

# ***Advisors matter***

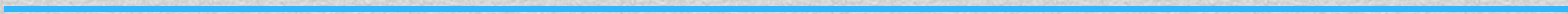
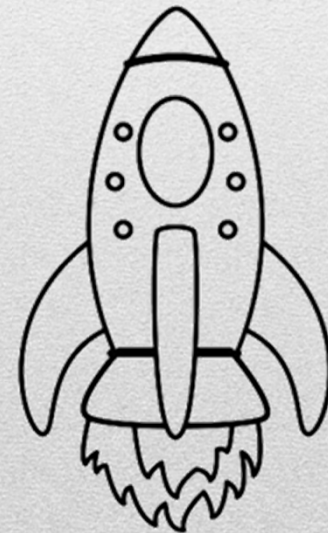
***tools to support  
undergrad research***

***High Impact Practices***

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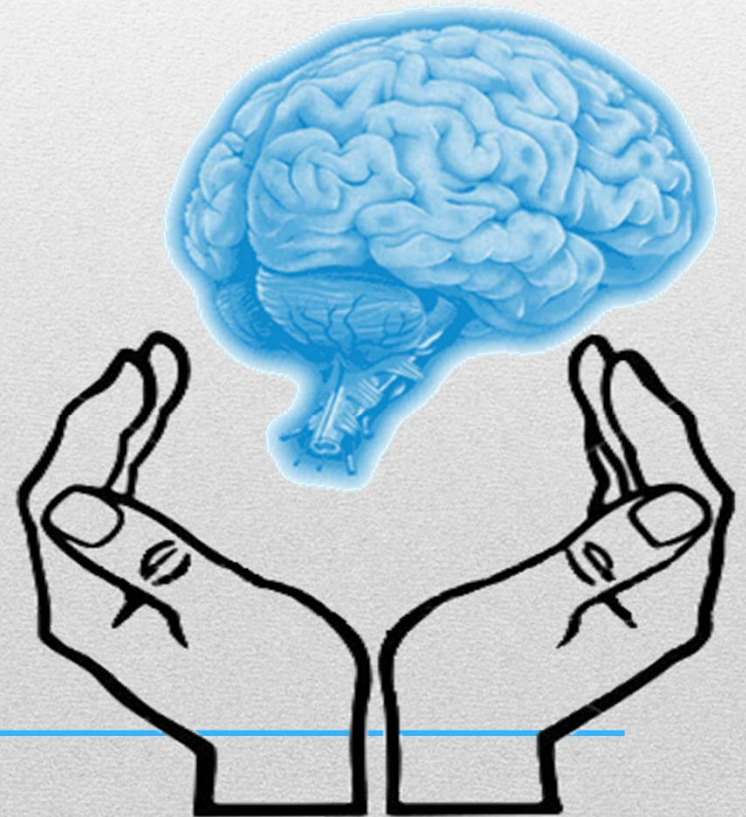
# goals

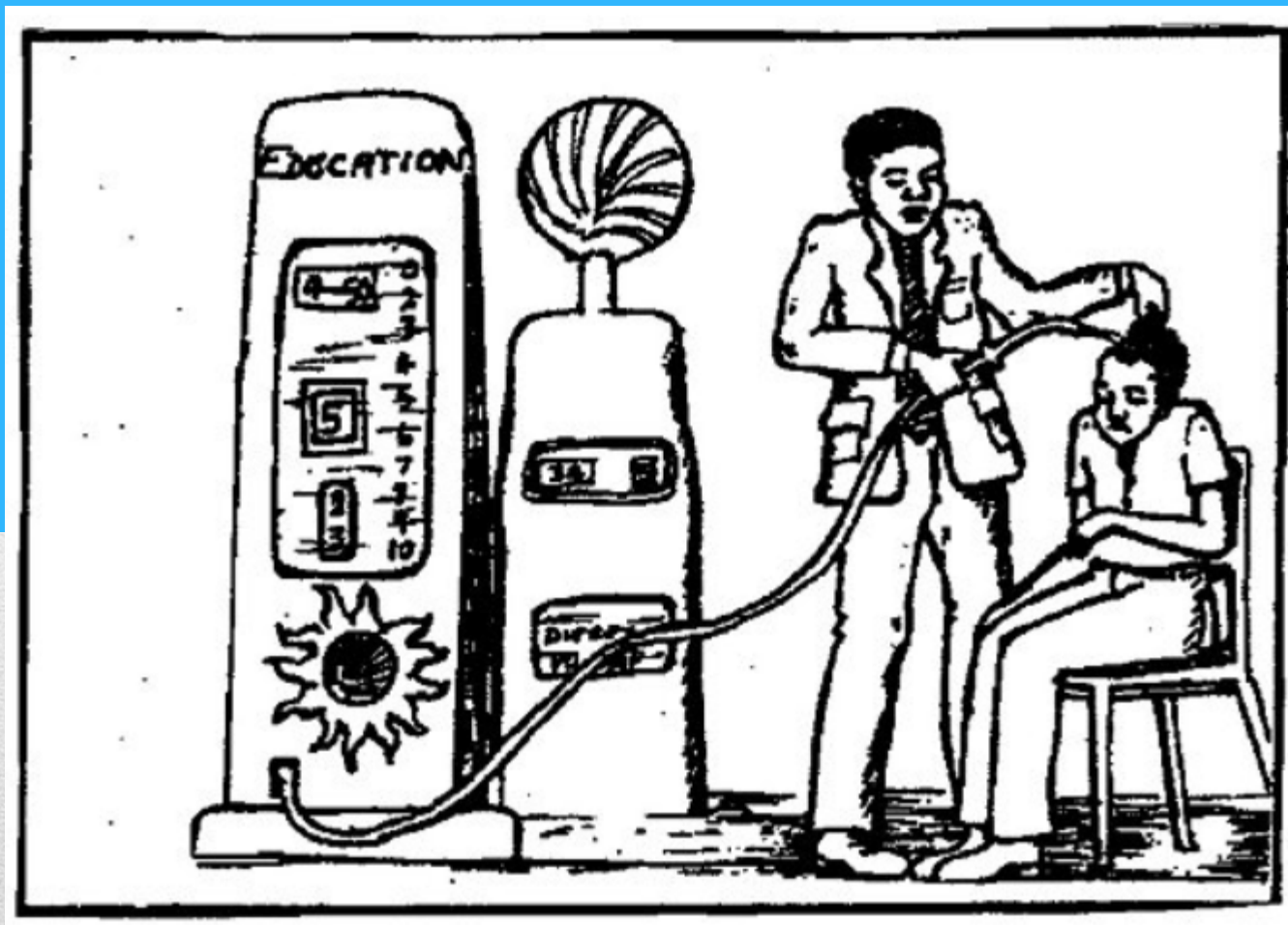
- Your “pitch”
- Advisement tools
- Baruchisms



*The mind is not a vessel to be filled  
but a fire to be kindled.” -- Plutarch*

**why?**





Freire

## *Outcomes*

- Graduation & retention
- More engaged
- Post-bac
- Lifelong
- Discovery
- "product"
- expertise
- intrinsic



## *Skills*

- Interpersonal comm
- Sci, math, analytical reasoning
- Literature
- Technical: lab, grants

## *Affect*

- Confidence
  - Fac interaction
  - Self-directed
-

“students should learn how to find and evaluate evidence, how to consider and assess competing interpretations, how to form and test their own analyses and interpretations, how to solve problems, and how to communicate persuasively”

- College Learning for the New Global Century, AAC&U



# Information age

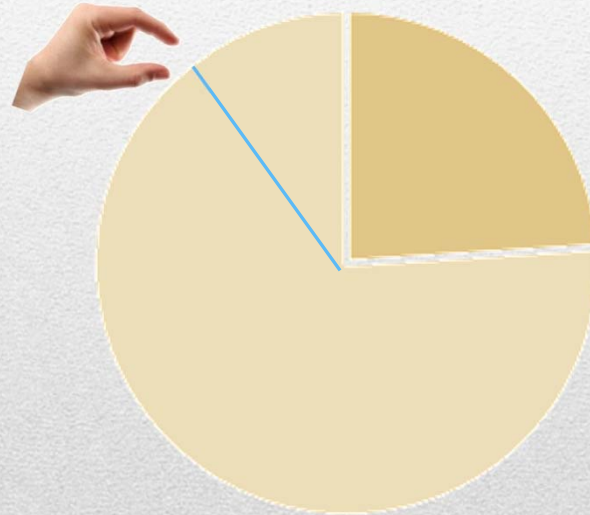
# QUIZ



On average, what percentage of undergrads do research nationally?

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- 24% baccalaureate colleges (NSSE)
- 1 in 5 research/master's (Kuh, et al. 2007)



- SUNY
  - Macaulay
  - Honors expectation
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**ACCESS: FOR WHO?**





*“Participants in research are mostly white and Asian, largely failing to include women, underrepresented minorities, students with disabilities, and first generation students”*

**(Hartline & Poston, 2009)**

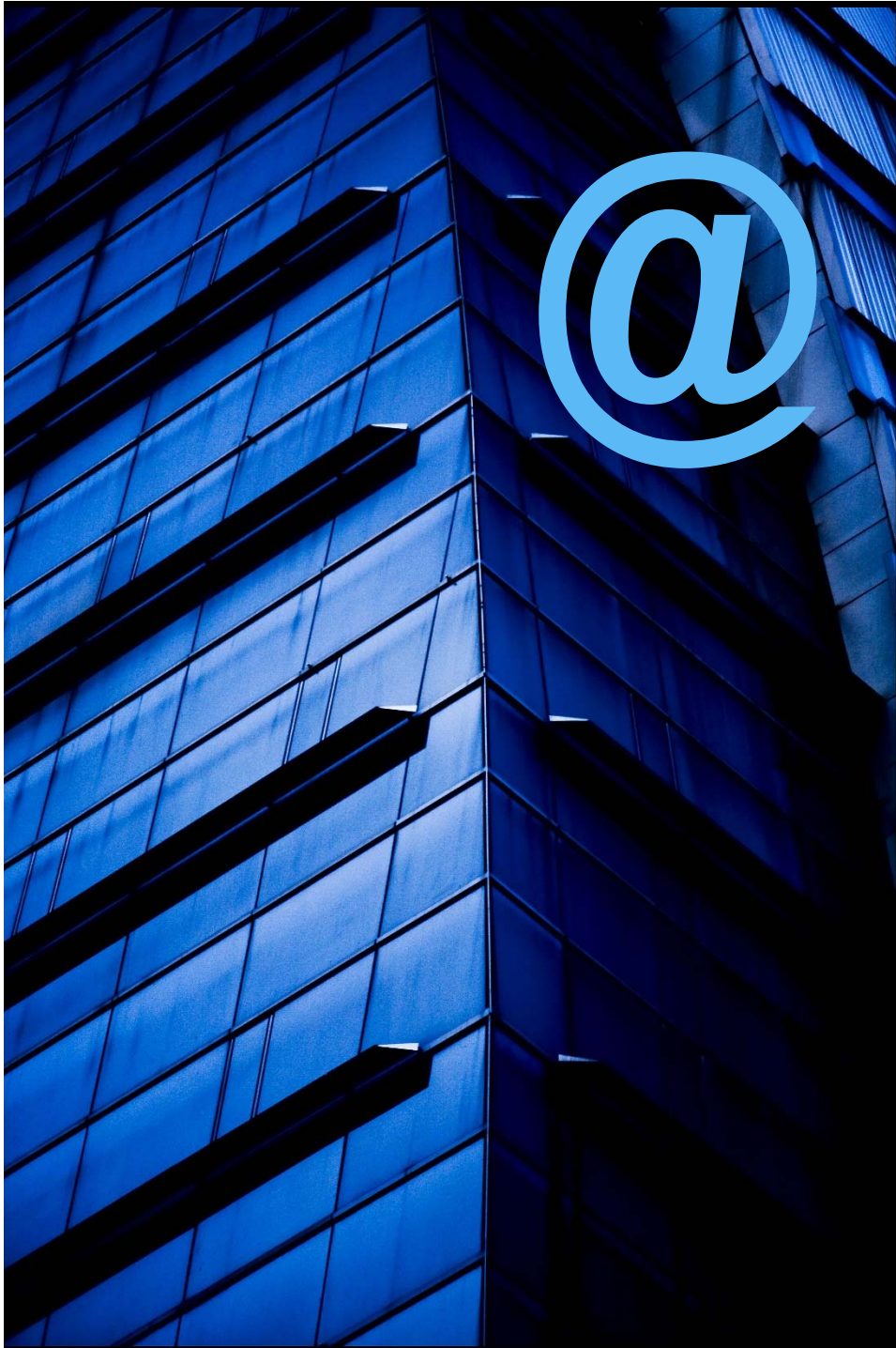
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- Asian & white
- Boutique programs
- Despite greater gains (Osborn & Karukutsis, 2009)



# Access!

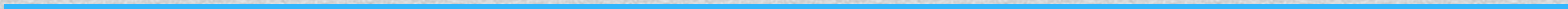
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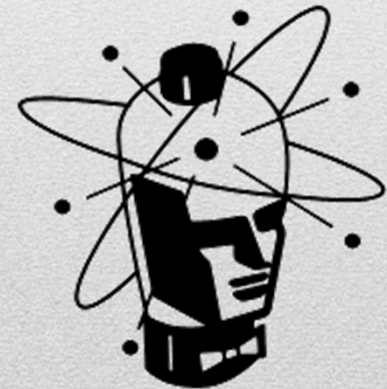
**Baruch**  
COLLEGE



**how?**



1. Discovery learning - exposure to research
2. Scholarly inquiry preparation - methods and theory courses
3. Research and Creative Inquiry Experience -  
capstone project such as thesis, Independent Study or alternative



# inquiry learning

## Curriculum

- Thesis & thesis alternatives
- Major/minor overlap

## Co-curriculum

- For pay or credit
  - summer research programs
- Faculty research
- Creative Inquiry Day
- Research related activities
  - e.g., business competitions, case studies

# the scaffold

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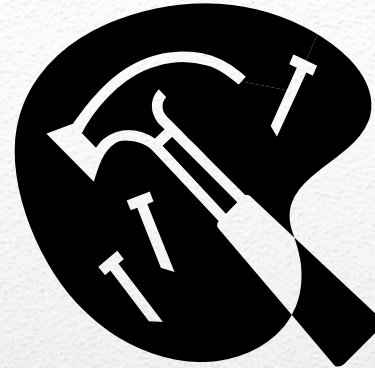
- 3.5 GPA
- Major (or minor)
- Find a faculty member
- Major course, major elective, or other?

**thesis @ Baruch**

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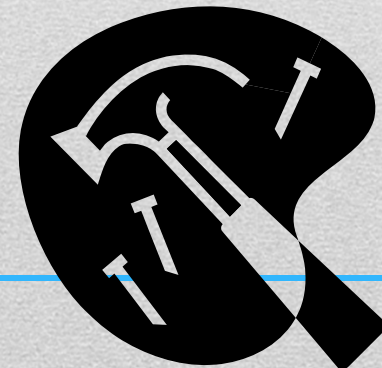
## *Advisor toolbox*



- Fostering the identity of scholar
  - Research ethics training/IRB process
  - Scaffolding classes (methods, etc.)
-

# *Advisor toolbox*

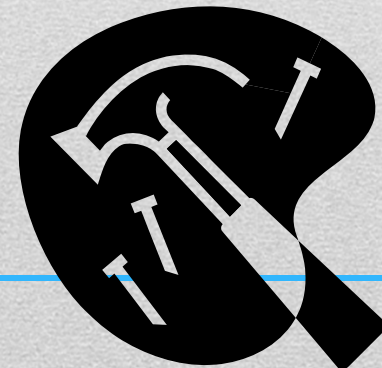
- Research skills
  - how to read a research article
    - Identifying important elements: philosophical construct, methodology, etc.
  - literature map (Creswell)
  - annotated bibliography



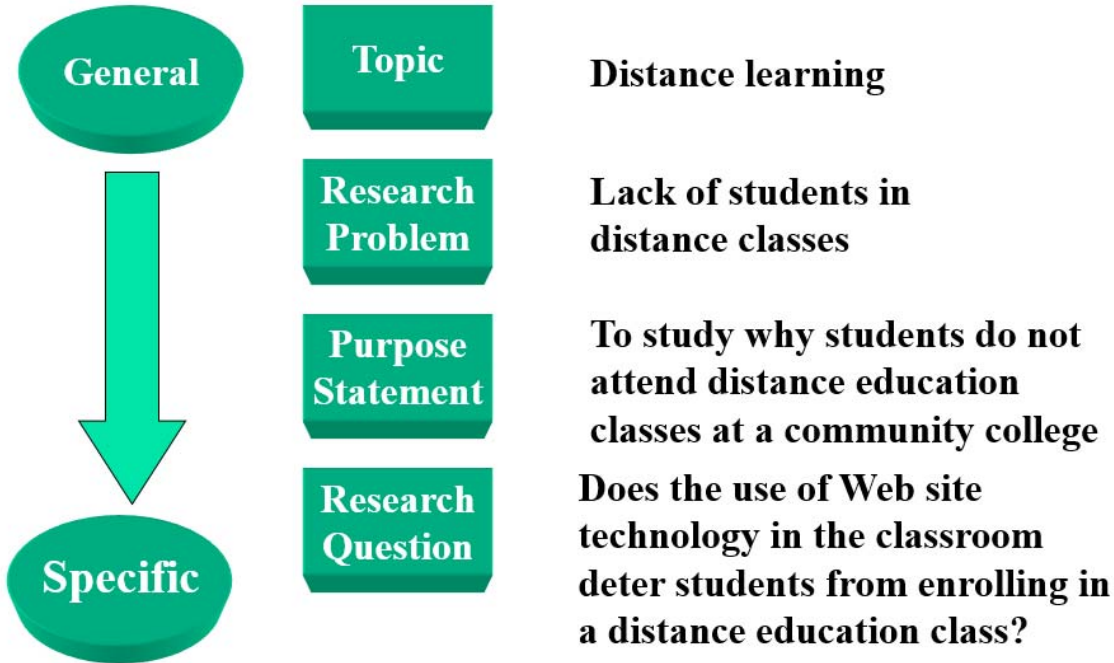
# *Advisor toolbox*

## Practical skills

- Project plan/timeline (expectations/agreements w mentor)
- iterative opportunities
- peer review



# Differences among the Topic, Problem, Purpose, and Questions




*Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research, 4e* – Creswell  
ISBN: 0132755912

2-8

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# narrowing topic



I am studying... (Narrowed topic)	as represented by... (Primary exhibits, e.g., data sets, artifacts, etc.)	to analyze how/why... (Research question starts with "how" or "why")	so that my audience of... (Targeted readership)	can... (Benefit to audience)

**workable approach**

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- Abstracting studies:
  - Research problem
  - Research questions/hypotheses
  - Data collection/analysis procedures
  - Results/findings

## **Bibliography**

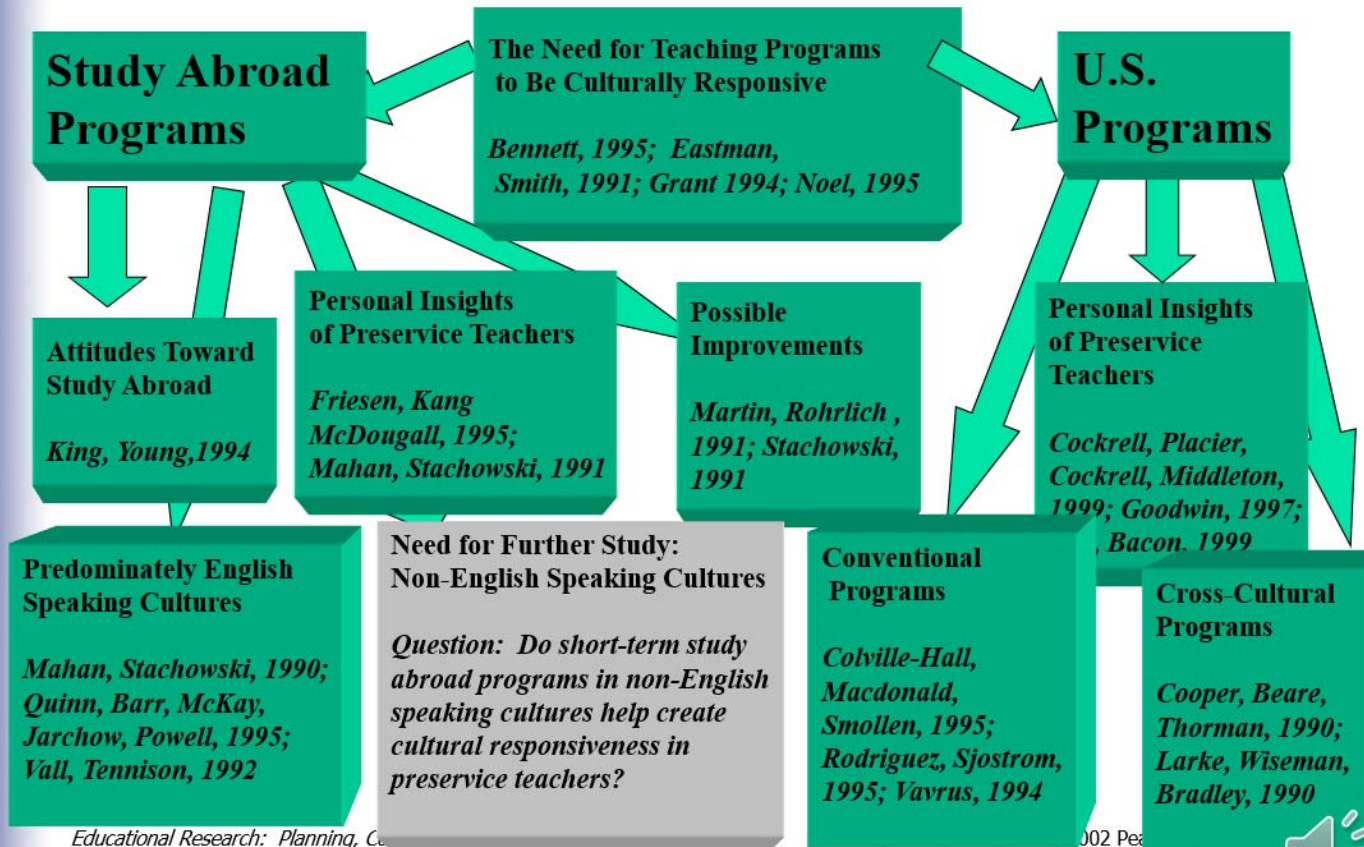
Noun (plural Bibliographies)

- ◆ A section of a written work containing citations, not quotations, to all the books referenced in the work.
- ◆ A list of books or documents relevant to a particular subject or author.

# abstracts

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# Sample Hierarchical Literature Map



Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research, 4e – Creswell

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# lit review (Creswell)

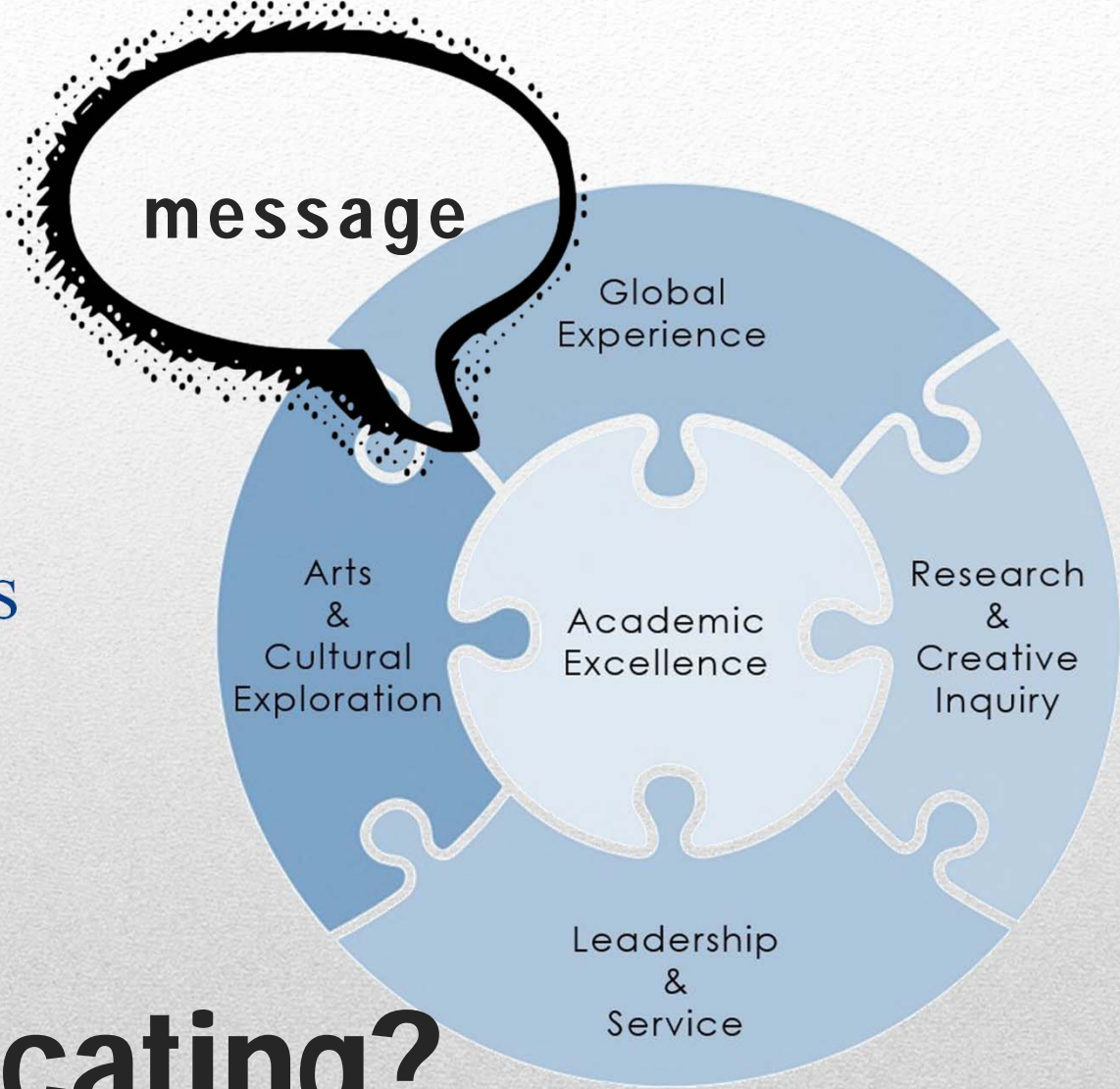
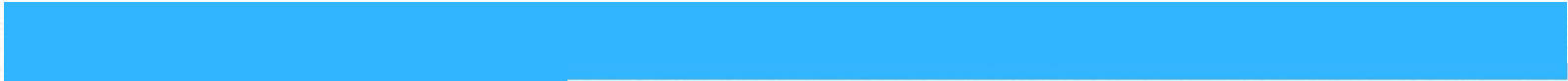
- Inquiry Scholars
- Faculty in the major
- Research librarian, guides, prior theses
- Writing Center consultants, workshops
- Thesis Committee,
  - Chair David Rosenberg
- CUNY UGR
  - Faculty grants

# resources

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- webpage
- student stories
- puzzle model

**communicating?**

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- CUR
- NCHC
- AAC&U
- NACADA (high achieving group)

**professional orgs**

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**questions?**



AAC&U Value Rubrics, (Inquiry & Analysis; Integrative Learning)

CAS standards on Undergraduate Research Programs

Creswell, J. W. (2012). *Qualitative inquiry and research design: Choosing among five approaches*. Sage.

Creswell, J.W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Boston, MA: Pearson Education, Inc.

Kuh, G. (2008) *High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter*.

Jones, S. R., Torres, V., & Arminio, J. (2013). *Negotiating the complexities of qualitative research in higher education: Fundamental elements and issues*.

**reading**

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