

*A NACADA Publication*

# RESEARCH QUARTERLY

## FROM THE RESEARCH CENTER

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



Greetings! In this edition of NACADA Research Quarterly we celebrate scholarly award winners, grant recipients, completed dissertations, and new publications dedicated to the scholarship of advising. We're also prepping for the 2020 NACADA Annual Conference, to be held virtually October 5-8. The online format will provide more opportunities than ever before to access multiple sessions as they happen (no travel time in the convention center!) and enjoy the flexibility of "on demand" content.

And yes! The NACADA Research Café will be open for collaborative conversations and informative, research-focused activities.

In fact, the **Annual Conference Advisory Board, the NACADA Research Committee, and the NACADA Center for Research at KSU are excited to announce that a new "Scholarly Papers" session type will be launched at the 2021 NACADA Annual Conference!**

This type of session includes 2 or 3 "scholarly paper presentations" around a common area of focus, with a discussant who moderates the session, having already read the manuscripts. The author (or authors) for each paper is permitted a maximum of 15 minutes to describe the study or theoretical/philosophical analysis to the audience. After the papers have been presented, the discussant summarizes them and provides a critical analysis of the manuscripts, offering helpful feedback toward a next draft of the manuscript and a synthesis of the papers connected to theme of the session. Finally, the audience members have the opportunity to ask questions of the authors.

Following the session, the discussant forwards the feedback to each of the authors. The authors now have helpful feedback not only from the discussant, but also from the audience members who participated during the session.

There will be more information about the proposal process (authors submit a proposal with the intention of submitting the manuscript about one month prior to the conference), as well as the opportunity to view a number of sample sessions, both during this year's annual conference and over the next few months.

Thank you for all you do as Scholarly Advisors!

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## NACADA RESEARCH COMMITTEE



Congratulations to the 2020 recipients of the research-related awards and grants!

### Excellence in Scholarly Inquiry Award

- [Leaders' Perceptions of the Professionalization of Academic Advising: A Phenomenography](#) - Craig McGill, University of South Dakota

### Student Research Award Winners - Doctoral Level

- Danielle Flores Lopez, Michigan State University
- Shawn Schultz, Eastern Illinois University

### Research Grants

- Claire W. Wiley & Jenny R. Mills, Belmont University - The Undeclared Student Experience: Exploring the Impact of Librarian Advisors
- Rebecca Hapes & Craig Coates, Texas A&M University - Impact of Academic Advising on Thriving within First-Year Students
- Amanda Armstrong, Virginia Tech - An Exploration of Advocacy Among Undergraduate Academic Advisors

## EVENTS & HAPPENINGS

- Throughout the year, writers across the world will meet virtually to WRITE for a day. Join us for our next [Virtual Global Writing Day](#) November 11.
- Join us for the November 4 – December 8 offering of the [Research 101: Introduction to Scholarly Inquiry eTutorial](#) Registration closes November 1, 2020.
- SAVE THE DATE // [NACADA Research Institute](#) will be held May 20 - 22, 2021 in Rosemont, IL.

## WRITER SUPPORT

*"Practicing Hospitality in Writing Groups"*

Rhonda Dean-Kyncl, NACADA Coordinator of Writer Support



NACADA *Writes*



No matter where you are in your academic advising career, your perspective is significant and important to the practice of our profession. Writing groups practice hospitality as each member shares ideas and feedback in a way that welcomes all.

Successful writing groups are absolutely dependent on our practice of good **hospitality**. By giving attention to another colleague's work and taking the time out of your semester to devote to a colleague, you are practicing hospitality. You are opening yourself to the ideas and words and voices of others. What a gift!

A writing group is also the perfect place to practice **reciprocity**. You give generously of your time and attention, and then someone else returns that generous gift to you as they read and comment on your work.

Writing groups work best when there is a strong level of **care and concern for one another** built in, in addition to a **sense of purpose** that focuses on the work. In the long run, it is best to remember that the Golden Rule applies in writing groups as well as many other parts of life; treat others as you wish to be treated. In the writing context that means: provide good feedback that is meaningful, provide feedback that will help your colleague write a better essay or article, and receive the feedback as you want your colleague to receive yours.

There's still time to [SIGN UP](#) for one of NACADA's Virtual Writing Groups, or create your own writing group on your campus, comprised of colleagues across your college or university. Either way, being part of a living, learning community will deepen your knowledge of and engagement with our profession. We need your voice. And look for this column next time when we talk about: *Suspending Your Inner Critic*.



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## FROM THE EDITORS

*From the editorial teams of the NACADA Journal and the NACADA Review*



Academic advisors who advise students are in the best position to contribute to the scholarship of academic advising. You are doing the work; you are supporting students. Moreover, our field benefits from the voices of the practitioners. You observe and experience phenomena in your advising practice that are worth exploring and sharing with others who do this work too. That is why the voice of the practitioner matters in the literature of academic advising.

The common perception seems to be that one must have a terminal degree or a research degree to be able to conduct research and contribute knowledge. In fact, there is no minimum credential required to add knowledge through scholarship. This means that if you want to study a phenomenon in academic advising, you can—and should! In fact, you may already be on a research path.

If you are conducting assessments in your center, gathering internal data for reports, surveying students after advising meetings, evaluating programs, or doing similar activities, you have already adopted the stance of a scholar-practitioner. You are already building your research-related skills. There is not a big leap from internal assessment, evaluation, and research to scholarly research and writing. Of course, there are some components such as human subjects protection and Institutional Review Board (IRB) approval (if relevant), but as you are analyzing advising outcomes and metrics in your own work, you might discover something worth sharing with others outside of your institution.

An impactful way for our field to advance is to learn from our advising practice and our students' experiences and to share what we have learned with others. The *NACADA Journal* and *NACADA Review* are outlets for your work, along with NACADA's other publication venues. The audience for these publications includes your colleagues who welcome new knowledge about advising and may incorporate it into their practice.

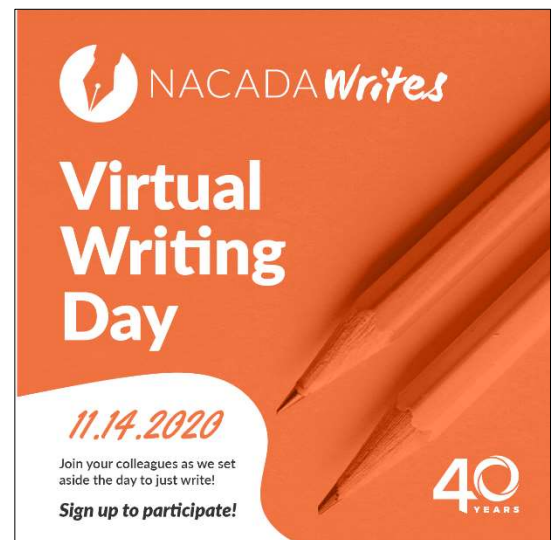
Contributing to the scholarship of academic advising and engaging critically with the research related to practice done by peers, is what it means to be a scholarly advisor. It is an important role all academic advisors play to help improve the academic advising and learning experiences of our students.

## HIGHLIGHTS FROM THE GLOBAL COMMUNITY

*Emily McIntosh // UKAT Research Committee*



In an effort to champion a research culture within UK advising systems, we are pleased to announce a Special Edition of *Frontiers in Education: Leadership in Education* series, titled, "Academic Advising and Tutoring for Student Success in Higher Education: International Perspectives." The editorial board comprises Dr. Emily McIntosh (Middlesex University, London & UKAT; Dr. Wendy Troxel (NACADA); Oscar Van Den Wijngaard (LVSA, UKAT & Maastricht); Professor Liz Thomas (Independent HE) and Dr David Grey (UKAT CEO). There is a recognised lack of international literature on advising and tutoring in Higher Education (HE), particularly in the UK context. Advising and tutoring is of great importance internationally and, in that regard, global research can help to build a credible evidence base for our practice and to acknowledge the centrality of high quality advising and tutoring to teaching, learning and student success. Recently, *Effective Personal Tutoring in Higher Education* was published (Lochtie, McIntosh, Stork & Walker, 2018), which was the first UK monograph on the topic in twelve years, promoting a more evidence-based approach to practice and situating advising and tutoring within the wider, international literature on student retention and success. Nevertheless, there are still a number of gaps in our knowledge and many fruitful avenues for future research in this area, all of which can help to acknowledge and articulate the ongoing importance of advising and tutoring to fostering independence of thought and enthusiasm for lifelong learning. We can also learn much by



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embracing international approaches to research and best practice in advising. The aim of this collection of articles is to address the need to further stimulate discussion in this field whilst addressing some of the most pressing gaps in the current literature, promoting further international research in this area and connecting several disparate HE policymaking agendas. The collection considers the impact of high-quality advising and tutoring practices and is intent on advancing evidence that advising and tutoring is fundamental to helping universities achieve their strategic ambitions for student success. This special issue features a number of edited contributions from research articles, review articles, reflective essays, opinion pieces and evaluative case studies. Articles already available can be found at: <https://www.frontiersin.org/research-topics/9684/academic-advising-and-tutoring-for-student-success-in-higher-education-international-perspectives#articles>

For more information about UKAT see: <https://www.ukat.uk/>

## NACADA SCHOLARS



Congratulations to these scholars in NACADA who have recently successfully defended their dissertations!

- **Blair, Banks** – Virginia Tech  
Blair, B. (2020). *Separate from everybody else: Interpreting the lived experiences of post 9/11 veterans in higher education*. [Unpublished doctoral dissertation]. Northeastern University. Defended on February 11, 2020.
- **Chojnacki, Rebekah** – The University of Texas at Arlington  
Chojnacki, R. (2019). *Sense of belonging and the lived experiences of students of color in a racially diverse honors program*. [Unpublished doctoral dissertation]. The University of Texas at Arlington. Defended on November 20, 2019.
- **Domingo, Maria Theresa F.** – California State University, San Bernardino  
Domingo, M. T. F. (2020). *Exploration of iPASS reform at a public, comprehensive four-year university: An intrinsic case study*. [Unpublished doctoral dissertation]. California State University, San Bernardino. Defended on June 29, 2020.
- **Hockaday, Linda M.** – Wright State University  
Hockaday, L. M. (2020). *Examining the Influence of Undergraduate Students' Perceptions of Academic Advising on Student-Institution Relationship Quality, Student Loyalty, and Enrollment Intentions: An Application of Relationship Marketing in Higher Education*. [Unpublished doctoral dissertation]. Wright State University. Defended on May 21, 2020.
- **Loyola, Dawn M.** – University of California, Riverside  
Loyola, D. M. (2020). *The effect of department climate on student success for women of color in STEM graduate programs*. [Unpublished doctoral dissertation]. Maryville University, St. Louis. Defended on April 01, 2020.



Congratulations to the scholars in NACADA who have recently published in related journals!

- McGill, C. M., Ross, K. W., Bridgen, S. Lazarowicz (2020). Examining the intersections of privilege through collaborative autoethnography: Four white men reflect. *Dialogues in Social Justice: An Adult Education Journal*, 5.
- McGill, C. M., Ali, M., & Barton, D. (2020). Skills and competencies for effective academic advising and personal tutoring. *Frontiers in Education*, 5. 135. <https://doi.org/10.3389/feduc.2020.00135>
- McGill, C.M., Dusklak, M., & Puroway, D. (2020). Entering academic advising. *Journal of Academic Advising*, 2. <https://doi.org/10.14434/jaa.v2i1.2741>

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 12:00 pm Central time the 15th of February, May, August, November (respectively).

Please contact the NACADA Research Center at [NACADA-RESEARCH@KSU.EDU](mailto:NACADA-RESEARCH@KSU.EDU) with any questions.

Elisa Shaffer, Managing Editor

