Advisory Board/Committee Chairs

2011 End of Year Report Form

The purpose of this report is to describe all that has been accomplished over the past year. As you recall from our mid-year phone conference, we encouraged you to articulate a few tangible goals in measurable terms and the strategies/approaches that the board/committee will undertake to meet the goals. For the end of the year report, you are to indicate in the results column the extent to which the goals were achieved and based on that data list any appropriate next steps or recommendations for action.

Advisory Board/Committee Name: Research Committee

Mission:

The NACADA Research Committee promotes conditions that advance the body of knowledge within the field of academic advising. In order to accomplish this, the Research Committee:
1. Communicates the value of scholarly inquiry, promotes its use in enhancing advising practice, and supports efforts to conduct new research;
2. Encourages scholarly inquiry that addresses contemporary and emerging issues in academic advising and higher education from a wide variety of perspectives and methodologies;
3. Promotes conditions that empower advisors as contributors of knowledge.

Current Members (name, institution, email); please put an * next to new members:

Janet Schulenberg - Chair - Region 2, (2013), Penn State University
Tim Kirkner - Region 2 (2012), Montgomery College
Sharon Aiken-Wisniewski - Region 10 (2012), University of Utah
Maren Larson - Region 2 (2011), Penn State University
Jennifer Bloom - Region 3 (2012), University of South Carolina
Sarah Naylor - Region 3 (2012), University of North Carolina-Chapel Hill
*Shannon Burton - Region 5 (2013), Michigan State University (2011 Student Research Award Winner)
Gary Padak - Region 5 (2011), Kent State University
Sarah Champlin-Scharff - Region 1 (2012), Harvard University
*Shajuana Payne - Region 2 (2013), Virginia Commonwealth University
John (Ned) Donnelly - Region 5 (2011), University of Cincinnati
José Rodriguez - Region 4 (2011), Florida International University
*Luiza Dreasher - Region 6 (2013), Iowa State University
Joshua Smith - Region 5 (2011), Indiana University Purdue University-Indianapolis
Cornelius Gilbert - Region 5 (2012), University of Wisconsin
Kathleen Smith - Region 4 (2013), Florida State University
Peter Hagen - Past chair (2013) The Richard Stockton College of N.J
Julie Traxler - Region 2 (2013), Rutgers State University-New Brunswick
Patricia Hill - Region 7 (2011), Texas A&M University-Corpus Christi
Wendy Troxel - Region 5 (2012), Illinois State University
*Robert Hurt - Region 9 (2013), California State Polytechnic University-Pomona
Marsha Miller - Ex Officio, NACADA Executive Office
Criteria used to create and maintain diversity of membership (size of institution, region, role, ethnicity, new and experienced professionals, etc.):

- Leaders within the Research Committee strive to maintain diversity through the identification of potential members from diverse backgrounds (including but not limited to variety of institution types, regions, roles, ethnicities, gender, and type and amount of research experience). Recipients of the Student Research Award are invited to serve on the committee for two years.
**Completed Planning Matrix for 2010-2011**

Directions: Please copy and paste columns 1 and 2 from your beginning of the year report. Next, write out appropriate responses that best describe the current results toward completing each goal. Finally, provide concrete next steps for the board/committee based on the results to date.

<table>
<thead>
<tr>
<th>Goals (identify link to NACADA strategic goal # for each stated goal)</th>
<th>Strategies/Approach to address goal</th>
<th>Results</th>
<th>Recommendations for Action</th>
<th>Groups that will be impacted or to work with</th>
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<td>Communicate the value of scholarly inquiry, promote its use in enhancing advising practice, and support efforts to conduct new research (Strategic Goals #1, 2, 3, 4)</td>
<td>Coordinate selection of a keynote speaker at the annual conference, with a focus on illustrating the utility of research.</td>
<td>Dr. James Applegate was selected to deliver a keynote address at the 2011 annual conference. Several hundred individuals will attend this presentation.</td>
<td>Continue the program. A NACADA representative might consider emphasizing to the keynote speaker our expectation that he or she will talk about his or her research and its impact on students and advising.</td>
<td>Conference Committee; Executive Office Meetings team</td>
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<td>Facilitate the selection of a scholarly article to be discussed by association members at the annual conference.</td>
<td>The Common Reading is offered again in 2011, featuring an article published in the NACADA Journal by Sam Museus. For 2012, the goal is to maintain or increase participation numbers. 65 people participated in the third annual Common Reading event at the 2010 annual conference (down from 110 in 2008 and 80 in 2009). All participants who provided feedback agreed or strongly agreed it was a positive and engaging experience that they would participate in again. Conference location &amp; attendance, and time of event both seem to affect attendance.</td>
<td>Continue the program. Supplement centralized promotion with Research Committee led individual encouragement (e.g. RC members personally invite past participants to return, encourage participation in their individual sphere of influence). Encourage expansion of the event to regional meetings. Continue working with EO conference team to identify best time and venue for the event.</td>
<td>Diversity Committee; Emerging Leaders mentors and mentees (especially for small group facilitation); Executive Office Meetings team; Executive Office Resources/Services team; Region Conference Chairs; Commissions including Theory and Philosophy of Advising, Advising Administration, Advisor Training &amp; Development; Doctoral Student Interest Group</td>
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<td>Promote the publication and presentation of research from the Association’s membership in an effort to increase the representation of scholarly inquiry across all NACADA venues.</td>
<td>Research grant recipients are expected to publish and present in NACADA venues. Grant recipient agreements were changed to include the requirement that recipients inform the EO of any publication stemming from the grant-funded research and to acknowledge the NACADA grant in all publications.</td>
<td>Seek additional ways to better track dissemination of research funded by NACADA (e.g. could funding disclosure be included in presentation proposals, required as part of NACADA Journal articles, etc.)</td>
<td>Board and Council level discussion of conference proposal criteria; NACADA Journal Editors; Research Committee EO Liaison.</td>
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<td>Promote NACADA research grant opportunities to increase the number of competitive grant applications.</td>
<td>Grants are highlighted at pre-conference workshops and research symposia. Call for proposals is available on the NACADA web site. 15 grant applications were received in the 2010-2011 cycle (down 2 from 17 in 2009-10, but up from 9 in 2008-2009). Five proposals were funded for a total of $16,978.46. All projects focus specifically on academic advising issues.</td>
<td>Consider additional venues to advertise call for proposals.</td>
<td>Executive Office Liaison</td>
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<td>Encourage scholarly inquiry that addresses contemporary and emerging issues in academic advising and higher education from a wide variety of perspectives and methodologies (Strategic Goals #1, 2, 3)</td>
<td>The Research Agenda is currently being updated to reframe its structure and update particular topics to reflect contemporary and emerging trends, issues, and theoretical perspectives. The first iteration of this agenda’s structure is in the 2011-12 call for research proposals.</td>
<td>A sub-committee has been identified to modify the framework of the Research Agenda. Committee members will facilitate a session at the 2011 annual conference to solicit feedback from Association members on the issues of key importance to them. The chair will also write a letter to the editors of the NACADA Journal seeking member input.</td>
<td>All Commissions and Interest groups; NACADA Journal editors</td>
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<td>Promote conditions that empower advisors as contributors of knowledge (Strategic Goals #1, 2, 3, 4)</td>
<td>Provide support and training to individuals conducting scholarly inquiry.</td>
<td>The Research Symposia, pre-conference workshops at annual and regional conferences, and the Research Registry contribute to this effort. <strong>Research symposia:</strong> 2010: 40 participants at two symposia (Region 2 and Region 4). Two of the funded 2010-11 research proposals are by symposium participants. 2011: 23 participants at two symposia (Region 5 and Region 3).</td>
<td>Continue to nurture the Research Symposium model and seek ways to sustainably offer symposia on an annual basis. This is still a new program, introducing a new concept to many practitioners and functioning with a new instructional model for NACADA. We have some evidence of its direct impact, but expect the effect of this experience on participants to be subtle and long-term. We are exploring ways to follow up.</td>
<td>Executive Office Meetings team; Region Chairs and Region Conference Chairs; Theory and Philosophy of Advising Commission; Executive Office IT and Research Committee Liaison</td>
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<td>Encourage scholarship among individuals who have not previously conducted</td>
<td>Preconference workshop: The preconference workshop is traditionally well attended and well reviewed by participants. 2010- 23 participants. 2011- Similar participation is anticipated.</td>
<td>The Research Registry fielded two researcher requests during 2010-11, and those who are registered have not experienced satisfactory attention. Although there is potential for the Registry to be a powerful vehicle for connecting researchers, its current format does not take full advantage of this potential.</td>
<td>Given the role of the research symposia in delving deeply into planning a research project, the pre-conference workshop can now play a primer role of helping individuals consider their research interests, clarify their research question, and identify ways they might begin investigating their question. Participants are encouraged to continue their work and refine it at a Research Symposium. Regional pre-conference workshops need to be encouraged.</td>
<td>The Research Registry needs sub-committee attention to explore ways it could be more effectively used to connect researchers (e.g. expand the criteria for matching researchers to allow a greater likelihood of matches, increase the number of individuals as resources in the Registry), or alternatively, the Registry should be disbanded.</td>
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<td>Research</td>
<td>Research Registry all contribute to this effort and are explicitly welcoming to new researchers. Additionally, the Student Research Award publicly reinforces the importance of novice research, and was awarded to Shannon Burton of Michigan State University. Shannon is now a member of the Research Committee. The existence of the Common Reading program reinforces NACADA’s commitment to scholarly engagement by all advisers.</td>
<td>No individual program directly achieve this goal, but the sum of Research Committee efforts is intended to contribute to a culture change among academic advising that includes this goal. All Institutes now include a strong component on the importance of scholarly research within academic advising in part because of Research Committee efforts to raise awareness.</td>
<td>Encourage regional conferences to consider highlighting region members who conduct research (e.g. through keynote presentations, concurrent sessions); Periodically survey academic advising job postings for inclusion of scholarly activities as an expectation of advising work.</td>
<td>Development Committee; all Institute Advisory Boards</td>
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<td>Encourage administrators to create conditions that encourage and reward scholarly inquiry among advisers.</td>
<td>Promote academic advising as a focus of important scholarship in higher education.</td>
<td>No specific program directly achieves this goal, but as above, the sum of Research Committee efforts is intended to cultivate a stronger and more widely disseminated body of literature on academic advising and a greater recognition of the impact and significance of academic advising in higher education.</td>
<td>Encourage for the widespread dissemination of NACADA publications to reach as wide an audience as possible.</td>
<td>Board and Council level discussion of availability of NACADA publications; NACADA Journal editors</td>
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<td><strong>End of year report 2011</strong></td>
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