

THE PHOENIX SCHOLAR™

School of Advanced Studies
Periodical for Research and Scholarship

Leadership in
Turbulent Times
2017 Brussels
ILA Conference

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Editorial

Welcome to the first edition of the Phoenix Scholar™. The purpose of this periodical is to showcase the research and scholarship stemming from the University Research Centers. This will include sharing the great work being done by our affiliate faculty, students, and alumni. Additionally, we will share the efforts and products from our growing catalog of Knowledge Without Boundaries™ program of activities that include KWB Academy, KWB Corporate, KWB Dissertation to Publication, KWB Mentoring, and other elements that will be introduced this year such as the KWB Leadership Seminars and KWB Diversity and Inclusion in the Workplace. The purpose of this periodical is in harmony with the overarching mission to provide opportunities that enable University of Phoenix faculty, students, and alumni to develop and achieve their professional research and scholarship goals and – through scholarly leadership – improve the performance of the industries, organizations, schools, and communities they serve.

In this issue you will find many examples of effective and meaningful scholarly leadership. Scholarly leadership is defined as a transformative relationship among experienced and aspiring Scholar/Practitioner/Leaders who intend, through the production and application of research, to advance their professional life and the community of scholarship.

Upon considering the vision held by the Phoenix Scholar™ (acknowledging the commitment of University of Phoenix faculty, students, and alumni to leading research through evidence-based practice by communicating the results and outcomes of those research projects, and their relationship to learning and scholarship) it becomes apparent there is something here for every Scholar/Practitioner/Leader™. Alfred North Whitehead (a British mathematician, logician, and philosopher who developed a comprehensive metaphysical system which has come to be known as process philosophy) spoke to what he called “Adventures of Ideas” (1933). To engage the world of emerging ideas and to meet them pragmatically with strength, hope, and possibilities is a core purpose of inquiry. Ideas about the evolving nature of human potential, and in particular creative integrally centered empowering ideas that inspire dialogue and research. I think that concept captures not only the spirit of the Phoenix Scholar™ but it also speaks to the entirety of our community of scholarship. An adventure of ideas is just what is called for as it resonates deeply with our purpose.

My invitation is for you, dear reader, to take a moment and take stock of the dimensional range of the community of scholarship being presented in the pages that follow and in the issues of the Phoenix Scholar™ to come. This means of course that ideas, most of which are tied to the scholarly literature, must be approached with openness and careful understanding so as to learn from them. Many of the articles in this first edition represent work that has already affected the community, for example, “University of Phoenix Doctorate Student Attracts David Petraeus.” Other articles ask the community of scholars to think critically, such as “Practitioner Publications: What Are They and Why Should We Consider Them?” and “Digital Economy: Business Not As Usual.” I invite you to critically reflect on these ideas from the lens of creative self-reflection, asking: “how do we put this to work in the world”?

Ideas for new adventures are always welcome.

Sincerely,
Mark McCaslin



Dean of Research & Scholarship
University of Phoenix



Dr. Mark McCaslin, Dean of Research and Scholarship



INTERNATIONAL LEADERSHIP ASSOCIATION 19TH GLOBAL CONFERENCE

LEADERSHIP IN TURBULENT TIMES

12-15 OCTOBER 2017 BRUSSELS, BELGIUM

TURBULENT TIMES: ILA CONFERENCE LEAVES MEMORABLE UOPX ACCOMPLISHMENTS

If a conference can be judged by how memorable it was, then the 19th Annual International Leadership Association Conference held in Brussels, Oct 12-15, may just have people talking about several University of Phoenix faculty and student accomplishments for years to come. Rising to its theme, Leadership in Turbulent Times, several University scholars demonstrated their depth and breadth of tying the literature to the practice with a profound sense of immediacy (<http://bit.ly/2AD2aQ0>).

Among the many memorable faculty contributions included Research Fellow & Associate Faculty, School of Advanced Studies (SAS), Cheryl L. Burleigh (<http://bit.ly/2j6kcDY>), who asked participants to consider innovative ways to empower students to become leaders with morals and ethics amidst her presentation dubbed,

“The Aftermath of Trump: A Challenge for Education and Community Leaders and the rise of Youth Activism.”

SAS Lead Chair Kevin Bottomley seen below, got people thinking about how they interact with millennials, the largest current employment generation in his presentation, Leadership skills for millennials: challenging the status quo. Dr. Bottomley co-authored the chapter “Crafting community and change through books and pads: The Tikondwe teachers project to Domasi, Malawi” (<http://bit.ly/2AE3iks>) in the new 2017 ILA book Grassroots Leadership and the Arts for Social Change by Emerald Publishing.

Dr. Renee Green, Business Chair, Hawaii Campus and ILA 2018 Chair Elect Leadership Development, later followed the discussion on millennials with co-presenter Erik



Dr. Cheryl L. Burleigh

Bean, Ed.D, Center for Leadership Studies and Educational Research (CLSER) Associate University Research Chair. The two engaged the last of the conference’s Sunday audience with an interactive crossword puzzle on the vocabulary of the millennials (YOLO, FAM, etc.) in their presentation, “Millennials and Followership – Creating a DIGITAL Connection” (<http://bit.ly/2BHVoWD>).



Dr. Bottomley co-authored the chapter *Crafting Community and Change Through Books and Pads: The Tikondwe Teachers Project to Domasi, Malawi* in the new 2017 ILA book *Grassroots Leadership and the Arts for Social Change* by Emerald Publishing.



CLSER Senior Fellow and Distinguished Scholar Dr. Lynne Devnew (pictured far right) (<http://bit.ly/2BKBGt8>) presented *First Cracks: Reflections of a Pioneer* within a session led by Dr. Green, dubbed *Cracking the Glass Ceiling*. She also presented, *Using Intergenerational Narratives and the Medicine Wheel to describe women’s leader development*, a collaborative effort with Lead Ann Berghout Austin, Utah State University, Marlene Janzen Le Ber, Brescia University College, Judith LaValley, Kansas State, and Chanda Elbert, Texas A&M.

Dr. Janice Cardwell, (<http://bit.ly/2iELj5p>) Detroit Campus Director, presented *Creating a Culture of Intellectual Inquiry*, with Bonnie Eliis, V.P. Academic Affairs, and Yvonne Phelps, Regional V.P.

Also representing Detroit, Veteran Associate Faculty Katherine Temple shared her passionate work

“From Despair to Hope: Prophetic Leadership in Turbulent Times, a local and practical example of leadership with middle school children in the Detroit Public School System.”

Other intriguing projects from SAS faculty included, “A Study of Trust in Global Leadership During Turbulent Times,” by Debra Sandberg (<http://>

bit.ly/2Ao9dNu) & Michael Linquist. Rita Carver, SAS University Research Methodologist Chair presented her study, “Turbulent Times-- A Clarion Call for Leadership: Four African American Women who Responded,” Finally, Mary Lind (<http://bit.ly/2AD5tEJ>) shared her work on “Digital Natives vs. Digital Immigrants at Work: Evaluating Computer Self-efficacy.” Unfortunately other University of Phoenix faculty scheduled to present, Sandra Nunn (<http://bit.ly/2AB6y25>), Lunthita Duthely (<http://bit.ly/2BdNlVi>), John Avella (<http://bit.ly/2zYFu9H>), and Arfe Ozcan (<http://bit.ly/2nHudJq>), were not able to attend.

A session befitting of its category, *The Use of Digital Communication and Old-Fashioned Story Telling*, dubbed Starbucks social media and business leadership renewal during challenging times found two “Beans” talking about coffee.

While Dr. Bean presented in studio 315 of the Square Conference Center, brother Jeffrey Bean, University of California Extension, San Diego was on hand via Skype 9 time zones behind. The connection demonstrated the effectiveness of time and collaboration three-quarters of the world away.

For Bean the timing could not have been better as his recent chapter “Benchmark Academy Study Ties Customer Experience to Emotional Branding: A University of Phoenix Center for Leadership Studies and Educational Research Assessment” (<http://bit.ly/2Bd6OFL>), within the new IGI book, *Driving Customer Appeal Through the Use of Emotional Branding* was released that week. Like the leadership at Starbucks, the chapter recognizes purposeful customer experience leadership needed to fos-



Presenting in Studio 315 of the Square Conference Center, Brussels, brother Jeofrey Bean (University of California Extension, San Diego) on hand 9-time zones behind and awaiting in a Skype window behind Dr. Erik Bean.

ter an emotional connection to products and services.

Perhaps the most memorable of all was Dr. Jim Turner's once in a lifetime meeting with Retired General and Leading Military Authority David Petraeus, who was the Saturday ILA plenary guest (<http://bit.ly/2kyhtn9>). Turner, a retired General, and recent University of Phoenix SAS doctoral graduate, was presenting on his dissertation topic: Servant Military Leadership can be Most Effective During Unstable Times. This topic attracted Petraeus to a high-level leadership discussion between himself; Mark McCaslin, UOPX dean of research and

scholarship; and Erik Bean, Turner's Co-presenter. The four gentlemen met in an undisclosed setting to discuss the operational definition of servant leadership and its merit in military training that some believe can curtail suicide and contribute to higher military employment retention. See complete story on page 5.

Finally, prior to the conference Erik Bean was appointed Editor of a new Journal of Leadership Studies (John Wiley & Sons) section dubbed "Leadership Perspectives," a call for practitioner based pieces with a sense of immediacy based on Boyers four domains of scholarship (<http://bit.ly/2Bd8pLL>). The new

section was shared by the Journal of Leadership Studies Editor, Mark R. Ludorf (Austin State University Associate Professor of Psychology) and Mark McCaslin (University of Phoenix Dean of Research and Scholarship) during their interactive discussion on how the journal provides publishing opportunities for leadership research that may or may not be hidden within a single discipline. The journal's editorial board includes Hinrich Eylers, Executive Dean, School of Advanced Studies, University of Phoenix (Co-Author); Anthony Middlebrooks, Associate Professor & Director of Graduate Programs, Horn Program in Entrepreneurship, University of Delaware; Daniel Jenkins, Chair & Associate Professor, Leadership & Organizational Studies, University of Southern Maine; and Clinton M. Stephens, Director, Leadership Studies Center, Emporia State University.

The International Leadership Association is already gearing up for next year's conference (<http://bit.ly/2AB6jEh>) to be held in West Palm Beach, Florida. Dr. Bean is inviting all those interested in attending a strategy session on prospective presentation submission to examine a call for participation in the next couple of weeks. The conference rotates a national and international presence every two years. The next international session will occur in Ottawa, in 2019.



UNIVERSITY OF PHOENIX DOCTORATE STUDENT WORK ATTRACTS DAVID PETRAEUS

A meeting of a lifetime. General David Petraeus, former CIA director and noted military authority sat down with University of Phoenix Center for Leadership Studies & Educational Research (CLSER) (<http://bit.ly/2jS3Zxt>) personnel to discuss the role of servant leadership in the military. A practice such as servant leadership (Greenleaf Foundation, <http://bit.ly/2nDyg9G>) believe it may help prevent suicides and retain officers longer with more fulfilling and rewarding careers

Dr. Turner's presentation, titled "Servant Leadership Can be Most Effective During Unstable Times," resonated with many at the 19th Annual ILA conference held at the SQUARE Conference Center, Brussels, Oct. 12 - 15. The presentation featured a model of the military employment cycle without effective employment of servant leadership and a possible look with proper servant engagement maintained. Turner connected with Petraeus via their shared military interests. Petraeus was already scheduled to conduct a personal interview at the annual conference with award winning diplomatic expert Robert van de Roer (<http://bit.ly/2jra1qm>).



Discussing the concept of servant leadership and its military use. Mark McCaslin, Ph.D. University of Phoenix dean of research & scholarship, David Petraeus, retired general, UOPX Doctoral Alum/Retired General, Jim Turner, D.M. and Erik Bean, Ed.D, CLSER associate university research chair (co-presenter) Brussels. October 14th, 2017. Brussels, undisclosed location, October 14, 2017. Photo by Secret Service.

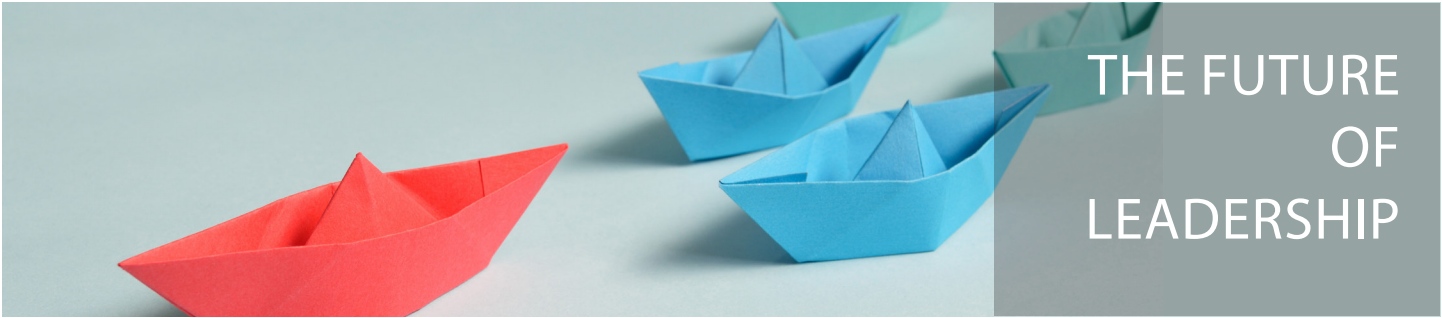
The concept of "service before self" is not a new one, maintained Petraeus. But, General Petraeus agreed that servant leadership,

if operationalized in terms of Robert Greenleaf's concept, could complement existing leadership styles. Within the high level leadership discussion, Dr. Turner said, "humility and the sincere desire to make a difference is required."

In addition, the philosophical foundation of servant leadership is reminiscent of what Spock, the pointy eared Vulcan, had said on many 1960's Star Trek episodes, "the needs of the many outweigh the few or the one." Dr. Turner is determined to make such a difference serving to assist those who serve. The General provided Jim with some important contact information and advice that only such a once in a life-time meeting could yield.



Proud Doctoral Graduate Jim Turner (right) shakes David Petraeus' (left) hand.



THE FUTURE OF LEADERSHIP

THE SHIFT FROM DIVERSITY TO INCLUSION: ON THE ROAD TO SERVANT LEADERSHIP

Christopher Hicks, Center for Workplace Diversity and Inclusion member and I/O Psychology Student

Workplace diversity and inclusion is a global issue (Farndale, Biron, Briscoe, & Raghuram, 2015). More than just a lofty idea, workplace diversity continues to challenge organizational leaders. In fact, some organizations that employ strategies to embrace a diverse workforce may still fail to practice inclusion. One area where organizations fail to address diversity and inclusion, is in the leadership ranks. Many organizations purport to be inclusive, but do not have the type of representation in the leadership ranks to substantiate such a claim. Furthermore, the leadership style in non-inclusive organizations may be holding potential leaders back.

Servant leadership theory breaks from the traditional “only the strong survive” mentality and instead, fosters collaboration. One-on-one interventions, such as coaching, are great opportunities to demonstrate the dimensions of a servant leader (Listening, Empathy, Healing, Awareness, Persuasion, Conceptualization, Foresight,

Stewardship, Commitment to growth, and Building community), which can also be used in team/group coaching (Parris & Peachey, 2013). When coaches mentor clients, the discussion is a form of servant leadership because there is no leader-follower dynamic.

There is no consensus on the definition of servant leadership (Parris & Peachey, 2013), but the theory has been widely accepted as tenable and constructive. Robert Greenleaf coined the term Servant Leadership, in the 1970s to describe the lifelong journey of placing the needs of others before your own. Servant leaders are defined by the content of their character and an ability to commit to service to others (Parris & Peachey, 2013). Servant leaders build trust among their subordinates and rely on these trusting relationships to influence behavior (Beck, 2014).

According to Otero-Neira, Varela-Neira, and Bande, (2016), it took two decades before Greenleaf’s theory underwent the scrutiny of



Doctoral Student Christopher Hicks

academic research. Currently, there is a dearth of empirical research on the implementation of Servant Leadership in organizations. Research shows that servant leadership theory is viable at the individual as well as organization level and thus has the potential to inform the decisions practitioners make regarding individual and team interventions (Parris & Peachey, 2013).

I consider myself a servant leader. As a coach, I ask myself the same tough questions that I ask my clients. How else would I know they were tough questions? I see my clients as equals. In my opinion, the relationship between coach and client is the closest realization of Greenleaf’s theory in the modern workplace. When Greenleaf spoke of listening, he foreshadowed the active listening

techniques employed by professional coaches around the world. Coaching allows me to connect with others, and as I listen to their goals, we enter a collaborative process that allows me to serve them. Each experience is unique and humbling. Coaching clients can expect to be healthier, wiser, freer, more autonomous, and more likely themselves to become servants (Beck, 2014; Parris & Peachey, 2013).

My perspective is that servant leadership theory will not only change how leaders interact with subordinates, but it will also empower followers to step into leadership positions with an increased sense of value. Progressive leadership theories, like servant leadership, encourage collaboration and foster relationships built on trust and mutual respect. Servant leadership is based on leaders

empowering followers. Effective coaches use the dimensions of servant leadership to empower managers and leaders. The result of sustained support and empowerment should be increased diversity and inclusion in the leadership ranks.

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ASSOCIATION FOR
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CEITR RESEARCHERS REPRESENTING UNIVERSITY OF PHOENIX AT AECT 2017

Researchers from the University of Phoenix represented UOPX at the annual Association for Educational Communications and Technology (AECT, <http://bit.ly/2k6v1m0>) conference on November 6-11, 2017 in Jacksonville, Florida. While most researchers are UOPX faculty, several presentations represented collaborative efforts between UOPX faculty and faculty from other universities, and between UOPX faculty and UOPX alumnus. Altogether thirteen AECT conference presentations involved thirty UOPX faculty and five alumni. Many of these presentations have also been published in peer-reviewed journals.

The presentations will be offered in various formats and topics including iPad implementation on teacher learning, culturally responsive teaching, social media and doctoral students, American Indian/Alaskan Native cultural identity influences on postsecondary education, STEM in urban schools, music and dementia caregivers, critical thinking and decision based learning, pedagogical foundations of existing virtual reality educational applications, computer games and nontraditional students, and analytical learning challenges and issues. One faculty member presented her study as a featured research. Three researchers led a panel discussion. Two research teams led roundtable discussions. Seven research teams presented papers in

concurrent sessions. A collaborative team from UOPX and Brigham Young University (BYU) developed one of the concurrent papers. A collaborative team including members from UOPX and California State University East Bay (CSU) developed the paper for a second concurrent session. All of the researchers are supported by and working within the Center for Educational and Instructional Technology Research (CEITR). The researchers and short descriptions of each paper are presented in the next sections.

Featured Research

Title: The Impact of a School Wide 1:1 iPad Implementation on Teacher Learning Process Design at a Suburban Public Middle School Located in the Greater Boston Area

Researcher: Dr. Patricia Shopland

The traditional content-centered instructional paradigm in middle schools is changing as a result of educators' increased attention to the learning process-centered 4Cs, constructivist approaches to learning, and the nationwide popularity of 1:1 tablets and iPads. The majority of teachers who participated in this mixed methods descriptive study reported they did create a variety of innovative learning activities for their students

who have 24/7 use of an iPad and they enjoyed the opportunity and freedom to be creative.

Panel of Discussions

Title: 2017 McJulien Panel Discussion: A Reflection of Culturally Responsive Teaching in Education

Research Team: Dr. Sandra Nunn (alumnus), Dr. Lequisha Brown Joseph, Dr. Michelle Susberry Hill

In this panel discussion, panelists Dr. Sandra Nunn, Dr. Lequisha Brown-Joseph, and Dr. Michelle Susberry Hill, winners of the 2016 McJulien Scholar Best Paper Award, will discuss updated research that addresses current literature, perspectives, and practices regarding culturally responsive teaching in education. As part of the discussion, the panelists will address these considerations within K-6, 7-12, and higher education.

Concurrent Sessions

Title: Evaluation of Decision Based Learning (DBL) and Its Relation with Students Critical Thinking Skills and Achievements

Collaborative Research Team, University of Phoenix and Brigham Young

University (BYU): Dr. Mansureh Kebritchi (UOPX), Dr. Ken Plummer (BYU), Dr. Richard Swan (BYU), Dr. Heather Leary (BYU)

Critical thinking is one of the essential skills in 21st century job market, but is not adequately developed among graduates. In this presentation we will share the results of a study that examined an innovative pedagogy called Decision-Based Learning designed to catalyze acquisition of critical-thinking skills and enhance students' achievements. The presentation will be useful for instructional designers and instructors in higher education and help them further enhance critical thinking skill among students.

Title: Witnesses to Transformation: Family Member Experiences Providing Individualized Music to Their Relatives with Dementia

Collaborative Research Team, University of Phoenix and California State University East Bay (CSU): Elizabeth Johnston (UOPX), Xeno Rasmusson (CSU), Barbara Foyil (UOPX), Patricia Shopland (UOPX)

Family members often used iPad, iPods, headphones, splitters, and other technical devices to share preferred, culturally relevant, digitized music with relatives with dementia. Sharing familiar music enhanced memories and interactive opportunities where family members connected, and communicated with aging relatives. Educational leaders have an opportunity to recognize and introduce the importance of culture in music education and curriculums. Teaching technological skills could support lifetime access to culturally valued music in face-to-face or virtual contexts.

Title: New Ways of Learning: Perception and Experiences of Online Doctoral Students

Research Team: Dr. Fern Entekin, Dr. Debra Bacon, Dr. Patricia Akojie, Dr. Therese Kanai

Meta-data analysis was used to identify common themes in primary qualitative research studies on online doctoral students. A systematic search identified common properties in isolated studies. Positive factors included cohort groups, supportive mentors, and the ability to pursue a doctoral degree. Obstacles faced included balancing work, family, school, and a sense of isolation. Five common themes emerged in the analysis; support, time management, anxiety, satisfaction, and sacrifices.

Title: What Leaders Should Know about Social Media, Collaboration, and Doctoral Learning

Research Team: Dr. Karen Johnson, Dr. Michelle Hill, Dr. Mary Stout, Dr. Medgar Roberts (UOPX alumnus), Dr. Lisa Wells (UOPX alumnus)

A diminutive amount of research can be found about how or why doctoral students use social media to enhance their Personal Learning Network (PLN) and learning environmental designs. The purpose of this qualitative research study was to explore through content analysis both the views and experiences of a group of doctoral students using Facebook. Leaders will gain useful information and insight into the impact of social media on teaching, research, culture, and learning environmental designs.

Title: American Indian/Alaskan Native Cultural Identity Influences on Post-Secondary Experiences Based on Secondary Data

Research Team: Dr. Susan Ferebee and Dr. Andrew Lawler

This study identifies cultural iden-

tity influences shared by American Indian/Alaskan Native postsecondary students in online venues. Specifically, the problem is that educational leaders do not know what American Indian/Alaskan Natives consider a successful educational experience as aligned with their cultural identity. A narrative inquiry as provided in Internet blogs and YouTube video transcripts are examined through content analysis. By identifying factors that influence the social context, educators may be better positioned to improve educational attainment.

Title: Exploring Socio-Cultural Approach to Generating Educational Change from K-12 School Leaders' Perspectives: A Qualitative Content Analysis

Research Team: Rita Hartman, Elizabeth Johnston, Marty Hill

Educational leaders have the capacity to effect change within the system. Principals and others gained a deeper understanding of the student and teacher school experience from shadowing a student for a day. Themes for change included strengthening community, structural changes in the school day, supporting connectivity, and finding new opportunities. This presentation provides the results of a qualitative content analysis framed in empathetic design thinking and based on personal experiences, observations, and reflections influencing future actions.

Title: STEM Certification in Georgia's Schools: A Causal Comparative Study Using the Georgia Student Growth Model

Research Team: Dr. Michael Green, Dr. David Proudfoot, Dr. Jan Otter,

Dr. David Cook (UOPX alumnus)

The demand to prepare students for emerging STEM careers inspired Georgia to implement innovative reforms including STEM certified schools. Little is known about how Georgia's STEM certification processes influenced student achievement in math, science, English language arts (ELA), and social studies. A causal comparative study of traditional and STEM certified schools found mixed results. This study informs educators regarding STEM certification, student learning gains, and the impact of education reform initiatives.

Title: Strengthened Culture Competency of Graduate Students by Using Facebook, Pinterest, or Blogging

Research Team: Dr. Linda Landon, Dr. Barbara Foyil, Dr. Verta Midcalf, Dr. Elizabeth Johnston

In an era of expanding globalization and social media, the idea of cultural sensitivity had not been addressed. The design of this study was a quantitative, non-experimental, correlation research design. The research question was the relationship between graduate students' demographic characteristics and use of social media sites including interaction engagement, respect for cultural differences, interaction confidence, interaction enjoyment, and interaction attentiveness. Nonparametric ANOVA and comparisons between two groups were applied to determine if relation-

ships exist between predictor and outcome variables.

Title: Exploring Pedagogical Foundations of Existing Virtual Reality (VR) Educational Applications: A Content Analysis Study

Research Team: Dr. Patricia Steele, Dr. Elizabeth Johnston, Dr. Gerald Olives, Dr. Cassandra Smith (UOPX alumnus), Dr. Liston Bailey

An analysis of selected VR products developed for education showed that most were experiential with others categorized as discovery learning, constructionism, situated learning within a community of practice, or other. Educators need insights into the pedagogical foundations of VR products to prepare, apply, assess, and evaluate the educational value of VR applications. These research findings will support efforts to use innovative learning products within an educational context. Presenting and publishing will disseminate findings to appropriate audiences.

Round table Discussions

Title: Effects of Online Computer games on Academic Achievement, Motivation, and Retention Rate of Nontraditional Undergraduate Students

Research Team: Dr. Mansureh Kebritchi, Dr. Patrick Turner (UOPX alumnus), Dr. Sally Evans, Dr. David Heflich

Nontraditional students are now the

majority of the 17.6 million undergraduates enrolled in universities; however, their dropout rate is rather high. This review of literature examines the influence of using computer games in online courses on nontraditional undergraduate's motivation, academic achievement, and retention rate. The results would help instructional designers and instructors further learn about implication of using games to address the need of nontraditional students as an ever increasing student population in higher education.

Title: Learning Analytics Methods, Benefits, and Challenges in Higher Education: A Systematic Literature Review

Research Team: Dr. Mansureh Kebritchi, Dr. Sandra Nunn, Dr. Jack Avella

Few studies have synthesized prior research to provide a combined overview of learning analytics issues in higher education. To address the problem, a systemic literature review was conducted to identify methods, benefits, and challenges of using learning analytics in higher education. Results of this study provide an integrative report for faculty, course developers, and administrators about methods, benefits, and challenges of learning analytics to help improve teaching and learning in higher education.

Congratulations to all researchers!



HIGHER EDUCATION REFORM AND JOB MARKET: A RESPONSE TO PRESIDENT COHEN

Mansureh Kebritchi, Ph.D.
University Research Chair, CEITR

To effectively shape higher education we must address the need of current and prospective students, and the American people, as President Peter Cohen rightly suggested in his recent LinkedIn article. The University of Phoenix Study, "The Majority of Working Adults in America See Higher Education as a Path to Greater Career Satisfaction," indicated that the majority of working adults are driven to pursue higher education to increase their earning (87%), obtain a promotion (84%), or get a better job (85%). To read the study visit this link: <http://bit.ly/2A0PCPu>. Additionally, a study by Pew Research Center with 5,006 U.S. adults (including 3,096 employed adults) conducted in 2016 revealed similar results: that 50%

believed that higher education should teach job-related skills, while 35% said that it should help individual personal and intellectual growths. Interestingly, only 16% of the participants believed that a four-year college degree

properly prepares students for a well-paying job in today's economy. Such a low perception about graduated students' job preparation underscores the need for reforming higher education programs and curricula



University of Phoenix President Peter Cohen

to better equip the learners with the required skills for the job market. The crucial questions are (a) what type of skills and trainings are useful for the current and future job market, (b) what the in demand jobs are for today and the future economy, and (c) what the demographics of the labor force are for today's and the future's economy.

According to 2016 Pew Research Center report about "The State of American Jobs," 87% of jobholders believe that employment is much higher among jobs that require (a) higher than average job preparations (that is more education, trainings, and experience in the job); (b) higher than average interpersonal, management, and communication skills; and (c) higher levels of analytical skills such as critical thinking and computer skills. Furthermore, the report indicated that the nature of jobs is changing as society transforms from an industrial economy to the 21st century knowledge-based, service oriented economy. The top four sectors leading the U.S. economy from 1990 to 2015 with highest employment growth rate were educational services (105%), health care and social

assistance (99%), professional and business services (81%), and leisure and hospitality services (63%). While overall employment (non-farm) increased 30% during this period.

Interestingly, the employment projection report by Bureau of Labor Statistics for 2014-2024 provided similar and additional revelations about the future of the job market. The report indicated that healthcare and service oriented sectors are expected to have the fastest employment growth. Additionally, the report provided some insights about the demographics of the future labor force. Labor force diversity is projected to increase with white non-Hispanic making up 59.6% of labor force as compared with 64.6% in 2014. The labor force continues to age with median age of 37.7 in 1994, 41.9 in 2014, and 42.4 in 2024.

The implications of learning about the demanding skills, jobs, and workforce demographics for effectively reforming higher education are:

- Focus on developing learners' soft and technical skills including social,

communication (verbal and written), analytical (critical thinking, problem solving, and decision making), interpersonal, management, and computer skills.

- Provide programs that better prepare learners in knowledge-based service oriented sectors.

- Provide ongoing trainings. The Pew survey indicated U.S. working adults believe that they need ongoing trainings to stay updated with the latest skills in their fields. The perceived need increases with higher educational degrees.

- Revise the programs and instructions in a way that accommodate and support learners' diversity and age.

To make higher education more influential and relevant to our society and learners, we need to have a dynamic higher education that welcomes the reforms to better serve and prepare the students for ever-changing society, economy, and job market.



HOME OF
 THE BRAVE:
 DEMOCRATIC
 EXPERIMENTALISM
 AND SETTING
 THE RESEARCH
 CENTER AGENDA

Walker Ladd, Ph.D.
 Associate University Research Chair, CHER

Introduction

As a new Associate Research Chair for the Center for Health Engineering and Research (CHER), one of my first tasks has been to develop a research agenda that (a) serves the constituents, (b) aligns with the mission and vision of the Research Center, and (c) advances the understanding of the import of health research among stakeholders. Preliminary questions emerged:

1. If the central goal of a University Research Center is to provide faculty, students, and alumni a research home to engage in meaningful scholarship, where might a Center dedicated to health research purpose itself?
2. Moreover, as the only Research Center focused on health research in a field that is projected to add 2.3 million jobs to the labor force by 2024 (US Bureau of Labor and Statistics,

2011), what will be necessary to meet the needs of future Affiliates?

3. How will the newly introduced University Core Values: brave, honest, and focused be integrated purposefully?

Where to begin? As a qualitative researcher, I am trained to approach any problem by first, considering my own philosophical assumptions. Therefore, I began the process with a review and an application of my philosophical worldview as a pragmatist.

Pragmatism

Approaching scholarship and research from the philosophical paradigm of pragmatism aligns with my assumptions about the nature of truth. Rooted in the writings of Peirce, James, and Dewey, pragmatism



Dr. Walker Ladd

demands a disciplined practice of considering knowledge from multiple perspectives. Knowledge is not an object to be measured then represented in symbolic form. Knowledge is the act of knowing that generates deep understanding from multiple perspectives across domains of privilege, language, education, culture, and class. Methods of measurement, if useful, have merit equal to the experience of action and consequences in everyday life.

James' radical empiricism entertains the mystical and the measured as both inherent to the man. Dewey's democratic experimentalism offers democracy as a means to experiment, experience, and extend knowledge to the public. What follows is an explanation of my application of Dewey's democratic experimentalism to establishing a research agenda.

Bravery and Democratic Experimentalism

Dewey's democratic experimentalism bravely rejects presupposition that empirical science has direct access to the Truth. For Dewey, the "starting point in experimental inquiry is a problematic situation emerging from our everyday life" (1938/1991, p. 498). The nature of experimental inquiry is (a) based in the ordinary; (b) "fundamentally local" (Vo, Kelemen, 2017, p. 864); and (c) maximizes a range of views through democratic inquiry into actions and their consequences (Cohen, 2012). Humans experience phenomenon and through multiple reasoning, investigation, and experimentation, produce applicable knowledge. The locality of experimental inquiry is a residence in the observation of actions and consequences relative to the participants. Therefore, developing a research agenda that considers research problems as always leading back to the ordinary experiences of life (Biesta & Burbules, 2003) and located in the universal nature of human experience enables the CHER affiliate to purpose professional practice and personal experiences as research problems that are meaningful, accessible, and relevant. Maximizing a range of views through democratic means is demonstrated by the emphasis on layered, intersecting, and co-occurring praxis: healthcare systems; healthcare

practices; and health paradigms that include wellness, mental health, and psychological well-being. A research agenda that pragmatically acknowledges the nature of health and healthcare research as inherently intersecting permits the personal and promotes the collaborative. Democratic experimentalism may deconstruct the silos of research that have divided our efforts and isolated the usefulness of our findings.

Honesty

To work across silos, we must be honest with ourselves regarding standards that need to be met and practices that don't necessarily work. I, too, have to be ready to not only set the agenda, but to act on its behalf. It's one thing to make an agenda, it's another thing to test and retest its usefulness for the affiliates. Dewey's democratic experimentalism offers four behavioral principles that foster honesty and create the causes for transformative, collaborative, democratic practices. These principles include: (a) organized intelligence (Morris, 1999); (b) an attitude of "hospitality toward the new" (Pappas, 2008, p. 191); (c) democratic communication; and (d) the acceptance of experience as authority.

Organized Intelligence

Dewey's principle of organized intelligence underscores equality and representation as hallmarks of democracy and experimental inquiry. Dewey described organized intelligence as "a demand to be realized: each individual shall have opportunity for release, expression, fulfillment of his distinctive capacities and that outcome shall further the establishment of a fund of

shared values" (Dewey 1932/2008 p. 350). With respect to the CHER affiliates, an attitude of organized intelligence demands equality among practitioners, honors commonality and difference of members, and encourages connection (Morris, 1999; Vo & Kelemen, 2017).

For Dewey, being present through the entire process and production of knowledge represents "the only possible opportunity for all to develop rich, diversified experience while also censuring continuous cooperative give and take and intercommunication" (1933/2008, p. 101). In this way, organized intelligence serves the community of scholars at CHER through demanding we realize self, community and culture as access to the research process and community membership.

Hospitality Toward the New

Democratic experimentalism values open-mindedness toward the potential of new knowledge as well as the "possibility of error even in beliefs dearest to us" (Dewey 1933/2008, p. 3). This refreshing practice not only acknowledges tensions between knowledge, but embraces the conflict as revelation. The important note here is that the conflict is not resolved through compromise, but through "deeper interaction" (Dewey 1939/2008, p. 56). In other words, open-mindedness toward the new doesn't eliminate nor denigrate the old. For CHER, a research agenda that holds a hospitality for the new invests all participants in seeking to produce scholarship that is generative, flexible, and transformative.

Democratic Communication

Dewey's view of communication transcended speech. Dewey viewed

communication as an interactive, communal practice, a “good” of democracy what we value and purpose “conjoint communicated experience” (Dewey, 1916/1980). Communication is both experienced and the means to express that experience, shared socially (Cohen, 2012). Interaction and sharing contribute to collaboration. In this way, CHER’s agenda promotes active engagement in dialogue with other areas of health research, other paradigms of health, and other theoretical language not previously used. For example, integrating mental health into the agenda encourages not only the introduction of a lexicon but a conversation regarding the experience of the field within one’s own practice, community, and scholarly goals.

Experience as Authority

Experience as authority is an attitude of group determination leading progress, not merely creating a product. Through this principle the community chooses its goal, independent from structures of authority presumed by external forces, and determined to focus efforts toward a common purpose. Pappas (2008) explained, “to accept experience as the authority is to believe in the self-sufficiency and potentialities of communal inquiry. In other words, in a democratic community the control and direction of a discussion comes from within itself as it unfolds” (p. 243). From this practice, a research agenda driven by the community has the authority to determine its projects of inquiry, relative to the knowledge and experience of its members.

Focused: Boyer’s Model

Lastly, as a member of a larger community, the CHER agenda must

align with Boyer’s (1990) Domains of Scholarship in cooperation and collaboration with the research centers and School for Advanced Studies. As such, the following agenda was proposed:

Discovery

CHER addresses the epistemological question, what is true, through supporting research that transforms disease-based paradigm of healthcare that create barriers to care into constructs of health and wellness across the lifespan, including mental health.

“Holding an Empirical Purpose: Researching the Constructs of Health and Wellness Across the Lifespan”

Application

CHER serves a community of healthcare practitioners, administrators, and educators with the pragmatic purpose of putting knowledge to work in the world. We support collaborative scholarship between academics and practitioners in order to co-create practical applications of knowledge across the fullest spectrum of health and wellness, including mental health.

“Holding a Pragmatic Purpose: Researching the Lived Experience of the Practitioner-Scholar”

Integration

The ontological question of what is good directs CHER’s mission to support health research addressing communities of need, including communities of color, LGBTQIA2, the homeless, women and infants, immigrants, and the elderly. CHER recognizes the need of underserved populations, and actively engages in

interdisciplinary research among the fields of health science. Among the health science disciplines, we seek collaboration with scholars among the topics of public health, environmental health and justice, community-based health, mental health, family-health, and military health sectors.

“Holding an Interdependent Purpose: Researching the Public Health for the Public Good”

Teaching & Learning

CHER answers the axiological question, what is valuable, through supporting research that values and promotes the health educator. Through advancing health education research, students gain access to dynamic best practices that serve their professional goals.

“Holding an Educational Purpose: Researching Health Education”

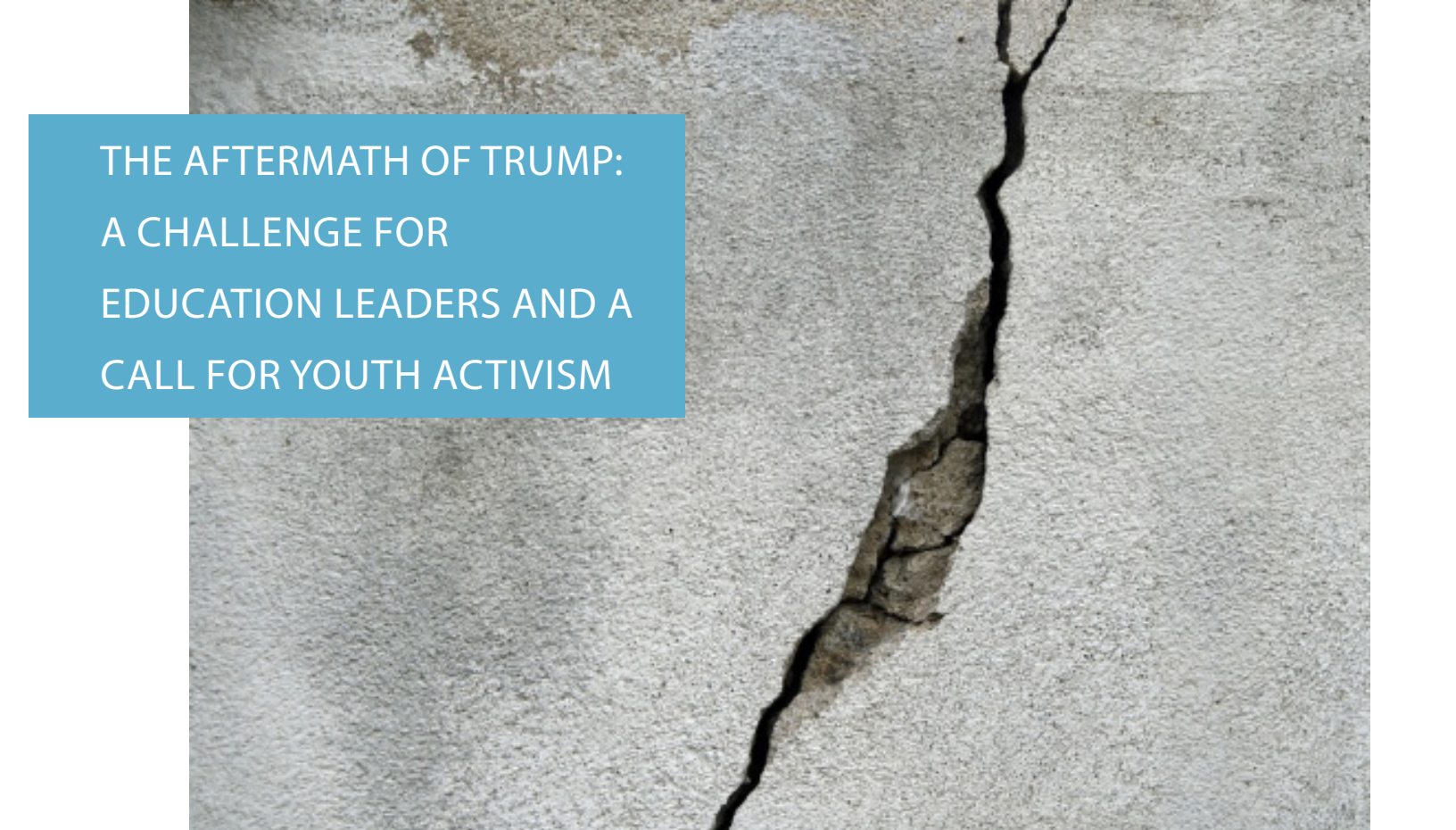
Conclusion

Returning again to the questions posed at the onset of this essay, I can offer that the establishment of the CHER research agenda is firmly rooted in a worldview that values equality, communication, collaboration, and an openness to new knowledge. My focus is to establish CHER as a research home that promotes brave, honest, focused scholarship valuing the ordinary, challenging epistemological authority, honestly exercising self-reflection, and giving authority to the experience of the affiliates to determine the path forward.

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THE AFTERMATH OF TRUMP: A CHALLENGE FOR EDUCATION LEADERS AND A CALL FOR YOUTH ACTIVISM

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Center for Education and Instructional Technology Research
Professional Responsibility in Education Research Group

Today, more than ever, young people need to become advocates for what is right, moral, and ethical.

Since the election, open acts of hatred – racism, sexism, hate speech, and defiance – have been seen throughout the US, including on high school and university campuses. The Southern Poverty Law Center has catalogued over 1,000 incidents of hateful acts, including harassment or intimidation, towards immigrant and minority religious groups in the month since Trump's election (Eltagouri, 2017).

The current president has done extensive damage, and undone the tireless work of educators, outreach programs, and organizations during a relentless barrage of hate speech,

unfounded attacks, and Twitter rants displaying no moral compass. This behavior has not been curtailed and only seems to be getting worse.

How can our young adults rise above what their President demonstrates as “acceptable” social conduct?

Bullying, a topic educators, counselors, and administrators deal with on a daily basis (more so with the advent of social media), has been brought to the forefront amidst students “believing” certain behaviors are now acceptable since the president advocates and condones them. A recent incident took place at Woodside High School in Woodside, CA (an affluent community on the San Francisco Peninsula and one of the wealthiest communities in the United States). The

on-campus confrontation occurred in the aftermath of the presidential election; hate-filled comments were made on Instagram about Mexican-American students attending the school (Giarrusso & McGee, 2016). Other racist incidents were reported at the University of Michigan, where Muslim female students were threatened for wearing the hijab; at the University of Pennsylvania towards black students in racial slurs and daily discussion of lynching; and at the University of California-San Diego where anti-Semitic graffiti was found on campus (Reilly, 2016). Such incidents continue six weeks into Trump's presidential term. At Indiana University Bloomington, white supremacist fliers were posted on the office doors of faculty of color and scholars of ethnic minorities (Journal of Blacks in Higher Education, 2017). Minority religious groups have been particularly targeted (including a series of bomb threats made against Jewish Community Centers, many of which house pre-schools), with an

increase in such threats taking place during the months of January and February (Burke, 2017). Nationwide, tension and fear is ever-present and has been heightened since January 20th. Minorities, immigrants, and undocumented workers, students, and their families do not know whom to trust. These concerns are especially true for students, who are trying to understand what is happening in their schools, communities, and the nation.

In the case of Woodside High School, the day after the on-campus incident the school's administrators addressed the concerns and mounting tension. Students led a massive sit-in, which the school's administration supported as long as the protest and discussions remained peaceful. Students, teachers, and administrators held an outdoor microphone discussion, allowing individuals to express feelings and reactions to the events of the elections "as well as [to] those of racism and sexism" (Giarrusso & McGee, 2016, para. 12). The discussions proved to be emotional for numerous students on campus, with many students leaving at the end of the event. The principal of Woodside High School, Diane Burbank, reaffirmed the school's position of inclusion and support for all members of the school community (Giarrusso & McGee). The event, while it eased tensions, is just the start.

Schools must react positively amid the pain and the festering of open emotional wounds. A call for action is needed where open, honest dialog occurs daily on how to address issues of hate speech, bullying, sexism, racism, and other acts of violation against those who do not fall into the majority category. Constructive and affirmative activism is needed to move collectively forward and promote a time of healing.

Where do we begin? Students need to believe schools are safe havens, free from the whirlwind of uncensored and hurtful comments flying through the ether via the mass media, internet, and social media. As education leaders, we need to listen to students. Seek out students who choose to get involved and comfort those who want to talk in private, yet do not know where to turn. Schools need a quiet place for students to go and decompress, support groups for students, counselors to discuss concerns, mentors or coaches who are available to listen, or a club or school activity that provides students with a sense of community and belonging.

Plato stated that the price of apathy towards public affairs is to be ruled by evil men. Therefore, we must combat apathy through positive activism cultivated in schools.

If a school currently has a leadership class or program, students within that class should spearhead a "daily acts of kindness" campaign and other programs that may unify the student body and school community. If a leadership class does not exist, the school staff and administrators should seek students to form a coalition to mentor and empower students. A trusted staff member should approach students who are not normally active in the school community and encourage them to become active in the school via a peer support system, thus exploring the hidden talents of these students.

Each student is a valuable resource, a potential agent of positive change. All that is needed is for someone to stop, take notice, encourage, support, and embrace that person for who they are and the contributions they can make to the school, community, and, ultimately, to one another.

We need to rise above. Now is the time to advocate for students to act as the true role models for our country, to lead by example of what is acceptable behavior, and become activists of kindness.

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OSS RESEARCH GRANT RECIPIENT SUBAS NANDY TO PRESENT PAPER ON FINANCIAL PERFORMANCE OF GLOBAL PHARMACEUTICAL COMPANIES

Center for Global Business
and Information Technology Research



Dr. Subas Nandy

Subas Nandy, Ph.D. (Center Member since 2014, SAS Dissertation Chair, School of Business Faculty at the Philadelphia Campus) researches on financial performance of company stocks. One of his projects was funded by an OSS General Research Grant earlier this year. With the support of the OSS Grant, Subas executed the research for an article titled “Comparison of the Financial Returns of American Depository Receipts of Pharmaceutical Companies and S&P 500 Index,” which was accepted as a presentation in SIBR Interdisciplinary Business & Economics Research Conference, held in Hong Kong in September 2017. The paper went through a double-blind peer review and was co-authored with Center Chair Fiona Sussan.

LEADERSHIP PERSPECTIVES: A NEW PRACTITIONER SECTION FOR THE JOURNAL OF LEADERSHIP STUDIES

Erik Bean, Ed.D.

Associate University Research Chair, CLSER



As the recently appointed editor of Leadership Perspectives, a new Journal of Leadership Studies (JLS) section (<http://bit.ly/2AE4HYg>), I co-hosted an open house during the Knowledge Without Boundaries Annual Symposium (<http://bit.ly/2kdu36V>) for our research center,



Dr. Erik Bean

the Center for Leadership Studies and Educational Research (CLSER). The Center's approach to working with prospective researchers is to remove the elitist feeling sometimes surrounding research and instead provide a more nurturing, non-competitive environment so that new researchers can develop a bona-fide rigorous and meaningful research agenda with application to the practice.

One open house attendee had a challenging time accepting that the subject of leadership was a practice or discipline like any other subject such as psychology, sociology, nursing, and the like. His major contention was that, unlike other subjects, leaders do not typically read about how to become better leaders. Leaders, he said, seem to develop their own style

to take advantage of their hierarchical role. His point had some merit.

Leadership has been studied for numerous decades; not necessarily to turn out better leaders, but to discover why some leaders succeed and some fail, to determine leadership application and integration, and to place the discipline of leadership as a framework amongst all disciplines. In upcoming editions, the JLS will expand to include articles that apply such knowledge to the four domains of Boyer's Model of scholarship.

The degree to whether various leaders turn to the JLS or similar publications for the purposes of improving their leadership abilities is now known. However, what is known is that leadership research matters. It matters for not just how it connects

to the literature, but that the practice stands a better chance of using it by those who care. Those in positions below and above the leaders are the people who could benefit the most, but have not tuned in.

The pages of the JLS (now in its 11th year) have yielded numerous studies that speak to the profession of leadership and the leader as a professional. However, as the JLS prepares for Issue 11.4, we introduce an additional section called Leadership Perspectives. The section will focus on the practice of leadership and will showcase articles that might not necessarily rely on theory, but will rely on what empirical evidence shows can benefit leaders and/or the field of leadership in general. These articles will be slightly shorter, a bit tighter (see the details in the Call for Papers below). The Leadership Perspective articles will impact those who lead no matter where they lead. Do you have a best practice that can be documented, that fits within the literature, and speaks to leadership? The Leadership Perspective in the Journal of Leadership Studies may be the venue for you.

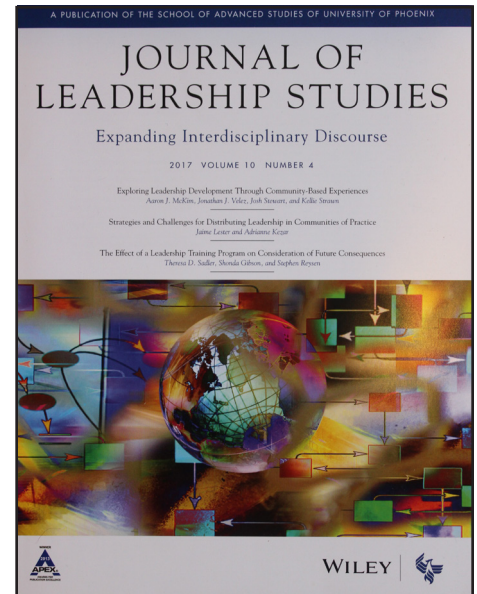
Today, like the title of the 19th Annual International Leadership Association Conference held in Brussels dubbed, Leadership in Turbulent Times (<http://bit.ly/2zZ0bT6>), the leadership profession functions within in a tumultuous space. We are bombarded by new people in power who sometimes use controversial, untried, and profound techniques to shape their subordinates, drive revenue, engage their customer base, and/or influence generations in politics, the economy, business, and the academy. Therefore, more than ever, we need scholarship that can more expeditiously yet rigorously

address the immediacy important to practitioners. We welcome you to Leadership Perspectives!

Introducing the New Section

The approach for the Leadership Perspectives section aligns prospective articles to discovery, integration, application, and teaching within Boyer's Model of Scholarship (<http://bit.ly/2iDdBNQ>). The call is for practitioner based articles on varying leadership best practices and viewpoints, how such integrations, applications, and teaching contributes to theory and how theory supports these practices. The focus on the practitioner, therefore, helps to compartmentalize pieces to communicate important contemporary trends and information relevant to all leadership stakeholders. Present in the formation and foundations of the scholarship of discovery, integration, application, and teaching are the critical substrates of creativity, wonder, and wisdom.

The scholarship of discovery is not devoid of these catalysts but informed by them. Their presence permits the formation of bridges, connections, to the other elements of scholarship by way of transforming societal problems and questions to useable knowledge through the use of the scientific method. Moreover, discovery, through the construction of methodological inventions and approaches, develops tools for discerning and encountering what has yet to be fully understood or problems remaining to be solved. Leadership Perspectives welcomes pieces that imbue a sense of immediacy. Pieces that speak to leaders as professionals, or those that speak to leadership as its used in a variety of settings are welcomed.



Call for Papers

The JLS is seeking articles that address the practice of leadership issues highlighted above. The JLS publishes peer-reviewed research articles that address leadership inquiry from a social science perspective: a symposium section that highlights invited conversation around topics in leadership theory, practice, and research, and a media review section exploring perspectives of leadership in contemporary media and the new Leadership Perspectives that is geared towards more immediate and succinct pieces targeted to practitioners.

The Journal of Leadership Studies invites you to submit original prospective articles that align to discovery, integration, application, and teaching within Boyer's Model of Scholarship. The call is for practitioner based articles on varying leadership best practices and viewpoints; how such integrations, applications, and teaching contributes to theory; and how theory supports these practices for the Leadership Perspectives section. The emphasis is on the needs of the practice in a variety of disciplines and industries. Examples

of topics may include, but are not limited to the various leadership interest groups (<http://bit.ly/2zZsD7o>) as outlined by the International Leadership Association:

- Business Leadership
- Leadership Development
- Leadership Education
- Leadership Scholarship
- Public Leadership
- Youth Leadership

Other areas within and outside these categories of interest include: digital leadership, customer and military leadership, women and minority

leadership, nontraditional leadership in nontraditional venues.

Manuscripts should be succinct and address a sense of practitioner immediacy, contemporary analysis, and/or insight at 1,200-2,200 words in length and in APA format. All reviews will undergo a blind peer reviewed process. Leadership Perspectives welcomes pieces that imbue a sense of immediacy. Pieces that speak to leaders as professionals or those that speak to leadership as its used in a variety of settings are welcomed. Images should be appropriately cited for copyright.

The Journal of Leadership Studies reviews submissions based on its guidelines on a quarterly rolling schedule. Before submission, I recommend reviewing Step 2 of Four Steps to Help Avoid Publishing Pitfalls (<http://bit.ly/2kva2gr>). You can then submit via this link <http://bit.ly/2BkDc8l>.

For general inquires contact:

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Dr. Fiona Sussan

DIGITAL ECONOMY: BUSINESS NOT AS USUAL CENTER FOR GLOBAL BUSINESS AND INFORMATION TECHNOLOGY RESEARCH

Fiona Sussan, Ph.D.
University Research Chair, CGBITR

“Digital economy is built on digitization and the advent of the Internet. Digitization and its infrastructure for communications and networking changes the way we live and work. The digital economy was born two decades ago and is now contributing to a substantial portion of the U.S. economy. It is an amazingly rapid and exponential value creation within a short period of time and thus a ‘growth multiplier’ for both matured and developing economies (Knickrehm, Berthon, and Daugherty, 2016). The companies born out of the digital economy have displaced traditional firms (e.g., Wikipedia – Encyclopedia Britannica; Instagram – Eastman Kodak; Netflix - Blockbuster), introduced new business models (e.g., Uber, Google), cannibalized iconic retailers (e.g., online giant Amazon threatening brick-and-mortar retailers such as Sears and Macy’s), invented new currencies (e.g., Bitcoin).”

Excerpt from “Is there a Path from Sin City to Tech City? The Case for Las Vegas” from Sussan, Sloboda, & Hall (forthcoming) in *Entrepreneurial Ecosystems: Place-based Transformations and Transitions*, O’Connor, A., Stam, E., Sussan, F. and Audretsch, D. (eds). Springer.

Given all these changes, how do firms carry on with their businesses? Digitization leads to digitalization. Digitization is the technical process, whereas digitalization is a socio-technological process of applying digitization techniques to broader

social and institutional contexts that render digital technology infrastructure (For a detailed discussion see Sussan and Acs (2017) *Digital Entrepreneurial Ecosystems. Small Business Economics*, 49:55-73.). Beyond the creation of entrepreneurial firms that use digital technologies, ALL businesses will need to rethink and adapt to the digital economy.

What are your thoughts? Feel free to add to this thought process by dropping me a line at Fiona.Sussan@phoenix.edu.





THE RISE OF THE VIRTUAL TEAM

UTILIZING VIRTUAL RESEARCH TEAMS FOR INNOVATION WITHIN THE CENTER FOR WORKPLACE DIVERSITY AND INCLUSION RESEARCH

Kimberly M. Underwood, Ph.D.
University Research Chair, CWDIR

Within the massive umbrella of literature addressing aspects of virtual teams in organizations and their effectiveness (or lack thereof), there is scant research that specifically addresses the existence and effectiveness of virtual research teams in university environments. Existing research on virtual research teams primarily focuses on research and development within corporations (Hanebuth, 2015). However, the importance of bodies of literature addressing virtual research teams is becoming more apparent as more and more faculty are interacting to conduct various research endeavors within the confines of online environments, especially faculty at universities with online education as a primary focus.

While University of Phoenix faculty are found within both online and “brick and mortar” learning environments (“Become a Faculty

Member,” 2017), the bulk of these faculty provide online instruction within virtual classroom settings. University faculty are dispersed across numerous states. Thus, many faculty have limited opportunities to engage with other like-minded faculty around mutual research interests for possible collaborations within research projects and other scholarship opportunities. As the Chair of the Center for Workplace Diversity and Inclusion Research (CWDIR), it is important to strategically seek opportunities that allow faculty to best work together in virtual environments; thus, I have recently assembled several virtual research teams (VRTs) within the center.

VRTs serve numerous purposes within the Research Center setting. Foremost, faculty have increased opportunities to collaborate with like-minded faculty to construct research and scholarship that provides



Dr. Kimberly Underwood

meaningful contributions within their fields. Ladeshewsky (2016) notes the high levels of isolation many faculty in online teaching environments experience due to the physical detachment from the parent structure and lack physical engagement with colleagues. In response, VRTs allow for greater access to colleagues, as teams can regularly interact using

conference calling capabilities or video software applications. Lastly, VRTs serve as channels for meeting existing scholarship requirements set forth by the Higher Learning Commission ("Determining Qualified Faculty," 2017), as incorporated by the University.

Within the Center for Workplace Diversity and Inclusion Research, VRTs are categorized as either special interest groups (SIGs), topic-specific research teams, or targeted-scholarship project teams. Each SIG provides a way to assemble faculty in a meaningful way around topics of interest that fall within the scope of the center's mission, vision, and research agenda. Special interest groups are classified as VRTs, as they are assembled in a virtual space and are focused on specific topics of interest for the purposes of engaging in scholarly dialogue and furthering scholarship within respective fields ("Special Interest Groups," 2017). The Center for Workplace Diversity and Inclusion Research sponsors activities within the following SIGS:

- Creative Leadership in Diversity and Inclusion Research Group
- Cultural Conflict in the Workplace Research Community
- Special Needs, Abilities, and Workplace Inclusion Research Group
- Spirituality in the Workplace Research Group
- Gender and Gender Identity Research Group
- Generational Research in the Workplace (forthcoming)

Topic-specific research teams are ad hoc teams tasked to explore a specific topic or issue. While SIGS

have a wider range of subjects and projects represented under a categorical umbrella, topic-specific research groups are amassed with the responsibility of examining scholarship possibilities around one key topic. The ultimate product of these explorations includes the development of an achievable research project or publication for the group, while filling a gap within a body of literature. For instance, as a research agenda initiative for CWDIR, a topic-specific research team is currently tasked with exploring millennials in the workplace from various lenses with the objective of creating a new research endeavor for this team.

Finally, targeted-scholarship teams are another type of ad hoc teams with a distinct purpose within the research center. Often, scholars rely on "calls" from academic- or industry-focused organizations for notice of open scholarship opportunities. These are often presented as calls for book chapters, calls for proposals, calls for journal articles, and calls for conference presentations. Once a call is identified, the University Research Chair sends notification of the call to center members, including a solicitation for interested members to form collaborations to develop scholarship related to the call.

Although there is the need for further exploration within the dynamics and effectiveness of virtual research teams, in practice, these teams are emerging as effective vessels for research and scholarship creation within online learning environments. Accordingly, as a part of the CWDIR research agenda, I will form a topic-

specific research team to explore the effectiveness of new special interest groups as they work together to satisfy the requirements of their own respective research agendas. This, within itself, should provide a wealth of new knowledge within this emerging field of both empirical research and practice.

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The Center for Educational and Instructional Technology Research

HIGHLIGHTS AND ACCOMPLISHMENTS, SEPT 2016-2017

Mansureh Kebritchi, Ph.D.
University Research Chair, CEITR

The Center for Educational and Instructional Technology Research (CEITR) has a dynamic and nationally recognized faculty, whose areas of scholarship include a variety of topics related to promoting quality of teaching and learning process by using technology-based tools, learning theories, or instructional strategies in K-12, higher education, and corporate settings within online or face-to-face formats. CEITR is one of the largest and fastest growing research centers at the University of Phoenix. The growth is due to faculty, alumni, and student involvement in the center; where several research initiatives support, educate, and increase research productivity for faculty, alumni, and graduate students.

The goal in developing the research initiatives is to support a research community that enjoys greater

engagement in the scholarly community; assists faculty, alumni, and students in learning more about the publication process; and provides connections and support for alumni.

In this article, we will highlight some recent publications by Center affiliates, and provide some information about our educational outreach programs. CEITR is still growing and has several special interest groups starting up. We plan to celebrate our member's accomplishments on a quarterly basis; so keep an eye out for future announcements.

Educational Outreach to Faculty, Alumni, and Student Development as Researchers

CEITR has two major educational outreaches. First are the Research



Dr. Mansureh Kebritchi

Labs and Communities (<http://bit.ly/2nMVUR3>) and Special Interest Groups, where faculty members work in collaborative teams to develop publishable research articles, Each Lab supports a cluster of related research inquiries. The second initiative is the Dissertation to Publication (DTP) workshops (<http://bit.ly/2jx99Uq>) where alumni and their chairs may work together to develop a

| Laboratory Established Date | Teams and Members | Leaders | Articles Submitted | Research Focus |
|------------------------------|-----------------------|--|--------------------|---|
| Diversity 2016 | 8 Teams 28 Members | Dr. Mansureh Kebritchi Dr. Elizabeth Johnston | 7 | Explore Diverse Faculty and Learners Issues Related to Teaching and Learning (http://bit.ly/2C3vkGi). |
| STEM 2015 | 4 Teams 13 Members | Dr. David Proudfoot | 6 | Issues, Challenges, and Teaching Strategies Related to STEM to Better Prepare Students for the Future STEM Related Careers (http://bit.ly/2z1uwSR). |
| Critical Thinking 2016 | 5 Teams 17 Members | Dr. Debbie Ritter Williams | NA | Meditation, Critical Thinking, and Critical Inquiry (http://bit.ly/2C4Vvwa). |
| Social Media 2015 | 6 Teams 16 Members | Dr. Marianne Justus | NA | Exploring Social Media Type, Context, and Factors Influencing Perceived Cultural Competencies (http://bit.ly/2yfl5vq). |
| Artificial Intelligence 2017 | 6 Teams 15 Members | Dr. Dale Crowe | NA | Augmented Intelligence and Virtual Realities. |

This table gives an overview of the labs, size of each lab, the leaders, the number of articles submitted, and the research focus for each lab. This is a general overview for the Center for Educational and Instructional Technology Research.

publishable article. We will describe the outreach programs in the next two sections.

Research Laboratories and Communities

These online research groups provide support and structure to conduct research projects. The goal is to complete, present, and publish the results of the studies within 12 months. The research projects will be supported by funding from the Office of Scholarship Support. Six Research Labs currently exist: Diversity, Artificial Intelligence, Social Media, Critical Thinking, and STEM. A total of 88 faculty members, students, and alumni have participated in the Labs.

Special Interest Groups

As a preview of coming events, we would like to announce several Special Interest Groups, or SIGs, opening. The new CEITR SIGs will provide an online home base for researchers with a particular research focus and

agenda. All faculty, students, alumni, and interested scholars are invited to participate. The new SIGs include the following.

Research Methodology Group: Research Methodology Special Interest Group (RM SIG) is a cross disciplinary community consists of committee of methodologists and members who are experts and interested in social science research methods and designs (<http://bit.ly/2iTIQVX>).

Leaders: Dr. Mansureh Kebritchi (CEITR University Research Chair)

SAS Alumni: Cross disciplinary initiative to expand alumni support in three major areas: Career development, Networking, Entrepreneurship (<http://bit.ly/2jP8lam>).

Leaders: Dr. Sandy Nunn, Dr. Medgar Robert, Dr. Giselle Castillo (All UOPX Alumni)

Professional Responsibility in Education:

The Professional Responsibility in

Education Research Group is focused on the importance of values and ethics in the PK-12 environment (<http://bit.ly/2C6lwvd>).

Leader: Dr. Jim Lane (SIG leader and a senior CEITR research fellow)

Teaching and Learning with the Arts: The arts as a fundamental way of knowing and understanding experience in new and traditional learning environments (<http://bit.ly/2nUVHLR>).

Leader: Dr. Elizabeth (SIG leader and a senior CEITR research fellow)

CEITR Dissertation to Publication (DTP), Alumni support for Publications

The mission of the DTP workshop is to teach the art of developing a publishable manuscript based on research. The tangible outcome of the workshop is to generate a publishable manuscript and submit to a peer-reviewed journal. To fulfill the mission and achieve the outcome, Dr. Kebritchi and a team of reviewers provide

structured support and guidelines via monthly Skype meetings. Doctoral alumni, students, committee chairs, and committee members work together as co-authors to prepare the journal manuscripts with the Center's support. CEITR center reviewers read, comment, and support the process with individual DTP authors. Committee of Reviewers: Elizabeth Johnston, Ed.D; David Proudfoot, Ed.D.; Susan Ferebee, Ph.D.; Debbie Ritter Williams, Ph.D.; Rita Hartman, Ed.D., Sandra Nunn, D.M. Louise Underdahl.

Spring, 2017 DTP participants developed 47 publishable manuscripts that were submitted for journal reviews. After a successful spring, 120 participants registered for the fall, 2017 DTP workshop to work on 105 dissertations. A total of 155 participants registered for the fall DTP workshop. Due to the limited space, 35 participants have been enrolled in the waiting list for the next workshop in spring of 2018.

Publications and Conference Presentations

Congratulations to the many affiliates who engaged in peer reviewed publications and presentations this

past year. The publications advance the affiliates' professional lives. For example, Dr. David Proudfoot published the article with title of "The Effect of a Reading Comprehension Software Program on Student Achievement in Mathematics" (<http://bit.ly/2B6lHc5>) in the International Journal of Cognitive Research in Science, Engineering and Education (IJCRSEE) (<http://bit.ly/2BzBrVN>). As a result of this publication, Dr. Proudfoot was invited to serve as an International Editorial Board member for this journal. When asked how research has changed his life, Dr. Proudfoot had this to say:

"while serving as an administrator, my focus was on leadership and practice; providing instructional leadership that resulted in improved student achievement. Taking part in research has helped me to integrate scholarship in to my personal and professional lives. Now, I view myself as a scholar-practitioner who conducts research as a foundation for creative action. The interchange between the academic and practical worlds have enabled me to emerge as a more effective leader."

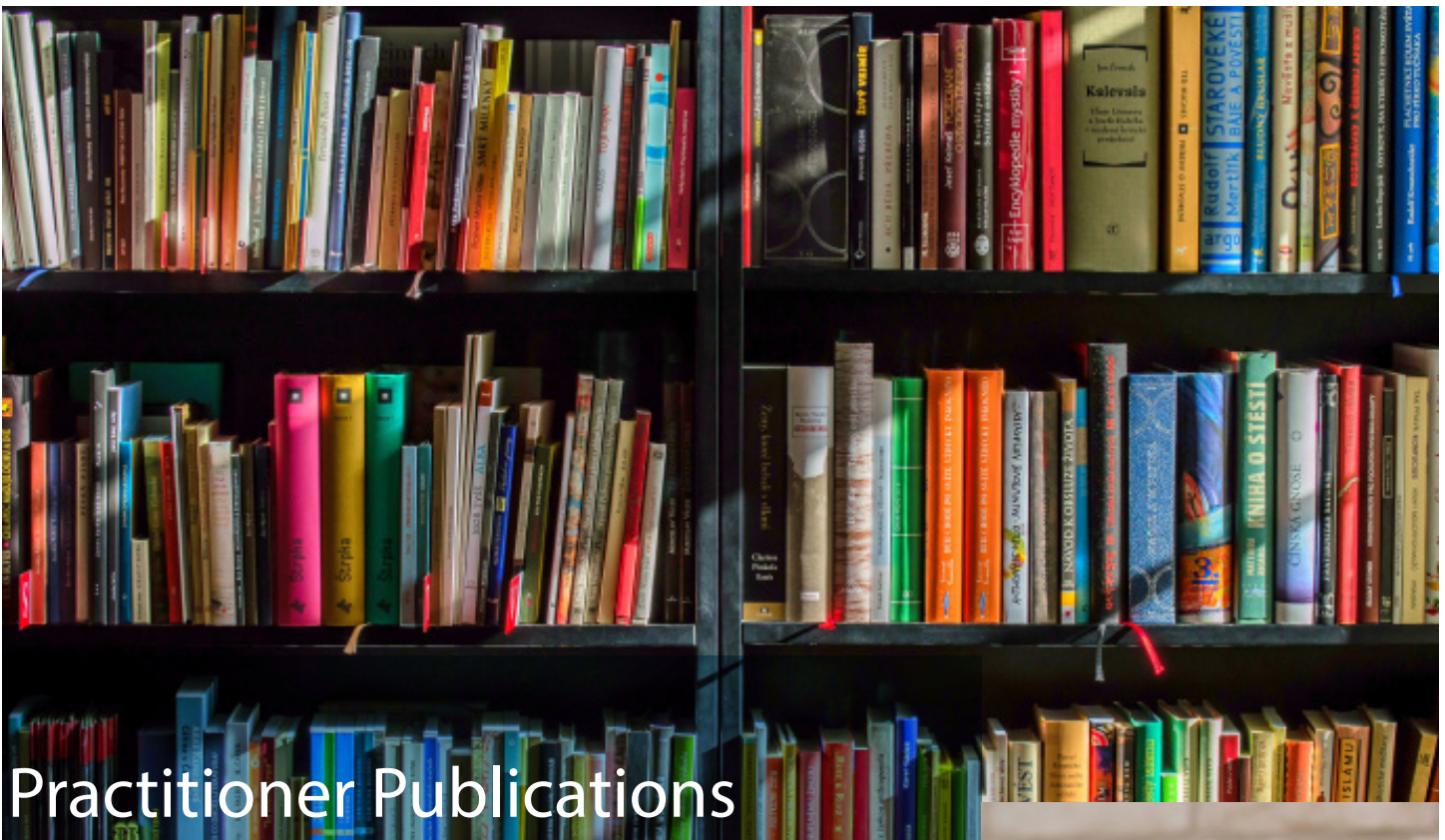
There were several clusters of members who presented at various conferences in order to represent

the Research Center and SAS in an impressive way! These include:

- Proposals for the Association for Educational, Communications & Technology (AECT): 13 presentation proposals were accepted for presentation at AECT, Nov 2017, Florida.
- The Qualitative Report (TQR): 5 projects from CEITR were presented in Jan 2017 at TQR.

Many other presentations and publications have been completed in the recent months. The listing of these publications and presentations is available on the Research Hub (<http://bit.ly/2jtcaVV>).

Over the past year, hundreds of affiliates have made a deep and positive impact in a range of educational settings. CEITR is excited to highlight some of these accomplishments in the areas of faculty, alumni, and student development as researchers' publications, and presentations. And, while we are proud of these achievements, we are just warming up! Much more is coming as we continue to grow. Watch this space for quarterly celebrations of our center affiliates and their accomplishments.



Practitioner Publications

WHAT ARE THEY AND WHY SHOULD I CONSIDER PUBLISHING IN THEM?

Ryan Rominger, Ph.D.
Associate University Research Chair, CLSER



Dr. Ryan Rominger

In many cases, academics engaged in research will craft an articulate, tantalizing article expounding upon the results and implications of a study. Once the article is crafted, revised, and honed, the researcher or team of researchers will (occasionally with prayers on bended knee) send off the article to a top tier academic/scholarly journal. Some of these articles even get published. However, there is another category of publications which many authors may be missing, and which may be more in alignment with one's profession or have more impact on one's professional career. This category is dubbed, practitioner periodicals.

Let us take the case of Anthony, who holds a doctorate in education and primarily works within the administration of a large secondary education school district. While Anthony may conduct research on education models which could be published in an academic/scholarly journal, he may also write material that is meant to inform other educators in his field who are engaged in the daily practice of working with schools or students. Maria, on the other hand, holds a doctorate in business management. She, too, may conduct research on the use of business, leadership, or finance models within the private sector which may in turn

be published within an academic/scholarly journal. However, she may also write articles for other local, national, or international leaders within businesses. In both cases, Anthony and Maria may find it important to reach out to others in their fields, sharing important studies, reporting on the practical use of various models, or raising important issues which arise within their respective fields. In these cases, it would behoove these authors to seek out practitioner focused publications. However, what are practitioner publications?

Within the publishing field periodicals may be categorized as scholarly/academic or practitioner and trade publications. Practitioner sources are defined as journals and publications outlets where the material focuses on reaching other practitioners, or those engaged in the field, such as educators, businesspeople, nurses, doctors, therapists, and lawyers. The goal of these sources is to convey information—including research, theory, and models—to those who will use them on a daily basis. The authors of this material tend to be specialists who are often engaged themselves in the daily practice. The publication might have citations, may have a few references at the end, but is generally written in an easy-to-read format and language. The articles tend to be shorter, and may have minimal or less complex peer-review.

Academic (or scholarly) sources on the other hand focus on reaching out to other researchers and academics, or those engaged in studying the topic, such as professors, researchers, or those in research and development. The goal of these sources is to convey new information – research results, revised models, and new thought or theory on a topic – to those who conduct research on a daily basis. The authors of the material are researchers, specialists in application of research methods to a particular topic. The academic publication, in contrast to practitioner publications, will have many citations, many references at the end of the article, often have a very structured format (usually introduction, methods, results, and

discussion), and the language will be geared toward those in the field. The articles will, from an academic/scholarly publication, have a peer-review which includes review from multiple reviewers and which may take authors 6-12 months (or more) to navigate.

Clearly, as stated above, there are differences between academic/scholarly and practitioner outlets. These differences appear in who is the target audience, the goals of the publication, the type of information included, the format of the publication, and how the publication is treated before it is published. However, there are a number of fields and publications in which these two areas overlap. For example, within psychology (my discipline), many academic publications are also practitioner based in that they may discuss the study of the application of a therapeutic model. Additionally, in some journals you may find a section which focuses on scholarly articles, and a second section on practitioner articles, all housed within the same journal. Thus, it should be noted that while in this article “academic/scholarly” has been posed as distinct from practitioner journals, practitioner publications are often scholarly, involve research, and may be important to the larger academic literature.

So, you may ask, what is the point? There are two important issues. First, it is important to understand the differences between practitioner and academic outlets. Understanding

this difference will also help you understand how to hone your article for the appropriate audience, its voice, momentum, and appropriate publication source. Second, it is important to acknowledge the value and purpose of practitioner outlets. All too often academic sources are given precedence, especially by those in academia. Practitioner journals and outlets provide a valuable service, translating research, theory, and method so that it can be absorbed and used by those practitioners who are active in the field. They also often reach a larger population, which in turn may further place the author(s) of the practitioner article as experts within the field. In cascading style, this in turn may impact the author’s standing within her or his field, and impact employment opportunities. Thus, it is important not to underestimate the influence and importance of publishing in appropriate, reputable practitioner outlets. In the next issue, we will discuss how to determine what is ‘appropriate and reputable.’

Notes

Note #1: Thank you to Dr. Erik Bean, fellow co-Chair of the Center for Leadership Studies and Educational Research (CLSER), and Dr. Fiona Sussan, Chair of the Center for Global Business and Information Technology Research (CGBITR), for editorial feedback on this post.

Note #2: The case examples above are common examples, but are not based on any given individual.



Dr. Brian Sloboda

Dr. Sloboda, the Associate University Research Chair for the Center for Management and Entrepreneurship, has co-authored a paper with Dr. Yaya Sissoko titled “The Recent Experiences of Capital Flows and Fiscal Imbalances Since the Creation of the Eurozone.” The article will be featured the International Finance Review (IFR, <http://bit.ly/2kx43rD>) this coming Fall (2017).

The paper explores the impact of the creation of the Eurozone on its members, including outcomes of the 2008 Financial Crisis and subsequent financial reforms by members of the European Union. Drs. Sloboda and Sissoko chose to submit to this volume of IFR because its theme, “Economic

Imbalances and Institutional Changes to the Euro and the European Union,” dealt directly with their topic.

We asked Dr. Sloboda a few questions about the article, including what inspired the research. Read on for more insight from this experienced researcher.

What inspired the research for this article?

The inspiration for this research came from the recent fiscal crises in Greece and other southern European countries. Despite Greece’s and others’ small size and relative unimportance, the fiscal mismanagement in these countries is really important to understand because these countries are part of the European Union (EU) and their troubles impact the EU. More important, these fiscal crises represent a failure to implement sound policies by a group of nations in the EU.

To bring some fiscal normalcy, some countries in the EU (namely Germany) have implemented a hard-nosed fiscal approach, known as austerity, to Greece and other nations. As this approach of austerity

was implemented, it brought about harm to the Greek people and others with little in the way of good results. Despite the austerity policies not working, the EU, led by Germany, still insisted that the Greek government and others implement such policies.

What do you hope others will gain from this research?

I think it gives a perspective of the severity of the financial crisis which began in 2007. The Greek economic crisis, along with most of Europe and the United States, began with the worldwide economic collapse that occurred in late 2007. We had not witnessed this type of economic calamity since the 1930s, and the 2007 financial crisis tested the new economic institutions – namely the European Union. The EU was cobbled together an endogenous group of countries, and the EU had never been tested before. The 2007 financial crisis challenged the EU and the question now becomes, “What’s next?” In 2016 we witnessed Brexit. Could this ultimately lead to the start of the dissolution of the EU? Maybe. Brexit could be in peril because of the recent snap elections in the United Kingdom.



CAN THE DREAM STILL EXIST?

Cheryl Burleigh, Ed.D.

Center for Education and Instructional Technology Research

Professional Responsibility in Education Research Group

Applying and being accepted to a college or university of their choice is a rite of passage and dream of high school seniors. For students who are immigrants and undocumented, the ability to attend college is a challenge made easier through United We Dream (UWD) and the DREAM Education Empowerment Program (DEEP). Meeting with a group of students who depend on such programs and DREAM Act grants for support, the conversation about their education and future shifted from the application process to the events of the presidential election and, after the inauguration, to what the future may hold. The following is a three-stanza progression poem based on this discussion.

I DREAM of a better tomorrow,
a brighter future,
a fresh start,
a college education,
being challenged by like-minded individuals,
finding others like me,
independence,
expanding my horizons,
and a better life.

I DREAM of no boundaries,
no walls,
not living in fear,
my family staying together in the U.S.,
finding my parents home tonight,
being able to walk freely
without anxiety,

not looking over my shoulder,
trusting the police,
and not being reported,
deported.

I DREAM of our voices being heard,
positive political action,
unity,
a movement of activism,
equality
embracing diversity,
earning my college degree,
supporting my family,
kindness,
compassion,
humanity,
freedom,
and hope.



BULLYING:

A DARKNESS WITHIN AMERICAN SCHOOLS

Jim Lane, Ed.D.

Professional Responsibility in Education Research Group
Center for Educational and Instructional Technology Research



Dr. Jim Lane

Bullying presents one of the greatest health risks to children, youth, and young adults in U.S. society today. School safety, including the prevention of bullying, is a top national priority and a key area of academic research” (American Educational Research Association, 2017). This statement by the American Educational Research Association (AERA) launched October as National Bullying Prevention Month and reinforced the group’s imperative to remain “steadfast in advancing solutions and examining ways to prevent bullying, promote safety, and encourage inclusion throughout the country” (2017). Although the blight of bullying in schools has gained increasing attention over the past several years, the phenomenon is a darkness that has stained K-12 schools for generations. The AERA has compiled a comprehensive list of resources documenting the issues.

Although research over the past three decades has brought important attention to the issue of bullying,

most has produced aggregated data that “overlook the exciting potential of narrative and autoethnographic inquiries—inquiries that foreground first-person narratives of bullying, and in ways that stress a culturally situated and contingent understanding of the issue” (Berry & Adams, 2016, p. 52). Through autoethnography, researchers can use personal experiences to link “the personal and cultural, the micro and the macro, and the private and the public” (Berry & Adams, 2016, p. 52). To that end I proffer a personal vignette, followed by a brief discussion of bullying in relation to the moral imperatives of educational leadership and a call to educational leaders to share personal stories.

I entered Orange Pines Jr. High as a disheveled seventh grader - pimply, gangly, awkward, introverted, and insecure. Four years earlier my mother had died, sending our domestic world into chaos. My father had remarried into what quickly proved to be a dysfunctional morass. I retreated into

books, where I vicariously cavorted with heroes from both history and fiction.

I was thus unprepared to face Peter Smith, whom I remember to this moment I didn’t have classes with him and had no connection to him. For reasons I still do not understand, he singled me out. During random mornings when we were standing around, waiting for the school doors to open, he would come up to me and, with no provocation, push me in the chest. When I didn’t respond, he would push me again. He would repeat this sequence several times until he got bored, or the bell rang to go to class.

At the start of each event, students would quickly form a circle around us. I don’t remember much else. I don’t recall if he said anything, or if anyone else did. I know I didn’t. I remember being awash in humiliation, fear, guilt, and anger. Since I didn’t have

any precedent, I didn't know what to do, so I didn't do anything. No one intervened – neither adults nor students. The kids around me, some who were my friends, knew. Adults should have known. I never thought to report the incidents to an adult or speak to a counselor, and so I lived in shame, dreading my next encounter with Peter Smith.

I had been raised as a pacifist, without violence or screaming. We attended church regularly, and I was a naïve, impressionistic sort who took to heart Jesus' directive to turn the other cheek. Perhaps all that adolescent angst exposed my vulnerability and made me a tempting target. Regardless, I was glad when, at the end of the eighth grade, my father's divorce predicated a move for us, away from Orange Pines Jr. High and away from Peter Smith.

In my new school, I became involved in interscholastic sports. I joined the football team and ran track. I started lifting weights and found success as a wrestler. Probably all that activity generated more self-confidence and reduced my vulnerability. I don't know. But I never was the victim of a bully again.

I have often wondered whatever happened to Peter Smith. As a late adolescent contemplating my future, I fantasized that I would become a powerful judge, executive, or politician. Just as Joseph's brothers sought his help during a famine, ignorant that they were standing before the brother they betrayed (Genesis 42: 1-23), Peter would come to me. He would need something important from me, he would plead, and I would exact my revenge. I did become a boss – a school principal – but I never encountered Peter Smith. While age has dulled the pain

he inflicted, I wonder how his own experiences shaped his life.

My personal experience with bullying did affect my approach as a school administrator to such incidents. I always felt empathy for the victim and was vigilant in pursuing the aggressor. Such approaches can be framed by ethics of care and justice (Starratt, 2012; Begley, 2006; Begley & Johansson, 2003; Noddings, 1996). I came to see, also, that the issue is much more complex than I perceived it as an ignorant and awkward boy of 13. I have seen that in my all-white culture of the 1960s, my perceived weakness apparently made me a target. Perhaps even more vulnerable are those of other races or religions, those with disabilities, and those whose gender roles fall outside the norm.

School leaders, including classroom teachers, can illuminate this pervasive darkness by sharing their insights through personal stories, whether as childhood victims of bullying, as adult dispensers of care and justice, or both. Insight and awareness can drive care, justice, and change for all vulnerable groups within our schools.

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HURRICANES, SCHOOLS, AND THE ETHIC OF COMMUNITY

Jim Lane, Ed.D.

Professional Responsibility in Education Research Group, CEITR

On September 9, 2017, Hurricane Irma began its assault on the state of Florida. Although predicted to attack the state's east coast, those of us on the west coast watched with growing concern as the storm refused to turn on cue and instead slugged its way northwest. The hurricane eventually rumbled up Florida's west coast and then veered inland and directly over Pasco County and my community, a semi-rural area about 25 miles northeast of Tampa. Although out of power for five days, we were fortunate and incurred no damage to our home. Except for several trees leveled and a yard strewn with branches and other debris, we emerged unscathed. We are grateful.

Thousands of others were forced or chose to leave their homes before the storm arrived. My area includes hundreds of mobile homes, especially at risk from hurricane winds. In addition are many homes in low areas susceptible to flooding, a phenomenon of hurricanes as potentially damaging as the wind. Many of those residents are elderly. Some include infirmed patients in nursing homes. Many are impoverished and have few resources on which to draw.

The primary sources for hurricane shelters are public schools, built to withstand the assault of winds and rain and stocked with generators and emergency food. Many unsung heroes help ensure the safety of victims of such natural disasters. Certainly law enforcement and fire rescue officers play a dominant role. A group often overlooked, however, are school personnel who leave their homes and families to command schools established as storm shelters.

This is an argument to apply Furman's ethic of community (2005) to school leadership during natural disasters such as hurricanes. Through the application of this framework schools and their leaders emerge as key forces in supporting the community and advancing a vital function of public schools in a democracy.

Starratt (1994, 2012) has advanced a multidimensional ethical framework of care, critique and justice to describe lenses through which school leaders may approach their work. Furman (2005) has expanded his work by proposing an ethic of community. The concept stresses the communal over the individual, the processes of ethical

practice, and the values and ethics of the school leaders themselves. She notes that this frame mitigates the impact of the single "heroic" leader (Furman, 2005, p. 222) in favor of a community of school leaders joined to solve the many challenges of public schooling. Furman also suggests that the ethic of community can be used to guide democratic principles and social justice.

Much research on school and community describes the function of a school as a learning community based on the strength of personal relationships (Furman, 2005). Research describing the function of schools regarding hurricanes and other natural disasters has focused on the ways school personnel have served children and families in the weeks and months following the crises. Little information exists on the function of schools and personnel before, during, and immediately after such disasters.

I expand the definition of school leaders to all school personnel. This includes not only school administrators, but also cafeteria and plant managers, their staff, school resource (police) officers,

bus drivers, and teachers who may serve the shelters during and after a storm. According to Linda Cobbe, Public Information Office for Pasco County Schools, 22 schools opened as shelters for Hurricane Irma, housing approximately 22,500 people and 1,900 pets. Evacuees included several thousand assisted living residents. Public school bus drivers moved transported evacuees to and from shelters. Food service personnel fed all evacuees three meals per day, while custodians maintained the facilities and cleaned up afterward. In specific examples, the two local middle schools each housed more than 700 evacuees. A colleague told me that her husband, a principal, staffed an elementary school in Tampa with more than 2,000 evacuees.

I argue that the use of public schools as shelters extends the moral and ethical work of school leaders in serving their communities. It also shows the vital contributions that public schools make to a democracy. Finally, I believe the use of schools in a natural disaster furthers the work of social justice, in that those served by shelters are often the most vulnerable. I call for school leaders with experience in managing school shelters to share stories of public service, whether they be their own stories or those with whom they have served. Such sharing is an important way to advance the moral imperative of school leadership and to advance the purpose of public schooling within a democracy.

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CLSER REVELS IN GREAT YEAR OF FELLOWSHIP, VISIBILITY, AND 300TH AFFILIATE

Most fellows and affiliates agree that iterative success along the research process continuum keeps attention to rigorous details, such as validity and reliability, a top priority. Indeed, the research process is long and arduous. This year, like others, finds some Center for Leadership Studies and Educational Research (CLSER) fellows and affiliates continuing to get “CLSER” to collecting their rigorous study results or remaining cautiously optimistic as they await peer reviews and important feedback. Others, however, have reached the pinnacle of success, boasting scholarly publication and presentations at tier one conferences. A job well done.

Awarded

Where to begin? Senior Fellow, Lynne Devnew (<http://bit.ly/2BKBGt8>), D.B.A., wraps up the year as the prestigious recipient of the Distinguished Scholar of the Year (<http://bit.ly/2BqD4oJ>) at the annual 2017 Knowledge Without Boundaries (KWBA) conference (<http://bit.ly/2Btsopz>). Held in Tempe, in July, the University of Phoenix conference featured scholars whose peer reviewed studies and best practices add much value to the classroom,

literature, and field. Dean of Research and Scholarship, Mark McCaslin, Ph.D., said Dr. Devnew displayed, “unprecedented dedication in her role as Distinguished Fellow.” Devnew is the voice of Women & Leadership Research Group (<http://bit.ly/2jF3715>), which is based in CLSER but includes affiliates from all Research Centers. Follow all that Senior Fellow Devnew has achieved with her highly visible “Affinity” role via the International Leadership Organization (ILA) in this earlier story. In addition to her work with CLSER and the ILA, numerous scholarly credits kept Dr. Devnew active throughout the 2016/2017 academic year with another culmination, a book chapter (<http://bit.ly/2iMYocD>) in The Handbook of Research on Gender and Leadership.

300th Affiliate

In the spring, CLSER celebrated a milestone, its 300th affiliate: Debra S. Sandberg, M.B.A., Ed.D (<http://bit.ly/2Ao9dNu>). The notable School of Advanced Studies (SAS) Chair had much to celebrate. Sandberg, a University of Phoenix Central Florida campus (<http://bit.ly/2BRHukM>) Associate Faculty, and coauthor Michael A. Lindquist Ed.D., (<http://bit.ly/2AU4D8U>), University of Phoenix Central Florida campus Faculty Liaison and veteran Lead Faculty Area Chair, will be presenting the results of their research. “A Study of Trust in Global Leadership in Turbulent Times,” will be presented at the 19th Annual International Leadership Association (ILA) conference (<http://bit.ly/2Buz5aE>) in Brussels this fall. Nearly 20 University of Phoenix scholars (the majority of which are affiliates of CLSER) will present at ILA (<http://bit.ly/2BshIHl>); including Yvonne Phelps, Vice President of Academic Affairs for the West and Central Districts, and recent SAS grad Dr. Jim Turner (<http://bit.ly/2kyhtn9>).

Detroit on the Move

The Detroit Main Campus (<http://bit.ly/2nJ1uno>) affiliates revved their scholarly engines too. At the local Knowledge Without Boundaries workshops and at the Association of Leadership Educators (ALE) July Sacramento conference, Detroit’s Domonique White (CLSER affiliate) (<http://bit.ly/2AHJf4L>) led her team along with Janice Cardwell, Ph.D. (<http://bit.ly/2iELj5p>), Detroit campus Vice President; Dr. Bonnie Ellis, Regional Director of Academic Affairs

(<http://bit.ly/2kOzAp8>); Katherine Temple, Associate Faculty; and Anita Hicks, Associate Faculty. Cardwell, Ellis, and Temple also presented at the July 2017 KWBA (<http://bit.ly/2AbIzdb>) session. "Detroit's contributions to the work that CLSER produces has been remarkable," says Erik Bean, Ed.D., CLSER's Associate University Research Chair.

Publications

Several fellows received letters of acceptance for publication. These include Dr. Jason Flora's (<http://bit.ly/2z1j6hO>) study "Scholarly Leadership as a Function of the Doctoral Mentoring Relationship" in the International Journal of Dissertation Studies (IJDS) (<http://bit.ly/2nPO0q4>), and Dr. Heath Boice-Pardee's (<http://bit.ly/2B6OugG>) study "Enhancing the Student Experience through Co-creation" in the Journal of Recruiting and Retaining Adult Learners (<http://bit.ly/2Bztv77>). Fellows Patricia Bleil and Erika Burton (<http://bit.ly/2AKwm9U>) continue to collect their study data and prepare their manuscripts for publication.

Other CLSER fellows and affiliates had much to celebrate with the publication of their studies as well as other appointments. Dr. Gary Berg (<http://bit.ly/2kZtRwG>) completed his mixed methods study that examined non-academic challenges, the role of mentors, and impact of degree completion on minority students in online doctoral programs. Berg told Ryan Rominger (<http://bit.ly/2kplLbw>), Ph.D., CLSER's Associate University Research Chair, "during the year of my fellowship I was able to conduct a very large study on the experiences of underrepresented students in online doctoral programs. It is, to my knowledge, the largest study of its kind undertaken thus

far." Berg's paper was published last December in the American Journal of Distance Learning (<http://bit.ly/2kYoZb2>). Numerous other CLSER affiliates published and presented through the year. We wish we had more space to comprehensively list them. Congratulations to all!

Research Chair Visibility

Also published in December, Dr. Erik Bean's (<http://bit.ly/2iPinHM>) research dubbed, "An Academy Customer Experience Benchmark Study" in the Internet Learning Journal (<http://bit.ly/2BdQcgz>), Policy Studies Organization. In May, Dr. McCaslin appointed Dr. Bean Associate Editor of the Leadership Studies Journal (<http://bit.ly/2z1H5Oe>), overseeing its new section entitled Practitioner Perspectives. The new section will soon announce a call for articles that align to Boyer's Model of Scholarship, specifically in the areas of discovery, integration, and application in the field. In addition to this new role, Erik will be presenting four times at ILA Brussels.

Over the past year Dr. Bean also presented at numerous conferences including "Creating Faculty Personas for a Variety of Survey Analysis Measurements" at STEMTECH, hosted by League of Innovation in the Community College; "Using Technology and Feedback to Embrace Immediacy and Customer Experience (CX) Principals" at the Online Learning Consortium Accelerate Conference; "Documentary Investigation of the Cultural Competence Exhibited at an African American Weekly Newspaper Organization" (<http://bit.ly/2B1T1kp>) at The 8th Annual Qualitative Report Conference; "Popular Yoga Poses Aligned to Research Agenda Setting" at GlobalMindED; and several presentations at KWBA.

Dr. Bean has been accepted for presentations at E-Learn (Association for the Advancement of Computers for Education), the presentation is titled "Managing Your Scholarly Reputation Score" (co-authored with Dr. Ryan Rominger, CLSER, and Dr. Fiona Sussan <http://bit.ly/2B1U7N3>, CGBIT) in October. In January 2018, Dr. Bean will present at the 9th Annual Qualitative Report Conference, the presentation is titled "Research Agenda Setting Yoga Soliloquy" (co-authored with Dr. LauraAnn Migliore (<http://bit.ly/2z0S8XG>), Fellow of the Center for Learning Analytics). Dr. Bean also had a chapter accepted for publication in the 2018 IGI Global book, the chapter is titled "Driving Customer Appeal through the Use of Emotional Branding" (<http://bit.ly/2yfNy4k>). Finally, Dr. Bean was asked to develop a new University of Phoenix course, CEM/330: Leading Customer Experience (CX) Teams, for a new business school undergraduate certificate program in CX. The program is expected to roll out in fall of 2017.

In addition to E-Learn presentation acceptance and presenting the KWBA workshop on "Managing Your Scholarly Reputation Score," Dr. Rominger co-published a multiple-case-study with Canadian Psychiatrist Dr. Tony Benning. The article entitled "Patients' Disclosures of Near-Death Experiences and Other Anomalous Death-Related Phenomena: Perspectives from a General Psychiatric Clinic," appears in The Journal of Near-Death Studies 34(4). He also co-presented a 5-hour workshop with University of North Texas Counseling Program Chair Dr. Janice Holden on "Integrating Spirituality into Clinical Practice" at the annual ACISTE conference, held in Palm Springs October 2016. More recently Dr. Rominger presented the

results of his literary meta-analysis at KWBA, on innovations in doctoral education over the past 10 years.

The Future

What's in store for next year? CLSER is looking forward to a productive 2017-2018 academic year with the introduction of its much-anticipated Special Interest Group (SIG) dubbed

AIM: Active and Inactive Military Personnel – Leadership and Education (<http://bit.ly/2kZwvTf>). John Carroll, Ph.D., (University of Phoenix Academic Affairs Director, Austin, Texas campus) has agreed to lead the charge for applicable research projects important to the military. The new SIG complements the other CLSER SIGs (Women and Leadership, Innovations in Higher Education, Research Methods, and Leadership

Studies) that have allowed CLSER to net the widest catch of affiliates, of all the sister research centers.

The availability of new fellowships will be announced after September 1. Standby to see the positive impact that CLSER is expected to make throughout the next year. Better yet, join CLSER by becoming an affiliate today. Get involved, start networking, and make your scholarly mark!



The Continuous Variable of Research: The Tangible Effects

Rodney Luster, Ph.D.
Senior Director of Research Strategy, Innovation, and
Development

Our lives are punctuated by the inevitable discoveries that inform how we function, how we self-actualize and how we evolve as a species. Research is the key to the discoveries that drive theories and outcomes, which are bound to issues that resonate through our economies, our interactions, and our personal lives.

I recently witnessed the power of this medium with a client of mine who came to me for counseling. As part of her history she revealed a peculiar anomaly in her symptomology, a notable rise in her body temperature that occurred during stressful interactions with family. In fact, she had been documenting the onset of these fever events for some time. Reaching peaks of 104, she was distressed by the inability of doctors she had seen to diagnose the issue. This opened up an opportunity to assist someone in an area where research might prevail. After weeks investing time in looking for solutions, my answer came from

another country: the Department of Psychosomatic Medicine at the International University of Health and Welfare hospital in Japan.

A doctor there had been working to uncover more on the phenomenon that I had just encountered. In fact, he had named the unconventional issue "functional hyperthermia," and we began a correspondence that has now led to the potential for future collaborative endeavors to understand this phenomenon relative to trauma. Taking that information back to my client, and being able to validate her concerns on the issue, provided her with an emotional and tearful relief, reinforcing something significant: that she was not alone. I am happy to say her progress has been significantly improved since then and she is moving to a better quality of life mastering the body-mind connection.

There is so much more to this story; the countless hours rummaging



Dr. Rodney Luster

through my personal library, through world libraries, reading into the recesses of the night when my family had long since retired. It is often these nuances that we must underscore as heroic efforts by those who seek (with untiring relentlessness) to discover, understand, and replace conjecture with facts. These are the researchers I get to work with everyday within our University Research Centers that exist virtually around the globe.

As we launch this inaugural edition of *The Phoenix Scholar*™, I see the potential yet again in communicating the broad and pivotal role that the School of Advanced Studies plays in advancing the communities we live and serve in every day. Last year alone we:

- Reached more than 1400+ attendees in 8 distinct parts of the United States with KWBA, which we put under the

lens of our own process of rigorous research vetting.

- The Knowledge Without Boundaries Academy (KWBA), which saw its first iteration in 2014 as Knowledge Without Boundaries (KWB), initiated reaching out to more students, faculty, and alumni around the country by engaging with and communicating to the world of research at respective campuses.
- As 2016 rolled out, along with a core team I am proud to work alongside, I had the opportunity to engage its next iteration, a “re-visioning” that would propel this event even further.
- The number of affiliates continue to rise at all the University Research Centers.

The KWBA would now become an active rather than passive research event, distinguishing itself from other trademark events at other institutions by bringing the attendee in as an active participant, directly engaging them in the event. Just as educators at conferences or workshops seek tools to invest in their classrooms in real time, this same idea of bringing attendees in and giving them something tangible and of immediate use resonated within the Research Centers leadership.

This “re-visioning” also sought to understand the communities we reside in and serve as a university by inviting leaders from those communities to be presenters and panelists. In the first part of the two-day event we recognized the Friday session not just an opportunity to speak, but to engage attendees through an active panel of local industry leaders who would not only inspire, but be bold enough to bring their “own” industry needs to the table. The

event informed us as well as inspired us; where research in silos miss the mark, the KWBA now complimented and informed. The second part of this event would then engage the attendee in a daylong “roll up your sleeves” process. Carefully articulated roundtables were led by our core team of researchers (URCs, AURCs, and Fellows), experts in their fields, who engineered and fostered the potential ideas the attendees brought forward. By the end of the day we moved these “potentiating variables” to a framework for prospectus and/or to possible publishing for attendees.

It was to be a year-long experiment, and we built the engine as we were deploying it; we were learning and changing, and often working late into the night on the next event with new modifications. Our results at the end of the year were more than amazing. In KWB we saw over 1700 attendees in 23 states. KWBA reached nearly that same amount in 8 states. Attendees were spreading the word, and oftentimes we would find familiar faces showing up from one part of the country to the next. We saw over 34 panelists; leaders from CEO’s to major Senior C suite level speakers engaging the event. These leaders saw their own challenges in the attendee’s inquiries, and found that the attendees would seek to work with them on collaborations. By end of 2017, at our annual KWBA in Phoenix, we found that the results were remarkable. We openly shared these results in the annual symposium. That was the promise made as we began, good or bad, all research results would be shared.

I worked for the Higher Learning Commission for eight years, and worked with many higher education institutions along the way. With that experience in mind, I have to

say that the Knowledge Without Boundaries Academy project has distinguished itself in many positive ways. Providing an event that makes attendees actively engaged through an interactive panel, which seeks to inspire and bring researchable potentials to the table for aspiring researchers. This event establishes closer ties to communities and their researchable possibilities. To this end, having a day dedicated to one on one time, where every attendee who may have a researchable idea or who needs help engaging the process of research, is met with and advised moves the pendulum even further. It is here you begin to close the gaps and foster knowledge, brokering the directions and potentiating states that are not always visible to beginning researchers. 2018 should prove to compliment the results that have achieved so far by KWBA, and 2018 should reach farther into the research space. With KWBA we are taking components that have proven successful, such as the active panel session that inspired shared collaboration with industry leaders, and moving them into a process that will be called KWB.Corporate.

In late 2017 we launched KWB.Corporate led by the Dr. James Gillespie, who runs the Center for Organizational Research. This accelerator/incubator beta invites leaders from local communities to engage in channels of discussion, giving them room to collaborate and innovate. KWB.Corporate was launched in Dallas in September, Colorado in November, and Detroit in December, the event has seen spectacular attendance and engagement. Dr. Gillespie will also be pioneering KWB.Mentoring from the Center for Organizational Research. This beta will pair a student, a corporate leader, and faculty together

for a 6-8 week project, allowing students to put their doctoral skills to the test and garner real world experience.

Undoubtedly every Research Center will have a hand in pioneering this endeavor. KWB Dissertation to Press (D2P) saw its start last year under the leadership of Dr. Mansureh Kebritchi, the Research Chair running the Center for Educational and Instructional Technology Research. Her idea was to “mine” the potential in a dissertation and extend its possibilities to publication. Dr. Kebritchi’s workshops have a waiting list now because of

the excitement and success they have generated. Also in the works is a KWB Diversity and Inclusion workshop planned for next year. The workshop will help illuminate opportunities for understanding and nurturing this extremely important social imperative “component” within business and industry. At all of the Centers and in campus led research projects we see a rise in investment in collaborations to foster research between campuses and centers, campus based grass roots projects to bring doctoral learners closer by initiating research events and workshops, in student engagement through feedback collected at all

KWBA events, and in the excitement about the KWBA initiative.

Finally, the inaugural first issue of The Phoenix Scholar™ is here! In upcoming issues look for, schedules and recaps of all the projects the University Research Centers are engaging in for 2018. We have much to be proud of, and more to come in the world of research. For more information on all the research endeavors taking place, I invite you to visit research.phoenix.edu and any Center that interests you.

Wishing us all the best as we look ahead to 2018!

Join us on the Research Hub for all
Center activities, KWBA dates, and
new research information!

Research.Phoenix.Edu

