Greetings from the Executive Director

Laura Knight Lynn, PhD
Executive Director

Dear Colleagues,

Happy Spring!

It is an exciting time for research at Walden. We have some useful updates and some things to celebrate in the areas of scholarship and research support in this issue of re:Research.

We know that additional qualitative support and resources for you and your students is a high priority in many programs. In this issue, Marydee Spillett provides useful clarity and guidance regarding qualitative software and resources and helping students make choices. Additionally, I’d like you to “stay tuned” for resources and training for secondary data analysis and accessing existing data, as secondary data in capstones is increasing within programs and required within specific programs.

We are extremely excited to announce the 10th year of the Research Symposium. It has been such a pleasure to watch this event grow and see the diversity of research and strong collaborations happening within our community. Daniel Salter highlights this milestone and encourages applicants for this summer’s symposium, recognizing a decade of scholarly presentations and collaboration.

Additionally, we are quite proud that the Doctoral Orientation to the Capstone (DOC) will receive an Effective Practice Award at the Online Learning Consortium’s Innovate Conference on April 6th. This event is a collaborative effort between the Center for Research Quality, First Year Student Progress, the Center for Student Success, and an outstanding panel of faculty and alumni. In this event students in their first research course participate in a 45-minute session where they get guidance from faculty and alumni on the nature of the dissertation or doctoral study and how to prepare. Early findings show that this orientation is having a positive impact on retention and research course grades for those that participate.
I hope you enjoy this issue and please feel free to reach out with any comments, questions, or suggestions at CRQ@mail.waldenu.edu

Best,
Laura

Research Symposium - Call for Proposals

Daniel Salter, PhD
Director, Strategic Research Initiatives

Celebrating Our 10th Year!

This summer will mark the 10th anniversary of an event that has grown into an annual Walden tradition. Over the past decade, the Research Symposium has evolved from a small cadre of poster presenters in the lobby of the Humphrey Building on the University of Minnesota campus to a formal event reflective of poster sessions at professional conferences. I'm proud to support this effort these days, but must acknowledge Laura Lynn’s earlier leadership and guidance through the blood, sweat, and yes, some tears of those initial years of the symposium.

The 2017 Research Symposium will take place Friday morning, July 14th, during the university faculty meeting in National Harbor, MD. The symposium will consist of poster presentations and roundtable discussions, during which graduates and faculty and staff members will present their research. New this year, we are reaching out to alumni in the Washington, DC area who have been able to continue their research since graduation and are inviting them to submit a proposal. So, if you know a graduate (current or former) who would be fit for this event, please encourage them to apply.

Submission instructions are available in the Call for Proposals. The poster template and other information can be found on the Research Symposium page of the CRQ site, as well. If you have any questions, please contact us at researchsymposium@mail.waldenu.edu.

Deadline for Faculty and Staff Applications: April 7, 2017
Deadline for Graduating Students and Alumni: June 5, 2017
RDS Program: 2017 Guidelines Revisions

Molly Lauck, PhD
Director, Office of Research and Sponsored Programs

Managed by the Office of Research & Sponsored Programs the Research Dissemination Support (RDS) Program is intended to support faculty and staff who promote the visibility and scholarly reputation of Walden University through the dissemination of research and research-related activities conducted by Walden University faculty. 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.

Following are revisions to specific sections of the RDS program that have been implemented for 2017:

**Grant Amount**

**Publication RDS**

- $1,500 for high impact articles published in peer-reviewed indexed journals (such as SCOPUS index or PubMed index).
- $750 for books and articles that don't meet the high-impact criteria and/or aren’t indexed.

**Presentation RDS**

- Up to $1,500 for presentation (award amount dependent upon associated presentation costs).

**Grant Structure**

Faculty and staff are **eligible for a total of two RDS awards per program year**. This maximum quota may be achieved by either of the following ways:

**Two Publication RDS**

- Two $1,500 Publication RDS
- One $1,500 Publication RDS + One $750 Publication RDS
One Publication RDS and One Presentation RDS

- One $1,500 Publication RDS + One Presentation RDS
  OR
- One $750 Publication RDS + One Presentation RDS

Guidelines & Application Information

Although an overview of the RDS program is included in the Faculty Handbook, the most up-to-date version of 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.

To navigate the application process more easily, instructions about how to apply have been separated into sections relevant to Publication RDS versus Presentation RDS. Drop down menus on the website provide detailed information specific to eligibility, grant structure, program timelines, and application requirements for Publication RDS and Presentation RDS.

Questions about these revisions, and the RDS program in general, should be directed to grants@mail.waldenu.edu.

Planning for Commencement Deadlines

Deborah Inman, EdD
Director, Office of Research Quality Management

As we prepare for Summer Commencement in National Harbor on July 15th, we want to remind everyone of some critical timelines for students who wish to participate in the ceremony. One very important deadline is CAO approval, which must be met if a student wishes to register for the graduation ceremony.

CAO approval must be received by June 6th in order for students to meet other the graduation registration deadlines.

Some steps need to occur prior to this approval, however. Suggested timeframes for submission of the doctoral capstone for meeting these graduation deadlines are:

- **May 15th**: Students/committees (including URR approval) should submit the abstract for CAO review, to allow for any needed revisions or resubmissions.
- **May 22nd**: Absolute last date to submit for CAO to allow for the 14-day review period. If students wait to submit on this date and revisions are needed they may not be able to make Commencement deadlines.
MyDR Enhancements, Resources, and Liaisons

Deborah Inman, EdD
Director, Office of Research Quality Management

MyDR Enhancements

With the leadership and expertise of Andy Kermode, we continue to evaluate improvements within MyDR to support student and faculty success in the evaluation process. Although we have a team including Laura Lynn, Tony Ajsenberg, and myself working with Andy, it is Andy’s expertise and creative engagement working with IT support that has resulted in needed improvements this past year. Further appreciation is extended to the Program Liaisons and Steering Committee for their input and feedback through the enhancement process.

In 2016, several enhancements were made to MyDR including:

- Improved email notifications with more specific guidance, and overhauled the content of all the MyDR system-generated emails, providing more direction in the emails along with links to resources in some.
- Faculty email addresses added to Committee Formation area of student’s web landing page for contact information purposes amongst committee and student.
- Automated emails for completion of chair’s and second member’s reviews prior to the reconciliation.
- Check implemented for all reviews that ensured correct committee person completed evaluation. Email alert sent if incorrect committee person completed the evaluation.
- Implemented URR assigned check upon student submission of proposal to committee and email alert sent if no URR was assigned. Delays to student progress were reduced by allowing assignment of the URR to occur while the committee was reviewing the document rather than after the chair’s reconciliation for students who did not have an assigned URR.
- Oral presentation decision from Taskstream updated to process automatically, eliminating need for a manual step from the OSRA.
- Email alert to OSRA and faculty who completed evaluation when zero documents were attached to the evaluation. Reviewed document(s) need to be attached to the following evaluations:

<table>
<thead>
<tr>
<th>Taskstream Evaluation Section</th>
<th>Document Attachment Required?</th>
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</thead>
<tbody>
<tr>
<td>Committee Prospectus Rubric Analysis</td>
<td>YES - Reconciliation Only</td>
</tr>
<tr>
<td>Proposal Committee Rubric Analysis</td>
<td>YES - Reconciliation Only</td>
</tr>
<tr>
<td>Final Study Committee Rubric Analysis</td>
<td>YES - Reconciliation Only</td>
</tr>
<tr>
<td>Final Review - URR Rubric Analysis</td>
<td>YES</td>
</tr>
<tr>
<td>Form &amp; Style Review</td>
<td>YES</td>
</tr>
<tr>
<td>Final Overall Quality Committee Rubric Analysis</td>
<td>YES - Reconciliation Only</td>
</tr>
<tr>
<td>Final Overall Quality URR Rubric Analysis</td>
<td>YES</td>
</tr>
</tbody>
</table>
Enhancements as we begin 2017 include:

- Faculty MyDR landing page refreshed to only show current students.

Enhancements Coming throughout 2017:

- Restricting access to MyDR for unenrolled students. Students in a MyDR program not registered for dissertation/doc study course will not have access to Taskstream to submit work.
- Faculty direct access to student evaluation grid from student’s MyDR landing page. This eliminates the need for faculty to search for the student in Taskstream.

Useful MyDR Resources to Bookmark

MyDR system overview document located on CRQ’s MyDR homepage which overviews the different applications that comprise MyDR.

http://academicguides.waldenu.edu/researchcenter/mydr/home

Step-by-step PDF guides for committee and URR evaluation completion on CRQ’s Faculty MyDR page.

http://academicguides.waldenu.edu/c.php?g=121446&p=817179

Step-by-step PDF guides for student document submission in Taskstream on CRQ’s Student MyDR page.

http://academicguides.waldenu.edu/c.php?g=121446&p=817180

Current MyDR Liaisons by College

Who do you contact when you need support evaluating student work within MyDR? Your first outreach should be to your program MyDR Liaison if you are having difficulty evaluating with taskstream/MyDR. The program faculty liaison serves as a “go to” faculty member for other faculty in your programs with problems or questions regarding MyDR. This role provides targeted program communication and support and a clear voice on the experience and needs for your program. The program liaison(s) will inform program leadership of continuing/consistent issues faced by faculty in the MyDR evaluation process and collaborates with CRQ for support.

<table>
<thead>
<tr>
<th>College</th>
<th>Liaisons (Program)</th>
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<tbody>
<tr>
<td>College of Health Sciences</td>
<td>Magdeline Aagard (DNP)</td>
</tr>
<tr>
<td></td>
<td>Deb Lewis (DNP)</td>
</tr>
<tr>
<td>College of Management &amp; Technology</td>
<td>Doug Campbell (DBA)</td>
</tr>
<tr>
<td></td>
<td>Steve Case (DIT)</td>
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<td></td>
<td>Sandy Kolberg (CMT)</td>
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<tr>
<td></td>
<td>Karla Phlypo (CMT)</td>
</tr>
<tr>
<td>College of Social &amp; Behavioral Sciences</td>
<td>Elisha Galaif</td>
</tr>
<tr>
<td></td>
<td>Tanya Settles (PPA)</td>
</tr>
<tr>
<td></td>
<td>Alice Yick (DSW)</td>
</tr>
<tr>
<td>Riley College of Education and Leadership</td>
<td>Ramo Lord (EdD)</td>
</tr>
<tr>
<td></td>
<td>Paula Dawidowicz (PhD)</td>
</tr>
</tbody>
</table>
Qualitative Data Management Software

Marydee Spillett, EdD
Associate Director and Qualitative Methodologist

Qualitative data management (QDM) programs can assist researchers with managing, organizing, sorting, and visualizing 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 you. In qualitative research, QDM software programs do not analyze your data for you. Instead, these programs help to make the larger size of qualitative databases more manageable for analysis.

Walden University does not require or provide QDM software for dissertations or doctoral studies because student needs and projects vary. Walden students will make individual decisions about whether or not to use qualitative data management software and if so, which software to use. Students may consider the following criteria in making this decision:

- **The amount of qualitative data they will have to analyze.** If there are more data, the software becomes more useful to help manage the size of the database.
- **The types of qualitative data that will be analyzed.** If there are a lot of visual data, such as video or photos, the software becomes more useful to help to manage the data.
- **The researcher’s personal preference or comfort level with learning new software.** If someone is not very comfortable with learning new software, then there may be extra time or stress involved.
- **Price**

Below is a list of some of the most commonly-used QDM programs. All of these programs offer free trials so that researchers can become familiar with the software before deciding whether or not to purchase. The software websites also include support resources, such as tutorials and manuals, to assist with learning to use the software.

There are many additional resources—both books and other web resources—available for learning how to use these programs. We recommend an internet search to identify these additional resources. Some support and training resources are available at no charge; others must be purchased.
Alternatives to QDM Software

Many students do not intend to use dedicated QDM software, so they will need to use other approaches, such as using word processing (e.g., Microsoft Word™) or spreadsheet/database programs (e.g., Microsoft Excel™). For many student projects, using software tools that are already familiar may be all that is necessary for the doctoral capstone. Here are some resources that provide further information.
New Videos for the Advanced Quantitative Reasoning Course

Matt Jones, PhD
Methodologist, Core Faculty

This term we are launching the new advanced quantitative reasoning and analysis class! As with the foundational course, the advanced course will have new media, featuring yours truly as the reluctant facilitator. I’m sure everyone can appreciate the challenge of balancing video length with material coverage. Our colleagues in the Educational Products Technology and Innovation (EPTI) office reiterated that based on the research, we needed to keep these videos on the short side. Student feedback at residencies appears to confirm that most students appreciate the shorter, straight-to-the-point SPSS videos. Therefore, many of the videos are in the 5-7 minute range and provide a real quick overview of SPSS procedures. I think our new text, Rebecca Warner’s *Applied Statistics*, does a nice job of providing technical explanations along with lots of SPSS interpretation to augment the videos. For those that teach this course, I quickly pass the buck to you at the conclusion of many of the videos!

Passing the buck wasn’t just a selfish decision; we also wanted to ensure that instructors can put their mark on the course as well. Each instructor has his/her views on statistical tests, assumptions, preferences, etc., and I wanted to leave room for that. I stay away (or at least try my best) from any personal opinions, and in many cases, I make explicit statements about the diversity of viewpoints and encourage students to speak with their instructors.

One considerable challenge we have is presenting material that interests students (and faculty) across the spectrum of disciplines represented at Walden. To address this issue, we simulated a dataset that speaks to student anxiety of statistics, a topic we felt would surely resonate with students in any program. Additionally, this scenario provides some continuity across the SPSS video demonstrations each week.

The weekly SPSS instructional videos are augmented with an introductory video featuring Annie Pezalla, who has led the effort to update all our research courses. These 2-3 minute clips discuss how each statistical test can be used within the context of answering a research question related to student


anxiety of statistics. Annie does an excellent job providing conceptual descriptions and describing benefits of how the test covered each week can answer a statistics anxiety research question.

Thanks to the EPTI team for all their hard work in helping us shoot the videos and the laborious task of editing the rough cuts. We hope these are beneficial to students.

Update on the Advanced Research Courses Updates

Annie Pezalla, PhD
Associate Director of Curriculum and Assessment

As my CRQ colleague, Matt Jones, articulated in his contribution to this month’s newsletter, we have launched the revised advanced research methods courses, and we did so with feelings of excitement and anxiousness. We have high hopes that they will equip your students with the skills they need to advance their research methods skills, and we eagerly await your feedback on how you and your students experience the courses.

Advanced Quantitative Reasoning and Analysis, Advanced Qualitative Reasoning and Analysis, and Advanced Mixed Methods Reasoning and Analysis launched on February 27th. Matt and I worked closely together on the Advanced Quantitative Reasoning and Analysis course; Sue Marcus (in the School of Psychology) and I worked on the Advanced Qualitative Reasoning and Analysis course; and Tina Dawson (in the College of Education) and I worked on the Advanced Mixed Methods Reasoning and Analysis course. Together, we used years of data from the LORbook and feedback from our advisory council to inform our work in these courses. Truly, it “takes a village” to raise these courses to the rigor and quality our students expect. Thank you to everyone who contributed their insights and time and talents to these courses.

Here are a few new features of the new courses:

- Upgraded Blackboard classroom with a new look and feel, including in-line rubrics for easier grading and the Blackboard Collaborate tool for synchronous interactions.
- More opportunities to practice data analysis, including, in the Advanced Qualitative Reasoning and Analysis and Advanced Mixed Methods Reasoning and Analysis courses, the opportunity to explore various qualitative data management software programs (see Marydee Spillett’s excellent contribution to this month’s letter for an overview of these programs, which we also discuss in our courses).
• Greater focus on the various qualitative traditions (e.g., case study, phenomenology, grounded theory, etc.) in the Advanced Qualitative Reasoning and Analysis course.

• More continuity between the foundational research courses and the advanced courses. For example, we’re using the same datasets in the Advanced Quantitative Reasoning and Analysis course that we used in the foundational Quantitative Reasoning and Analysis course, but we build on those datasets from the foundational course to explore more multivariate analyses to answer more sophisticated research questions.

• Updated media! As Matt noted, you’ll see clips of familiar faces in these courses, including his and mine. Our intention with those videos was to add a (hopefully) comforting human element to research methods and statistics, which can seem like scary and isolating concepts for our students to learn.

We’ve already heard from several faculty members about their impressions of the courses. Thank you! Please keep that feedback coming. We will continue to refine the courses in the subsequent terms, and your insights about what’s working and what needs improvement will help us in our efforts toward continual improvement.

Data Resources for Research

Jenny Sherer, MEd, CIP
Associate Director, Office of Research Ethics and Compliance

If you or your students have not visited the participant pool recently, now would be a great time to visit the site. There are currently over 30 studies posted, representing students and faculty from various programs conducting research on a wide range of topics. As the site is open to all Walden students and faculty, researchers seeking either a broad population (such as adults over 18) or a specific population (parents of children with a disability) have found success through the site. Whether a researcher plans to administer an online survey or conduct interviews, the participant pool can be a great resource for researchers to get connected with those interested in participating in their studies. The site also allows for students to learn from their peers and obtain some practical tips that could be applied to their own studies.

Additional information about the Participant Pool is available on the Center for Research Quality website, or feel free to direct any questions to participantpool@mail.waldenu.edu. The site can be accessed directly at: http://walden.sona-systems.com.
SPSS PROCESS Macro Part II

Sunny Liu, PhD
Quantitative Methodologist

Simple Mediation Models

When examining complex relationships among variables, testing for a mediation effect is a fairly common practice in quantitative studies. The SPSS PROCESS macro developed by Preacher and Hayes (2004) can test the mediation relationship directly and can also handle complex models with one or many mediators, moderators, and the combination of them (called conditional process analysis).

The macro is free and can be downloaded from the following website:

The Model Templates for PROCESS for SPSS and SAS:

Here I will introduce some simple mediation models which include either one or more mediators. Just a word of caution: mediator models are causal models; therefore, it is always helpful if these models are built upon theoretical foundations.

Model 4 (see the Model Templates for PROCESS for SPSS and SAS document) is a simple or parallel multiple mediator model, which estimates the direct and indirect effect(s) of the independent variable (X) on dependent variable (Y) through one or more mediators (M) (up to 10 mediators at once). In the meantime, various confounding variables can be easily partialed out in this model by placing several confounders (U) such as demographics in the SPSS input as well.

If a researcher would like to test sequential mediator models, Model 6 is the choice. In this model, up to 4 mediators (M) are chained together in serial between the independent variable (X) and dependent variable (Y). Similarly, the model estimates both the direct and indirect effects and confounders can be easily added in the model testing as well.

Our Mission
The overarching mission of the Center for Research Quality is to align, maintain, integrate, and enrich those activities that contribute to the quality and productivity of Walden University research. Accordingly, its offices formulate, coordinate, and oversee the processes that support student research capstones as well as external research conducted under the auspices of the University.
Submissions to Walden’s Journals

Daniel Salter, PhD
Director, Strategic Research Initiatives

People who are new to Walden may not be aware that we support five research journals sponsored by the various colleges at the university. Here are a few common questions that the editors and I get from our community about submitting manuscripts and the answers we typically provide.

• Are the Walden journals peer-reviewed? Yes. You can see the listing of reviewers at each of the journal’s site.

• Are the Walden journals indexed? Currently, all but our newest journal (JSWGC) are in indices appropriate to the journal. This fact is relevant to the Molly Lauck’s discussion herein of the RDS program revisions.

• Are these journals only for the Walden community? No. Our journals serve the broader academic disciplines in which they are grounded, and the editors seek submissions from all researchers and scholars within them.

• Can a student, graduate, or Walden faculty member submit? Yes! We do, however, encourage all scholars to submit their manuscripts to the appropriate journal, which may or may not be one of ours. Besides, all manuscripts go through a masked process so the peer-reviewers will not know the author’s institutional affiliation.

• Does it cost to publish or to access an article in a Walden journal? No. Our journals are open access and freely available to all interested scholars. There are no fees for having articles reviewed or published.

• Should a graduate submit his/her entire doctoral capstone? No. All submissions should be formatted as a journal article, and follow the APA 6 style guide. Graduates needing additional support in this area should consider a New Scholars Workshop.

• Does being a graduate from Walden guarantee a publication in a Walden journal? No. Sometimes our graduates who submit manuscripts are surprised by a less-than-positive outcome from the peer review process. The reasons for rejection often lie in alignment with the journal and/or quality of the presentation of their research, not in the quality of doctoral capstone on which it is based.

• Where can I find more information? For specific questions about any of our journals, visit the journals site or contact the appropriate editor.

  • Journal of Social Change
    contact John Nirenberg at JSC@mail.waldenu.edu

  • International Journal of Applied Management and Technology
    contact Raghu Korrapati at IJAMT@mail.waldenu.edu

  • Journal of Educational Research and Practice
    contact Paul Englesberg at JERAP@mail.waldenu.edu
Staff Profile: Annelise Frederick | Office of Student Research Administration

Annelise Frederick has been with Walden University since March 2016. She graduated from the College of St. Scholastica in Duluth, MN where she studied English Education. Before coming to Walden, she worked as a temp and also at JoAnn Fabrics and Crafts. She enjoys spending time with friends and family, reading, being crafty, and caring for her cacti. Last autumn, she moved to the Northeast neighborhood of Minneapolis and is looking forward to the (eventual) warmer weather and exploring the neighborhood.

Annelise works as a Reporting Specialist in the Office of Student Research Administration (OSRA) in the Center for Research Quality. She works with students and faculty members in the PhD programs to help set up dissertation committees. Focusing on the prospectus stages, Annelise provides support to students as they work through the PhD dissertation process in MyDr. She also assists with the DBA program’s committee processing. Annelise is also there to help when faculty and students experience a user error in MyDR that needs intervention or if they need clarification about what they see in MyDR.