

Exploring the Roles of Research in Academic Advising

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NACADA's VIEW OF RESEARCH

NACADA views research as scholarly inquiry in all aspects of the advising interaction and regards consuming and producing research as the collective responsibility of all members of the higher education advising community.



BOYER'S FOUR ELEMENTS OF SCHOLARSHIP

DISCOVERY: investigative, in search of new information.

INTEGRATION: exploring connections and examining contexts in an interdisciplinary and interpretive way.

APPLICATION: seeking out of ways in which knowledge can solve problems.

TEACHING (SOTL): examine the ways that knowledgeable others can facilitate learning for others.

Boyer, E. L. (1990). *Scholarship Reconsidered: Priorities of the Professoriate*. San Francisco: Jossey-Bass.



WHY RESEARCH ACADEMIC ADVISING?

- Academic advising is an integral part of student development
- Academic advising is teaching, with a discipline and effective pedagogical practices
- Professional disciplines use inquiry and resulting data to inform decision making



WIDE RANGE OF AUDIENCES

- Peers in academic advising
- Advising administrators
- Deans, Provosts, and Presidents
- Full-time and faculty advisors
- Students and Parents

SCHOLARLY INQUIRY MAY INCLUDE...

- Hypothesis testing
- Replication of findings in new setting
- Discovery of a novel phenomenon
- Development of a new theory
- Evaluation of effectiveness of advising strategy

QUALITATIVE-QUANTITATIVE CONTINUUM

- Qualitative methods create data sets containing words, derived from interviews and observations that are analyzed using the appropriate interpretive techniques
- Quantitative methods create data sets containing numbers that are analyzed using the appropriate statistical techniques

QUALITATIVE-QUANTITATIVE CONTINUUM

- Use Qualitative methods when:
 - Inquiry questions require deep understand from multiple perspectives
 - Little is known about the topic being assessed
- Use Quantitative methods when:
 - Inquiry questions require a breadth of perspectives on the construct
 - Desire to isolate the relationships between two or more variables

CORE SKILLS IN CONDUCTING RESEARCH

- I. Identify the problem
- II. Review literature about the problem
- III. Formulate and revise the question
- IV. Identify the population and select the sample
- V. Collect, analyze, interpret data
- VI. Write-up result and disseminate

IMPACT STUDIES IN ADVISING

- 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

CONTEXT STUDIES IN ADVISING

- 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 face-to-face advising meeting

THEORETICAL BASIS FOR ADVISING

- 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

CONDUCT EXTENSIVE LITERATURE REVIEW

NACADA Journal (ERIC, Social Science Citation Index, Education Abstracts, Psych Abstracts, etc.)

- improve your knowledge base
- build upon previous research efforts
- look for good methodology models
- become familiar with research publication formats
- establish basis to justify and support your research (and advising) efforts

What to review?

- Previous research on same topics
- Previous research on related topics (“parallel”)
- Research population (subjects)
- Research techniques (methods)
- Research materials (surveys, tests)
- Theoretical frameworks

WRITING INQUIRY QUESTION

- Outline your thoughts and explore the purpose of conducting the scholarly inquiry relationships
- Identify the explicit question you wish to study
 - What is the relationship...
 - To what extent does...
 - What is the impact of
- Share the question with colleagues and revise several times

Sample Selection

- Define potential participants; what voices do you want in your study?
- How will you select and contact the appropriate number of people?
- Will you need to IRB and informed consent?

IRB

Most post-secondary institutions have a person or committee that reviews proposed research and supports or rejects the use of humans as subjects. These may be termed:

- Human Subjects Committee
- Institutional Review Board

IRB

- You must obtain clearance from your respective review entity in order to conduct your research
- All federally funded research requires approval at both the institutional level and the federal level

Note: NACADA requires institutional support to be considered for a NACADA Research Grant

DATA COLLECTION

- Use data collection technique that is most suited to adequately answer your research question
- Clearly identify the limitations of your choice
- Consider multiple or mixed methods when appropriate

DATA ANALYSIS AND INTERPRETATION

- Carefully organize data for analysis (use data tools such as SPSS or NVIVO)
- Clearly describe the steps in the analysis procedures
- Identify limitations and note where deviations took place
- Be sure you can defend your decisions and conclusions

REFLECTION AND DISSEMINATION

- Commit yourself to the time and resources needed for yourself and your staff
- Ask for help from colleagues and collaborate with others
- Follow sound research practices from the start
- Submit your work for peer review



NACADA RESEARCH COMMITTEE WEBSITE:

<http://www.nacada.ksu.edu/About-Us/NACADA-Leadership/Administrative-Division/Research-Committee.aspx>

For information on:

- NACADA's research agenda
- Writing a NACADA research grant
- Additional research resources
- Contact information



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