Advisory Board/Committee Chairs

Fall 2012 Report Form

We are interested in learning about your plans for the upcoming year. As you recall from our meeting at the Annual Conference, we are encouraging you to identify a few tangible goals that you are likely to be able to complete by the end of the next year.

Directions: Please complete the information requested below regarding mission, members, and criteria used to create and maintain diversity. Please complete the planning matrix by identifying what NACADA Strategic goals your respective Committee or Advisory Board’s goals will meet. If some goals from your last report were completed or if next steps have been solidified add them to column two, labeling them as a goal from your last report, and what results and/or actions are planned. Also, please list any new goals or items you plan to work at your meeting in Nashville, label them as new, and fill out the columns appropriately.

Committee/Board 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.

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

Janet Schulenberg - Chair- Region 2, (2012), Penn State University jks142@psu.edu
Wendy Troxel - Region 5 (2012), Illinois State University (incoming chair - 2014) wgtroxe@ilstu.edu
Sharon Aiken-Wisniewski - Region 10 (2014), University of Utah SAiken@uc.utah.edu
Jennifer Bloom - Region 3 (2014), University of South Carolina bloomjl@mailbox.sc.edu
*Paulette Brower-Garrett - Region 1 (2012-2014), College of Staten Island/CUNY paulette.browergarrett@csi.cuny.edu
Sarah Champlin-Scharff - Region 1 (2014), Harvard University scharff@fas.harvard.edu
*Yung-Hwa Anna Chow, Region 8 (2012-2014), Washington State University ychow@wsu.edu
*Gieselle Deng - Region 7 (2012-2014), Metropolitan Community College - Penn Valley gieselle.deng@mcckc.edu
Cornelius Gilbert - Region 5 (2014), University of Wisconsin cgilbert@wisc.edu
*Leigh Shaffer - Region 2 (2012-2015), retired, West Chester University, NACADA Journal Co-editor lshaffer@wcupa.edu
*Ryan Tomasiewicz - Region 5 (2012 - 2014), University of Illinois rtomas@illinois.edu
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).

Over the past several years in particular, potential members were identified by their demonstrated experience in conducting research from a variety of disciplinary perspectives because expertise is needed for evaluation of research proposals for increasingly competitive grant funds. Particular efforts have always been made to maintain representation across Regions, although with mixed success over the years. This year, Research Committee members represent all ten NACADA Regions. In addition, there has always been an effort to recruit members who represent public, private and community colleges. The committee also values individual dimensions of diversity including ethnicity and gender, with Research Committee membership reflecting a wide variety of individual backgrounds.
**Planning Matrix for 2011-2012**

**Completed Planning Matrix for 2011-2012**

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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<tr>
<td>Communicate the value of scholarly inquiry, promote its use in enhancing advising practice, and support efforts to conduct new research</td>
<td>Coordinate selection of a <strong>keynote speaker</strong> at the annual conference, with a focus on illustrating the utility of research.</td>
<td>Dr. James Applegate’s keynote was presented at the 2011 annual conference, with several hundred in attendance. Observation of the audience and ensuing conversation suggests his talk was provocative. <strong>Dr. Marcia Baxter Magolda has been contracted to deliver a keynote address at the 2012 annual conference.</strong></td>
<td>A research committee member will work with NACADA EO and the keynote speaker to convey our expectation that he or she will talk about his or her research and its impact on students and advising. Identification of potential speakers is based on their demonstrated ability to connect with an audience as well as their ability to speak to the conference theme. <strong>Most importantly, however, the speaker must be able to articulate a connection between research and practice consistent with NACADA’s strategic goal #2.</strong></td>
<td>Conference Committee; Executive Office Meetings team</td>
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<p>| Facilitate the selection of a scholarly article to be discussed by association members at the annual conference. | The fourth annual <strong>Common Reading</strong> was offered in 2011, featuring an article published in the <em>NACADA Journal</em> by Sam Museus. Efforts were made to increase attendance through targeted advertising, personal invitations, and strategic management of the meeting space. 77 individuals attended the event, filling the room to capacity. Participants responded that this was a valuable experience (4.6 on a 5 point scale) and provided suggestions for next year’s event. <em>The fifth annual event will be held at a different time of day, in response to some participant feedback. This year’s reading highlights Marcia Baxter Magolda’s self-authorship concept with a NACADA Journal article by Jane Pizzolato</em> | The supplementation of centralized promotion with Research Committee led individual encouragement and targeted use of listservs seemed successful and will continue. | 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 |</p>
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<th>Encourage common reading events at regional conferences.</th>
<th>Members were encouraged to work with Region conference committees to advocate for a common reading at their regional meetings. <em>This year, 3 regions (2, 5 &amp; 8) offered sessions based around common readings.</em></th>
<th>The grant-funded presentation at the annual conference acknowledged NACADA support. Noting NACADA grant funded studies as applicable Journal articles are published. Consider additional venues to advertise call for proposals.</th>
<th>Region chairs and Region conference committees</th>
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<tr>
<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 guidelines 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. <em>To increase the possibility for this, the Research Committee now includes a NACADA Journal editor.</em></td>
<td>Of the 5 grant recipients in the 2010-11 cycle, all have publicized research results: 2 have already presented on their research, 2 are presenting at the 2012 annual conference, and one has published a manuscript to the NACADA Journal.</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>
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<td>Add additional information to call for grants web page to help applicants construct strong proposals.</td>
<td>Executive Office Liaison</td>
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<td>Proposal Process Clarification</td>
<td>20 grant applications were received for the 2011-2012 cycle. Of these, 5 projects were funded for a total of $19,650 (additional funds were requested). One of these projects is dissertation research, the rest are practicing professional/faculty research. (15 total grant applications were received in the 2010-2011 cycle, 17 in 2009-10, and 9 in 2008-2009). Grants are highlighted at pre-conference workshops and research symposia. The call for proposals is available on the NACADA website, advertised in the monthly NACADA Highlights and on the Community of Science/PIVOT website.</td>
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<td>Add an example format for budget, including relevant details and justifications. Provide additional information about IRB processes and timelines that researchers should anticipate. Continue to refine call for proposals and grant applications.</td>
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<td>Increase the budget allocated to research grant funds.</td>
<td>Given the increase in number and competitiveness of grant applications, we are fielding more project proposals worthy of funding, and have asked for additional funds in 2011 and 2012. Given this, we requested and were approved to raise the research grant allocation to $25,000 from $15,000. The proposal for this increase is in Appendix 1.</td>
<td>guidelines for clarity.</td>
<td>Executive Office, Finance Committee</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.</td>
<td>Articulate critical issues/themes in academic advising and higher education (which contributes to a dynamic Research Agenda).</td>
<td>The Research Agenda’s structure has been reframed around three central areas, and member feedback has been sought to identify specific topics under these areas needing research. The central areas are attached in Appendix 2.</td>
<td>A sub-committee has been identified to modify the framework of the Research Agenda. Committee members facilitated a session at the 2011 annual conference to solicit feedback from Association members on the issues of key importance to them. The chair and past chair will write a letter to the editors of the NACADA Journal with a summary of those results.</td>
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<td>Direct Support of Strategic Goals #1 and 2.</td>
<td>Encourage the submission of research grant proposals that</td>
<td>The call for research proposals includes specific language</td>
<td>The updated Research Agenda and statement in the call for research proposals</td>
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<td>Address contemporary and emerging issues in academic advising from a wide variety of perspectives and methodologies.</td>
<td>Conduct the process to review and award research grants for projects that meet high standards for scholarly inquiry and research design.</td>
<td>The call for proposals was conducted, inquiries fielded, and 20 grant proposals were received for review in the 2011-2012 round. Clarifies that multiple disciplinary perspectives are valued, and suggests areas of needed inquiry.</td>
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<td>Welcoming a breadth of perspectives and topics in proposals. Presenters representing the Research Committee routinely refer to multiple research methods as desirable, and encourage individuals with new ideas to carry them through.</td>
<td>Administrative challenges, particularly around IRB requirements have increased dramatically in the past several years, in part because there are more people conducting research. The call for proposals includes language that should help reduce the challenges, but this will be an ongoing issue for the EO.</td>
<td>New Research Committee members with strong research backgrounds were recruited specifically to assist in reviewing research grants.</td>
<td>Executive Office</td>
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| Promote conditions that empower advisors as contributors of knowledge | Provide support and training to individuals conducting scholarly inquiry. | The Research Symposia, pre-conference workshops at annual and regional conferences, and the Research listserv contribute to this effort. **A research symposium was held in 2012 in Las Vegas after the Region 9 conference. This symposium had only 5 participants, in large part because facilities logistics required a change in dates late in the planning process. As is typical for this event, participants indicated they had a high quality and productive experience.**  
**Region 2 has been selected to host a symposium in 2013 in conjunction with the regional conference.**  
**An evaluation of how the research symposium has impacted past participants is in the final stages of development.** | Continue to nurture the Research Symposium 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. **Learning from the 2012 experience, logistics for Region 2 need to be finalized early, and the event needs to be broadly publicized within the region and through NACADA centrally. A handbook for coordinators needs to be developed.**  
A sub-committee has been charged with developing a more comprehensive assessment of the symposium and to offer recommendations for future organization. | Executive Office Meetings team; Region Chairs and Region Conference Chairs
Executive Office, Region Chairs and Region Conference Chairs |
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<th>Encourage scholarship among individuals who have not previously conducted research.</th>
<th>Twenty individuals registered for the 2011 preconference workshop held at the annual conference. Participation is similar to past year. Participants highly rated the overall quality of the session (4.7 out of 5 point scale) and commented with enthusiasm about the interaction and hard thinking they accomplished during the session.</th>
<th>Given the role of the research symposium in delving deeply into planning a research project, the pre-conference workshop was redesigned to 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 were encouraged to continue their work and refine it at a Research Symposium.</th>
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<td>Help individuals to select an appropriate NACADA resource for supporting their research</td>
<td>Research listserv</td>
<td>Develop a pathway recommendation for those looking for research support. This will require the committee to think about how each resource available through NACADA supports researchers—including resources not sponsored by the Research Committee. Ultimately, this resource should live on the research web page.</td>
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<td>Encourage connections among researchers</td>
<td>Because the Research Registry as a one-to-one matching tool was no longer successful, a sub-committee explored alternative ways to facilitate connections</td>
<td>A sub-committee has been charged with exploring alternative ways to facilitate connections among researchers. As NACADA gains different technical capabilities, the listserv will</td>
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<td>Annually facilitate the identification of outstanding student research</td>
<td>\textit{among researchers. Short and long-term strategies were identified, and the short-term strategy was implemented. Beginning in January 2012, the Registry was disbanded and replaced with a listserv. Although still not ideal, the listserv has 303 members. It has been used both for general discussion and by individuals seeking specific information or research connections.}</td>
<td>migrate to a more interactive strategy.</td>
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<td>Encourage administrators to create conditions that encourage and reward scholarly inquiry among advisers.</td>
<td>The Research Symposia, pre-conference workshops at annual and regional conferences contribute to this effort and are explicitly welcoming to new researchers. The existence of the Common Reading program reinforces</td>
<td>As academic advising becomes an increased focus for graduate thesis research, we expect to see an increase in submissions. Additional efforts can be made to advertise the award to a wider audience.</td>
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<td>Continue the multiple efforts that potentially reach new researchers. Continue to use broad language of inquiry and scholarship throughout NACADA.</td>
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Doctoral Student Interest Group and Advising Administration Commission

Advising Administration and Advisor Training & Development Commissions; Professional Development Committee; all Institute Advisory Boards
| Promote academic advising as a focus of important scholarship in higher education. | NACADA’s commitment to scholarly engagement by all advisers. No individual program can 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. | 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. | Institute Advisory Boards, all NACADA leaders |
Appendix 1: Request for increase in research fund budget

August 13, 2012

Dear Charlie,

I would like to initiate a request for a permanent increase in the budget allocated for support of research grants from NACADA. Could you please give me guidance on the proper procedure?

I would like to request that the base allocation available for funding research projects be increased to $25,000 from its current base of $15,000. As reflected in NACADA’s strategic plan, scholarship that contributes to the knowledge base of academic advising is critical, and these modest funds are the primary means the association offers to support this strategic goal.

Beginning in 2010 (which coincides with NACADA-driven efforts to increase the visibility and impact of research on academic advising), we have seen a dramatic increase in both the number and quality of grant proposals received, and awards are increasingly competitive.

- 2006 – 4 of 11 funded (36%)
- 2007 – 3 of 9 funded (33%)
- 2008 – 4 of 8 funded (50%)
- 2009 – 3 of 9 funded (33%)
- 2010 – 3 of 17 funded (18%)
- 2011 – 5 of 15 funded (33%)
- 2012 – 5 of 20 funded (25%)

Although the research committee requested additional funds in 2006 and 2007 to cover a multi-year grant, the past two years of additional requests funded single-year projects in addition to multi-year grants.

- 2006 - $16,169 awarded plus $5000 for year 2 of 3 year grant by Peter Collier of Portland State.
- 2007 - $14,000 awarded with additional $5000 needed for year 3 of Peter Collier grant
- 2011 - $16,978 funds for new grant plus $5000 for year 2 of a 3 year grant by Allen & Smith, Portland State
- 2012 - $19,650 in new funds awarded plus year $5000 for year 3/3 of Allen & Smith grant.

As NACADA continues to champion practice informed by research, the NACADA Research Grant is a primary means to bring new knowledge to light. We now have several years of evidence that this push for more and better scholarship has achieved some success; these funds are needed to continue that success.

Thanks for your guidance, Charlie!

All the best,
Janet
Appendix 2: Research Agenda

http://www.nacada.ksu.edu/Clearinghouse/Research_Related/researchagenda.htm

NACADA supports research to advance knowledge about academic advising. Rigorous inquiry that investigates academic advising’s **impact, context, or theoretical basis** is particularly needed. The Research Committee has identified a research agenda of critical areas for research within these areas.

- **The impact** of academic advising on students and institutions, such as measurement of advising’s impact on particular student populations or on institutional goals (such as retention or program implementation) or analysis of the impact of particular advising practices, models, or organizational structures on student learning and development.
  - *Critical areas*: International students; Students from underrepresented populations; Impact of advising on retention; Impact of advising on student decision-making; Comparative studies of advising models; Measurement of student learning from advising

- **The context** of academic advising, which may include examination of institutional and cultural conditions that have an impact on student academic decision-making, institutional support, or reward and recognition of advising
  - *Critical areas*: Faculty roles in academic advising; Use of technologies in engaging students in advising; Historic studies of the development of advising; Advising models in settings outside the United States

- **The theoretical basis** of academic advising development and practice, including evaluation or analysis of advising-based theory from philosophical/theoretical perspectives informed by a variety of disciplines
  - *Critical areas*: Theory-building from humanities disciplines and other disciplinary areas underrepresented in college student literature; Connections between academic advising and higher education’s broader learning mission