Greetings from the Executive Director | Laura Lynn

Dear Walden Community,

In this issue of re:Research, we are happy to share updates on new research policies, research governance, and opportunities for presentation and publication. In addition to this information, I would like to emphasize other ways that the Center for Research Support can support your research and scholarship.

With the many responsibilities of your daily work routine, I know how hard it is to find time to fit in scholarship and research. These activities are important, however, not only to add to the knowledge within your field, but also to bring life to your students’ learning. Your scholarly experiences provide concrete information for the students that you have in class, and those with whom you work on dissertation committees.

To accomplish this goal, support and opportunities are needed. A few specific opportunities are highlighted in this newsletter, including the Walden journals, research symposium, and Research Dissemination Support (RDS) Program. Beyond these, I’d like to remind you of other resources available to you for generating or enhancing your scholarship, all of which can be found on the CRS website.

Resources for Generating Original Research

- **Secondary databases**: We provide access to large databases through ICPSR, which the Walden University community can use for original analysis.

- **Walden Participant Pool**: This resource offers access to members of Walden University who are interested in serving as research participants.

Resources for Research Funding

- **Faculty Research Initiative Grant**: The program involves $10,000-20,000 grants for faculty to stimulate research generation.

- **Presidential Fellowships**: The monetary awards in this program support promising research in specific areas, including online learning and social change.

Visit the Center for Research Support website
Resources for Research Ethics

- **IRB Guides**: These guides can help in planning for different types of research to ensure ethical soundness.

Other Research Resources

- **Communities of Scholarship and Practice (CSP)**: These faculty and student online communities focus on specific research topics and can be found in eCampus with the header “CSP”.

- **Tutorials**: We host many online tutorials to support student research that can also help you “brush up” on your research and scholarly skills.

- **Faculty Expertise Database (FED)**: Not just for students, the FED can be used to identify other faculty at Walden with whom to collaborate.

At this summer’s faculty meeting, we will be going into greater detail on the ways we support faculty, with examples of resources and ways to develop research in your areas of interest. Please do not hesitate to contact us at CRS@waldenu.edu for information on jumpstarting your research agenda.

Process for Committee Resignations  |  Lou Milanesi

Recently, a new policy was approved related to faculty voluntarily leaving service on student research committees. The purpose of this new policy is to provide a standard process through which a committee member or chair can *voluntarily* request release from service on a dissertation or doctoral study committee. Processes existed for a student to petition for a new chair or committee member. No uniform process was available, however, to inform action when a member of the committee wishes to remove herself or himself from service to the student.

Committee members may realize that the student’s study has evolved such that their specific expertise is no longer germane, or they may need to reduce their commitments to address unanticipated life events. Lacking a defined process, the most common practice faculty employed in these circumstances is to direct the student to locate a replacement. This strategy can contribute to significant emotional distress and delays in student progress if the transition of new membership is not accomplished efficiently. Moreover, this approach to reforming the committee can leave the program leadership unaware of the student’s situations or the reasons surrounding the need for change, thus contributing to a failure to document issues that contributed to the change.

The new policy requires that the member who is seeking release will complete the *Chair or Committee Member Request for Resignation Form* that will be
available on the Forms area of the CRS website. The faculty member will then attach it and all supporting documents (e.g., student e-mails, faculty e-mails, copies of student documents) in an e-mail sent to the Program Director (PD) or Program Director’s designee (PD/Designee) for review and action. Should the PD/PD Designee support the faculty member’s request; a plan of action would be proposed that aligns to University policies and practices. Without sufficient compelling reasons, a member’s withdrawal from a committee may jeopardize his/her future committee assignments or continued employment at Walden University, at the discretion of the program director. Factors that may contribute to the decision of the PD/PD Designee, who retains discretion regarding the merit of the rationale include:

1. Multiple efforts to work with student result in student lack of response.
2. Student refuses to make stylistic/content changes after at least 3 clear attempts.
3. Student becomes confrontational/inappropriate/abusive with chair/member.
4. Chair/member stepping down believes student needs other content/methodology support and can make the case for this need.
5. Faculty member plans to resign or retire.
6. Faculty member is experiencing life events that limit his or her ability to serve the student adequately.

While the new policy is primarily intended to support students and new committee members during these transitions, the process also provides program leaders with better information regarding situations where faculty may need their support or assistance.

**SBSF 7100 in Blackboard** | Kurt Schoch

With the Summer 2012 quarter start, SBSF 7100 saw some updates and revisions as it migrated to Blackboard. Any links that were out-of-date were replaced by current sites (e.g., “inside.waldenu” links were replaced with current links). Note that the syllabus for SBSF 7100 now more clearly reinforces five required areas of successful completion by students in order to receive a Satisfactory grade:

- Submission of an initial Quarter Plan
- Responses to two Discussion questions
- Submission of a Final Report
- Submission of updated Program of Study (POS)
- Demonstration of sufficient academic progress

Please be sure students are compliant with all five of these before submitting a final “S” grade. There is now a link in the syllabus to Program of Study forms if students need one.
The due dates for Discussion question postings were revised to ensure that the dates in the syllabus match the dates in the Discussion items. Both areas now indicate the posting of Discussion 1 in Week 5 and Discussion 2 in Week 9. As always, remember that students in an SBSF 7100 Research Forum must post their Quarter Plan (QP) within the first seven days of the quarter; posting early does not count – any QP posted prior to the start of the quarter will have to be resubmitted.

Note, too, that there is now an “Ask the Mentor” item positioned close to the “Mentees’ Café” on the left side of the course home page. This new area is intended for students to post questions that arise during the course about directions, procedures, due dates, or other issues unrelated to personal matters. In this way, it differs from the Mentees’ Café. You will find the location for entering Mentor Contact Information by clicking on the “Ask the Mentor” thread within the Ask the Mentor forum. Please be sure your contact information is entered as soon as possible so students know how to contact you and, just as importantly, know your background, professional and academic interests, and any other information you feel might be helpful to developing a good relationship.

Faculty mentors will also see that the Dissertation tab has also been reorganized and updated to reflect recent changes to the process (e.g., the premise and the new checklists) and to highlight all the current resources that support the dissertation. Now would be a good time for faculty to download up-to-date copies of all the dissertation materials.

Let me know if there are areas of concern or questions.

**Walden University Publishing** | Daniel Salter

**New Editor for JSBHS**

A new editor, Vincent Fortunato, took the reigns of Walden University’s *Journal of Social, Behavioral and Health Sciences* in May. Vince is a faculty member in the School of Psychology, and brings some excellent background to the role. His research interests include work motivation, job attitudes, stress and well-being, leadership, group effectiveness, and personality. He is a member of the Society for Industrial and Organizational Psychology and Academy of Management and is a co-founder and chief scientist for The MindTime Project, an organization dedicated to advancing the science and application of temporal thinking.

We also want to take this opportunity to acknowledge and celebrate the leadership provided to *JSBHS* by outgoing editor, Gary Burkholder. Beyond his role as an editor, Gary was pivotal in launching the [Walden University Publishing](https://www.waldenu.edu/publishing) area; doing much of the “grunt work” that makes all the editors’ lives a little easier today. Thank you, Gary!
Search for Editorial Board Members

One of the primary duties of an editor is to maintain a strong, diverse, and current editorial board. As such, we are always “on the hunt” for new members. If you would like to nominate a prospective board member or are interested yourself, please contact the appropriate editor at the email addresses below.

- **Journal of Educational Research and Practice**: contact Paula Dawidowicz at JERAP@waldenu.edu
- **Journal of Social Change**: contact John Nirenberg at JSC@waldenu.edu
- **Journal of Social, Behavioral, and Health Sciences**: contact Vince Fortunato at JSBHS@waldenu.edu
- **International Journal of Applied Management and Technology**: contact Raghu Korrapati at IJAMT@waldenu.edu

Semi-finalist for the 2012 David A. Wilson Award Selected

by Molly Lauck

In October 2007, Laureate Education, Inc.'s chairman and CEO, Douglas Becker, established The David A. Wilson Award for Excellence in Teaching and Learning in honor of the company's former board member, Dr. David Wilson, for his dedicated service to the Laureate network. Since the award's inception, more than 200 faculty members from 20 Laureate higher education institutions have submitted research proposals for eight research awards totaling $400,000.

The David A. Wilson Award for Excellence in Teaching and Learning seeks to recognize and support the excellence and innovation of Laureate International University faculty members. The award recognizes research on innovation in teaching and learning in the field of higher education.

Dr. Karlyn Barilovits, Program Director, School of Information Systems and Technology, College of Management & Technology, has been selected as Walden University's semi-finalist to be considered by the Laureate Global Selection Committee (GSC) for the 2012 David A. Wilson Award for Excellence in Teaching and Learning.

The GSC will review applicants from the universities in the Laureate International University network that are participating in the award program. The GSC will then forward their selection of five finalists to David A. Wilson for his consideration. Dr. Wilson is expected to announce the two winners of the Wilson Award in June, 2012.
Congratulations to Dr. Barilovits for being selected as the 2012 Walden semi-finalist, which is a great accomplishment.

**Dissertation Premise and Prospectus 2.0 – An Update | Daniel Salter**

The launch of the updated dissertation prospectus and the new premise guides appeared to have gone pretty smoothly this past term. We've received a lot of positive feedback from the field, along with some good suggestions on how to improve the student experience. In response, the presentation format was tweaked to align more closely with other documents that students write (e.g., using a title page), and our colleagues in the Writing Center have developed templates for students to use to get started. The content has not changed.

Over the summer, we will be working with each of the programs to develop exemplars that are more specific to the various academic disciplines represented at Walden University. As soon as these documents are ready, we will be posting them to the CRS website. The two writing templates are on Ph.D. Dissertation page of the Online Writing Center site, now.

**Update on Ph.D. Rubric Revision | Gary Burkholder**

As many of you are aware, the new Dissertation Checklists, the Dissertation Minimum Standards Rubric, and the Dissertation Quality Rubric were implemented March 5, 2012. The communications you received provide guidance on how to transition to the new tools. Committees having proposals or dissertations that are not yet under formal committee review will transition now. Other committees, in which the members are engaged in review, may still be using previous tools. We have tried to provide some flexibility for you in the transition; however, we ask that committees transition to the new evaluation tools as quickly as possible. All previous rubrics have been removed from the Center for Research Support website; ensure that you update any documents that you have on your own computers with the new evaluation tools. We expect that most committees now will have transitioned to the new process. I list below some frequently asked questions related to the rubric transition.
Q: I am the committee URR, and the committee has sent me evaluations using the previous rubric. What should I do?

A: It will be easiest to use the previous rubric; however, if you want to use the Dissertation Minimum Standards Rubric for your evaluation, you can. However, all, committee members must complete, and the chair submit to you as part of the review, the Dissertation Quality Rubric.

Q: The student completed the dissertation proposal using the previous evaluation rubric. Now, the student is completing the dissertation. Does s/he have to complete the new checklist for all chapters?

A: No. The student only needs to complete the checklist for chapters 4 and 5.

Q: What should the committee URR member get at his or her final review of the dissertation?

A: The Committee URR should get the Turnitin report, the clean dissertation from the committee, the completed checklist, the Dissertation Minimum Standards Rubric from the Chair and each Committee member, and the completed Dissertation Quality Rubrics (at the final dissertation review). The URR will not be allowed to move forward until each of these documents is received.

Q: Should members of the Committee be providing feedback on the Dissertation Checklists?

A: Committee members and URR can use this document to make notes to the student to highlight specific sections. The checklist is intended to be a historical representation of the conversation around content. However, the committee members should use the Dissertation Minimum Standards Rubric as their primarily evaluation tool, and it is expected that committee members will communicate deficiencies and strengths to the student in this way.

**CRS Offices Update | Kristina Harris**

In the last issue of *re:Research*, we highlighted changes to our website to improve the overall user experience. Those of you who have had the opportunity to visit the new site may have noticed some changes to our office names. As the university grows and expands its offering, the Center for Research Support is also changing. Here are brief summaries of the four offices that are housed in the CRS.
The **Office of Student Research Administration** receives submissions of proposals and completed capstone projects and distributes them to university research reviewers, Form and Style Review editors, and the chief academic officer for final approval. This office also supports the capstone publishing process on ProQuest UMI. Research service specialists respond to student and faculty member questions pertaining to the research process. Data processing and reporting specialists provide program leaders with necessary data and information about student activity in the research process.

The **Office of Research Ethics and Compliance** is the home of Walden University’s Institutional Review Board (IRB). All IRB applications are submitted to this office where they are processed and submitted to IRB members for review. A special review board is in place for students conducting research internationally or working with populations outside of the United States. This office is also responsible for managing Walden’s online research participant pool, which is a means for providing students and faculty members with access to Walden students for participation in web-based research projects.

The **Office of Research and Sponsored Programs** offers both pre- and post-award research funding services to Walden students and faculty members. These services include, but are not limited to, assistance with identifying possible funding sources and applying for research grants (pre-award activities), grant financial management, progress/final reporting support, and grant closeout assistance (post-award activities). Additionally, this office facilitates Walden-sponsored internal research funding and scholarly development programs that are available to Walden students and faculty members.

In addition, the Center for Research Support provides opportunities for research dissemination through the semi-annual Walden University research symposium. At this event, students, graduates, and faculty members present their research in either poster or roundtable format. Additional opportunities for research dissemination are available in the four Walden-sponsored research journals:

- *Journal of Educational Research and Practice*
- *Journal of Social Change*
- *Journal of Social, Behavioral, and Health Sciences*
- *International Journal of Applied Management and Technology:

The **Office of Research Quality Management** oversees the University Research Review (URR) quality assurance process for capstone research (e.g., theses, dissertations, and professional doctorates) and provides faculty members with research support, including tutorials and research methodology advisors. Other responsibilities include outreach to academic programs and other administrative units, the development and administration of research mentor training activities and resources, and the development of policies and procedures that support research-related processes at the university.
Summer 2012 Research Symposium | Daniel Salter

To support the various timelines and deadlines associated with the move of the university faculty meeting and graduation to August, we elected to run two separate review processes for the Summer 2012 Research Symposium. The process for faculty and staff has been completed, and we are currently in the window for applications from graduates. Please know that our Alumni Office is doing outreach, but if you are aware of a graduating student who might be a fit for the symposium and will be attending the ceremony, you should refer them to the Research Symposium page and the Call for Presentations document. Their deadline is June 22, 2012.

The Summer 2012 Research Symposium will be held on Friday morning, August 21, in conjunction with the university faculty meeting.

Accreditation: Your Voice in Continuing Quality | 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 have been 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. As part of the reaffirmation process, the institution demonstrates that it meets the standards set by five Core Criteria: Mission and Integrity; Preparing for the Future; Student Learning and Effective Teaching; Acquisition, Discovery, and Application of Knowledge; and Engagement and Service. The self-study has been reviewed by the academic and business leadership; it is now being refined and prepared to move into the next level of review.

One working group is dedicated specifically to research. The working group consists of me and Dr. Louis Milanesi as co-chairs. We are joined by Jeff Zuckerman, Writing Center, and Josh Saunders, Director of Product Management for the College of Social and Behavioral Sciences. We have met regularly and engage in conversation that helps ensure issues related to doctoral quality, as well as the current initiatives related to improving overall quality, are well represented in the self study. Our team also reviews the entire document to ensure that we have accurately depicted the state of graduate research and education at Walden University.

If you have any questions about the HLC self study process, please feel free to contact HLCFeedback@waldenu.edu. We also invite you to visit Accreditation: Your Voice in Continuing Quality in the eCampus community and participate in
the discussions. There will continue to be ongoing discussions to collect your feedback regarding our institution and the self study process.

**Research Curriculum and Academic Policy Committee** | Daniel Salter

In the December 2011 issue of *re:Research*, Lou Milanesi highlighted the Research Process Advisory Committee (R-PAC)—the first of two, research-focused faculty groups that support university process. The other group is the Research Curriculum and Academic Policy (R-CAP) committee, which replaced the previous Research Advisory Council.

Our R-CAP committee serves in both an advisory capacity and a decision-making capacity. This committee provides input to the executive director for the CRS on all research-related initiatives in the university and provides active support and feedback on research initiatives, curricula, policies, standards, and activities. The Research CAP committee recommends changes in research policies to the University Curriculum and Academic Policy (UCAP) committee for review and approval.

The voting membership of the R-CAP includes one associate dean and two members of the faculty representing each college, and the executive director of the CRS. One of the R-CAPs recent actions was on the committee resignation policy discussed above.

**R-CAP Members**

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**Ex-officio Members**

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February 2012 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 2012 RDS recipients’ names appear below in bold-face.

Center for Faculty Excellence

Yob, I. M. (2011). If we knew what spirituality was, we would teach for it. *Music Educators Journal, 98*(2), 41-47.

College of Health Sciences


College of Management and Technology


**College of Social and Behavioral Sciences**


Bissell-Havran, J. M. (2012, March). Dispositional hope as a moderator of the link between social comparison with friends and eighth grade students' perceptions of academic competence. Poster presentation at the 14th Biennial Meeting of the Society for Research on Adolescence, Vancouver, Canada.


Reicherzer, S. L., & Patton, J. (2012, March). *Bridging the gender continuum: Supporting a newly identified transgender client in naming and claiming her identity.* Paper presented at the American Counseling Association Conference and Exhibition; San Francisco, California, USA.


College of Undergraduate Studies


The Richard W. Riley College of Education and Leadership


