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HIGHLIGHTS IN THIS ISSUE

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PHOENIX SCHOLAR

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Editorial

What a year we have had! We are now – thanks to the dedicated work of our students, faculty, and alumni – active participants in the national research conversations on so many fronts. We are impacting how other professionals in our field see and recognize our value as scholars and leaders. All of this is made possible by the extraordinary energy and commitment of so many of you across our vibrant and growing research and scholarship community of practice.

The year ended with a bang for the Research and Scholarship Enterprise as the annual Knowledge Without Boundaries Research Summit showcased its accomplishments and program of work. The purpose of the Research Summit was to provide opportunities that enable University of Phoenix faculty, students, and alumni to showcase their professional research and scholarship achievements, and – through the demonstration of scholarly leadership – engage and improve the performance of the industries, organizations, schools, and communities they serve. By all accounts the Research Summit was a huge success.

If you were among the hundreds of registered participants you had the opportunity to learn about, share your research expertise and experiences, and network within a growing and healthy community of scholarship. The four day virtual event, the first of its kind, showcased the full scope of University of Phoenix's research and scholarship enterprise. Present at this year's Research Summit were 172 presenters across five main room addresses, seven concurrent sessions, ten workshops, six Research Center hospitality rooms, and a very important virtual help desk.

We continue to see growth in the production of research. At year's end we will have significantly outpaced our productivity from last year. As President Cohen noted, University of Phoenix researchers are now producing roughly two presentations per day. Through our research agendas and the accomplishments of faculty, students, and alumni, we are no longer just engaging in the research conversations across our disciplines, we are shaping them.

The dedicated scholarly leaders of the Research and Scholarship Enterprise work hard every day to advance scholarship, address real-world challenges across industries and organizations, and put University of Phoenix scholarship out in front in the academic community, in business and industry, in government, and in local communities across the country.

So how did we do? Did we hit the nail on the head? Did we shoot a hole in one? Did we hit the ball out of the park? I think so. But don't take my word for it. See for yourself. In this special Phoenix Scholar edition read Erik Bean's photo story A Bold Initiative: 2018 KWB Virtual Summit Success. We believe you will agree and see via the centerfold detailed photographs of exactly why this effort was heralded by Dean of Research and Scholarship, Mark McCaslin, Ph.D., as a new level of interactive communication and camaraderie. UOPX has again reaffirmed what it does best, delivering meaningful and rigorous high-quality higher education experiences that allow students and faculty to explore their full potential. We are now in lofty thoughts about the potentials of the 2019 KWB Summit. Stay tuned for developments.

Sincerely,

Hinrich Eylers

Highlighting CWDIR Fellows and Volunteers

Kimberly Underwood, Ph.D.
University Research Chair
Center for Workplace Diversity and Inclusion Research

The Center for Workplace Diversity and Inclusion Research (Center) serves as a hub for faculty, students, and alumni with expressed interests in topics related to diversity and inclusion within various workforces and areas of practice. As the University Research Chair (URC) of the Center, I often field the question of where this Center fits within the disciplines offered by our University. The response is simply, "diversity is everywhere and inclusionary practices strategies are always needed in all areas of work." As the field of diversity and inclusion encompasses a broad range of possible topics for research and scholarship development, the Center brings together scholars across various disciplines to support existing research agendas and generate new and innovative ideas for future research initiatives. As such, the Center relies heavily on fellows and volunteers to advance the agenda of the Center. We are proud to highlight individuals in three vital groups operating within the Center: research fellows, writing fellows, and special interest group leaders.

Meet the 2018 CWDIR Research Fellows (in alphabetical order)

Research fellows are vital members of the organization Center. They serve as in a leadership role within the Center, assisting with the advancement of the Center's research agenda and providing support on various projects within the Center. Research fellows not only work to advance their own personal research agenda, they often lead research teams under the research agenda of the Center. Further, they often assist on projects with external stakeholders and provide individualized support and guidance other members within the Center on scholarship and research projects.

Dr. Donna Smith

Dr. Donna Smith earned her M.A. and Ph.D. degrees as a working adult, and has an affinity for students who must juggle multiple commitments and priorities. She has worked as a college administrator and faculty member for more than fifteen years, and is thankful each day for the opportunity to resolve conflicts and explore student, faculty, and staff issues. Her biggest successes have resulted from helping people by listening, reflecting, and encouraging them to understand potential choices and possible outcomes. Her educational background includes a B.A. with a dual major in mathematics and Spanish (not a native speaker).

After working in the Civil Engineering field, she transitioned to higher education during an economic downturn, and earned an M.A. in Instructional Leadership. Her Ph.D., in the multidisciplinary field of Conflict Analysis and Resolution, has prepared her for many interesting endeavors. While working on her doctorate, her local community suffered enormous damage from Hurricane Ivan, prompting her to write her dissertation on the phenomenon of conflict experienced by flood survivors. From her research, she was able to provide assistance and guidance to municipalities, which were later decimated by Hurricane Sandy. She is most comfortable with the qualitative methodologies of phenomenology and case study, and has served as a committee member for quantitative dissertations. Her research interests include diversity, social problems, and the intricacies of remediating conflict. She learns something new from each of her students and colleagues, and is proud to be a member of the University of Phoenix SAS faculty. As a research fellow, she is currently leading a research team focused on the experiences of transgender individuals in the workplace.

Dr. Rehema Underwood

Dr. Rehema Underwood is an Associate SAS faculty and has been affiliated with the University of Phoenix since 2006. She received her Bachelors of Arts in Psychology from Ithaca College, and Master's and Doctorate in psychology from Walden University, with an emphasis in Organizational Psychology. Dr. Underwood's interests involve leadership effectiveness in a workplace, with a special interest in early attachment and its relationship to leadership styles.

Dr. Underwood has been an online facilitator for over 11 years, where she has taught several psychology courses for the University of Phoenix. She currently chairs and serves on multiple committees, with an interest in both qualitative and quantitative research. In her free time, she volunteers her time peer-reviewing for the Journal of Leadership Education (JOLE). Dr. Underwood enjoys a great challenge, and loves to help others achieve their goals. As a research fellow, she is currently leading a research team focused on management views of millennials in multigenerational workplaces.

Meet the 2018 CWDIR Writing Fellows (in alphabetical order)

Stemming from candid conversations with Center members, in 2017, the Center launched the first writing-focused fellowships. Writing fellows are individuals who have a desire to advance their individual writing skills, as well as support the Center through various writing projects. Fellowships are designed through a careful balance of creating advancement within individual writing projects and developing projects that benefit and advance the mission of the Center. Writing fellows explore various options leading to publication, such as developing publications from a dissertation, furthering existing scholarship, creating blogs for the Center, and writing text and blogs for the Center's webpage.

Dr. James Ashton

Dr. James Ashton graduated from Florida Metropolitan University with his B.S. in Business Administration along with his M.B.A. with a Human Resources concentration. He earned his doctorate (DBA in Management) from Argosy University-Sarasota in 2010. Dr. Ashton has over 16 years of higher education experience as an Academic Dean for two Universities as well as a program director in Business). Dr. Ashton was named to the "Who's Who" as a student, professor, and a dean. His current academic research includes topics exploring violence in the workplace and his professional goal is to teach others to become our next generation of leaders.

Dr. Hilary Johnson-Lutz

Dr. Hilary Johnson-Lutz earned her doctorate in Organization and Management with a specialization in Management Education from Capella University. She holds a Master's degree in Management from Troy University. She is a retired Air Force Communications and Information officer and a proud Navy wife. She has over twelve years of teaching experience and currently works for University of Phoenix School of Business and her research interests include workplace diversity, business, and management/leadership. She is currently developing a manuscript on the impact of personal appearance in the workplace.

Dr. Glenda Shepherd

Dr. Glenda Shepherd is a senior Equal Opportunity Specialist (civil rights investigator) with the Department of Housing and Urban Development where she is responsible for investigating housing related discrimination complaints and ensuring federal entitlements are in compliance with federal laws and regulations. She has previously served as a federal agent for the U.S. Army, semi-covert member of the Drug Suppression Team (U.S. Army), Adjunct Faculty for Prairie View A&M University, and a police tactics and unarmed self-defense instructor for Texas A&M University.

Dr. Shepherd graduated from Cameron University with a Bachelor of Science in Criminal Justice, the University of Oklahoma with a Master of Human Relations, and Prairie View A&M with a Ph.D. in Juvenile Justice. Currently, Dr. Glenda Shepherd also serves as the Lead Faculty (LFAC) for Criminal Justice at the University of Phoenix-Houston Campus and is a certified Professional Development and Leadership Coach. Dr. Shepherd is a mother, a U.S. Army Veteran, an advocate for disabled and homeless veterans, a huge fan of social justice, and an avid weightlifter.

Special Interest Groups (SIGS)

Special interest groups (SIGs) are topic-specific research teams or targeted-scholarship project teams focused on the advancement of learning and scholarship on a specific topic or within a specific area of practice. Each SIG provides an avenue for assembling faculty, students, and alum in a meaningful way around pivotal topics that fall within the scope of the Center's mission and research agenda. Group membership is open to all and consists of faculty, students, alumni, and staff from various schools within the University. The Center for Workplace Diversity and Inclusion Research sponsors activities within the following SIGS:

- Cultural Conflict in the Workplace Research Community (led by Dr. Ray Bynum)
- Special Needs, Abilities, and Workplace Inclusion Research Group (led by Dr. Alana Lyles)
- Spirituality in the Workplace Research Group (led by Dr. Maryse Nazon)
- Gender and Gender Identity Research Group (led by Dr. Donna Smith)

This collection of dynamic faculty continue to advance additional conversations and provide direction and leadership to others within their areas of focus. Their persistent efforts have resulted in various publication and presentations on a wide array of topics.

Continuous teamwork creates the "family" atmosphere within the Center for Workplace Diversity and Inclusion Research. I appreciate each member within these important positions for their continued service as we continue to advance the center. For more information about the Center or to learn more about these dynamic members, please visit the Center for Workplace Diversity and Inclusion Research webpage (http://bit.ly/2vISvn5) or email the Center at workplacediversity@phoenix.edu.

Blended Teaching Workshop

Mansureh Kebritchi, Ph.D.
University Research Chair
Center for Instructional and Educational Technology

A new Blended Teaching Workshop has been developed by the CEITR Team to train faculty members and staff at the College of Education to further integrate synchronous communications into asynchronous courses. The workshop has been developed as a result of collaboration between Dr. Jonathan Lewis, Dean of College of Education, and Dr. Mark McCaslin, Dean of Research and Scholarship in the Office of Scholarship Support, and Dr. Mansureh Kebritchi, Chair of CEITR in SAS. Two CEITR fellows, Dr. David Proudfoot and Dr. Medgar Roberts have greatly assisted in developing and delivering the workshop.

The purpose of the workshop is to help the participants learn about available synchronous communication tools and develop skills for preparing synchronous learning experiences to increase students' engagement and learning. Integration of synchronous communication into asynchronous courses enhances students' engagement, increases instructors' social and teaching presence, and promotes quality of instructors' feedbacks. All these advancements improve student learning and success. Additionally, synchronous communication allows students to practice real time presentations and team collaboration process that are essential skills for their professional success.

However, integrating online asynchronous learning experiences into synchronous learning experiences can be challenging. Decisions such as how and when to use synchronous tools and strategies are difficult to make for many faculty members. Additionally, some of the faculty members are not familiar with the available synchronous tools. The workshop has been developed to address these difficulties and enhance faculty members' skills and understanding of further integrating synchronous communication tools into asynchronous online courses. The learning objectives of the workshop are to:

- Explore available tools for synchronous communication;
- Discuss synchronous pedagogical approaches, applications, and instructional materials;
- Discuss strategies and rules for effectively using synchronous communications;
- Develop a plan for integrating synchronous communication into the asynchronous courses.

The Workshop Overview and Format

The workshop has been housed at Special Interest Group for Engaged Learning at Research Hub (http://bit.ly/2ni2ZFW) and has a blended mode of integrating synchronous and asynchronous communications. It consists of activities over three days. On Day 1, the participants prepare themselves by reviewing instructional materials, articles, the conceptual framework, and recorded videos for using synchronous tools provided at the SIG site. On Day 2, the participants attend a synchronous webinar offered via Skype for Business. During the webinar the workshop team discuss synchronous communication benefits, tools, pedagogical approaches and applications, effective strategies, and instructional materials. Additionally, the participants will have the opportunity to engage in a live synchronous discussion and gain a better understanding about involvement in synchronous sessions. On Day 3, the participants complete and submit their implementation plans for integrating synchronous tools and surveys, and reflecting on their learning experiences at the workshop. Implementation plans play a major role in guiding the participants to apply what they learn in the workshop in their future courses. Template for the implementation plan is provided. The participants describe their selected synchronous tools, strategies, and pedagogies to be used in their online courses. They also share their course descriptions and challenges for using synchronous communications.

The workshop team reviews the participants' plans and provide them with feedback and support to better integrate synchronous communications. The team continues instructional support for the workshop participants even after completing the workshop. The workshop is the beginning of collaboration with the participants. During the three day workshop, participants post their questions and concerns into an asynchronous discussion forum at the SIG site. They are encouraged to continue their discussion via the forum. The certificate of completion will be provided to the participants upon completion of the workshop. The participants receive scholarship engagement credits by completing the workshop.

The Workshop Attendances and Requirements

Faculty members who teach asynchronous online courses, staff who govern faculty members, instructional designers, and lead faculty area chairs may greatly benefit attending the workshop. The workshop is appropriate for the participants at beginner and intermediate level of integrating synchronous tools and strategies into online asynchronous courses. The workshop will require approximately four hours of work, including reading research-based articles, viewing presentations, attending the webinar, and submitting the assignments.

The Workshop Schedule and Further Details

The workshop is offered once a month. It was offered for the first time to College of Education administrators, lead faculty members, and instructors on July 2018. Many positive comments have been received about the first workshop. The participants were excited about enhancing their knowledge of synchronous communication applications and tools, and developing implementation plans to apply their knowledge in their courses. To learn more about the Blended Teaching workshop, please see Special Interest Group for Engaged Learning (http://bit.ly/2ni2ZFW). If you have questions or are interested in CEITR team offer the workshop to your college or department, email us at EducationalTechnology@Phoenix.edu.

Scholarship Challenge and the Detriot Action Research Project

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Every challenge presents an opportunity. There are times that we set challenges individually and there are times when challenges are set for us. For many practitioner faculty, scholarship had not been a responsibility in their businesses or for University of Phoenix (UOPX) teaching assignments. Recently, new challenges for scholarship have been set for faculty. To put it simply, to continue teaching for the UOPX, faculty must be engaged in scholarship activities.

The question may be "why is scholarship now a requirement to teach?" There are two answers to this question. The first is because it makes practical sense. We now live in a knowledge driven world and teaching responsibilities have evolved to include scholarship and research. Students at the undergraduate and graduate levels are experiencing more research in their college programs. As a result of technological advances, information is now readily available to students. To effectively support student learning outcomes it only makes sense that faculty must also increase their knowledge and practice through scholarship and research. The second reason for this shift is the credentialing requirement in our regulatory environment. The Higher Learning Commission (HLC, 2013) has expanded criteria for accreditation, requiring faculty and students' engagement in intellectual inquiry (HLC 2013, 3.b). Responding to this scholarship challenge, leadership at the UOPX Detroit Campus created an action research project to change the culture of the scholarship at the local campus.

According to McCaslin (2016), goals for action research include: problem solving, collaboration, professional development, and enhanced professional practice. Drawing on this guidance, the Detroit Community of Scholars Action Research Project was launched in a presentation in November 2016 to a group of Detroit faculty members with specific goals that included: to encourage and support faculty scholarship engagement, to identify opportunities for faculty research collaborations, to provide faculty professional development, and to enhance faculty professional practice.

The following commentary summarizes the outcomes of the Detroit Community of Scholars Action Research Project. We are providing others with the steps, processes, learnings, and outcomes of this initiative.

Step One, approvals. Any research project concerning University students, staff, alumni, or faculty require approvals by the Committee on Research (COR), and all research needs approval from the University Institutional Review Board (IRB). The approval process started in March of 2016 and expanded over three months. What was learned, was also shared with the Community of Scholars (COS) members – follow the COR and IRB guidelines to the letter.

Step Two, ask for input from others. Prior to launching the project, we applied and were accepted for a round-table presentation at the Association of Leadership Educators annual conference. This was our first conference experience, outside of UOPX, related to this research project. We shared the concept with attendees from other colleges and universities and asked for their input. Feedback was positive and piqued the interest of other college leaders.

Step Three, get faculty buy-in. We invited faculty to a meeting in November 2016 to explore their interest in joining the Community of Scholars. Our special guest was Dr. Mark McCaslin (Dean of Research and Scholarship), who spoke on action research. We presented the research plan, collected consent forms, and collected information concerning faculty research and scholarship interests. With that information we identified training needs and potential research collaboration opportunities. The Detroit Community of Scholars Action Research Project was launched.

Step Four, find engagement opportunities. Boyer's Model for Scholarship (1990) provided the theoretical grounding for the study and Elliot's Model for Action Research (2010) provided the design framework for the study. Action research is highly participatory so we identified opportunities for Community of Scholars (COS) engagement. We had a Knowledge without Boundaries Academy local campus event scheduled in February 2017, and a General Faculty meeting scheduled in April 2017 that could be used for COS engagement.

Step Five, keep it going. We decided that a quarterly COS engagement meeting would be the appropriate cadence, so we scheduled quarterly meetings in June 2017 and in September 2017. Also, we expanded the Community of Scholars to include School of Advanced Studies (SAS) students, alumni, and faculty.

Step Six, get some help. We created positions within the COS. A Research Liaison, a Communication Liaison, and SAS Alumni Mentor. The Research Liaison had the responsibility of helping faculty to develop research proposals. The Communications Liaison provided content for our campus-based research page. The SAS Alumni Mentor supported doctoral students.

Step Seven, find Subject Matter Experts. We called on associate research chairs and dissertation chairs to facilitate workshops for our June and September meetings. Dr. Erik Bean and Dr. Laura Migliore (both living in Michigan) graciously facilitated workshops for us.

Step Eight, tell Others What We Were Doing. We applied and were accepted for the Total Quality Review Conference in January 2017, The Association of Leadership Educators (ALE) Women in Leadership Conference in June 2017, the Knowledge without Boundaries Academy (KWBA) Conference in August 2017, and the ALE Brussels Belgium Conference in October 2017. We also received notice from the Journal of Leadership Educators in September 2017 that an article based our project will be published in an up-coming edition.

Step Nine, end the One-year Research Project: A mini KWBA Conference in December 2017 served as the official end of the action research project. Awards and recognitions were presented to our Community of Scholars.

Step Ten, write a book and share the Community of Scholars stories. The following profiles are examples of these stories.

Profile One: Not a Sprint but a Marathon – Dr. Patricia Munson's Story

Munson's story concerns a seven-year journey to earn a doctoral degree. Her story – not a sprint but a marathon – "is not intended to discourage anyone from this meaningful pursuit, but to share the experiences encountered on the journey so that others who desire to pursue a doctoral degree will have greater insight and understanding of the process." She offers her perspective on the journey and advice for others who desire to pursue a doctoral degree.

As she traveled the road of a doctoral researcher, she not only learned new researching skills, but learned more about tenacity, perseverance, and humility – the other skills needed to survive the journey. Her story culminated in June 2018 when she was hooded on the stage of Fox Theatre in Detroit, Michigan.

Profile Two: Student End of Course Surveys, A Need for Relevancy – Robert Sparks' and Dr. Hildegarde Selig's Story

This story involves two UOPX instructors – one an online business school instructor with an urgent research need and another a local Detroit Campus science instructor and seasoned researcher looking for a collaborative project. A Detroit Community of Scholars event made this partnership possible resulting in a successful action research project with opportunities to expand it in the future.

According to Sparks, "we received an invitation to a Detroit Community of Scholars event in late 2016." Sparks, an online instructor in the business school, had been active at the University for 11 years at that point. Given that the University was emphasizing scholarship and research, this looked like an opportunity to become involved with a group of people who had similar interests. After attending several Detroit Community of Scholars events, he realized something that had concerned him for many years would be a good research topic.

This concern centered on the UOPX student end of course surveys (SEOCS). These surveys had low student returns and few comments. This had become frustrating for him, given his military and corporate backgrounds. He considered timely feedback an integral part of his success. He wanted to know why this is not occurring and what we could do to improve the SEOCS process.

After presenting his research ideas to the COS, Dr. Hildegarde Selig expressed interest in the project and became his partner and mentor. Selig has a background in research in science and engineering. After joining the University in 2008, she became involved in research projects under the scholarship of teaching and learning at the Detroit Campus.

Robert and Hildegarde's collaboration is an example of how researchers can join together to move a project forward. They are now in the COR and IRB approval processes for this research study. Their journey into research and scholarship has just begun.

Conclusion

Yes, every challenge does presents an opportunity. The opportunity found through our Community of Scholars Action Research project was that research and scholarship increases academic engagement, for faculty, that extends beyond the classroom. Engaging in research or scholarly activities also provides professional development which expands the professional identities of our industry practitioners. Our message to practitioner faculty, facing this new requirement to engage in research or scholarship, is to join any of the communities of scholarship found at local campuses or on the research hub. It's a great starting point!

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Doctoral Program Innovations: Remaking the Traditional Dissertation

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Introduction

Unlike in Europe, early American higher education focused on undergraduate education, and did not offer graduate degrees with seriousness until the late 19th century (Archbald, 2011 The first doctorate was awarded in the United States in 1861 at Yale, but by 1900, doctoral programs in America had developed in both private and public institutions (Storr, 1953). The growth in the number of doctoral degrees granted in the United States reached 40,000 annually at the beginning of the 21st century (Golde & Walker, 2006). The traditional structure requiring full-time matriculation, two to three years of coursework, and several years writing a dissertation remains little changed since its inception. Does the doctorate and outdated dissertation still meet the needs of students and the disciplines they enter into?

Pressure to Change the Doctoral Degree

Many scholars and organizations commented with increasing fervor throughout the 20th century on problems in the doctoral program, and the dissertation requirement (Cude, 2001). For instance, a study by the The Pew Charitable Trusts (Golde & Dore, 2001) found: "the training doctoral students receive is not what they want, nor does it prepare them for the jobs they take." Across disciplines there have been active discussions about needed changes. One of the most significant documents urging changes in doctoral programs came from the Modern Language Association (Force, 2014). In the light of persistent criticism from within the academy and from a larger public, the authors argued that doctoral programs need reformulation to meet challenges including a median time to degree of around nine years for language and literature doctoral recipients and a job market that does not have sufficient tenure-track employment for all doctorate recipients.

The Professional Doctoral Degree and Alternatives to the Traditional Dissertation

Arising out of this ongoing criticism of the traditional doctoral degree, scholars have observed the international trend to create what are variously called professional doctorates, applied doctorates, practitioner doctorates, or clinical doctorates in various disciplines (Storey 2016). The Council of Graduate Schools (2007) identified three core characteristics of the professional doctoral degree: a focus on area of professional practice not met by other degrees, an emphasis on applied research, and including leaders of the profession who drive development of practices and standards.

A central part of the argument for changes in the doctoral degree often has to do with criticisms of the traditional dissertation as a capstone requirement. Watson and Nehls (2016) observed that very few doctoral graduates publish whole or even part of their dissertations. The authors argue that the dissertation project rarely leads to dissemination of work, and the project fails to prepare candidates for the type of writing and research that they will be engaged in subsequent careers. To help confront this reality, options recommended by these authors include the multiple paper format, with variations including two or three manuscripts supporting a linked theme, and a portfolio option for professional degrees.

Drake and Heath (2011) described professional doctoral program studies as "insider research" characterized as inquiry in which the scholar has some special experience into the worlds being investigated, and familiarity with the community studied. The new knowledge created in this kind of doctoral program comes from combining understandings from professional practice with the individual study. Professional doctoral degrees undertake research with the idea of an outcome that will positively impact professional practice.

Quality Assurance and Accreditation

Internationally, professional doctorates tend to have very different learning outcomes than research doctorates, where there are more part-time doctoral students, and a greater supply of graduates from such programs making the landscape more competitive (Blessinger & Stockley, 2016). Scholars note challenges include time to degree, program rigor and relevance, cost, and employment prospects. Dawson and Kumar (2016) argued for three quality principles in dissertation alternatives: that they address critical problems of practice, demonstrate rigorous research skills, and show proof of the impact of the research.

American regional accrediting agencies generally have stayed away from direct guidance on professional doctoral degrees. Although there are differences among the six regional agencies who evaluate doctoral degree granting institutions, the typical focus during the review process is on the institutional level, avoiding specific proscriptions in terms of pedagogical issues. However, The Higher Learning Commission North Central Association of Colleges and Schools in 2006 formed a task force on professional doctoral degrees and published an important report (The Higher Learning Commission North Central Association of Colleges and Schools, 2006). The Commission noted that it tends to rely on its familiarity with institutional contexts in which research doctorates are delivered, and that this approach does not work very well for professional doctoral degree programs. The recommendations of the Task Force were organized into three overarching issues: institutional context, program content, and shared quality assurance. Furthermore, the authors of the report pointed out that in 2006 professional associations were thus far not providing consistent standards for quality assurance of professional degrees that accrediting agencies could turn to for reference.

Conclusion

Accrediting agencies for the most part appear cautious in changing on the policy level how alternatives to the traditional doctoral degree and alternatives to the dissertation might be evaluated in the institutional review process. Yet there is a need for explicit criteria for standards for professional doctoral degrees and dissertation alternatives. It is clear that there is wisdom in the Council of Graduate School's recommendation that leadership on developing standards for alternatives to the dissertation need to come from specific institutional academic colleges and deans. Furthermore, as the Higher Learning Commission suggests, the role of professional associations could be important by providing consistent standards for quality assurance of professional degrees, and alternatives to the dissertation in specific disciplines.

Further research on this emerging practice is especially needed in terms of outcomes and effectiveness. Are alternatives to the dissertation in fact more effective in meeting desired degree outcomes, and the subsequent career objectives of graduates? Some options offered, such as a series of published papers, may inadvertently add unnecessary complexity and time to degree for the students. While there is certainly a history of success in the performance of professional doctoral degree programs, the benefits of alternatives to the dissertation in the traditional research doctorate have not yet been well documented.

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Distinguished Devnew Launches Successful JLS Symposium

Carol A. Holland, Ed.D.
Junior Research Fellow
Center for Leadership Studies and Educational Research

Dr. Lynne E. Devnew, senior fellow, Center for Leadership Studies and Educational Research has recently made extraordinary contributions as an expert in her field of study, collaborating with other professionals, and publishing works that expand the body of knowledge as an expert. Dr. Devnew initiated, planned, and coordinated, the Symposium section of the Volume 12, Issue 1 (2018) edition of the Journal of Leadership Studies. Devnew also co-authored the introductory article to the symposium with Julia Storberg-Walker, entitled: "Women in Leadership-How Do Differences Matter?" Three assertions from the Asilomar Declaration, initially published in 2013 and updated in 2015 (International Leadership Association, 2015) framed the symposium. The assertions focused on: the value of the diversity of women and women's perspectives, the importance of sensitivity to cultural contexts, and that appropriate leadership should be fit-defined rather than gender-defined (Devnew & Storberg-Walker, 2018).

Other notables include being awarded a Distinguished Research Fellow (2017) in the School of Advanced Studies (SAS). She also serves as an SAS associate faculty and as Chair of the Women and Leadership Research Group here at the University of Phoenix. Prior to joining the University of Phoenix, Dr. Devnew worked for IBM as a senior middle manager. She attended Boston University, Columbia University, and Simmons University.

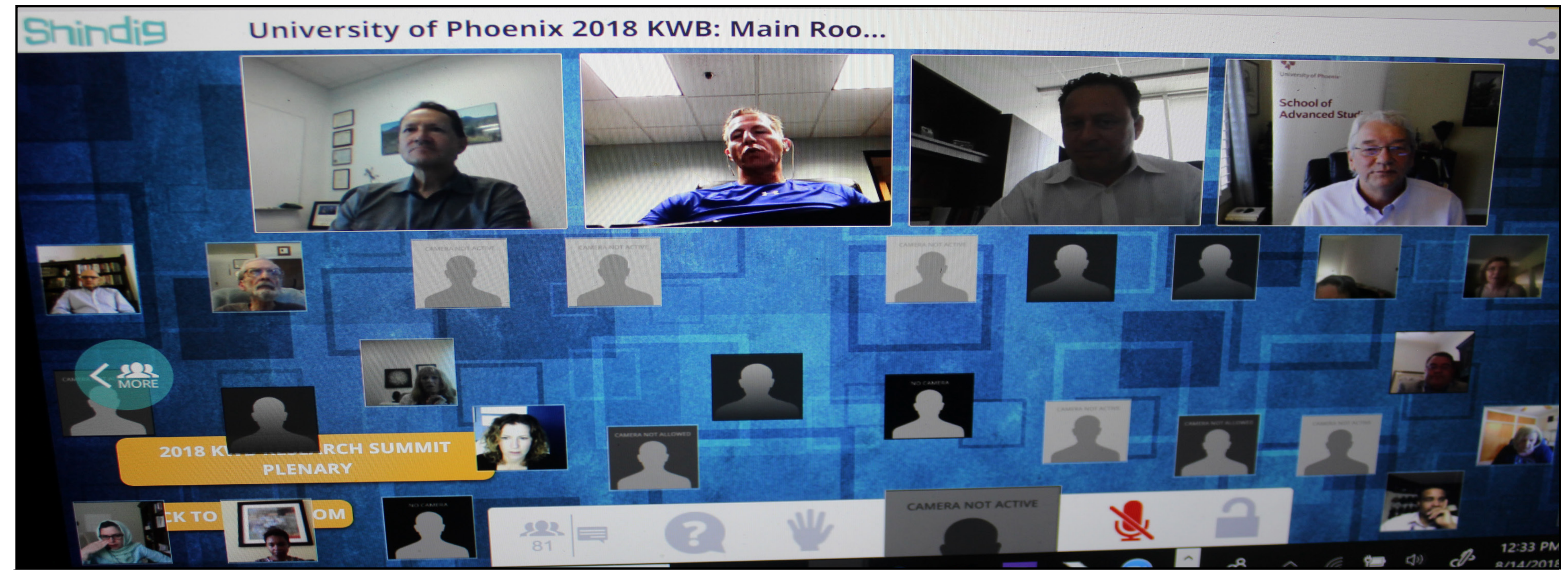
Major Contributions & Honors

- Dr. Devnew will be co-chairing the next ILA Women and Leadership Conference in June 2019 with Ann Berghout Austin from Utah State University. Dr. Austin is also on her research team. (http://bit.ly/2AVQWbg)
- Dr. Devnew was named Distinguished Faculty Member, School of Advanced Studies in the Annual Academic Report, 2015.
- Dr. Devnew was the first recipient of the Distinguished Service Award for Scholarly Leadership in 2017.
- Dr. Devnew is the first editor for an upcoming book: Devnew, L. E., Le Ber, M. J., Torchia, M. & Burke, R. J.,(Eds.). (forthcoming 2018). More women on boards: An International perspective. Charlotte, NC: Information Age Publishing.
- Dr. Devnew will be making three presentations at the upcoming ILA Global Conference in West Palm Beach, in October 2018.

Dr. Devnew - A Body of Work

A review of Dr. Devnew' s ongoing contributions to the field of study reveals a substantial body of work that is shaping the current thought process and theories associated with women's leadership and leader identity. Dr. Devnew's doctoral studies focused on the strategic responsibilities of leaders. In 2014, Dr. Devnew' s research team was formed at an academic colloquium on advancing theories of women and leadership. Dr. Devnew' s team has since presented at the ILA global conferences in San Diego, Barcelona, Atlanta, and Brussels. Dr. Devnew and her team are also scheduled to present in October 2018 at the ILA global conference in West Palm Beach. Dr. Devnew was program chair in 2017 at the ILA Women and Leadership Conference, and thus responsible for the call for proposals and review process and will co-chair the next conference in 2019.

Years ago, the idea for developing a symposium for the Journal of Leadership Studies (JLS) on women in leadership emerged in a conversation with Hinrich Eylers, SAS Executive Dean and the Editor-in-Chief of JLS. In the Spring of 2017, Dr. Devnew was part of the Executive Leadership Team (ELT) for the Women and Leadership Affinity Group (WLAG) of the ILA and its research team. Dr. Devnew suggested pursuing the symposium opportunity and Dr. Storberg-Walker (a very experienced researcher from the George Washington University) agreed to be the co-chair for the symposium. The results of the collaboration produced the symposium, which is the focus of the article entitled, "Women in Leadership-How Do Differences Matter?"



A Bold Initiative: 2018 KWB Virtual Summit Success

Erik Bean, Ed.D.
Associate University Research Chair
Center for Leadership Studies and Educational Research

It was an audacious initiative. It led to a collaborative effort the likes of which University of Phoenix stakeholders have never partaken in before. Where many institutions have tried a virtual conference, little celebrated success is known – until now. Within the Shindig® advanced knowledge sharing platform, nearly 100 of the more than 400 registered EventBright (http://bit.ly/2NvTVJ4) attendees simultaneously logged onto the opening plenary Tuesday, August 14 at 9 a.m. Arizona time. That endeavor, dubbed the 2018 Knowledge Without Boundaries (KWB) Summit (http://bit.ly/2MGaJ3Z), heralded by Dean of Research and Scholarship Dr. Mark McCaslin (http://bit.ly/2PPKR3B) as a new level of interactive communication and camaraderie. He enthusiastically welcomed the attendees – mostly within the contiguous states, but others internationally – an eager mix of School of Advanced Studies doctoral students, faculty, chairs, and other UOPX stakeholders at all degree levels.

A pre-recorded video of UOPX President Peter Cohen awaited the attendees. Cohen hailed the effort and was followed by a live appearance of Provost Dr. John Woods who praised the Office of Scholarship Support (OSS) and the Research Hub administrators work for their timeliness and execution of the four-day event. Vice Provost and Executive Dean Hinrich Dr. Eylers, Ph.D., also played host to an attentive audience captivated by the unprecedented attended virtual introductory session.

The Plenary Amassed

Packed with more than 70 presentations (http://bit.ly/2wqRxgu), workshops, and best practices featuring a taste of the five-month signature Dissertation to Publication (http://bit.ly/2ws2zBX) workshop conducted by University Research Chair Dr. Mansureh Kebritchi (http://bit.ly/2ws2CO9), Center for Educational and Instructional Technology Research (CEITR, http://bit.ly/2kOwW1l) session-upon-session examining issues in diversity by University Research Chair Dr. Kimberly Underwood (http://bit.ly/2PMQuiX), Center for Workplace Diversity and Inclusion Research (CWDIR, http://bit.ly/2vlSvn5) and others. There were even more who shared the results of their doctoral student success work. Such work showcased a plethora of a synopsis of qualitative and quantitative published or recently presented studies in the areas of virtual (cyber) teamwork, organizational effectiveness, gender bias, practitioner and field contributions, as well as leadership skills development. Many attendees agreed the breakout sessions were just as insightful as any higher education conference held anywhere.

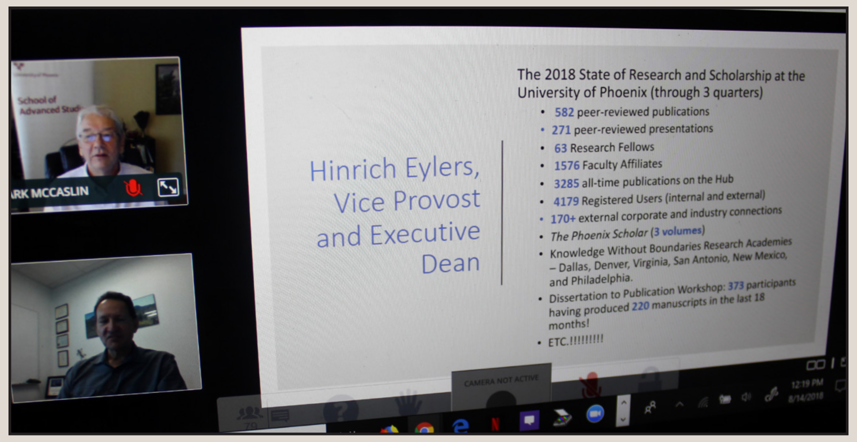
The Day 1 concurrent breakout session was an enticing selection examining networking as well as community outreach efforts in metropolitan and urban centers such as San Francisco, Detroit, and virtually. Projects dubbed *Networking the Bay Area: Continuing the Dialog to Promote Scholarship*, by Research Fellow Cheryl Burleigh (http://bit.ly/2j6kcDY), CEITR. *Detroit Rising - A Phoenix in the Midwest?* by UOPX Vice President Janice L. Cardwell (http://bit.ly/2iELj5p) and Research Fellow Donna Smith. Leading *Virtual Research Teams for Collaboration, Engagement, and Advancement* by Research Chair Kimberly Underwood and Research Fellow Rehema Underwood. Six more concurrent sessions kept the three breakout rooms as busy as any hotel conference suites. Hallway traffic? In between each of the Hub research centers and session breaks staffed hospitality rooms to field questions about their fellowships and research projects. Those formal presentations and workshops missed were recorded and archived within the permanent summit proceedings online.

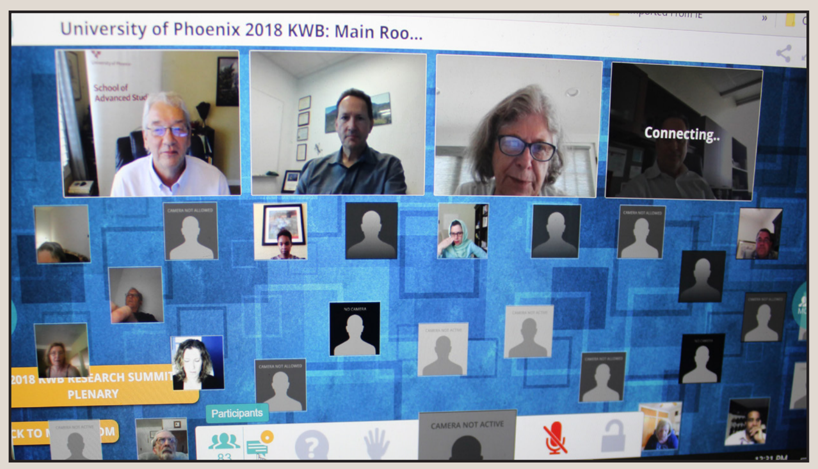
Day 2, 3, and 4 followed with a similar pattern of nine breakouts after a welcoming plenary and another nine for a late morning session and early workshop series with a fourth breakout room, as well as open hospitality center hours. Traffic meandered in and out of sessions and allowed for many networking opportunities listening to podium speakers or attaching to another attendee for private video conversations.

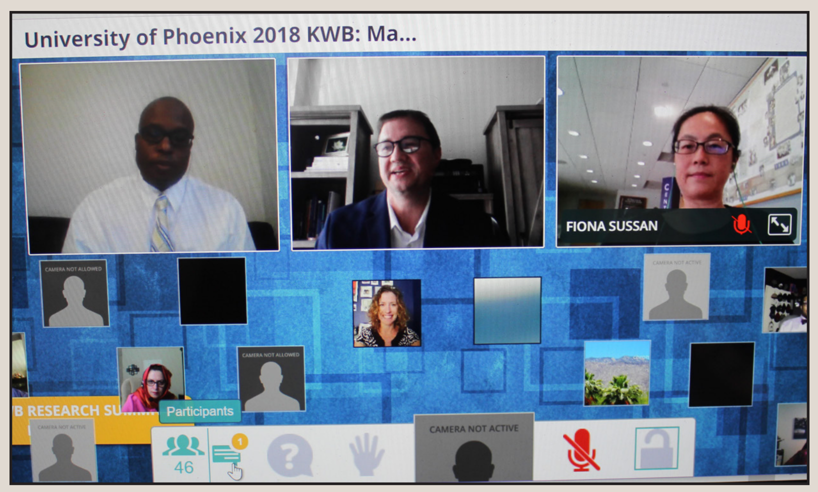
There is not enough space to pay tribute to the quality and rigor of the numerous scholarly presentations. However, most serviceable to the many Hub research affiliates was a review, *Reflections of Methodologist on an Innovative Practice* – held by Center for Leadership Studies and Educational Research (CLSER, http://bit.ly/2jS3Zxt) Associate University Research Chair Ryan Rominger, Kebritchi, and others from the Research Methodological Group (http://bit.ly/2iTlQVX) – whose purpose is to help School of Advanced Studies (SAS) doctoral students and other stakeholders understand the various research practices to uphold their rigor. According to the Hub site, "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." A list of the remaining Methodological Group 2018 Webinars is available at the end of this *Phoenix Scholar* edition.

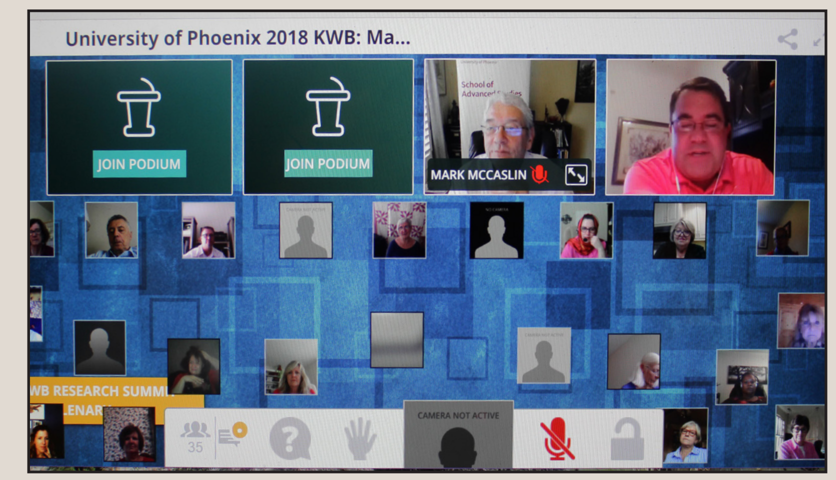
Rominger, Kebritchi, and McCaslin also presented *Student Success in Online Practitioner Doctoral Programs*, a reflection of the rigor and attentiveness needed to retain doctoral students. Kebritchi, Rominger, and Liz Johnston (http://bit.ly/2ojf7Ht) hosted *Exploring Special Interest Groups* (SIG); a panel discussion with several SIG leaders who support professional development in a number of subject matter expertise and scholarly leadership. The latter offering occurred on Day 4 during the afternoon workshop

KWB Virtual Summit

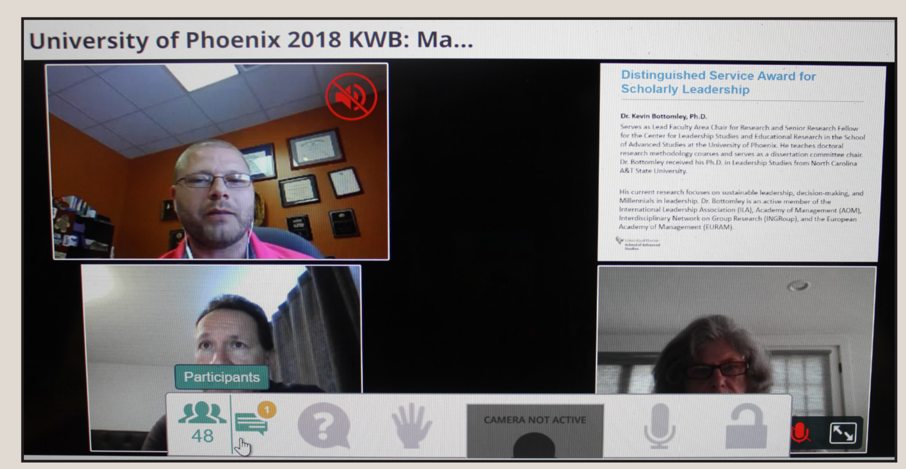








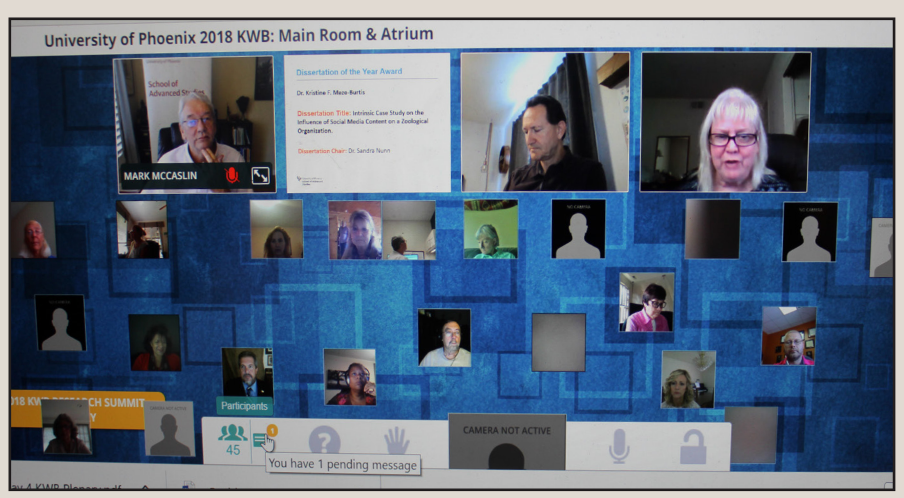
Faculty of the Year Award Winners



Dr. Kevin Bottomley, upper left.

Dr. LauraAnn Migliore, upper left.

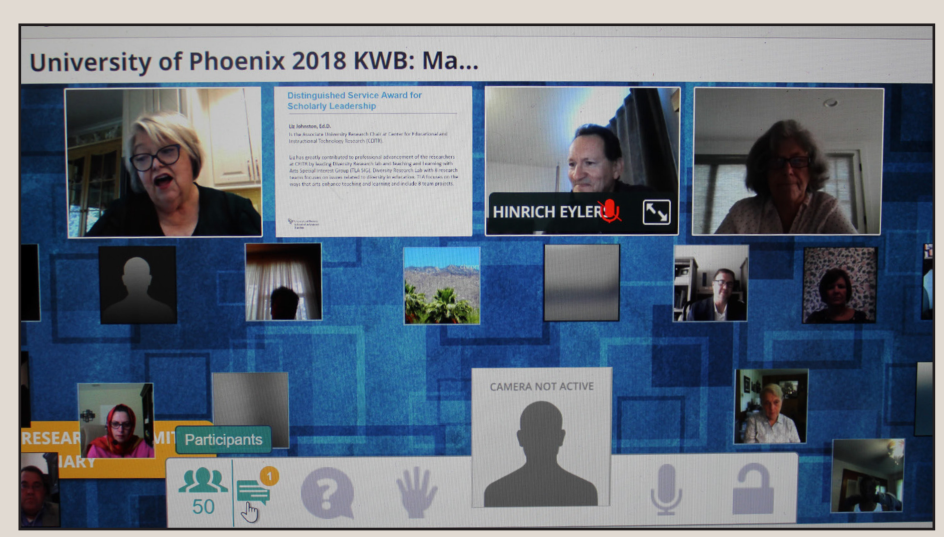
Dissertation of the Year Award Winners



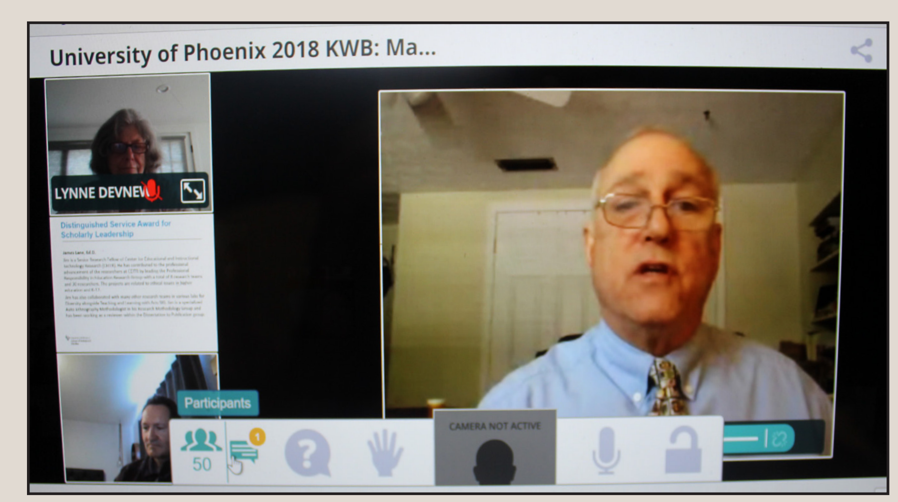
Dr. Sandra Nunn (to the right) speaking on behalf of Kristine Maze who was not present to receive her award

Dr. Kelly Rhodes, to the right.

Dr. Scott Drexler, to the right.



Dr. Liz Johnston, upper left.



Dr. James Lane, to the right.

sessions that also included a dialog on the concept of *Healthy Leadership* presented by McCaslin and Cardwell and finally a long-awaited Professional Engagement to Publication (PEP) workshop conducted by Center for Leadership Studies and Educational Research (CLSER, http://bit.ly/2jS3Zxt) Associate University Research Chair Erik Bean and CLSER Publication Fellow Carol Holland (http://bit.ly/2IYDcPD).

The two-part workshop explores the process of finding reputable trade and practitioner publications and how to best match one's subject matter expertise with their topic needs. A follow-up workshop (dates available on the CLSER Hub) will be held in the last week of September and more workshops will be offered later in the fall. Day 4 also featured an open house roundtable with all research center chairs present including Center for Management and Entrepreneurship, Associate University Research Chair Brian Slaboda (http://bit.ly/2wxutf9), Senior Research Fellow, Center for Organizational Research (COR) James Gillespie (http://bit.ly/2wpHmIW), and Center for Global Business and Information Technology Research (CBITR, http://bit.ly/2MonoIs), Senior University Research Chair Fiona Sussan, to discuss the purpose of the research centers.

With 50 participants, during the open house roundtable on Day 4, Erik Bean (adjoined right box) connects with Patricia Steele UOPX dissertation chair (adjoined left box) to explore the Shindig option of a private video chat while roundtable chair Dr. Rodney Luster (upper left) – senior director of research strategy, innovation, and development – as well as Dr. Fiona Sussan (upper right) – university research chair Center for Global Business and Information Technology Research (CBITR, http://bit.ly/2MonoIs) – discuss the purpose of the research centers. Earlier in the summit Sussan presented her Center's ground breaking research, *Digital Economy Research Agenda*.

The Happening: Shindig Integrated Collaboration Tool

Imagine a traditional conference with a large hall with a presenter's podium complete with many attendee seats. Now put yourself inside the Shindig (http://bit.ly/2N2apM3) website platform with three or more podiums for all presenters and instead of seats, each individual audience member's video conference window oscillates below the presenters. Those above on the podium are clearly seen and heard and can be arranged in a number of visual configurations. Those in the audience can mingle without interfering by adjoining their box to any attendee of their choice. Once adjoined they can chat with one another privately, the best of a real conference with the best of the virtual one. Shindig's Christopher Downs, Vice President of Higher Education provided support of this important undertaking. Steve Gottlieb, CEO & Founder, later explained their unique collaborative tool this way: "Shindig replicates the dynamics of in-person events at internet scale. Attendees are able to mix, mingle, network and make the conference personally relevant just as if they were attending an in-person conference."

Notable Dissertations Recognized

Day four was eagerly awaited by most as Executive Dean Dr. Eylers (as part of the dissertation of the year selection committee with Dean, Dr. Bill Beck) was pleased to present several awards to three freshly minted SAS doctorates for outstanding dissertations. Recipient one was Dr. Kelly Rhodes, with her study, *Influencing Corporate Social Responsibility Decision-Making in a Major League* was chaired by forthcoming 2018 Distinguished Faculty Kevin Bottomley, Ph.D. (http://bit.ly/2J1rnIE), Dr. Eylers read Bottomley's statement:

> "Dr. Rhodes provided a "quality" research product that was grounded in theory and provided a significant contribution to the literature surrounding Corporate Social Responsibility in professional sports (specifically Major League Baseball). The student's writing skills are some of the best I have seen. Kelly had several issues to deal with during her dissertation journey, but rose to the challenge with a positive attitude. Since completing her dissertation I have remained in contact with her and she has been promoted at her University during this time."

Recipient two was was Dr. Kristine F. Meze Burris, whose dissertation was entitled, *Intrinsic Case Study on the Influences of Social Media Content on a Zoological Organization*, was chaired by Sandra Nunn, Ph.D. (http://bit.ly/2AB6y25). Dr. Eylers delivered this statement:

> "As the Dissertation Chair for Kristi Burtis, I have observed Kristi to be fully dedicated to her dissertation study, as well as the dissertation process. Her study on the Effect of Social Media on a Zoological Organization was truly unique as it examined how social media not only could impact employees who engaged and consumed social media in the scope of their employment activities, but also how social media could affect perceptions of the zoological organization relative to the public, and how the public reacts to the work of the zoological organization. Given the implications of social media and how the use of this medium can affect people alongside the global community, the study of these perceptions can be valuable to understanding how social media may impact zoological organizations and how these organizations can help correct misconceptions of their work through social media."

The third recipient, Dr. Scott Gerald Drexler. His dissertation was entitled, *Mindful Awareness of Internal and External Influences on HRO Leaders: A Heuristic Inquiry* chaired by Elizabeth Young, Ed.D. (http://bit.ly/2Nr1j8G), Dr. Eylers read a prepared statement by Young.

> "Dr. Scott Drexler was passionate about wanting to understand how HRO responders felt at the moment of decision in a critical situation. He knew from his own experience as a Senior Non-Commissioned Officer of SEAL TEAM 3 how he had engaged life and death situations; and, upon reflecting on the internal and external influences existing within himself at those "critical moments." This is where he became curious about how others experienced their own unique critical moments. Were they mindfully aware of their inner and external influences and how such awareness guided or impeded their actions? This type of highly sensitive inquiry was one that few, if any researchers, have attempted, nor would they be capable of finding volunteers willing to participate in this type of study."

After each statement, respectively the distinguished alum stepped up to the podium with a simple click of his or her touchpad or mouse. Their response? Center stage now and sequentially, each alum was said they were grateful to have worked with their chairs and were humbled to have been selected for the award.

Distinguished Faculty Recognized

The awards turned to four distinguished faculty members. Dr. Lynne Devnew (http://bit.ly/2Lca7NO) led the award ceremony by recounting the previous year as the first Distinguished Senior Fellow. Devnew ran down a list of many successes building opportunities for more research and with the Women's Infinity Group aboard the International Leadership Association (ILA) for which she has worked tirelessly for many years now. Devnew highlighted her recent autoethnography study with a number of coauthors, published in the Qualitative Report Journal. Devnew yielded back to Dr. Eylers who asked Dr. Kevin Bottomley to grab a ShinDig podium first.

Distinguished Faculty Dr. Kevin Bottomley

Center for Leadership Studies and Educational Research Senior Fellow and SAS Lead Faculty Area Chair, Dr. Kevin Bottomley who passionately thanked the SAS and all his colleagues for the honor to work at University of Phoenix. Dr. Eylers ran down a list of accomplishments:

> "Bottomley teaches doctoral research methodology courses and serves as a dissertation committee chair. Dr. Bottomley received his Ph.D. in Leadership Studies from North Carolina A&T State University. His current research focuses on sustainable leadership, decision-making, and Millennials in leadership. Dr. Bottomley is an active member of the International Leadership Association (ILA), Academy of Management (AOM), Interdisciplinary Network on Group Research (INGRoup), and the European Academy of Management (EURAM). Kevin has an extensive list of refereed published articles and presentations and most recently presented his work in Iceland. Dr. Bottomley recently published a journal article *Changing Generations in Today's Workforce: Leadership Skills for Millennials* in the journal Employment Relations Today. Bottomley has also recently contributed to three book chapters within Grassroots Leadership and the Arts for Social Change, including: *Developing Sustainable Leadership Through Succession Planning* and *Millennials in Leadership: An Examination of the Practice-Immediacy Model*."

Distinguished Faculty Dr. LauraAnn Migliore

Dr. Dr. Eylers continued with the award for LauraAnn Migliore:

> "Fellow, Center for Learning Analytics, Lead Faculty Area Chair – Research Methodologist, Dissertation Chair, Institutional Review Board (IRB) committee member, Society for Advancement of Management (SAM) member, and Editorial Board Member for the European Journal of Cross-Cultural Competence Management (EJCCM) Dr. LauraAnn Migliore was next." Migliore (http://bit.ly/2z0S8XG) is published in the areas of personality and cross-cultural research, leadership, corporate governance, and mobile technology. In addition, she has been recognized by Emerald Literati Network for an outstanding academic paper and was awarded Best Paper in Session by peer-review process from the Clute Institute. LauraAnn is also a prominent contributor to The Phoenix Scholar."

Migliore expressed much humility as she happily expressed the outstanding collaborative nature of UOPX.

Distinguished Faculty Dr. Liz Johnston

Dr. Eylers commented on Dr. Johnston's contributions and accomplishments:

> "Senior Research Fellow at Center for Educational and Instructional Technology Research (CEITR) Elizabeth Johnston, Ed.D. was the third 2018-2019 distinguished faculty. Johnston has greatly contributed to professional advancement of the researchers at CEITR by leading Diversity Research lab and Teaching and Learning with Arts Special Interest Group (TLA SIG). Diversity Research Lab with 8 research teams focuses on issues related to diversity in education. TLA focuses on the ways that arts enhance teaching and learning and include 8 team projects. Liz is a content analysis methodologist at Research Methodology Group, supports faculty development at CEITR, has been working as reviewer at Dissertation to Publication workshop, and has developed faculty appreciate week at CEITR. She has presented and published many studies related to teaching and learning in higher education. Above all these countless contributions, Liz is a distinguished scholarly leader who has a genuine passion for supporting researchers to reach to the best of their potentials. She deeply cares for success of her colleagues and students."

Johnston was teary eyed and immensely grateful to have been selected.

Distinguished Faculty Dr. James Lane

Finally, Dr. Eylers announced the last recipient:

> "Senior Research Fellow of Center for Educational and Instructional Technology Research (CEITR) Jim Lane, Ed.D also is a distinguish faculty member. Lane has contributed to professional advancement of the researchers at CEITR by leading Professional Responsibility in Education Research Group with a total of 8 research teams and 30 researchers. The projects are related to ethical issues in higher education and K-12. Jim has also collaborated with many other research teams in Diversity research lab and Teaching and Learning with Arts SIG. Jim is an autoethnography methodologist at the Research Methodology Group (http://bit.ly/2wwFo8W) and has been working as a reviewer at Dissertation to Publication. He has presented and published many studies related to ethics and morality in K-12 education. In addition to all these great scholarly contributions, what makes Jim a distinguished scholarly leader is his deep commitment to scholarly success of his students and colleagues. He goes above and beyond the requirements to ensure his learners and researchers receive adequate support to succeed."

Lane too was extremely proud of his relationship with UOPX and his colleagues that has allowed him to continue exploring his subject matter expertise, secondary school administration.

Contests Challenge Learning Outcomes

After several opening and closing day messages including a number of prize winners (http://bit.ly/2wEvcLN) in a unique crossword puzzle contest (see sample of the more than 10 puzzles here http://bit.ly/2woruXa), CLSER's Erik Bean, Ed.D. (http://bit.ly/2iPinHM) was the prize committee chair; he explained the purpose of integrating the JAVA puzzles this way: "Each puzzle contained 8 key terms and clues most significant in the learning outcomes of the presentations created by the authors themselves. By interacting with the crosswords key concepts are reinforced and remembered." Attendees also could partake in a unique virtual Hub Rally (http://bit.ly/2PjA3cU) for which registered teams from one to four participants experienced a virtual journey like a traditional road rally based on a number of clues that led to a tour of the UOPX Research Hub and meandered in and out of several summit presentations and workshops.

During the Day 4 closing session, Bean and Dean McCaslin thanked CEITR Senior Research Fellow David Proudfoot, Ed.D. (http://bit.ly/2N2e8Jx), for his outstanding summit platform expertise and implementation integration, and the Office of Scholarship Support's Chara Price (http://bit.ly/2LCsjR0) and Mary Valdez for their expertise in coordinating approvals and posting results. Dean McCaslin also read a numerous list of personnel that made the summit such a success. Visit the 2018 KWB Summit prize page for a list of crossword puzzle winners and the final Hub Rally results. Lastly, a number of visibility categories allowed for more interactions and kept onscreen appearances unique and memorable. The categories and winners were as follows.

Category One: Being Active

The MacGyver Award

Louis Underdahl

This award recognizes someone who's always fixing things even though it's not in their job description.

The Fashionista Award

Medgar Roberts (who also contributed the ShinDig preparation video, http://bit.ly/2N5SuEA)

This award recognizes someone who takes their wardrobe game to the next level more often than not. Showing University of Phoenix spirit in accessories or colors is included in this category.

The Busy Body Award

Cheryl Burleigh

This award recognizes someone who has attended multiple events on each of the 4 days.

The Chatty Cathy Award

Lou Daily

This award recognizes someone rigorously engages the audience in a positive manner related to the content so that he or she can interact with the content presentation at a deeper level of understanding.

The Social Networker Award

Karen Johnson

This award recognizes someone who has posted the most 2018 KWB conference updates! Use the hashtag #2018KWB These hashtags are also searchable in LinkedIn.

Category Two: Screen Time

The Mr. Clean or Ms. Clean Award

Kelly Rhodes

Mark Ludorf, Journal of Leadership Studies editor

This award recognizes someone on screen during the Research Summit who keeps their work space immaculately clean.

The Green Thumb Award

Jan Otter

This award recognizes someone on screen during the Research Summit who has the most plants — that are still alive — in their work space.

The Most Visual Background Award

Jan Cardwell

This award recognizes someone on screen during the Research Summit who has the most creative visual background.

Category Three: Research Hub

New Hub Profile Award

This award recognizes someone who has recently created (within the last month) a Research Hub profile that is comprehensive.

New Research Center Affiliate Award

This award recognizes someone who joins one of our research centers as a new affiliate during the Research Summit as a result of their experience in a center's hospitality room. One award will be issued from each of the six hospitality rooms which feature our research centers.

These categories were still being tallied at press time. Visit the prize page link listed earlier for final results.

Successes, Challenges, and Adventures within Conference Arenas

Lorraine Priest, Ph.D.
Dissertation Chair, SAS
Center for Workplace Diversity and Inclusion Research

Frederick Lawrence, Ph.D.
Dissertation Chair, SAS
Center for Workplace Diversity and Inclusion Research

Kelley Conrad, Ph.D.
Dissertation Chair, SAS
Center for Workplace Diversity and Inclusion Research

David Mailloux
Associate Professor, College of Criminal Justice

Debbie Ferguson, Ph.D.
Dissertation Chair, SAS
Center for Health and Nursing Research

Angel White, DM
Alumni, SAS

Ray Bynum, Ed.D.
Dissertation Chair, SAS
Center for Workplace Diversity and Inclusion Research

Preparing a presentation for an academic conference can be a daunting endeavor, the good news is you do not have to do it alone. As a special interest group (SIG) within the Center for Workplace Diversity and Inclusion Research, we at the Cultural Conflict SIG have discovered that working as a research team is beneficial in both the generation of scholarship and presenting this scholarship through various academic venues. Having a team to work on the individual components is often helpful, as the team provides an avenue for valuable, proactive brainstorming to ensure all possible issues are addressed beforehand and we are presenting comprehensible representations of the scholarship generated within our working team. As we often reflect on the practices of our group, this article will provide best practices based on the actual experiences of our team members.

1) Ask for Help

Research and scholarship does not have to be a daunting task that occurs within a vacuum. We strongly encourage individuals with an idea to find like-minded individuals to develop projects and present at conferences. These faculty and students can be easily located within the in the numerous research communities or through the various Research Centers. Research Chairs are an excellent resource, as they have a relationship with center members and can guide you to others with similar interests. Other possible sources for collaboration might include Research Center initiatives and programs, national associations, and the weekly SAS Research Hour.

2) Share Responsibilities

While you may have been quite comfortable with writing up the conference presentation proposal, you may need some help with other aspects of the actual presentation. Some of the things to consider are the visual components, such as creating a poster, a PowerPoint presentation, or handouts for the audience. For example, some of the logistical considerations for a poster might include what to include on the poster, the cost of producing the poster, and the size of the poster. A PowerPoint presentation requires collective thought about the intended audience, the number of slides, transitions, and graphics. Another consideration is the technical knowledge needed to develop the presentation. There are times when faulty equipment or not understanding the parameters of the available equipment can create multiple issues.

As attending conferences can be expensive and difficult for some team members to schedule, there are different ways team members can participate. Some members may work data collection and identifying information relevant for the presentation. Others may develop visual graphics and create the PowerPoint presentation. Finally, those attending the conference present the collective work of the team within the presentation. It is a team effort!

3) Editing is a Shared Task

Having a properly edited paper and/or presentation is a necessary task within conference presenting. In our team, editing and proofreading is a task shared by all. There can never be too many eyes when it comes to creating sharable works for a presentation. There is nothing worse than being prepared to present in front of an audience and your work is not presentable.

I will never forget uploading my presentation on the large screens five minutes before the start of a conference and noticing an error. I must have read and practiced my presentation over and over again. So much until I didn't notice my own mistake, until I saw it on the large screens minutes before I was to present.

4) Visit Your Assigned Location Ahead of Time

If possible, a good practice is to view your assigned presentation location ahead of time. Although often times, the room is fine for our presentations, we have also had instances where we have needed to make some type of adjustment or request to change some aspect of the presentation space. For instance, there may be an instance where the heat or air conditioning is not properly working. Or, the necessary equipment many not be available. In any case, it is always better to be prepared and have the ability to anticipate and correct possible issues ahead of time. Conference staff are often happy to assist presenters with alleviating issues, as a good presentation is also a positive reflection on the organization hosting the conference.

At my last conference, I was using a brand new Macbook for my presentation. Luckily, I went to my room beforehand, as I found out that there was not an adaptor for the Macbook so I could hook up to the projector. I contacted a staff member and, luckily, she was a Macbook user and let me borrow her adaptor!

5) Identify Your Intended Audience Ahead of Time

As a team, we work to ensure our presentations are developed with the intended audience in mind. Whether academic-based or practitioner-based in nature, we ensure the research or scholarship project is presented conceptually in a way it is easily relatable with our audience.

A good way to make a presentation attractive to the anticipated audience is to think about the backgrounds of the likely attendees. If this an academic conference, we emphasize the supporting research designs and results by connecting the study to the field. If the focus of the conference is more practitioner-focused, we emphasize the practical application of data provided within our presentation.

I was asked to give a presentation to a group of youth and young adults. Although I was discouraged about the numbers when I arrived, I decided to focus on the quality of the presentation and provide them with useful and relevant information to use in the future. Before I arrived home, I received phone calls from people who said they saw my speech streaming live online and felt my presentation would assist them. One of the participants in the audience was recording directly to their personal page online. Before the end, my short speech the video had more views than those physically in attendance.

6) Always Have a Plan B

Technology is beautiful, when it works. Backup plans allow individual and team presentations to have fluidity no matter what happens. While planning for an effective presentation it is helpful to walk through what could go wrong. Backup plans may include the following:

• Emailing the latest version of the presentation to all team members;

• Emailing the presentation to the conference host (if appropriate) and or media department for the event;

• Cross training of information just in-case a team member is unable to present;

• Making copies of the full presentation or manuscript prior to the conference (it may be considered "old school" but copies still exist); and

• Arrive early to the location and see how the audio / visual systems are working for other presenters. If you are first, then arrive early to work out any kinks for yourself or your team.

If the control codes or setup is unique, it can be helpful to write down the special instructions needed to get the presentation up and running when the session begins. This can be a particularly important step if the presentation involves active connection to the internet or will access and play some recorded content. You cannot anticipate every challenge within a presentation, but it helps to proactively address as many possible scenarios beforehand.

One time, a team member's luggage was lost, which also contained a USB with the presentation. Plan B was to pull the materials from the shared Google drive, but the file formats weren't compatible with what was available at the conference. Plan C was to wing it (which we did) and things went (sort of) well. Now, we make sure that there are many avenues to access a presentation, if needed.

As we move forward in our research and scholarship endeavors, we still often reflect on these recommendations as guidance for our team. We recognize the rewards that come from working collectively on issues we see as valuable within our fields of practice. Presenting at conferences, as a team, creates a situation where it is easier to anticipate and address challenges that might arise at a presentation. In doing so, this allows for many continued success as a research team.

Dr. Michael MacDonald, SAS Alum, Striving to Make a Permanent Political Mark: An Interview with Erik Bean and Rodney Luster

VITAL STATS
Name: Michael MacDonald
Occupation: Personal Trainer and Politician
Graduated: DHA, 2015

Photo of Lauraanne MacDonald and Michael MacDonald. Lauraanne MacDonald is a figure skater and chef. They live with their rescue dog a Lhasa Apso Gizmo nicknamed Lord Gizmo.

Erik Bean:

Hello Michael or I should say Dr. MacDonald. Phoenix Scholar readers will want to first know what career decisions led you to pursuing a degree at University of Phoenix (UOPX) School of Advanced Studies (SAS)?

Dr. MacDonald:

My earliest collegiate experiences included earning a bachelors in exercise science. I had always had an adoration for healthcare. I wanted to be an exercise physiologist and did so for several years at Henry Ford Health System in the Detroit area. I also was a personal trainer. At some point I wanted to enter hospital administration, so I did an MBA and because of that I was actually interviewed by Johns Hopkins for a fellowship opportunity. It was highly competitive, and while an MBA is highly competitive, it was as a broad-brush degree. After I obtained my MBA, I decided to search for a specific degree representing my advanced administrative skills in healthcare. I read about the SAS Doctorate in Healthcare Administration (DHA). The program was rigorous and took a bit longer to complete than originally expected. The commitment was well worth it. Today, I enjoy giving back and helping mentor other SAS students.

Erik Bean:

What years did you study here at SAS?

Dr. MacDonald:

To be exact, 2009 to 2015.

Erik Bean:

Please share with our readers the topic of your dissertation and how you felt it assisted perhaps in your career endeavors?

Dr. MacDonald:

So, I think one of the insightful experiences in retrospect is what I learned during my second-year residency. Never attempt to engage a dissertation if it isn't a topic that you're absolutely passionate about. But once I settled into my dissertation topic, I drew from my experiences as a personal trainer. Something peaked my interest and passion. There had been a group during that time in my life that I really didn't seem to be able to make any progress with as a trainer, and this target group was adult women between the ages of 20 and 40 that had been obese their whole life. I never was able to really make any headway with them and before that I had been able to always make progress with various diverse populations from who I trained and most progressed. But this particular segment was tough. I had made little progress to motivate them, for example. So, I decided to explore this phenomenon via a qualitative phenomenological dissertation study. However, instead of interviewing women who were primarily obese, I actually found women who not only fit the demographic but who also possessed a cognitive understanding (awareness) by health measures, whom were categorized obese not just episodically, but for pretty much their entire life, yet could otherwise become fit. They had found a way to control their weight that I could not breach as a trainer with such a group. In fact, for me, it was very, very difficult to find these women. I had a partnership with the Detroit YMCA, which is where the search began. I think there were about 12 satellite sites and I was able to recruit out of those and was fortunate enough to find enough subjects who fit this profile to satisfy the requirements of the Institutional Review Board (IRB). When I had interviewed the women, there were some interesting indicators or emotional facets that began to emerge. The interviews all went about an hour so I had time to get to know each subject a bit and what was interesting is that all the women I interviewed had, at some point, cried during the interview. You could see the psychological affect. So, I began to see there was a whole lot more psychologically going on internally with each of these women in their desires to achieve fitness, more than just the physiological. And what I found within the study was there were three components to this lynchpin that helped them get there.

One, it took some kind of negative trigger, some kind of extreme negative trigger such as a health scare. Two, it took prolonged positive motivators to overcome the profound former experiences of ridicule or self-image to launch the person even further into achieving their goal. Three, a binding agent such as smaller achievements along the way to reinforce such as actually feeling better both psychologically and physiologically. These three elements would need to endure for this kind of regimen to bind. So, it took "negative" inertia to trigger "positive" inertia to motivate the structure to bind.

Those three components, over time, appeared to create a "self-policing" mechanism in the brain that allowed them all to engage factors and processes that we all have in our brains, the same factors that move us to all get up and go to work every morning. Using this example, that policing mechanism would kick in if you decided to then not go to work, panic might set in and you might start to believe that as a result you're going to lose your home, you're going to have a harsher time surviving and so on. All these processes and affects, over time, initiated this over-riding mechanism in each subject alongside the coupling of not wanting to go back to the negative feelings coupled with the great feeling of the positive motivators and then combined with that regimen in a militaristic structured process that they could achieve optimal health. The perfect storm of affect occurred and now each woman can maintain through and achieve discipline and the knowledge to maintain on their own. This new edict could be transferable to other areas of life, not just healthcare.

Erik Bean:

Fascinating findings. With the results of your study, I can only imagine that type of sample had to be quite difficult to acquire let alone achieving IRB approval and so forth. My first observations are the obvious, Michael, you've acquired a rigorous command of psychological principles. In thinking about this study, it seems like you would have to have that command not only to be sympathetic, but to discover those internal mechanisms occurring in the brain. That leads me to my second thought, which is, do you have any formal education in psychology or a similar kind of background?

Dr. MacDonald:

Yes, let me clarify I actually skipped another rationale in entering the UOPX doctoral program. After earning my MBA, and before discovering the DHA degree, I also investigated a PsyD degree at a small Oakland County college. And while I self-studied psychology as I pursued my options, that school board nixed my candidacy since I did not hold psychology degrees. That experience is one example of my passion to continue to acquire advanced psychological as well as the physiological knowledge. That consideration by the college was my initial impetus to want to attempt a doctoral degree.

Erik Bean:

Thank you for being so candid Michael. Pursuing a doctorate is a serious decision and everyone's journey unique. As a doctoral chair and committee member on several projects, I often advice each student to find a "springboard" study for which the last sample and/or research method best represents the key question which of course is as individual as each student's interests and to which their study can contribute to the literature. Just over coming that hurdle is an enormous undertaking.

Dr. MacDonald:

The School of Advanced Studies (SAS) doctoral program helped me zero in on the litany of research papers and information I needed to establish those benchmarks. I remember diving into the electronic library and other outside media centers spending countless hours searching. The initial spark of fact-finding within my own vertical healthcare expertise as well as consulting with those in the healthcare field propelled me forward. But I acknowledge much credit at my fingertips to the faculty at UOPX and their subject matter expertise.

Erik Bean:

Being comfortable using search tools like the Elton B. Stephenson Company database (EBSCO), ProQuest, Digital Theses & Dissertations, ERIC, and Google Scholar, is the hallmark of most doctoral degree pursuits, but was one more beneficial than another?

Dr. MacDonald:

You're bringing me back (laughing), yes! All of these were an integral part of my search journey, but I probably spent more time using ProQuest.

Erik Bean:

Now that you have been a doctoral alum for three years now, what's next?

Dr. MacDonald:

Getting my dissertation published is a priority and I look forward to tapping into the services available on the UOPX Research Hub. But I have been working on political and other community efforts. For example, I was recently named the Vice President of the Michigan Air Force Association. The organization is comprised of thousands throughout the United States and they are tied to a Washington, D.C. think tank. called the Mitchell Institute. If you're a Congressman or a U.S. Senator and you want any information on the Air Force to help build your platform, then that's where you'd go. So, the pursuit of my degree and the information I have access to is important to me. I spoke with their Dean the other day and I'm considering becoming a fellow within the Mitchell Institute and maybe publishing or extending my study to help the military. So, in response to your question, this post-doctoral work is one aspect of my development, the other is running for the Michigan State Senate.

Erik Bean:

Michael, you are certainly on a trajectory of a community breakthrough either with your research or politically. Do you have any formal political training?

Dr. MacDonald:

To be frank, I do not. But residing in the Macomb County area I have had access to Selfridge Airforce Base and I partake monthly on the Selfridge Airforce Council. It's a conduit for the business community and air base as well as the National Guard to work on a variety of community projects. I ended up there because of my doctoral degree and befriending an Air Force Veteran, Eliza Zimmerman. She ended up having a health issue and knew my background even though I wasn't in the Air Force, she asked if I would consider being her successor in her VP role. But she felt that my background, education, and other experiences were applicable. I met the Airforce Association President, Randy Wittmeyer, who was a Vietnam veteran who shared his extensive background with me. He took my American flag pen off my jacket and replaced it with an Air Force pen and said, "You're my VP for the state of Michigan." Just like that!

Since then, I've been helping them establish chapters in Michigan and a big part of this now is located in Traverse City. We have an aerospace symposium that we're co-hosting with a group out in Detroit and the basis of this is to bring low orbit missile defense commercial opportunities into Michigan which could revitalize its entire economy. Without question, I have increasingly and successfully networked well, and I am grateful for these connections that complement my UOPX doctoral degree.

Erik Bean:

Very Good. I want to give my colleague Dr. Rodney Luster, senior director of research strategy, innovation, and development, an opportunity to inquire with you next. Rodney?

Rodney Luster:

Thank you Erik. Actually, as much of the conversation has centered on healthcare I've been eating my oatmeal, and thinking, I am trying to be healthy and we make hundreds of decisions each day that can affect our health. And by the way Michael, it's just the oatmeal with nothing else in it (laughing), except maybe a little ground cinnamon.

Dr. MacDonald:

(Laughing) I think you'll be fine Rodney. Oatmeal was a smart choice.

Rodney Luster:

I appreciate that vote of confidence in my choice (laughing). First, I really appreciate the line of questions Dr. Bean launched with our interview and your responses to them Michael. Your dialog spoke to me inherently not only for its content but then the pivot to psychology, my background. Some of what I heard about this initial group or demographic you were inquiring into regarding obesity and the lifespan brought about some internal reflections in me regarding a notion in psychology that Freud spoke to regarding "will to power." Freud weighed in on the idea of "motivation" and one's will to power as he called it. In my background as a licensed therapist, one of the most prominent client traits is depression and it is a similar phenomenon. Some of my clients who see me for depression have said that although they see the benefits of various strategies to engage alleviating depression, their biggest question comes from what they see as the "bridge" to actually getting from here to there emotionally. Often, they say, "If I am depressed and laying in bed, how do I even get the will to get up much less engage any therapy strategies?" In some ways they are referring to "action before motivation." From clients who successfully navigate that "bridge" this is what they have said had to happen first in order to engage therapy. So of course, I am curious from the discussion of the three facets of what you uncovered that brought people across the bridge from obesity to health? What were the themes inside of that small slice of mindset called "motivation?" Does that make sense?

Dr. MacDonald:

It does. Going back to those interviews and the fear these subjects typically engaged derail possibilities. However, what I recall is that once they crossed that "bridge" that the fear as negative energy dissipated quickly. It was that initial "pushing the bird out of the nest" part coupled with some potential components of confidence states and feeling better. It was the positive milestones that kept them focused, and once a positive milestone was achieved that represented a positive state, a good feeling, and they didn't want to compromise it by going backward. There was almost an elation like feeling when they were talking about how they were feeling after such achievements and how they're path is set on continuing the path. So, for these subjects, that initial positive milestone became the great kick starter.

Rodney Luster:

Sounds like the majority of your researched subjects didn't want to relinquish.

Dr. MacDonald:

Negative energy can actually conversely get you started, but it's the positive that keeps you going and then it's the structure that makes it practical.

Rodney Luster:

Outstanding work Michael. I recently had the opportunity to interview a psychologist whose research will also be a part of this issue. In fact, his work was also focused around obesity and its psychological components. He interviewed a number of subjects who were also obese, but, who also had a prior history of trauma and its peripheral insidious effect on self-esteem, where obesity may have been metaphorically and literally fed by prior trauma. Your research Michael, and its insights, and the topical matter, will line up side-by-side as a fascinating series of inquiries.

Erik Bean:

Rodney, Michael your focus on health and politics seems like a natural pairing as another precipitant, could you say that one of the reasons that prompted you to run for office is because you are concerned with the health of the local government or maybe the fact that it's not as healthy as you think it should be and would this then be the opportunity for the application of your health model in some way?

Dr. MacDonald:

I think it's applicable to almost any area, certainly government. During my oral defense, one of my committee members happened to mention it was almost applicable for my own story in terms of my progression through school. My grades got better gradually as I got further in education. They were actually the lowest in grade school, and then the highest in my doctoral degree. I share with people that it was during my third-year residency I decided to run for office. I was told by some DC colleagues and in my UOPX residency that if you want to help change in the world, become a congressman because they help push legislation. The seed was planted so the potentials to effect healthcare through this medium appeal to me.

Erik Bean:

Sounds like you would agree this to be known as healthy self-leadership?

Dr. MacDonald:

I love that term self-leadership. You know there have been many experimental governments in history and some have had a harder time getting the formula down. In my opinion, the United States has come the closest and there's two reasons. One, they gave the people the control of the country and two, they gave them free will. Those two overarching components create the healthy spirit in America.

Erik Bean:

Michael, congratulations on following your passion. What is the exact governmental position you're running for?

Dr. MacDonald:

I'm running for the state Senate District 10 which encompasses Macomb Township, Sterling Heights, and Clinton Township, Michigan. It's an open seat that was held originally by Senator Tory Rocca who was termed out.

Rodney Luster:

Let's pivot back to healthcare again. Early in my career I wanted to be a nutritionist as there were just aspects of the discipline I was curious about within the healthcare arena. I think healthcare and how we live our lives is so important to how we feel and behave. Are there any touch points that may surprise our readers regarding U.S. healthcare perspectives? What are your other thoughts most surprising revelations?

Dr. MacDonald:

I think if there is something that stands out is that there's an unbelievable inefficiency operating within healthcare. There's not much of a quantification of the charging for things and certainly not enough of a focus on preventative care coming from the sciences. For instance, the money spent on heart disease. You could save billions if you could just get to people a little earlier and educate them with something like the research I encountered and the self-policing mechanism. Not just that though, I mean, there's so many preventable issues. Money just seems to be tossed around within healthcare without perhaps a full regard to the potentials for preventative measures. I think people probably know that. However, that is my biggest insight and it may seem simple, but it isn't, and I think we are missing the possibilities within the healthcare industry.

Rodney Luster:

Agreed Michael. When I think about this aspect, I also look at how we have evolved in the United States. I read the other day that we're a country that is "over fat" as we have access to so many conveniences now. What do you think is happening?

Dr. MacDonald:

I'll correlate this to the war on drugs in a way that there's always this idea that we're never getting to the root of any problem and we get caught up in the byproduct. We have spent trillions of dollars since the 1980s on the war on drugs. More people today use drugs than they ever did in the 1980s. So where did the trillions of dollars go? It's sort of similar within healthcare. There's so much money being spent on nutrition programs and exercise programs and none of that means anything until people are ready to start actually eating healthier and exercising right. I think at a basic level, everybody knows what foods are healthy and how to exercise. All the money being spent on educating people on nutrition is only helpful if we begin to understand the bridging mechanism in the brain that engages the motivational factors necessary to create the internal environment that promotes change. Until then, it you may be just wasting resources. So, I think much of the focus needs to be on these psychological prospects and getting to the root of these problems and not always just addressing the byproducts of the problem.

Rodney Luster:

In your perspective Michael, another phenomenon we are seeing is a rise in gluten sensitivity. There is a remarkable influx of marketing around this as well. What are your thoughts on that?

Dr. MacDonald:

Well, not disregarding the idea that some of this is research regrading awareness. But, I also know that business takes advantage of things like this and can turn it into a fear tactic exploiting things grossly. I can tell you as a personal trainer, any time a client would come in and say they're trying something new or something they heard about, such things would be huge red flags for me. Because again, we need to get down to brass tacks here, if you know how to eat healthy and you know exercise is beneficial, we need to attack these things from the possibilities. There are times where people will engage some things that may be simply addressed in a more beneficial way.

Rodney Luster:

You know, I think one of the latest trends I've heard about is the keto diet. In particular, its focus is interesting because it's high-fat kind of intake. I believe the idea is low carb, high fat. Thoughts on such current trends in eating?

Dr. MacDonald:

By the way I want to clarify all these diets do have benefits in their own ways. My concern though with people who get too reliant on things like diets like this is that it becomes the driving force without truly getting the possibilities. That's more my concern. I think before engaging things like this we need to get down to the roots of where this desire is coming from to engage such a diet. Are the tenets of the bridge in place? If so, then I would certainly help a client when they're ready.

Rodney Luster:

Sounds like people look for the Magic Bullet?

Dr. MacDonald:

That's a great way to say it, they're looking for the magic pill, a panacea. And inevitably, I don't think anything is necessarily wrong with the pill, but the pill – coupled with other regimens – is potentially better than just the pill by itself.

Erik Bean:

The clock is winding down Michael would you please share your personal daily healthcare regimen?

Dr. MacDonald:

I never miss a cardio day in the morning as my cardio tends to be actually somewhat mid-range duration and somewhat high intensity. I'm kind of tall and lean so I don't have to go as hard as I did a long time ago and my goal is look and be healthy. So, I just make sure I hit my cardio real hard in the morning and do a little bit of resistance training and I'm usually good to go. As for my diet, I need a lot for my metabolism as it is very fast. You know, it's almost been become sort of a joke in our family how much I can actually put down food wise. But everyone is different and much has to do with how quick your metabolism is and what times of the day you're eating and what your body's needs. There's so many variables to it and that that's why when you put together an exercise prescription for somebody you have to do a pretty long fact-finding process before you can put something together that's truly effective for them. Bodies actually tend to slow down and your metabolism does tend to get slower as you're older.

Erik Bean:

Thank you for your advice and insight, then what final advice do you have for anyone considering an SAS doctoral degree?

Dr. MacDonald: If you are going to pursue a doctorate have a specific purpose. Choose purpose over happiness because you know why you are doing it. I think you need to have a very solid plan and purpose in place before you do it. Understand also that school is equivalent to a full-time job when you engage a program like this. Be very serious about it, be very passionate about it, but more importantly, just have a plan how are you going to get through it. Make sure you're working with people who've done it in the past who can help coach and mentor you as well and keep you on the right track, a support system.

Rodney Luster:

Thank you Michael. We hope you reach your full healthcare and political aspirations.

Erik Bean:

I have a feeling we will be hearing much more from you Dr. MacDonald.

Meet David Engstrom: A One2One Session with Rodney Luster

VITAL STATS
Name: David Engstron, Ph.D.
Occupation: Psychologist and Core Faculty from the College of Humanities and Sciences at the University of Phoenix

One2One is a segment of the *Phoenix Scholar* that captures an up close and personal dialogue with a scholar or researcher using a very organic approach by allowing dialogue to drift where the conversation takes it. We hope you enjoy this session of One2One that focuses on how psychologists interpret and use mindfulness techniques during patient sessions.

I had the opportunity to have an informal discussion with Dr. David Engstrom recently. David and I met by chance, where a technical glitch had thrown me in the middle of a Skype meeting between David and his colleagues. For a moment I felt like a spaceman dropped on an alien planet. There was some initial confusion from the result of my sudden presence. The few people that had shown up early, including myself, had a good laugh. It took a moment, however, to gather that these were humanities folks, they spoke my language and are always some of my favorite people to talk to. So, we began a short conversation before their meeting began.

I happened to begin asking a few questions before the meeting started and found out that the two intended meetings (one that I was expected to be at) had unintentionally overlapped. As part of that pre-meeting discussion, David and I began a conversation based on our mutual interests in psychology and therapy. David had mentioned he was developing a TED Talk presentation and the subject matter intrigued me. It was through a few LinkedIn conversations after this initial introduction that we exchanged some thoughts, and I had the idea to feature David as part of the next *Phoenix Scholar*. I just felt as though the area of research he was engaged in might coalesce nicely with the issue's subject matter and focus.

I called David around brunch on a sunny day in July. We chatted in between sips of my favorite cold brew. As David picked up, there was an immediate comfort in our conversation as we simply talked as though we were two old friends hanging out and catching up. I was interested in some of the basic formalities of his background, the psychologist, the professional. One of the things that's always interesting to me when it comes to professionals is the historical foundations that brought the person to where he or she is now, and what trajectory was set in place that created the interest. I truly appreciate where people come from, the decisions they make, how they have arrived where they are, it's simply a part of my own unusual disciplinary blend of psychology and sociology perhaps.

I focused on the conversation at hand, "So David, where you from?" David said, "Well, I was born and raised in Chicago, went to the University of Illinois for two years, ended a bad romantic relationship and moved to Washington DC to finish my bachelor's at George Washington State in Psychology. Then I moved on to the University of Southern California for my PhD work and finished there with sort of a specialty in health psychology. That's been something that's interested me a lot from the beginning, so I began practicing health psychology mostly in medical settings which sort of sets me apart from the average psychologist." I thought this was already becoming interesting, a specialty in health psychology. I myself had always had an interest in health professions, taking nutrition classes, speech therapy, and others, accumulating an eclectic blend of things when all along I was headed towards psychology.

David continued, "I've worked in chronic pain programs and I've worked with cancer patients, I most recently worked in a bariatric surgery unit where we did lots of surgeries on people who are considered obese and who have all sorts of comorbidities as a result. I just learned a lot I guess about that connection between the mind and the body. So that's sort of been my focus and I love teaching so I added that to my roster. I've been core counseling faculty now for a little over a year in this area. I have taught for about nine years just independently as a faculty member in psychology as well. Currently I have two major interests where I wrote an article about a year and a half ago for Counseling Today on a behavioral health toolbox which introduced counselors to the idea that you have to look beyond the mental health conditions and really look at how they interact in an integrative sense with physical health conditions in their own perspective.

I've gotten very interested in mindfulness which I've been practicing for many years now. And, so, we did a study. Have I gone too far off the path Rodney?"

"No, not at all David, please continue, this is fascinating history when it comes to your background." I didn't mention to David my own approach to understanding people's movements in life using a sociological hat, but I knew I was already thinking in that mode.

David continued, "We did a study just a year and a half ago, looking at the way the counseling program online is set up and the students. All students have to come out three times during their career to do a residency which runs three full days; Friday, Saturday, and Sunday. In the early ones what they have to do is practice their interviewing skills and the last day they're evaluated by three separate faculty on their skills in the normal criteria for interview skills. So I gave them a test before they even started, sort of a questionnaire, you might have heard of dispositional mindfulness? The idea of what people carry around with them every day versus the kind of person that goes and practices every day? Just because I really think there's a variable there, and I believe that some people are just generally more mindful than others. So, I looked at the amount of therapeutic presence of the students here. I gave them a test, a questionnaire – I'll have to send it to you so you can see – that just evaluates dispositional mindfulness in the form of a sort of native mindfulness amongst students. After I collected this on 47 of our graduate students I had them all go through the interview process and get rated by three faculty on all those criteria I set forth. I believe there were 12 and I narrowed it down to three that I thought had extremely high correlations with their original score on dispositional mindfulness. So, we've kind of turned this into a little presentation now."

Dispositional mindfulness is something that I had briefly heard of in my own exploits through magazines like *Psychology Today*, but David had my curiosity piqued now since I have used mindfulness with my clients. "I'm still really interested in that whole field and maybe expanding the idea of measuring mindfulness and mindfulness in our students." I knew David also had another inherent interest, and that was in a subject in which I specialize. "I think I sent you some PowerPoints on something else I've been very interested in Rodney, and that is trauma and its effect on chronic illness later in life because in working with chronic pain patients, morbidly obese patients, people with cancer, there is a fairly high rate of cardiovascular disease. With that, you can also find this fairly high incidence of childhood adverse experience, namely early trauma. So, we looked at studies, you know, from many different areas including those that studied migraine headache, irritable bowel syndrome, obesity, cardiovascular disease, and several others and really looked for links that are out there in the literature already. So this is really more literature review rather than any new research that I've done in this area. So that's what we're kind of working on now and I'm actually probably going to submit this to a periodical, I'm excited about this research."

I was thinking now about dispositional mindfulness and my own profession of counseling and how, over the years, I have taught students about the importance of being there with the client, really being in the room. It's knowing where you are and what you are engaging at the moment. I have had students ask me about this before, reminding me that when you are young to the profession it can be hard to remove the need to occupy a room with our own sense of ego and self. I then said, "It is definitely worth the excitement, these areas of health and mindfulness you are engaged in David, and you even have me thinking now, going back to mindfulness you know, that term dispositional mindfulness. I was just reflecting for a moment and I really find it interesting how a term like mindfulness is something that I hear in places like yoga studios or see in magazines quite a bit these days and I think it's almost become a pop culture term now."

David was quiet for a moment. "Totally, you can't pick up a magazine these days without some kind of mention or article on it," he agreed.

I felt the need to dig deeper, to paint the picture. "Right, it is everywhere, and in some ways you know people speak about it from a yogic perspective or from a Zen perspective. And now, you have counselors using it in practice; engaging a sort of medical model perspective regarding it. But this term you mentioned, dispositional mindfulness, that's a bit different, where you are extending the relevance of mindfulness to one's disposition or position. How does this play out with what you are looking at?"

I wanted his elevator pitch for such a great term. "Generally speaking, Rodney, I've approached it a little differently because most of the clinical work that's done on mindfulness is about actually teaching it to clients, right? So, you can find all sorts of articles about mindfulness training with clients too. What I wanted to do was look at, you know, these very scared first-year graduate students who have to come and sit in front of three faculty members to do an actual interview. I wanted to see if we could turn that around and look at how mindful or, actually I like the word present a little bit better, how clinically present they could be when they're with their client? So, I found a scale, and it's a really nice scale called The Mindfulness Attention Awareness Scale. Basically, it's a very short 15 item scale that gives you a pretty good measure of the level of dispositional or native mindfulness that people have as opposed to learned mindfulness. Where, if I were to go to a Zen seminar for six weeks – for example – that would be different. But this is just what people carry around with them all the time, its native, dispositional, and so I found there was a great variance in people's level of mindfulness that is on that specific scale. Once we got that scale established and understood that some of these counseling students were at a very low level and others were at an extremely high place, it was sort of bimodal in some respects. If you look at the graph there's sort of a whole bunch of people that aren't very mindful at all and a whole bunch of student counselors [he is referring to student's entering the counseling field] who are quite mindful. What we did was we just kept those scores and through three evaluations by their respective counseling faculty, we were able to see how well they did in terms of their original mindfulness score. This was about three days after they took this test. They took the test with no knowledge of what it was about. I mean it didn't say this is to measure mindfulness, I just said, you know, just fill out this real brief survey. Hopefully I didn't bias that too much, but in my view mindfulness is simply being still and being present and that's really all it amounts to. I think it's the present part that's hard because, as I tell the students, they're sitting there thinking 'what are my classmates thinking of me?' 'This patient's crazy.' All those kind of wild thoughts that everyone might have had as a student, that go through your mind right? Not that 'hey, I can kind of filter those out and just come back to the present moment.' Well, it's a different slant in the sense that it looks at professional mindfulness rather than client mindfulness. Does that make sense? It's a long way around the question you pitched."

As he said this I was remembering my first time out counseling and there was so much of me still convoluting those early sessions, try as I might, it was hard to step back from the things we worry about most. I remember being worried about whether I looked attentive, what must they think of me, were they wondering why I was doing this, was the room okay. So many things a rookie goes through at the beginning stages of student counseling intern days. However, that's also where you find your voice eventually, and it's a time filled with great wisdom from supervisors who oversee interns.

David spoke, "This goes way back Rodney, to people like Carl Rogers and, oh gosh, there's whole list of people that really describe mindfulness in different words, and I found that very interesting too, as there has been a long history of professional therapists and therapists teachers trying to teach their students to be present. All the way up to people like Marsha Linehan who did DBT (Dialectical Behavior Therapy). A lot of times we're chattering, our mind is saying, 'what's going to happen next? What does this person think of me?'"

Laughing in my own mind at what David was saying based on what I had already been thinking about earlier in our conversation. "David, I know as therapists we have to be mindful anyway of what are clients are saying and that takes years of practice."

David responded, "Yes well, I think you kind of answered it partly Rodney but I think it's something that we have to find in ourselves, the right countenance."

I knew he would get to what I had been thinking about about in terms of a counselor finding their own voice, David is the consummate professional. "I feel you mostly see it's starkness in supervising counselors a lot and psychologists too, from that vantage where you are overseeing them. I find that the biggest distraction is focusing on their own agenda and I think there's a piece of mindfulness that gets you back to the client's agenda and keeps you off of your own."

David was on target with that statement. "So I really believe that there's a clarity that comes about when people practice this skill. And of course, I have also found that some professionals naturally have this skill while lots of others don't have it that much."

I again remembered some of the things my supervisors had warned me against in my early days of counseling. I thought David might expand this topic a bit, and it offered a chance to hear from another therapist regarding their own version of such dynamics. "I know from my own experiences, David, what my supervisors steered me away from, but give me an example of a scenario where a therapist who might engage in their own agenda might miss the big picture."

David responded, "Yeah sure, an example would be, well, the most obvious probably is hitting on topics that reflect on the therapists' own life in some way, and that's where they likely kind of insert their own biases in that regard. In fact, we all have a variation of life stories based on our own culture, how we grew up. There are all sorts of interesting studies I've heard about cross-culturally when we see the effect of our own agenda, whether that's at a conscious or unconscious level. Those studies show that when we work across cultures, if I were to see say an African-American client or you were to see a Hispanic American client, our biases and stereotypes about those cultures may sometimes influence what we're hearing and what we're seeing, going back to our own agenda. I think if we find the best parts of counseling it's really about understanding the person's perspective, their own culture, their seminal events, and reflecting feelings back to them. When you're thinking of your own agenda that's very hard to reflect accurate feelings back to the client, at least in my own experience." David's words resonate. Being half Hispanic, I see the obvious reasons why what he just stated are important, but how the nuances of what it means to be like me, to be the marginal man who walks between two cultures means, and how what he just said is so important.

I wanted to let him know my thoughts on this aspect, "Yeah, that makes absolute sense and it resonates with me as well. I was supervised by a brilliant professional and she taught me so much about this aspect and mindfulness to that extent. She's now in France and doing some great stuff there but she was a strict Freudian, taught back in the day, by an ensemble faculty of males who were all Freudians where she was a graduate student at the University of Texas. You can imagine for a moment what that must have been like for her. But she had conveyed to me after watching me in sessions, some of her own wisdom based on her experiences as a graduate student. This was regarding mindfulness. She had recalled her first series of sessions, being watched by these scholars, Freudians remember, I picture this group like some mystical oracles banded together that only certain lucky individuals have the honor of approaching" I was laughing as I said this, I really could envision that, "and these were the ones who were watching her counsel. She said she went in, took her notepad and pen, was looking quite the therapist – very professional – at her series of appointments that day. Being observed is quite the experience as you remember David."

He agreed with a "most definitely" and I continued. "She said after the day was done, all sessions having occurred, that it was time for a debrief with this oracle group, [laughing] and so you can imagine how nervous she might have been. They began by asking her to recount details of each of the clients she saw throughout the day. She remembered some important vitals she thought, things that she was careful to write in her notes, astute descriptions. But she said that when she was done describing they threw a curveball her way. They asked her about things she had not observed and she checked her notes against each of the things they had observed but try as she might to find something of these items in her copious notes, she could not. She finally said, exasperated, 'I am not finding these items.' They all grew quiet, and simply said, 'that is because you were busy taking notes.'"

This story still makes me think, makes me aware whenever I speak with clients. I was wondering how David would respond. "Yeah, you know, I really resonate with this, about taking notes in sessions. I usually make it a point with my counseling students to tell them during the introductory session you can take some notes (emphasizing some) occasionally but after that you want to sort of set the notes to the side for a while because it becomes then a process of taking notes and accurately recording things which is not really part of the session. Like your background Rodney, I was supervised in my internship by an interesting person, a man who was taught by someone you might or might not have heard of, but it's one of the older analysts, his name was Hellmuth Kaiser."

I knew exactly who David referred to. Hellmuth was around during a time when many of the prolific people in philosophy, psychology, and sociology were making terrific strides in these professions. David spoke, "He left such an impression on me. But essentially what he said was the only thing important for therapy to take place is for the client and the doctor to be in the same room. He called them doctors back then, but it was still utterly simple, (the process you know) we got rid of all the theoretical stuff and just talked really about presence in the oldest sense. So, there's a long history of this sort of thing that I think often we overlook and I'm sure students overlook."

I thought this was a brilliant observation in what David recounted. "Agreed" I said. "I know that you know, when students begin typically I think they are busy looking at initially how they should solve the problem, what techniques should I use, what's the diagnosis I should make? All of the things that we all have to learn to negotiate." David said "That's also quite important, the skill that we need to bring into that initial evaluation, you have to be even more present with the client but then, later on, you're quite right. I mean, if you're a DBT person or Rogerian, whatever, you also have to start thinking about strategies at some point that's exactly right."

It was almost time to close the great discussion we were having as I looked over at the clock sitting on my desk and an empty coffee cup. Mindfulness I thought, laughing to myself quietly. David had instilled in me through our conversation, a new way of understanding the topic of mindfulness by extending its usefulness to our profession. Dispositional mindfulness had caught my attention. I thought, what a great label for the concept he was advocating.

"Well David, I think that's going to be a fascinating subject to pop open because I think it's another splinter effect of the profession, maybe all professions in some way, but probably even bigger than that. I think it deserves its own category because you know that mindfulness topic, when people see that word they think of a lot of things or simply believe that it's a simple concept, undervaluing what it really means. But to the people who are engaged clinically, helping people, dispositional mindfulness can be another component of their toolbox."

David paused and said, "You know, I'm glad you appreciate it Rodney, thank you."

After a few final pleasantries we said our goodbyes and took a moment in my office, to just be present, to acknowledge that I and many others that live in a world that is fast paced, need to begin looking at how we tender the currency of our own lives, our job roles, with regards to the possibilities of dispositional mindfulness, and the possibilities of potential research in extending this to other disciplines. Now another interesting research trail for discovery, but that would need to wait for another day, because right now, I was being mindful of my solitude and it was nice!

Dr. Rodney Luster is the Senior Director of Research Strategy, Innovation and Development at the University of Phoenix and is also the Lead Designer for the *Phoenix Scholar*. He also is a licensed therapist who practices in Austin, Texas. You can find him on LinkedIn as well as on *Psychology Today* profiles.

Networking the Bay Area: Continuing the Dialog to Promote Scholarship Among SAS Students, Faculty, and Alumni

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Doctoral students have limited opportunities to collaborate and advance scholarship when conducting research and progressing through the dissertation writing process. This is especially true when completing an online program where there is a feeling of isolation. The opportunities for in-person collaboration and research may be limited by proximity, identifying collaborators, or a network of likeminded colleagues.

In any organization, opportunities to collaborate with colleagues should be a process that is readily available. The first step for an institution of higher learning is to recognize such shortcomings and develop a means for individuals to connect in-person to share experiences, offer support, and create a network of commonality where research and collaboration can flow freely. Just as individuals have different learning modalities, the same holds true for scholars in formulating and conducting research studies by seeking colleagues with similar research interests for collaboration that is meaningful. Thus, the process of conducting research within a communal cultural setting (Gardner, 1999) with colleagues becomes rewarding, camaraderie is defined, and collective accomplishment is attained and celebrated.

The Bay Area School of Advanced Studies (SAS) Networking model was inspired by alumni in San Diego with the support of SAS (S. Van Pelt, personal communication, April 3, 2017) and is similar to networking events held by other academic and professional organizations in the region. The purpose of networking, as Bandura (1986) posited, "People not only gain understanding through reflection, they evaluate and [but also] alter their own thinking" (p. 21). Following the Boyer's model of scholarship, the focus of the Bay Area program is to bring together SAS students, alumni, and faculty in a collegial environment to support current doctoral students, academic research, collaboration, and scholarship with the goal of publishing seminal works. When doctoral students are provided the opportunity to engage in an informal setting, they have the courage to share personal stories and experiences. Those stories are "not only about their dissertations, but the highs and lows" (Crawford, n.d., p. 12) of the doctoral journey where commonalities of shared experiences can be voiced in a safe environment.

The monthly evening events and bi-annual all-day Saturday workshops focus on specific topics driven by doctoral students ranging from residency preparation, the nuances of APA, data collection and analysis, and journal publishing. Based on doctoral student recommendations, an upcoming networking event will be held via Skype during lunch. The event will be hosted by the Bay Area SAS Networking Group but will be promoted to all SAS students, faculty, and alumni. Each of the events further the consensus of scholarship via discovery, integration, application, teaching, and learning; therefore, the ability to build knowledge through opportunities of shared experiences to broaden a network of scholars via creativity, innovation, and diversity (Braxton, Luckey & Helland, 2002).

The population served by the Bay Area program comprehensively represents each of the University doctoral programs which comprises 154 active SAS students and 95 alumni from the Bay Area, Sacramento, Fresno, and Los Angeles. Participants regularly drive two hours or more hours to attend the events to further their scholarship, but also to maintain the collegial bonds formed.

Success is celebrated. The program has seen numerous successes, including inspiring one doctoral student to complete and defend her dissertation within 60 days of joining the group in October of 2017, attending the national commencement, and she was the first speaker for the SAS Alumni SIG webinar series.

Over the course of the last year and a half, the Bay Area SAS Networking Group continues to be an active and innovative organization focusing on supporting our doctoral students. The doctoral journey can be difficult, frustrating, and hard work. The local SAS faculty and alumni recognize each of the potential pot holes and bumps in the road a doctoral student may encounter. Acting as local mentors, for students who may not have a dissertation chair or to supplement the relationship of a geographically distant dissertation chair and committee, the SAS faculty and alumni continue to work with our doctoral students, to help steer them back on course, pushing the limits of their understanding, and setting attainable monthly goals. In this capacity, the SAS faculty and alumni continue to motivate the doctoral students, while encouraging them to understand that their academic doctoral journey may be long and arduous; pushing their personal boundaries and working at a slow and steady pace to reach the pinnacle of their program. The Bay Area Networking faculty and alumni continue to assist these students in setting and attaining realistic goals. The work includes not only the moral support as academic cheerleaders, but in the practical applications of reviewing dissertation proposals and studies as another set of "eyes" prior to posting to Quality Review Methods (QRM) and Quality Review Final (QRF), assist in answering questions about the dissertation process, and helping each individual student navigate their doctoral journey.

The objective of the Bay Area SAS Network is to continue to champion Boyer's model to further scholarship by "integrating ideas [and] connecting thought to action" (Boyer, 1990, p. 77). Scholarship and shared experiences is what binds the individuals who participate in this network (Stobbe, Mishra & Macintyre, 2013). The role of this Bay Area SAS Network, its faculty and alumni, are to continue to support and encourage the doctoral candidates to self-understanding and the authorship of their dissertation study; the culmination of their personal academic journey (Batchelor & Di Napoli, 2006). The process of developing and supporting collective academic and research networks is essential for the future of inspirational collaborations as we continue to rise as a University.

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Photo (L to R):

Front Row: Mary Horne, Dr. Betty Diggs, Ruffy Yu, Krisda Cripe, Chris, Sabrina Atoyebi

Back Row: Steven Campas, Kimberly Anderson, LaDeitrich Miller, Dr. Cheryl Burleigh, Sonia Askew, Karma McDonald, Edwin Abieanga, Jackie Friedrikson, Mart Friedrikson

International Leadership Association

Authenticity, Peace, and Prosperity Summon UOPX Scholars to ILA 20th Conference

Erik Bean, Ed.D.

Associate Research Center Chair

Center for Leadership Studies and Educational Research

More than a dozen University of Phoenix (UOPX) scholars heeded a peer reviewed call last winter for the chance to partake in the International Leadership Association (ILA) 20th Global Conference (http://bit.ly/2AB6jEh) entitled, *Authentic Leadership for Progress, Peace, and Prosperity* to be held on October 24-27 in West Palm Beach. From session chairs and panels, to symposiums and roundtables, to papers and posters, the theme zeroes in on the era of fake news and the ability of leaders to authentically engage with followers and stakeholders for the greater community good. The list of research topics and conceptual discussions either led by UOPX scholars or co-authored are certain to be popular for many months to come.

For example, Janice L. Cardwell (http://bit.ly/2iELj5p), UOPX VP will be chairing *Leadership Development in Africa*. She also will be presenting Entrepreneurs: *Authentic Leaders in Training*. Cardwell, was recently named chair-elect of the ILA Leadership Development (LD) group and is set to take over UOPX Hawaiian Business Campus Chair Renee R. Green's ILA LD seat next year. Both Cardwell and Green are well represented throughout the conference. They will play host to a member interest group entitled, *Leadership Development Member Interest Group Master Mind Meeting*.

Green will chair *Authentic Leadership and Cultivating Trust Within Today's Complex Leadership Arenas*. She also will be presenting *Is There Freedom in Forgiveness? Releasing the Past and Regaining Leadership Momentum*. "Authentic leadership indicates that leaders, for the most part, are technically proficient in their jobs if hiring and development are intentionally executed. Where research gaps exist are through self-awareness, character, and interpersonal interactions that cause conflict and can imprison leaders. Takeaways from this presentation will provide insight on: To forgive or not, that is the question; The connection between forgiveness and authentic leadership; Practical activities to implement forgiveness," ILA 20th Conference Proceedings (http://bit.ly/2MIIK2H).

Center for Leadership Studies and Educational Research Associate University (CLSER, http://bit.ly/2jS3Zxt) Research Chair, Erik Bean (http://bit.ly/2iPinHM), is set to chair a rigorous look at the relationship between yoga and leadership. Dubbed, *The Indispensable Truth of Yoga: Authentic Leading and Learning for Inspiring Performance* with UOPX presenters LauraAnn Migliore (fellow in the Center for Learning Analytics, http://bit.ly/2z0S8XG) and Kevin S. Bottomley (CLSER senior fellow and certified yoga instructor), both 2018 Distinguished School of Advanced Studies (SAS) Scholars, as well as with Cheryl Burleigh, Lunthita M. Duthely, and Alverna M. Champion, as they examine the efficacy of the ancient practice and its contemporary leadership connection. "For centuries yoga has been intrinsically tied to self-leadership. Its popularity and tremendous growth attest to its effectiveness. VAE: Vision, Alignment, Execution combines yoga with a behavioral leadership process model to foster a powerful intellectual, physical, and emotional elixir capable of unleashing your full leader potential," according to ILA proceedings (http://bit.ly/2MIIK2H).

In addition to a roundtable listed below, outstanding visibility by the works of 2017 Distinguished Senior Fellow (CLSER) Lynne Devnew (http://bit.ly/2Lca7NO) have a prominent showing of UOPX representation. Here Devnew will chair a panel, *Leading with Authenticity: Connecting Girls' Development of Voice and Women Leaders' Response to Silencing* featuring Judith Babcock LaValley, Kansas State University; Chanda D. Elbert, Texas A&M University; Ann M. Berghout Austin, Utah State University; and Devnew. "Exploring an iterative process between leadership practice, leadership feedback, and finding one's own voice, the panel will begin by describing a collaborative autoethnography of five women leaders." Devnew also plays host to *Women & Leadership 4th Annual Conference: Information & Involvement Session* (http://bit.ly/2w3KBWc). That conference is scheduled for June 16-19, 2019 in Santa Cruz, CA. Devnew just completed the editing of the symposium section of the 12(1) 2018 edition of the JLS where she co-authored the introductory article entitled *Women in Leadership-How Do Differences Matter?* with Julia Storberg-Walker (http://bit.ly/2w1FBI3).

Other formal presentations include *Overcoming Physician Burnout: A Culture of Conversation for Provider Well-being and Institutional Prosperity* by Lunthita M. Duthely, University of Miami Health System and SAS chair; Louise Underdahl, UOPX chair; Terri Jones Meineke. As well as a poster *Competencies of Outstanding Executive Coaches: A Grounded Theory Approach* by Kent M. Blumberg, UOPX faculty.

UOPX Scholars Prominent at Several Roundtable Sessions

Under the guise of Leadership Scholarship (LS), a category that helps scholars foster rigorous publication and presentations tied to the literature finds a roundtable held by veteran Editor of the Journal of Leadership Studies (JLS) Mark L. Ludorf, a professor of psychology at Stephen F. Austin State University, joined by JLS Executive Editor Henrich Eylers, UOPX executive dean, and Erik Bean *Leadership Perspectives* (LP) new section editor. Ludorf will lead a roundtable about publishing opportunities and guidelines (http://bit.ly/2Bd8pLL) and is expected to feature a new JLS LP published section showcasing the historical works of authors Dr. Gutmann Martin, lecturer at the Chair of Negotiation and Conflict Management and in the Department of Management, Technology and Economics at ETH Zurich, Switzerland, and Dr. Robert Vecchiotti, UOPX SAS chair and leadership consultant.

Several from UOPX appear under the Business Leadership (BL) segment. *Building the Perfect "Pracademic": Bridging the Gap Between Higher Education and Communities of Practice*, is the brainchild of University Research Chair of the Center for Workplace Diversity and Inclusion Research (CWDIR, http://bit.ly/2vISvn5) Kimberly Underwood and Research Fellow Donna Smith. As noted in their abstract, "The gap between research and practice is not a new phenomenon. Trepidation regarding the extent to which academic research engages with and contributes to actual practice within various fields is a concern of communities of practice. Academics note the value the scientific rigor and relevance of research is not appreciated. In response, presenters within this session introduce the concept of the 'pracademic' and discuss their experiences with pracademic development, the strengths and value of pracademics in communities of practice and facilitate interactive dialogue with participants about how to best utilize pracademics within strategic planning and organizational development efforts." (ILA, http://bit.ly/2MIIK2H) Earlier in the conference, Dr. Underwood will conduct an individual presentation, A Qualitative Exploration of Workplace Learning through the New Employee Lens.

Senior Research Chair, Center for Global Business and Information Technology Research (CBITR, http://bit.ly/2Monols) Fiona Sussan, is co-presenting *Winning at Work - Leadership Activities Female Project Managers Use in Banking Despite Gender Bias* with Jermani Felcia Thompson, JSquared Management Consulting. Attendees will learn about their study that reveals formal or informal leadership activities needed for female project managers to alleviate steadfast gender workplace bias.

Janus wins: Dyadic Dynamics of Middle Managers is the subject of yet another BL roundtable conducted by SAS Alum Steven Geer and Devnew. "Discussion postulates corporate approaches to optimize win-win-win states would increase flexibility and empowerment to middle managers in their simultaneous vertical dyads to form triads conducive to emerging authentic leadership and improved LMX quality. Insights discussed improve our understanding of middle management value as agents of change and shepherds for innovation." (ILA, http://bit.ly/2MIIK2H)

Another popular roundtable track is the Leadership Development (LD) category. Dean of Research and Scholarship, Mark L. McCaslin will welcome attendees with, *Finding Healthy Leadership through Sustainable and Authentic Practice*. According to the proceedings, "This presentation concerns itself with the act of leading human potential towards its fullest expression. Call it healthy leadership. Taken as an art, a potentiating art, the nature of leadership becomes less mysterious and complicated." *Prudence as a construct to embody leadership for peace and prosperity* again features Migliore and Bean. The two explore the concept of prudence as a construct in practical behaviors. Prudence is based in theoretical context of self-leadership, individual performance, and leadership styles - transformational, transactional, and laissez-faire. UOPX Faculty Pamela A. Gordon and University of Essex Faculty Brett Anthony Gordon will hold their LD session about a qualitative study that explored the concept of service-learning dubbed *The Role of Volunteer Organizations in Leadership Skill Development*.

The Leadership Education (LE) category features UOPX Faculty Katherine Temple and Indiana Tech University Faculty Christine E. Cooper as they share the results of their work, *Promoting Tolerance and Social Acceptance: Ideas for Peace Education Leadership Development*. "The roundtable will examine multiple methods for peace education and discuss how to transform educators into international change agents. The discussion will consider leadership development ideas, approaches, strategies, and activities for teaching peace, tolerance and acceptance. The intention is to develop resources that can be used and shared with the ILA community as a mission towards promoting world peace," as described in the ILA proceeding (http://bit.ly/2MIIK2H).

Ecosystem Builders: Liaison - Animateurs? Research Report In Progress

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Abstract

What differentiates ecosystem builders? Are great entrepreneurial ecosystems truly built bottom-up, entrepreneur-led as Brad Feld (2012), Startup Genome (2018) and others argue persuasively? Given the near-absolute policy dominance of the triple helix and clusters before that, a focus on the inherent connectivity of ecosystems is imperative. In particular, the practitioner community argues for the centrality of connecting and thus connectors. This project is part of a larger effort to understand the nature of the critical connectors in entrepreneurial communities. The Ewing Marion Kauffman Foundation and others argue that a new profession has arisen, that of the "ecosystem builder" (e.g., 2017, 2018). Implicit in this is a belief that ecosystem builders are inherently more entrepreneurial. We thus seek here to characterize ecosystem builders on multiple dimensions as to knowledge, skills and beliefs, on critical behaviors, and on the entrepreneurial mindset.

Introduction

Study of entrepreneurial ecosystems is still relatively nascent and is still dominated by top-down models that focus on institutional actors and processes, despite the growing realization that "ecosystem" is much more than a clever metaphor (Brown & Mason 2017; Krueger 2013; Stam 2016). Entrepreneurial communities are deeply and complexly interconnected, not just a network but a network of networks. If so, how then should we direct our research efforts? One recent clue was a case study of the rise of entrepreneurial programming at Aalto University where the ecosystem and entrepreneurial learning activities actively and intentionally co-evolved (Bjorklund & Krueger 2016).

At the just-completed Growing Entrepreneurial Communities summit hosted by the Federal Reserve, it was clear that we need to devote more energy to supporting connectors, especially the "super connectors" whose ability to nurture and connect other connectors seem so crucial to the growth of entrepreneurial communities. We heard the exact same call from the delegates to the Ewing Marion Kauffman Foundation's global ESHIP summit of ecosystem builders. But to support them, we need a much deeper, richer understanding of what they do and who they are.

At the 2017 summit of organizers of the 100+ chapters of 1 Million Cups, the senior program officer for ecosystems asked me "What makes entrepreneurial ecosystem builders different? Do they have the entrepreneurial mindset?" Because of my research into both ecosystems and entrepreneurial thinking, it was hard to not see the opportunity here.

Connectors or Liaison-Animateurs?

We draw here on seminal work by Karen Stephenson (e.g., http://bit.ly/2MwPnC1) who studied the super connectors in both organizational and civic communities. One striking example is the city of Philadelphia where a parallel effort had identified the 100 "most influential" Philadelphians. What was striking was that there was essentially zero overlap between the "most influentials" and the top connectors.

In an entrepreneurial context, it is hard to forget the clever term developed by Irish entrepreneurship expert, Gerry Sweeney: "liaison-animateur" (1985). Great connectors – the kind who truly help build ecosystems are not just connectors or brokers, they are proactive and add energy to the system.

Much of the work that that drives practice in this arena comes not from academe but from practitioners such as the Center for Rural Entrepreneurship, the Kauffman Foundation, and the stellar work of Startup Genome (who has now begun to study the role of 'founder mindset').

A scan of the research literature finds a messy picture beyond the scope of this proposal but the larger project includes a systematic literature review (a la Nabi, et al. 2017). Similarly, the research into the entrepreneurial mindset is even messier and more under-developed. Here too the best work appears to be practitioner-driven (e.g., OECD work by Lackeus 2015, Penaluna 2015 & Krueger 2015).

Most recently, at a major international conference on entrepreneurship education Ted Zoller of UNC presented the "dealmakers" social network analysis (SNA) findings and related work arising from work by UNC's Maryann Feldman, Ted and others (e.g., 2012). One complaint often lodged against ecosystem research is the failure to use powerful methods in the SNA toolkit. This suggests powerful future directions for this research, e.g., patterns of connectivity among ecosystem builders and how that connectivity is influenced by data here.

Implications for SAS/UOPX

All the foregoing tells us that there is likely no better place to explore ecosystems and their connectors than through focusing multiple lenses on this seeming new breed, the entrepreneurial ecosystem builder, a/k/a the liaison-animateur. The opportunities to collaborate are immense and I would be honored to help their efforts in some small way. I look forward to those opportunities!

Research Project Details: What Makes Ecosystem Builders Special?

What is different? In ways that are interesting and useful?

How do they think? (mindset)

What do they know that's different/unique? What skills do they have? (KSA)

What do they DO? (actions)

Subject Pools [PI is active participants in all of these]

ESHIP delegates (>450 individuals)

Growing Entrepreneurial Communities delegates (<200)

1 Million Cups organizers (~300)

Startup Weekend Organizers (global, >6000) We have inside contacts with Techstars

Global Entrepreneurship Network (global, >10000 Global Entrepreneurship Week organizers)

And via GEC, membership of the International Council for Economic Development (>5,000)

Advisory Board

Have advisory board members from each of the subject pools. I already have commitments from both ecosystem builders from Saudi Arabia to New Zealand AND academic experts from OECD, EU, China and USA.

Key Research Tools

1) Mindset: Do they share a entrepreneurial mindset? What beliefs/attitudes?

Online survey of mindset dimensions (100-200 questions) details below**. What facets of the mindset do they have –or lack? Read this for more: [http://www.oecd.org/cfe/leed/Entrepreneurial-Education-Practice-pt1.pdf]

2) Role Characteristics: Knowledge, Skills, Attitudes/beliefs, Behaviors

Modified Delphi survey, asking what is it that ecosystem builders perceive as what ecosystem builder know that is different/unique/important, what skills do they have (or should have), and what do they DO that in different/unique/important. We expect to end up with a list of 5-15 crucial KSA's, useful for training programs, etc.

Mindset Instrument

Scales included here*:

- Grit (persistence)
- Learned optimism (resilience to adversity)
- Action orientation (bias for action)
- Cognitive flexibility (predicts dot connecting)
- Role identity (as entrepreneur) 'Entrepreneurial intensity
- Entrepreneurial self-efficacy (perceived competence at key tasks)
- Entrepreneurial Intent (and antecedents) and entrepreneurial background

*We can add other scales as desired/needed (e.g., Dark Triad)

Pilot Studies

Instruments were repeatedly pretested then a more formal pilot study was conducted in July 2018 (http://bit.ly/2MnbJtB). Next step is more formal rollout across multiple populations (see below).

Where Next?

The larger project that this is an element of is already underway and what follows here are the likely next steps.

July

First trial data: pilot results from the 2018 ESHIP summit at the Ewing Marion Kauffman Foundation in mid-July.

September

We will present initial results to this 2018 IPAG conference in Paris on Entrepreneurial Cognition. I am already keynoting and we are planning a discussion/symposium on the interface of entrepreneurial cognition and entrepreneurial ecosystems. This is an opportunity for everyone involved in this project.

Autumn 2018

Next wave of data will be fully analyzed and full-scale data collection will be underway. Targets to submit to Babson Research Conference (deadline October), Academy of Management (deadline January 2019) and other conferences as desired.

January 2019

Major data collection completed and analyzed, submission to Academy of Management. Also possible research symposium on entrepreneurial ecosystems.

Spring 2019

The first journal articles will be drafted. We will, of course, make the data widely available to serious researchers.

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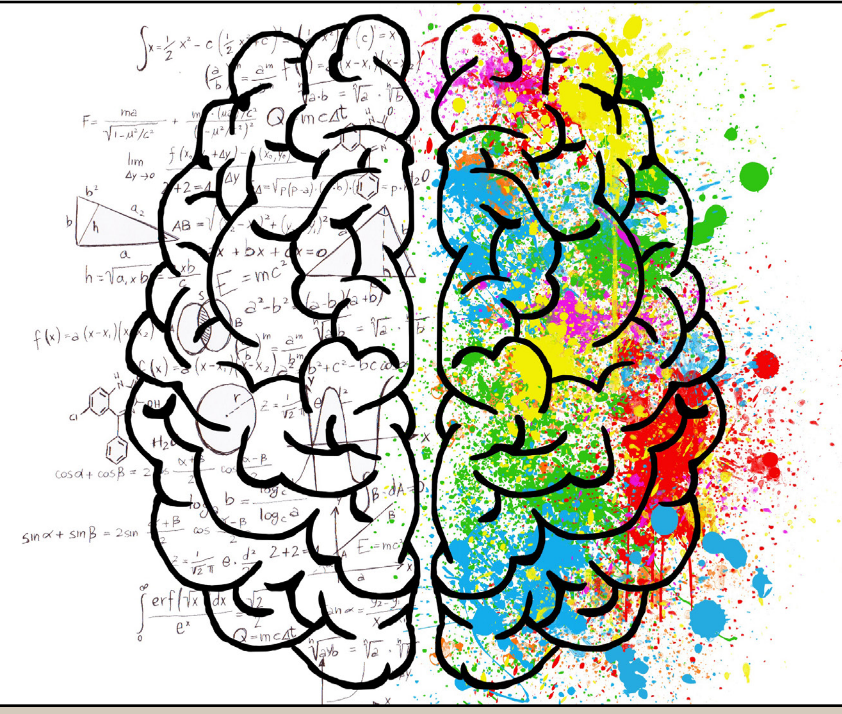

Innovation in Counselor Preparation and Practice Virtual Conference: College of Humanities and Sciences, and Social Sciences

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The College of Humanities and Sciences, and Social Sciences 2018 Innovation in Counselor Preparation and Preparation Virtual Conference (ICPPVC) was held in the eCampus platform on July 10 -13, 2018. This innovative professional development opportunity supports professional development of faculty's roles as clinicians, researchers, and educators. Each day of the virtual conference provided faculty with the opportunity to engage in a variety of scholarly presentations related to the main topic of innovation in counselor preparation and practice.

The ICPPVC provided Social Sciences faculty the opportunity to participate in faculty scholarship. The University recognizes the role and value that practitioner-scholars bring to the classroom, providing a connection between teaching and the professional activities of a practitioner-scholar (University of Phoenix, 2017, p. 78). Practitioner-scholars also require continuing education to maintain credentials and stay abreast of evidence-based practices in their profession; the virtual conference allowed counseling faculty to opportunity to receive continuing education toward licensure while engaging in discussions to enhance their practice.

Purpose

Practitioner-scholars may have more limited time to attend conferences for continuing education and may not be able to afford the time away from clients to attend lengthy trainings. The virtual conference provides a supportive, asynchronous vehicle for faculty to gain information and grow professionally. Additionally, faculty members were afforded the opportunity to highlight their own scholarly work and teaching strategies for their peers. Among counseling accreditation organizations such as CACREP, it is imperative that faculty demonstrate an identity with the profession of counseling by not only credentials and licenses but also by attending and participating in conferences and meetings. The virtual conference format encouraged significantly more connection, interaction and dialogue than typical conferences, in which the audience is more passive. In this scenario, participation and dialogue among faculty is encouraged. By offering the conference through the eCampus setting, faculty benefitted through collaboration with colleagues, learning innovative techniques, demonstrating their own scholarship and service, earning continuing education hours, as well as showcasing their identity as educators and practitioners.

Design

To support practitioner-scholars, the University of Phoenix follows Boyer's Model consisting of four domains: discovery, integration, application, and teaching and learning (Boyer, 1990). The ICPPVC as presented was designed to meet all four of these domains including building new knowledge, interpretation and integration, application of such knowledge to problems, and development of teaching models and practices. Presentations focused on the following content areas:

Day 1: Creative Approaches to Teaching Counseling and Novel Approaches to Counselor Skill Development,

Day 2: Methods for Evaluating Counseling Skills or Competence,

Day 3: Advancements in Existing Counseling Practice Areas,

Day 4: New Techniques in Counseling Practice and New Perspectives on Counseling Theory.

Organizers designed the conference to mirror the virtual Content Area Meetings held by the University of Phoenix. Peer-reviewers rated proposals submitted that aligned with the conference theme; presenters developed learning activities in the form of presentations with voiceover and posters coupled with reflection questions designed to engage participants with the subject matter. To continue sustained engagement throughout the conference, presenters developed two discussion questions for participants to answer. Participants were required to post two substantive responses each at least 300 words in length to earn continuing education credit for eligible presentations. Presenters were also required to continue the conversation through engaging responses to participants and substantial discussion messages or responses that provided additional information regarding the topic presented. Participants were able to view presentations and participate in discussions throughout the week allowing them to pace their work according to their schedule. The self-paced learning environment allowed for more sustained interaction. Participants had the opportunity to engage in scholarly presentations such as the samples provided below.

Structured Peer Group Supervision: Making the Most of Peer Feedback – Melissa Wheeler, PhD and Mandee Bahadar, PhD. Feedback in supervision is an important vicarious experience that theoretically has the potential to increase counseling self-efficacy and behaviors related to increased performance (Bandura, 1997). Researchers have reported that supervisees perceive peer feedback to be at times more helpful than supervisor feedback yet peer feedback in group supervision was less constructive and not always helpful (Borders, Welfare, Greason, Paladino, Mobley, Villalba, & Wester, 2012). This presentation will explore the benefits and challenges of peer feedback in supervision and provide an overview of the Structured Peer Group Supervision model (Borders, 1991) as applied to counselors in training.

The Intersection of Behavioral Health, Advocacy, Identity, Partnership, & Innovation: Counselor – Monalisa Maria McGee-Baratta, PhD. Legitimization of professional counseling emerges from efforts related to educational, professional, and regulatory credentialing standards. Growth of innovative services must tether to credentialing standards. Counselor professional efficacy is at the heart of how each of these facets intersect with the outcome of quality behavioral healthcare. Objectives are to differentiate credentialing of organizations, individuals, and licensure needs; develop an enhanced understanding of counselor advocacy needs beyond graduation including managed care and industry trends; and generate discussion and collaboration on how counselor educators can advocate to further support credentialing.

The Value of Therapeutic Presence and Mindfulness in Counseling – David Engstrom, PhD and Jean Miller, PhD. Research is shared on the importance of therapeutic presence with clients. Topics include dispositional mindfulness, the development of therapeutic presence, implications for practice, and future research opportunities. Objectives are to learn the role of mindfulness and therapeutic presence in counselor education and counselor development as well as to explore the development of therapeutic presence in counselors. Attendees will gain an understanding of the fundamentals of mindfulness and importance in counseling as well as dispositional mindfulness as a predictor of counseling student interview skills.

The Experience and Future Plans

In multidimensional collaboration, students, the program, the communities we serve, and faculty provide critical linkages that increase the likelihood of identifying and employing innovative and systemic approaches to a range of complex holistic behavioral health and social justice needs. Future collaborative opportunities stemming from reflection of the virtual conference experience include modifying the participation requirement to allow for expanded professional conversations, providing greater alignment with conference themes to support continuity across days, and expanding the conference to support other mental health professionals. Practice needs for future presentations include substance abuse counseling and distance counseling opportunities, evidence based practices to improve treatment, and co-occurring needs. In addition, given the needs relating to co-occurring diagnosis, it is imperative for planning to identify opportunities to support educators with information and strategies related to curriculum and instruction from this realm.

The conference was a multiplying investment for the University of Phoenix and from this perspective, the networking of professionals was an investment in furthering the "footprint" of our strategies to enhance the counseling field. While ways of understanding relationships vary depending on epistemological outlook, belief systems, and more, the ideas we wish to foster in this and future conferences are developmental, intentional, and generative. From this perspective, the University, contributing faculty, and conference participants will continue to foster critically supportive, nurturing relationships that actively promote learning, socialization, and identity transformation within their work environments, organizations, and communities.

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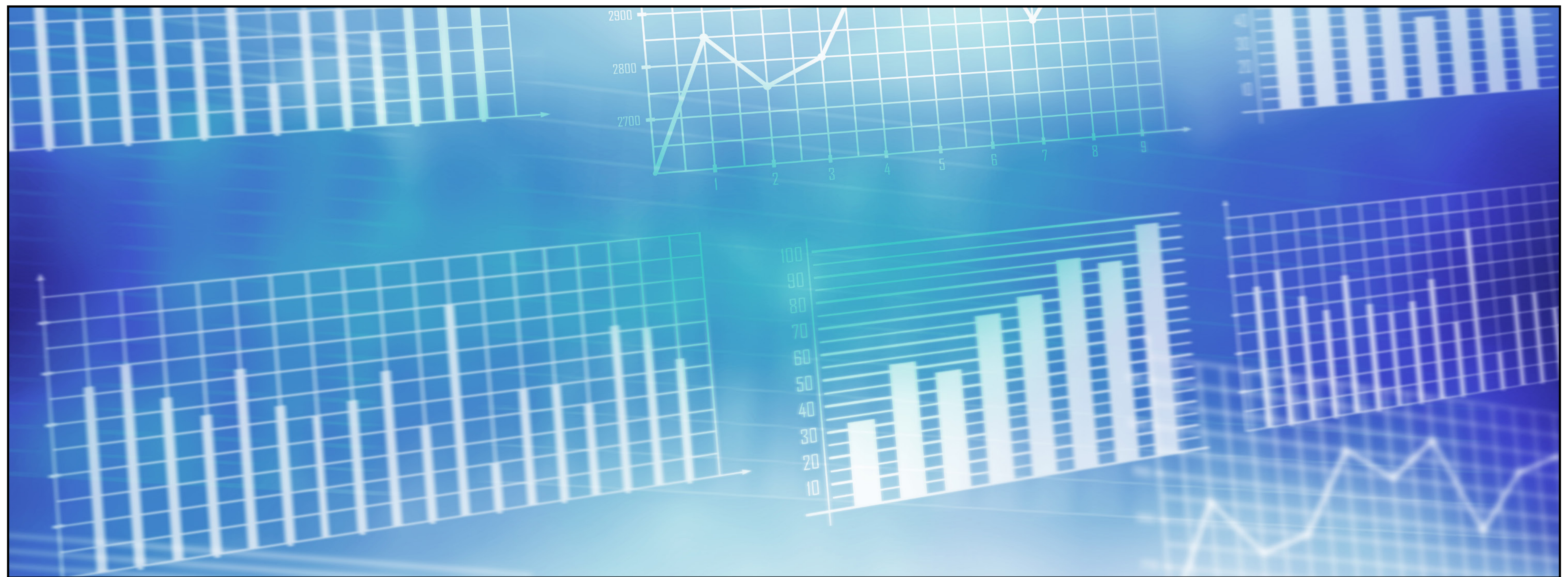

Statistical Significance and P Values

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A few years ago, I was at an economics conference in a session on production economics. One of the presenters provided their empirical results, and one of the audience members chastised the presenter because his p-values were "bad." The audience member as well as other audience members provided strategies to improve the p-values rather than focus on the research design and possible data issues. Also, I assisted a counseling faculty member in the use of SPSS to implement a variation of the Multivariate Analysis of Variance (MANOVA). She was aghast that her p-value was p=0.044. She wanted her p-value to be 0.000 or even p=0.0001, and she was visibly upset. She then became absolutely focused on how to get her p-value down. She did not seem concern about the data and her research design. Upon careful inspection of her data, it looked like there could be concerns there. Are the audience members at the economics conference and the counseling faculty member misusing the true meaning of the p-value?

The misuse of the p-value is used to make the determination if the hypothesis is true and, at the same time, whether it supports statistical significance. Are quantitative researchers elsewhere falling into this trap? Well the American Statistical Association (ASA) thinks so, see their statement from 2016 (http://bit.ly/2KI78wl). The ASA advises researchers to avoid drawing scientific conclusions based on the use of p-values. As such, researchers should carefully describe the data that was used in the study and carefully describe the statistical tests that were used in the research. If the researcher did not do the latter, these statistical results may appear to be falsely robust. Ziliak and McCloskey (2008) wrote strongly about the prevalence of this problem in the social sciences, business, and even in medicine.

Many researchers, like those mentioned earlier at the economics conference and the counseling professor, currently use p-values to test some "null hypothesis." That is, the smaller the p-value, the less likely an observed set of values would occur by chance under the assumption that the null hypothesis is true. A p-value of 0.05 or less is generally taken to mean that a finding is statistically significant and warrants publication, which adds substantively to the scientific literature. However, the ASA says it is overly misleading, or false, to draw such conclusions based on these tests.

How Did We Get Here?

A question by some is, so how did we get to this point? These misunderstandings about what information a p-value provides often appear in the examples provided in statistics and econometric textbooks. In addition, we are taught this inadvertently in our courses. ASA as well as other researchers advocate this misunderstanding and took a stance about shifting back to the original interpretation of the p-value with a focus on the careful discussion of the research design, data, and other components to our research.

Keep in mind that the criticism for the use of the p-value has been around for quite some time. There are some examples of such research that I came across from ASA and in the research. Simmons, Nelson, and Simmonsohn (2011) tried to raise awareness about false positives gamed in analysis to reach a statistically significant finding: listening to music by the Beatles makes undergraduates younger. Another example is that documentary filmmakers in 2015 published conclusions from a poorly designed statistical trial that resulted in a strong p value, which concluded that eating chocolate helps people to lose weight (Bohannon et al, 2015). Can you imagine how many people would overly love such an approach to weight-loss? This paper has been retracted because a poorly designed research trial is perilous and lacks scientific merit. The editors even acknowledged in its retraction that this is an example of poor research. We need to remind ourselves that the goal of statistical inference is to learn about a hypothetical larger population, whatever that population may be.

How Bad Is It?

Most empirical papers will often include tests of significance and do not look at the size of the effect and how can this effect have real empirical significance; whether it is economic, psychological, medical, or other forms of significance. To check pervasiveness of this "problem," McCloskey and Ziliak (2004) examined at least 137 empirical papers published in the American Economic Review (AER) in the 1990s. These papers used a test of statistical significance and 82% of the papers mistook a merely statistically significant finding for an economically significant finding. In fact, 81% of these papers believed that looking at the sign of a coefficient would be enough in the determination of scientific accuracy, while ignoring the size of the coefficient. This interpretation, especially when used in policy-making, has caused the losses of jobs, justice, and human lives. It is not just social sciences and business that are especially infatuated with statistical significance over substantive significance, but this problem is quite prevalent in medicine too (Ziliak and McCloskey, 2008).

Current Response to this Problem

Some journals have started the practice of rejecting papers that focus on reaching conclusions based on p-values. The most notable journal, Basic and Applied Social Psychology, has adopted the practice of rejecting papers that use exclusively p values. David Trafimow (the editor) and Michael Marks (the associate editor) posited that p-value have become an easy way for researchers dealing with poor data or a poor assembled research design. They state, "we believe that the $p < .05$ bar is too easy to pass and sometimes serves as an excuse for lower quality research." Would it be practical to have an outright ban on the tests of significance in papers submitted to a journal? Maybe or maybe not. Perhaps researchers should focus on the substantiation on the tests of significance by looking at the size of the effect. One nice way to do this is to look at the marginal explanatory value (i.e. MEXVAL). MEXVAL tells the researchers what percent the standard error of estimate goes up when a variable is eliminated, and the remaining variables adjust to compensate after its elimination (Almon, 2014). The use of the MEXVAL is one way to look at the size of the effect. Readers should investigate other alternatives and opportunities as well.

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Best Practices in LMS Change Management Strategies: University of Phoenix Scholars Present at DLA 2018 Conference

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Regardless of the organization type, change management is an ever-increasing development need to achieve strategic objectives and sustain momentum. For the higher education organization, technological change of learning management systems (LMS) is an ongoing necessity to remain relevant in mobile applications for accessibility and to advance learning outcomes. Flawless execution of LMS implementation is the objective to mitigate risks associated with student attrition and faculty preparedness. Ideally, the ultimate outcome is an LMS that everyone can say is better to work with and helps them gain more knowledge. In this idealistic realm, the LMS platform increases the potential of the online learning environment to advance learning outcomes whenever students and faculty engage in the system. While this ideology may sound like pie in the sky, it is possible in an age of all things digital to create a meaningful leadership and learning encounters with LMS technology one student at a time. Enter Blackboard Ultra (Bb) and it's amazing add on, Ally to transform the online learning experience with advanced features of technical accessibility for all learners, no matter the learning style or learning disability – to advance learning, enhance career development, and turn pie in the sky to food on the table.

Here is where theory and practice meet to inform higher-education executive leadership on best practices to mitigate student attrition during a large-scale Bb implementation. The Center for Learning Analytics Research (CLAR) of University of Phoenix (UOPX) conducted a team-based research fellow project on this topic under the guidance of Dr. Scott Burrus, former CLAR Research Chair. Research Fellow team members included Dr. LauraAnn Migliore, Dr. Gregory Bradly, and Dr. Melanie Shaw. The study focused on two-guiding questions:

1. How should the Bb LMS be implemented to mitigate student attrition?

2. What constitutes a meaningful leadership and learning encounter in the context of mitigating student attrition when implementing the Bb LMS? (Migliore, Burrus, Bradley, & Shaw, 2018, p. 111)

These questions led to the creation of a conceptual model, which integrates "several theories for practical application to create meaningful leadership and learning encounters with students and faculty" (p. 111). Three themes emerged after an in-depth review of peer-reviewed literature, professional industry white papers, interviews with similar higher-education institutions and vendors. The three themes surrounding the problem were:

1. Operational effectiveness – does it work well?

2. User experience perceptions – does it make you feel smart?

3. Knowledge transfer – does it advance learning outcomes?

According to Migliore et al. (2018), best practices for addressing operational effectiveness were to implement the LMS via a staged migration. That is to apply a slow and iterative approach to identify and resolve issues immediately before launching the full Bb LMS. For example, focus the first stage on basic functionalities (look and feel) and then proceed to next stage of enhancements (videos, etc.). The philosophy for achieving operational effectiveness was centered on success with fewer functions rather than risking an over-zealous list of functions that do not work well. Thus, promote and build upon the short-term wins of the success with fewer functions.

Next, Migliore et al. (2018) recommended creating excitement early on to ensure success on Day 1 of the full launch. To build a positive user-experience, develop a well-conceived communication strategy, perform beta tests within pilot courses, obtain feedback for improving the user experience, and provide just-in-time training. In addition, anticipate technical problems and make 24/7 technical support visible and available 24/7. Empower users with relevant do-it-yourself video examples and access to the Bb sandbox to practice hands-on and gain user experience. Last, but not least, promote awareness about cybersecurity (e.g. protection in informal learning spaces such as other-than-home locations, vehicles, cafes, etc. and two-factor authentication, protocols for passwords, etc.). Creating excitement about the new platform with focus on building positive user perceptions can influence good feelings of competence in using the Bb LMS.

The third recommendation for best practices in knowledge transfer is to leverage Bb LMS functionalities by focusing on content delivery that engages the learner to advance knowledge transfers (Migliore et al., 2018). For example, rather than just transfer curriculum to the new platform, which will have to occur initially during full launch for a smooth transfer, continue the curriculum improvement process by refreshing course content over time to fit the functionalities of the new platform.

Changing LMS platforms can be scary, but UOPX is a brave, honest, and focused institution with a bright future in knowledge without boundaries to bridge the gap between operational effectiveness, user experiences, and knowledge transfers to create meaningful leadership and learning encounters with the new Bb platform.

Dr. LauraAnn Migliore and Dr. Melanie Shaw presented at the 2018 Distance Learning Administration (DLA) Annual Conference (http://bit.ly/2MbSJOM) held at Jekyll Island, Georgia and facilitated discussion on LMS Change Management Strategies. Many scholar-practitioners and vendor-represented professionals from the higher education industry were present to share experiences and insights about LMS migrations to inform better decisions about navigating through the various challenges of technological changes in distance learning.

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From KWBA Bootcamp Spiralling Up to KWBA Annual Symposium, and In-Between Sharing Doctoral Journey Experience

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After finishing a busy first quarter with KWBA Bootcamp (for details see Phoenix Scholar Vol 1 Issue 3, page 7), my focus for the second quarter is to prepare submissions for the KWBA Annual Symposium. One of the tasks is to identify what kind of research to share with symposium participants. On the one hand, the annual symposium can be viewed as a venue for celebrating published research and scholarship. On the other hand, conventional conference practice would encourage sharing unpublished work and work-in-progress. Another common practice of conferences such as the Academy of Management, for example, is to have professional development workshops. Integrating these various common practices, I worked with members of the Center and submitted proposals that include celebration of past research activities, reviewed lessons learned, made note of manuscripts that are in the pipeline, the work-in-progress, and some workshops. Examples of these proposals are:

1. Bootcamp Boosts New Virtual Relationships: A Panel Discussion Focused on Effective Research Strategies to Knowledge Without Boundaries Annual Research Symposium. This is a panel organized by KWBA Bootcamp (March, 2018 Philadelphia) where participants discuss their experiences and the value of a face-to-face intensive Bootcamp that took place concurrently with the Southern Regional Science Association (SRSA) Conference in Philadelphia. SAS, UOPX faculty and students attended both the Bootcamp and the conference. The Bootcamp essentially provided a chance for many virtual colleagues to meet for the first time in person. Extending from their experience of the Bootcamp, this panel proposes to discuss about lessons learned from the Bootcamp that can be replicated in a virtual KWBA environment. This panel is organized by Dr. Cristina Marine, Research Fellow CGBIT, and UOPX Faculty.

2. Ethical Behavior in Financial Institutions: A Leadership Imperative. This is a timely and important research that investigates the role senior leadership plays in emitting ethically misleading signals. The purpose of this research is to investigate to the extent to which senior leaders formulate, enforce, communicate, and evaluate ethical policies and guidelines in organizations. This work is proposed by Dr. Geoffrey Mugalu, UOPX School of Business Faculty and a member of CGBIT.

3. American Depository Receipts (ADRs) Performance. Center's Research Fellow Dr. Subas Nandy submitted two ongoing research pieces: "Comparison of the Risk-Free Returns of American Depository Receipts of Pharmaceutical Companies, and S&P 500 Index from 2000 through 2016" and "Is the Grass Greener on the Other Side? A Comparison of Compounded Year-to-Year Long-term Performance of American Depository Receipts and Equities of U.S. Pharmaceuticals". One of these two pieces was accepted for journal publication (forthcoming). Dr. Nandy, UOPX Faculty, is a recipient of OSS General Research Grant.

In between KWBA Bootcamp and preparing for the KWBA annual symposium, I also find myself sharing the doctoral journey with our students through the Research Hub. The initial intention of my blogs and forum topics is to inform my audience about current research topics while at the same time stimulating research interests among members of the Center. The unintended and mostly surprising and positive consequence is that doctoral students are finding dissertation topics from these blogs! (See below excerpt of an email correspondence.) As an educator who is dedicated to passing the knowledge baton, I am thrilled that my blogs directly contribute to a student's doctoral journey.

> *Email May 2018*
>
> *Subject: Digital Economy: Business Not as Usual*
>
> *Hello Dr. Sussan,*
>
> *I thank you for your posts. I have recently begun my doctorate journey. The digitalization is fascinating and I am passionate about it. My recent literature research reveals. Digital transformation is here to stay and a strong and robust process is essential to its success. What are your thoughts on a study to determine the potential gap on --------------- digitalization and how business leaders can effectively establish a -------- to implement digitalization?*
>
> *I thank you.*

As we all know the road to a doctoral degree is challenging, demanding, and often laden with stress, anxiety, and emotional difficulties. A doctoral student not only has to deal with challenges from explicit academic and cognitive tasks but also with the underlying emotionality of the doctoral journey which is perhaps the most important antecedent to success. But yet emotionality related to this journey remains a black box without any formal process or support system to address this. Filling this gap in the system, I believe that CGBIT functions as an ideal place and space and serves as a support group for our doctoral students who can share a combination of their cognitive and emotional experiences and at the same time solve implicit and explicit problems that they face. The mere fact that with just a few clicks I can connect doctoral students with like-minded researchers (alum, fellow students, external affiliates, faculty) is priceless! Below are some examples:

> *I would love to connect with the group. I am very new at this and it is a little lonely.*
>
> *Hello Dr. Fiona,*
>
> *I met Dr. James [Rice] this morning (in person!). I so thank you for the connection. It has been very helpful. Dr. James guidance and assistance so far has been invaluable.*

Emotionality in the doctoral journey consists of both positive and negative emotions. The key is the sharing of that emotionality in this process. For example,

> *Birthday today, I am 49. I have made it my goal to be done with the dissertation by age 50.*

There are many more examples that I am unable to list due to limited space. More importantly, what did I learn from sharing experiences with doctoral students via the Hub? First, the Hub is a "live" community – behind the clicks are actual people (alum, faculty, external affiliates) who care about passing the knowledge baton and empowering others. Second, if you are a doctoral student, come join a Research Center and find a home for this journey. In this "home" you will experience informal learning that adds value to your formal classroom learning (e.g., there are students who actually present in conferences or publish articles in journals prior to graduation). The human capital behind the Hub is rich and abundant, leverage it! More interestingly, most of the members in the Hub are not your instructors in the classroom.

In conclusion, I have to thank past and present doctoral students Anh, Bibbian, Brian, Brion, Darryl, Jasper, Jesse, Jimmy, Katherine, Lisa, Melanie, Scott, and Waleed. Your curiosity, eagerness, and proactive attitude toward learning constantly reminds me of the need to push relevant and timely research content on the Hub so that you will be stimulated to conduct research and scholarship that matters and contributes to humanity.

And of course none of this sharing with doctoral students is possible without a great team of wonderful and outstanding colleagues - Arturo Trejo, Brian Sloboda, Claude Tanoe, Cristine Marine, Dena Bateh, James Rice, Kim Capehart, Lillie Hibbler-Britt, Louis Daily, Pam Gordon, Paul Wendee, Richard Hall, and Subas Nandy. Your dedicated work with doctoral students and commitment to SAS UOPX inspire me!

My Journey as a Co-Chair of International Leadership Association (ILA) Conference Latam 2018

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First of all, as a UOPX alum, I am extremely proud that I am representing University of Phoenix as a Co-Chair for International Leadership Association (ILA) conference in Latin America (http://bit.ly/2P6sx5X). Second, since the School of Advanced Studies (SAS) of UOPX has a long relationship with ILA, I am honored to be able to add value and further solidify the SAS relationship with ILA conferences worldwide. I am thrilled and excited to be a co-chair of THE leadership conference.

Very briefly, ILA is organized for educational purposes to serve as a global network for all those who practice, study, and teach multiple facets of leadership. ILA accomplishes its mission by bringing together public and private sector leaders, scholars, educators, coaches, consultants, and students from many disciplines and many nations. ILA's objectives are:

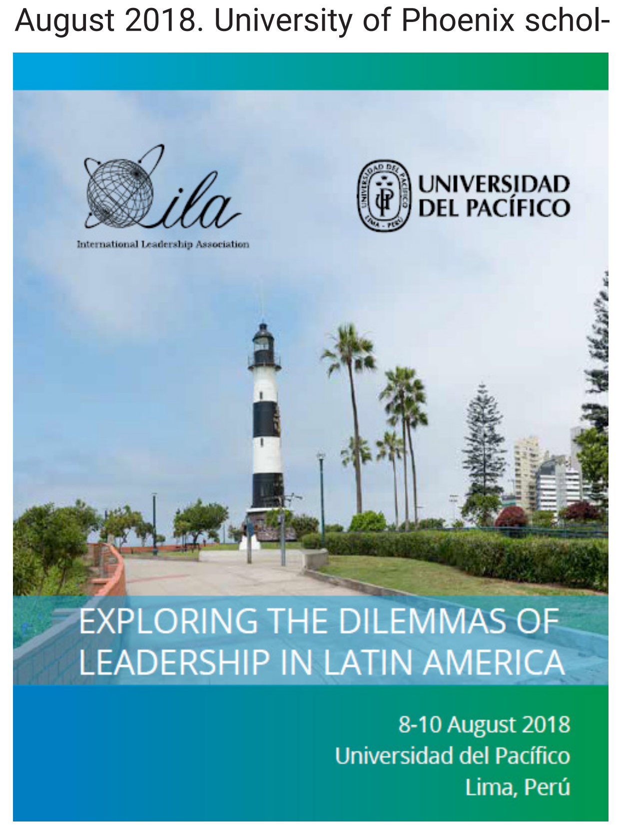
- To encourage leadership scholars, educators, and practitioners to work together for the purpose of generating new ideas and practices in the field of leadership studies;
- To foster research and learning about leadership across intellectual, professional, cultural, ideological, and national boundaries;
- To generate and disseminate interdisciplinary research and develop new knowledge and practices about leadership; and
- To increase worldwide understanding of the importance of leadership to the conduct of human affairs.

As for co-chair for ILA LATAM, my learning curve is steep. I flew to Peru multiple times to work with the team of program chairs and organizers to discuss the choices of plenary speakers, the call for proposals process, involvement in the blind review process of leadership research, the registration process, producing content for marketing collaterals, and much more. After all that, I finally interacted with the confirmed conference presenters and attendees. In the process, I worked with some of the finest Latin American scholars, and together we organized blind reviews, accepted submissions, cataloged, grouped, scheduled different sessions by common themes, and at the same time kept the flow and interest of the experienced scholars and practitioners attending the conference. This is almost like a full-time job! I am truly grateful for this learning opportunity. I feel excited and energized.

The conference theme is "Exploring the Dilemmas of Leadership in Latin America." This conference will discuss and present research studies about the present issues faced by leaders, scholars, and practitioners, and the unique opportunities which are present in Latin America. From August 8-10, the ILA conference will be held at Universidad del Pacífico in Lima, Peru. Universidad del Pacifico is the most prestigious private university in Peru. More information about the conference can be found here http://bit.ly/2MOkGrU.

Leadership is a much-needed research topic in Latin America. One of the many challenges that Latin America faces is to build leadership throughout the region at all levels of their societies. Strong leadership is indeed a pivotal step for Latin Americans to address all the political, economic, social, and ethical challenges emerged from the globalization process. Leadership skills are urgently needed at every level within Latin American government (i.e., cities, municipalities, national, regional) and in every organization operating in the region (e.g., private firms, multinational firms, NGOs) in order to strengthen Latin America at the national and international levels.

This year, I am proud to mention that several scholars from University of Phoenix submitted their works and were accepted and a team of University of Phoenix representatives will be present at Lima, Peru in August 2018. University of Phoenix scholars presenting this year are: Drs. Jermani Felicia Thompson (DMIST, SAS alum) and Fiona Sussan, and Art Trejo, University of Phoenix Research Fellow. They are from the Center for Global Business and Information Technology in the School of Advanced Studies.



Drs. Jermani Felicia Thompson and Fiona Sussan will be presenting "The Latina's Long Game to Succeed in U.S. Financial Services Despite Social Class Bias." This paper is based on Dr. Jermani Felicia Thompson dissertation. Dr. Thompson is a Principal Consultant at JSquared Management Consulting. Dr. Fiona Sussan is a University Research Chair for the Center for Global Business and Information Technology. Dr. Art Trejo will be presenting "Influence of Emotional Intelligence from a Diversity Perspective in Project Outcomes in Technology" from the Diversity and Inclusion perspective. This research is authored by Dr. Art Trejo, Research Fellow in the Center for Global Business and Information Technology, University of Phoenix

I certainly hope that in the next conference I will see many more scholars from UOPX presenting their research. I look forward to their joining our team in spreading the works of University of Phoenix that contribute to the specific domain of knowledge of leadership and management in the Latin American region. Our works will benefit both practitioners and scholars around the globe.

From my own experience in co-chairing this conference, I highly recommend my fellow postdoctoral colleagues and the community of SAS University of Phoenix to join an organization and share your knowledge by volunteering, by presenting, and sharing your research to increase and share knowledge among scholars and practitioners. For me, it has been a rewarding experience to present and share my University of Phoenix doctoral research around the world at fine academic institutions such as University of Oxford, University of Portugal, University of Mumbai, University of Nepal, University of Argentina, Universidad Nacional Autónoma de Mexico, University of Chile, and many more. I have been presenting around the world for the last three years. These presentations led me to more collaboration between scholars, universities, and organization (such as ILA) around the globe, and allowed me to mentor students in different countries with the objective in mind of sharing knowledge to help communities. During this process, I was fortunate enough and led me to an opportunity to be a TED Speaker (http://bit.ly/2KjhkM3)

I certainly hope to see you in one of the next conferences working together.

CEITR Diversity Labs: The Story of Sucessful Research Teams

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Online research communities are becoming a focal point for the changing paradigms of research development and publications. Online support communities for faculty members have been in existence for several years and may vary in structure depending on the collective interests (Reilly, Vandenhouten, Gallagher-Lepak, & Ralston-Berg, 2012). Research Gate (http://bit.ly/2BbtYwP) is one of the best known of these large communities where individual researchers might share their research in nascent or published forms. Another example is a Tennessee project that engages researchers from three campuses as participants in the Critical Conversations Research Network (Renner, 2017). Network participants share similar goals, intend to engage with one another to create and co-create new insights or knowledge, and share a skill set or other resources developed through participation in the network.

The extensive research networks allow hundreds of researchers to compare notes and discuss emerging trends. SAS faculty members are using technology to change strategies for researching and publishing articles. Small teams of faculty and alumni researchers are working together in online contexts to investigate contemporary issues. At the Center for Educational and Instructional Technology Research (CEITR), these small research teams are using technology-supported tools to communicate, develop, write, and publish research articles. The purpose of this article is to describe the general organization, goals, function, structure, practices and successes of one cluster of collaborative research teams.

Organization: CEITR leaders Dr. Mansureh Kebritchi and Dr. Marianne Justice started developing the general organization for collaborative team research in 2015. The labs are structured research projects related to a broad/cutting edge topic in the field of education. Teams of 3 or 4 researchers work on each project. Every team has a team leader and members play specific roles as methodologist, literature reviewer, or writer. More research labs were developed as the value of collaboration became clear.

Function: The function of the labs was to support a cluster of related projects completed within 12 months from their initiations. The goal was that each team would submit an article to peer-reviewed conferences for presentation and journals for publication. Diversity Lab was one a second generation of the labs started in late 2016. A second Diversity Lab cluster is planned for 2018-19.

Structure: The first Diversity Lab structure was comprised of eight teams totaling some 30 members centered on working with public and/or secondary data related to teaching and learning. Dr. Mansureh Kebritchi and Dr. Elizabeth Johnston were the lab leaders and developed research designs in advance of setting up the teams.

Practices included weekly meetings for the individual teams and one large monthly meeting for the entire Diversity Lab team that met every month for a review of overall progress. An informal atmosphere allowed team members to trade ideas, share insights as to what was working and what was not, and develop some ideas about reaching the goals of presenting and publishing. Team members engaged in far-ranging discussions during the monthly meetings, where progress was reported and best practices or lessons learned were shared.

Some of the best practices shared in monthly meetings included the need to establish norms for expectations and roles, the value of team members and leaders who took ownership, and the importance of step-by-step routines. Lessons learned included a clear understanding of the differences in writing a successful dissertation and writing a published article.

Successes: All of the labs have been successful in supporting faculty member and alumni research. In 2017 thirteen research teams represented SAS at the Association for Educational Communications and Technology (AECT) conference in Florida. In 2018, eleven teams represent SAS at AECT at the national conference in Kansas.

The team structure allowed multiple successes. Six Diversity lab team members represented SAS at the AECT conferences. In addition, four of the eight teams had articles accepted for publication by the end of 2017. Two articles are still in review and a one is still in production. One article is in a momentary pause as team members consider some structural changes. One team presented at a national conference, published an article, and a book chapter and wrote a successful grant in 2017. Most members of that same team stayed together to write a follow up article in 2018 (which has now been submitted for publication) and are beginning a practice-based article to follow up on the results from the first two. A second team presented at a conference, wrote and published an article in 2017, and is pursuing a follow up article in 2018.

These are just a few stories of success from the collaborative teams. But several conclusions have become clear to many team members. First, a strong, collaborative team can achieve success far beyond the reach of any one individual. And second, research can be deeply engaging. The stories I shared show teams that are engaged and persisting in their efforts to learn more about a topic. The research team standard for success is passing the peer and editorial reviews for publications. Publishing occurs in a challenging, national arena and the process is demanding but ultimately deeply satisfying.

References

Reilly, J. R., Vandenhouten, C., Gallagher-Lepak, S., & Ralston-Berg, P., (2012) Faculty development for E-learning: A multi-campus community of practice (COP) approach. Journal of Asynchronous Learning Networks,16(2), 99-110

Renner, J. (2017). Engaging TBR faculty in online research communities and emerging technologies. Journal Of Learning In Higher Education, 13(1), 33-44.

Upcoming Events and Research Groups

Research Method Center Webinars

The committee of methodologists offer research design webinars to enhance the researchers' research method and design understandings and skills. Webinars focus on various research designs, provide over¬views about the designs, discuss when and how to use the designs, and offer op¬portunity for the participants to ask ques¬tions and share their design issues. We would like to encourage you to participate in the following research design monthly webinars offered by Research Methodology Group. The webinars are offered to all UOPX researchers including students, faculty, staff, and alumni.

View the event details in the Calendar of Events (http://bit.ly/2FmxNB9).

Research webinars home page (http://bit.ly/2oTTwGm).

Disclaimer for Students: Best practices within a method can differ and these dif-ferences are often illuminated by the constraints of a research project or trend in the field. Materials presented in the webinars may differ from materials presented in your classroom. Information presented are views of the methodologist based on their experience and expertise. Work with your chair to determine the best method for your project.

All Webinar Times are 4-5 PM Arizona Time. Platform: Shindig; Event links will be uploaded to RMG group site, Calendar of events.

September 27, 2018:

Narrative Inquiry, leaders: Dr. Ryan Rominger and Dr. Jim Lane

October 11, 2018:

Quantitative Measurement Development of Surveys, leader: Chara Price

November 8, 2018:

Action Research, leader: Dr. Mansureh Kebritchi

December 6, 2018:

Content analysis, leaders: Dr. Erik Bean and Dr. Liz Johnston

Research Communities

Open all year round for prospective researchers, SAS practitioners, and students who are interested in topics involving di¬versity. The Center for Workplace Diversi¬ty Research has organized its scholarship efforts in order to streamline its different lines of research by creating research communities. To participate, contact the community leader or email us at WorkplaceDiversity@phoenix.edu

About the Communities

Under the leadership of one of more members of the Center, the rationale behind the Research Communities is to create clusters of excellence in specific areas, always focusing on results that can bring benefits to our academic community as well to external stakeholders. Those external stakeholders may include organizations and companies that need that research to perform better and face their marketplace challenges on an advantageous condition.

Active Research Communities

- Cultural Conflict and Society Research Community Leader: Dr. Ray Bynum (CWDIR Research Affiliate) - Tucson, AZ
- Creative Leadership in Diversity and Inclusion Research Leader: Dr. Bethany Mickahail (CWDIR Research Fellow) - Tracy, CA
- Gender and Gender Identity in the Workplace Research Group Leader: Dr. Donna Smith - Columbia, NJ
- Special Needs & Disabilities Leader: Dr. Alana Lyles (CWDIR Research Affiliate) - Springfield, MO
- Spirituality in the Workplace Leader: Dr. Maryse Nazon (CWDIR Research Affiliate)

Professional Engagement to Publication (PEP) Two-Part Workshop

Looking to get professionally published in your field aside from your doctorate? Partake in the Professional Engagement to Publication (PEP) workshop run by Erik Bean, Ed.D., Center for Leadership Studies and Educational Research (CLSER) chair and Dr. Carol A. Holland, CLSER publication fellow.

Tuesday, Oct. 30 at 7 p.m. EDT. and follow up on Tuesday, Nov 27th at 7 p.m. EDT

To register send an email to deadline@email.phoenix.edu with your name, relationship to UOPX.

Fall Dissertation to PUblication Workshop Series (http://bit.ly/2ws2zBX)

Format and Procedure: We provide structured support and guidelines via monthly Web-based meetings. Target journals for publication are suggested at the beginning of the workshop. The manuscripts are broken down into three major sections of introduction, method, and results. The committee of reviewers closely work with the participants to review, revise, and finalize their manuscripts. Participants submit their manuscripts to their target journal by the end of the workshop. Certificate of completion is awarded to the participants who complete and submit their manuscripts to the journals by the end of the workshop.

Participant Eligibility: University of Phoenix affiliates, including faculty, staff, graduated doctoral students, and doctoral students close to graduation, who are interested in publishing their doctoral dissertations (in all disciplines) are encouraged to participate. Dissertation chairs/committee members may participate with their doctoral students.

Workshop Meeting Dates

- First web-based session: Sept 5, 2018
- Second web-based session: Oct 3, 2018
- Third web-based session: Oct 17, 2018
- Fourth web-based session: Nov 14, 2018
- Fifth/final web-based session; Submission to the target journals: Dec 5, 2018

The meeting time will be 4-5 pm Arizona Time.

For further details, please see this page: http://bit.ly/2jx99Uq.

If you have any questions, contact us at: EducationalTechnology@phoenix.edu

Join us for the Winter 2019 edition as we announce the University of Phoenix presenters slated for the 10th Annual Qualitative Report Conference held in January 2019 at Nova Southeastern University. The conference is the largest and most prominent qualitative research method scholarly convergence.

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

Research.Phoenix.Edu