

The Belk Center is pleased to be able to share data with graduate students who will help us work towards our goal of providing timely, accessible, and actionable research to community college leaders so that they can make informed improvements at their institutions. To this end, the Belk Center asks the following of graduate students using Belk Center data for dissertations, capstone projects, class projects, and other independent research:

1. At minimum, research will result in a policy brief to be posted to the Belk Center website. The student might also be asked to co-author additional pieces of official Belk Center reports. Authorship will be determined in advance of publication, and all publications will be approved by the Belk Center Executive Director prior to distribution.
2. Students using Belk Center data for doctoral dissertations and other extensive independent research should endeavor to produce at least one additional publication or other applied research product based on their work. For example, a student might pursue an academic article in a research-focused higher education journal (e.g., *Research in Higher Education*, *Community College Review*) or a more practitioner-focused journal (e.g., *Community College Journal of Research and Practice*). Please see the following page for several examples of non-publication applied research products.
3. All external student collaborators agree to involve and appropriately attribute authorship to Belk Center staff involved in collecting, cleaning, and manipulating the data used in their respective research projects. That is, the student should reach out to appropriate staff to ask if they are interested in continued involvement in the research, should include them in this work if they express interest, and should provide the appropriate Belk Center contacts with periodic and timely updates as to a given research project's status. All research involving data collected by the Belk Center should have at least one Belk-affiliated co-author.

Note that before receiving any data, graduate student researchers must submit to the Belk Center e-mail address (belk_center@ncsu.edu) a proposal outlining the study they aim to conduct. Please see page 3 of this document for more detailed instructions.

For additional information or questions, please contact Melissa Whatley (mewhatle@ncsu.edu), postdoctoral researcher in the Belk Center.

Examples of Applied Research and Ways that Graduate Students Can Share Their Work Beyond Publication

Emily Pilloton, https://www.ted.com/talks/emily_pilloton_teaching_design_for_change/transcript
Designer Emily Pilloton moved to rural Bertie County, in North Carolina, to engage in a bold experiment of design-led community transformation. She's teaching a design-build class called Studio H that engages high schoolers' minds and bodies while bringing smart design and new opportunities to the poorest county in the state.

Geoffrey Canada, https://www.youtube.com/watch?time_continue=2&v=vY2I2xfDBcE
Why, why, why does our education system look so similar to the way it did 50 years ago? Millions of students were failing then, as they are now -- and it's because we're clinging to a business model that clearly doesn't work. Education advocate Geoffrey Canada dares the system to look at the data, think about the customers and make systematic shifts in order to help greater numbers of kids excel.

Kevin Manning, <https://www.youtube.com/watch?v=XfRoM21qHtE>
The future of higher education will be dominated by distance learning and at the heart of this process will be the cell phone. This will permit higher education to be offered in a cost-effective manner throughout the world. Recorded at TEDxBaltimore January 2016. Kevin has more than 40 years of experience in higher education administration. He has been the president of Stevenson University for 15 years, the third largest independent university in Maryland.

Bob Templin, <https://www.c-span.org/video/?300926-6/federal-job-training>
Robert Templin talked about the relationship between federal job training programs and technical education. He also discussed federal money that goes into programs at community colleges, as well as those specifically offered at his institution, Northern Virginia Community College, and he responded to telephone calls and electronic communications. This program was part two of a five-day "Washington Journal" series on the American workforce. The program identification numbers for the other parts are 300925-6 (Labor Department Job Training Programs), 300927-6 (Private-Public Partnerships), 301000-5 (Federal Job Programs), and 300929-6 (Women in the Workforce).

Proposal Instructions

We ask that you provide a summary of the proposed research so that we may determine the appropriateness of the use of Belk data in your research. This review is designed to ensure that research using our data is of a high quality and conforms to the Belk Center mission.

Using APA style, please provide a detailed description of your proposed research plan. Include the following items in a 2-3 page, double-spaced proposal.

Section 1: Background. *Please describe the research question/issue you plan to explore in your work. Cite references that support the theoretical foundation of your study, and provide a clear and concise statement of purpose. Why is your research important?*

Section 2: Proposed study. *Please provide a brief outline of your study, including a description of the data you plan to use. Why is Belk data appropriate for your study?*

Section 3: Analyses and conclusions. *Please provide a summary of how you plan to analyze the data and any preliminary results you may have from other data sources (e.g., a pilot study).*

Section 4: References. Provide a list of full references for any citations (additional page beyond proposal). Please also provide a letter from your advisor or dissertation chair in support of your research (additional page beyond proposal).