Greetings from the Executive Director | Laura Knight Lynn

Dear Colleagues,

Fall is always a busy time in the Center for Research Quality (CRQ) due in part to the renewed energy that our students and faculty have after the summer months. It is also a time when we welcome a lot of new faces to the community. So, as has been our approach for the past few years, I have asked each member of the CRQ to make a contribution to Fall newsletter, so that you can see some of what is happening and get to know the group a little better.

As you will note, the CRQ provides support to researchers at all points in their development, from taking that first research design course to taking responsibility for mentoring the next generation of researchers. Some CRQ efforts are specific to various points on that continuum and others have implications to the entire community, such as our response to pending national changes to IRBs, as discussed by Leilani Endicott.

Certainly, we strive to offer a range of resources for supporting student and faculty researchers, such as the participant pool and ICPSR membership, described herein by Jenny Sherer. Our team of methodology advisors (Marydee Spillett, Matt Jones, and Sunny Liu), who offer direct support to researchers, each have offered some insights to ways to support research quality.

The CRQ also collaborates with other centers and academic units on initiatives, such as the “one stop shopping” website for doctoral capstone resources, reported on by Annie Pezalla, and the updated grading policy for capstone completion courses and related training on student progress, highlighted by Deborah Inman. Finally, Molly Lauck and Daniel Salter outline some of the programming and support that we provide for faculty and staff researchers at the university.

I hope you enjoy this edition of re:Research, and as always, if you have any questions or suggestions about research services and support at Walden, please email us at CRQ@waldenu.edu.

Best,

Laura
Walk the Talk – Dr. Kristina Harris

Within the Center for Research Quality we support and encourage faculty, staff, and students with advancement in research. This support and encouragement extend to our internal staff, and we are excited to note that our Operations Manager, Kristina Harris recently earned her Doctor of Business Administration degree from Walden (her committee included Drs. Peter Anthony, Gergana Velkova, and Denise Land).

Dr. Harris has been with CRQ for 5 years. She is also the recipient of the Walden University 2014 Presidential Research Fellowship, Fellowship in Research and Applications in Social Change. In October, Dr. Harris will be presenting her research Networking the Relationships of Microenterprise Development in Bulgaria at the 18th Annual Conference and Doctoral Workshop on Social Sustainability through Competitiveness with Qualitative Growth in Sofia, Bulgaria.

Changes to National Policy on Institutional Review Boards
Leilani Endicott

Change is just around the corner for Institutional Review Boards (IRB) all over the United States. In early September, the federal agencies involved in human subjects research shared proposed significant updates to the regulations that ensure protection of human subjects in federally-supported studies.

A 90-day comment period will precede the finalization of the regulatory updates, though it is difficult to predict how long the finalization process will take. Modified standards for interview and survey studies will result in a different type of ethics review experience for researchers in the social sciences.

The Walden IRB has been piloting alternative ethics review forms and processes that mesh well with the national shifts. The pilot has indicated that an Ethics Self-Check form provides doctoral students with a more meaningful learning experience as they consider the ethical dynamics of their capstones than a traditional type of IRB application. Please email IRB@waldenu.edu if you would like your student(s) to be part of the pilot, using the alternate IRB application.
Update to Progress Grading in Doctoral Capstone Courses

Deborah Inman

We are pleased to announce the implementation of the Substantial Progress Grading in Doctoral Capstone Courses, which provides additional assistance for assessing student progress while still allowing opportunities for additional program-specific guidelines where needed. Walden’s Chief Academic Officer, the Center for Research Quality, and the Research Process Advisory Council (RPAC) have worked with your programs to develop these more specific guidelines with increased clarification and structure to the existing, university-wide satisfactory/unsatisfactory (S/U) grading policy in doctoral capstone completion courses to promote substantial progress each term.

These updates were implemented in the syllabi of all doctoral capstone completion courses with the August 31 start date, and we encourage all committee chairs to review your specific course syllabus carefully. We are also offering webinars specific to the new guidelines. To review the recorded sessions, please click on the following links:

- **New Guidelines for S/U Grades Webinar**
- **Successful Practices in Mentoring Doctoral Students**
- **Negotiating Student Concerns About Grades** (launching late October/early November, watch for details soon)

**S/U Guidelines Certification Request**

Faculty members can receive a certificate of completion after attendance (either live or via archive) at these three webinars plus participation in one mentoring professional development resource of your choice. Choices for mentoring professional development resources are available on the Center for Faculty Excellence (CFE) site. After all the webinars/modules are complete, you can fill out the **Mentoring Professional Development Certificate of Completion Request** to receive your certificate of completion.

We will continue to collaborate with the CFE to provide more training for supervisory committees in supporting their students’ progress on their capstones, in conjunction with the added S/U grading guidance.

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**Time to Update SPSS**

Please remember that all students and faculty will need to enter an updated access code on **September 30th** to re-authenticate their SPSS license. More information and instructions can be found on the **SPSS page** of the CRQ site.
This past July, in conjunction with the national faculty meeting and graduation, we had a series of programs and presentations sponsored by the Center for Research Quality. These photos are from the New Scholars Workshop, the Research Symposium, and Faculty Development session.
The Doctoral Capstone Resources Site | Annie Pezalla

A One-Stop Shop for Your Students

Last month, we formally launched a site that we’ve been preparing for quite a while: the Doctoral Capstone Resources website. We developed this site in close collaboration with the Center for Student Success, as well with faculty from each doctoral program and representatives from each student-facing team, with the goal of helping your doctoral students navigate their capstone from start to finish.

Our aim was to provide a “one-stop shop” by pulling together all the capstone support services across Walden into a central location. You’ll find program-specific requirements, checklists, and forms on the site; you also find university-wide resources, curated for their relevance and organized, roughly, by the timing of a doctoral student in his or her capstone journey.

We encourage you to bookmark the site and to share it with your students. We also ask that you give us feedback on the site if you see something that can be improved. We love feedback! Indeed, one of the great things about this site is that we’re able to make continual adjustments to it in real time, and we use your feedback to guide those efforts.

Thank you, as always, for your support of our students as they navigate their educational journeys.

Resources for Conducting a Doctoral Capstone | Jenny Sherer

Finding resources at the right time can be difficult as students navigate their way through their doctoral studies. Focusing on the planning and preparation can overshadow seeking out available resources that could be helpful as students develop their research. Whether trying to determine how a study could be conducted or identifying whether existing data are available, the following resources can be useful tools as students develop their research:
**Walden Participant Pool**

The Participant Pool is a website that acts as a virtual bulletin board, connecting Walden researchers to members of our community who are interested in participating in those studies. The website is open to all faculty and students, and is a great way to see some of the research being conducted by Walden researchers. Students also have the ability to learn by doing if they choose to participate in studies and thus see the process from a participant’s point of view. Or, perhaps practical tips could be learned by just visiting the site and seeing what other researchers are doing.

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. The site can be accessed directly at: http://walden.sona-systems.com.

**Inter-University Consortium for Political and Social Research (ICPSR)**

Many students determine that conducting a secondary analysis of existing data would be the best method for their studies. Finding available datasets can be difficult. A good starting point is to search through datasets available through ICPSR. As part of Walden’s membership in ICPSR, students and faculty can search through thousands of databases, publications and training in quantitative literacy. To access the data researchers will need to create an account using a ‘waldenu.edu’ address.

Additional information is available online via the following link on the Research Resources page on the CRQ website or questions can be sent to datasetaccess@waldenu.edu. ICPSR resources can also be accessed via the site directly at: http://www.icpsr.umich.edu.

**Upcoming Research Grant Opportunities | Molly Lauck**

This fall two research grant programs will be accepting new applications. These programs, sponsored by Walden University, 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) website, which is housed in the Center for Research Quality. Questions about these programs should be directed to grants@waldenu.edu.

**2015 Faculty Research Initiative Grant Program**

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

- Program goals for 2015 have been revised to encourage the submission of research proposals that foster collaboration with Walden students and focus on issues in the areas of teaching & learning and social change. While formative research on any topic of interest is both encouraged and eligible for funding, grant monies have been earmarked for 6 research proposals (2 in each category) that investigate the following topics:
  - Competency based learning
  - Teaching and learning pedagogy
  - Social change

- Regardless of whether or not a proposal focuses on one of the three areas of special emphasis listed above, priority will be given to any research proposal that fosters collaboration with a Walden student. Some examples of ways to work with students include but are not limited to:
  - Collaborating with a student co-Principal Investigator
  - Including a student as an additional researcher
  - Creating student research assistant positions (paid or unpaid)

- **Program Timeline**

  - **October 13, 2015**: Intent to Apply Conference Call (Noon – 1 p.m. CST). Please confirm your participation by contacting grants@waldenu.edu.
  - **November 23, 2015**: Final date for first time requests for feedback on research proposals.
  - **November 30, 2015**: Application deadline
  - **December 21, 2015**: FRIG Award recipients announced.

**2015 Presidential Research Fellowship Program**

- The Presidential Research Fellowship 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
  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 one fellowship that best aligns with their research goals and apply to that fellowship only, rather than submitting proposals to all three fellowships.

- **Program Timeline**
  - October 30, 2015: Application Deadline
  - December 1, 2015: Fellowship recipients announced

**Useful Library Resources on Research Methods**

**SAGE Research Methods Online Database**

Matt Jones

Committee members often express to me their wish for increased depth and treatment of the methodological literature within capstone/dissertation proposals. When writing the proposal, students will often go back to their introductory texts from the research courses, but may not be fully aware of the depth of methodological material available to them at their fingertips. Committee members may want to consider directing students to the *SAGE Research Methods Online* database, which is available through the *Walden University Library* and offers a methodological treasure trove for the student and faculty member.

The database currently advertises access to content from over 700 research methods specific books and numerous journal articles published by Sage, as well as videos. Quantitative book content covers a range of topics from basic descriptive statistics, to SPSS programming, and ultimately more advanced approaches such as structural equation modeling in AMOS. Qualitative books also cover a range of approaches, both in general terms (i.e., case study, action research, etc.) and discipline specific context. For committee members who are fans of multimedia, you may consider directing your students to such useful video materials as, *Choosing which method to use, Designing your research proposal,* and *What do you mean by the term “ethnography?”*

Included within the database is full access to all 173 of Sage’s famed *Little Green Books*. For those unfamiliar with Sage’s publication portfolio, each green book covers a specific quantitative methodological topic, by leading methodologists, in about 80 pages. Topics run the gamut from research design, Bayesian analysis, regression diagnostics, ANOVA, and even computer assisted simulation methods. For qualitative methods, there is also access to the *Little Blue Books*, which cover topics such as focus groups, interviews, ethnography, feminist methodology, etc. Other notable book resources, to name just a few, include: the three volume *Encyclopedia of Research Design, Dictionary of*
Statistics and Methodology, Dictionary of Qualitative Inquiry, and Encyclopedia of Case Study Research.

Users can interact with the database in the traditional sense by either using: the search box, content medium (videos, books, articles) or browsing by methodology. Two other interesting search options presented are the “methods map” and the specific application of the research method. The methods map is broken down into categories such as: literature review, mixed methods, qualitative research, quantitative research, writing the results and the like. The specific applications section on the home page allows the user to view material based upon their interest in learning research methods, currently engaging in a research project or teaching/supervising research.

As you mentor your students and assist them with building methodological skills, consider recommending the Sage Research Methods Online database to assist them in crafting their research proposals and reporting of the results. The database can be accessed from the Walden University home page (http://academicguides.waldenu.edu/library/) by going to Search and Find → Databases by name → either scroll to Sage Research Methods Online or enter in the Find databases by title search box at the top of the screen.

SAGE Knowledge Database
Marydee Spillett

The SAGE Knowledge database (formerly called SAGE Encyclopedias) in the Walden University Library is an excellent resource for students. Students often ask for definitions of key research terms such as triangulation, trustworthiness, member checking, single-subject design, content validity, and threats to validity. Definitions of these and other terms pertaining to qualitative and quantitative research methods and design can be quickly located in the SAGE Knowledge database.

This database contains encyclopedias and handbooks in over 20 different subject areas. In the area of research methods and design, resources available include: Encyclopedia of Measurement and Statistics, Encyclopedia of Survey Research Methods, Encyclopedia of Research Design, and Encyclopedia of Social Science Research Methods. In addition to research methods and design, topics include education, health, leadership and management, psychology, public policy, sociology, etc.

One particular resource that I have found useful is the SAGE Handbook of Interview Research, 2nd ed. (2012). There are sections on the methods, logistics, and ethics of interviewing as well as chapters about analytic strategies and managing the self as interviewer. The entire handbook is available online, including the capability to download entire chapters.
To locate the SAGE Knowledge database, enter the Walden Library website (http://academicguides.waldenu.edu/library/), and look under “Databases by Name” for an alphabetical list of databases. Once inside the SAGE Knowledge database, you can enter a search term or browse by subject.

2015 Statistics Support Virtual Conference | Sunny Liu

To be held on October 7th, 2015, the Statistics Support Virtual Conference is sponsored by the Academic Skills Center. The purpose of the conference is to help our students, faculty, and staff to build their statistics skills. It offers statistical topics for all levels of familiarity with statistics. For example, the presentations cover important topics such as Matching Variable Types to Common Statistical Tests, Avoiding Potential Statistical Pitfalls of Quantitative Studies, Statistical Testing for Doctoral Dissertation, etc.

The CRQ faculty members Drs. Matt Jones and Sunny Liu will present in an invited session about Using Existing Data in Research. In our session, we will discuss the common datasets to be used in a dissertation or doctoral study, and the advantages/challenges in using them. The conference is free and open to all Walden students, faculty, and staff.

Here is the link for the conference schedule and registration: http://academicguides.waldenu.edu/ASCtutors/virtualconference. Please note that many sessions are largely filled at this time, but most will be recorded and made available on the ASC’s YouTube channel.

If you have any questions about the conference, please contact the Academic Skills Center at AcademicSkills@Waldenu.edu.

Staff Profile: Alex Dohm | Office of Student Research Administration

Alex Dohm has been with Walden University for five years. Before coming to Walden, he worked for a private school outside of Boston and spent his summers teaching German, film, and ESOL courses on the campus of Yale University. He has also taught English in Germany and Austria, and tries to keep up with his German language skills. Outside of work, Alex enjoys playing music around the Minneapolis area, where he now lives.

Alex’s current position is as Research Progress Intervention Coordinator in the Office of Student
Research Administration (ORSA) at Walden. He works primarily with the EdD program, but you may hear from him in other programs from time to time. Alex is also there to help when you experience a user error in MyDR that needs intervention, such as documents not being uploaded to a reconciliation of committee evaluations, an incorrect member completing an evaluation, or if you just need clarification about what you’re seeing in MyDR. While issues that are technical in nature should be addressed by Frontline, please don’t hesitate to reach out to the OSRA and they’ll be able to assist directly or refer you to the appropriate place to address your issue.

What Alex Would Like Faculty Members to Know

Documents not being uploaded to a reconciliation of committee evaluations is one of the more common issues we see in MyDR, and here are some helpful tips for the chairs and URRs regarding this issue:

Chair Reconciliation at the Prospectus, Proposal, and Final Study Stages

- Chairs must upload/attach the final, clean document intended for review.
- For proposal and final study stages, chairs must also upload the checklist and Turnitin report.
- If the required documents are not uploaded during reconciliation, the OSRA must cancel the reconciliation and the step will need to be repeated by the chair.
- Please be sure to upload/attach all required documents when you reconcile in TaskStream to avoid delaying the student.

Reviewers at the Prospectus, Proposal, and Final Study Stages

- Reviewers should use only the documents uploaded during reconciliation for review.
- Under the Committee Rubric Analysis Stage, a reviewer should click on [View/Edit] to view the rubric and also to find the attached documents needed for the review.
- If the documents needed for review are not attached there, reviewers should immediately email the chair and CC the OSRA that the review documents were not uploaded.

There are also a good number of resources on the Faculty MyDR page that will be useful to you as you help your students through the capstone process.
The Internet has changed what we mean by a “scholarly presence”. These days, it is not enough to be published in the right research journals, to attend the right professional conferences, and post your office hours on your door (virtual or real). Now we have the added layer provided by social media, and recent research suggests that more researchers are taking advantage of it. For this article, I want to highlight just a few of the recognized platforms for maintaining a scholarly presence online.

**Overview of These Sites**

- All of these sites are great for setting up an online presence that you can use in a link or an email, which is separate from personal accounts (assuming you don’t link them somehow). They all basically function the same, and capture the same types of information (e.g., where you work, what you’ve published or presented, etc.). To varying degrees, they all have a social media component, and allow you to follow and to connect to colleagues and other researchers, including collaborators. Most sites provide some metrics, as well.

- All these sites have some type of repository function, not unlike our own ScholarWorks. A potential problem with a few (depending on how you feel about open access) is that authors can easily upload articles under an embargo with a publisher. Regardless, if you are looking for an article that you can’t access in our library, you might find it or a preprint by searching for the author in most of these sites.

- It is a noticeable challenge to keep them all up-to-date, especially for productive authors. I’m actively trying to figure out which ones to continue supporting, just for that reason, and I’m not publishing a lot these days. Most of them have a "is this your publication?" function that works to varying degrees. A few do tend to be a bit "aggressive", as they fight for market share.

- These sites are dedicated sites to scholarly/research networking in some way. They can be distinguished from social media sites that have been embraced by scholars, but were not originally designed for that purpose (e.g., Facebook, Twitter, Google+, LinkedIn). If you want, you can link these sites with the dedicated site, when you set-up your scholarly profile.

**ResearchGate**

Of the over 7 million users, more than 5000 Walden students and faculty have registered on ResearchGate (RG). The RG metrics are nice (they aren’t Google, of course), although it is unclear if their "Impact Index" is truly a meaningful indication of impact. I tried to follow the discussion group postings (participated in one), but they either did not seem focused on my research or the questions were more along the lines of "what is the difference between qualitative and quantitative?"
Academia.edu

Academia.edu claims to have 24+ million registered researchers on the site, of which 4000+ from Walden. Last time I looked at one of my areas, Academia.edu had twice as many scholars (±40K) who have tagged themselves as Education Researchers than in ResearchGate (±24K), although there were only 40 discussions posted on this site for this topic, compared to 470 in ResearchGate (the overall quality notwithstanding). The two are similar, but perhaps most telling in the differences is the fact that I get regular downloads and requests for documents from my RG account, but not from this Academia.edu.

Vitae

Where the first two sites are predominantly networking/repository sites that moved into the job posting arena, the Chronicle of Higher Education folks, who are the go-to source for academic jobs, have expanded in the other direction with their online product, Vitae. Its connection to the Chronicle is probably the most compelling reason to use it (although the interface is a bit inefficient, in my opinion). Vitae is becoming the next phase in CVs and academic job searches, but it does lack some of the bells-and-whistles of the others. This site probably competes more with LinkedIn than the others in this list.

Google Scholar

Of late, I have been spending most of my time with Google Scholar. Scholar is not as nice-looking as some of the others, but has all the awesome power of Google behind it (including metrics). The ability to tie this product directly to the Walden library is nice, but what distinguishes it from most of the others is that I don't upload the actual publication to their site. Instead, Google finds all the places where someone can link to that article. Ironically though, in that search list are articles that I have uploaded to ResearchGate, which has no screening of copyright restrictions.

Mendeley

Along with Google Scholar, I use Mendeley regularly, but not for the scholarly presence aspect. Like all the others, you have to set up a profile and then upload all your publications, yet again. This site is not as well designed as some of the others, and is behind in the social networking aspect (although you can find and follow other scholars). What they do offer, which I use a lot, is the capacity to create and share bibliographies containing research by other researchers. Here's a link to my bibliography on Doctoral Education, for example. On unique aspect is that Mendeley also offers both desktop and mobile clients, which function much better than its nearest competitor, Zotero.

This list is by no means comprehensive, and one can quickly see that no single solution offers everything. I would encourage you to explore all their nuances. Not sure what I will do at this point, other than only partially maintain all of them until a clear leader emerges.

Note: this article was repurposed from an earlier blog posting.