Greetings from the Executive Director | Laura Knight Lynn

Dear Colleagues,

This issue of re:Research highlights some of the exciting efforts of the Center for Research Quality (CRQ) this year. These efforts are aligned with our focus on both supporting your research and scholarship, and supporting you as you strengthen your research mentoring skills in service to our students.

The Research Dissemination Support (RDS) program has been updated to provide better recognition of faculty members who publish and present under the Walden name. Molly Lauck highlights the revised program in this issue.

Additionally, we continue to focus on encouraging strong submissions to our academic journals. Daniel Salter highlights the newly expanded collection of the Walden-managed peer-reviewed journals in this issue.

The CRQ group worked hard in 2014 to enhance the guidance on data sources and resources for existing data. This information can help you consider existing data sources for your research agenda and give you tools to help you guide your students early on in identifying an appropriate data source. Jenny Sherer provides a useful reminder to take advantage of the databases of the ICPSR for research for you or your students.

We are currently working on revisions to our doctoral research sequence, utilizing the expertise of our faculty subject matter experts and leveraging adaptive learning technologies now available. These resources will be used in a complementary fashion with the Blackboard environment to “meet students where they are” while maintaining our instructional standards for doctoral research training. Annie Pezalla provides an update on this effort in this issue, and more updates will be seen in future issues as we get closer to launching these courses.

An important focus for us 2015 is increasing student understanding of the research capstone (dissertation or doctoral study) and making sure doctoral students have the resources and support necessary to develop a high quality capstone in a reasonable amount of time. The CRQ group is working hard with collaborators from multiple units and colleges in putting together resources to
assist with idea development, basic design, and skill remediation early on in the program. In future issues we will be providing updates on this effort.

I hope you find this issue informative, and always appreciate your feedback and input. Hearing from you and your colleagues about your scholarship needs and experiences, and challenges in mentoring students plays an important role in shaping our support efforts. You contact me with any questions at crq@waldenu.edu

Sincerely,

Laura Knight Lynn

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Data Resources for Research | Jenny Sherer

As students develop their research topics, they are often unaware of how various resources can be beneficial, especially when not directly applicable to their own research. With a specific topic, population, or data collection method in mind, it is easy to focus on the immediacy of what needs to be done, rather than taking advantage of available support. However, sometimes taking a step back and using available resources in creative ways can help strengthen the foundation of or generate new ideas for their research.

For example, the Inter-University Consortium for Political and Social Research (ICPSR) database can be a very useful tool, even if students are not initially considering a secondary analysis for their studies. The site offers multiple research support resources such as training in quantitative literacy, tips on data management, and tutorials on how data can be analyzed. The site is available to all students and faculty. To get full use of the site, including access to hundreds of thousands of databases, researchers will need to sign in with their waldenu.edu email address. More information is available on the CRQ website or ICPSR can be accessed directly at http://www.icpsr.umich.edu.

More resources of this type are located on the dedicated area on the CRQ website for Data Resources and Support. In this area researchers will find links to the Social Change Impact Report datasets and to various repositories and tool for secondary analysis. We are still developing these resources; so if you have suggestions or requests, please forward them to the CRQ@waldenu.edu account.
Research Symposium Deadline Extended  |  Daniel Salter

Thanks to the efforts of the University Events group, who have been long-time supporters of the program, we have been able to extend the faculty and staff deadline for applications to the annual Research Symposium to **Friday, April 3rd, 2015.**

The 2015 Research Symposium will take place Friday morning, July 10th, during the University Faculty Meeting in National Harbor, MD. A Walden tradition for several years, the symposium will consist of **poster presentations** and **roundtable discussions**, during which graduates and faculty and staff members will present their research.

Submission instructions are available in the **Call for Proposals.** The poster template, application links, digests, programs from earlier symposia, and other information can be found on the **symposium page** of the CRQ site, as well. If you have any questions, please contact us at researchsymposium@waldenu.edu.

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Research Dissemination Support Program  |  Molly Lauck

2015 Guideline Revisions

Managed by the Office of Research and Sponsored Programs, the **Research Dissemination Support** (RDS) program is intended to support faculty and staff members who promote the visibility and scholarly reputation of Walden University through the dissemination of research and research-related activities. The RDS Program offers two types of grant awards:

- **Publication RDS** – provides an award for publishing research and research-related activities. The Publication RDS is issued after the publication has been published.

- **Presentation RDS** – provides travel support (i.e., costs associated with conference attendance: conference registration/fees, travel, and lodging/accommodation) for presenting research and research-related activities at local, national, and international professional conferences. The Presentation RDS may be applied for and conferred prior to conference attendance, although disbursement of funds is dependent upon submission of travel-related receipts.
In response to faculty and staff feedback, the means by which applicants can meet the quota of 4 RDS grants in a given program year has been revised. The 2015 RDS program guidelines allow for the following new quota formulations:

- 4 Publication RDS
- 3 Publication RDS/1 Presentation RDS
- 2 Publication RDS/2 Presentation RDS

The criteria for grant awards, eligibility, grant amount, and application process have not changed. Details about the RDS program and how to apply are available on the Office of Research & Sponsored Programs (ORSP) website, which is housed in the Center for Research Quality. Questions about the RDS program should be directed to grants@waldenu.edu.

Updates to our Academic Journals | Daniel Salter

With the start of the new year, I would like to highlight a couple of key updates to our university-sponsored academic journals.

New Journal in Social Work

We pleased announce the launch of our latest scholarly outlet, the *Journal of Social Work in the Global Society*. Pete Meagher, of the School of Social Work and Human Services, is serving as the founding editor. *JSWGC* recognizes that social work is a global phenomenon with a myriad of contributors and perspectives, and is open to social work practice and research both domestically and abroad.

For specific questions about any of our journals, visit the site or contact the appropriate editor.

- *Journal of Social Change*
  contact John Nirenberg at JSC@waldenu.edu
- *International Journal of Applied Management and Technology*
  contact Raghu Korrapati at IJAMT@waldenu.edu
- *Journal of Educational Research and Practice*
  contact Kurt Schoch at JERAP@waldenu.edu
- *Journal of Social, Behavioral, and Health Sciences*
  contact Vince Fortunato at JSBHS@waldenu.edu
- *Journal of Social Work in the Global Community*
  contact Pete Meagher at JSBHS@waldenu.edu

Authorship Guidelines

Although not specific to the journals, we recently released a set of *Authorship Guidelines for Publications and Presentations* as a response to common questions that arise in the dissemination process at Walden, especially for projects involving research collaborations.
Qualitative Data Management Software | Marydee Spillett

Qualitative Data Management (QDM) programs can assist researchers with managing, organizing, and sorting their qualitative data. These programs used to be called qualitative data “analysis” programs, but the term qualitative data “management” is used more commonly now. This change in title serves to emphasize the difference compared to quantitative data analysis programs. Quantitative software programs, like SPSS, perform mathematical computations for the researcher. In qualitative research, QDM software programs do not analyze the data. These programs assist with organizing, sorting, and searching qualitative data.

In general, Walden University does not require using specific QDM software for qualitative dissertations or doctoral studies because student needs and projects vary. Choosing whether or not to use QDM software and choosing which software to use are personal decisions. Researchers may consider the following criteria in making this decision:

1. The amount of qualitative data that a researcher will have. (The more data that you will have, the more the software becomes useful to help you manage and organize it.)
2. The types of qualitative data that a researcher will eventually analyze. (If you have a great deal of visual data, such as video or photos, the software can be useful to help you manage and organize it.)
3. The researcher’s personal preference or comfort level with learning new software. (If you are not very comfortable with learning new software, then there may be extra time or stress involved.)
4. Price may be a consideration and can range from inexpensive to hundreds of dollars.

Selected QDM Programs
The four selected programs on this list offer 30-day free trials so that researchers can become familiar with the software before deciding whether or not to purchase. The software websites also include tutorials and manuals to assist with learning to use the software. In addition, many resources—both books and other web resources—are available for learning how to use these programs. Some support and training resources are available at no charge; others must be purchased.

Nvivo


In addition to these four selected programs, there are other less expensive software choices, such as Dedoose, QDA Miner, and Quirkos. An Internet search is the recommended approach to identify and explore these alternative choices.

**Alternatives to QDM Software**

If researchers do not intend to use dedicated QDM software, then they will need to figure out viable alternative approaches, such as using word processing (e.g., Microsoft Word) or spreadsheet/database programs (e.g., Excel). For some student projects, these simpler strategies may be all that are required for the doctoral capstone.

**An Update on Research Course Revisions** | Annie Pezalla

This spring and summer will be an exciting time within the Center for Research Quality, as we start to revise several of our university’s research courses: Research Theory, Methods, and Design; Quantitative Reasoning and Analysis; Qualitative Reasoning and Analysis; Advanced Quantitative Reasoning and Analysis; Advanced Qualitative Reasoning and Analysis; and Advanced Mixed Methods Reasoning and Analysis. Our center has been the academic champion of these courses since their creation in 2008, and during that time, we have made a variety of modifications and edits to the course to keep the content updated and relevant.
This year marks the first time we are able to make more substantial changes to the curriculum.

To that end, we will be working closely with Acrobatiq, a learning optimization company affiliated with Carnegie Mellon University, to develop personalized, adaptive courseware for the first three of our courses. This courseware, in conjunction with the curriculum we design within the Blackboard learning management system, will provide some exciting new offerings for our students and faculty. Students will have more options to progress through the curriculum at their own pace, and will have more engaging opportunities to practice or apply their knowledge on new, challenging, or unfamiliar concepts. The faculty who teach these courses will also benefit from these revisions. For example, they will be able to monitor their students’ progress, intervene where students need help the most, and provide targeted feedback.

This project is ambitious but important to our university. We already serve all PhD students in these courses, across all disciplines, and we are expanding our reach with these courses to students in the professional doctorates, also. We are working hard to ensure that the revised curriculum is (a) responsive to the data we have collected over the years on student learning and faculty experiences, (b) rigorous at the doctoral level, and (c) appropriate training for our students’ professional ambitions.

Stay tuned for more information on these courses, including updated timelines for the course launches and appropriate faculty-based training for teaching these courses.

Staff Profile: Andy Kermode | Office of Student Research Administration

Andy Kermode is a Data Processing and Reporting Specialist in the Office of Student Research Administration (OSRA) and has been with Walden University for nearly five years. He performs data reporting related to dissertation and doctoral study students. More recently, Andy has taken a prominent role working in conjunction with various departments to ensure the successful launch of the new My Doctoral Research (MyDR) system for the university and will continue to provide guidance of the system for faculty, students and staff. He received his BS in Electrical Engineering from Michigan Technological University in Houghton, MI. In his free time, Andy enjoys staying active—hiking with his dog, mountain biking, and snowboarding. When the weather isn’t so nice, he can be found concocting new homebrew recipes with his friends. He is a resident of St. Paul, MN and can be contacted at Andrew.Kermode@waldenu.edu.
More Advice from the OSRA on Using MyDR | Andy Kermode

Although the transition into MyDR has been largely smooth, the OSRA team has observed a few common challenges to adjusting to this new resource for students. A few issues in particular follow, where we can provide some advice and guidance.

Chair Reconciliation

One prevalent issue is that no documents were uploaded to the reconciliation rubric for the next reviewer. Recalling the submission process prior to the advent of MyDR, the chair submitted the committee-approved dissertation or doctoral study and accompanying documents directly to the URR member. This practice still holds true for submissions through the Taskstream component of MyDR; the chair is the liaison between the student and URR member. Additionally, the chair needs to upload the committee-approved documents to all reconciliations in MyDR so that the URR reviewer is in receipt of the correct version of the student’s document. This step is necessary because the document may go through a number of required revisions before the URR member approves it to move forward, thus requiring the student to upload multiple versions to Taskstream throughout the iterative review cycle. Having the chair upload the document to all reconciliations ensures that the URR member is reviewing the corrected and current version.

One thing to note is that the chair must upload the documents *prior* to submitting and releasing the reconciliation. After the rubric is released, it cannot be modified by the faculty member to include the documents. If a chair has already released the reconciliation but forgotten to attach the required documents, the chair should immediately contact the proper OSRA email account based on the student’s program, and the OSRA team will work with the chair to amend his/her reconciliation. This [guide](#) provides further step-by-step reconciliation instructions with accompanying screenshots.

URR Assignment

Another issue the OSRA encounters is that a URR has not yet been assigned at the point of committee reconciliation and approval of the proposal. Those students using MyDR will need to continue to request a URR using the [URR Request Form](#) found on the CRQ website. As a rule of thumb, if one has not already been assigned, students should request a URR when they are two weeks away from formally submitting their proposal to the committee for consideration to move to the URR member.

A chair can help head off this problem because MyDR now provides a level of transparency for the student and committee to view a student’s current committee membership. This check can help ensure that the URR member has been requested, assigned, and is available to begin the review immediately. Chairs should follow these steps:

- Log into the faculty portal.
- Select the MyDR link from the menu on the right.
• Locate and click the name of the appropriate student from your list of assignments.

• Navigate to the “Prospectus” stage at the top of the student’s web landing page.

• Select “Committee Formation” from the menu on the left.

After the URR member is assigned, the student and committee will receive an email from workflow, at which time the chair can proceed with the reconciliation.

Rubric Score Alignment
The OSRA is seeing a number of rubrics released by committee members where the scores for the rubric items indicate a “meets requirements” rating but the summative assessment is a “does not meet requirements” and vice versa. This inconsistency will generate a mismatch error flag in the MyDR system. Because the system generates emails based on the results of the review, MyDR is designed to perform a congruency check during an overnight process to avoid erroneous messages. Therefore, any submissions where the rubrics scores do not align with the overall assessment are flagged for OSRA attention and are not processed further until the discrepancy is resolved. This outcome can cause a delay to student progress because a technical support intervention is required to correct the issue.

Committee members should keep two key things in mind when scoring rubrics:

• If any revisions are required whatsoever, the rubric should carry an overall "does not meet requirements" assessment and at least one rubric item must be scored a zero.

• If no revisions are required and the document is approved to move forward, the rubric should carry an overall "meets requirements" assessment with passing scores on all rubric items (value of 1 or greater).

Evaluations of the Wrong Student
Submitting an action for the wrong student is a common occurrence across academic programs, and is most likely a result of clicking the “Evaluation Required” or “Awaiting Release” links when first entering into Taskstream. Clicking those links will reveal any student in the evaluation queue who is awaiting evaluation, including students not assigned to the faculty member. To avoid erroneously evaluating the wrong student, a reviewer should search for his or her student in Taskstream after a workflow email is received. This guide located on the CRQ website provides more information.

Please visit the MyDR section of the CRQ website for a number of MyDR resources available to faculty and students.