Presenters:
Wendy Troxel
Incoming Director
Center for Excellence & Research in Academic Advising & Student Success
Kansas State University
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Shannon Lynn Burton
NACADA Board of Directors
Associate University Ombudsperson
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Overview

Advisors are in a unique and strategic position to view all aspects of education, including student transitions, course planning, career readiness, as well as important developmental stages of maturity. Observance of these complex processes informs the practice of advising continually, and with a little structure, could be studied systematically to add to the growing body of knowledge related to advising.

The goal of this webinar is to help advising practitioners gain confidence in conducting research that is integrated into the everyday work of advising. The session will cover three critical areas of scholarly inquiry: the identification of a focused study through articulation of purpose and research questions, the relationship between ethical standards for professional practice with those of institutional research boards (IRB) and research integrity, and the ways in which advisors and academic administrators can use existing and original scholarly inquiry to inform practice. Presenters Wendy Troxel (Incoming Director, Center for Excellence and Research in Academic Advising and Student Success), Shannon Lynn Burton (NACADA Board of Directors and Research Committee member), and Sarah Champlin-Scharff (Incoming NACADA Research Committee Chair) discuss these three areas from the lens of the faculty, ethics officers, and advising practitioners. They will also discuss ways to identify and connect with colleagues (and students!) to form collaborative research teams.

Pre-Webcast Activity Suggestions


NACADA Core Values
http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Core-values-of-academic-advising.aspx
References and Recommended Resources


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


NACADA READS - http://www.nacada.ksu.edu/Events-Programs/NACADA-Reads.aspx


Presentation and publication outlets (audience and purpose)
Your local, regional, and national professional organizations (including disciplinary and pedagogical networks)

Office of Research Integrity (ORI) https://ori.hhs.gov/

Responsible Conduct of Research Trainings (institutional)

Research Ethics Educational Resources:
- Indiana University, Poynter Center, http://poynter.indiana.edu/teaching-research-ethics/workshop-details/
- University of California, San Diego, http://ethics.ucsd.edu/

Demystifying Research in Academic Advising

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Demystifying Research in Academic Advising

Presenters

Wendy Troxel, Incoming Director, Center for Excellence and Research in Academic Advising and Student Success, College of Education, Kansas State University

Shannon Lynn Burton, Associate University Ombudsman and Research Integrity Coordinator, Michigan State University

Sarah Champlin-Scharff, Director of Administration, Department of the History of Science, Harvard University

Let’s talk about....
Art and Stats?

Patterns and Interrelationships

Statistics
“Disciplinary Orientation”

• “What does it really mean to KNOW something?”
• “How do you go about ‘knowing more’ and ‘assuming less’ about the effect that you’re having on ......??”

Relativity
Patterns of behavior happen in context

Realism
The laws of Nature are predictable

Big words for $200, Alex....

• Ontology: the study of what “is,” the nature of existence, constructing and deconstructing what is real, “how things really are” and “how things really work” (Denzin and Lincoln, 2001)
• Epistemology: the study of knowledge, understanding what can be known, the nature of that knowledge, and the limits of our capacity to know; what constitutes knowledge and how is it justified ... (Champlin-Scharff, 2010)
• Methodology: What approaches do we use to “know” that reality?
Research is . . .
• . . . an analytic argument.

*NACADA’s View of Research*
• “Research is any scholarly inquiry that is systematic, intentional, and collaborative (integrative).”

*NACADA’s View of Research*
• “Research is any scholarly inquiry that is systematic, intentional, and collaborative (integrative).”
• “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 View of Research

• Systematic: it’s planned
• Intentional: it’s on purpose
• Collaborative: it’s a team sport

TIME and EXPERTISE

http://www.nacada.ksu.edu/About-Us/NACADA-Leadership/Administrative-Division/Research-Committee.aspx
Collaboration in Scholarly Inquiry

• Advising colleagues at home and abroad (no matter where “home” is)
  – To help articulate complex issues relevant across the advising community

• Researchers who do this all the time
  – To develop appropriate research designs and determine evidence-gathering techniques or to help with the structure of philosophical and analytic writing

NACADA
Center for Excellence and Research in Academic Advising and Student Success

GOT ETHICS? TEAM AWESOME

Shannon Lynn Burton
Michigan State University

Practitioner-Scholar

- grounded in theory and research
- informed by experiential knowledge
- motivated by personal values, political commitments, and ethical conduct

Practitioner-Scholar

- committed to the well-being of clients and colleagues,
- to learning new ways of being effective,
- and to conceptualizing their work in relation to broader organizational, community, political, and cultural contexts
Practitioner-Scholar
• reflect on and assess the impact of their work

Walking a tightrope...

Pros
– Explore own practice
– Relevant to your needs
– Rapport with participants
– Perspective may lend credibility/authenticity
– Empowering
Cons

– Objectivity compromised
– Risk to participants
– Honesty/integrity of work
– Institutional pressures
– Unintended consequences

What is Research Integrity?

• A commitment to intellectual honesty and personal responsibility for ones actions and to a range of practices that characterize responsible research conduct

“INTEGRITY.
THE CHOICE BETWEEN WHAT’S CONVENIENT AND WHAT’S RIGHT.”

Whoever is careless with the truth in small matters cannot be trusted with important matters.

– Albert Einstein

What is Research Integrity?

• A commitment to intellectual honesty and personal responsibility for ones actions and to a range of practices that characterize responsible research conduct
Research Integrity Professionalism

1. Intellectual honesty
2. Excellence in thinking and doing
3. Collegiality and openness
4. Autonomy and responsibility
5. Self-regulation

Ethical Principles of Research Integrity

1. Honesty and Fairness in Proposing, Performing & Reporting
2. Accuracy in Representing Contributions
3. Proficiency & Fairness in Peer Review
4. Collegiality in Scientific Interactions & Communications
5. Disclosing Conflicts of Interest
6. Protection of Human Subjects
7. Humane Care of Animals
8. Adherence to Mutual Responsibilities of Mentors & Trainees
**NACADA Core Values**

Advisors are Responsible

- for themselves and their professional positions
- to individual they advise
- to their educational uncertainty
- in their educational uncertainty
- for their professional positions
- to their institutions

**CAS Standards (Ethics)**

AAP personnel must

- employ ethical decision making in the performance of their duties
- inform users of programs and services of ethical obligations and limitations emanating from codes and laws or from licensure requirements
- recognize and avoid conflicts of interest that could adversely influence their judgment or objectivity and, when unavoidable, recuse themselves from the situation
- perform their duties within the scope of their position, training, expertise, and competence
- make referrals when issues presented exceed the scope of the position

**Belmont Report**

- Respect for Persons
- Beneficence
- Justice
Research Integrity Spectrum

Research Integrity → Questionable Research Practices → Unacceptable Research Practices → Research Misconduct

Research Misconduct

- Fabrication
- Falsification
- Plagiarism

Why Misconduct?

- Sloppiness in literature review;
- Inadequate knowledge of literature;
- Lack of expertise in research methods;
- Pressure to produce data quickly;
- Time crunch
Maintaining Integrity

• Responsible Conduct of Research Training
• Institutional Review Boards (IRB)
• Utilize Peer Review
• Know the Policies

Summary

“To make a deliberate falsification for personal gain is the last, worst depth to which either scholar or artist can descend in work or life.”

- Dorothy L. Sayers
Academic Advising Research

What is your remix?

Questions?