The Research and Scholarship Group (RSG) was convened in Fall 2014 with a mission to elevate the dialogue about research and scholarship within the NACA community. In order to realize that mission, the need for an articulated research agenda to focus the work of the association and to more clearly communicate areas of priority to the higher education and student affairs community was clear.

To develop this document, members of the RSG reviewed existing NACA curricula from conferences and institutes, engaged professionals via social media, and examined both existing scholarship and gaps within the literature base to develop a long list of potential themes of inquiry needing attention. From this overview, the group conducted two focus groups at the 2016 NACA® Convention with campus activities professionals at a range of career stages and levels of engagement with scholarship in the field. Focus group feedback was compiled and integrated into this existing document.

It is the hope of this committee that this document will serve as an initial springboard toward more clear and focused pursuits of research and scholarship that will advance the campus activities profession, and, in turn, the contributions of campus activities professionals to the student learning experience.

**Benefits of a Research Agenda**

- It will provide guidance for ongoing research and scholarship related to the campus activities field.
- It will unify priorities for submissions for conferences and conventions, as well as offer guidance for selection of Advancing Research in Campus Activities Grant recipients.
- It will guide priorities for future collaborations with other associations and the future development of research teams that can be guided through their work by NACA.
- It will guide authors toward topic areas that will ultimately serve to support the *Journal of Campus Activities Practice and Scholarship* (JCAPS).

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Focus 1
Influences on the Campus Environment

This category of research broadens understanding of the influence and interdependence between the work of campus activities practice and the campus environment.

Campus Culture—How campus involvement influences student culture, reinforces campus traditions and assists with connectivity

Academic Success—The role that campus involvement plays on student progression through the college experience

Student Engagement—Ways that campus activities programs contribute to a culture of student engagement

Equity and Diversity—Ways in which campus activities contributes to and promotes inclusive and just campus cultures

Focus 2
Student Learning

This area of research and scholarship identifies the specific influence from campus activities on student learning in college.

Post-Graduation Employability—Knowledge, skills and abilities learned through involvement in campus activities programs

Event Planning—Processes involved in campus event planning conducted by programming boards, student organization leaders, resident assistants, student government officers and others

Student Employment—What students can expect to learn from their student employment experience that is applicable to their career aspirations

Focus 3
The Professionalization of Campus Activities

As campus activities roles become more professionalized and the student affairs profession evolves, this focus area will investigate the specific experiences and contributions of campus activities practitioners.

Student Organization Advising—The role of student organization advisor and the overall link between this role and the teaching and learning priorities of an institution

Graduate Preparation—Connecting points of engagement between pre-professional experiences in graduate programs and the realities of employment in campus activities

Professional Development—Ways campus activities practitioners expand their knowledge and skills, as well as progress through their careers in higher education
### FOCUS 1—Influences on the Campus Environment—Sample Topics

<table>
<thead>
<tr>
<th>Campus Culture</th>
<th>Academic Success</th>
<th>Student Engagement</th>
<th>Equity and Diversity</th>
</tr>
</thead>
<tbody>
<tr>
<td>• How does campus involvement support construction of a social environment in terms of student interactions, campus speech, social justice, and sub-cultures?</td>
<td>• How do students describe the influence of student organizations on their decision to persist through graduation?</td>
<td>• Do campuses scoring high on NSSE ratings have common elements to their campus activities programs?</td>
<td>• What is the relationship between demographics of student populations and make up of cultural student organizations on campus?</td>
</tr>
<tr>
<td>• In what ways do students leading student media groups believe themselves to have impacted campus culture?</td>
<td>• Cross-campus studies of academic GPA data and student leaders</td>
<td>• What are the outcomes of diversity programming for majority students?</td>
<td>• How do activities shape campus drinking culture?</td>
</tr>
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<td>• How does school pride “look” in different institutional types?</td>
<td>• (1) Level of involvement and 2-year or 4-year graduation rates</td>
<td>• Academic Success</td>
<td>• What is the relationship between demographics of student populations and make up of cultural student organizations on campus?</td>
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<td>• How does campus involvement influence sense of belonging?</td>
<td>• GPA data—student programmers vs. campus-at-large, SGA vs. campus-at-large, etc.</td>
<td>• Student Organization Advisement</td>
<td>• What types of advising interventions foster certain types of learning?</td>
</tr>
<tr>
<td>• How do activities shape campus drinking culture?</td>
<td>• Does involvement in any way deter academic success?</td>
<td>• How do faculty who serve as student organization advisors describe ways this role enriches their teaching or their engagement on campus?</td>
<td>• How do campus activities practitioners view themselves as educators? Do their campuses embrace that role?</td>
</tr>
</tbody>
</table>

### FOCUS 2—Student Learning—Sample Topics

<table>
<thead>
<tr>
<th>Post-Graduation Employment</th>
<th>Academic Success</th>
<th>Student Engagement</th>
<th>Equity and Diversity</th>
</tr>
</thead>
<tbody>
<tr>
<td>• What is the impact on personal development from leadership training opportunities (i.e. Efficiency, identity, resiliency)?</td>
<td>• Relationship to involvement with passing core/gateway courses or developmental courses</td>
<td>• Student Organization Advisement</td>
<td>• What is the relationship between demographics of student populations and make up of cultural student organizations on campus?</td>
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<td>• Does involvement have an impact on a student’s ability to perform in the classroom?</td>
<td>• What is the impact of campus involvement on students identified as “non-college ready”?</td>
<td>• How do faculty who serve as student organization advisors describe ways this role enriches their teaching or their engagement on campus?</td>
<td>• What types of advising interventions foster certain types of learning?</td>
</tr>
<tr>
<td>• Do students who participate in NACA NEXT® show greater knowledge and skill gains than those who don’t? Are students who complete NACA NEXT® more likely to understand and self-measure their skill level more accurately than their peers who did not complete NACA NEXT®?</td>
<td>• What types of campus activities programs are included in the dialogue of “High Impact Practices,” thereby contributing significantly to student retention and persistence?</td>
<td>• How do faculty who serve as student organization advisors describe ways this role enriches their teaching or their engagement on campus?</td>
<td>• What are the outcomes of diversity programming for majority students?</td>
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<td>• Differences in those who work with external agencies and performers?</td>
<td>• How does involvement in any way deter academic success?</td>
<td>• How do faculty who serve as student organization advisors describe ways this role enriches their teaching or their engagement on campus?</td>
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<td>• Do students who are involved in campus activities programming report development of business practices and skills? Do they specifically attribute that to working with agents and performers? NACA Campus Activities Marketplace®?</td>
<td>• Does involvement in campus activities programming have any effect on the preparation of students for graduate or professional schools?</td>
<td>• How do faculty who serve as student organization advisors describe ways this role enriches their teaching or their engagement on campus?</td>
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<td>• What specific knowledge, skills and abilities do students report learning from event planning experiences? Are there differences in those who work with external agencies and performers?</td>
<td>• Relationship to involvement with passing core/gateway courses or developmental courses</td>
<td>• What are common career trajectories for campus activities practitioners who progress through a long-term career in higher education?</td>
<td>• What types of advising interventions foster certain types of learning?</td>
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<td>• What can students expect to learn from their student employment experience that is applicable to their career aspirations?</td>
<td>• Cross-campus studies of academic GPA data and student leaders</td>
<td>• How do campus activities practitioners utilize research and scholarship to inform their work?</td>
<td>• What are the outcomes of diversity programming for majority students?</td>
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<td>• How do experiences in campus programming change when the role is compensated as a student employment position?</td>
<td>• (1) Level of involvement and 2-year or 4-year graduation rates</td>
<td>• How do supervisors encourage the use of research and scholarship in campus activities?</td>
<td>• What is the relationship between demographics of student populations and make up of cultural student organizations on campus?</td>
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