Creating Your Research Agenda Within the Scholarship of Advising & Personal Tutoring
2017 NACADA International Conference

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Terminology Check…

“Academic Advisors”

- Personal Tutors = Faculty Advisors
- Student Support Officers
- Professional Advisors
- Stop us if we are unclear!
“Research”
What do you think of when you hear the word “research”? 
“Researcher”
What do you think of when you hear the word “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

# Boyer’s (1990) Framework Applied to Academic Advising

<table>
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<th>Type of Scholarship</th>
<th>Focus</th>
<th>Application to Scholarly Advising</th>
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<tr>
<td>Discovery</td>
<td>Build new knowledge through traditional research</td>
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<td>Integration</td>
<td>Interpret the use of knowledge and ways of knowing across disciplines</td>
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<td>Application</td>
<td>Aid society and professions in addressing critical issues</td>
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<td>Teaching</td>
<td>Focus on models and pedagogy toward student learning</td>
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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
UKAT Commitment to Research:

“. . . a suite of research activities designed to encourage and support all UKAT members to engage in research regardless of their role and prior research experience.”

Penny Robinson, UKAT Chair
UKAT Annual Conference 2017
Please share your initiatives and contexts . . .
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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Important stakeholders (audiences)

- Leaders and peers in your area of influence
- Deans, Provosts, Principals, and Vice-Chancellors
- Faculty (Academics)
- Policy-makers and Regulators
- Students and Parents
- External “forces” of accountability
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?”

Collaboration is Key
Unveiling Critical Questions
Essential elements for scholarly inquiry

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
Let’s get curious . . .

- What do you want to know more about??

- What are your “wonderings” . . . ??
  ◦ Talk to your neighbor: “I wonder why . . .”
WHY IS RESEARCH IMPORTANT TO ACADEMIC ADVISING?
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?
WHAT IS . . .

“Good teaching is . . . ___________________.

[Image 0x0 to 356x84]
[Image 564x15 to 925x41]
[Image 52x438 to 296x473]
[68x376]
“Good teaching is . . . that which enhances student learning.”

(Kathleen McKinney, Illinois State University)
“Good teaching is . . . that which enhances student learning.”
(Kathleen McKinney, Illinois State University)

“Good advising is . . . that which enhances ____________________.”
(2017 NACADA Summer Institute Scholars!)
“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)
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(McKinney, 2003, p. 1)
Scholarly advising involves taking a scholarly approach to advising just as we would take a scholarly approach to other areas of knowledge and practice. Scholarly advisors view advising as a profession and the knowledge base on teaching and learning as a second discipline in which to develop expertise. Thus, scholarly advisors:

- Reflect on their advising
- Use assessment techniques appropriate to advising interactions and initiatives
- Discuss advising issues with colleagues
- Try new things
- Read and apply the literature on teaching and learning [and how academic advising relates to student success.]

(McKinney, 2003, p. 1)
The Scholarship of Teaching & Learning is . . . “systematic reflection/study on teaching and learning made public.” (McKinney, 2003, p. 1)

The Scholarship of Advising is . . .
The Scholarship of Teaching & Learning is . . . “systematic reflection/study on teaching and learning made public.” (McKinney, 2003, p. 1)

The Scholarship of Advising is . . . hold that thought . . .
Back to the role of inquiry in post-secondary education and academic advising and personal tutoring . . .
RESEARCH ABOUT OUR ROLE IN STUDENT SUCCESS IS MORE IMPORTANT THAN EVER

- We have to have real evidence to **support** explore our claims of influence, with transferable implications for practice

- You have an important vantage point to examine the complexities of the educational journey
Framework of Research Involvement

Level 4
Leadership
(leadership & supervision of the 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)

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Let’s chat . . .

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NACADA Taskforce on Infusion of Research, 2008
Levels of Involvement and Experience

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

- LEVEL 2 – Collaboration & Active Involvement
  2.1 (E) – I’ve seen a study from the inside
  2.2 (F) – I have an idea for a study or analysis
  2.3.1 (G) – I have a written proposal for a study or a framework for a theoretical analysis
  2.3.2 (H) – I’ve been involved with a completed scholarly work and am ready for more!
So, where are you RIGHT NOW?

Professional Commitment
- 1.1 (A)
- 1.2 (B)
- 1.3 (C)
- 1.4 (D)

Active Involvement
- 2.1 (E)
- 2.2 (F)
- 2.3.1 (G)
- 2.3.2 (H)
NACADA’S RESEARCH AGENDA

The **impact of advising** on students and institutions . . .

The **context of advising** . . .

The **theoretical basis of advising development and practice** . . .
The *impact* of advising on . . .

- How would the university’s incentives or rewards allocated to the advising front influence the quality and effectiveness of the advising system?

- What factors influence students’ and lecturers’ experiences of academic advising within a programme?
The context of advising on . . .

- How could the university move towards a more “integrated” advising system that involves both faculty (personal tutors) and professional advisors?

- How do university leaders’ actions demonstrate their understanding and decision-making [related to advising]?
The *theoretical basis* of advising development and practice...

- How can the university’s mission be effectively integrated into its undergraduate advising system?
- Why do some students demonstrate a lack of academic self-awareness?
RESEARCH ACTIVITIES and RESOURCES

- NACADA Research Committee
  - Research Grants and Awards
  - Research Symposia and Workshops
  - Networking opportunities (i.e., Facebook – NACADA Nerds)

- UKAT Research Committee

- NACADA Center for Research at Kansas State University
Teaching  Research  Service
Two main areas for instruction:

• Research Skills
  • Designs and Methods

• Scholarly (analytic) Writing
  • Structure and Support
Research & Creative Endeavors

• Related Literature
• Original Research
• Partnerships
• External Funding
Service

- Clearinghouse for research-focused literature (repository for anchor literature)
- Cadre of “Critical Friends” (methodologists and content)
- Facilitators – Help with finding collaborators, funders, and serve the membership in all things related to inquiry….we all benefit
So, where do you want to be in 5 years?

Professional Commitment

- 1.1 (A)
- 1.2 (B)
- 1.3 (C)
- 1.4 (D)

Active Involvement

- 2.1 (E)
- 2.2 (F)
- 2.3.1 (G)
- 2.3.2 (H)
What do you think of when you hear the word “scholar”?
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.)
With whom can you partner?

- Colleagues at home and abroad
  - . . . To help articulate complex issues relevant across your professional community

- Researchers who do this all the time
  - . . . To develop appropriate research designs and determine evidence-gathering techniques

- Together, analysis becomes deep, relevant, and defensible
PLEASE complete the survey . . .

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

- http://tinyurl.com/nacada-research-2017
Final comments, suggestions, and questions?
References


Thank You

Mahalo

Kiitos

Toda

Thanks

Merci

Gracias

Grazie

Obrigado

Takk