Greetings from the Executive Director | Laura Lynn

Dear Colleagues,

I want to welcome all the new faculty members to the academic community and thank those individuals who have provided so much strong mentoring of our newest scholars. Because nearly all the scholarship comes through the Center for Research Quality (CRQ) in one way or another, we are in a unique position to see the fantastic contributions to knowledge produced at this university. It just gets better and better.

Where spring is a time to build and create, fall is a time to take stock of our accomplishments. So, we have prepared a special edition of re: Research that highlights all the members of the CRQ team, and that gives you a sense of the breadth of our efforts and initiatives. Not an exhaustive list certainly, but we hope you will see ways that your scholarship and the research conducted by your students can be supported, as well as possible places where you can become more involved.

If you have any questions or comments, send them to us at CRQ@waldenu.edu.

Laura

CRQ Now on Twitter | Marydee Spillett

Walden University’s Center for Research Quality is now on Twitter! Check out our Twitter webpage for research resources and tips to support faculty and student research at Walden. You do not need to have a Twitter account to view the webpage. For those who have a Twitter account, you can follow @WaldenResearch.

Recent Tweets from @WaldenResearch

Great post on important considerations for balancing old and new sources in the literature review from @ThomsonPat

Need to figure out the right statistical method for your research question or hypothesis? Try the decision tree at
Here’s a list of over 300 Qualitative Research websites/resources via @T_Q_R

Very useful to promote social change! RT @Write4Research "How to write a lay summary of your research"

Use the “Research Ethics Planning Worksheet” while developing your study

Can you focus for just 25 minutes? "The Pomodoro Technique"

Short and sweet! "How to be a Hackademic #43 Stow Your inner Critic"

Love this quote! RT @AdviceToWriters Start writing, no matter what. The water does not flow until the faucet is turned on. LOUIS L'AMOUR

New Research Ethics FAQ for Work Settings | Leilani Endicott

Research Ethics FAQ for Students Conducting Research in Their Own Work Settings
The Office of Research Ethics and Compliance has posted a new set of FAQs designed to help students consider the ethical issues relevant to conducting research in their own work settings (e.g., in the researcher’s own office or classroom). This document will be most helpful to students early in the research planning process, when they are considering potential research questions and designs.

This new guide addresses the following issues:

- I would like my research to help inform best practices in my own organization but I am concerned about what is approvable. Would it help if I conduct my study at a different office/branch/school where I do not work?
- If I am a leader or manager within my organization, will this status have an impact on data collection?
- What if I want to interview my subordinates? (Or my students? My patients?)
- What options do I have for studying my own subordinates? (Or my students? Patients?)
- What kinds of secondary or archived data from my own subordinates may I incorporate into my doctoral research?
- What if I want to analyze data from a survey (initiated by me) that my organization finds useful, even beyond the scope of my doctoral study?

On the IRB website, a separate education research ethics guide might be more specifically applicable to doctoral students who are educators. Other available ethics guides are specific to international and clinical research. Questions may be directed to IRB@waldenu.edu at any time.
Tips for Successful Abstract Reviews  | Annie Pezalla

The temperature is not the only thing that’s heating up this summer! The number of abstract reviews that our CRQ team has been processing has also been on the rise, with submissions totaling 60, 70, 80, and sometimes even 90 a month. This time of year is exciting, both because we love to see so much research being produced across the university, but also because this time marks the end of a sometimes long doctoral or master’s journey for many students. As the CAO-designee who reviews these studies, I am also pleased to report is that many of these submissions are approved after their first or second submission to us, and the turnaround time for these final reviews is usually within 24-48 hours.

You might be asking, “But how can I help my students succeed in this final review process? What can I do to ensure his or her abstract meets the university standards for final approval?” I encourage faculty and students to revisit our resources on abstracts within the Center for Research Quality. Beyond that, I can offer a few of my own tips for your students, based on my personal experiences as the CAO designee:

- Remember to include a conceptual or theoretical framework in the abstract, if one was used.

- Provide specific details of the analyses that were used in the study, and avoid explanations that suggest that a software program did the analysis work (e.g., “NVivo analyzed the qualitative results”). Help students remember that programs like NVivo and SPSS are data management programs. They do not conduct the analyses.

- Be explicit about the claims to positive social change! Who will benefit from the findings of this study and in what way? I look for answers to those two questions, in every abstract that I review.

I hope that those tips, along with the wealth of guidance offered through the CRQ’s website, can help to expedite you and your students toward the finish line.
Doctoral Candidacy Policy | Daniel Salter

As part of a broader effort to support students across their entire timeline at Walden University, the Center for Research Quality was asked to coordinate an effort to define the status of **doctoral candidate** for the university community. We worked with a range of stakeholders, benchmarked with doctoral programs at other universities, and examined many logistical demands to develop this definition. The following policy will be appearing in the Fall 2013 Handbook.

**Definition of Doctoral Candidacy**

The status of "doctoral candidate" is defined as an advanced graduate student who has demonstrated mastery of the knowledge of an academic domain or discipline, and a readiness to embark on the capstone project.

A Walden University student is considered a doctoral candidate when the following expectations, as prescribed in the Program of Study, have been completed.

- Academic coursework
- Core research courses
- Academic residencies (except Residency 4 for Ph.D. students)
- Prospectus, approved by the academic program director or designee following successful rubric examination, and on record with the Office of Student Research Administration.
- Other specific requirements stipulated by the academic program.

**Important Note:** Doctoral candidacy will *not* be tracked in Banner nor will it appear on a student’s transcript. When we examined the idea of adding the documentation of this data-point to people’s workflows, we realized that the costs far outweighed the benefits. So, while you can celebrate your student’s attainment of the status of doctoral candidacy, please discourage students from asking for documentation of doctoral candidacy from the Office of the Registrar.

Participant Pool Updates | Jenny Sherer

Are your students struggling with how to find the necessary sample for their studies? The Walden Participant Pool may be the answer. Whether seeking a distinct sample to participate in interviews or a large population to complete a survey, the Participant Pool offers researchers the opportunity to connect with a diverse population interested in research participation. Determining where a study can be conducted is often a difficult task with implications that affect how a study can be practicably
accomplished. To help alleviate some of this uncertainty, students interested in posting their studies on the site are encouraged to obtain information about the viability of using the Participant Pool early in the proposal process.

The Participant Pool also offers a great opportunity for students with little to no research experience to learn about how research is conducted. Even if the participant pool is not a good fit for their own studies, students are encouraged to visit the site as participants to learn more about the research being conducted at Walden, and perhaps participate in studies. The Participant Pool is open to the entire Walden community, and both faculty and student researchers from a variety of disciplines have experienced considerable success through the site.

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

2013 Research Symposium | Daniel Salter

Each year, Walden University hosts a research symposium during the Summer University Faculty Meeting. The “action shots” on the left are from the symposium held this August in Minneapolis.

At a symposium, selected members of our research community share their accomplishments, using two different formats. The poster format gives researchers a chance to engage with all individuals attending the symposium and to network with other interested researchers. The presenters for the 39 posters at this symposium included individual faculty and research teams, as well as some of our newest graduates.

Using a roundtable format, six individual or groups of researchers were available for interactive discussions of their work. At this symposium, we continued with the theme that had started in the January research colloquium, which addresses research on how traditional face-to-face strategies are being translated to the online learning environment.

Starting with the 2012 Symposium, we began compiling a digest of all the posters, and we are actively collecting the ones from 2013. When completed, that new digest, along with information on all the previous and future symposia, can be found on the Center for Research Quality’s site under Research Symposium.
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 and Laureate Education Inc., are open to both faculty and student researchers. Detailed information about each program, including instructions about how to apply, are on the Internal Funding Resources page of the Office of Research & Sponsored Programs (ORSP), which is housed in the Center for Research Quality website. Questions about these programs should be directed to grants@waldenu.edu. The following are brief overviews and key dates for each program:

2013 Faculty Research Initiative Grant (FRIG) Program
The FRIG program, which supports 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 University 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, small scale research studies, and to supplement new areas of investigation that are spin-off studies or sub-studies of larger ongoing 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. Up to a total of $120,000 will be awarded in Fall 2013.

Program Timeline
- Intent to Apply Meeting: 9/24/2013 @ Noon CST (Please contact grants@waldenu.edu to confirm your participation by 9/23/2013)
- Application deadline: 11/1/2013
- Grant recipients announced: 12/6/2013

2013 Presidential Research Fellowship (PRF) Program
The PRF program offers three $10,000 fellowships to support research: 1) The Don E. Ackerman Research Fellowship in Educational Leadership, 2) The Research Fellowship in Distance Education, and 3) 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 fellowship that best aligns with their research goals and apply to only that fellowship rather than submitting proposals to multiple fellowships.

Program Timeline
- Application Deadline: 10/30/2013
- Fellowship recipients announced: 12/1/2013
2014 David A. Wilson Award for Excellence in Teaching & Learning

Open to faculty 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. Faculty eligible to apply must have been employed by Walden University for a minimum of two years, demonstrate a strong commitment to Walden University 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: 10/7/2013 @ Noon CST (Please contact grants@waldenu.edu to confirm your participation by 10/6/2013)
- Walden Applicant deadline: 12/2/2013
- Walden Semi-finalist announced: 1/6/2014
- Wilson Award winners announced: Early April 2014

Methodology Advisors for Faculty | Lou Milanesi and Marydee Spillett

The Office of Research Quality Management in the Walden University Center for Research Quality 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 or faculty research inquiries. The consultants are available to answer faculty questions for individuals 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.

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

Consultations are requested by emailing your questions to MethodologyAdvice@Waldenu.edu. Questions will typically be answered within 48 hours of receipt. Please submit questions to the methodology address only via your Walden University account.
To allow us to respond to your questions effectively, the subject line of the email should contain the following information:

1. Whether the question is qualitative, quantitative, or mixed methods.
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. 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.

**When Is Plagiarism Not Plagiarism?** | Jeff Zuckerman

Truth be told, even though my name appears in the 6th edition of the APA style manual, no, I didn’t write it (especially the annoying parts). In fact, I only recently read as carefully as I should have these guidelines on self-plagiarism in Section 1.10 in the manual:

There are, however, limited circumstances (e.g., describing the details of an instrument or an analytic approach) under which authors may wish to duplicate without attribution (citation) their previously used words, feeling that extensive self-referencing is undesirable or awkward. When the duplicated words are limited in scope, this approach is acceptable [emphasis added]. (p. 16)
In other words, according to the APA manual, if you’ve already published on a topic, you may reuse “limited” portions of your previous writing without citing yourself or that work. Otherwise, the work is viewed as self-plagiarism and raises concerns about academic integrity.

The guidelines interested me as my colleagues and I began exploring Walden’s policy on reuse of prior work, which has not been reviewed in the last few years. Under a strict reading of the guidelines, capstones students who, as part of their coursework, are writing actual chapters or sections of their doctoral study or dissertation may not submit that same chapter or section in their proposal. (Doing so is bound to show up in a Turnitin report.)

We’re still tweaking the language, but watch for what we think will be a student-centered and commonsense change to the academic integrity policy, supported in principle by the real authors of the APA manual.

**Documents for Milestones in the URR Process**

A Guide to Documents Required by the OSRA for Milestone Transition in the URR Process

When the URR committee member approves a study to advance to another stage, confusion may occur related to the specific documentation required by the Office of Student Research Administration (OSRA). We’ve prepared a simple guide at three of the key milestones in the URR process: the proposal approval to advance to IRB, final study approval to advance to the Form & Style review, and final study approval to advance to CAO review.

**EdD and DBA Programs**

**Proposal**

Following the proposal oral conference call, the chair sends the proposal approval form and the consensus rubric to OSRA (for the appropriate address, see the list at the end of this article).

**Final Study**

When the final study is ready to move to the form and style review, the URR sends the appropriate rubric indicating his or her approval and a clean copy of the study to the chair and OSRA. The URR should also confirm the Turnitin report.

When the final study is approved to advance to the CAO, the URR should send the approved rubric and clean copy of the study to chair and OSRA.
**PhD and DNP Programs**

**Proposal**

Following the proposal oral conference call, the chair submits the proposal approval form and a clean copy of the proposal to OSRA (for the appropriate address, see the list at the end of this article).

**Final Study**

When the final study is ready to move to the Form and Style review, the URR sends the Minimum Standards Rubric and a clean copy of the study to the chair and OSRA. The URR member should also confirm the Turnitin report.

When the final study is approved to advance to the CAO, the URR should send the approved Quality Rubric and clean copy of the study to chair and OSRA.

Hopefully this information will serve as an easy resource to follow when it comes time to approve a document. If you ever have any questions, please do not hesitate to contact the Office of Student Research Administration (OSRA) at our role accounts (found in the box to the left).

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**Key Role Accounts**

<table>
<thead>
<tr>
<th>Role</th>
<th>Email</th>
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<tbody>
<tr>
<td>Research Center Questions</td>
<td><a href="mailto:crq@waldenu.edu">crq@waldenu.edu</a></td>
</tr>
<tr>
<td>PhD Dissertation Questions</td>
<td><a href="mailto:research@waldenu.edu">research@waldenu.edu</a></td>
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<tr>
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<td>DNP Doctoral Study Questions</td>
<td><a href="mailto:dnp@waldenu.edu">dnp@waldenu.edu</a></td>
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**What’s New on the CRQ Website? | Kristina Harris**

**New URR Process Tutorials for Faculty**

Overviews of the proposal and final study stages have been provided on the CRQ website to assist faculty navigate these stages of the URR process effectively and efficiently in order to help students progress in their doctoral capstone work.

- **Navigating the Proposal Stage in the URR Process** (for faculty use)
- **Navigating the Final Study Stage in the URR Process** (for faculty use)
Symposia Digests
Each year, Walden University hosts a research symposium to showcase the scholarly efforts of our academic community. A repository of posters and program guides from previous symposia is now available on the CRQ website. Each digest contains a bibliography and PDF files of posters from a previous research symposium.

The link to Symposium Digest and Programs is http://researchcenter.waldenu.edu/Research-Symposium-Digests.htm

If you have questions or concerns pertaining to the website, please contact crq@waldenu.edu
April and June 2013 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 CRQ website. RDS award recipients’ names appear below in boldface.

Center for Faculty Excellence


Center for Research Quality


College of Health Sciences


Ouzts, K., & Urso, P. (2013, April). Thinking differently about practicum experiences. MSN Leadership / Management service learning & team project. Poster presented at the American Association of College of Nurses Hot Issues Conference, St. Louis, MO.


**College of Management and Technology**


**College of Social and Behavioral Sciences**


Bloom, T., & Friedman, H. (2013). Classifying dogs’ (Canis familiaris) facial expressions from photographs. *Behavioural Processes*. Published "online
first" at:


College of Undergraduate Studies


Richard W. Riley College of Education and Leadership


Kelly, K. (2013, March). *Early years education across the globe.* Keynote Presentation, Early Years Education Conference, British Council and Hong Kong University, Hong Kong, China.


