Phoenix Scholar

College of Doctoral Studies
Periodical for Research and Scholarship

**ISSUE THEME:
COURAGE AND RESEARCH**

HIGHLIGHTS:

PHOENIX SCHOLAR

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Welcome to our new Phoenix Scholar bi-annual format! In this edition we focus on courage, the type of courage that allows our students, faculty, and administrators to excel in their communities, at worldwide conferences, in key publications, and in our very own Knowledge Without Boundaries (KWB) online summit that took place last June. The annual KWB summit was established in 2014 and offered in a face-to-face format in Tempe, Arizona for four years. Although the annual face-to-face KWB summit was impactful, it faced boundaries regarding audience outreach and participation as only participants who traveled could attend.

To expand the audience and cross borders, the KWB format went online in 2018. As a result, the number of presentations and participants increased in 2018 and continued to swell in 2019. The summit presentations covered applied research and best practices in education and educational technology, leadership studies, business, health care, and diversity and inclusion. In addition, the summit provided the opportunity for the University of Phoenix (UOPX) to showcase the depth and breadth of the applied research conducted by faculty, students, and alumni. Many of the studies presented at KWB were supported by the University of Phoenix Research Centers.

The depth of participants' engagement is exemplified in one of the reflections provided by Dr. June Jade, a UOPX doctoral graduate, who shared how deeply the summit transformed her perspective toward UOPX. Dr. Jade shared:

After participating in KWB, I gained a completely new vision of what the university is about. I felt connected [and] it was amazing to see all the wonderful things that are happening. When you are in a classroom, you do not know that all these wonderful things that are happening.

Such reflections indicate the critical role the summit plays in informing everyone about UOPX researchers' achievements, enhancing our legacy, and increasing interest in research and scholarship. For more information be sure read "A Conversation Between KWB Explorers: Dr. Elizabeth Johnston and Dr. June Cade."

Our courage is not only shown in our ability to adjust to the needs of our students, faculty, and administrators, but it is also shown in the work they do. For example, in the article dubbed, "Courage to Share at 21st ILA Conference Led a Team of UOPX Scholars to Inspire," some very personal stories can be found. UOPX V.P. Campus and Academic Director Jan Cardwell, Hawaiian Academic Affairs Director Renee Green, and Center of Leadership Studies and Organizational Research Associate University Research Chair Erik Bean, each shared recent personal trials at the Leadership Development luncheon. They shared these stories to help demonstrate how leaders can find ways to energize their focus, and to retain their personal or professional goals; including the agility needed to get published to lead significant conversations on topics such as the current mental health crisis experienced the world over.

In all these endeavors, courage was the main theme. Courage to make it through the tough times and pursue what each researcher thought was important in the world. Time and time again, our University of Phoenix stakeholders demonstrate the utmost integrity and show that hard work and perseverance is the way to advance and move forward.

I ask readers to review these and other excellent articles in this edition and I personally invite you to share your courage with the research community at UOPX. The courage you show constantly when pursuing your education, in your community, and in your research no matter how big or small. Join our affiliate community at the Research Hub: to network and engage in scholarly activities, and to conduct applied studies in various fields. Perhaps we will be reading about how you have significantly impacted your field or a key discipline in the next bi-annual edition scheduled for publication in Spring 2020!

Sincerely,

Mansureh Kebritchi

Mansureh Kebritchi

University Research Chair

Do Online Conferences Really Work?: A Retrospective Look at the 2019 KWB Summit

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The annual KWB Summit was held online for the second time in 2019. The popularity of the 2019 Knowledge Without Boundaries (KWB) Summit within the virtual collaborative tool dubbed Shindig® demonstrated its usefulness as a rigorous and engaging distance learning conference. From Monday June 10th through Friday the 14th, more than 300 registered attendees logged into hear 236 speakers and 103 workshops, individual presentations, and symposiums offered by the University of Phoenix College of Doctoral Studies. The peer reviewed proceedings included keynotes from President Peter Cohen, Provost John Woods, IBM, and Fulbright, geared towards a variety of higher education topics from leadership to management, to healthcare, technology, and entrepreneurialism.

The effort was among the largest higher education peer reviewed conferences ever held online and included concurrent sessions and the ability for attendees to collaborate in private video conversations while presenters spoke from virtual podiums. The platform helped to duplicate the feel of a hotel or convention center conference particularly compared to other platforms that typically only allow one person to speak with larger audiences. Attendees could pick and meander in and out of sessions like any conference and mingle to build camaraderie and to strengthen networking opportunities. Like last year, attendees had the option to partake in several presentations that offered electronic crossword puzzle contests designed for engagement and to reinforce key theoretical and practitioner concepts and topics. A list of the winners can be found here.

Day Three was earmarked by an emotional award ceremony featuring both the 2019 Dissertation of the Year and Distinguished Faculty Scholar winners. Dr. Hinrich Eylers, VP of doctoral studies & academic operations ushered in the student winners. Best dissertations were selected in three primary categories: business, healthcare, and education. For business the winner was Dr. Simone Arnold a member of Center for Workplace Diversity and Inclusion Research. Her paper was titled, A Quantitative Descriptive-Comparative Study: The Relationship Between Emotional Intelligence and Workplace Diversity (Chair: Leah P. Hollis). For healthcare the winner was Dr. Khalida Ayoub a member of the Center for Educational and Instructional Technology Research (CEITR). Her paper was titled, Recommended Health Care Models for American Muslim Women: A Delphi Study (Chair: Elizabeth Johnston). And a third winner in education went to Dr. Barbra Pottorf Bowers (CEITR). Her paper was titled, Technology Leadership: A Qualitative Exploratory Multiple Case Study Identifying Challenges Principals Experience (Chair: Karen K. Johnson).

Now retired Dean of Research and Scholarship Mark McCaslin, Ph.D., announced the distinguished scholarly leadership winners: Dr. Louise Underdahl, Dr. David Proudfoot, Dr. Sandra Sessoms-Penny, and Dr. Gary Berg. The selection was based on faculty visibility, rigor, and contributions to the either the published literature or practitioner community engagement and/or the mission and core competencies of the College of Doctoral Studies. Each winner joined the podium with a short acceptance speech and like the outstanding dissertation winners, each received a certificate for their achievements. Other recent distinguished scholars included Dr. Lynne Devnew, Dr. James Lane, Dr. LauraAnn Migliore, and Dr. Kevin Bottomley.

Several year-round, career building, Research Hub offerings were available to sample via KWB 2019 workshop sessions. For instance, the popular and effective Dissertation to Publication workshop series created by Dr. Mansureh Kebritchi was well attended. The five-month program that meets once monthly via a webinar allows UOPX graduates to elicit coaching that can help increase the chances of getting their dissertation published in a peer reviewed academic journal. To assist in scholarly research rigor, the Research Methodology Group provided an overview of their year-round offerings that include webinars, videos, and sessions led by peer reviewed published methodology experts.

Other Research Hub offerings included the much-anticipated preview of the popular Phoenix Scholar, a quarterly electronic publication showcasing the latest research, presentations, and publications of the faculty, students, chairs, and staff of the College of Doctoral Studies. Dr. Rodney Luster, VP of Research and Innovation and Dr. Erik Bean, Phoenix Scholar managing editor, were on hand to discuss the publication and to answer questions about submission inquiries. The periodical offers all UOPX stakeholders a voice including students from the masters and undergrad levels who demonstrate rigor and practicality in their discipline.

Dr. Bean and Dr. Carol Holland also played host to a mini Professional Engagement to Publication (PEP) KWB workshop. The workshop is offered several times throughout the year to help scholars learn about trade publication and journalistic markets where they can express their expertise for career visibility and to lead conversations in their professions upon publication.

On day five, each Research Hub center leader were available to field a variety of questions about fellowship opportunities and assistance. The leaders included University Research Chair Dr. Kimberly M. Underwood, Center for Workplace Diversity

and Inclusion; subject Matter Expert Dr. Brian Sloboda, Center for Management and Entrepreneurship; University Research Chair Mansureh Kebritchi, Center for Instructional and Educational Technology; Elizabeth Johnston, associate faculty and Dissertation to Publication reviewer, Center for Instructional and Educational Technology; as well as Associate University Research Chair Ryan Rominger, Center for Leadership Studies and Organizational Research; and Associate University Research Chair Erik Bean, Center for Leadership Studies and Organizational Research.

In addition to UOPX stakeholders, invited speakers included Michelle Bolourchi (outreach and recruitment specialist, Institute of International Education, Fulbright U.S. Scholar Program) who led a well-attended presentation on the application and selection process of Fulbright scholarships. Also presenting was IBM's James A. Kahle (a research fellow, and a chief architect of IBM POWER microprocessors) who engaged participants on the future of technology.
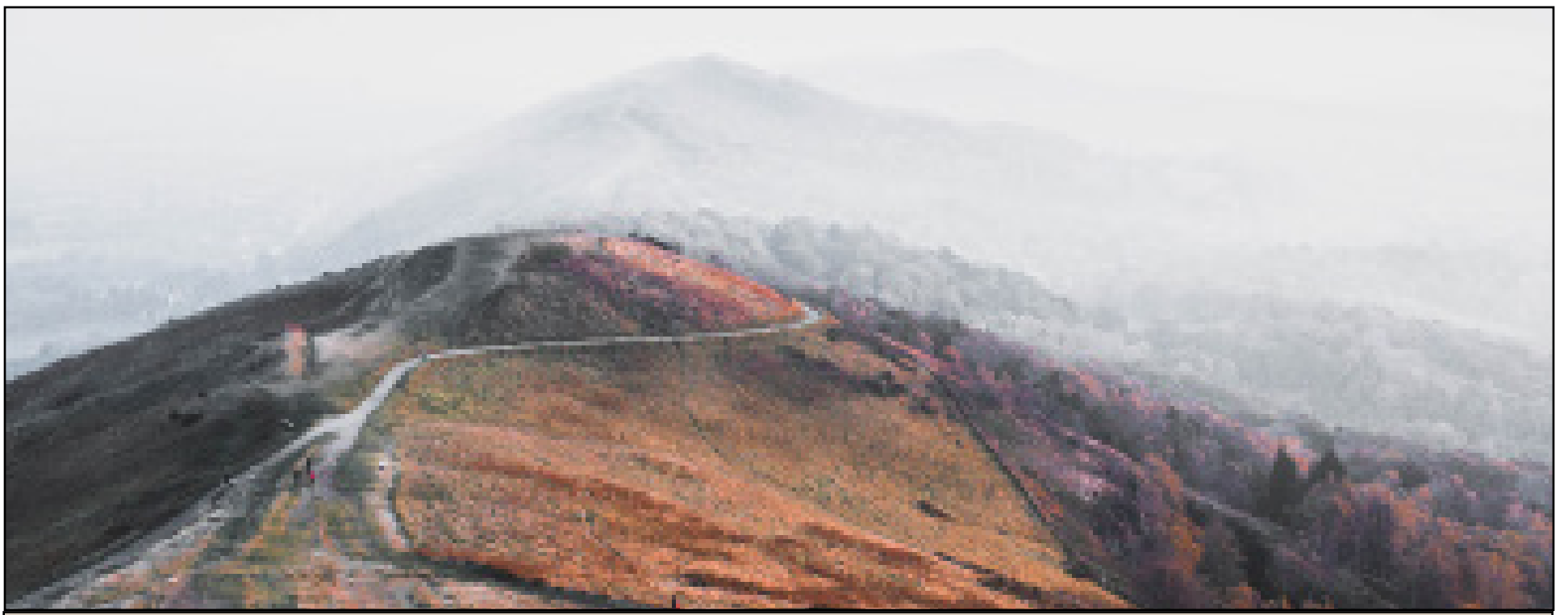
A Conversation between KWB Explorers: Dr. Elizabeth Johnston and Dr. June Cade

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June Cade, Ed.D.
   Alumna
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Faculty members, alumni, students and visitors participated in Knowledge without Boundaries (KWB) 2019. As two of the participants and explorers in a new virtual conference structure, we realized many learning opportunities including the a) experiences of a new form of professional conference, b) extensive new learning about emerging UOPX research structures, studies, and active researchers and c) connections to an emerging community of scholars and researchers.

Organizing the Conversation

So, the question now, is how did KWB go? What were the thoughts and perceptions of people who attended? In this article, we will explore two informal and qualitative sources. The first is a conversation between the authors of this article and second is a series of responses from a Survey Monkey set up to gather feedback from conference attendees.

A Word cloud image was developed from survey comments. The most prominent words are research, students, new, presentation. University. Less frequent, but still repeated are words like connected, wonderful, happening, struggle, concept and future.

A New Form of Professional Conference

KWB 2019 is now behind us. To look back over those few days, is to remember a kaleidoscope of people and activities. The five-day event was filled with presentations, talks, introductions to influential figures from outside or within the university, and critical moments of insight for many attendees. KWB showed how a technology-empowered innovation could transform professional life.

In 2019, technology drives many changes in education. Online learners and faculty members experience the transformative effects of technology in dimensions such as contacts with other faculty members, students, and changes to learning and teaching processes in general (Renner, 2017). Because of technology, KWB 2019 resembled but also varied from traditional face-to-face professional conferences.

Every KWB, 2019 participant was exploring a new conference structure. The presenters, moderators, behind the scenes facilitators and attendees had detailed plans to guide their work. But, in one sense, all were explorers in unknown territory, hoping to find cities of gold or alternatively worried about falling into the river. So, much like Han Solo, each of us in this exciting event, was making it up as we went along.

The authors of this article viewed KWB from different perspectives. Dr. June Cade is a recent UOP graduate, who attended to learn more about the research centers and commented, "After participating in KWB last week, I gained a completely new vision of what the university is about. I felt connected (and) it was amazing to see all the wonderful things that are happening. When you are in a classroom, you do not know that all this ---all the wonderful things that are happening".

Dr. Elizabeth Johnston was a presenter and moderator and commented, "I was delighted and worried at the same time. As a moderator, I wanted to keep each session smooth and on time. Medgar Roberts and David Proudfoot provided great training and support. I had a few bumps, but overall, the technology worked well. I enjoyed meeting and talking with people from all over the university structure. I realized how well the conference went by reviewing the survey comments and in this conversation with June."

Our thoughts aligned with some survey comments related to the virtual structure:

The conference is very well planned. I have enjoyed the conference both this year and last year.

This was the first year that I was invited to attend, but look forward to future events. At this time I would not change a thing.

Extensive New Learning about Emerging UOPX Research Structures, Studies, and Active Researchers

Survey Monkey comments showed an emphasis on KWB learning opportunities. We selected some representative comments from survey responses to the question, "Identify the plenary, presentation, or workshop that was most memorable and useful to you personally?"

We categorized these survey comments as related to learning opportunities, which were clearly valued. A sample is included below. The last comment shows acknowledgement of KWB as a source of current information.

(I) learned a new concept. Was unfamiliar with the Pracademic concept.

(Most valuable was)…receiving updates on present and future research.

Knowing what our students are accomplishing.

The Research Support Group is beneficial to alumni as much as students - such a great new resource.

Keynote speakers (might) talk more about current developments at the University, Ex. transition to TK20 and Team

365, whatever is currently happening.

June commented: "the conference experience also highlighted the scholar practitioner model of the UOP. This connection and realization was absolutely empowering."

Elizabeth commented: "I learned about research that was going on across the research hubs. I was surprised at the depth and variety of scholarship."

Connections to an Emerging Community of Scholars and Researchers.

Finding connections to others might be one of the most KWB valued outcomes. June commented, "a valuable component of the KWB experience was the amazing connection to other UOP alumni and other faculty."

Liz added, "I found some new connections through the conference also. I enjoyed learning about some new opportunities for collaborative writing."

Some survey comments about connections:

> Most memorable was spending time with colleagues.

I enjoyed listening to everyone and agree that relationships are built and a collaborative effort for research occurs. I am energized to do more research!

This (event) was when I first connected with the KWB (and the university)

Reflections and Thoughts for KWB Next Year

KWB showed us how a technology-empowered innovation could transform professional life. We learned about the new possibilities in the new virtual structure, we learned about how much research and scholarship is emerging through the research hubs, and we learned that connections to others remains an important aspect of professional conferences whether face-to-face or virtual.

June commented, "the KWB experience played a fundamental role in unearthing the important research that is ongoing at the UOP. As alumni, this realization was captivating. It resonated a sense of belonging and pride as alumni of the university."

Liz added, "pioneering new professional conference structures is probably one of our most notable accomplishments as an organization. I came away feeling that all those who worked on developing this structure can feel proud of their work."

June commented, "I am a go-getter, there were many challenges at UOP (still,) I completed my doctoral degree in three years but I did not feel that UOP was able to connect with others or me. (In the post grad survey) I did not check that I would recommend the university to others (I checked that I would not). Now I wish that I could change that check to 'I would'."

The hope is that KWB can continue to grow and flourish in the years ahead and continue to foster the inspiration, innovations, and connections that made this event memorable.

Reference

Renner, J. (2017). Engaging TBR faculty in online research communities and emerging technologies. Journal of Learning in Higher Education,13(1), 33-44. Retrieved from: https://eric.ed.gov/?id=EJ1139696

CEITR Power of Connection at KWB 2019 Online Summit

Mansureh Kebritchi, Ph.D.
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KWB 2019 online summit connected presenters from various geographical locations across the Unites States. With increasing advancement and integration of technology into higher education, online conferences emerge as an alternative format for academic and professional conferences. Shindig, an effective interactive videoconferencing platform, enabled Research and Scholarship Enterprise at College of Doctoral Studies to offer Knowledge Without Boundaries summit via online format for the second year. The summit was devoted to quality presentations from scholar practitioners' lenses covering empirical studies, literature reviews, and best practices related to education, business, and healthcare.

Many of the studies presented at KWB 2019 summit were collaborative team projects conducted by researchers who collaborated remotely in an online setting. Effectively collaborating in an online setting requires meticulous planning and support. In addition to access to communication platforms, strategies to support research teams to conduct, present, and publish studies are critical for successful online collaboration. We have used various strategies to support research teams at the Center for Educational and Instructional Technology Research (CEITR). Our main conceptual framework is based on Community of Inquiry (COI) with three elements of social presence, teaching presence, and cognitive presence (Garrison & Archer, 2000). We have developed 5S model to fulfill the three COI elements. 5S model consists of five components of Supplies and materials, Strategies and guidelines, Support and communications, Summative evaluation, and Successful scholarly results. These components were provided to nurture all CEITR research labs and special interest groups. We connected faculty, students, and alumni and created community of scholar practitioners by applying 5S model.

KWB 2019 online summit illuminated the effectiveness of our model and success of scholar practitioners. A total of 47 sessions were presented by CEITR affiliates and CEITR sponsored Special Interest Groups and partnership. That is about 34% increase from 31 presentations of last year KWB 2018 summit. Of 47 sessions, 34 belonged to research labs and special interest groups. Such a high number of sessions indicate the effectiveness of research lab structure and model to support the participants. Interestingly, 10 presentations were presented by 15 alumni and 5 students, the remaining 37 presentations were presented by faculty members. The sessions covered variety of topics related to teaching and learning in K-12 and higher education, online learning, educational technology, ethics and education, arts and education, artificial intelligence and education, and research process. The list of sessions and presenters are provided below.

CEITR and CLSOR Collaborative Sessions

1. "Student Success in an Online Practitioner-Oriented Doctoral Program: A Mixed Methods Study," by Mansureh Kebritchi, Ryan Rominger, and Mark Mccaslin

Individual Sessions

2. "How do we develop an agenda, skills, and presence in the research world?" by Elizabeth Johnston, James Lane, and Mansureh Kebritchi

3. "Perceptions of an African American Female Mentoring Program in Urban High Schools," by Danielle Hume Odom and Mary Stout

CEITR Partnership with Brigham Young University

4. "Producing Students who function at a High Level in the Practical World," by Ken Plummer and Richard Swan from Brigham Young University

Center for Learning Analytic

5. "Strategies to Obtain Maximum Usage of Enterprise Resource Planning Systems," by Edward Schaffer and Daniel Smith

6. "The Disruptive Potential of Free and Low-Cost Online Courses in Higher Education," by Ed Scuderi and Daniel Smith

7. "Student-centric Perceptions of Curricular Skill Development for the Workplace," by Daniel Smith and Craig Follins

Dissertations of the Year for 2019

8. 2019 Dissertation of the Year: "Recommended Health Care Models for American Muslim Women: A Delphi Study," by Ayoub, Chair Elizabeth Johnston

9. 2019 Dissertation of the Year: "Technology Leadership: A Qualitative Exploratory Multiple Case Study Identifying Challenges Principals Experience," by Pottorf Bowers, Chair Karen Johnson

Faculty and Student Collaborative Studies

10. "Artificial Intelligence Adoption by United States Marine Air Ground Task Force: An Exploratory Case Study," by Martin LaPierre (alumnus) and Dale Crowe (2019 CDS faculty of the year)

11. "Screen Time, Critical Thinking, and Morality," by Elizabeth Young and Margaret Vianna (student)

12. "Staff Views of Women of Diversity Urban Charter School Principals," by Elizabeth Young and Afrah Hamin

13. "The Impact of Blended Learning on English Language Arts Achievement in Upper Elementary Classrooms," by Jan Otter and Karen DeLuce (Student)

Student Presentations

14. "Childcare Workers Beliefs About The Use Of Developmentally Appropriate Practice: A Qualitative Explanatory Multi-Case Study," by June Cade (Student)

15. "Perception of Teacher Efficacy and

Satisfaction with Online Learning Experiences," by Danielle Sixsmith (Faculty/student)

16. "Ways to Improve Supervisor Communication in Virtual Teams," by Detra German (Student)

Alumni Special Group (all team members are UOPX/CDS alumni)

17. "A Mixed Methods Exploration of Completion Expectations of Online Doctoral Students," by Kristina McGaha (Fellow), Diana Hart, and Wendy Aoki

18. "Factors Impacting the Full Adoption of Patient Portals Within Healthcare Organizations," by Radica Bissoondia (Fellow), Gwendolyn Avington, Emma Haynes, Louisa Arthur-ofei, and Tejram Basdeo

19. "The Decline of K-12 Candidates: A Qualitative Study from Teacher Candidate Perspectives," by Darcey Gray (Fellow), Barbara Vaiana, Michelle Davis, and Raymond Holmes

Dissertation to Publication Workshop/SIG

20. "Exploring Dissertation to Publication Workshop," by Mansureh Kebritchi and David Proudfoot

Research Methodology Group

21. "Exploring Research Methodology Group for Nurturing Research Methods and Designs: An Introduction and Action Research," by Mansureh Kebritchi, Ryan Rominger, and Mark McCaslin

22. "Considerations for Adopting DBL to Teach Research Methods," by Ryan Rominger and Mansureh Kebritchi

Research Support Group

23. "Introduction to Research Support Group," by Mansureh Kebritchi, Ryan Rominger, Mark Mccaslin, Pat D'Urso, Elizabeth Johnston, and Erik Bean

24. "Practice Based Conversations with Online Dissertation Chairs," by Elizabeth Johnston and Pat D'Urso

Digital Teaching and Learning Resources

25. "Providing Family Engagement Opportunities Through Digital Teaching and Learning Resources," by David Proudfoot and Medgar Roberts

Diversity in Education Research Lab

26. "Collaborative Research Team Narratives of Design, Process, and Implementation of a Narrative Study: Part 2," by Mar Navarro, Marcia Griffiths-Prince, and Andrea Wilson

27. "Curating and Using OER-Immersive Multimedia Materials for Deeper Learning: A Proposed Framework," by Elizabeth Johnston

28. "Technology and Teaching in High School Classrooms: Do Boundaries Exist?" by Cheryl Burleigh, Andrea Wilson, and Danielle Sixsmith

29. "Background Music in the Classroom, Diverse Learners, and Academic Performance: A Correlational Study," by Michelle Hill, Jennifer Calito (alumna), Shaquanah Robinson (Student), Fortune Taylor, Shanel Harris (alumnus), and Troy Jeffers (Student)

30. "The potential to Engage and renew isolated Faculty with collaborative research opportunities: A Scoping Review," by Elizabeth Johnston, Cheryl Burleigh, and Andrea Wilson

31. "STF in Higher Learning: Exploring Options for Shaping Immersive Experiences Across AR/VR Curricula," by Patricia Steele

32. "The Global Internet Video Classroom (GIVC) Model For Global Mass Learning Programs," by Oliver Lawrence

Teaching & Learning with Arts Research Lab

33. "Technological Advances for Academic Improvements with Disabled Learners-A Literature Review," by Michelle Hill, Jennifer Calito, Andrea Wilson, Anthony Goss, and Troy Jeffers

34. "High School Teachers Explore Use of Canvas to Enhance Learning: Action Research," by Rita Hartman, Mary Townsend, Mary Stout, and Barbara Fedock

35. "Educators' Perceptions of Technology Integration into the Classroom: A Descriptive Case Study," by Rita Hartman, Mary Townsend (alumna), and Marlo Jackson

36. "Online Collaborative Team Member Narratives of Publication Success," by Rita Hartman, Danielle Sixsmith, Patricia Akojie, and Christa Banton

Ethics in Education Research Lab

37. "Hurricanes, Schools, and Educational Ethics in the Virgin Islands: A Narrative Inquiry," by James Lane, Alyncia Bowen, Belinda Moses, Denise Rattigan, and Shaquanah Robinson

38. "Ethical Challenges of Educators in Rural Schools: A Narrative Inquiry," by James Lane, Sally Everts, Yvonne Hefner, and Karyn Scott

39. "Challenges and Opportunities in Teacher Retention: A Narrative Inquiry Describing Significant Formative Experiences of Early Career Teachers," by James Lane

40. "Narration and Application of Educators' Experiences with Racism in School Cultures," by Patricia Akojie, Karen Johnson, Marie Smith, Barbe Bowers, LaShonda Reid, and Jane Schumacher

41. "Ethics in Virtual Educational Environments (VREs): Designers' Perceptions," by Patricia Steele, Liston Bailey, Margaret Kroposki, and Myrene Magabo

42. "Perceptions of Indonesian Grade 1-8 Educators Implementing Inquiry-based Learning: A Descriptive Nonexperimental Quantitative Correlational Study," by Cheryl Peterson, Mary W. Stout, Michelle Hill, and Karen Johnson

43. "How do teachers use technology in middle school (6-8) classrooms to support learning while maintaining clear boundaries among stakeholders?" by Karen Johnson, Michelle Susberry Hill, and Jay Familant

44. "Teachers' Awareness in Identifying Micro-aggressive Behaviors within the K-12 Classroom," by Cheryl Burleigh, April Lash, Teresa Lao, and Therese Kanai

Artificial Intelligence Research Lab

45. "What We Know about the Use of Semantic Web in Education and Where We Go from Here," by Vicki Purslow, Armando Paladino, Ruzanna Topchyan, and Gwendolyn Dooley

46. "Experiences and Lessons Learned from Mobile Technology in the Classroom," by J. Medgar Roberts, Karen Johnson, Michelle Susberry Hill, Lisa Wells, and Mary Stout

47. "Artificial Intelligence: A Boon or Bane For Educational Leadership in Educational Research," by Steven Watkins

Reference

Garrison, D. R., Anderson, T., & Archer, W. (2000). Critical inquiry in a text-based environment: Computer conferencing in higher education model. The Internet and Higher Education, 2(2-3), 87-105.

Research and Scholarship Enterprise: A Vibrant Community of Colleagues

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        Center for Educational and Instructional Technology Research

"If people want to be published and accepted in their field, they need to get engaged in conversations."

Dean Mark McCaslin

Phoenix Scholar, Summer 2019

Being honored with the Distinguished Service Award for Faculty Scholarship creates gratitude for the opportunities intrinsic to the University's Research and Scholarship Enterprise. As an example, the 2019 Knowledge Without Boundaries Virtual Research Summit evolved from a traditional venue in Tempe, Arizona, to a virtual online conference and exemplifies the University's commitment to empowering scholarship. The Research and Scholarship Enterprise catalyzes academic initiative by complementing robust support infrastructure with a vibrant community of colleagues.

University of Phoenix students and alumni seeking research opportunities join graduate and doctoral faculty to develop scholarship strategies aligned with their research interests. In the online environment, many researchers feel isolated, confused, and uncertain about where to begin or how to get started. The Research and Scholarship Enterprise offers human interaction, a scarce and welcome resource in the virtual environment.

Research Community

Special Interest Groups provide an online, interactive venue for University-affiliated researchers to connect over specific research interests. The Alumni Special Interest Group provides scholarly advancement, professional development, and networking opportunities for College of Doctoral Studies alumni. The Center for Education and Instructional Technology Research (CEITR) "Dissertation to Publication" workshop is an opportunity for one-to-one interaction between nascent authors and CEITR reviewers in developing peer-reviewed journal-appropriate manuscripts from dissertation research. The Research Methodology Group is a forum for dialogue and training about method and design.

Knowledge Without Boundaries provides opportunities to engage in an active community of scholarship. Attendees meet leadership, presenters, and dialogue with one another. During the 2019 summit, collaborative presentations with students, alumni, and faculty colleagues included dissertation research on:

- Antiepileptic drug adherence and psychosocial factors in children

- Collaborative conversations with dissertation chairs

- Culture and adherence to health-related recommendations

- Ethics and health care administrators' decision-making

- Hispanic women and leadership strategies for success

- Is creative realtor an oxymoron?

- Promoting mental health and well-being

During the collaborative presentation on Mental Health First Aid initiatives, Dr. Ray Bynum shared insights and invited us to his team's workshop on "The Criminal Justice Officer's Changing Role in Dealing with Offenders with Mental Health Issues" which sparked new approaches and collaboration. During the "Key Summit for Students" session on the Fulbright Scholar Program, Outreach & Recruitment Specialist Michelle Bolourchi described the Fulbright Scholar Program at the Institute of International Education. The Fulbright program links nascent scholars to global research, scholarship, and teaching opportunities; has catalyzed student, alumni, and faculty inquiry; and represents a potential community partnership

Community Partnerships engage the University of Phoenix in research efforts with third-party organizations, providing faculty and students more opportunity for innovative research experiences, while directly supporting the greater research community. The University's research practices are predicated on the "scholar-practitioner-leader" model and a modified Boyer's Model.

Campus-Based Scholarship advances knowledge and student learning, recognizes and provides sustained scholarship support, and develops local scholarly activities. The following University of Phoenix campuses are actively engaged in research and scholarship:

Central Florida

Charlotte

Chicago

Dallas

Detroit

Houston

Jersey City

Las Vegas

New Mexico

Phoenix

The Jersey City Campus Research Club Model

Overview: In September 2017, Dr. Miriam Frolow launched a monthly Research Club meeting for doctoral candidates, faculty, and alumni to continue the conversation and collaboration that took place at the May 2017 Knowledge Without Boundaries Academy at the Jersey City Campus

(JCC). The Research Club has become a valuable resource for doctoral candidates in the New Jersey/New York Market. Doctoral candidates come to the campus to receive one-on-one guidance/tutoring from Dr. Frolow, a University Research Methodologist, several faculty members, and UOPX doctoral alumni on their dissertations. They also spend time supporting each other and building a local network (University of Phoenix, 2017).

The Research Club monthly meetings averages 4-8 doctoral candidates, where they receive one-on-one guidance/tutoring on a component of their dissertation. A URM, who also teaches at the Jersey City Campus, works with students on the design of their quantitative research methods or reviews their data analysis. Another JCC faculty member, who is also a dissertation chair, works with students to formulate their problem and purpose statements, create alignment with their sample population, etc. A doctoral alum talks with students and facilitates the sharing of information and support. Dr. Frolow then sends a report to CDS with a list of who attended and the type of dissertation support they received. This is in addition to the participation of other faculty and alumni (University of Phoenix, 2017).

The Model: The Jersey City Campus Research Club is an informal gathering of doctoral candidates, alumni, and online/local campus faculty who want to discuss, collaborate on, and support each other while doing research and scholarship. The meetings can be run with or without a research-related presentation. The Research Club can become an academic community that provides a fun and interactive way to increase student and faculty engagement. The Director of Academic Affairs serves as the facilitator for the Research Club, as well as a resource for connecting faculty, doctoral candidates, and alumni around research projects and tutoring requests. While other campuses also have a Research Club or similar scholarly meetings, the Jersey Club model is being shared with all the UOPX campuses as a model for starting a similar venue for supporting faculty and student scholarship and research in their Market (University of Phoenix. 2017).

When invited to comment on the value of conversation between colleagues to advance research and scholarship, Dr. Frolow shared the following insights (M. Frolow, personal communication, June 18, 2019):

There is tremendous value in developing relationships with colleagues that ultimately turn into collaborations and friendships, especially when charged with conducting research and scholarly activities at a local campus. Working together means being open to other people's ideas and suggestions, capitalizing on each member's strengths, and sharing the workload with a common goal (and deadline) in mind. The University of Phoenix faculty are passionate about teaching our students, and as a result enjoy the opportunity to find ways to enhance the curriculum across courses and by building bridges between education and careers. The Jersey City Campus has a history of faculty collaboration, with the latest endeavor being the Research Club. We are modeling the behaviors that we teach our students in terms of collaboration and communication within a diverse organizational culture.

Call to Action

The Research and Scholarship Enterprise focuses on "finding needs to fill rather than on competing with existing leaders" (Devnew, 2019, p. 14). Strengthening research skills increases practitioners' competitive edge in the workplace (Devnew, 2019). University of Phoenix students, alumni, faculty, and staff seek opportunities to embark on research endeavors and share results with the community of scholars. Engaging in conversation with like-minded colleagues demystifies research and accelerates innovation. Getting "engaged in conversations" (Devnew, 2019, p. 13) is the first step. The University's Research and Scholarship Enterprise can help!

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Courage to Share at 21st ILA Conference Led a Team of UOPX Scholars to Inspire

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      College of Doctoral Studies

Photo from left to right: Erik Bean, Jan Cardwell, Renee Green, and Kathy Ottman.

All industry and academic eyes were looking up North this year. It was time to take the pulse on what makes leadership tick at the 2019 International Leadership Association (ILA). The 21st annual global conference, "Leadership: Courage Required," held Oct. 24-27 in Ottawa. While more than a dozen University of Phoenix scholars had advice for best practices and theoretical concepts, one presenter revealed an unthinkable heartache, his 17-year-old son's death on August 24, 2018. It became the subject of an ILA Leadership Development Group luncheon keynote presentation.

Erik Bean, Ed.D., associate university research chair, Center for Leadership Studies and Organizational Research (CLSOR) revealed his tragic story. He provided a Leadership Development Group luncheon keynote address dubbed, "Energizing the Getting Published Process: An Administrative Task!" The concept was based on a book by Jon Gordon, The Energy Bus, a lesson on trying to move forward when comforted with a roadblock. Bean was able to share his story about his son who took his own life with just enough energy in hopes of helping remove the stigma that is often associated with suicide. "Suicide could never happen in my family," he later said. While the Energy Bus book was intended to provide ways of thinking and moving forward in the midst of most common family obstacles, fending off unruly children, a broken down car, a dog who soiled a suit. But the book never touched upon the nation's current high suicide rate, one that Bean has now found himself immersed in and the courage and energy to openly discuss it.

It was a fitting topic, according to University of Phoenix Vice Provost Hinrich Eylers, who described Bean's courage as vital to leadership. It's a principle the College of Doctoral Studies seeks to impart to its students. "Leadership is not about being popular, but about doing the right thing," Eylers said. "Doing the right thing is not always the easiest."

Ethan, 17, was a bright child who got good grades but struggled socially. He had autism and mental illness that was never fully diagnosed because of his age. Consequently, Ethan had anger issues, and spent time in the juvenile justice system. Dr. Bean's emphasis on addressing a critical social issue is a focus of the University's College of Doctoral Studies (CDS) programs.


Ethan and Erik Bean.

He intends to raise awareness and has met with a state senator and plans to testify before a Michigan legislative committee about the juvenile justice system. He and his wife Stacey, a practicing school social worker, started a non-profit The Ethan Bean Mental Wellness Foundation to increase awareness about mental health challenges in children, to examine the efficacy of mental health treatment and drug intervention, and to help remove the social stigmas associated with mental illness.

Dr. Bean has gone one step further, with encouragement from a co-author of several academic books, he and Emily Waszak wrote a book, "a children's first mental health primer." Bean said. Ethan's Healthy Mind Express, was available for sale on November 23, 2019, National Suicide Survivor's Day. "It takes the whole community," Dr. Bean said. "It's not just the kids. It's the community that needs to change. I never want Ethan to be forgotten." During the Leadership Development Group luncheon, University of Phoenix Hawaiian Academic Affairs Director Renee R. Green, Ph.D.; LD past chair and current LD Chair UOPX V.P. Jan Cardwell, Ph.D.; as well as leadership coach Kelly (Carolyn) Ottman, Ph.D.; each revealed very personal life hurdles from which the Energy Bus helped them move forward.
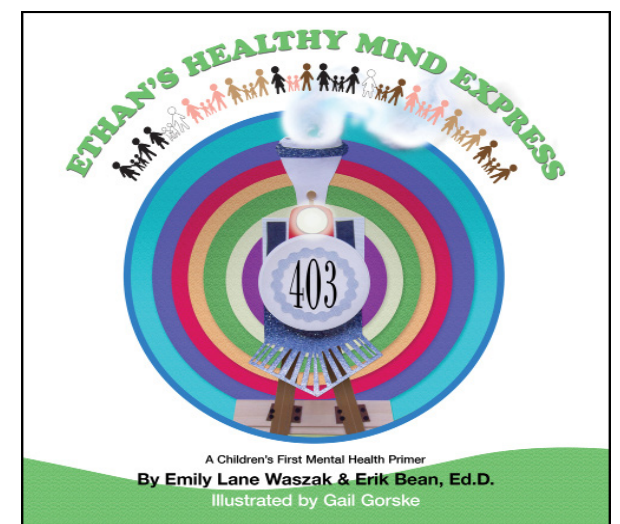
The check up on leadership at this year's conference was anything other than routine. For example, Kimberly Underwood, Ph.D., chair of the University's Center for Workplace Diversity and Inclusion Research (CWDIR), and CWDIR Fellow Donna Smith presented "Including Inclusion: Exploring the Role of Leadership Support for Transitioning Transgender Employees" as well as "'Pracademic' Development: Building Higher Educational Professionals of the Future." Underwood commented that

"to be a partner in this process as a leader takes courage," about the first presentation. The qualitative study examined the lived experiences of transitioning individuals or those that completed the process. The sample include healthcare, academia, law enforcement, and service industries. Dr. Underwood also discussed "Millennials in the Workplace: Exploring Managerial Perceptions in Multi-Generational Organizations."

Dr. Green and Cardwell were visible in several other courageous leadership rounds as evident in their workshop, "Changing Lanes – The New Wave of Leaders Making Courageous Change!" According to the ILA 2019 Session Guide, Cardwell and Green maintained, "in a world of new technologies and declining resources, leadership persona's must be fluid, flexible, organic, and innovative to improve human capital and support organizational innovations." Cardwell also presented "Entrepreneurship: Profiles in Courageous Self-Leadership" in the Business Leadership SIG symposium Exploring Entrepreneurial Leadership with Anthony Middlebrooks and Stephanie E. Raible, both from the University of Delaware. Green chaired a session of presentations on "Leadership Coaching: Challenges, Methods, and Strategies with Ruby Campbell."

Past University of Phoenix Scholar of the Year and CLSOR Senior Fellow, Lynne E. Devnew provided a participatory comprehensive exam, Developing Visual Models to Explain Theories and Concepts: Tools for Scholars and Practitioners. The models used draw from the women and leadership literature. Devnew is on the executive board of ILA's Women and Affinity SIG. She also co-chaired the last ILA women and leadership conference.

Another checkup focused on the making of healthy leaders. Retired Dean of Research and Scholarship Mark McCaslin and Jan Cardwell presented "Leadership Checkup: Are You Practicing Healthy Leadership?" In the 90-minute workshop attendees explored and experienced five potentiating practices that support healthy leadership: 1) deep understanding, 2) critical reflection, 3) maturity, 4) empowerment, and 5) generativity. "Potentiating, for clarification, is any action taken by individuals in leader roles that affectively causes something, or the relationship itself, to become potent: creative, strong, capable, powerful, effective, empowered, and healthy. Come prepared for learning episodes that involve moving, reflecting and experiencing Healthy Leadership," (ILA Session Guide).

Two presentations conducted a rigorous studies specifically for educators. The first was from Katherine Temple, UOPX associate faculty, who presented "Transform Educators into Courageous International Change Agents." The other presentation by UOPX faculty Jennifer Calito, Jeanie Krause Bachand, and Cynthia D. Kittle, "Leadership Skills in Online Doctoral Education Programs," provided a prescription for those in key online roles by.

Entrepreneurs and millennials were included in the presentation as Louise Underdahl, 2019 UOPX distinguished scholar of the year; Elizabeth Isele, Global Institute for Experienced Entrepreneurship; Ronald G. Leach, UOPX associate faculty; Norris Krueger, UOPX associate faculty; Matthew Knight, Walden University; and Jean R. Perlman, MetaConnect, offered "Evidence-Based Entrepreneurship: Interdisciplinary and Intergenerational Innovation." Lunthita Duthely, UOPX associate faculty, reminded all that none of the leadership elixirs can work if it were not for the conference theme, courage.

In two separate presentations Duthely led a call to examine intuitions and to act when appropriate. She was assisted by Shanita Akintonda, Columbia College, and Kamla Mungal, University of the West Indies in presenting "Intuition in the Face of Adversity: The Courage to 'Go with your Gut!'" They also chaired "The Courage to Act" with Shanita Akintonda, Columbia College; Kamla Mungal, University of the West Indies; and Adi John Walker, POD International Consulting.

Finally, thinking healthy can have its rewards especially for those in the academy who strive to get published. To help lead a vigorous global conversation on leadership the Journal of Leadership Studies (JLS) hosted a round table of peer reviewed publication opportunities designed to keep everyone fit. Those on hand included Senior JLS Editor Mark R. Ludorf from Austin State University and Leadership Perspectives Section Editor Erik Bean, among others.

Looking forward to the future, the 22nd ILA Global Conference will be held in San Francisco. We hope to see you all there!
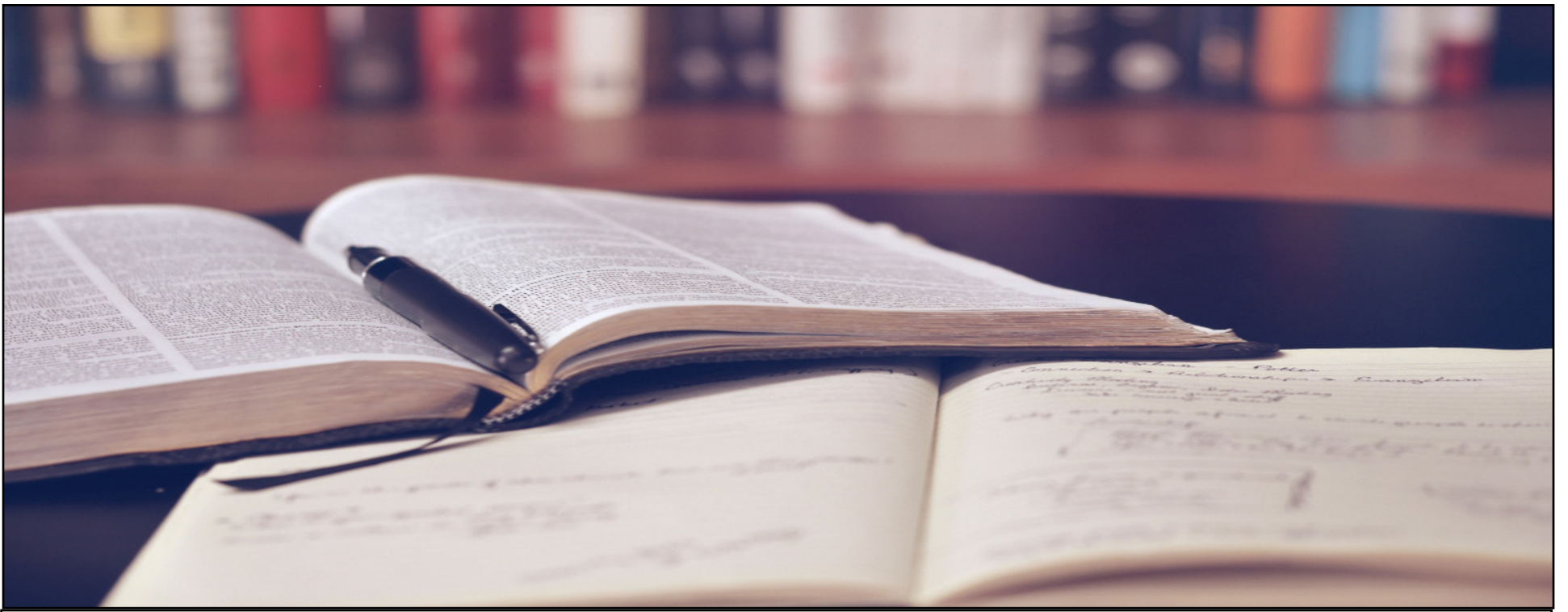
CLSOR Faculty and Alumni News

Cheryl Burleigh, Ed.D.
Publication Fellow
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This article highlights just a few of the contributions and achievements of CLSOR faculty, alumni, and affiliates to promote scholarship and the sharing of research within the broader leadership community. For current information, a detailed list of achievements, and updates, please plan to visit the CLSOR Research Hub newsletter. The goal of the newsletter is not only to strengthen the research community and acknowledge the achievements of our faculty, alumni, and affiliates, but to celebrate their work and recognition on the world stage of leadership practices.

Updates on CLSOR center groups

Women and Leadership Research Group

The Women and Leadership Affinity Group (WLAG) of the International Leadership Association (ILA) held the 4th Women in Leadership Conference June 16 to 19 at 1440 Multiversity, Scotts Valley, CA. Senior Research Fellow Dr. Lynne Devnew was the conference co-chair. An article that highlights the events of the conference and women of University of Phoenix who presented and attended the conference can be found in the article by Dr. Rita Carver.

CLSOR Members contributions to Special Interest Groups

Numerous CLSOR members, both faculty and alumni are involved as affiliates for special interest groups (SIG) making significant contributions to advance scholarship on behalf of University of Phoenix. The Research Methodology Group (RMG) is such a group with Dr. Ryan Rominger, Dr. Erik Bean, and Dr. LauraAnn Migliore presenting webinars on topics including Mixed Methods Research, Program Evaluation, Content Analysis, Narrative Analysis, and Quantitative Measurement Development of Surveys Visit this page for a schedule of upcoming events.

Faculty Scholarship and Publications

Dr. Francis Wardle has published a trade article, book and conducted numerous speaking engagements to support her book over the course of this year. Her article Wardle, F, (2019). How I write an article. Exchange Magazine, 41 (3), 79-83, focused on how to write and publish articles for trade publications.

Wardle, F. (2018). Oh boy: Strategies for teaching boys in early childhood. Lincoln, NE: Exchange Press (ISBN #978-0-942702-28-6) focuses on the struggles young boys may have in early childhood programs and schools. These struggles are not merely a result of misbehaving; instead, young boys may struggle in such environments due to non-awareness of how most young boys develop (physically, mentally, and emotionally) and learn, and the expectations, outcomes, activities, and discipline approaches employed within schools and programs.

Mallette, L. A., & Saldaña, J. (2018). Teaching qualitative data analysis through gaming. Qualitative Inquiry. https://doi.org/10.1177/1077800418789458. Dr. Leo Mallette collaborated with Dr. Saldaña on the article whose purpose was to describe the use of a party game, adapted by the two authors, to teach qualitative data analysis in consulting and classroom settings. The value of this exercise lies in its narrative construction outcomes. The article is currently available online and will be published in the journal Qualitative Inquiry later this year.

Book Chapter Published

Dr. LauraAnn Migliore, Dr. Kevin Bottomley, and Bridget Arena, M.A. published chapter Employee Engagement in 3D Virtual Learning Environments: A Digitalized HRD Framework Model for Leadership and Learning can be found in the book Advances in the Technology of Managing People: Contemporary Issues in Business published by Emerald Publishing on June 10, 2019. The editors, Dr. Pamela Gordon and Dr. Julie Overbey, both of the University of Phoenix (UoPX), collaborated with 17 UoPX faculty and alumni to create a book examining contemporary issues and emerging trends within management technology.

Dr. Ryan Rominger has published several articles and books chapters over the course of the last year. The latest is Rominger, R., Lindinger-Sternart, S., & Kaur, V. (2019). Healthy brain and quality of life in the aging population. In B. Sloboda, et al. (Eds.), Interacting factors between physical health, mental health and long quality of life. Bloomington, IN: Balboa Press.

DoE Federal Grant: GEAR UP

Dr. Prentiss Coleman is the regional coordinator in the GEAR UP grant awarded to the University of Alabama at Birmingham in 2014.She serves region two which comprise 50% of the grant of approximately 4500 students, 5 high schools, 3 magnet high schools, and 11 direct reports known as site facilitators. The grant is entering year 5 of the 7-year award of a $49 Million Award. The Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) is a competitive grant program of the U.S. Department of Education that increases the number of low-income students who are prepared to enter and succeed in postsecondary education by providing States and local community-education partnerships six-to-seven year grants to offer support services to high-poverty, middle and high schools.

We recognize this is a short list of the many accomplishments of CLSOR affiliates. Please plan to visit the CLSOR research hub for the latest scholarship news.

Elvire L. Daniels, Leading a Marathon for Minority Opportunities: An Interview with Rodney Luster and Erik Bean

Vitals
Occupation: Special Education
Degree Track: Doctor of Business Administration
Volunteer: American Cancer Society, Alpha Kappa Alpha, and Jack & Jill of America
Other Work of Note: Assistant, Dr. Oz TV Show

Rodney

Erik, we've got Elvire Daniels on the line today.

Erik

Welcome Elvire, Rodney has told me several fascinating things about you. Our readers can't wait to discover them.

Rodney

Welcome Elvire, I thought it might be nice if we do a quick profile of you, sort of our 2-minute up front survey of who you are, maybe your degree program and just some of the highlights of what brought you to University of Phoenix?

Elvire

I am a 48-year old mother of three, two boys and one girl. I started the program in 2016 which is when I took my first course. I live in New York on Long Island. I am a special education mathematics teacher as well. I have three courses remaining in the DBA program. I am working on my dissertation and still securing faculty members along with my chair.

Rodney

Thanks for those initial vitals Elvire, much appreciated. I worked together with you in one of the residency classes and your story had always resonated with me, especially something very memorable that you

had said when I was asking you about your life story. You had mentioned that one of the turning points in your life was when you were moving through your divorce. And as we all know, that can be very painful. But what really stood out is what you said after, about a conversation you had with a friend. You had asked her, "What is more painful than a divorce?" To which your friend responded, "Getting a doctorate!" I remember how everyone loved that response because it was so aspirational that you would look for something that would move you out of that place you were in emotionally. The class loved it. I loved it. Every time I've told that story to others they smile, and it resonates with everyone. It said much to me about who you are as a person as well. That you would not allow yourself to stay in a place of disparity but that you were seeking to live in an abundant state.

Elvire

[laughing] Yes, that's true. So, one of the reasons I truly and honestly started the program was that I was trying to figure what direction I was going, I felt lost and scared during my divorce. I felt a sense of urgency to figure out my new life. I needed clarity to know how I was going to survive with three kids. I was scared because I feared struggling. My mother was a single mother raising six kids and we struggled, so I really feared that for my kids. My friend was very supportive when I reached out to her and she said, "you can do this, you can get your doctorate." So that's when it really resonated with me and so I filled out the application and my journey to a new life began.

Rodney

I think that's a very defining moment. This

is why I've used your anecdote a few times where I sought to inspire people because it's real and honest. Everyone, and I mean everyone that I have mentioned the story to (of course keeping your name out of it) have thought that it was such an authentic story. You found an innovative way to move and grow amidst turbulence. I also remember from sharing our stories in the classroom that you had really taken charge of many things in your life at that point and were moving into your own hero's journey: running marathons, doing your doctorate, being the sturdy foundation for your children, and working alongside of them.

Elvire

Yeah. So, I mean it's all connected, you know, during the process. One minute you're going to school, you're working, you're raising kids, and in the next year you're tackling many other things. I know one of the pivotal questions for me was really being self-effacing and aware and not emotionally reasoning my way into other things but being mentally healthy amidst the hard times in my life. Those are times when you have to ask yourself the hard questions like, "how do I move through this and be mentally healthy, who do I speak to, and do I even have time to speak to anybody?" I think what was most interesting introspectively is that when you move through certain pains and you are looking for the right path, you inherently know if you listen closely to yourself. It was tough no doubt, especially without wanting to shed tears in front of my children. It's simply protecting those you love and sometimes that takes great internal strength and courage, and love for ourselves we didn't even know we were capable of achieving. But I started my running

journey one day at a time. I started just taking long walks and having that time to myself to regroup, to cry, to just be real for a while. But then walking, which was therapeutic, leading to running and the short runs became full marathons. It went from one mile to two miles…to five…10.. and 20. I also started journaling my runs as a way to view progress of my runs and my feeling on a day to day bases as a copping mechanism. Everything became a testament to how I was growing, evolving and achieving my own goals in life and it felt great.

Rodney

Your story is so inspirational for so many Elvire. I know one of those marathons was a big one right?

Elvire

Yes. I just finished one since I last spoke to you both. It was the Berlin Marathon in Germany on September 29th! It's actually one of the top Abbott World Marathon Majors to try and accomplish for a runner. The Abbott World Marathon Majors is a series of six races in Tokyo, Boston, London, Berlin, Chicago, and NYC.
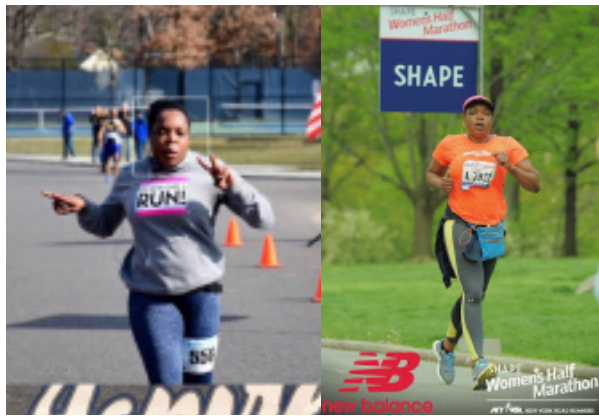
Rodney

Yes, I remember you said you were going to Berlin. That's outstanding!

Elvire

I was representing The American Cancer Society. I do a lot of work with, for, and on behalf of them, and together and the team name was the DETERMINATION, representing ACS. We raised over $239K for the cause. So that's a really nice accomplishment, aside from the whole experience of going over to Germany.

Rodney

Fantastic. You're running these great marathons alongside of being a student in our doctoral program and full-time mom and educator.

Elvire

Yes. I work as a special education teacher in a high stress environment. I love teaching and the populations of students that I teach and it's a very special role for me. I'm in a district on Long Island where we service 17 other district and therefore an eclectic mix of students and culture.

Erik

Incredible Elvire, your perseverance and passions are such a wonderful inspiration for so many. Thank you for being so candid! Very inspirational. I do want to pivot back on questions I had regarding your education experience. One of the questions that always intrigues me is the family dynamic when it comes to education. Were

you the only member of your family to pursue a doctorate?

Elvire

So my oldest sister actually finished her doctorate at Columbia. Her experiences, her trials and tribulations during her academic journey, which we all have, helped to prepare me. Her venting mentally prepared me for various aspects of the road ahead as a doctoral student. I heard her points and that helped me prepare mentally from her issues and how she overcame them. I approached the doctoral journey from a pragmatic point of view. I knew there were going to be many hurdles. I knew it would take much time and focus just like anything we want in life. Everything that we desire for ourselves, our goals require taking those steps forward to achieve them. This wasn't going to be any exception. But having my sister go before me helped to metaphorically create a map from which I could learn.

Erik

Yes indeed, it's definitely about stamina and perseverance. Thank you. My next question was about your dissertation. Please explain what you plan to research?

Elvire

I've, always felt like the African American business community has had some real challenges. I mean, we've always had challenges, but for those in business it is another spectrum. The business success rate here on Long Island is low for minorities. Why? This fascinates me. As I pursue my doctorate that has allowed me to look at this phenomenon from the lens of a researcher. Right now, I just don't know where the data will take me or the small business owner that will have chance to read it.

Erik

Understood, I know from my own African American research on cultural competence, it is challenging for minorities to competitively acquire bank loans due to redlining, for example.

Elvire

I know those challenges exist. I hope my paper becomes a resource for small businesses within Long Island or elsewhere. To try and zero in on the issues, I want to do a panel discussion and get feedback from some of these owners who have struggled and from those who have had some success. Just being well-informed on this whole subject will be important and impactful.

Erik

What's your hypothesis, what do you think is standing in their way? Has it already been vocalized or is there something else?

Elvire

It's not just education, there's so much more to this puzzle. I feel like they (minority business owners and entrepreneurs), can't be what they have not seen, right? My classroom students cannot express that they want to be entrepreneurs because they don't see successful African American entrepreneurs in their commu-

nities. So, I feel historically most would agree – there hasn't been enough funding or opportunities. Therefore, very few successful businesses to model. If culture competence is how minorities see themselves as leaders in their community, it would be good to mimic or feel confident that we ourselves can emulate such success or use it as a prototype. But there is a lack of knowledge coupled with prior obstacles and in some cases a poor support system. It's not really just about equality, but also equity. There is a great disparity between the opportunities that someone who is White (non-minority) has access to versus someone who is Black (or minority).

Erik

Most would agree Elvire.

Elvire

So in regard to equity and equality, the availability is just not there yet.

Erik

Agree. Yeah. I think qualitatively, once you find your exact sample and get the most contemporary feedback, you can then move forward to lead the conversation and zero in on the most prominent topical matter. As you said, part of it may be the inefficiency in resource allocation among African Americans versus other minorities and the other part of the equation may also be a lack of familiarity with certain resources where there may be fewer resources available than there are for other minority groups.

Elvire

Yes. And the honest truth is that many African Americans really don't have the funding to start. We just don't have that historical legacy where we may have grandparents who have that extra monetary discretion to utilize and lend to family members who would like to start a business. The historical legacy of inequality has brought this about and the burden of achieving becomes greater because we did not all start off with the same level of opportunity. It's almost a Darwinian prospect unfolding about who can survive? What you find today is that that as African Americans, most of us are in a single-family household and the challenges therein with income equality can be tough. This inherently is to be a challenge, but I think with a good panel and some good discussion I can start to bridge the gap in this research area a bit more.

Erik

We often pursue topics that impact us, or we feel a profound sense of connection. That said, no matter the topic one of the first steps in the research process to identify a springboard study within the literature so your study can offer new information or a new instrument, for example. With your doctoral focus, where would you like to see your career progress?

Elvire

So after completing my B.A. in business management I completed my MBA, also in business management, I always had

varied interests, just because I'm curious about the way things work. For example, I also started with a minor in mathematics for this very reason. Then when I had my children and my plate was full of activities associated with family, I decided to switch into education and just became certified to be a special education. My love of mathematics is somewhat innate, as it was for my dad. My dad was a math teacher, and somewhere in my education path - being a mom with three kids - education became kind of a profound topic and I simply switched to education with a focus in mathematics. But I am still working in special education. The kids in my district are really dealing with a lot of issues, especially coming in from low income areas, and they need me.

Erik

Was it difficult to obtain the licensing for special education with the combination of business and math majors that you had?

Elvire

Not really. That's mainly because I had all the coursework required. I just really needed to take just a few refresher courses at the local college to make that transition to obtain licensing.

Erik

What are some of the current challenges you have in working with the students who are faced with issues in special education?

Elvire

Most of the students in my district come from a household that lacks all the support that they might need. Also, from my perspective, just the role itself requires a discipline with internal patience because you're working with things that can be very challenging both to the student and to the teachers. It is a balancing act. And the students I see need so much, not only emotional support, they need the basics. Sometimes as educators we tend to go above and beyond the duty. For example, I'm bringing the pens and pencils for them because something that we might take for granted and so easily accessible for those of us in better positions may not be true for a household that is having a difficult time sustaining itself with the daily needs of food and shelter. On Maslow's Hierarchy, they are simply trying to survive. So, whatever I can do to assist I will do. Teachers face a lot of things like this because from a higher perspective we are faced with budget issues and costs. Teachers are the ones who become frustrated at the system and so we do what we can to assist on our own, even though it's not in the job description. So, if I can help just one person it's worth it to me.

Rodney

That resonates with me as well. I was a former high school teacher and worked in a school for kids with emotional disturbance and comorbid issues. I would find myself dipping into my own resources to be able to help and I never really thought about it but just did because I knew it was necessary and required.

Erik

Sadly, it is a problem in our society where education does not receive some of the imperative funding to simply keep things operational. It sounds like you're an excellent teacher and someone who is very giving. I know this probably extends to those children of yours? I don't think we had a chance to ask about your children in detail?

Elvire

Thanks Erik. Actually, my oldest son, is graduating from Franklin and Marshall College in Pennsylvania soon and I'm so happy. And my second child is a senior in high school. So, we have gone through the college application process with him. And my youngest is my daughter who is 14 years old and is in ninth grade.

Erik

Boys and girls, sounds like you had the perfect mix of children.

Elvire

[Happily laughing] Yes, I am blessed.

Erik

Blessings are a gift. I'm curious, with all of the things that you do and all of the altruistic activities you engage in what exactly do you do just for fun?

Elvire

I think I have fun through much of the processes I engage in because they are themes that are part of me and that I'm naturally drawn towards. For instance, there are two organizations that I am a part of right now. One is called Jack and Jill of America and it's an organization that creates activities, monthly activities for kids in different age groups. I really have fun connecting with the mothers as I am doing that. And also bringing activities that are enrichment activities for the kids to enjoy is something I love to see take place, So my fun comes from this process of making sure that my kids and other kids in the community and in this world have a wonderful time of enjoying the learning experience and having better lives for it in the amidst of their day-to-day challenges.

And the other organization that I'm a part of is an international sorority that I joined when I was in college. It's Alpha Kappa Alpha. We meet monthly take on legislative, social or health issues from a global perspective. So, it might be that we want to try and send first aid kits to Haiti or Ghana. If that's the case then we will pick a country and do just that. Not too long ago we collected shoes for kids who were in need, a program called "Soles for souls." So, we look at short-term goals and long-term goals and what we want to accomplish with these target areas. We may also do things around our target communities for instance with the elderly where we may plan activities. These activities can be quite fun. Whether it's a Christmas party or something else. So, I tried to include some fun throughout my day because most of my days start at 4 a.m. allowing me to accomplish much and touching all aspects of my life.

Rodney

Elvire, I think that truly is how we should all approach our lives by living to help and having fun with it in the process. Psychologically and physically it can be so rewarding for us and the people we serve. But, before we tie everything up in this interview, I definitely have to go back to the one thing that stood out back in the residency together, you mentioned you have worked with Dr. Oz? I think most of us have heard of him. He has hosted a popular national television talk show on health. And thank you for sending Erik and I some of your TV production pictures with him! How did you land a daily role helping with the show?

Elvire

[Laughing] Sure! I'm certified in the P90X (home exercise regimen) program. A friend of mine who works with Dr. Oz had introduced me to one of the producers who also helps initiate the show topics. She will test the show topic for him. This is how I got involved. The show creates consultant groups that test topics. It could be something around various topical issues or health regimens and they are always looking to test such things out and see if they really work. So, I have fun in this role too. I'll go into the city and just sit at a round table and discuss topics with everyone else on staff or on call.

Rodney

Then I have to ask, what is Dr. Oz like to work alongside?

Elvire

Yeah, he's very easy. He makes every guest comfortable, he is great because if you are nervous, he will make you feel at ease. He is simply very nice to be around and intelligent. He just brings you down to a comfort level where you know, you're okay. He's a good guy.

Rodney

He does appear to be very good at working with his audience so well. Thanks for that unique insight Elvire. As we close this interview is there anything that stands as a doctoral learner and the current leg of your journey, as you near completion?

Elvire

Whatever phase of life you are in, sometimes its action before motivation. Just like how I threw myself into the things that have led me here-like walking to running. Sometimes we just don't do the things we want to do out of fear. We are all in this world together as well and so another piece is about how we can help each other. For example, when I was in Germany, I met a woman during our training who was also

running the marathon, but she was coming from Australia and we just started sharing stories that kind of made us both feel at ease about not being on that journey by ourselves. I think we all have to remember that were not alone even though it may feel like it when we are challenged with issues in life. Everything is taken moment by moment, minute by minute, day-by-day and so on until one day you are running as well!

Rodney

That is a profound piece of wisdom Elvire. I know Erik and I agree. Thank you so much for a wonderful interview and everything you shared. We know we will be hearing even more insight from you in the near future.

Elvire

Thank you both. It was my pleasure.

CEITR 2019 Updates

Elizabeth Johnston, Ed.D.
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In this short article, we highlight some of the achievements and successes of CEITR faculty, alumni and other affiliates in an effort to make appreciation more of a continuing condition rather than an event. Remember the newsletter presents the news; click here to read further details in the Research Hub news center. Our intention in developing the newsletter was and is to recognize the pivotal role that faculty members play in the success of College of Doctoral Studies (CDS) students and ultimately the larger university community. A second purpose is to strengthen our research community. To that effect, we are adding some updates about some of the CEITR center groups. And now for the news!

Dissertation to Publication (D2P)

The D2P Spring, 2019 workshop concluded in April 2019. Submission to a scholarly journal was the final step in successfully completing the workshop. We are learning that many participants in the last workshop have successfully published their articles. Official registration for the fall 2019 D2P workshop is August 1st through 25th; however, interested dissertation writers and chairs may pre-register now. The roster will be finalized on August 25th, 2019.

Here is a review by one participant, Dr. Arnold:

The D2P sessions have been an engaging and fulfilling experience. Without a doubt I am exiting differently: equipped with the new knowledge and applications to continue this journey as a scholar. I am enlightened by what I have learned; I am compelled to keep writing!

Dr. Seuss expressed: "Today you are you. That is truer than true. There is no one alive who is youer than you." From this, I accept the richest form of authenticity in me as a scholar and author. Distinctly, I am leaving the program with a renewal in self-awareness, confidence, and

advanced discipline for what it takes to publish. Who knew the insides of this experience was filled with a delightful publishing recipe? Together, these qualities will underwrite the ability to bring out a similar authenticity in others over time (Goleman; 1995, 2013).

With three additional planned articles, I feel that I can remain true to self. I am armed with the best toolkit to transform my dissertation to manuscripts. As an extension of Cunliffe's (2004) vision, I believe that my continued vigilance, preparation, acknowledgement of past missteps and reflexive praxis to apply feedback will produce better quality outputs in the future.

I am grateful we were all given this very opportunity. To all who constructed the program and gave of their time, Thank You. Especially, I am appreciative for Dr. Pat D'Urso and her encouragement and feedback. In short, I followed every bit of direction because the experts have gone down this path before me. Learning, doing, failing fast, and accepting change have always been keys to my success.

On November 30, 2019, I submitted my article: Advancing Women in Technology: A Dive into Emotional Intelligence to the Human Resource Development Review Journal.

And oh, what a feeling of accomplishment!

The Alumni SIG

The Alumni SIG invites successful CDS alumni to talk informally about their experiences as doctoral students and graduates. Visit this page to see more about the achievements and celebrations of our CDS graduates and for more information about the program.

Research Support Group (RSG)

The RSG provides materials, webinars, and links to articles or other resources. Every

month, new topics are presented for discussion. Click here for the schedule.

Research Support Group: The objective of Research Support Group is to enhance faculty and student learning across all colleges. This Research Support Group is a broad-based group of faculty leaders who will provide focus on those important topics that will help with faculty and student scholarship across the university.

Upcoming Research Support Group events include the following: 6/27-The Boyer Model: A Guideline to Research and Scholarship: Mansureh Kebritchi, Liz Johnston, Pat D'Urso; 8/15; -How to complete a successful IRB application: Dr. Andrew Maus; 8/22- How to use Sage resources: Ryan Rominger; 8/29-How to develop a successful literature review: Erik Bean.

Research Methodology Group (RMG) The RMG provides materials, webinars, and links to articles or other resources. Every month, new topics are presented for discussion. Click here for the schedule.

Upcoming events are: Dr. Karen Johnson, Phenomenology, June 20th. Dr. Armando Paladino, Correlational Designs, July 18th. Dr. Ryan Rominger, Program Evaluation, August 1st. Dr. Jim Lane, Auto Ethnography, August 15th. Dr. Mark McCaslin, Grounded Theory, leader, September 5th.

CEITR Updates

These updates include faculty, alumni, and others. We present accomplishments within the lens of the Bower Model. Accomplishments are grouped as the scholarship of discovery, teaching, application, and integration. In this issue, we present examples of discovery, teaching, and application.

Faculty and Alumni Scholarship of Discovery- Peer Reviewed Journal Publication

CEITR members Dr. Patricia Akojie, Dr. Fern Entrekin, Dr. Debra Bacon, and Dr. Therese Kanai published the article "Quali-

tative meta-data analysis: Perceptions and experiences of online doctoral students." Details are below.

Reference: Akojie, P., Entrekin, F., Bacon, D., & Kanai, T. (2019). Qualitative meta-data analysis: Perceptions and experiences of online doctoral students. American Journal of Qualitative Research, 3(1), 119-139. Link to Journal Article.

Dr. Kristina McGaha and Dr. Patricia D'Urso published "A non-traditional validation tool: using cultural domain analysis for interpretive phenomenology." Details appear below.

Reference: McGaha, K.K., & D'Urso, P. A., (2019) A non-traditional validation tool: using cultural domain analysis for interpretive phenomenology, International Journal of Social Research Methodology, DOI: 10.1080/13645579.2019.1621474

Dr. Shaila Wong and Dr. Dale Crowe published "Persistence and engagement among first year Hispanic students." Details are included below.

Reference: Wong, S., & Crowe, D., (2019) Persistence and engagement among first year Hispanic students. Journal for Multicultural Education, DOI.10.1108/JME-12-2017-0072

SDS alumni Dr. Wouroud Elfarmawi published "Correlation between customer relationship management system usage, product innovation, and customer satisfaction," developed during the spring, 2019 D2P workshop. Details are included below. Dr. Elfarmawi and Dr. Elizabeth Johnston, the D2P reviewer, are both very pleased.

Reference: Elfarmawi, W., (2019) Correlation between customer relationship management system usage, product innovation, and customer satisfaction. Foundations of Management: The Journal of Warsaw University of Technology (11)1pp23-32. Link to article.

SDS alumni Dr. Natasha Morrison-Jones, and her chair, Dr. Teresa North published "Typographic effect on learning management system effectiveness," developed during the fall, 2018 D2P workshop was accepted for publication. Dr. Elizabeth Johnston was the D2P reviewer. Details below.

Reference: Morrison-Jones, N., & North, T. (2020) Typographic effect on learning management system effectiveness. World Journal of Educational Research, 6(2). Link to article.

Alumni Dr. Marie Rolf and SDS faculty member Dr. Margaret Kroposki published "Quantitative Evaluation of Variables to Student Success in a Mastery Learning Baccalaureate Nursing Program," following participation in a CEITR center Dissertation to Publication Workshop in Fall of 2018. Susan Watson the third author for the study is a faculty member at the College of Nursing, Roseman University of Health Sciences, Henderson, Nevada. (De-

tails below).Dr. Elizabeth Johnston was the D2P reviewer.

Reference: Rolf, M., Kroposki, M., & Watson, S., (2019) Quantitative Evaluation of Variables to Student Success in a Mastery Learning Baccalaureate Nursing Program. Nursing Open. Link to article.

Alumni Dr. Amanda Bartock received confirmation that her article "A study on the relationship between emotional intelligence and employee turnover," developed in the Fall, 2018 Dissertation to Publication (D2P) workshop has been accepted for publication in Performance Improvement journal (Reference below). Dr. Elizabeth Johnston was the D2P reviewer.

Reference: Bartock, A. (2019). A study on the relationship between emotional intelligence and employee turnover. Performance Improvement. DOI: 10.1002/pfi.21865

Dr. Felicia Ann Riney published "Two-Step Fraud Defense System: Prevention and Detection" recently (Details below). Dr. Riney participated in the D2P workshop. Dr. Sandra Nunn was the workshop reviewer for the article.

Reference: Riney, F. (2018). Two-Step Fraud Defense System: Prevention and Detection. Journal of Corporate Accounting & Finance, 29(2), 74-86. Link to article.

Dr. Burl Randolph and Dr Kim Nisbett published "Mentoring leaders across race and gender lines: Insight from US Army officers."

Reference: Randolph, Jr., B.W. & Nisbett, K. (2019). Mentoring leaders across race and gender lines: Insight from US Army officers. Global Business and Organizational Excellence, 38(4), 16-25. doi: 10.1002/joe.21931

Dr Marisela Jimenez recently published "Leadership Style, Organizational Performance, and Change Through the Lens of Emotional Intelligence," developed in a D2P workshop (reference below). Dr. Sandra Nunn was the workshop reviewer for the article

Reference: Jiménez, M. (2018). Leadership Style, Organizational Performance, and Change Through the Lens of Emotional Intelligence, Foundations of Management, (0), 237-250. Link to article.

Dr. Darcia Roache developed "The competitive advantages of doctoral learners obtaining degrees in Educational Administration: An exploration of knowledge, marketability, and comparative advantage in the international marketplace," in the spring, 2019 D2P workshop, which is posted to the Social Sciences Research Network (SSRN) and accepted by Teacher Education eJournal owned by Elsevier. Dr. Roache is a SDS alumni and pursuing a second doctoral degree at University of CDSkatchewan. Dr. Elizabeth Johnston

was the D2P reviewer. Details for the publication appear below.

Reference: Roache, D., (2019) The competitive advantages of doctoral learners obtaining degrees in Educational Administration: An exploration of knowledge, marketability, and comparative advantage in the international marketplace. Teacher Education eJournal. (2) 16 SSRN. Link to article.

Scholarship of Discovery and Teaching

Dr. Heinrich Eylers, Dr. Mark McCaslin and College of Doctoral Studies recognized three outstanding Dissertations of the Year. The ceremony to present the awards was held during Knowledge Without Boundaries Research Summit 2019.The award includes an honorarium of $500.00. Details on the winners are below.

Congratulations to Dr. Simone Arnold and chair Dr. Leah Hollis. Dr. Arnold's dissertation is titled A Quantitative Descriptive-Comparative Study: The Relationship Between Emotional Intelligence and Workplace Diversity. Dr. Patricia D'Urso and Dr. Kimberly Underwood were committee members.

Congratulations to Dr. Khalida Ayoub and chair Dr. Elizabeth Johnston. The dissertation title is Recommended Health Care Models for American Muslim Women: A Delphi Study. Dr. Rita Hartman and Dr. Louise Underdahl were committee members.

Congratulations to Dr. Barbara Bowers and chair Dr. Karen Johnson. The dissertation title is Technology Leadership: A Qualitative Multiple Case Study Identifying Challenges Principals Face. Committee members were Dr. Cheri Halderman-Mills and Dr. Maja Zelihic.

Scholarship of Discovery: Presentations

Dr. Melissa Varley spoke at the Frontline Education Insights Summit national conference held in Orlando, Florida in March 2019. A description of Dr. Varley's presentation is included here.

Dr. Anna Copeland Wheatley and Dr. Lillie Hibbler-Britt co-authored two chapters in the recently released book Advances in the Technology of Managing People published by Emerald Press. More information can be found here.

Dr. Jim Lane, Dr. Shaquanah Robinson, Dr. Belinda Moses, Dr. Sally Evans, and Dr. David Proudfoot attended the TQR conference and presented their study, Hurricanes, Schools, and the Ethics of Care and Community: A Narrative Study of School Leadership. Both presentations were highlighted in the TQR report for 2019 and are available at this page.

Scholarship of Application

Congratulations to Dr. Jim Connelly who was appointed a peer reviewer for the IGI publication International Journal of Software Science and Computational Intelligence (IJSSCI) on February 12, 2019.

Coaching Doctoral Students as They Develop Their Personal Learning Networks

Karen Johnson, Ed.D.
      Associate Faculty
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Doctoral students and faculty in online programs often feel as though they are working in isolation with little communication with peers or supervisors. According to Inman and Silverson (2003), a common complaint of doctoral students and faculty is the loneliness that goes along with doctoral work, particularly in the researching and writing during the dissertation stages. The nature of doctoral research has two inherent characteristics: (a) the doctoral student works alone for long stretches of time with few people who understand the mental, emotional, and sometimes physical stress that accompany the doctoral pursuit (Autry & Carter, 2015); and (b) doctoral students have little access to networks of other doctoral students pursuing similar courses of study or find them too large and open to meet their needs.

This feeling of isolation and insufficient support is widely evident in social media. Literally hundreds of groups and thousands of posts can be found on Facebook, Twitter, LinkedIn, and InstaGram demonstrating this unmet need of our online doctoral students. A quick search for doctoral students' support groups on Facebook shows that many universities have sanctioned Facebook groups, and students themselves have created hundreds more, including those that are private so they don't show up in a search.

Similarly, on Twitter, I follow at least a dozen of the hundreds of groups that provide support for doctoral students as they struggle to write the dissertation. Some are run by dissertation consultants looking for clients, others are groups of students who have come together to share their frustrations and successes, as well as tips for success and support when things go wrong. There is something in my Twitter feed every day about either getting or giving support in the dissertation process.

University of Phoenix has its own social media platform, Phoenix Connect, which has several groups for doctoral students and faculty, as well as the University of Phoenix College of Doctoral Studies Facebook group. However, not all students are comfortable participating in social media platforms that are open to larger groups who may read and respond to their posts often with little understanding of what a doctoral student experiences in this arduous journey. Harding-Dekum, Hamilton, and Loyd (2012) pointed to the constructivist view that suggests that this lack of collegial conversations is obstructing the doctoral student's attempts to navigate through the zone of proximal development and causes learning delays.

For most of the 13 years I have taught at the doctoral level and mentored doctoral students I have had online support groups for my students. Before Facebook, one of my students created a Yahoo Group for us. There were only 10 of us for a while: my mentee students, one of my students who had graduated, and me. When the student who created the group and served as its administrator graduated and chose not to stay on, I took over the administration of the group and we continued to find it a great place to share resources, documents, links, and a great deal of support and celebration.

The group became larger over time as graduates typically stayed active in the group, and Yahoo groups were hard to keep private. So, when Facebook became available, we moved to that platform and I created what was first a Private Group for us there and named it without much creativity, Dr. J's Students. The Private Group gave us the security we were seeking, but we received no notices when others posted. I changed the status to Closed, which means that anyone can see that the group exists but can't see posts unless they are

a member of the group. Now when anyone posts in the group, the message pops up only in the members' feeds. Others can ask to be added to the group or the members and I can invite them. There are currently 50 members in the group, mostly students for whom I have served as chairs, plus a few students from residency or other classes that I thought could benefit from the comradery and support there.

When I become the chair for a student, there are often many documents and links that I want to share with them. Invariably, I forget something they should have, but it works out because they also know they can go to the files in our private group and review what's there. It saves me a lot of time to have resources in one accessible place. At least that's my goal, and students have told me they like not feeling as though they had to come to me or take up my time each time they have a basic question. The students who have completed or who are farther along are very supportive of new students, give them great advice, and often answer their questions in the group before I get a chance to answer them.

I'm currently thinking about ways to expand the group and/or its functionality. I will be sharing more about how graduate and doctoral students create and develop their Personal Learning Networks in upcoming blog posts in the Center for Educational and Instructional Technology Research (CEITR) in the University's ResearchHub. I'm also eager to hear how other chairs and faculty support their online students through social media. Feel free to reach out to me, you can find more information about me and my contact information here.

(adapted in part from What educational leaders should know about social media, collaboration and learning.)

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Come Away: Rest, Renew, and Re-Connect

Rita Carver, Ph.D.
Senior Fellow and Associate Faculty
Center for Leadership Studies and Organizational Research

Photo: University of Phoenix Scholars who attended the ILA Women and Leadership Conference are (Front Row L-R) Janice Cardwell, Lynne Devnew, Rita Carver; (Back Row L-R) Katherine Brewer, Cheryl Burleigh, Patricia Munson, Bonnie Ellis; (Not pictured) Renee Green, Summer Van Pelt, and Louise Underdahl.

So often we, as women, find ourselves focused on the needs of others – our partner, children, parents, students, peers, employees, and employers. When is it our turn to be cared for and served? To address this question we held the International Leadership Association (ILA) 4th Women and Leadership Conference: Building Solutions, Harmony and the Greater Good – a space, place, and time designed especially for you – the woman leader, leadership student and/or scholar. As one participant stated, "It's like no other conference I've ever been to! I am so glad I came."

The conference took place June 16 through 19, 2019, and was built on the premise that we, as humans, are so much more than just our minds. We are body, mind, and spirit. In addition to traditional leadership topics, the conference unapologetically brought together concepts often overlooked at leadership conferences like love, spirituality, mindfulness, and personal harmony. How do each of these ideas impact our personal leadership especially as women? How do we share these ideas with our followers, our mentees?

Attendees included scholars, teachers, researchers, business leaders, consultants, coaches and students: 229 individuals from 14 countries, 37 states, and five Canadian provinces. Ten of us had ties to the University of Phoenix. We came from diverse cultures representing various generations with numerous experiences. We brought together our unique insights to honestly address the barriers and figure out ways we can empower women of any generation to lead. Together we united as one: women committed to advancing women in leadership.

A Place like No Other

Set in the majestic redwood forests of northern California, the conference was held at 1440 Multiversity, a destination pur-

posefully designed by its founders to bring others together. Because this was my first ILA Women and Leadership Conference, I was not sure what to expect. Upon setting foot on the campus, I was immediately awed by beauty of the place from the ancient trees, to the cascading streams, to the purposeful design and artwork in and out of the buildings. As one attendee stated, "It is a holding environment. I felt safe, cradled, and nurtured." It was a destination to connect with nature and each other, to get into our senses and feed our souls and bodies.

The paths which led throughout the 75-acre campus provided the opportunity to find your own space whether you wanted to simply be alone in nature or converse with a small group of current or future colleagues. I was grateful the designers strategically placed benches at appropriate places throughout the trails where one could stop and catch one's breath after climbing the numerous stairs throughout the various paths.

During two of the mornings, fog rolled in from the sea obscuring the tops of the trees and much of the campus. As I followed the path to the Kitchen Table to secure my morning coffee, I could not see where I was going, only my next step. I trusted the path to get me to my destination. The morning seemed to be a simple metaphor for the leadership journey many of us have taken as women, so often merely putting one step in front of the other rather than having a clear plan of the journey and waiting for the fog to clear to see where we arrived.

A Program Built on the Here and Now

The Women and Leadership Conference was led by University of Phoenix's Dr. Lynne Devnew who co-chaired the conference with Dr. Ann Berghout Austin from Utah State University. Dr. Denise Thomson

also served with the women as the Women & Leadership Affinity Group Chair. The leadership was committed to communicating women and leadership from the perspective of a glass "half-full." Presentations at the conference examined leadership from a real-world perspective in the here and now acknowledging the bumps and scrapes of life.

One of the concurrent sessions I attended began with a 10-minute meditation; another had me sorting 36 tiles each with a description of leadership and how leaders lead based on my leadership priorities. I learned about transformation from the inside out, helping young girls develop their own leadership, and how to overcome roadblocks to advance women leaders. This was a hands-on conference where the participants were not seeking pat solutions. We were searching for truth, our truth, even if it was different than our neighbor's version.

University of Phoenix's women took a leadership role in presenting workshops and leading panels based on their current research studies. Drs. Janice Cardwell, Reneé Green, Bonnie Matthews Ellis, Patricia Munson, and Summer Van Pelt led an engaging panel discussion entitled "Woman of Privilege or Woman of Circumstance? Exploring Influences on Women Leadership Styles." The panel challenged participants to consider the question: "are you where you are today because of privilege or circumstance?" Dr. Cheryl Burleigh, who also served on the activities committee for the conference, shared her research on the impact of encouraging high school females to enroll in physical sciences from a twenty-year perspective. Dr. Lynne Devnew and her collaborators from Texas A&M, Brescia University College, and Utah State University presented their findings on "Using Collaborative Autoethnography in Women's Development of Leader Iden-

tity Work." University of Phoenix doctoral student, Katherine Brewer along with Dr. Brandy Walker from the University of Georgia shared their research on utilizing a facilitation tool for leadership training. Roundtable discussions were also led by several University of Phoenix faculty members including: "Women Leaders over 70" by Drs. Lynne Devnew and Louise Underdahl, and "Pursuing Solutions Impeding the Advancement of Women in Leadership" by Drs. Bonnie Matthews Ellis and Patricia Munson. Dr. Cardwell also received the ILA Women and Leadership Affinity Group 2019 Award for Outstanding Practice with Local Impact.

In addition to workshops, panel discussions, presentations, and documentary films hosted by ILA Women and Leadership Conference, 1440 Multiversity offered activities of its own to expand the experience of the participants. Classes in yoga, tai chi, meditation, and guided hikes through the redwood forests were offered throughout the day from early morning to early evening with the goal of rejuvenating one's body, mind, and spirit.

The True Gift of Connecting

Whether we were meeting one another in workshops, at meals, around a firepit, or in the hall bathrooms while we applied make-up and blew our hair dry, we had the opportunity to connect with friends old and new. Space was purposefully left between sessions for connecting with each other including our plenary speakers. The speakers did not arrive, speak, and leave. Rather, they stayed with us, attending sessions, sharing meals, allowing us to know them and to be known. Additional activities like the Taste of the Region Reception encouraged us to greet each other, share our lives, and our stories. Evening activities included feature films for and about women followed by discussions for attendees.

As ILA President and CEO, Dr. Cynthia Cherrey, reminded us, "Hold this space." For me, the ILA Women and Leadership Conference was a time to reflect and reconnect with myself and to connect with the fascinating women around me who were scholars, leaders, and students. We came together as women of various ages, from different backgrounds, with a variety of experiences, and diverse cultures. Some of us chose to become mothers, others had not. Some chose to enter business, others academia, while still others were still choosing or choosing again. We celebrated our sameness and our differences. We are women committed to doing our part to become a piece of the solution to create universal harmony for the greater good of advancing women in leadership. As one of the speakers said, "What is good for women is good for everything."

Continuing the Conversation

If you missed this year's Women and Leadership Conference, please plan on joining us next year. You are worth it, and the world needs you – your voice, your experiences, your whole self. Come join us for the 2020 International Leadership Association Women and Leadership Conference, June 7 – 10, 2020, hosted by the College of Saint Rose, Albany, New York. For details watch the ILA page.

Faculty Represent University of Phoenix at International Conferences

Jim Lane, Ed.D.
Associate University Research Center Chair
Center for Educational and Instructional Technology Research

This spring several members of the Center for Educational and Instructional Technology Research (CEITR) represented the University of Phoenix at two major international conferences. In April Dr. Cheryl Burleigh, Dr. Sally Everts, Dr. Ramona Phillips, Dr. Yvonne Hefner, and Dr. Jim Lane presented research studies at the American Educational Research Association (AERA) Annual Meeting in Toronto. The AERA Annual Meeting is the largest gathering of educational researchers in the world, featuring more than 6,000 research presentations. Their studies were chosen for presentation from more than 12,500 submissions reviewed by at least three highly qualified reviewers.

Dr. Burleigh presented the results of her study, "Identifying Academically At-Risk Students within a Suburban Public High School PLC." Dr. Burleigh's study explored the relationship of social and behavioral factors that may cause high school students to be academically at-risk. These students had less than average grades and achieved scores of proficient/advanced on STAR assessments. Research findings indicated the best ways to support educators to assist academically at-risk students included collaboration, awareness of academic responsibility and accountability, increased counseling and school funding, and the development of specific intervention programs.

Dr. Everts, Dr. Phillips, Dr. Hefner, and Dr. Lane presented their study, "Crises of Care: School Leaders and Narratives of Compassion Fatigue." A fifth research team member, Dr. Karyn Scott, was unable to join the team for the presentation. The purpose of their narrative inquiry was to describe and analyze stories of compassion fatigue from school administrators. Although the administrators were aware intellectually that they would likely encounter traumatic events in their jobs, they often encountered ethical dilemmas for which they were educationally and experientially unprepared. All participants were driven by an overarching ethic of care – for their profession, their colleagues, and their students. This deep care caused these turbulent events often to negatively affect their sense of happiness, well-being, physical health, and in some cases caused them to leave the profession.

Dr. Lane presented two additional studies. In "Transformative Leadership and the Ethics of Care and Community," Dr. Lane applied autoethnographic narrative inquiry to describe how he discovered and constructed his leadership style as middle school principal. He worked to improve the performance and reputation of his school through an ethically-driven form of transformative leadership through a focus on programs, curriculum, staff, and the physical plant. He learned that his moral purpose as a principal was to approach school leadership with compassion, and to establish a collaborative and synergistic school community for the greater good of the students.

In "States' Codes of Ethics and Support for Vulnerable Students," Dr. Lane explored the teacher codes of ethics of all 50 American states to determine the ethical guidance that states provide their teachers regarding vulnerable students. These included references to gender, sexual preference, transgender, race, ethnicity, religion, or disability. He concluded that few formal codes included references to these marginalized groups. The study highlighted the imperative to specifically address the needs of vulnerable students by providing ethical direction to teachers through professional codes of ethics.

Two UOP researchers, Dr. Patricia Akojie and Dr. Lane, presented studies at the International Congress of Qualitative Inquiry (ICQI), held in May at the University of Illinois, Champaign-Urbana. ICQI is the world's largest gathering of qualitative researchers, including researchers from over 40 nations. Dr. Akojie presented a team study, "The Experiences of Online Doctoral Students." Co-researchers unable to attend the conference were Dr. Fern Entrekin, Dr. Debra Bacon, and Dr. Therese Kanai. The team conducted a systematic search of qualitative research articles that presented the personal perspectives of online doctoral students in order to identify common properties in isolated studies. Dr. Akojie shared the qualitative meta-data analysis method used and key themes and factors that directly impact online doctoral candidates.

Finally, Dr. Lane presented "Challenges and Opportunities in Teacher Retention: A Narrative Inquiry Describing Formative Experiences of Novice Teachers." The study was based on the premise that teachers begin to create their professional identities through formative experiences that occur long before they enter the classroom. The study confirmed that teachers begin their careers with high ideals and positive expectations. Their views are refined/shaped/forged by intense contextual factors both internal and external to the profession. While they continue to love the intrinsic rewards of teaching, most consider leaving the profession.
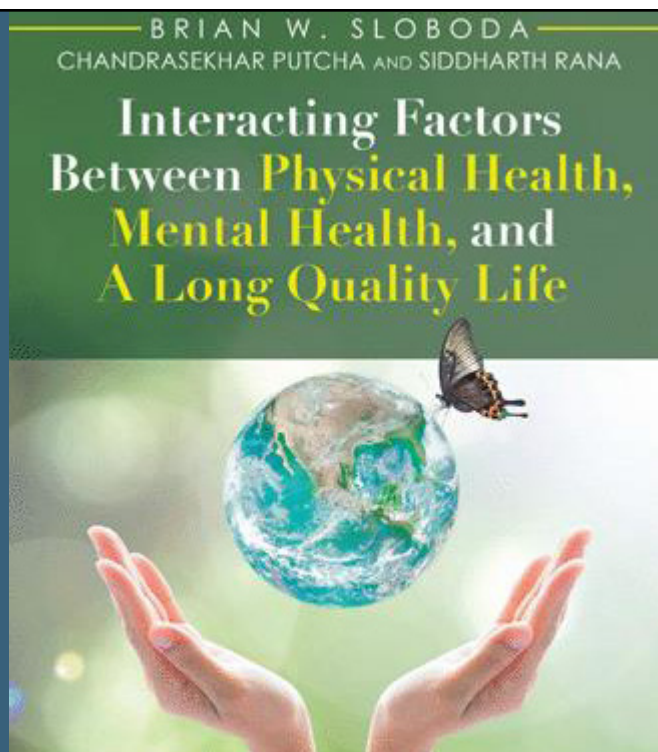
The University of Phoenix Involvement in the Monograph: *Interacting Factors Between Physical Health, Mental Health, and A Long Quality Life*

Brian Sloboda, Ph.D.
Subject Matter Expert
College of Doctoral Studies
Ryan Rominger, Ph.D., PCLC
Associate University Research Chair
Center for Educational and Instructional Technology Reseach

The inception began in earnest in February 2017 among Chandrasekhar Putcha, Siddharth Rana, and Brian W Sloboda for a proposed research monograph on the factors that contribute to the long quality of life. From these early discussions, we knew that this research monograph would be interdisciplinary. After much effort and dealing with the logistical and legal issues with the publisher, the edited research monograph, *Interacting Factors between Physical Health, Mental Health and A Long Quality Life* (the book can be found here) was published in June 2019 by editors Chandrasekhar Putcha and Siddharth Rana and the managing editor Brian Sloboda. Brian Sloboda is currently a Subject Matter Expert for the College of Doctoral Studies at the University of Phoenix. Because it is a research monograph, we invited leading researchers in medicine, psychology, economics, and other social sciences to contribute to the latest research regarding the factors that improve a long quality of life. The contributions were solicited from various universities and research centers throughout the United States and the rest of the world. The contributors provided their expertise in gerontology, psychology, medicine, nursing, and economics; thus, this research monograph was truly interdisciplinary! More important, managing editor Brian Sloboda contacted a colleague, Amelie Constant (from Princeton University, Office of Population Research) to write the Foreword for this research monograph. Her foreword did not just recap the content of the research monograph, but it shed some light on the role of ageing, and how to improve the quality of

life as we age. More specifically, she has a deep interest in this topic, and she valued the volume's contribution to opening our eyes using an interdisciplinary approach from health and well-being to enriching our knowledge about the intricacies of health and well-being as we age.

It does not stop there. There were many contributions by University of Phoenix associate faculty to this research monograph. Some of the faculty members (e.g. Michael McKinley, Anita Cassard, Florence Richman) served as reviewers for various chapters in this. Their reviews truly helped the authors better craft their chapters.

I would like to highlight some of the chapters submitted by the University of Phoenix faculty. First, the chapter, "Quality - Adjusted Life Year (QALY)" by Brian W Sloboda was written jointly with Chandrasekhar Putcha. QALY is a generic measure of the health-outcomes and disease burden that includes both the quality and quantity of life lived. Intuitively, it is a product of life lived and utility value associated with a given state of health. Utility is a subjective value, and the utility data often comes from various specialized surveys. This chapter presented not only the historical overview of the QALY, but specific chronic diseases such as diabetes, cancer, Alzheimer 's disease, which do not often measure specific QALYs. This chapter serves as a springboard to subsequent research looking at the estimation of QALYs for specific chronic diseases.

Second, Fiona Sussan and Richard Hall prepared a chapter, The Examination of

Prior quality-of-life (QOL) and the Standard of Living, that is based on the prior quality-of-life (QOL) literature that investigated standard of living (i.e., economic status, social status, social support, and psychological well-being) as the main drivers of QOL. In light of the urgent need to understand baby boomers and their QOL, in particular how medical technology advancement has facilitated longer lives. Their chapter proposes physical health as a mediator of the above-mentioned drivers of QOL for senior citizens. They further propose spirituality as a surrogate of mental health directly affects psychological well-being that is linked to physical well-being. Tying mental well-being interrelations to physical well-being has important implications for healthcare practitioners and healthcare policies. They provided a case study that looked at Japan, positing that their proposed model of QOL will vary across cultures.

Third, Ryan Rominger, associate university research chair for Center for Leadership Studies and Organizational Research, along with Sylvia Lindinger-Sternart and Varinder Kaur prepared a chapter titled "Mindfulness and Wellbeing." The chapter focuses on stress, anxiety, depression, and chronic pain within aging adults. Many aging adults suffer from mental health challenges related not only to usual life stressors (such as economic and relationship challenges) but to physical health challenges, progression through the psycho-social developmental stages into old age, experiencing numerous losses (such as the loss of a spouse or children), and

decreased mobility. The authors propose, and review ample research indicating that use of mindfulness-based therapies can greatly reduce stress, anxiety, depression, and chronic pain, reduce the secondary and tertiary effects of the same, and increase overall quality of life.

These three chapters by esteemed University of Phoenix current or former faculty and research center chairs demonstrate the scholarly leadership present within our Research Hub leaders and members. As a text, Interacting Factors between Physical Health, Mental Health and A Long Quality Life offers a unique review of pertinent literature and theories on a topic which affect us all, personally and professionally. You can find the text in your favorite digital bookstores such as Amazon, Barns and Noble, and Abe Books.

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Reflections on a Summer of Scholarship from Shindig to 1440 Multiversity: Exploring Influences on Women Leadership Styles

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The summer of scholarship started in Fall 2018 during the International Leadership Association's (ILA) Global Conference with a decision to launch a research study titled "Woman of Privilege or Woman of Circumstance? Exploring Influences on Women Leadership Styles: A Mixed Methods Inquiry." With IRB and ILA permissions, the researchers disseminated a six-question survey designed to capture anonymous input from women leaders. They received over 129 responses, along with resources from other researchers exploring women in leadership.

The Summer of Scholarship

The first summer of scholarship activity was to participate in the Knowledge without Boundaries (KWB) Virtual Summit using Shindig. The KWB Virtual Summit was an opportunity to present the results of their Survey Research. To prepare for a Shindig presentation they held Skype meetings each week starting in May leading up to the summit. Jan lives in Michigan and Renee lives in Hawaii. This is noted because those meetings and their KWB summit presentation required a six (6) hour time zone coordination. During the weekly meetings they would review their survey data, build their Power Point presentation, and coordinate their talking points for the Shindig presentation. Their practice sessions uncovered actual and potential technology issues. This was a needed process and they were able to eliminate several technology problems prior to the Shindig presentation. That practice also helped them with their presentation delivery. They learned how to pace the length of the presentation to fit within the time designated for the KWB virtual summit.

The KWB was a great participation experience. It provided an opportunity to present their research to a virtual audience! KWB was also a great opportunity to learn from the University of Phoenix Research Enterprise community. This was a validation of their two-part research study that they feel will provide a comprehensive offering to the field of women and leadership. The presentations by dissertation students, faculty, and staff provided valuable knowledge sharing for virtual attendees. The added value to their research were the presentations by other researchers on women and/or female issues. They hope to present again at the next KWB Summit.

The second summer of scholarship activity was the International Leadership Association's (ILA) Women in Leadership Conference. They facilitated a panel discussion with University of Phoenix women leaders Dr. Summer Van Pelt (Campus Director - Hawaii), Dr. Bonnie Ellis (Campus Director - Columbus Georgia), and Dr. Patricia Munson (Lead Faculty Area Chair - Detroit). The panel discussion was very well attended. In fact, of the 250 plus attendees at the conference (held at the 1440 Multiversity Conference center in Scotts Valley, CA) they had over 29 women attending their session or approximately 10% of the conference attendees. The attendance alone confirmed that their topic was of interest to women in leadership.

The panel, and the discussion with the women in attendance, provided an opportunity for their research study to be more informed by the conversations about women, for women, and by women. The knowledge sharing opportunity at the conference provided valuable feedback, insight, input, and awareness to potentially increase the value of the research.

The third summer of scholarship activity include IRB revision approvals for phenomenological interviews and then scheduling personal interviews with women in leadership. As mentioned earlier, the survey research and the panel discussions confirmed that they needed to expand their research, which required them to revise their IRB proposal. They spent the first three weeks of July working on their IRB revisions and submitted them to the IRB office. August will be spent scheduling and conducting the phenomenological interviews with women leaders.

The Study

The purpose of the study "Woman of Privilege or Woman of Circumstance? Exploring Influences on Women Leadership Styles: A Mixed Methods Inquiry" is to explore potential cultural influences (self-identified as privilege or circumstance), other challenges faced by women in leadership, how women obtain leadership roles, and how they behave as a leader (leadership style). The survey research evolved into a mixed methods as they realized that the survey responses were just surface data and they needed to take a deeper dive to uncover opportunities, challenges, and complexities of leadership for women in high level leadership positions, and women seeking higher level leadership opportunities.

Carol Dweck's Mindset Theory (2006) provides the theoretical framework for this study. As they examined the definitions of the cultural identifiers - privilege or circumstance - they realized that exploring potential impacts on the leader's mindset (willingness, ability, or approach) to a leadership role could be an important study. Drawing from studies conducted by Fitzsimmons, Callan, and Paulsen (2014 & 2016) this research examines the challenges faced by women seeking career advancement. Drawing from guidance published by Thomas (2019), the study captures women's mentoring and/or support system experiences. As previously explored by Vinkenburg, Van Engen, Eagly, and Johannesen-Schmidt (2011), they are examining leader behaviors that may influence how women lead. There are four primary objectives of the phenomenological (qualitative) component of the research: (1) To categorize and expand the definitions of the cultural identifiers privilege or circumstance, (2) to redefine or re-present classifications of leadership styles from the perspective of the woman leader ,(3) to uncover mindset beliefs or themes, and/or (4) to document mentoring or other support systems provided to women in high-level leadership positions.

They had submitted the proposal for the Women and Leadership panel discussion prior to the survey, and it was a good strategy because the survey provided additional data that could be discussed with the panel. The panel discussion confirmed the need and desire for personal interviews with women leaders. The outcome of the panel discussion was that women leaders, across the globe volunteered to be contacted and interviewed. Their goal is to interview 15 -20 women using a set of structured interview questions.

This empirical research is guided by their personal experiences as women in leadership roles. The significance of this study, "against the backdrop of women rising to have their voices heard and with increasing numbers of women rising into high-level leadership positions" (Cardwell, Green 2019) is a contribution to women. They believe that insights and experiences from and about women can become an additional resource for women, executive recruiters, human resources, and organizations seeking to place more women in higher-level leadership roles.

The Researchers

My name is Dr. Jan Cardwell and I am a Woman of Circumstance. On our survey we listed six items to define privilege and six items to define circumstance; and we asked women to self-identify themselves, based on those definitions. When we first began this research journey and before we developed the survey questions my self-identifier was that I was a woman of privileged. I felt privileged to have a big family and a great deal of family support. However, as we were developing the survey questions, I re-assessed myself from the lens of our survey questions and leadership perspective. With that self-assessment, I analyzed that my leadership opportunities did not come from special privilege or treatments. I had to be a critical thinker, a problem solver, an innovator - and I had to rise above cultural and other biases.

With this new self- assessment, I changed my self-identifier from privilege to circumstance. I acknowledged that my experiences overcoming challenges and adversities have made me a better person and a better leader. Also, as I have served as a leader of people from all walks of life in my professional and volunteer leader roles. My observations reveal that there is a common and basic human need. Everyone wants to feel valued, recognized, and appreciated. I call this my "Validation Theory". Exploring that leadership theory and examining how humans interact in the workplace is the underpinning of my research and scholarship activities.

Dr. Jan Cardwell has extensive leadership experiences. She is VP/Campus and Academic Director – Detroit Campus (14 year); Dissertation Chair for the University of Phoenix College of Dissertation Studies; Chair of the ILA 2019 Leadership Development Member Interest Group; Chairwoman of the Board of Directors for the largest Head Start program in Detroit MI; past Senior Fellow (Center for Organizational Research) and past Fellow (Center for Leadership Studies and Education Research).

My name is Dr. Renee Green, and I am a Woman of Privilege. Christianity and personal experiences have shown me that privilege is a mindset. I truly believe my life experiences and my legacy have created my way of thinking. There are no limitations on the availability of things I choose to do. With the support of men and women, I was able to fulfill some of the dreams I set before me. I still have more dreams to pursue, and I believe that they will come true as I have several people in my life that encourage, inspire, and tell me that I am the one to change the way people view the glass ceiling. My legacy is to throw down the rope in helping women climb to their success. I hope that my life of privilege will change the way my sisters see their future.

Dr. Renee Green is the Director of Academic Affairs - Hawaii Campus; past Program Chair for the College of Business and Information Technology, Faculty Advisor of the University of Phoenix Delta Mu Delta Chapter, 20-year Veteran of the United States Army, 2019 Past Chair of the ILA Leadership Development Member Interest Group, VP of Education Board Member for the Organization of Women Leaders (OWL) Hawaii, and member of the Association for Talent Development (ATD) Hawaii.

Hackathon

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Research Fellow and Lead Faculty Area Chair
Center for Educational and Instructional Technology Research

"Kids are the best innovators. They think outside the box, communicate effectively effectively and share ideas with all who will listen."

About Us, Hackathon Jr., 2019

Initiatives to promote science, technology, engineering, and mathematics (STEM) education leverage ingenuity, innovation, and creativity to reframe pedagogical and social ontology (Searle, 1995). Consider the "reverse field trips" sponsored by NWKansas LEARNS (Hansen Foundation, 2019), Hoxie astronaut Nick Hague (Matthews, 2019), synthesizing technical and academic training with hands-on skills at Blue Hills Regional Technical School (Bass, 2019), and "production pedagogy" models for STEM education (Yanez, Thumlert, de Castell, & Jenson, 2019). While these programs are meritorious, University of Phoenix is particularly proud to honor achievements of Hackathon Jr. as a manifestation of paying it forward (Heinlein, 1951; Heinlein Society, 2019) to the global community via the Scholar-Practitioner-Leader Model.

What is a Hackathon?

Describing the 1950s work of computer enthusiasts in Massachusetts Institute of Technology's artificial intelligence labs, Levy (1984) characterized "hack" as "a project undertaken or a product built not solely to fulfill some constructive goal, but with some wild pleasure taken in mere involvement . . . to qualify as a hack, the feat must be imbued with innovation, style, and technical virtuosity" (Levy, 1984, p. 8). The etymology of "hackathon" has been traced to combining "hack" and "marathon" and is not associated with cybercrime (Cobham et al., 2017b; Nissenbaum, 2004). "Every six to eight weeks, Facebook conducts 'hackathons' where people have one night to dream up and complete a project" (Levy, 1984, p. 393). In most hackathons,

participants convene in a single location, address a challenge or theme, form small groups, collaboratively develop prototypes, and conclude by delivering a presentation (Briscoe, Virani, & Dima, 2015; Cobham et al., 2017a; Faber & Jonker, 2019).

University of Phoenix Connection

As a proponent of positive social impact in the global community, University of Phoenix College of Doctoral Studies programs are predicated on the Scholar-Practitioner-Leader Model, defined as enriching the community through applied research (University of Phoenix, 2019a; University of Phoenix, 2019b). During their first residency in 2017, four College of Doctoral Studies students - Rose Lorenzo, Deby Ranft, Neal Morados, and Katie Perata - conceptualized Hackathon, Jr., as a learning competition for youth aged 9-13. The team reflected typical University of Phoenix student demographics: active professionals balancing work, family, and academic pursuits. Public school educators Ranft and Perata were complemented by business professionals Morados and Lorenzo, specializing in social media and financial consulting respectively (Nelson, 2019).

Focus on Hackathon Jr.

In an interview with PhoenixView (Nelson, 2019), CEO Lorenzo credited doctoral studies for transforming a theoretical concept into a sustainable business model that has instilled self-efficacy in nearly 400 students by helping them to use technology to solve problems. On October 12, 2019, Hackathon Jr. hosted its largest event to date, with over 70 children at the University of Phoenix campus:

"The entire team was excited to bring Hackathon Jr. back to where it all started, and it's exciting how much the University has embraced us. We owe so much to the University, which helped us as scholar-leaders lead this organization

to amazing growth." (Nelson, 2019, para. 4)

Hackathon Jr. participants are selected from school districts that have not integrated STEM content into curricula (Hackathon Jr., 2019b). Events comprise two sections:

1. Learning how to create a mobile app;

2. Creating a programming team competition.

After developing a solution for a social or environmental issue, such as promoting public transportation or improving nutrition, teams present app ideas to a panel of industry judges. Winners earn a laptop, and all participants receive Code.org curriculum to take home (Nelson, 2019). As described on the Hackathon Jr. web site:

"The goal of a Hackathon is not to create a perfectly polished code or a finished app or game that works. The goal is to come up with the best possible solution to a real-world problem using technology. We teach them to embrace a debugging mindset and to persevere when faced with problems to take their ideas from concept to a prototype all in the span of an 8-hour day!" (Hackathon Jr., 2019)

Hackathon Jr.'s unique approach to STEM education is to increase participants' emotional intelligence through collaboration and critical thinking (Hackathon Jr., 2019). Ranft's dissertation research focuses on the education potential of hackathons on youth and the team plans to expand Hackathon Jr. in 2020. The goal is to serve 2,020 youth by hosting events in all 50 states and internationally (Nelson, 2019).

Conclusion

University contributions to Hackathon Jr.'s altruistic mission align with University of Phoenix's foundational insistence upon optimizing curricula to help working adults make an impact in their jobs (University of

Phoenix, 2019c) and complement "production pedagogy" (Yanez et al., 2019, p. 34) as an innovative alternative to STEM education. Capacity for collaboration, communication, creativity, and critical thinking is vital to success in the 21st century workplace. Hague's description of work on the International Space Station validates this principle:

> "We explore space with other people as a team. You've got to have a good education, but you've also got to be able to be part of a team and work well with others. Across the globe there's more than 100,000 people that support the space station program. It's a team sport." (Matthews, 2019, p. 6).

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Upcoming Events

Date	Topic
January 8, 2020	As conducted in the past, the Spring 2020 Dissertation To Publication workshop will be hosted by the Chair of the Center for Educational and Instructional Technology Research (CEITR), Dr. Mansureh Kebritchi, Ph.D. In this web-based workshop, participants will learn how to publish their doctoral dissertation in a peer reviewed journal. The registration window for the Spring 2020 workshop is open.
	Mission
	The mission of the workshop is to teach the art of developing a publishable manuscript based on a dissertation, and then submit it to a peer-reviewed journal. The workshop focuses on the process and the finished product – a publishable manuscript that is ready to be submitted to a journal.
	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 and non 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.
	Registration Form
	The registration window is open from Nov 15 to Dec 20, 2019. Participants will be selected on a first come, first serve basis once the entire registration process has been completed. Seats in this workshop are limited so please register early during the registration window to increase your chances of being registered. Interested participants may register for the Spring 2020 workshop by clicking on this link to the registration form.
	The meeting times will be 4-5 pm Arizona Time.
January 21, 2020	New Winter 2020 Professional Engagement to Publication (PEP) Two-Part Workshop Webinar, Attendance at Both Webinars is Required
	Looking to get professionally published in your field aside from your doctorate? Partake in the Professional Engagement to Publication (PEP) workshop. Learn how to find and best communicate with reputable trade and mass media opportunities for your writing. Discover how trades and mass media differ from peer reviewed academic journals and how they can benefit your career. Center for Leadership Studies and Organizational Research (CLSOR) Associate Chair Erik Bean, Ed.D. will guide you along the journey and assign you ways to match your Subject Matter Expertise (SME) with potential markets as well as network with other webinar participants. The Workshop is 7 to 8 p.m., EST. To register up until 72 hours prior, send an email to deadline@email.phoenix.edu with your name, relationship to UOPX, your preferred email address, and indicate Summer session (the next complete session offered). Webinar access will be sent 72 hours prior.
	NEW WINTER 2020 SESSIONS (Tuesdays)
	January 21, 2020, PART 1: 7 TO 8 PM, EST
	February 25, 2020, PART 2: 7 TO 8 PM, EST

January 22, 2020	As conducted in the past, the Spring 2020 Dissertation To Publication workshop will be hosted by the Chair of the Center for Educational and Instructional Technology Research (CEITR), Dr. Mansureh Kebritchi, Ph.D. In this web-based workshop, participants will learn how to publish their doctoral dissertation in a peer reviewed journal. The registration window for the Spring 2020 workshop is open. Please see the January 8th calendar entry for details.
February 12, 2020	As conducted in the past, the Spring 2020 Dissertation To Publication workshop will be hosted by the Chair of the Center for Educational and Instructional Technology Research (CEITR), Dr. Mansureh Kebritchi, Ph.D. In this web-based workshop, participants will learn how to publish their doctoral dissertation in a peer reviewed journal. The registration window for the Spring 2020 workshop is open. Please see the January 8th calendar entry for details.
February 25, 2020	Winter 2020 PART 2 Professional Engagement to Publication (PEP) Workshop Webinar, Attendance at Both Webinars is Required Looking to get professionally published in your field aside from your doctorate? Partake in the Professional Engagement to Publication (PEP) workshop. Learn how to find and best communicate with reputable trade and mass media opportunities for your writing. Discover how trades and mass media differ from peer reviewed academic journals and how they can benefit your career. Center for Leadership Studies and Organizational Research (CLSOR) Associate Chair Erik Bean, Ed.D. will guide you along the journey and assign you ways to match your Subject Matter Expertise (SME) with potential markets as well as network with other webinar participants. The Workshop is 7 to 8 p.m., EST. To register up until 72 hours prior, send an email to deadline@email.phoenix.edu with your name, relationship to UOPX, your preferred email address, and indicate Summer session (the next complete session offered). Webinar access will be sent 72 hours prior. **NEW WINTER 2020 SESSIONS (Tuesdays)** January 21, 2020, PART 1: 7 TO 8 PM, EST February 25, 2020, PART 2: 7 TO 8 PM, EST
March 4, 2020	As conducted in the past, the Spring 2020 Dissertation To Publication workshop will be hosted by the Chair of the Center for Educational and Instructional Technology Research (CEITR), Dr. Mansureh Kebritchi, Ph.D. In this web-based workshop, participants will learn how to publish their doctoral dissertation in a peer reviewed journal. The registration window for the Spring 2020 workshop is open. Please see the January 8th calendar entry for details.
March 15, 2020	Phoenix Scholar, Volume 3 (1) Call for Article Submissions See page 30 for more details.
March 25, 2020	As conducted in the past, the Spring 2020 Dissertation To Publication workshop will be hosted by the Chair of the Center for Educational and Instructional Technology Research (CEITR), Dr. Mansureh Kebritchi, Ph.D. In this web-based workshop, participants will learn how to publish their doctoral dissertation in a peer reviewed journal. The registration window for the Spring 2020 workshop is open. Please see the January 8th calendar entry for details.
April 15, 2020	As conducted in the past, the Spring 2020 Dissertation To Publication workshop will be hosted by the Chair of the Center for Educational and Instructional Technology Research (CEITR), Dr. Mansureh Kebritchi, Ph.D. In this web-based workshop, participants will learn how to publish their doctoral dissertation in a peer reviewed journal. The registration window for the Spring 2020 workshop is open. Please see the January 8th calendar entry for details.

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

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