RESEARCH IN ACADEMIC ADVISING: JUST DO IT!

YES, YOU CAN!

2017 NACADA SUMMER INSTITUTES

OUR GOALS FOR THIS SESSION:

- We will:
  - Learn why research is important (consider the role of research in advising)
  - Identify the core skills needed in conducting research
  - Learn how institutions can use research in decision-making

"Research"

"Researcher"
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


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NACADA’S VIEW OF RESEARCH

- Research is any scholarly inquiry that is systematic, intentional, and collaborative.
- Consuming and producing research is the collective responsibility of all members of the higher education advising community, including advisors, faculty, administrators and students.

NACADA’S STRATEGIC GOALS

- Expand and communicate the scholarship of academic advising
- Provide professional development opportunities that are responsive to the needs of advisors and advising administrators
- Promote the role of effective academic advising in student success to college and university decision makers
- Create an inclusive environment within the Association that promotes diversity
- Develop and sustain effective Association leadership
- Engage in ongoing assessment of all facets of the Association
- Pursue innovative technology tools and resources to support the Association
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FRAMEWORK OF RESEARCH INVOLVEMENT

Level 4
Leadership
(heading and supervision of research of others)

Level 3
Leading Research
(actively participating by leading research projects)

Level 2 – Collaboration
(active involvement in research through collaboration with others)

Level 1 - Evidence-based Practice
(understanding, interpreting, and applying research)


BACK TO THIS . . .

NACADA views research as scholarly inquiry into all aspects of the advising interaction, the role of advising in higher education, and the effects that advising can have on students. It regards consuming and producing research as the collective responsibility of all members of the higher education advising community, including advisors, faculty, administrators, and students.

NACADA Taskforce on Infusion of Research, 2008

PROFESSIONAL COMMITMENT …

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NACADA Taskforce on Infusion of Research, 2008
LEVELS OF INVOLVEMENT AND EXPERIENCE

• LEVEL 1 – Professional Commitment
  • 1.1 - I agree that evidence informs practice
  • 1.2 - I read articles and consult resources (at least occasionally)
  • 1.3 - Sometimes I try strategies I’ve read about or consider the theories behind what I see
  • 1.4 - I’d like to learn more about getting involved with a research study or how to analyze something more deeply

SO, WHERE ARE YOU RIGHT NOW?

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<th>Professional Commitment</th>
<th>Active Involvement</th>
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LEVELS OF INVOLVEMENT AND EXPERIENCE

• LEVEL 2 – Collaboration & Active Involvement
  • 2.1 - I’ve seen a study from the inside
  • 2.2 - I have an idea for a study or analysis
  • 2.3.1 - I have a written proposal for a study or a framework for a theoretical analysis
  • 2.3.2 - I’ve been involved with a completed scholarly work and am ready for more!

WHY IS RESEARCH IMPORTANT TO ACADEMIC ADVISING?

The big deal
LET'S CHAT ABOUT:

• “Scholarly Advising”

• “Scholarship of Advising”

WHAT IS . . .

- Good teaching? - “Good teaching is . . .”?
- Good advising? – “Good advising is . . .”?
- Scholarly teaching?
- Scholarly advising?
- Scholarship of Teaching and Learning?
- Scholarship of Advising?

SCHOLARLY TEACHING

“Scholarly teaching involves taking a scholarly approach to teaching just as we would take a scholarly approach to other areas of knowledge and practice. Scholarly teachers view teaching as a profession and the knowledge base on teaching and learning as a second discipline in which to develop expertise. Thus, scholarly teachers:

- Reflect on their teaching
- Use classroom assessment techniques
- Discuss teaching issues with colleagues
- Try new things
- Read and apply the literature on teaching and learning”

(McKinney, 2003, p. 1)

SCHOLARLY ADVISING?

“Scholarly _______ involves taking a scholarly approach to _______ just as we would take a scholarly approach to other areas of knowledge and practice. Scholarly _______ view _______ as a profession and the knowledge base on teaching and learning as a second discipline in which to develop expertise. Thus, scholarly _______:

- Reflect on their _______
- Use _______ assessment techniques
- Discuss _______ issues with colleagues
- Try new things
- Read and apply the literature on teaching and learning”

(McKinney, 2003, p. 1)
HOW DOES/HOW CAN THE SCHOLARLY LITERATURE INFORM US?

COLLABORATION IS KEY
- Kezar (2000) suggests that practitioners are uniquely positioned to *describe complex scenarios* in education that would benefit from systematic examination and analysis.
- What’s your expertise? What will you “bring to the table?”

WHO CARES? IMPORTANT STAKEHOLDERS (AUDIENCES)
- Leaders and peers in your area of influence
- Deans, Provosts, and Presidents
- Faculty/Academics
- Students and Parents
- External “forces” of accountability

UNVEILING FIRST DRAFT OF RESEARCH QUESTIONS
ESSENTIAL ELEMENTS FOR SCHOLARLY INQUIRY IN ACADEMIC ADVISING

I. Articulate an inquiry question
II. Establish theoretical framework and conduct literature review
III. Identify appropriate design and methodology
IV. Collect and interpret data
V. Dissemination

BOYER’S (1990) FRAMEWORK APPLIED TO ACADEMIC ADVISING

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LET’S GET CURIOUS …

- What do you want to know more about??
- What are your “wonderings” …??
  - Talk to your neighbor: “I wonder why …”

RESEARCH QUESTIONS

- What are they?
- Why are they used?
- How are they useful?
A LOOK AT RESEARCH QUESTIONS

WHO WOULD YOU WANT TO HEAR FROM?

People = words
Data = numbers

IF PEOPLE:

How do ________ describe ____________?
What are the perceptions of ________ about ____________?

IF PEOPLE:

How do ________ describe ____________?
How do seniors describe the importance of advising sessions on their academic success?
What are the perceptions of ________ about ____________?
What are the perceptions of advisors about the use of research in their day-to-day work?
IF DATA (DESCRIPTIVE):

How frequently do _____ do this: _______?

How frequently do undeclared students . . . visit the career center during their first year of college?

IF DATA (ASSOCIATIONAL OR CAUSAL):

• What is the relationship between _________ and _______ on ______?
  What is the relationship between self-efficacy and voluntary attendance at tutoring sessions?

• Does _____ & _____ predict ________? 
  Do high school gpa & ACT scores predict academic success in the first year?

Are SAO scores a better predictor of academic stress than of non-academic stress? (Davidson & Beck, 2006, using an instrument called the “Survey of Academic Orientations (SAO)”)
IF DATA (INFERENTIAL):
What is the difference between _________ and _______ with regard to ____________?

What is the difference between first-generation students and traditional college students on their understanding of faculty expectations? (Collier & Morgan, 2004)

IF THEORETICAL:
• How does sense of belonging affect a student’s perspective and success in a pre-professional major?

• How can the elements of culture shock theory be utilized to help the transition of 1st semester freshmen from high school?

• What are the connections within a student’s story (i.e., plot, crisis, resolve) and the role of the primary-role advising relationship?

NOW:
• Revise at least one of your “wonderings” to become a research question
• Share it with the rest of us!
NACADA’S RESEARCH AGENDA

The impact of advising on students and institutions …

The context of advising …

The theoretical basis of advising development and practice …

WHERE IS YOUR “WONDERING” SITUATED?

And why does it matter…?

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COMPONENTS OF A RESEARCH PROPOSAL/PLAN

ELEMENTS OF A SOCIAL SCIENCE STUDY
- Statement of the Problem
- Purpose of the Study
- Theoretical Framework
- Literature Review
- Methodological Design
- Results
- Discussion and Implications

A WIDE AND DEEP LENS FOR INQUIRY

Social Science Approach
1. Articulate an inquiry question
2. Establish theoretical framework and conduct literature review
3. Identify appropriate design and methodology
4. Collect and interpret data
5. Dissemination

Humanities Approach
1. Articulate an inquiry question
2. Read
3. Reflect/Analyze
4. Write/Re-write
5. Dissemination

HUMAN SUBJECTS RESEARCH
- Remember that anytime you’re conducting research on HUMANS you need approval from the Institutional Review Board (IRB) on your campus
- It is about protecting participants from harm and minimizing risk:
  - Physical (injury, illness, or death)
  - Psychological (emotional distress or anxiety)
  - Social (financial standing, employability, reputation, criminal or civil liability)
Good assessment/evaluation can be expanded into good research. Good research should lead to even better assessment procedures. Good assessment makes use of the best conceptual and theoretical models and the best research measures or methods.

McGillin, 2003

**ASSESSMENT VS. RESEARCH**

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<th>Assessment</th>
<th>Research</th>
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<tr>
<td>Audience</td>
<td>Internal</td>
<td>External (with internal implications)</td>
</tr>
<tr>
<td>Purpose</td>
<td>Improvement of programs and services</td>
<td>Transferability and generalizability</td>
</tr>
<tr>
<td>IRB protocols needed?</td>
<td>No (not usually)</td>
<td><em>YES</em> (see federal guidelines)</td>
</tr>
<tr>
<td>Scope/Lens</td>
<td>Internal → External</td>
<td>External → Internal</td>
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<tr>
<td></td>
<td>“Local expert”</td>
<td>“Entering the conversation” of your profession</td>
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BACK TO THE ROLE OF INQUIRY IN HIGHER EDUCATION AND ACADEMIC ADVISING . . .

ADVISING RESEARCH IS MORE IMPORTANT THAN EVER

- Knowledge claims to enhance practice
- Demonstration ("exploration" not "proof") of impact on students and institutions
- Advising is field with an important vantage point to examine higher education

WHAT IS EVIDENCE?

CONSIDER . . .

- Public vs. private documents and artifacts
- Existing documents and databases
- Researcher-generated data/evidence
- Observable artifacts
A FEW DATA GATHERING METHODS
Researcher-generated:
- Interviews
- Observations
- Documents and artifacts
- Surveys
- Tests
Already available:
- Collection of existing data

SO, GIVEN YOUR TOPIC …
✓ Who could you interview?
✓ What could you observe?
✓ Would a survey be useful?
✓ What artifacts might be relevant?
✓ What data are already available?

HOW TO FIND RELEVANT RESEARCH
Some tips:
1) Decide on initial search terms
2) Choose a database to get started and enter your first search term (check the Clearinghouse, Google Scholar, and the NACADA Journal)
3) Look at keywords and suggested terms (add to your list if needed)
4) Stick to "peer-reviewed" articles in scholarly journals
5) Examine titles and abstracts for relevance and scan them
6) Keep track of your search strategies and articles

RESEARCH ACTIVITIES and RESOURCES
- NACADA Research Committee
- Research Grants and Awards
- Research Symposia and Workshops
- Networking opportunities (i.e., Facebook – NACADA Nerds)
- Presentation and publication outlets (audience and purpose)
- Experts at your institutions (librarians, research support units, teaching centers, faculty champions)
- NACADA Center for Research at Kansas State University
Teaching:
• Research Skills (designs & methods)
• Scholarly Writing (structure & support)

Research:
• Original Research
• Partner Research

Service:
• Cadre of “Critical Friends” (methodologists & content)
• Repository for anchor literature

SO, WHERE DO YOU WANT TO BE?

Professional Commitment      Active Involvement
- 1.1                             - 2.1
- 1.2                             - 2.2
- 1.3                             - 2.3.1
- 1.4                             - 2.3.2

THIS IS A TEAM SPORT
Consider “Power Partnerships”

HUMAN partners
• Internal partners (within your unit/department)
• External partners (within your institutional community of scholars)
• Professional colleague partners (your connections globally)

RESOURCE “partners”
• The related literature on your topic
• Data related to your topic
• Funding possibilities
• Structural decisions (about professional development, etc.)

NACADA CORE COMPETENCIES

Where does “scholarly advising” fit?
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SO, HOW CAN AND WHY SHOULD WE USE RESEARCH” IN DECISION-MAKING?

YOU CAN DO IT!

- Commit to yourself and to your unit
- Ask for help from colleagues and collaborate with others (find the internal and external experts)
- Follow sound research practices from the start
- Take pride in your accomplishments and share them (both formally and informally)!
- Start writing stuff down!

PLEASE COMPLETE THE INVOLVEMENT SURVEY . . .

YOU will set the professional development agenda for the NACADA Research Committee and the NACADA Center for Research at Kansas State University!

http://tinyurl.com/nacada-research-2017
FINAL COMMENTS AND QUESTIONS?

We want to hear from you!
Please tell us about this session - Your thoughts and opinions help shape future NACADA Institutes!

To rate this session visit:
PollEv.com/Institutefac4

This evaluation will be open until 10:00 p.m. tonight