberg

An excellent tutorial on how to run a Turnitin.com report is now available on the Center for Research Support website under Research Tutorials and Webinars. This tutorial provides step-by-step instructions on how to run the Turnitin.com report.
Methodology Advisors for Faculty | Lou Milanesi

The Walden University Center for Research Support has two methodology experts as resources for faculty. Their purpose is to support Walden University's commitment to social change by providing advice and expertise to faculty in guiding student research projects and/or in their own efforts. The consultants are available to answer faculty questions for those serving on committees, engaged in collaborative research with students, and for faculty members engaged in their own Walden-based research. Please keep in mind that these consultants are a faculty resource, and they will be unable to respond to individual student questions or directly to students referred to them by faculty members.

Consultant services are immediately available to our faculty by following the instructions below:

Consultations can be requested by emailing your questions to MethodologyAdvice@Waldenu.edu. Questions will typically be answered within 48 hours of receipt. Please only submit questions to the methodology address via your Walden University account.

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

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

Examples of appropriate subject lines include:

Subject: Quantitative proposal defense 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. 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.
**Biographies of Methodology Consultants**

**Matthew Jones** is trained as a public administration theorist and policy analyst. He is versed in quantitative methods and systems methodologies and also has an active interest in complexity theories of leadership and organizational management. Matthew largely engages in applied research projects for government organizations and frequently serves as a methodological consultant to them. His current research interest surrounds the intersection of technology and administration, and he has co-edited books on strategic website development and the use of Web 2.0 for the public sector. His current writing project is a case study approach to research methods for Sage Publications. Serving as a faculty member at SUNY-Brockport and Portland State University, Matthew has taught quantitative analysis, research design, performance measurement, and program evaluation at the graduate level for many years.

**Marydee Spillett** is trained in higher education administration and experienced in teaching qualitative research methods and design. Marydee worked as a faculty member at the University of New Orleans, where she taught courses in qualitative research methods and served as qualitative methodologist on doctoral dissertation committees. She also worked at Louisiana State University School of Human Sciences, where she taught qualitative research design to nursing doctoral students, and at the University of Utah, where she taught courses in higher education administration. She recently presented a paper at the American Educational Research Association (AERA) about personal metaphors for doing qualitative research. In 2005, Marydee joined Walden, serving as Core Faculty in the Ed.D. program for five years. Currently, Marydee serves as Faculty and Qualitative Methodology Advisor in the Center for Research Support. In this role, she attends many residencies in order to support the development of students’ dissertation research.

**Participant Pool Reminder | Jenny Sherer**

The Participant Pool continues to post new studies and on average, there are between 10-15 studies in which interested individuals can participate. This site is a valuable tool for our researchers as it provides access to the unique and diverse Walden community.

Additionally, it offers the chance for students to learn not only about research in general, but about the
research being conducted by Walden faculty and staff. Most of the studies posted are online surveys, but as the site acts as a bulletin board, it may be possible to post studies involving other types of data collection. Please contact participantpool@waldenu.edu with any questions about whether the site may be a good fit for your or your students’ research.

**Accreditation: Your Voice in Continuing Quality |** by Gary Burkholder

As part of voluntary membership in the Higher Learning Commission of the North Central Association region, institutions agree to undergo a periodic process of reaffirmation of regional accreditation. Many individuals from departments within Walden University are engaged in a process of self-study to achieve that goal. The process of reaffirmation of accreditation provides us with a unique opportunity to examine the areas in which we are strong and the opportunities we have to become better at demonstrating excellence in teaching, learning by our students, and that Walden University “lives” its mission of positive social change.

This reaffirmation is done through demonstrating that we meet the standards set by five core criteria:

- Criterion 1: Mission and Integrity
- Criterion 2: Preparing for the Future
- Criterion 3: Student Learning and Effective Teaching
- Criterion 4: Acquisition, Discovery, and Application of Knowledge
- Criterion 5: Engagement and Service.

Eric Riedel, executive director of the Office of Institutional Research and Assessment, and I serve as co-chairs of the HLC Self-Study Steering Committee, which consists of approximately 20 individuals across the institution who oversee the work of completing the self-study. There are 11 criterion, special topics, and operational working groups that focus on specific areas of the self-study. Lou Milanesi and I serve as co-chairs for the Graduate Special Topics working group, and as such, we discuss and help focus the efforts of the five criteria groups related to graduate education at Walden University. Of course, graduate research is a large part of graduate education, so this topic occupies much of our conversation. We are currently working with each of the criteria groups whose members are now creating detailed outlines that will form the “skeleton” of the Walden University Self-Study that will be completed over the next year.
We invite you to visit the new eCampus site related to reaffirmation: **Accreditation: Your Voice in Continuing Quality.** There, you will find a blog providing updates to everyone—students, faculty, and staff—on activities by the various working groups as well as ongoing discussions with the broader Walden community. We want to hear your voice, particularly as it relates to graduate education and research at Walden. However, there are a number of ongoing discussion topics about which you may have input. We strongly encourage you to visit the site, review the discussion threads, and contribute to the discussions. Your voice is important in helping us to shape the self-study. See you there!

**Tips for a Smoother Ethics Review for Research in Educational Settings | Leilani Endicott**

A new [IRB guide](#) has been posted to help students consider the ethical issues relevant to doctoral research occurring in educational settings. These tips will be most helpful to students early in the research planning process, when they are considering potential research designs, sites, and samples. Below are some of the core pieces of research ethics guidance for students who will be conducting their doctoral research in schools.

**What Kinds of Data May I Analyze from My Own Students?**

Educators may analyze data from their own students only when the data are generated as a *byproduct of normal educational practices* and no student names are recorded in the research documents. Approvable categories include:

- student work-products (journals, projects)
- student standardized test scores
- other types of student assessments
- student discussions that are directly related to the curriculum
- school records
- any other data that are generated as a result of regular learning activities or initiatives of the school that may be considered “normal educational practices”

**What Kinds of Data May NOT Be Collected from My Own Students?**

- interviews
- focus groups
- surveys or tests that are for research purposes only and serve no direct purpose for the student’s benefit
What If I Want to Interview or Survey Students?

Data collection from former students or other teachers’ students could be ethically acceptable, but teachers may not collect interview or survey data from their own (current) students. Not only would the validity of the data be suspect, but such a research invitation is likely to strain the teacher-student and teacher-parent relationships in a manner that is not ethically acceptable. Despite any assurances that the teacher may make on a consent form, a student (and parent) will feel pressured to agree to the teacher’s study even if they do not believe it is in their own best interest. For a teacher (or any other trusted authority figure, such as a principal or school counselor) to leverage or strain that relationship for personal gain (earning a doctoral degree and a higher salary) would go against fundamental research ethics principles.

Can I Study Student Anxiety, Depression, Eating Disorders, or Other Psychological Issues?

At Walden, doctoral education researchers must stay within the domain of education (i.e., topics that the program coursework covers) and not cross over into psychology or other fields UNLESS the researcher’s coursework, training, and committee configuration support an interdisciplinary approach.

Is It More Ethical to Conduct My Study at My School or Another School?

While it is natural and commendable to want to support positive developments in one’s own workplace, conducting research in one’s own workplace is ethically complicated and will limit the research design possibilities. Conducting research at one’s own school creates a conflict of interest that can easily result in biases toward selecting participants and/or collecting data that are likely to reflect favorably on the school (or the researcher, or the researcher’s colleagues, or the researcher’s viewpoints).

More importantly, risks to participants are greater when the researcher personally knows them. Breaches of confidentiality are more likely and can result in serious damage to professional reputations, employability, relationships with particular students/colleagues, and even student learning outcomes. Further, the university is committed to the basic principle that research participants should volunteer with the motive of helping to generate new knowledge (i.e., not because they want to give a favor to a colleague or a teacher).

If you decide to conduct “in-house” research for your doctoral capstone (dissertation or doctoral study), you are obligated to select a research design that provides maximum protections to the research participants:

- Focusing the research on your own classroom will limit the research design to analysis of data that are generated from “normal educational practices” (e.g., test scores, work products, school records—this is sometimes called “archival data analysis” or “secondary data analysis”).
• If you decide to study teachers in your own school, you should limit your design to either analysis of archival data or anonymous surveys. Interviews of teachers are sometimes ethically acceptable but cannot be approved if you are a supervisor of the teachers or if the topic is sensitive (i.e., if their responses could damage their professional reputations and employability).

As always, any students or faculty who have questions about ethics compliance in a research study can contact the Office of Research Integrity and Compliance at IRB@waldenu.edu. Additional guidance can be found in the ORIC page of the CRS website.

CSP Highlight: The LGBT Issues Research Group | by Gary Burkholder

Communities of Scholarship and Practice (CSP) provide unique opportunities for students and faculty to engage in research. One community is the Lesbian, Gay, Bisexual, and Transgender (LGBT) Issues Research Group. We are in the early stages of establishing the group, which currently has about 40 faculty, staff, students, and alumni as members. In the process of establishing the community, we are discovering features of the site that make overall facilitation easier.

We first engaged faculty and students in a discussion using the discussion board feature about the mission and vision of the group. Members also reviewed similar statements adopted by other similar professional organizations, such as Division 44 of the American Psychological Association (APA). It was important to focus the group mission on research while allowing for other opportunities for networking and information and resource exchange. The Walden LGBT Issues Research Group is dedicated to fostering student and faculty research collaboration that promotes positive social change for the lives and communities of persons from gender and sexually diverse backgrounds. This includes lesbian, gay, bisexual, transgender, queer, intersex, and questioning (LGBTQIQ) persons, as well as persons whose identities may exist in a culture-specific blending of sexuality and or gender.

We next created a survey using the survey feature. This feature is very easy to use and provides a very useful way to collect qualitative and quantitative information from the members of the community. We are trying to get a sense of who our community members are, as well as their research and other interests. Our goal is to begin to set up research focus areas that small groups of faculty, staff, students, and alumni can begin to do literature reviews and collect resources. Ultimately, we would like to be able to write literature reviews that can be published and/or presented at conferences, and it is likely that we will
be able to begin having doctoral students identify gaps in the literature through the CSP and can begin their dissertations earlier in their programs of study.

If anyone is interested in joining the LGBT Issues CSP, or if you have any questions, please feel free to contact me (gary.burkholder@waldenu.edu) or Stacee Reicherzer (stacee.reicherzer@waldenu.edu). There are a number of other communities in which you may be interested in, as well.

**Scholarly Technologies Worth Exploring | Daniel Salter**

Many scholars are always on the hunt for solutions that support the research process, so I thought I'd share a few of the ones that have become part of my research workflow. Of course, your mileage may vary, and Walden does not provide support these products.

**Mendeley**

Imagine that Facebook and Endnote had a love child: that product would be Mendeley. Mendeley is first a desktop client for managing and annotating your references, and works with word processors to help construct a formatted bibliography. It also syncs your resources to the cloud, so that you can access them through Mendeley’s web browser interface or with your smart device (yes, there is an app for that). Mendeley has some social networking options so that you can set up shared reference lists or follow the work of other scholars, outside of the Walden community. It’s free, and plays well with similar technologies that we do use at Walden, like Zotero and Word.

**DEVONthink**

**DEVONthink** (DT) is an elaborate information management system, that can import and/or index just about any type of file that you through at it, including PDFs, all manner of word processing documents, spreadsheets, photos, videos, etc (and your Mendeley folder, too). And, with built in optical character reading (OCR), it can scan paper documents and translate PDFs into readable files. The search function uses artificial intelligence to search all your documents and find unexpected connections between them. Also, DT has a built-in web browser, clipping services, and basic word processing, for note taking and when you are ready to start writing, along with an app for your iDevice. There’s a bit of a learning curve, however, and DT is Mac-only (but a piece of software that could make someone reconsider). The DT Office Pro version, with all the bells and whistles, is currently $149. Scaled-down versions of DT are less, and the company offers trial software and educational discounts. They also make a high-end search machine call DevonAgent.
Skype

I know that many members of our academic community already use Skype, and find it to be a useful tool for breaking down the distance in distance education. These video chat technologies make research collaboration a little easier, too. One aspect that I'm finding increasingly useful is the ability to share a screen, while in the middle of a video chat. For example, I can run an SPSS analysis, and the other person can see every menu selection and all the output in real time. I'm not sure what lies ahead for Skype, now that Microsoft has acquired the company, but potentially we can expect some better integration with their products, which many of us already use.

ICPSR Access

Walden’s membership in the Inter-University Consortium for Political and Social Research (ICPSR) gives all Walden students and faculty access to wide variety of secondary databases and related publications, as well as training in quantitative literacy. ICPSR resources can be accessed via http://www.icpsr.umich.edu/icpsrweb/ICPSR/. To access the data, you will need to create an ICPSR account with your @walden.edu address. Requests for data will be delivered same day or next day.

Here is a link to the orientation slides for ICPSR: Orientation to ICPSR

Contact datasetaccess@waldenu.edu with any questions about access.

February 2011 RDS Award Recipients

The Research Dissemination Support (RDS) program supports faculty who promote the visibility and scholarly reputation of Walden University through the dissemination of their research and research-related activities. The RDS program offers two types of awards: 1) Presentation RDS – travel support for research and research-related presentations at conferences; and 2) Publication RDS – support for research and research-related publications. For further information about this program, including how to apply, please download the RDS Program Guidelines, which can be found on the Office of Research & Sponsored Programs page of the CRS website.

February 2011 RDS recipients’ names appear below in bold-face.

Center for Research Support

College of Health Sciences


College of Management and Technology


College of Social and Behavioral Sciences


The Richard W. Riley College of Education and Leadership


