Greetings from the Executive Director | Laura Lynn

Walden Community,

We are excited to share several updates with you this month related to research dissemination and resources.

Our New Look
In this issue, Kristina Harris highlights our new user-oriented website. We look forward to continued feedback and suggestions on our site in order keep it a “just in time” resource for students and faculty. I am interested to hear your thoughts on ways to support the research needs of students and faculty in specific fields and programs better.

Dissemination of Student and Faculty Research
Daniel Salter shares some important updates on our Walden Journals, including information on the editors and the online format. With new journal leadership and format and submission process, this year will truly be pivotal for Walden-sponsored scholarship.

The Winter 2012 Research Symposium was noteworthy, as well. We doubled the number of selected poster presentations in Miami from students, graduates and faculty across all of our colleges. The presenters included some of our funded faculty and student researchers. The dialogue, networking, and collaborations that are sparked at this event are very energizing.

At the end of this issue is the list of recent Research Dissemination Support awardees. It is very exciting to see the variety of collaborative scholarship our faculty is sharing in their respective fields, through conference presentations and journal publications.

Updates on Integration of New Tools and Resources
At the Winter 2012 University Faculty Meeting, we were pleased to share updates on new tools and resources, including the updated dissertation prospectus and rubrics, and new tools and resources for helping students with the IRB process. We will be repeating this session for the entire community in upcoming webinars in March. Watch for announcements from the CFE.

Also in this issue, Daniel Salter and Gary Burkholder provide important updates on the new prospectus and dissertation rubric and what to anticipate
as they are integrated into the research capstone process. I want to give a very special “thanks” to all the college faculty and community members that contributed to the development of these tools at various points of the process through their creative input and helpful feedback.

I hope you find the information in this issue useful. If you have any questions or suggestions, please contact me at crs@waldenu.edu.

Laura

**CRS Website Update | Kristina Harris**

The [CRS website](#) has been redesigned to be more consistent with other university websites. The new structure and layout provide more opportunity for you and your students to quickly and easily find what you are seeking.

Please note that some items are no longer available on our website. For example, dissertation and doctoral study writing templates are available on the [Writing Center](#) site. You can also find information about the Turnitin process on the Writing Center site, as well.

We are excited about the new changes and welcome feedback to make the new site better. Please direct your feedback to crs@waldenu.edu.
At the end of 2011, we had a “soft” launch of our newest research journal and re-launches of our existing research journals (detailed below), all housed in our new Walden University Publishing site. This new site has allowed all the journals to move to a completely online submission-review-publish process. As the editors and boards continue to get acclimated to the new interface, these journals are "open for business". If you, your students, or your colleagues have a research article that might be appropriate for one of these journals, I would encourage a submission.

**Research Journals**

Our university's signature journal, *The Journal of Social Change* (*JSC*), accepts manuscripts focusing on interdisciplinary research in social change that improves the human condition and moves people, groups, organizations, cultures, and society toward a more positive future. We’d also like to welcome the newest editor for the *JSC*, John Nirenberg, who combines years of work as a scholar and practitioner, with his experience at Walden University. **Editor:** John Nirenberg

Our newest journal, the *Journal of Educational Research and Practice* (*JERAP*) is sponsored by the Richard W. Riley College of Education and Leadership, and provides a forum for studies and dialogue that allows readers to affect social change in the field of education and learning. The journal includes research and related content that examine current relevant educational issues and processes. The aim is to provide readers with knowledge and strategies to use that knowledge in educational or learning environments. **Editor:** Paula Dawidowicz

The *International Journal of Applied Management and Technology* (*IJAMT*), sponsored by the College of Management and Technology, is a peer-reviewed, online journal that addresses contemporary national and international issues related to management and technology. The objectives of the IJAMT are to: (a) Encourage collaborative and multi-disciplinary examinations of important issues in business and technology management, and (b) Engage scholars and scholar-practitioners in a dynamic and important dialogue. **Editor:** Raghu Korrapati

The *Journal of Social, Behavioral, and Health Sciences* (*JSBHS*) is a peer-reviewed, online, interdisciplinary journal focusing on research that addresses contemporary national and international issues. The objectives of the JSBHS are to: (a) Encourage dialogue between scholars and practitioners in the
social, behavioral, and health sciences that fosters integration of research with practice, (b) Promote innovative models of interdisciplinary collaboration between the social, behavioral, and health sciences that address complex social problems, and (c) Inform the relationship between practice and research in the social, behavioral, and health sciences. **Editor:** Gary J. Burkholder

Also, please be aware that these editors are always seeking to strengthen the diversity of their editorial boards. If you are interested in volunteering to support one of these journals in some way (or know someone who might be a good fit), you can email that editor directly.

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**Research Forum Coordination | Kurt Schoch**

A key aspect of many doctoral programs at Walden University is the Knowledge Area Module, or KAM, in a doctoral student’s work. Playing a supporting role in the KAM student’s work is the initial foundations course (with a course number of 8008) and the research forum known as SBSF 7100. Supporting faculty as KAM assessors in this work is the Faculty Development for KAM Mentoring course, completed by all new faculty in KAM-based programs, as well as the many eCampus KAM aids and resources.

Recently the Center for Research Support accepted responsibility for these components of doctoral processes and programs at Walden University. KAM-based programs currently exist at the doctoral level within The Richard W. Riley College of Education and Leadership, the College of Health Sciences, the College of Social and Behavioral Sciences, and the College of Management and Technology. In order to ensure consistency and maintain ongoing high standards in this area of doctoral work, the CRS is now coordinating and overseeing updates, revisions, and enhancements in these areas.

Along with my work in the Riley College of Education and Leadership, I’ll be serving as a university-wide liaison and coordinator for 7100 forums and KAM processes/policies. So far, I have worked with Course Maintenance staff to make needed revisions to the 8008 foundations courses, collaborated with Robert Marshall (an Assessment Director in the Riley College) to develop a KAM rubric for TaskStream for COEL KAM-based students, and helped develop and pilot the first KAM Intensive session. Future plans include a systematic review of SBSF 7100 to ensure that it supports KAM students as well as students engaged in the dissertation process, and potential cross-listing of 7100 with program-specific dissertation forums.
2011 Presidential Research Fellowship Recipients Selected
by Molly Lauck

Sponsored by the Office of the President and facilitated by the Office of Research & Sponsored Programs (OSRP), the university offers three $10,000 Presidential Research Fellowships (PRF) annually to support faculty and student research in distance education, educational leadership and social change.

A total of 13 proposals from faculty members and students in the CHS, CMT, CSBS, and RWRCOEL were submitted to the 2011 PRF program. Following are the 2011 fellowship recipients:

Research in Distance Education Fellowship

Dr. Kimberly Cox
College of Social and Behavioral Science/School of Psychology (faculty)
Study Title: Effects of a peer mentor program on academic performance, retention, and well-being of graduate students in a distance education psychology program

Don E. Ackerman Research Fellowship in Educational Leadership

Ms. Sarah Abitbol
The Riley College of Education and Leadership/Ph.D. Program (student)
Study Title: The effect of a neuroscience-based computer skill training program on the growth of the specific cognitive deficits associated with specific learning disabilities in young children

Fellowship in Research and Applications for Social Change

Ms. Alminda D'Agostino
College of Health Sciences/Ph.D. Program in Public Health (student)
Study Title: Factors that affect self-management of congestive heart failure among Medicaid patients

Proposals for the 2012 PRF program are due October 2012. Information about each of the fellowship programs, including how to apply, can be found on the ORSP page of the CRS website. Questions about the PRF program should be directed to grants@waldenu.edu.
New Research Ethics Planning Worksheet | Leilani Endicott

Ethics review by the Institutional Review Board (IRB) is, by necessity, the very last step before data collection. Yet, we recognize that student researchers can become extremely discouraged or confused when they receive ethics feedback very late in the proposal development process. The IRB has often received feedback from students and faculty that the student’s proposal development journey could have been much smoother if they had been aware of the ethical parameters earlier in the research design process.

We also recognize that a late-stage ethics review forces many students to operate in reactive mode (i.e., “I just added whatever they told me that I needed to add in order to get approved”). Walden’s IRB would like to shift toward a different approach of empowering students to identify, understand, and creatively problem-solve the ethical challenges in their own studies.

As an initial step in meeting these needs, the IRB has posted an annotated worksheet covering the university’s ethical approval to support researchers in considering ethical issues during the proposal planning phase. It is labeled Research Ethics Planning Worksheet on the IRB website.

This worksheet is designed to help a student researcher identify and manage possible ethical concerns that are relevant to planning and executing a study. The 40 specific ethical standards in the worksheet are the same 40 criteria upon which IRB approval is based.

The 40 ethical standards are posed as yes/no questions in the worksheet. The researcher should build the research procedures such that the answer to each question is “yes.” Hovering the mouse over the blue footnoted words in the worksheet will reveal tips and definitions (which can also be viewed as endnotes in the worksheet). When researchers are not sure how to address one of the ethical standards, they can email IRB@waldenu.edu for support.

To help students take ownership of their own studies’ ethical challenges, faculty research supervisors (committee members) may wish to require completion of this worksheet before accepting a draft of Chapter 3. In some cases, a faculty supervisor might want to have the student use this worksheet to work out ethical challenges even earlier (i.e., when some aspects of the research design might depend upon what modes of participant recruitment and data collection are ethically feasible).

Faculty research supervisors are encouraged to refer students to IRB@waldenu.edu to set up a preliminary consultation when a student proposes to collect data directly from a vulnerable population (i.e., children, prisoners, patients, etc.) or when the proposed research procedures involve a
magnitude or probability of social, psychological, physical, privacy, or professional risk that exceeds the risks of everyday life. The IRB staff will ask the student to submit a completed ethics worksheet prior to the consultation.

Feedback and suggestions regarding the university’s ethics review process and support materials are welcome at any time.

**Prospectus 2.0 Roll Out | Daniel Salter**

The new Prospectus 2.0 is set to roll-out Spring Quarter 2012 for Ph.D. students, although all related documents are currently available on our website, in the Forms area. The pathways to completing a Ph.D. dissertation are different for each program (and even vary within some programs). To honor these differences and make the updated prospectus function better within the university, you will see two changes to the process and to the document.

**The Process**

1. The nomination and approval of committee service are now separated from acceptance and approval of the prospectus document. This strategy accommodates the need in many programs to align the chair with the student before prospectus development begins, and gives faculty members more opportunity to provide support and guidance earlier in the process.

2. We are implementing a simple Prospectus Rubric for both formative and summative feedback. Submission of a final rubric (not the nomination form) by both committee members will be the indication that they agree that the student has developed a tenable topic for the dissertation.

**The Document**

1. The Dissertation Premise was designed for the initial alignment and/or "shopping around" phase that many students go through at the start of the dissertation process. If you are being asked to join a committee after initial work on the prospectus has begun, however, it is certainly acceptable for the student to send you the most current draft before you return the nomination form.

2. There is now one Dissertation Prospectus common to all programs. The prospectus is a word-processing document, organized by the outline in the annotated guide, instead of a Word™ form. This approach allows more flexibility in committee expectations for the prospectus, and more ease in providing feedback directly on the document.

**Rolling Over**

Because of the diversity in the academic programs, it is virtually impossible to have single roll-over strategy for students at the prospectus development stage. Instead, beginning March 5, 2012, individual faculty members should make an
assessment of a student's situation and expectations of the program then respond accordingly. Specifically:

- Students starting the dissertation process, which includes students enrolled in a prospectus course, should move to the updated process and documents.

- You should encourage students actively working on their prospectus to move to the new format, as the basic content is the same.

- If a prospectus is finished (or nearly finished) and ready for approval by the Program Director (or designee), we ask that each committee member also complete the rubric and sent it forward with the old prospectus and nomination forms.

**What Has Not Changed**
You should continue to review a prospectus with the same expectations and high standards that you have used in the past. The rubric should be a tool to help the student to stay focused on critical aspects and to help you structure your feedback.

If you have any questions about the Prospectus 2.0, you can send them directly to research@waldenu.edu or reach out to your program leaders. I would encourage you to read the new documents first, however, including *Starting the Dissertation Process*. We appreciate your support through this transition.

**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* will be implemented March 5, 2012. All Ph.D. faculty members have been alerted, and we are in the process of finalizing student communication regarding the rollout. In addition, a number of webinars will be held in February and March to familiarize faculty with the new evaluation materials. The following plan describes how we intend to transition to use of the new materials. If you have any questions, please feel free to [contact me](mailto:contactme) or Lou Milanesi (primarily for those who serve as URR). Thank you again for the support you and your colleagues have offered our team during the revision process!

- As of March 5, 2012, all faculty members supervising dissertation research will use the Dissertation Minimum Standards Rubric and the Dissertation Quality Rubric for evaluation regardless of where the students are in their research development. The only exception is if the Committee is actively
engaged in a proposal or dissertation review on this date; then, the current rubrics can be used to complete the process.

- The new evaluation tools will be available by March 5, 2012 in the Center for Research Support (under the Forms tab.) All existing (outdated) dissertation rubrics will be removed from the CRS website as of June 1, 2012.

- The following table provides details of the transition that relate specifically to committees will use the Dissertation Checklists. You can find where your students are in the dissertation process and determine the impact that this change will have.

<table>
<thead>
<tr>
<th>Stage</th>
<th>Solution</th>
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<tbody>
<tr>
<td>Dissertation Prospectus and supervisory committee have not been officially approved.</td>
<td>Students will use the new Dissertation Checklist appropriate to the intended study after writing commences.</td>
</tr>
<tr>
<td>Student has presented a proposal in its late stages of review.</td>
<td>Until January 1, 2013, the Dissertation Chair and Student can mutually decide if it is better to switch to the new checklist or to use the existing rubric as a checklist. It is ideal to switch to the new Dissertation Checklist. If the choice is to use the existing rubric, the student would complete it by indicating the page number where the information is described. As of January 1, 2013, all students in all stages will be expected to use the new Dissertation Checklist.</td>
</tr>
<tr>
<td>Student has an approved proposal and is collecting and analyzing data or writing Chapters 4 and 5</td>
<td>Until January 1, 2013, the Dissertation Chair and Student can mutually decide if it is better to switch to the new checklist (for Chapters 4 and 5) or to use the existing rubric as a checklist. It is ideal to switch to the new Dissertation Checklist. If the choice is to use the existing rubric, the student would complete it by indicating the page number where the information is described. As of January 1, 2013, all students in all stages will be expected to use the new Dissertation Checklist.</td>
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**Outstanding Student Research Award Recipient – Winter 2012**

by Molly Lauck

Christopher Hinnerichs, Ph.D., in the College of Health Sciences, was selected as the Winter 2012 recipient of the Harold L. Hodgkinson Outstanding Ph.D. Dissertation Award. Dr. Hinnerichs received a Ph.D. in Public Health/Epidemiology, and completed his degree in August 2011. His dissertation, titled *Efficacy of Fixed Infrared Thermography for Identification of Subjects with Influenza like Illness*, was recognized for its innovative study.
design, the significance and timeliness of the research topic, and its potential to inform national as well as global public health surveillance for infectious diseases.

Dr. Hinnerich’s committee members included: Dr. Angela Prehn (committee chair), Public Health faculty; Dr. German Gonzalez (committee member), Public Health faculty; and Dr. Cheryl Anderson (University Research Reviewer), Public Health faculty.

**Winter 2011 Research Symposium | Daniel Salter**

Twice each year, Walden University hosts a research symposium during the Winter and Summer academic residencies. The most recent symposium was held last month, in Miami, Florida.

At a research symposium, selected members of our academic community share their accomplishments, using two different formats. The **poster** format gives presenters an opportunity to engage with all individuals attending the symposium and to network with other interested researchers. At this symposium, we had 40 poster presentations. Using a **roundtable** format, seven individual or groups of researchers were available for interactive discussions of their work.

It was not difficult to see a few distinct themes in the topics that were presented and discussed in Miami. First, because an increasing number of graduates and faculty members from our professional doctorate programs are participating in the symposia, we see more projects that addressed problems-in-practice through local data and evidence-based decision-making. For this symposium, we had a somewhat larger-than-normal percentage of new graduates, representing nearly all of the doctoral programs. Finally, several faculty members had returned to the symposium to provide updates on their ongoing projects, many of which have been funded by the university.

A list of all the poster topics can be found in the symposium **program booklet**, and sample posters are available on the CRS website’s **Research Symposium** page.

We have already making plans for the 2012 Summer Research Symposium in Minneapolis, which will be held in conjunction with the university faculty meeting in August. Watch for more details when the **Call for Presenters** is made available in March.
The Participant Pool continues to be utilized by Walden student and faculty to seek participation for their studies. Before many researchers decide to use the site, many seek to determine whether it will generate a sample size large enough to provide sufficient data for their study. For some researchers, this requires having a large sample size, while for others this entails obtaining a few participants that meet very select inclusion criteria. As the participant pool is a dynamic, ever changing pool that is open to the Walden community of students, faculty members, and staff members, it is possible to accommodate both research needs.

For researchers that need a large sample size, the site currently has several thousand participants who receive regular announcements about the posted studies. Researchers that seek a specific population also have the opportunity to specify what the inclusion criteria are when posting their studies, thus ensuring users of the site are aware of who may participate. However, researchers must always keep in mind that the site is designed to allow for truly voluntary participation. The site acts as a bulletin board, providing information about each study. Based on the information provided by the researcher, it is then up to the users of the site to determine in which studies they would like to participate. Any questions about the site should be directed to participantpool@waldenu.edu.

To access the web site, please click on the following link or copy and paste it into your web browser: http://walden.sona-systems.com/

The first time the site is accessed, participants will need to create a participant account by clicking on the New Participant? link at the bottom of the page. If an account has already been created, but the username or password cannot be recalled, please e-mail participantpool@waldenu.edu to have that information provided.
December 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.

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

Center for Faculty Excellence


College of Health Sciences


College of Management and Technology


College of Social and Behavioral Sciences


**College of Undergraduate Studies**


**The Richard W. Riley College of Education and Leadership**


