

A NACADA Publication

RESEARCH QUARTERLY

FROM THE RESEARCH CENTER



Wendy G. Troxel, Director // NACADA Center for Research at Kansas State University

Welcome to this edition of NACADA Research Quarterly. As usual, there’s a lot going on all over our Global Community!

The 2022 NACADA Research Institute was a huge success, having been held virtually May 18-20, 2022. Over two dozen participants explored new and continuing lines of inquiry within the scholarship of advising. Thank you to faculty members Sarah Champlin-Scharff, Keith Proctor, Shantalea Johns, and Kiana Shiroma for their expertise and engagement, and to Elisa Shaffer for her hard work behind the scenes.

Once again this year the Research Café will be busy at the 2022 NACADA Annual Conference in Portland, OR. Come to Room D 133-134 in the Convention Center for 12 Scholarly Papers (6 sessions / 2 papers per session) co-sponsored by the NACADA Center for Research, the Theory, History, and Philosophy Advising Community, and the NACADA Research Committee, and the annual Common Reading, sponsored by the NACADA Research Committee. And of course, you can find many concurrent sessions that address critical issues in academic advising in a scholarly way, featuring research designs of all types.

Speaking of inquiry, be sure to pre-order your copy of the 2nd Edition of *Scholarly Inquiry in Academic Advising*. Members who pre-order receive a 20% discount (the price will go up after the annual conference)!

Finally, keep your eye out for a number of current and future studies sponsored by the NACADA Research Center:

Each quarter we want to highlight the advising-related scholarly contributions by NACADA members across the globe. To submit your doctoral defense or publication for recognition, please complete [this form](#) by noon Central Time on the last day of January, April, July, and October (respectively).

Please contact the NACADA Research Center at NACADA-RESEARCH@KSU.EDU with any questions.

“Academic Advising During COVID” – co-sponsored with members of the Region 10 Research Committee (analysis is almost finished; findings will be presented at the NACADA Annual Conference, followed by a Research Report)

“The Cost(s) of College: Financial and Career Conversations with Students” – with members of the PhD in Leadership in Academic Advising cohort (data collection is currently underway; findings will be presented at the NACADA Annual Conference, followed by a Research Report)

“The Metrics of Academic Advising” – with contributions by members of the NACADA Technology in Advising Community and funded by the Tyton Partners (data collection will begin in late September)

“The Role of Academic Advising: Voices from the Field” - with members of the PhD in Leadership in Academic Advising cohort (data collection is will begin in late October)

As always, participation is optional and completely voluntary. Thank you for your continued engagement in the Scholarship of Academic Advising!

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NACADA RESEARCH COMMITTEE

Kiana Shiroma, Chair



Congratulations to the 2022 recipients of the research-related awards and grants!

Student Research Award – Doctoral Degree Level

- Katie Lackey, Auburn University - Director of Academic Advising

Student Research Award – Master’s Degree Level

- Katherine Santana Brickey, Utah Valley University - Advising Training & Assessment Manager

Research Grants

- Aygul N Hoffman, University of Wisconsin– Madison - Assistant Dean & Joseph A Anistranski, University of California-Davis—Assistant Professor of Teaching
- Krista M Soria, University of Idaho—Assistant Professor

Thank you to the Research Committee members for reviewing nominations and to Elisa Shaffer and Lizbeth Alcantara for coordinating the reviews!

The award application submission deadline can be found [here](#) and the research grant proposal submission deadline can be found [here](#). We look forward to receiving your submissions!

We are also looking forward to supporting and participating in NACADA’s scholarly track sessions at the upcoming annual conference!

I want to thank the Research Committee for all of their hard work, time, and effort these past few years. They have made chairing this group so easy to do! Thank you to the following outgoing members for contributing so much and we hope that you rejoin this committee in the future!

- Kelly Briggs
- David Grey
- Peter Hagen
- Craig McGill
- Kristan Venegas

We also want to welcome Mark Duslak and Sydni Leonard, our incoming Research Committee members!

Thank you to the continuing and reappointed members for their ongoing support as well:

- Alicia Abney
- Emily Ball
- Sharon Aiken-Wisiewski
- Shannon Burton

- Susan Campbell
- Sarah Champlin-Scharff
- Kate Elias
- Corey Flack
- Marian Gabra
- Keegan Gormally
- Shawntae Harris Mintline
- Hilleary Himes
- Shantalea Johns
- Steven Kavaratzis
- Holley Linkous
- Shelley Price-Williams
- Drew Puroway
- Pamela Stephens
- Julie Traxler
- Julie Voller
- Kathryn Woods

Last, but definitely not least, I would like to welcome Keith Proctor as the incoming chair of the Research Committee! I know that the entire NACADA membership will benefit from your leadership!

NACADA SCHOLARS



Congratulations to all of our scholars in NACADA who have recently successfully defended their dissertations!

Abney, Alicia N. - Middle Tennessee State University
Abney, A. (2022). *The front lines of student success: A phenomenography exploring the background and knowledge of primary role academic advisors in higher education*. East Tennessee State University.

Hutchins, Elizabeth L. - Dalton State University
Hutchins, E. L. (2021). *Understanding the challenge and support of academic advising for first-generation Hispanic students at a rural Hispanic serving institution (HSI)*. [Unpublished doctoral dissertation]. Univ. of North Georgia.

Pietrowski Jr., Mark - Northern Illinois University
Pietrowski Jr., M. (2020). *College leadership opportunities impact on life during and after college*. [Unpublished doctoral dissertation]. Northern Illinois University.

Vance, D’Shaun - Clark Atlanta University
Vance, D. (2022). *Proper planning promotes proper processes. Proper processes produce pleased people: A case study of the quality of academic advising for undergraduate business majors at a private historically black university*. [Unpublished doctoral dissertation]. Clark Atlanta University





Another List For Getting Your Work Published - Arts & Humanities edition

Our last column for this newsletter featured 10 tips for getting your work published. It offered very good suggestions for shaping research questions and structuring your writing. This month, we revisit that column, adding additional ideas to support those of you who may choose to approach the scholarship of advising through an arts or humanities perspective.

Academic advising benefits, both as a practice and as an academic discipline, when we seek to understand our work through a variety of lenses. As William Blake reminds us, we must “keep from single vision and Newton’s sleep,” remembering that science is not the only way to create knowledge. Thus, this issue’s column builds upon the one in the last issue. Here we provide tips for getting published for those whose scholarship embraces more constructivist approaches to understanding the world.

Now, it is true that some rules of good scholarship transcend epistemologies. If submitting to either the *NACADA Review* or the *NACADA Journal*, follow tips 1-5 from last issue’s column. If you do not have it handy, they include:

1. **Select an advising topic that fills a gap in the literature or adds something new to what has already been done.**
2. **Accurately use APA 7th Edition style.**
3. **Cite classic literature and current literature.**
4. **Articulate clear and specific research question(s).**
5. **Tie everything to the research question(s).**

For our arts and humanities scholars, please note that #3, “cite classic and current literature,” includes not only scholarly research, but also *actual* literature, including novels, plays, and short stories, from a variety of cultures.

Here, now, we begin to diverge...

6. In the prior issue, tip 6 advised that authors “Ensure that (their) work can be replicated.” For those using humanities approaches to scholarship, we advise that you **ensure that your work creates new knowledge**. If you view the truth as “out there” just waiting to be discovered, then replication is the name of the game. However, if you see the truth as changeable, constructed by people, then you know that replication is not the point. Let us consider Mark Lowenstein’s classic work of scholarship, “If Advising is Teaching, What Do Advisors Teach?”, the most cited

article from the *NACADA Journal*. This article springs from the scholarly traditions of philosophy and the humanities. It cannot be replicated, nor would we want to replicate it. Yet, it created new knowledge about academic advising and is a keystone for our understanding of academic advising and for many articles and books that built upon that knowledge. So, if your scholarship pulls from ways of knowing outside the sciences, originality outweighs replication.

7. Social, life, and physical science literature should, indeed, “include all expected sections.” In contrast, art and humanities scholars would do well to **structure your paper to support your argument, in a way that readers can follow**. It is true that research manuscripts in science and social science research are expected to follow a formula. If this is the type of research you are writing about, then yes, you should include all the expected sections. Your manuscript should be predictable and orderly. However, if your scholarship is of the humanistic, artistic, historic, philosophical, or literary variety, there is no set formula to follow. Knowledge claims in the arts and humanities are limited to personal truths; they do not claim to be universally true. Humanistic knowledge claims may be grounded in internal logic, textual evidence, and/or lived experience. When writing, clearly structure and articulate your claims and support them, step-by-step with your evidence. While you, the author, have been constructing this argument for many months, your readers will be exposed to your thought processes and context for the first time. Help them understand the world of academic advising through your experience.

At this point, we return to the excellent tips provided in our previous column, but with some additional food for thought...

8. **Ensure your paper flows smoothly and cohesively.** This is always good advice, regardless of your epistemology. As we stated in last month’s column:
a strong manuscript flows naturally from beginning to end. Use strong organization and transitions to move smoothly from sentence to sentence and paragraph to paragraph. For example, the last sentence of one paragraph should lead into the first sentence of the next paragraph. Avoid perception of tangential, disjointed, and choppy content.
9. **Choose the appropriate venue for your piece.** Yes! If your piece is on an advising topic, the *NACADA Journal*, the *NACADA Review*, and *Academic Advising Today* are excellent venues for your work. In addition, [The Mentor: Innovative Scholarship on Academic Advising](#) is a well-

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REFLECTIONS ON RESEARCH

The "Leap"

Elisa Shaffer, Managing Editor //

NACADA Center for Research at Kansas State University

 In the last newsletter, I talked about the "choice," what are you going to do with your wonderings. Are you going to dive into the literature? Are you going to pursue a graduate-level degree? You've asked yourself what you wonder about. You've asked yourself what to do with those wonderings. Now you have to leap.

"Far better it is to dare mighty things, to win glorious triumphs, even though checkered by failure, than to take rank with those poor spirits who neither enjoy much nor suffer much, because they live in the gray twilight that knows neither victory nor defeat." - Theodore Roosevelt, "THE STRENUOUS LIFE" April 10, 1899

I heard this quote, from Teddy Roosevelt's "The Strenuous Life" speech, many years ago and it has stuck with me. It spoke to me of the life un-lived because of fear of failure or comfortable nothingness. Often I can find myself in both of those camps.

As a self-professed people pleaser, the fear of failure is a familiar home. Generally, I would rather do things to please someone else. I would do everything to stay far away from the edge of what may be seen as failure to live up to expectations. This even spills over into the things that I want to do. Rather than fail at a goal, I choose not to do anything because at least then I wouldn't have to "deal with the fallout" or perceived fallout of what a failure may mean for me.

Additionally, comfortable nothingness is a bosom friend to fear of failure. It whispers to you that "it's far better to sit here and do nothing than risk failure." It says "you know this area, no matter how hard or easy it is, but that unknown over there could be harder." I also have listened to these whispers far too often.

But then Teddy speaks to me again, and shouts "Leap! Go for it! Try the hard, scary thing! It will bring you far more ups and downs than your comfortable nothingness. The trial will be hard. You will probably have some failures. But oh, the outcomes are far better than sitting idly by. Don't sit in the grey twilight. Live a full life!"

So to you, I say the same thing, once you've decided to take a leap into pursuing the answers to your wonderings, in whatever way you've determined, "Leap!" Do it. Leave behind the whispers of fear and ease. Write that article, do that study, go get that degree!. Go live a colorful, vibrant life!

Want to continue this conversation, email me at elshaffer@ksu.edu or join me on Twitter at [@elisalynshaffer](https://twitter.com/elisalynshaffer).



EVENTS & HAPPENINGS

Second Saturday Scholars: Join us every second Saturday of the month as we commit to engaging in research and writing projects. While we won't be meeting virtually, share your goals and accomplishments using hashtag #NACADAWrites

Virtual Research Café Q&A: This free Q&A series focuses on the "ins and outs" of various research topics and will feature academics, experienced researchers, and other subject matter experts. September 28th's topic is "New Vistas in Research" - Register at: <https://nacada.ksu.edu/Resources/Research-Support/Research-Skills-Tips.aspx>

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regarded, peer-reviewed, online journal with a long history of publishing work using a variety of methods across all academic disciplines.

10. **Submit a blinded copy of your manuscript.** Again, this is important, regardless of your discipline or approach. Since all the publishing venues noted in #9 use blinded peer-review to determine if a manuscript will be published (with the sole exception of *Academic Advising Today*), manuscripts must hide the identity of not only the author(s), but also the institutions and programs with which they and their research are affiliated. This process helps ensure that every article, whether written by a "big name" or by a first-time author, gets impartial feedback and review.

There is much to learn, discover, and understand about academic advising and how the work affects students, institutions, and practitioners. Whether you approach scholarly inquiry in advising through the lens of the humanities, social sciences, life or physical sciences, or the fine arts, there is a venue and an audience for your work. We urge you to contribute your verse.

