

Phoenix Scholar

School of Advanced Studies
Periodical for Research and Scholarship

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If you haven't already guessed, there is a serenity imparted from the cover that is the central theme interwoven throughout this issue of the Phoenix Scholar. More precisely, we are talking about the practice of "mindfulness" not just for the self alone, but in the potential opportunities it can provide in managing one personally and professionally. Merriam-Webster (2018) defines mindfulness as "1: the quality or state of being mindful [and] 2: the practice of maintaining a nonjudgmental state of heightened or complete awareness of one's thoughts, emotions, or experiences on a moment-to-moment basis."

But mindfulness has become what some might see as a recent installment of pop culture. The term is the subject of magazines from Psychology Today, to professional academic periodicals and science journals, yoga centers, counseling, businesses, and it is proliferate in the confines of self-help books. As we see the mainstreaming of the concept in society and around the world take root, it has now found its revered spot amongst some of the current research engaged in by scholars such as a close colleagues of mine, Dr. Erik Bean, Center for Leadership Studies and Educational Research (CLSER) chair who recently hosted an International Leadership Association Conference symposium and its relationship between yoga, mindfulness, and leadership practices. His efforts were accompanied by other UOPX scholars such as Drs., Kevin Bottomley, LauraAnn Migliore, Alverna Champion, Lunthita Duthely and Cheryl Burleigh. Another colleague, Dr. Ryan Rominger, who also is a CLSER chair, informs us on the relationship between mindfulness and research in his rigorous examination of the topic.

As a professional counselor, I too have engaged this practice of mindfulness from a dispositional angle. It is something I now imbue in my work as a business leader and research chair. Dispositional mindfulness is an opportunity to sit still with my own practices. This can also be regarded as the quality of the attention we impose inside of our jobs or while working on a project. It is an acute awareness and attentiveness to the feelings and thoughts in their present tense. Just as dispositional mindfulness in counseling examines the effect of emotional reactivity, neuroticism and the potential for depressive symptoms where mindfulness can help blunt these things, we are also learning more about the benefits of that feeling of centeredness, where we can drive our focus to help us register the point between ourselves and our experiences, and the possibilities of enhancing life quality and even work quality.

Aspects of this focus, being centered, being grounded in awareness, can teach us to focus on the present, removing us in the moment from forecasting the future or traversing the past. In this way, being present in our experiences is showing tremendous benefits to those who have been through trauma, or who have anxiety or depression, and doing so with significant results. I teach my clients how to register this feeling by simply putting a hand on their head and letting it rest there, to feel the slight weightiness compress on their head, the good feeling of hand to head to neck and back, while continuing their focus down through their torso and legs and finally to their feet, and feeling that rootedness in the ground. I have them slowly breathing and relaxing along the way. It might look silly to an untrained observer walking by, but it has worked amazingly as a quick stress reliever that can be used anywhere. It is an aspect of the power of mindfulness. The portion especially devoted to meditation. Try it yourself!

I hope that you enjoy this edition of the Phoenix Scholar as we apply the concept of mindfulness through the lens of research, distilling with even greater clarity the possibilities of research applied to the modern world and the phenomenon of mindfulness.

Rodney Luster





Snapshot: SAS Research STATS

Hinrich Eylers, Ph.D.
Vice Provost
University of Phoenix

Welcome to the fifth edition of the Phoenix Scholar! It is hard to believe that it has been a year now since we started this publication - and with each consecutive issue it is getting more and more interesting every time.

As Vice Provost, I wanted to take this opportunity to say how proud I am of the research community at the University of Phoenix and emphasize how impactful and important it is not only for our doctoral programs, but for the University overall. When we started the concept of research centers a good four years ago, I never imagined how inclusive and vibrant this community would become. Neither could I imagine our unprecedented growth in the area of research and scholarship nor how productive the research team, fellows, and faculty would become. With

each issue, I will share a few statistics with our readers, allowing for a closer look at the phenomenal work that continues to highlight the research continuum. For instance, the size of the University of Phoenix Research Community on the Hub is currently at 1,613 affiliates (i.e., members of Research Centers). Some more notables can be seen in the image below.

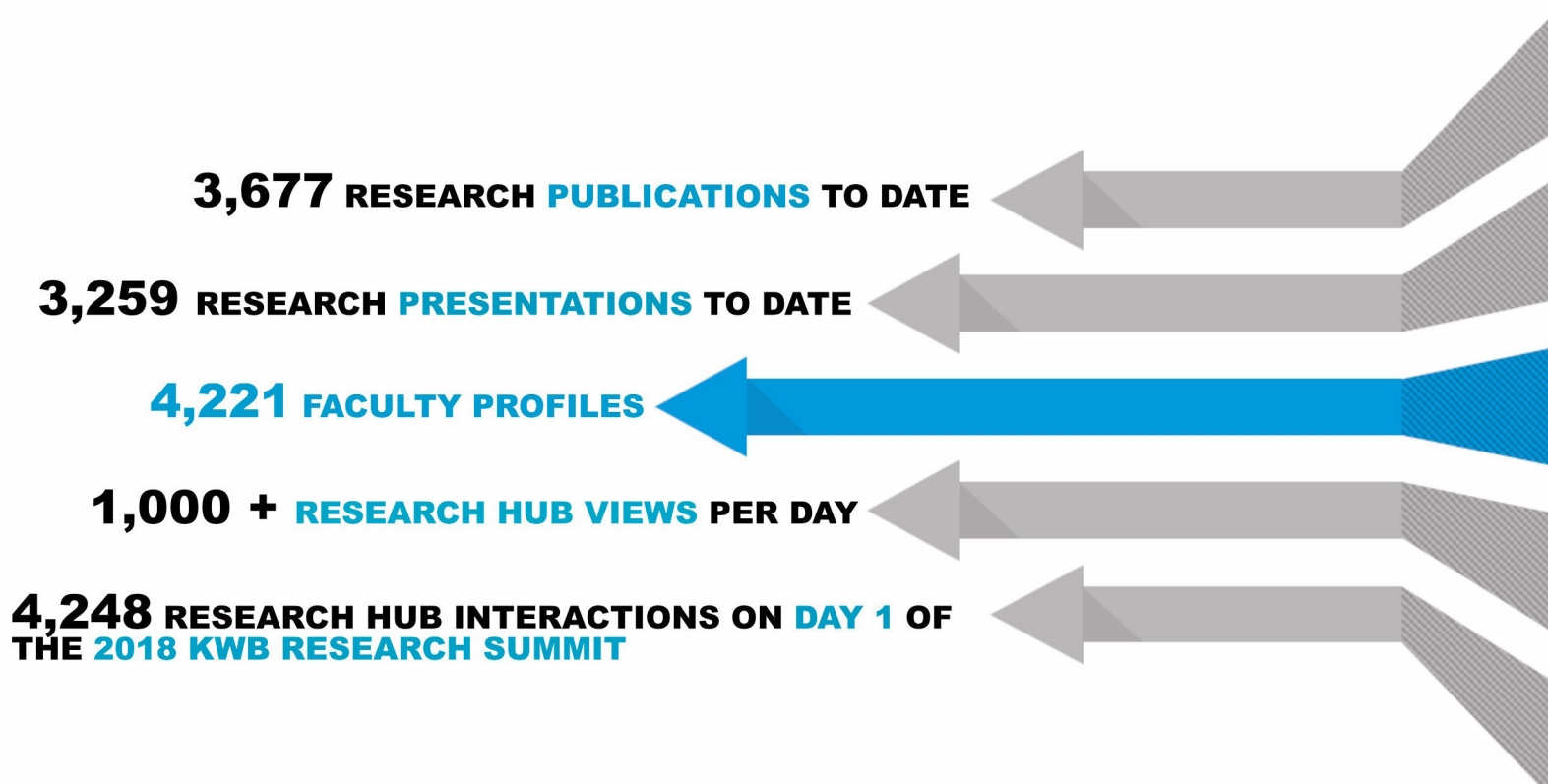
While this community is not limited to the School of Advanced Studies - in fact, members of the research community now include faculty, alumni, staff, and students from most colleges at the University - we are continuously striving to make it even more inclusive and serve not just more members from all areas of the University, but also the heart of the research community in general, where affiliation

allows researchers and constituents from other organizations to partner and join the community of scholars. In this endeavor, we will continue to build collaboratives with other organizations, helping tackle some of their own interesting problems that our skilled researchers, or even our students, can explore for and with them. Look for these opportunities to flourish during the new year ahead.

To see a full list of publications and presentations please visit the Research Hub: <http://bit.ly/2RTS1nX>.

To download a list of current publications please visit this link: <http://bit.ly/2UHvhcH>.

Thank you for your interest and participation in research and scholarship at the University of Phoenix!





Mindfulness and the Practice of Research

Ryan Rominger, Ph.D. LCPC-PIT

Associate University Research Chair

Center for Leadership and Educational Research

Mindfulness – or the process of being ‘mindful’ in the present moment – is a practice that has gained much attention over the past 40 years in popular culture, the social, medical, and physical sciences, and even in research methods. Within Western psychology, Jon Kabat-Zinn (1982, 1990, 1994) is usually credited as one of the main individuals to introduce mindfulness. He proposed 8-week group practice workshops called mindfulness-based stress reduction (MBSR) groups. MBSR became integrated into psychotherapy and counseling, resulting in therapies such as mindfulness based cognitive therapy (MBCT), acceptance and commitment therapy (ACT) and dialectical behavior therapy (DBT) (McCarney, Schulz, & Grey, 2012; McCracken & Vowles, 2014; Segal, Williams, & Teasdale, 1990). However, what exactly is mindfulness?

According to Kabat-Zinn, mindfulness means “paying attention in a particular way: on purpose, in the present moment, and non-judgmentally” (Kabat-Zinn, 1994, p.4). Brown et al. (2013) note that mindfulness has two components: “an open attention to one’s present experience and a non-judgmental, accepting attitude toward whatever one encounters” (p. 96). Functionally it is often, at the beginning, conducted sitting in a chair with one’s eyes closed, focusing on one’s breath while accepting without judgement the body’s sensations, thoughts, and emotions. As one’s skills develop, the practice may be extended to, for example, walking mindfulness practices and practicing mindfulness in order to ‘catch’ one’s own dysfunctional thinking patterns. Mindfulness contains intention (paying attention on purpose), attention (attending to oneself in the moment), and an open, accepting orientation that notes what IS without judging it. In our fast-paced culture it is no wonder that mindfulness has taken root!

How might mindfulness extend beyond mental health and well-being into the prac-

tice of research? Two additional definitions might help. Langer and Moldoveanu (2000) believe that mindfulness includes paying attention to novel stimuli whether trivial or important. Additionally, Siegel (2011) notes that mindfulness helps people train their brain in order to pay attention to their own attention and intention without becoming reactive. As noted by research methodologists Anderson and Braud (2011), 3 of 10 critical research skills within the human sciences and humanities includes:

Working with intention: awareness of, and deliberate framing of, intentions for all

phases of a research project; facilitates the realization of study aims.

Quieting and slowing: sets stage for use of other skills, relaxes and quiets, reduces distractions and noise at many levels, reduces structures and constrains,

allows change, allows further observations and appreciation of more subtle aspects of what is studied.

Working with attention: practice in deploying, focusing, and shifting attention;

deautomatizing attention; attending to different forms and channels of

information; changing focal plane or magnification of attention; developing

witnessing consciousness. (italics in original; pp. 163-164)

The authors additionally note that one way to hone these skills is through engagement in different types of meditation, including mindfulness meditation (Anderson & Braud, 2011). To that end, the authors offer a number of exercises which

may be integrated into research practice in order to reduce the ‘noise’ of various distractions and help focus one’s intentions and attentions.

Moving from a broader focus on meditation to a more specific focus on the use of mindfulness, Fielden (2010) discusses using mindfulness within the five stages of research outlined by Denzin and Lincoln. The author notes that mindfulness affects cognitive maturity, personal qualities such as intuition and integrity, holistic thinking, knowledge of the self, and intellectual qualities (Fielden, 2010). She then notes that each of these (and their many sub-characteristics) contribute to the five phases of research: researcher (topic selection), theory (literature review), strategy (proposal), data collection, and interpretation. Some characteristics generated by mindfulness may be applied to all stages of the research process. For example, having a flexible mind, tolerating chaos, and understanding multiple viewpoints are important at all stages (Fielden, 2010). Other characteristics may be more stage specific. Here the author notes that qualities such as respect, reverence, and integrity (personality characteristics heightened by mindfulness practice) are particularly important in the data collection stage as a researcher interacts with participants. Meta-awareness, on the other hand, may be particularly important during the interpretation stage (Fielden, 2010). Furthermore, “a mindful approach to the research process adds a ‘whole being’ dimensions to the practice of qualitative research in information systems” (Fielden, 2010, p. 51).

Lemon (2017) more specifically addresses applying mindfulness practice to data collection, especially within a phenomenological study. Phenomenology is unique in that the goal for studies using this method is to obtain rich, thick description of a particular lived experience. During the research process a researcher using epoché will ‘bracket’ prior assumptions, be-

liefs, and thoughts about the topic in order to remain focused on the rich description provided by the participants (Davidson, 2013). However, a number of researchers may find this 'bracketing' process difficult, especially if they are blissfully unaware of biases and beliefs they hold. The value in mindfulness, then, is that it allows a researcher to practice being aware of thoughts, sensations, and emotions which may emerge within the researcher. These thoughts, sensations, and emotions point toward specific beliefs regarding the phenomenon in question. Additionally, Lemon (2017) notes that "researchers who practice mindfulness may recognize the ways in which we may edit our experiences" (p. 3308). If we are to focus upon an accurate description of an experience, and analysis of that experience, then we must not unconsciously edit that experience due to various types of mind-lessness.

Finally, Woodgate, Tennent, and Zurba (2017) propose that mindfulness may also be beneficial when considering research ethics. During the research process ethical considerations arise during two main stages of research: the proposal stage in which the document will be reviewed by an Institutional Review Board (IRB) to determine if the treatment of participants and data is ethical, and during the actual data collection phase where ethics becomes enacted. Woodgate et al. (2017) write that:

Sustaining mindful presence includes the following characteristics that can become highly developed within a researcher: (i) openness and curiosity, (ii) empathy and acceptance, (iii) receptive attention and deep listening, (iv) relationally engagement, (v) flexibility and reflexivity, (vi) self-awareness and self-regulation, and (vii) being nonjudgmental and respectful.... (p. 7)

While ethical training involves adherence to many specific laws, rules, and regulations, the above list of mindfulness characteristics may play a more direct role in the enactment of those research values during the research process, especially when engaged with participants. The authors additionally note "being self-aware, receptive, and listening deeply in the face of everyday ethical dilemmas ... were also important parts of the rapport building process" (Woodgate et al., 2017, p. 7).

Not surprisingly, it turns out that mindfulness was not the first approach within the research context to suggest attention and intention to subjective and objective phenomenon. Harkening back to Lemon's (2017) article noted above, the field of phenomenology has always emphasized the notion of paying close attention to direct, raw experience.

Husserl purposefully placed emphasis upon bracketing judgments and assumptions in a manner that increased awareness of what is given in the flow of imme-

diately human experience. Martin Heidegger (1997/2006), Husserl's protégé, went on to refine Husserl's phenomenological emphasis on direct intuition or presence by incorporating a mindful meditative stance of noninterference that allows the experience of being to unfold naturally. (Felder et al., 2014, pp. 7-8)

The phenomenological perspective has inherent within it an orientation toward lived experience which solicits the experience while maintaining raw, non-judgmental awareness. The authors note that this overlap between mindfulness and Existential phenomenology's "Daseinsanalysis" (Felder et al., 2014, p. 19) allows for an indexing of core phenomenological terms and themes. An additional element of mindfulness noted above was the increased awareness of the interaction between self and context, or "thrownness" (Davidson, 2013) of the individual. This skill is important for a researcher, because "person and world continuously solicit each other and reflect back upon each other through an ongoing and evolving interrelatedness and entwinement" (Felder et al., 2014, p. 19).

As should be clear by now, mindfulness, whether named or not, has been and continues to be a key ingredient within the research process, especially for qualitative researchers. The skills acquired by mindfulness practice include, among other things, paying attention to attention and intention, key skills whether sitting with a participant in an interview or analyzing and interpreting data. Thus, if you are looking for a way to increase your research skills, try seeking out a class in mindfulness and then see if you can apply those skills while engaging your research project. At worst, you might feel less stressed while conducting your study. At best, you might find a whole new perspective on the data you are collecting.

NOTE: The above article is based in part upon a presentation accepted for the January 2019 The Qualitative Report (TQR) conference.

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SAS Alum and Distinguished Faculty Demonstrate Connection Between Yoga and Self-Leadership

Erik Bean, Ed.D.

**Associate University Research Chair
Center for Leadership and Educational Research**

The ILA panel demonstrates prayer pose often used at the start of a yoga practice during sun salutation warm up stretches. (Left to right: Erik Bean, LauraAnn Migliore, Alverna Champion, Kevin Bottomley, and Lunthita Duthely). Please note that Cheryl Burleigh is not pictured. While she was instrumental in preparing the proposal, she was not able to attend.

There were many memorable presentations at this year's International Leadership Association (ILA) 20th Global Conference (<http://bit.ly/2AB6jEh>) entitled, Authentic Leadership for Progress, Peace, and Prosperity held October 24-27 in West Palm Beach. But one allowed attendees the opportunity to meditate and stretch using a number of yoga poses tying the practice to self-leadership. This panel featured the work of six University of Phoenix stakeholders and an audience who also partook in meditation and left with resources to start their own practice.

Center for Leadership Studies and Educational Research (CLSER, <http://bit.ly/2jS3Zxt>) Associate University Research Chair Erik Bean (<http://bit.ly/2iPinHM>) chaired The Indispensable Truth of Yoga: Authentic Leading and Learning for Inspiring Performance with UOPX presenters Research Fellow LauraAnn Migliore (<http://bit.ly/2z0S8XG>), Center for Learning Analytics, and Senior Research Fellow and certified yoga instructor Kevin S. Bottomley, CLSER, both 2018 Distinguished School of Advanced Studies (SAS) Scholars, as well as with SAS Doctoral Chair Cheryl Burleigh, SAS Doctoral Alum Lunthita M. Duthely, and SAS Doctoral Chair Alverna M. Champion as they examined the efficacy of the ancient practice and its contemporary leadership connection.

According to the ILA program, "The panel discussion is designed to first remove any stereotypes attendees may have that

say yoga is too feminine, they're too old to start, or they do not have the time. For once you are exposed to the history of yoga, the peer reviewed literature tied to performance, and the fact that throughout all ancient and modern turbulent times, Vedic yoga has proven itself to be an authentic healing constant that continues to experience enormous popularity and one of the largest mass followings only second to religion itself, you just may change your yoga position (Park, Braun, & Siegel, 2015; Prem, 2012; "Addresses", n.d.; Yoga Journal & Yoga Alliance, 2016)."

Migliore led the initial session shift by tying the yoga practice to a behavioral leadership model dubbed VAE. According to the program, "The Work of Leaders – Vision, Alignment, and Execution (VAE)" (Straw, Scullard, Kukkonen, & Davis, 2013) fosters self-leadership behaviors for better decision making. They continue, "The process has three steps with three drivers for each step and each step has two behavioral continua for a total of 18 leadership behaviors in the VAE model," (ILA 2018). Each of these steps were covered in detail and aligned to several common business situations. Attendees received a handout summarizing each panel member's discussion. For details on all the University of Phoenix ILA presentations please see the previous story here: <http://bit.ly/2AsJWip>.

The backgrounds to follow show the background on how yoga infused each panelist with his or her empirical experience:



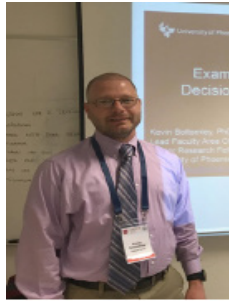
Dr. Lunthita M. Duthely, RYT-200 yoga certified and is an Assistant Research Pro-

fessor at the University of Miami, School of Medicine and Research Fellow with the University of Phoenix School of Advanced Studies. She holds a Bachelors in Chemistry, a Bachelors in Computer Science, and Masters in Computer Science. She holds a Doctorate of Education (Ed.D.) in Educational Leadership from University of Phoenix. Dr. Duthely is experienced in two contemplative practices: 200-level-hour Hatha Yoga instruction, and 24 years facilitating meditation workshops to adults and adolescents, implementing Sri Chinmoy's "The Path of the Heart" techniques – what she calls "heartfulness". She is a regular yoga instructor with the University of Miami. She also offers free meditation classes to staff, faculty, and students. Administratively, Prof. Duthely directs medical student research and data management for projects related to women and infants. Dr. Duthely has authored more than 30 peer-reviewed works, including four book chapters in the areas of interventions to increase adolescent well-being, positive psychology, and the intersection of adult learning and spirituality. She is a member of the *American Psychological Association (APA)*, *International Positive Psychology Association (IPPA)*, *International Association for Cross-Cultural Psychology (IAC-CP)*, *American Educational Research Association (AERA)*, ILA, and the Yoga Alliance. Through Dr. Duthely's volunteer work, she has traveled to 35 countries facilitating sports, cultural, and well-being programs to promote international friendship.

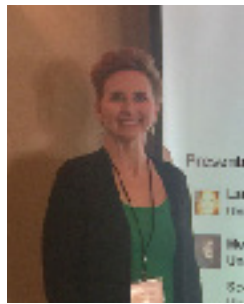


Dr. Alverna Champion grew up in southwest Louisiana and earned a B.A. from

Dillard University; an M.A. from Wellesley College; and an MBA and a Ph.D. from The University of Michigan. She became a full professor with tenure at Grand Valley State University in Grand Rapids, Michigan. She has been a part of the University of Phoenix academic family for nine years having taught mathematics, statistics, research, economics, and currently serves as a doctoral faculty in the School of Advanced Studies. She is an avid bridge player. Getting involved in yoga, is an example of the teacher learning from the student. A student shared the benefits of yoga with her and she has been zealous for nearly six years.



Dr. Kevin Bottomley (shown above at a recent Iceland conference) has a Ph.D. in Leadership Studies and is a RYT-200® certified yoga instructor through Yoga Alliance who has taught yoga for approximately 20 years. Current research focuses on sustainable leadership, decision-making, and Millennials in leadership. Dr. Bottomley has written articles and presented at numerous national and international conferences on topics related to leadership and has published book chapters with ILA through Emerald. This will be the first time Dr. Bottomley has fused his passion for scholarship and his yoga practice conceptually. He, like Dr. Migliore, recently was awarded the 2018 Distinguished Service Award for Scholarly Leadership from the University of Phoenix – School of Advanced Studies.



Dr. LauraAnn Migliore (shown above at a recent Jekyll Island conference) is an experienced leader, innovative researcher, and inspiring educator, specializing in research methodology and design. Her professional background includes over 30-years diverse work experiences in the automotive industry, as well as experiences in other industries such as higher education, consulting, healthcare, and non-profit. She has diverse online teaching experiences in higher education both at the undergraduate and graduate level, plus extensive corporate training experiences, which include strategic management, quality improvement, leadership development, and instructional design for training the mobile workforce. Dr. Migliore is published in the areas of personality and cross-cultural research, leadership, corporate governance, and mobile technology and has been recognized by Emerald Literati Network for an outstanding academic paper and was awarded Best Paper in Session by peer-review process from the Clute Institute. She recently was honored with the 2018 Distinguished Service Award for Scholarly Leadership from the University of Phoenix – School of Advanced Studies. She has presented several papers on yoga and its relationship to research and leadership and she has written papers on research agenda setting to help doctoral students and professionals alike engage in meaningful useful research tied to the literature.



Session Chair Dr. Erik Bean, (shown above practicing a sun salutation stretch during a park practice) is the associate chair for the Center of Leadership Studies and Educational Research at the University of Phoenix. As a scholar, he holds a doctorate in education from University of Phoenix with sanctioned research interests in leadership, immediacy, and customer experience. He also is the Leadership Perspectives section editor of the Journal of Leadership Studies. He is a committee member with ILA in Leadership Development (LD) and has written several peer reviewed books in academia. He began the practice of yoga five years ago and later wrote a popular blog dubbed, Research Agenda Setting to Popular Yoga Poses (<http://bit.ly/2FugSvK>). The popularity of that blog led to a conceptual January 2018 presentation with colleague Dr. Migliore at the 9th annual Qualitative Report conference at Nova Southeastern University. From there they continued to become well read on yoga and its ability to help govern self-leadership through authenticity and prudence, the type of behaviors that can successfully help to make strategic organizational decisions.



2018 Faculty Excellence Award: Executing SPEAR

Louise Underdahl, Ph.D., MPA, MSLS
Research Fellow and Dissertation Chair
Center for Health and Nursing Research

No man is an island entire of itself; every man is a piece of the continent, a part of the main.

John Donne, Meditation XVII, 1624
Devotions upon Emergent Occasions

Receiving the University of Phoenix 2018 Faculty Excellence Award brings to mind John Donne's timeless meditation: "No man is an island." Individual faculty excellence is powered by the University's vision, complemented by a robust support infrastructure. The August 28, 2018 Faculty Leadership Broadcast (Provost, 2018) presented a clear and compelling vision for serving our students:

SPEAR

Simple
Personalized
Empowering
Always On
Relevant

Executing SPEAR requires a robust support infrastructure, as illustrated by the following examples:

Simple

Under P. J. Purchase's enlightened leadership, University Library resources encompass talented and dedicated staff complemented by diverse services such as "Ask a Librarian" and "Request a Specific Document" to simplify and streamline research. The "Ask a Librarian" service is staffed by a team of professional librarians who provide detailed responses, including specific database suggestions and research techniques, usually within a few hours.

Faculty, students, and alumni seek collaborative opportunities to disseminate research results to the community to scholars. The University's Center for Educational and Instructional Technology

Research (CEITR) offers the "Dissertation to Publication" program in which experienced reviewers guide authors in crafting peer-reviewed journal appropriate manuscripts from dissertation research; authors learn how to identify reputable publications, navigate submission processes, and develop self-reliance when incorporating editorial recommendations.

Personalized

Residencies include opportunities for students to meet and interact with School of Advanced Studies leadership. In a recent first year residency, three Associate Deans of Instruction chatted with the class for over an hour, answering inquiries, sharing strategies for success, and clarifying the context of the doctoral journey. For one student it was "beyond exhilaration" to personally meet representatives of University leadership.

Institutional Research Board (IRB) approval is a prerequisite to University research. The Research Hub consolidates guidelines, tutorials, and documentation associated with submitting and IRB application. The IRB Director presents "IRB Submission Overview" sessions at residencies, General Faculty Meeting/Content Area Meetings (GFM/CAM), and webinar sessions such as SAS Research Office Hours. Participants are encouraged to ask questions at any time, a one-on-one question-and-answer period concludes the presentation, and IRB staff contact information (email and telephone) is provided.

Empowering

University commitment to continuous quality improvement drives changes to policy, procedure, and practice. The Faculty Training and Development Team comprises skilled professionals dedicated to conceptualizing, formulating, implementing, and monitoring faculty training and development curricula, ensuring faculty ac-

cess to accurate and up-to-date content. During the transition to Blackboard Ultra, Academic Operations training specialists complemented the Faculty Training staff to offer the robust support presence conducive to seamless system adoption.

Ensuring users understand the rationale for change empowers adoption; Faculty Training content clarified why Blackboard Ultra is vital: "To continue the history of innovation which University of Phoenix is known for, we need to improve our classroom technologies. Today's faculty and students need and expect modern, mobile, accessible technology. As our current Classroom system becomes outdated, we risk falling behind other institutions, so improving the mobile classroom experience must become a priority. After evaluating other providers, the University believes Blackboard best addresses our needs today and offers a sustainable roadmap for the future. Providing learning management software and functionality is Blackboard's core competency, and they are the recognized industry leader. Moving to Blackboard's newest product, Blackboard Ultra, will allow University of Phoenix to renew our focus on OUR core competencies – teaching and learning" (Faculty Training, 2018).

Always On

When unanticipated situations requiring immediate intervention arise, the SAS Faculty Assist team is available 24/7. These knowledgeable and responsive individuals triage questions and expedite resolution. A chi square issue directed to the research methodologists was resolved in less than 24 hours, exceeding both student and faculty expectations.

Disability Services Advisors are committed to providing accommodations and services to ensure students with disabilities have equal access to the classroom environment. Faculty are required to alert the

Disability Services Advisor if the student needs assistance or is struggling in the class. Disability Services Advisors provide their contact information (email and telephone) and respond within 1-2 business days. In addition to informing faculty when students qualify for accommodation, Disability Services Advisors go the extra mile to serve faculty and students: “The Incomplete Extension deadline for [student name] is approaching in course [number/name]. The deadline is tonight @ 11:59pm 11/12/18, and I have sent a reminder to both you and the student and will notify you if anything changes. Please feel free to contact me with any information that might be of assistance when working with your student or if you have any questions or concerns” (Disability Services Advisor, 2018).

Relevant

During the Fall 2018 Virtual General Faculty Meeting (GFM)/Content Area Meeting (CAM), faculty were invited to reflect on the GFM/CAM theme, “Building on the Past / Looking to the Future.” With information depicted as “an emerging torrent” (Idrees, Alam, & Agarwal, 2018; Seidler et al., 2018). Information overload (Toffler, 1970) challenges students (Kohan et al., 2017), researchers (Pintero, 2018), and healthcare practitioners (Rand et al., 2018). Interventions include improving technical support, segmentation between work and family life, email management (Seidler et al., 2018) and developing “new models of science evaluation and filtering” (Pintero, 2018, p. 2).

Students may avoid information overload by filtering content to quickly identify information relevant to the academic or practitioner project at hand. The University of Phoenix provides a robust support infrastructure to promote effective filtering, such as:

Research Hub

- Review dissertation support content, such as Migliore’s treatise on “Scope Creep”
- Explore content-specific Research Centers to identify colleagues who share their interest

- Utilize content-specific Special Interest Groups to promote research, such as the “Research Methodology Special Interest Group”

SAS Central

- Review information on the Dissertation Process
- Retrieve up-to-date guidance on dissertation format
- View videos on IRB (Walk-through Video and Live Demonstration)

University Library

- Use “peer-reviewed” search criterion to retrieve resources appropriate for coursework
- Use “Request a Specific Document” to obtain material not available in the library collection
- Use “Ask a Librarian” to receive timely and specific guidance

Conclusion

Dr. John Sperling’s vision created an accessible university for working adults, replacing the rigidity of traditional educational institutions with course schedules designed for working adults and relevant coursework to help them make an impact in their jobs (University of Phoenix, 2018). Since 1976, the University of Phoenix has delivered an education relevant to the needs and aspirations of working adults (University of Phoenix, 2018). In conclusion, faculty excellence is made possible by the University’s robust support infrastructure. Dr. Sperling’s vision lives!

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An Effective Model for Enhancing Performance of Dispersed Research Teams

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Dispersed, virtual research teams who collaborate on scholarly projects in higher education, have many advantages such as cost savings and time/location flexibility. However, the teams face challenges of effective functionality, team configuration, and task management. The 5S model has been developed to address the challenges and enhance virtual team performance. This article enriches the readers' understanding on how to enhance the dispersed team management and productivity.

Introduction

Advancement of technology and enthusiasm for use of power of collaborative virtual teams dispersed in various geographical locations contributed to the rise of virtual teams in industrial organizations (Gilson, Maynard, Jones Young, Vartiainen, & Hakonen 2015) and higher education institutions (Weber, Lehr, & Gersch 2014). Despite many advantages of virtual teams, such as cost savings and time/location flexibility, they face challenges of effectively managing interdependent tasks (Bisbe & Sivabalan, 2017). In a recent survey of knowledge workers, 79% of respondents reported working always or frequently in virtual teams; however, 44% found virtual communication as productive as face-to-face communication (Ferrazzi, 2014). Such studies underscore the need for further addressing the challenge of improving management and productivity of virtual teams. The 5S model has been developed and used to improve the task management, configuration, and functionality of dispersed virtual research teams at the Center for Educational and Instructional Technology Research (CEITR, <http://bit.ly/2kOwW1l>), School of Advanced Studies, University of Phoenix. The mission of the 5S model is to enhance productivity and collaboration of geographically distributed team members who are traditionally

underrepresented as compared with collocated teams who have the advantage of near physical social interaction resulting in higher productivity.

Theoretical Framework of the 5S Model

The theoretical framework for the 5S model is based on the Community of Inquiry Framework (CoI) with its collaborative-constructivist perspective on learning (Garrison 2011) grounded in John Dewey's progressive understanding of education. The CoI framework relies upon the three interdependent elements of (a) social presence, (b) cognitive presence, and (c) teaching presence as constituent parts of a successful (elearning) experience (Akyol & Garrison 2008; Rambe 2012). Cognitive presence is the extent to which the learners "construct and confirm meaning through sustained reflection and discourse" (Swan, Garrison, & Richardson 2009, P.8). Social presence is the extent that learners feel affectively connected one to another in an online setting. Teaching presence is the design, facilitation, and direction of cognitive, and social presence for the purpose of meaningful personal and educational learning outcome (Swan et al., 2009).

The 5S model has been developed based on the CoI framework and the three major elements were incorporated into the model. The main components of the model are provided below.

1. Supplies and Materials (based on the cognitive presence and teaching presence)
 - a. This includes guidelines, templates, and examples for developing various stages of a research (e.g., prospectus, proposal, IRB application, results, and discussion sections)

2. Strategies (based on the social presence)

- a. Assign and share the rules for research team membership
- b. Work management (dividing the research into major sections)
- c. Time management (e.g., task completion deadlines)
- d. Support and task management (e.g., assigning roles to team members such as team leader, methodologist, literature reviewer, writer)

3. Support and communication (based on the social presence)

- a. Monthly communications (via video conferences)
- b. Weekly team meeting (via teleconferences/video conferences)

4. Summative evaluation (based on teaching presence)

- a. Quantitative survey at the beginning and end of the research lab
- b. Qualitative feedback on monthly meeting

5. Successful scholarly product (as a result of the integration of cognitive, social, and teaching presence with the structure of the research labs)

- a. Peer reviewed presentations of the research teams
- b. Peer reviewed publications the research teams

Application of 5S Model

The 5S model has been used to effectively manage the online research labs within

CEITR for the last 3 years. The center's virtual research labs have been developed to support faculty's collaborative research projects and scholarly development. Online research labs are structured research departments focusing on broad/cutting edge topics in the field of education. The goal of the labs is to support a cluster of related projects to be completed within 12 months from their initiations. All projects are planned to be submitted to peer-reviewed conferences for presentation and journals for publication. A team of 3-4 researchers work on each project. Every team has a team leader and members playing specific roles as methodologist, literature reviewer, and writer. Materials and step by step guidelines are provided for the teams. Monthly meetings via web-based video conference platforms (e.g., WebEx, Skype for Business, and Shindig) are held to discuss the progresses of projects and support the researchers carrying out the projects. Each lab may include multiple projects. Research labs cultivate a spiral cyclical style for the projects. After completing one generation of projects, a new generation of projects related to the lab topic are developed with a new 12-month life cycle of creating, processing, and completing projects. Researchers evolve as they participate in a few research project cycles and transform from novice researchers to team leaders and lab leaders.

Evaluation and significance of 5S Model

The 5S model has been proven to be effective in guiding the center research lab teams. A total of 85 researchers within 24 research teams have completed, presented, and published their research proj-

ects in peer-reviewed conferences and journals. The results of summative and formative evaluation of the model with 85 researchers indicated that the model has been effective and resulted in advancing scholarly skills of the researchers. Some of the novice researchers transitioned to research team leaders through participating in the research labs and applying 5S model.

It is hoped that sharing the details about the 5S model would help the leaders of dispersed/virtual research teams enhance the team management and productivity. As dispersed research teams increasingly become more popular in higher education institutions and organizations, incorporating the effective facilitating techniques and models becomes more significant.

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Case Briefs: From Chaos to Clarity, a Mixed-Methods Research Study Evaluating Student Perceptions of Legal Reading and Writing

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The Challenge

As a part of undergraduate and graduate online degree programs in Criminal Justice, Justice Studies, Paralegal, and Business disciplines (as well as other related fields of study), students are expected to demonstrate working knowledge and understanding of legal terminology. In addition, students are required to prepare written assignments that comply with a variety of legal formats (case briefs, legal memoranda, and academic writing). These formats all require specific citation methodologies. Many students (adult learners in open-access institutions, often returning to school after long periods of time) experience significant challenges acclimating to the legal terminology used in course materials. Additionally, many students struggle with legal writing (from both a formatting and a content perspective). Writing in a specific discipline, moreover, poses challenges for even the strongest of writers (see Garrett, J. n.d.; Pineteh 2014). Legal writing is no exception (see Donahoe & Ross n.d.). Universities often offer additional support (through tutoring services, writing center coaching, and/or library resources). These services are valuable, but often are used in a reactive, rather than proactive manner. Additionally, available writing center staff sometimes lack familiarity with legal writing, terminology, and research. Student and faculty correspondence and feedback, as well as personal observations through the author's own teaching interactions, have confirmed student struggles in these areas.

Impact on Student Success

This problem has negatively impacted student success because the referenced

courses are writing intensive and proceed at an accelerated pace. Students experience frustration and question their ability to succeed in their academic programs. This frustration and related self-doubt can present barriers to academic success and persistence. Student struggles with writing and format requirements have led to challenges in a wide variety of contexts including student retention, academic performance, and self-confidence.

Strategies and Interventions

Current research highlights the potential for varying methods of instruction to support learning. However, additional research is needed in terms of what specific type of resources might improve student competencies and associated confidence in connection with legal reading and writing skills. The author conducted a mixed-methods research study, which explored the perceptions of students who are enrolled in online courses requiring legal-related coursework and who complete an online, self-paced, supplemental instructional unit supporting competency in legal reading and writing skills.

The author designed and developed a self-paced, online instructional unit titled: "Docket Notes 1, Case Law: From Chaos to Clarity". The unit provides orientation to legal terminology, legal research and legal writing. Exercises explore key legal terminology, how to read and understand judicial opinions, and how to prepare case briefs. The instructional unit serves as a mini-orientation to legal-discipline related courses.

The unit is designed to take up to 9 hours of instruction. This includes time for all

assessments, including a pre- and post-instructional assessment. Each module is designed to take between 30 minutes and 2 hours to complete. Time spent will vary based on student background and experience. Learners can proceed at their own pace and on their preferred schedule. Learners can complete any of the unit content (and in any order).

The Instructional Unit includes a total of seven distinct learning modules. For most tasks, students can select from a choice of multimedia when deciding how to experience (and respond to) any particular assignment. The first module provides an introduction as well as a pre-instructional unit survey. The module presents concepts important to the learning process, including failure, questioning, messiness, growth mindset, and note-taking. The module concludes with reflection questions for students. Modules Two through Five present substantive content addressing legal terminology, legal research and legal writing. Module Six includes links to additional resources and an opportunity for reflection. The final module presents a post-instructional unit survey.

The unit of instruction employs a variety of curricular and instructional strategies. Students complete online research and contribute resources to online, collaborative digital bulletin boards. Students create their own multimedia resources (video, audio, presentations). Students can prepare a case brief. Instructional materials are varied and include videos, tutorials, presentations and readings. Reflection questions are incorporated throughout the unit. Different forms of assessment are present throughout the unit of instruction. Students are encouraged to self-evaluate and complete a rubric assessing their

work product. All exercises are optional and presented as low-stakes opportunities to grow and strengthen individual skill sets. The instructional unit is an open educational resource that can be used by students attending any university and at any time.

Study Findings

Twelve students completed the Pre-Instructional Unit Survey. Nine students completed Post-Instructional Unit Survey. Survey instruments collected two types of data (quantitative and qualitative). For purposes of data analysis, basic descriptive statistics were used. The research results were promising.

For each perception-based question (i.e., those focusing on respondent perceptions of confidence in specific legal reading and writing skills as well as those focusing on respondent perceptions of ability to improve in these areas), the number of respondents answering either “Strongly Agree” or “Agree” were tallied and divided by the total number of respondents. Increases were seen in “Strongly Agree” and “Agree” responses in ten out of the twelve competency-based perception questions. One of the two questions that did not show improvement (perceptions of ability to write legal memoranda) addressed content that was not included in the instructional unit. The second of the two questions that did not show

improvement (if I have a question about a legal term used in a reading, article, opinion, etc. I know where to find the definition) showed a decrease (from 100% to 89%) of respondents answering either “Strongly Agree” or “Agree”. This may have been due to a variety of factors, including increased awareness of a need to improve related skills and/or a realization that a once preferred resource is not a reliable source.

Qualitative responses demonstrated a consistent theme of increased levels of confidence in a respondent’s ability to succeed in law-related course work. Student responses consistently expressed a desire for additional resources. In the post-Instructional Unit Survey’s qualitative questions, respondent themes expressed a consistent desire and associated appreciation for additional discipline-specific writing support and resources (with writing referenced nine times) that could support student success. Respondents also expressed increased confidence in their ability to succeed in law related coursework (with nine respondents indicating they felt either “more” or “much more” confident in the open-ended responses).

Implications for the Future

This research suggests that participation in an online, self-paced, optional instructional unit can lead to increased

student perceptions of competency. Mini-discipline specific orientations can be effective tools to support student competency as they approach online coursework requiring legal reading, writing, and research skills. Further work on this project might include evaluating the impact of incorporating similar orientation units and resources directly into online classrooms for student use during pre-course periods. Additionally, providing pre- and post-testing opportunities for specific skills would provide valuable information on whether (or not) student skills have in fact increased as a result of participating in the supplemental instructional unit.

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Dr. Cynthia Jackson, from SAS Doctoral Alum and Practicing Spiritual Mindfulness to Veterans Affairs Expert and Beyond: An Interview with Rodney Luster and Erik Bean

Vitals

Name: Cynthia Jackson

Profession: Veteran Affairs Administrator

Degree: Doctorate of Education, University of Phoenix

Residency: Washington D.C.

Dr. Erik Bean:

I was fortunate to have met Cynthia back in 2003 when we began our doctoral program at University of Phoenix. We stayed in touch and had a reunion of sorts at a doctoral residency earlier this year. Dr. Jackson, looking over your background how did you select a UOPX doctoral program during your military service?

Dr. Cynthia Jackson:

First and foremost, I did my research on the various institutions that could accommodate, not only my professional goals, but my personal goals alongside my position being, at the time, a single parent who was an active duty army military personnel. In my search of schools, the University of Phoenix had the framework and the dynamics to accommodate all of my goals within this time.



Erik Bean and Cynthia Jackson attending Residency in 2003.

Dr. Erik Bean:

Thank you. Will you tell us of your career progression from 2003 to present?

Dr. Cynthia Jackson:

As I mentioned, I was active duty military personnel and I was a single parent starting a doctoral degree program. That was a major undertaking. The doctorate was a goal I always had in mind. But there were inherent risks. I don't mean financially; however, for instance, the potential risk of time and dedicating a portion of time I might need to allot to studying the readings, the material, and the writing intensity of the various assignments, alongside working in teams. But it's all about prioritizing for me, so in 2003 I had been accepted to the doctoral program formally. I notified my direct leadership in the military unit about my commitment to this goal and from there the military helped with some of the tuition and fees. As I look back, that was really the last part of one career and the beginning aspect of my life as a professional student. During this time I also became an adjunct professor for University of Phoenix (on-ground) in the European German military community. That position helped supplement the additional financial support needed to continue with the doctoral program.

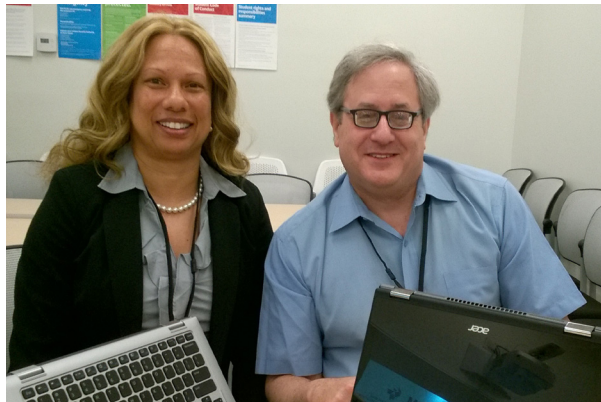
When I look back there were several competing things happening, I became an adjunct professor, I led military personnel, I was a single parent, and I was pursuing a doctoral degree. So, I had no choice in my mind, I had to prioritize and level the balancing act. It was typically late at night that I would find the time to read all school correspondence and tackle the online learning environment, which the University of Phoenix offered, and that element was very accommodating to my schedule.

From active duty, in 2005 I transitioned to becoming an elementary teacher while also engaging my role as an adjunct professor. I eventually taught physics and chemistry in high school classrooms 9th through 12th grade. I also taught a little bit of PE and Health. From there, other doors of opportunity began appearing in my life, particularly after completing my doctoral studies.

For instance, at the University of Phoenix, I was asked to help design curriculum for German to English courses and then to assist in helping evolve the MBA framework. I became a certified instructional designer and I was developing all the training and curriculum and things of that nature for all of the PE courses across Europe. I was able to travel to the various countries from Italy to Spain, Belgium, and also monitor and evaluate curriculum. There I transitioned that skill set to America in 2016 as an instructional designer for homeland security and I was the primary lead overseeing various executive projects. I worked on designing training for the U.S. Coast Guard, for the TSA Pre-Check program and reviewed and monitored administrative components of my job as well as some heavy data analysis regarding government policies and training that was being implemented. I moved again because I was a veteran so, naturally, I was very interested in the mission of the Department of Veteran Affairs. That brings me to 2017 where I transitioned from homeland security to the Department of Veteran Affairs. Today I'm Deputy Director of Enterprise Governance and I'm helping oversee policy legislation and writing directives and things of that nature to better provide customer

service to the veteran.

I can state that completing my doctorate helped to garner a more competitive work world status and respect. Most importantly, I am in my field of study and that is a great feeling. The degree milestone allowed me to branch out into other areas, using my knowledge and research skills applicably. With data analytics, one can broker that knowledge in many ways. How is that for a 15-year summary?



Dr. Cynthia Jackson and Dr. Erik Bean visiting Residency in 2018.

Dr. Erik Bean:

Succinct and candid. It is obvious that you have put quite a bit of sweat equity and forethought into connecting your passion, personal skills, and doctoral training, to effectively intertwine throughout your career. What are some misconceptions about the purpose and work conducted by the VA? How does the department support soldiers like you?

Dr. Cynthia Jackson:

One of the biggest misconceptions is that a veteran is not only an active-duty personnel, a veteran is so much more. Veterans are people with many interesting facets as a result of having served our country; they were former reservists, they were husbands, wives, brothers, sisters, and they had roles that required so much more than we might ever comprehend from a day to day basis. And these people, were also former military men and women, also encompass a spouse and family system. They have lived lives that were quite different from civilians. I think many understand that on some level, but when you really examine it, it is quite extraordinary to look at it on the spectrum of life.

Dr. Erik Bean:

So eloquently stated Dr. Jackson. Your background has helped in so many ways to address veteran issues. Now, something that caught my eye in your CV was that you recently completed an advanced biblical study divinity degree as well? Can you explain the purpose of acquiring that degree and your motivation? Was this part of your own self-actualization?

Dr. Cynthia Jackson:

Yes, I've always had a strong Christian foundational underpinning, and I tell this to all of my mentees, as I believe in my faith, and it's by my faith that I was able to be a single parent, to be on active duty, to pursue my doctoral degree and complete it. And in this same way, I didn't want to be ABD (All But Dissertation) for more

time than needed, but to actually complete the doctoral program within the four year framework I had in mind. Also, because I did serve my country I have benefits that came along with that career, which was the Post 9/11 Fund GI Bill. Those resources were available for me to pursue another degree and I wanted to venture out into another area, something I was always interested in: theology. I saw this degree in theology as opening the aperture, more in line with what I do, and having a spiritual environment alignment, while bridging that with a foundational counseling background. To be able to comfort in yet another way, through religion and counseling. So, I was able to pursue the Master of Divinity through Liberty University. I also completed that degree online. I have truly been able to use and thrive in the asynchronous type of learning environments to accomplish my personal and professional goals.

Dr. Erik Bean:

I was curious about your station in Germany. Was this an assignment or did you have a choice?

Dr. Cynthia Jackson:

I selected to be stationed in Germany. You know, it's funny because I had already completed my bachelor's degrees in sports medicine with a minor in biology and I wanted to pursue other avenues to obtain my master's degree, then obtain my doctoral degree, so I saw the military as a resource that would help me achieve those goals and do so financially. It just made sense. The reason I got that station in Germany was because I had prepped well. I taught in Houston, Texas for five years prior to joining the military as active duty and that's how I was able to do it. Once I completed the exam I scored high enough that I was able to select my job at the time with a bonus as well, and I was able to select my duty location. Consequently, I chose to go to Germany to get the exposure I wanted, which meant access to be in a diverse and multiculturally rich environment. Living in Houston, prior to this opportunity, I had never had the chance or occasion to travel. This would allow me to expose myself to other cultural dynamics and that was exciting to me.

Dr. Erik Bean:

Traveling and living overseas allowed you to gain such a global perspective?

Dr. Cynthia Jackson:

Absolutely.

Dr. Erik Bean:

It is not unusual that many of us who reside in the United States may have the tendency to believe that we are the center of the world. It can happen because there is a lot going on around us at all times, so we may see things inside that vacuum. But that global perspective just adds another tremendous facet of understanding about the world around us. Which brings us to the theme for this Phoenix Scholar edi-

tion: mindfulness. Based on your theology studies does mindfulness and meditation play a role in your everyday work?

Dr. Cynthia Jackson:

Absolutely! I meditate every day and sometimes twice a day because it's my stress outlet. And meditation is a place of centeredness for me, it's a place of clarity and it's also a place of an opportunity. I have to prioritize this exercise of meditation in my life. It is a great release.

Dr. Erik Bean:

I was fortunate to have chaired a panel on yoga, mindfulness, and self-leadership at this year's International Leadership Association Conference (ILA). The panel, including two yoga certified instructors who discussed several meditation techniques; some that can be done at work but others which are more appropriate in a studio or at home. What does your meditation entail?

Dr. Cynthia Jackson:

Yes, I use essential oils first, I like lavender and chamomile as scents that really open awareness of our olfactory senses. When I need reflection, I have what I call my "prayer closet " sort of speaking, and I dim the lights and meditate. When I am in there I'm there on my knees, just breathing, focusing on breathing and mindful of my senses and the experience. Because oftentimes, the hardest part of meditating is when my mind is still moving with all kinds of thoughts. To me this is why some people wake up tired. Because yes, you're asleep, but you're not really resting because the mind is not quiet. So, I have to practice quieting the mind. Doing something that actively engages this process during the day. When I meditate I have to find that place of serenity and peace. Usually, my meditation begins in the mornings. I'm an early person so I meditate around 4 a.m. On the weekend I meditate between 6:30 and 7 a.m. Meditation for me provides a sense of security and calmness and a wonderful gray area of calmness throughout the day. This practice helps build resiliency when there are life and work stressors or when I am putting out the proverbial fires of conflict that happen from time to time, things of that nature.

Dr. Erik Bean:

Thank You Dr. Jackson for that meditation insight from your experience engaging the practice, it is a great empirical example of meditation use in authentic self-leadership practices. Now I'd like to turn to Dr. Luster who holds a Ph.D. in psychology and can potentially offer up another perspective on mindfulness and how it affects personal and work life. Rodney, the conversation is yours.

Dr. Rodney Luster:

(Laughing) Definitely! Erik's right you know, as I do appreciate the concept of mindfulness. I'm a counselor who has a part time private practice on the weekends and so mindfulness is something that I was just

talking about to a client last night. And you know one part of that aspect is something I love, the idea and practice of being “grounded” and finding a way to allow ourselves, in times of stress or even during meditation, to ground ourselves in the moment. I had for example, a client who I asked to put their hand on their head, just resting it there for a moment, both feet on the ground, just letting the weight of their hand gently rest and lay on their head while focusing on their breathing and the feeling of their feet planted firmly on the ground, as if they were connected to the earth. It looks silly from an outsider perspective I am sure, but it works so well with clients. But, I’m curious, in the discussion of your background Cynthia, as you pursued these educational goals, doing so amidst the confluence of other competing interests and responsibilities, you seemed to have drifted into this tandem night-shift personality of academic by night (laughing). What was the real inner draw to education and the flexibility of maybe teaching later in the evenings or was there other motivating reasons?

Dr. Cynthia Jackson:

That’s true, it did feel like I was this other person at night. I believe my motivating factors were that it was stimulating to me and it wasn’t a very prominent aspect of my family growing up, not that it wasn’t important, but there were other things that took precedence. I also think it’s my inner being, my DNA that drives me to want to always learn more. Believe it or not, I was a “special needs” student from the second grade until the third grade. Add to that some family history where education was disrupted, such as my parents own background, where they both didn’t get to finish high school. So really, school in general – alongside problems areas for me in reading and writing – wasn’t a major priority in my family. However, the desire to learn was something that intervened inside of me, a desire to do more, to be better. It took a strong, motivating, inner-force to conquer these environmental challenges. Once I found out that there were resources around me to help navigate these challenges, well, things started to help remove what had long been attributed to learning deficiencies. So as I saw my own progress setting in, alongside some good resources and the right perspective of a “can do” attitude, I think that did a lot to ignite my interest in wanting to teach, to help those like me and I have believed in giving back to the community and helping the next generation, so teaching truly became that multi-venue for me to do this. I thought about it and really wanted to start off teaching with teenagers, probably because in my family, I was the oldest, and that sibling position was challenging. I was always a caregiver, trying to teach my younger sister and my siblings, and my cousin, so I became almost like a surrogate mother in this respect.

Dr. Rodney Luster:

Understood. I think this helps illuminate for our readers why education was important to you. In the same respect, it also

widens the lens and I can see how education evolved into educational leadership for you. When I start looking at these roles you’ve been involved in that have these deep security networks attached, which by the way are very important parts to our society and government, is there something you can share which, much like a former question Erik asked, with your knowledge of these agencies like Homeland Security, that probably all of us as day to day citizens in this country might be interested to know about, regarding one or more of these governmental agencies you worked for?

Dr. Cynthia Jackson:

I think my experience of being not only active duty military personnel, but also living abroad, has helped awaken a vigilance in me that we, as citizens of this country, should be more aware of our surroundings at all times. And living in America, well, sometimes we may take for granted that we are protected from certain environments sort of speaking. We’re not exposed to a lot of the negative impacts that other countries face daily. But for those of us who have been to other countries as soldiers, our perspective is different that someone who has not, so we understand the threats are real and still possible. I say this because I feel that the root cause sometimes is not having the resources, it’s not having enough knowledge to predict the future, and this goes back to the things I hold as important. And so that’s the reason why I was connected to the Department of Homeland Security and the training that we provide for our citizens, to me it is all about providing good resources for safety. In a way, we have to create and practice awareness that is akin to mindfulness. We have to be educated, we have to have the tools and resources that I have had the opportunity to engage such as an acute awareness to examine ourselves as a country, like I did with my own life, and understand the relevance and value of practicing a “safety” form of mindfulness as a process as well. Even as an educator, you have to engage such a focus, have a plan, and be mindful of what you are doing.

Dr. Rodney Luster:

Agreed. I do think we can live in a bubble sometimes and we don’t get to see some of the things that we might take for granted occurring in other places. With your experience from a global perspective, if I can use a movie analogy from *The Matrix*, it’s almost like you’ve taken the red pill of knowledge and perhaps many of us in our busy day to day challenges have remained with the blue pill of content, where we are simply satisfied to stay in our safe space of perspective. However, you get to see things a little bit differently in the matrix of life from your purview. So, I’ll pivot back to mindfulness again since we opened that dialogue track. On being grounded, as a facet to awareness, how do you effectively bring that to a classroom. How do we infuse that sort of acute awareness effectively in the workplace?

Dr. Cynthia Jackson:

There are a few ways I have done this. Online, I conducted “synchronous” office hours for students to chat with me in real-time. When students are caught up in their momentary hurdles, we need to help them re-prioritize the urgency, help them gain an understanding of their challenges and find ways to conquer them. In this way, I am complementing the asynchronous environment where you post questions and things of that nature with real-time feedback, infusing focus and awareness in the moment. In this, I try to meet at least twice a week online in real time so it’s almost like a face-to-face conversation for the adult learner, because we know that they probably already have a professional career as well as responsibilities to attend to so I am mindful of that. I also have to focus on how I can help them and ask myself, what can I do better to assist them? To accommodate them? If I position my questions correctly, asking the “right” questions, then at minimum this gives them an avenue to think about things in a deeper context, not only the assignments, but also how to prioritize their lives by addressing the right questions alongside identifying the challenges head on to swiftly address them and meet the needs of their educational process.

In the workplace, I have had what we would call our “timeline sessions” where we just go outside and have walk time, and we breathe and just meditate while walking, allowing the opportunity to view our workplace events and processes less subjectively. That meditational walk can help better prioritize process, spark innovation and get employees thinking reflectively about the ways in which they handle their daily decisions.

Dr. Rodney Luster:

Very good. I think it’s an important way to understand how we bridge that gap in dealing with the over burdening aspects of the challenges we sometimes take on at school or in the workplace. Especially in a country like the United States where we lead busy lives and where that kind of confluence of fast thinking can invade our lives every day. I am referring to the ideas of the Nobel prize winning psychologist, Daniel Kahneman, and his work on what he called fast and slow thinking, and how fast thinking is relatively unconscious but we do it so often. And so that idea of mindfulness and focus, being grounded, and bringing that to our workplaces and educational processes, I think it holds tremendous value. I’m going to turn back to Erik. I will also throw in one of my last questions quickly though, and that is, how does one get secret government clearance? (laughing)

Dr. Cynthia Jackson:

Hah! Well, don’t break any laws first and foremost. They do a thorough background check.

Dr. Erik Bean:

Indeed! So in capturing the spirit of that tag question, and from one law abiding citi-

zen to another Rodney, thanks for your enlightening rounds of questions. You know Cynthia, when Rodney was talking about mindfulness at work, things of that nature, and you had started off talking about your military background, over the course of our conversation I now see why the need for deeper reflective practices resonated with you and how you impart that in describing the need for practicing that sort of “safety” mindfulness in our country. I think it’s so important that we understand the potentials of things and how that can impact our individuality as regular citizens. I think we sometimes take in so much information, and are bombarded with it daily alongside busy lives, that perhaps we become blind in some ways to the important aspects of things around us. For instance, the phenomenon of “fake news” is one that has really taken hold. The internet proliferates with so much information it can be difficult to sift out things. I was at a book fair last night here in the Detroit area, chatting with some folks and the subject of “fake news” came up and how it has as well, sort of disarmed us in so many ways. And it seems that one of the biggest concerns that everybody has now is this interesting vigilance to the idea that suddenly we are surrounded with so much disinformation and untrustworthy communications that in its result, this can also be a bit frightening to consider. People rely on facts and when the internet allows for so much contribution, it can muddy the waters as well as become a breeding ground for those with less humanitarian motivations. It may also foster unruly conditions. Perhaps in these areas as well we can see why mindfulness is important and how what you have learned to do is see things how they truly are? What is your spin on this phenomenon? And, how do you think we can better compliment the way we look at our world through the lens of your experiences, because there’s so much information out there there’s so much misinformation too when it comes to homeland security?

Dr. Cynthia Jackson:

I think social media plays a great hand in being a double-edged sword. It has the propensity to help us be aware, to collectively move to raise awareness about issues, but

it also has a dark side, and that is because it is available to anyone with a computer. My advice to anyone is that we never take anything at face value. As researchers we know face validity is only one part of a much deeper dive into authenticating research inquiry. And in that same aspect, we can encourage people the same way, to truly investigate what we read, and to read as much as possible, looking at both sides clearly, which is not always easy, but we need to understand all facets. Just like religions, we might be quick to judge without truly understanding the purpose, engaging motivational reasoning to validate what we think about someone else’s culture and traditions. In the United States, it is a culture where we all have to work almost in a “centralized” type environment that protects everyone equally. So, sometimes social media can be a positive platform. But as we’ve seen recently, we know what the seed of one thought sow when imbued in a tweet. It comes back to education and mindfulness.

Dr. Erik Bean:

I like that advice very much. And what of the next several years? Where do you see yourself in the lifelong process of self-actualization?

Dr. Cynthia Jackson:

In the next 5 years I still have educational goals. For one, I want to publish more and that’s the reason why I attended a recent Professional Engagement to Publication (PEP) workshop offered by you and Dr. Carol Holland.

Dr. Erik Bean:

Thanks for that plug Dr. Jackson (and more PEP workshops will be offered throughout 2019. Check for updates via the Center for Leadership Studies and throughout the Hub). Please continue.

Dr. Cynthia Jackson:

Secondly, I want to mentor two or three other individuals that are seeking their terminal degrees. Career wise, my goal within the next 5 years is to become an SES so that I can implement change and what

I have learned. You know one office, one HTT at a time, and SES is the highest level.

Dr. Erik Bean:

What does that acronym stand for?

Dr. Cynthia Jackson:

SES is Senior Executive Services, and it’s the highest level in civilian services that an individual can achieve throughout his or her career. Right now, I am one level below on my ranking as an AGS15.

Dr. Erik Bean:

Congratulations on this milestone! Was there one particular milestone or trait that led to this distinction?

Dr. Cynthia Jackson:

Notably leadership experience.

Dr. Erik Bean:

As a leader, have there been things that have ever impeded your ability to cross over the hurdles that you may have experienced on the career ladder?

Dr. Cynthia Jackson:

Well, I think we have to accept that we are the stories we create for ourselves sometimes. Failure for me I have learned to see is also an opportunity to improve and to learn and so I’m not afraid to fail. I think that’s helped me in my career like I stated previously. I’m the one that volunteers from the heart and not for visibility which can be the Achilles heel for many. I enjoy making things happen behind the scenes.

Dr. Erik Bean:

That is tremendous inspiration for us all Cynthia. Rodney and I are so grateful for your time and valuable insight today.

Dr. Rodney Luster:

Thank you so much Dr. Jackson.

Dr. Cynthia Jackson:

This was a significant honor. Thank you both.

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Reflections of a First Time Autoethnographer

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Autoethnography is a qualitative methodology that combines characteristics of ethnography and autobiography to allow for individual to explore cultural understanding through self-observation which results in individual narratives (Chang, 2008). In addition to using methodological tools and literature to explore personal experiences, autoethnographers must consider how others may experience that same cultural phenomenon (Ellis, Adams & Bochner, 2011). This approach allows for the researcher to become a participant in the research (Ngunjiri, Hernandez & Chang, 2010). Chang (2008) asserts that the stories of autoethnographers are to be “reflected upon, analyzed, and interpreted within their broader sociocultural context” (p. 46). “When researchers use autoethnography as a research method, they retrospectively and selectively write about epiphanies that stem from, or are made possible by, being part of a culture and/or by possessing a particular cultural identity” (Ellis et al, 2011, p. 276).

As a researcher, I am most drawn to qualitative research simply because I enjoy talking to people. This approach “allows researchers to explore human experiences in personal and social contexts, and gain greater understanding of the factors influencing these experiences” (Gelling, 2015, p. 43). I embrace learning through the experiences of others. In keeping with this desire for learning through experience, particularly my own, I decided to explore autoethnography as a method of inquiry. While researching this methodology, surprisingly, I have found that there are potential pitfalls associated with this methodology. How hard can it be to write about your own personal experiences? Surprisingly, it was much harder than I imagined. According to Winkler (2018), it can be quite uncomfortable to turn the lens on yourself as a researcher. The goal of autoethnography is to “open up their life to learn about self and culture” (Winkler, 2018, p. 244). Howev-

er, in doing so, you are making yourself vulnerable and open to scrutiny (Stahlke-Wall, 2016). As I began reflecting on possible personal experiences for this writing project, I sometimes experienced vulnerability that quickly morphed into doubt and questioning. Should I be sharing this? Is this experience significant enough? While my experience is not marked by physical violence and suffering, I found it to be a common cultural thread among women of color that I believed needed to be exposed.

My experiences as an African American woman in general have shaped the person that I have become and my continued evolution. One, in particular, has become the focus of my latest writing project. My most memorable and frankly most painful experiences have directly involved my cultural identity. The current state of race relations in our country today has caused some reflection on my part on how I move through the world and how my lived experiences have and continue to shape me as a person in the many roles that I inhabit. A recent news story prompted me to reflect on my time in the military and how my hair style frequently became a subject of intense scrutiny and negativity. This year, the Air Force, Navy, and Army all updated its personal grooming standards to permit hairstyles frequently and exclusively worn by African American women. For many years until this change, African American women were under constant threat of being reprimanded and even fired for wearing their hair in its natural state. There is a Facebook video of a black female soldier sharing her joy and sense of relief in being able to wear her locs after years of being threatened, harassed and even disciplined for supposedly defying Army regulations (Myers, 2017). She was able to find a loophole in the Army regulations which kept her on active duty but knew it would be a temporary solution (Myers, 2017). The Army, and the other services soon followed, changed its hair grooming

standards to allow her style and many others frequently worn by African American women. I recalled a similar time when my hairstyle was a problem and how insulting and frustrating it was.

Wanting to reflect on this experience, an autoethnographic essay seemed most appropriate, as it provided the opportunity to reflect deeply on my own experience and connect my story to a broader cultural dynamic. My intention was to shed light and perhaps provide validation to what I believe happens to many African American women, particularly in the military. We are often judged by our appearance and hair is a large part of our image. We live in a society where straight, blonde hair is considered beautiful and textured hair is deemed unappealing (Randle, 2015). Therefore, when African American women are required to look “acceptable,” we straighten our hair or don wigs that give us a more conservative appearance.

As I read literature and explore stories on the news and within social media on the topic of African American women and hair, I am struck by the all too common theme of standards of beauty that do not apply to us. I am also concerned by this unwritten rule that requires us to fit in or be left out. Randle (2015) discusses that black hair in its natural state is often “negatively marked for its difference” (p.3). Thus, putting African American women at a disadvantage professionally and financially. Therefore, writing this autoethnographic piece allows for my personal self-reflections of inclusion and belonging and also challenges others to explore their own views and beliefs around this topic, as well.

Forber-Pratt (2015) asserts, “Autoethnography is not for the faint of heart” (p. 822). In order to create an autoethnographic account of a personal experience, one must peel back the layers of that experience; the emotions and struggles of that particular

time period. It can cause you to relive the pain that you may have put behind you. My experience, for the outsider looking in, may seem insignificant. It is just hair for goodness sake! Yet, for African American women and many others for that matter, a rejection of our hair is a rejection of our beauty. Historically, hair has been a prominent symbol of beauty. In the African American community, our hair reflects not only beauty but emotion. As I continue to develop my story into a journal article, I hope this future publication will provide additional insight into the deeply embedded meaning of appearance and will create opportunities for people to reflect on their own understanding of appearance in order to create a more inclusive environment, both within working environments and society.

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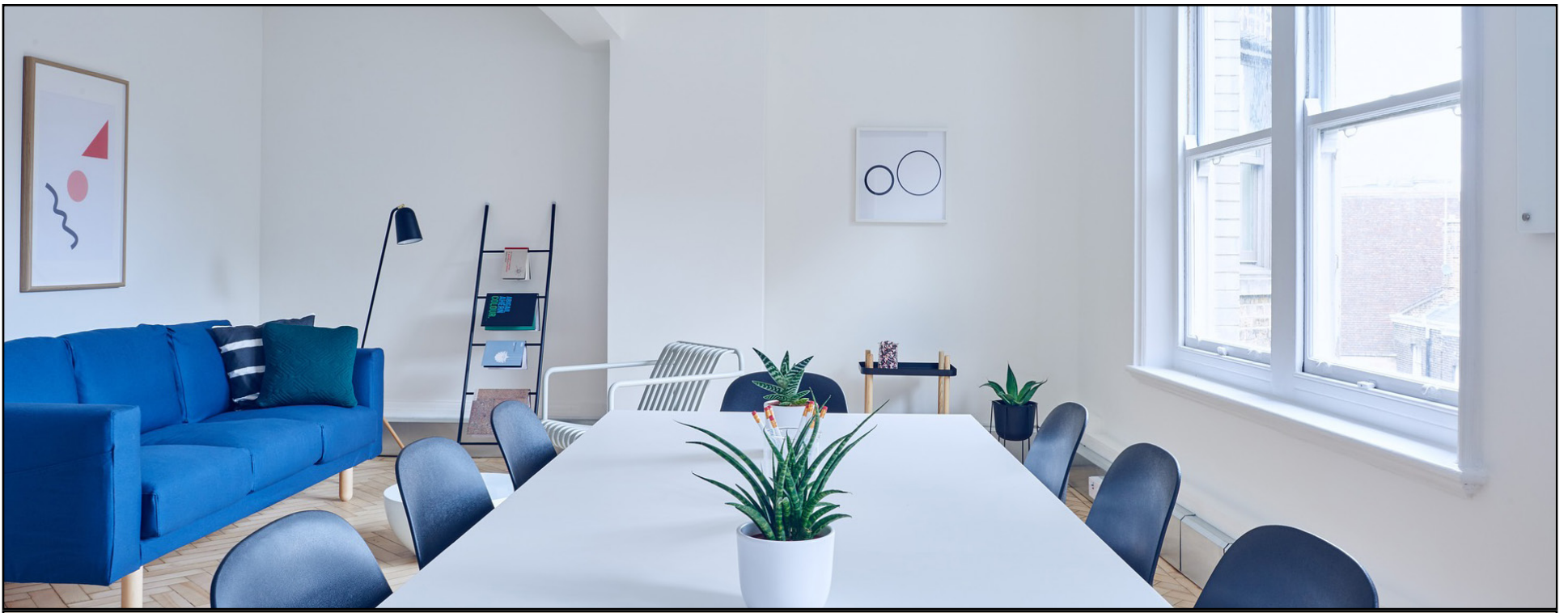
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CEITR Research Labs and Teams at 2018 KWB Summit

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CEITR research teams demonstrated a great presence at 2018 KWB/UOPX summit. Many of the research teams developed their studies within CEITR research labs or special interest groups by integrating the center 5S conceptual model. CEITR researchers presented a total of 31 studies at 2018 KWB summit, 21 studies belonged to a CEITR research lab and 10 studies were individual projects at CEITR. Such a high number of presentations indicate the effectiveness of 5S model used at the research labs and strong dedication, engagement, and collaboration of CEITR researchers. To learn more please visit CEITR Research Labs and Communities (<http://bit.ly/2nMVUR3>). I would like to recognize all the research teams who presented at 2018 KWB.

Ethics in Education Research Lab

Crises of Care and Critique: School Leaders and Narratives of Compassion Fatigue – James Lane, Ramona Phillips, Yvonne Hefner, Karyn Hawkins-Scott, and Sally Everts

Hurricanes, Schools, and the Ethics of Care and Community – James Lane, Belinda Moses, Sally Evans, Shaquanah Robinson, and David Proudfoot

The Relationship Between Professional Development and the Use of Web 2.0 Tools – Medgar Roberts and Karen Johnson

Faculty Targets of Student Cyberbullying - Debbie Ritter-Williams, Margaret Kroposki, Marsha Mims-Word, and Candace James-Marrast

Narration and Application of Educators' Experiences with Racism in School Cultures – Paula Alvarez, Marie Smith, Oliver Lawrence, Shanel Harris, and April Lash

An Exploratory Phenomenology Study of Educators' Bullying Experiences in the Workplace – Cheryl Burleigh, Ronda Gregg, and Tammy Cagle

Critical Thinking Research Lab

The Relationship Between Meditation and Critical Thinking – Debbie Ritter-Williams, Lunthita Duthely, and Armando Paladino

Augmented Intelligence in Education Research Lab

Virtual/Mixed Reality: Next Generational Users of Instructional Tools for K-12 and Higher Education – Dale Crowe and Martin LaPierre

Perceptions of Robotics Emulation of Human Ethics in Educational Settings: A Content Analysis – Barbara Fedock

Veterans from Troops to Teachers Program Use Enhanced Technologies in Public Schools – Mary Stout and Dale Crowe

Teaching and Learning with Arts

Collaborative research team narratives of design, process, and implementation of a narrative study – Elizabeth Johnston, Andrea Wilson, Marie Navarro, and Marcia Griffiths-Prince

Arts based instructional and curricular strategies for working with VR educational applications – Patricia Steele

Using Story-Telling and Role Play as a Learning Strategy for Incarcerated Women – Cheryl Burleigh, Nola Veazie, and Elizabeth Johnston

Career Professionals' Reflections on Exposure to Early Music Training – Rita Hartman, Liston Bailey, and Jennifer Calito

School Leaders' Reflective Blogs Inspire Systemic Change: Narrative Inquiry – Rita Hartman, Cheryl Burleigh, and James Lane

STEM Research Lab

Examining the Influence of Online Science Kits on Student Science Achievements – David Proudfoot and Mansureh Kebritchi

STEM Certification in Georgia Schools – David Proudfoot, Michael Green, Jan Otter, and David Cook

SAS Alumni Special Interest Group – CEITR Sponsored- All Researchers are SAS Alumni

The Intersectionality between Grit and Spirituality as Contributors to Doctoral Success among Professional Doctoral Candidates and Graduates – Lunthita Duthley, Diana Hart, and James Rice

Acquired Leadership Skills in Online Doctoral Education Programs at the University of Phoenix – Jannifer Calito, Linnel Hickman, and Cynthia Knittle

Beyond Commencement: Beliefs and Social Choices Impacting the Building of Scholarship – Imani Akin, Shanel Harris, and Matasha Murrell Jones

Assessing Strategic Thinking Behaviors of Doctor of Management in Organizational Leadership Alumni – Daniel Roberts, Marisela Jimenez, Mensah Nord, and Charles Cattermole

Individual Studies

An Effective Model for Management, Configuration, and Functionality of Dispersed Research Teams – Mansureh Kebritchi

Networking the Bay Area: Continuing the Dialog to Promote Scholarship – Cheryl Burleigh

Influence of screen time on critical thinking in teens – Elizabeth Young, Margaret Vianna, Thomas Clark, and Karen Fiorillo

Who is Learning? Virtual Reality, Augmented Reality, Artificial Intelligence in K-12 and Higher Education – Sally Evans

Deconstructing Stormbot: A Literature Review regarding the use of telepresence robots in education – Medgar Roberts

Millennial Soldiers Lack Effective Face-to-Face Communication Skills: Delphi Study – Elizabeth Young and Thomas Clark

Can You Reach Career Readiness in a Self-Driving Car? – Helen Schleckser

Tips for Integrating Social Media in the Online Classroom – Teri Moore-Hirlinger, Jessica Bogunovich, Stacey Atiyeh, and Dalynn Jackson

First Responders using Mindfulness Strat-

egies – Elizabeth Young and Scott Drexler

Does Moral Leadership Conflict with Organizational Innovation? – Sandy Nunn and John Avella



A Pleasant Surprise: Hospitality at the 2018 Virtual KWB Conference

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The 2018 Knowledge without Boundaries (KWB) annual conference evolved from a traditional face to face to a virtual experience. The conference has been an annual event for the SAS research community for several years, and features panel discussions of innovative practices, research team presentations of empirical research, and other cutting-edge discussion forums. Most of the 2018 virtual conference mirrored the previous live KWB event. However, the virtual experience included a pleasant surprise in the form of hospitality rooms where additional activities and experiences were available.

Hospitality rooms are unusual in a virtual experience where participants often feel alone in the crowd. The term hospitality conveys an intention to support and engage. Even with that thought as a guide, we had no idea what to expect as we were developing plans for hospitality. We were scheduled through out the day and planned for everything and anything. We had a slide presentation describing the Center for Educational and Instructional Technology Research (CEITR). We had formal and informal word games, and we had a stellar cast of hosts to greet any visitors. The hosts included Mansureh Kebritchi, Elizabeth Johnston, Jim Lane, Rita Hartman, Cheryl Burleigh, Medgar Roberts, Patricia Steele, Louise Underdahl, Debbie Ritter Williams, and Mimi Rogers. As one of the primary hosts for the CEITR hospitality center I would like to share a few reflections. I will describe what happened in the hospitality rooms, add some notes on the highlights, and finally share a few insights or lessons learned that might be helpful next time.

What happened?

The first morning was a little stiff and formal. We had several visitors, in addition to the volunteers who were manning the podium. We had the slide show in our metaphorical back pocket but quickly figured out that we could share the podium and have conversations with visitors instead. The atmosphere became warm and supportive once the conversations started.

Highlights

One highlight of the hospitality room was that frequent visitors and hosts began to experiment with the software. We realized we could jump from the podium to small six person chat groups in the "audience." The chat groups became lively and were often filled with laughter as we compared notes about our new skills (or lack of) to navigate the workshop. We were beginning to explore the software and find new possibilities.

A second highlight was that we gained a sense of community and fellowship because of the informal nature of the hospitality room. We did not need a script or slide show to communicate. After a few days, we realized that our quiet colleague Medgar actually knew quite a bit about the software architecture. Medgar became our on-site expert and added good tips to the conversation. We were learning the software routines painlessly through our conversations and connections.

Lessons learned

We gained some insights for the future. First, the hospitality experience is helpful

to the overall quality of the conference. Attending a virtual conference can be a solitary experience. In contrast, I remember many wonderful conversations that took place in hallways and corridors at face-to-face conferences. We do not have opportunities for informal conversations in a virtual conference. However, the hospitality centers served as a metaphorical hallway or coffee room where participants relaxed and chatted about presentations and exchanged ideas. I was glad we had a lot of backup materials such as the slide show, open ended questions to start conversations, and so on, but we may not need much more than a warm and engaged presence.

The final insight is that we do not always have to work within our comfort zones. We had conceptualized hospitality as an opportunity to gain feedback from participants or to share news about CEITR. We were uncertain as to how the experience might go and planned for any eventuality. Backup planning is always good, but we learned the most important ingredient was the safe and welcoming setting where participants felt free to talk with one another and experiment within the new environment. The hospitality room experience showed me that we could end up with a great experience if we relax and play around with the possibilities of something new. My CEITR colleagues and I look forward to future KWB hospitality rooms where we can enjoy community in the virtual conference spaces. Perhaps, next time, we can contract home delivery of snacks coordinated with the hospitality breaks as David Proudfoot suggested.



Fall 2018 CEITR Achievements

Elizabeth Johnston, Ed.D.

Senior Research Fellow and Dissertation Chair

Center for Educational and Instructional Technology Research

During the months of September and October 2018, the Center for Educational and Instructional Technology Research (CEITR) members continued to speak and present at conferences, write and publish articles and book chapters, and engage in broadly based scholarship activities. Some of their achievements are summarized in this article with live links connecting the reader to more detailed information at the Research Hub. The CEITR model is one where research teams collaborate supported by cutting edge technology. Our faculty, students, and alumni are active scholars who represent the University to great effect throughout the scholarly world. We celebrate their accomplishments as researchers who add new knowledge to the fields of education, business, and health/medicine management.

Conferences

Association for Education and Computer Technology (AECT) <http://bit.ly/2Qentzu>

The AECT 2018 convention (October 22-27) was held at the Marriott Hotel in Kansas City Missouri. SAS faculty members and alumni Members were accepted to present 12 research papers and projects that represented CEITR. Additionally, Dr. Mansureh Kebritichi and Dr. Laquisha Brown Joseph were honored with awards for innovative design. The theme for the 2018 AECT convention was Learning for All.

Knowledge without Boundaries (KWB) <http://bit.ly/2PJmect>

CEITR research teams demonstrated a great presence at 2018 KWB/UOPX summit. Many of the research teams developed their studies within CEITR research labs or special interest groups by integrating the center 5S conceptual model. CEITR researchers presented a total of 31

studies at 2018 KWB summit, 21 studies belonged to a CEITR research lab and 10 studies were individual projects at CEITR. Such a high number of presentations indicate the effectiveness of 5S model used at the research labs and strong dedication, engagement, and collaboration of CEITR researchers. To learn more please visit CEITR Research Labs and Communities.

A special note about one of the KWB research teams concerns Dr. Ronda Gregg and Dr. Cheryl Burleigh, who are studying the lived experiences of staff and administrators in school settings who have been bullied by another staff member or administrator. Dr. Gregg and Burleigh started by presenting at KWB and are accepted to present at conferences in Honolulu, Ireland, and Toronto. The Toronto conference is with the American Educational Research Association (AERA), which is the most highly respected association for educators. <http://bit.ly/2S6DIMu>

Keynote and Featured Speakers

Keynote speakers are invited to speak at conferences because of special skills or insights that relate to the conference purpose. These speakers are often featured prominently in publicity for the conference. Presenting research at a conference is a little different. Presentations are accepted on a competitive basis as showcases for recent or emerging research. The idea is to allow researchers to share the most recent findings and methods with a larger audience. Conferences are a synergistic blend of established experts as keynote or featured speakers and emerging research findings. The two CEITR members below were invited to speak at conferences.

Dr. Leah P. Hollis, part-time SAS faculty, CEITR member, and president of Patricia Berkly LLC was the keynote speaker of Cornell University's 15th Annual Diversity

Update Conference in Ithaca, New York. As Cornell University remains committed to diversity and access, Dr. Hollis' speech gave insight on how leadership is the central variable in creating and maintaining a healthy workplace. <http://bit.ly/2FA0CKU>

CEITR member and UOPX faculty member, Attorney April Lash, Esq. participated in the 5th Annual National HBCU Pre-Law Summit on September 15, 2018 at Emory Law School. Her topic was: How to start up a Solo Practice, which specializes in Business Law, Trust and Estate and Real Estate Law. <http://bit.ly/2Aafrhm>

Published Articles

CEITR member and UOP faculty member, Dr. Carrie Miller, Hunter King, and Aryann Martin have been published in the Journal of Applied Instructional Design. Dr. Miller is an instructional designer with IT solutions at Minnesota State University, Mankato. In addition, Miller is a CEITR member and teaches classes in E-learning and Instructional Design for University of Phoenix. The citation for this article and Dr. Miller's second publication is below with a link to the news item.

Miller, C.L., King, H., & Martin, A. (2018). Graduate Teaching Assistant Pedagogical Training: A Case Study. Journal of Applied Instructional Design. 7(1). https://docs.wixstatic.com/ugd/c9b-0ce_3294060678334dc4ad57e569d-868c9c4.pdf

News Item: <http://bit.ly/2S6MI49>

Kinskey, C., King, H., & Miller, C.L. (2018). Open Educational Resources: An Analysis of Minnesota State Colleges and Universities Student Preferences. The Journal of Open and Distance Learning. <https://doi.org/10.1080/02680513.2018.1500887>

News Item: <http://bit.ly/2DNrCEQ>

Dr. Mary Townsend published article an article developed in a Dissertation to Publications (D2P) workshop. Dr. Rita Hartman was Mary's D2P reviewer. Further details of the publication, which is published by the Association for Computer Educators in Texas (ACET) appear in the news article.

News Item: <http://bit.ly/2FCLZGz>

CEITR members and UOPX faculty members, Dr. Rita Hartman, Dr. Cheryl Burleigh, and Dr. Jim Lane published an article on school leadership. The article was also presented at KWB and at the AECT national conference. The citation is included below with the link to the news article.

Hartman, R., Burleigh, C. & Lane, J. (2018). School leaders' reflective blogs inspire systemic change: A Narrative Inquiry. *Journal of School Public Relations*. Accepted for publication fall 2018. <http://bit.ly/2Koc3E3>

CEITR members and UOPX faculty mem-

bers Linda A. Landon, PhD. Mary W. Stout, EdD, Douglas K. Neeley, PhD published an article in the *Engaging Cultures and Voices* journal. Citation is included below and includes a link to the news article.

Landon, L.A., Stout, M.W., & Neeley, D.K. (2019) Increasing graduate students' cultural competency by using many Social Media sites. *Engaging Cultures and Voices* (10)65-84. University of Missouri School of Education. Palo Alto, CA.

News Item: <http://bit.ly/2QalvPv>

CEITR members Dr. Nola Veazy, Dr. Cheryl Burleigh and Dr. Elizabeth Johnston will publish their article "Using Story-Telling, Film, and Role Play as a Learning Strategy with Incarcerated Women" in the December 2018 issue of *Counselor Magazine's* <http://bit.ly/2Tx2IU7>

Book Chapters

Dr. Elizabeth Johnston, Dr. Jerry Olivas, Dr. Patricia Steele, Dr. Cassandra Smith,

and Dr. Liston Bailey published a book chapter titled *Virtual Reality Pedagogical Considerations in Learning Environments in Student-Centered Virtual Learning Environments in Higher Education* (chapter 2) published by IGI Global and edited by Marius Bobac and Selma Koc. The book can be viewed at <http://bit.ly/2KmS4Wf>. More information is available at <http://bit.ly/2BqHRWd>.

Dr. Nancy Bailey recently published a book chapter in *Leader Volunteers and their Perceptions*, involving the Greater Yellowstone Sights and Sounds Archive, a Purposeful Project. See more information at <http://bit.ly/2DNtHk8>.

Bailey, N. (2019). Servant leadership styles and strategic decision making (chapter 3) in Y. Mughal and S. Kamal (Eds.) *Leader volunteers and their perceptions*. Hershey, PA: IGI Global. DOI: 10.4018/978-1-5225-4996-3.ch003



Replicating Experiments in Entrepreneurship Research

Norris Krueger, Ph.D.

Senior Research Fellow

Center for Management and Entrepreneurship

The #1 journal in entrepreneurship, the Journal of Business Venturing, has a virtual extension that is partly designed for innovative research initiatives. The latest of these is a call for “large-scale replication” of interesting studies in entrepreneurship. By this, they mean replicating past large-scale studies or replicating multiple studies.

They just accepted my pitch to replicate some experimental studies of note. I have assembled a diverse, global team of scholars, including two SAS researchers, Dr. Brian Sloboda and Dr. Mark Kass. This should be fun! A quick overview of the experiments we intend to replicate.

1. Hot vs. Cold Cognition

The first entrepreneurship article ever in Nature was “The Innovative Brain” out of Barbara Sahakian’s neuroscience lab in Cambridge (Lawrence, et al. 2008). One misconception in neuroscience is that empirical research requires fancy/expensive technology (like fMRI). Field experiments can be incredibly illuminating. This research compared a sample of successful serial entrepreneurs with a matched-pairs sample of highly successful senior managers on both hot (emotion-dependent) cognition and cold (emotion-independent)

emotion. A brilliant study that, perhaps oddly, has not been replicated. (<http://bit.ly/2OXxc8W>)

One obvious extension: compare social entrepreneurs and economic entrepreneurs. Another: compare investors (angels/VCs) to entrepreneurs. Yet another: add a measure of the entrepreneurial mindset as a critical control variable, a measure that the Cambridge team did not have in 2008. Another refinement would be to use measures of hot and cold cognition, rather than the proprietary Cambridge measures.

WEIRD vs. non-WEIRD samples: One important consideration that replications need to cover is that most studies have “WEIRD” samples (from Western Educated Industrialized Rich Democracies). Non-WEIRD populations may differ immensely. This replication initiative is a perfect opportunity to pursue that!

Opportunity to Engage Young Scholars: Even doctoral students. In some fields of psychology, it’s a norm to start scholars with replications. Why not here?

2. Perceived Self-Efficacy, Opportunity Perceptions, and Perceived Risk Taking

The next replication is my own work

(Krueger & Dickson 1994). A lab experiment manipulated perceived self-efficacy on two seemingly different (but actually comparable) task sets with the effect of changing intended risk-taking behavior mediated by opportunity perceptions. The results were remarkable (and >900 citations) but the measures could still be improved. For example, test the differential impact on risk measures vs. uncertainty. We might be able to assess how changes in opportunity perceptions result in changes in utility curves. (<http://bit.ly/2OZnZnk>)

3. Social Entrepreneurs versus Economic Entrepreneurs

The third lab experiment will replicate Krueger & Grichnik (2009) which used experimental manipulations to induce the condition of thinking like a social entrepreneur or economic entrepreneur, then assessing other cognitive impacts, especially emotional engagement. The prior study found that subjects were emotionally engaged in social entrepreneur mode but not in economic entrepreneur mode. For example, the difference in fear of failure was dramatically different. I would refine the method, increase the N, and add a within-subjects dimension.

I look forward to reporting progress!



Snapshot Celebrating 2018 CLSER Affiliate Accomplishments and Those Upcoming at TQR 2019

Ryan Rominger, Ph.D.

Erik Bean, Ed.D.

Associate University Research Chairs

Center for Leadership and Educational Research

The Center for Leadership Studies and Educational Research (CLSER) is pleased to share many rigorous 2018 scholarly accolades that demonstrate community engagement and connections to several fields and literature. The commitment to quality and the peer review process is obvious in these many accolades. The breadth and depth of these projects include a broad range of conference presentations, journal publications, book chapters, and complete books, most accepted, but some in process. Finally, a snapshot of projects underway in 2019 and those already accepted for presentation and/or publication are featured.

CLSER Affiliate Scholarly Snapshots

For example, Dr. Cheryl McAuley is in the process of being peer reviewed for publication consideration for a prospective article dubbed, *Relationships Matter – Ideas for Transforming the Nonprofit Boardroom*, in the United Kingdom periodical, *Performance Improvement Journal*. In May she presented *Servant Leadership on the Mountain* at Regent University's Servant Leader Roundtable. She is in the final stages of preparing a book about servant leadership and followership on Mt. Kilimanjaro, Tanzania, Africa. Proposed title: *Asante Sana (Thank You Very Much!): Life Lessons from Kili*. The manuscript is based on observations made on site in August 2017.

Dr. Gary Berg, CLSER fellow also is in the latter stages of a book project with an anticipated 2019 publication date. The effort is entitled, *Alternatives to the Traditional Doctoral Dissertation: A Research Literature and Policy Review*.

In Raman A. (ed.) *Redesigning Higher Education Initiatives for Industry 4.0.*, Hershey, PA., IGI Global.

Dr. Ramon Moran has been a busy scholar these days. He serves as a PAC member (Program Advisory Committee for Business and Management dept) of the University of North America, where he provides consultation and advising. He also served as peer reviewer for a Routledge periodical, *Police Research and Practice: An International Journey*. Moran is working on a book project, a collaborative work as editor slated for 2019 publication. He continues to practice research, most notably at a recent event for ordained ministers, where he invited and distributed a questionnaire that he another School of Advanced Studies (SAS) member are collaborating on the subject of pastoral burnout & resiliency. "The study consists of a collection of data in both East and West coasts. A current SAS doctoral student (Mathew Blackwood) is coordinating our West coast outreach. We expect to have the study report concluded early in 2019," Moran said.

Affiliate Dr. Mohammed Miah as well as University of Phoenix Faculty Josh Rumlow and Roy Whitmore's paper, *Factors That Effect Student Retention*, was featured in the proceedings of the 2018 IACB, ICE, ICTE, & ISEC. According to the proceedings, "The object of the current article is to review the factors that affect student retention at the college level and thereby increase graduation rates. Much emphasis was given on curriculum refinements and faculty training to improve student retention. Although these initiatives created some positive results, the drop rate among US college students

remained very high (Goral, 2016). This means that the curriculum and faculty teaching skill is only a part of the solution. Other factors that affect student retention are 1. Psychological, 2. Technological, 3. Expectation gap, 4. College preparation, 5. Available support, and 6. Student mindset and motivation."

Dr. Alfred K. Van Cleave (<http://bit.ly/2QsY0nb>) was the recipient of the American Intercontinental University's Excellence in Instruction Award for Student Success (awarded to one person annually). Dr. Chris Enslin (<http://bit.ly/2zWQXc6>) and SAS Alum Dr. Lynda K. Majerowicz were representatives among individuals from 21 countries at the Academic Business Journal Conference in October, where they received an award for best paper entitled *The Female Executive's Perspective on Advancement in the Fire Service: Experiences with Rank, Education, and Culture*. Finally, Senior CLSER Fellow Dr. Kevin Bottomley, among many presentations and publications, was selected as Distinguished SAS Faculty of the Year. Congratulations to all of these affiliates and be sure to read many of the relevant research and scholarly blogs by Tonia Perry Conley (<http://bit.ly/2IljeFy>), Michelle Witherspoon (<http://bit.ly/2JsA2nv>), and Phil Davidson (<http://bit.ly/2Be6Ryl>). If we missed your news, please contact us at LeadershipStudies@Phoenix.edu.

Dr. Ryan Rominger, CLSER Associate Research Chair Highlights

A big congratulations goes to Dr. Rominger (<http://bit.ly/2kpjLBw>) as he completed a Master of Science degree in Clinical Mental Health Counseling from Capella University. Below is a list of some

of his 2018 publications.

Benning, T. B., Harris, K. P., & Rominger, R. (2018). Delayed Diagnosis of the Physio-Kundalini Syndrome: Case Report and Literature Review. *Spirituality in Clinical Practice* <http://psycnet.apa.org/doiLanding?doi=10.1037%2Fscp0000186>

Rominger, R. (2018). Building Bridges and Growing Wings Through Doctoral Education: A Literary Meta-Analysis. *International Journal of Higher Education*, 7(3). <https://eric.ed.gov/?id=EJ1182616>

Rominger, R., Lindinger-Sternart, S., & Kaur, V. (2019). Healthy Brain and Quality of Life in the Aging Population. In B. Sloboda et al.' (Eds.) *Interactive Factors Between Physical Health, Mental Health and A Long Quality Life*. Book under final copy editing, projected publication late 2019.

Presentations at University of Phoenix Knowledge Without Boundaries August Virtual Summit

Rominger, R., Kebritchi, M., & McCaslin, M. (2018). Student success in online practitioner doctoral programs. Paper presentation.

McCaslin, M., Kebritchi, M., & Rominger, R. (2018). Mixed methods research group.

2019 Presentations at The Qualitative Report 10th Annual Conference

Rominger, R. (2019). The Many Faces of Mindfulness in Qualitative Research. Paper presentation. TQR 2019.

Rominger, R. (2019). Using Praxis Courses and Online Qualitative Data Analysis Software (QDAS) to Train Geographically Distributed Novice Qualitative and Mixed-Method Researchers. Workshop presentation. TQR 2019.

Bean, E. P., Johnston, E., & Rominger, R. (2019). Proposed Use of Prominence in Qualitative Research. TQR 2019.

McCaslin, M., & Rominger, R. (2019). Using Grounded Theory Coding Sequences as a Transformative Teaching and Learning Engagement. Paper presentation. TQR 2019.

Kebritchi, M., McCaslin, M., & Rominger, R. (2019). Exploring a Research Methodology Group Framework for Nurturing Research Methods and Designs: An Action Research Study. Paper presentation. TQR 2019.

Kebritchi, M., McCaslin, M., Rominger, R., Johnston, E., Bean, E., Lane, J., Johnson, K., & Davidson, P. (2019). Research Methodology Group: The Community of Scholar Practitioners to Enhance Qualitative and Mixed Methods Designs. Workshop presentation. TQR 2019.

Dr. Erik Bean, CLSER Associate Research Chair Highlights

As editor of the Leadership Perspectives (LP) section of the *Journal of Leadership Studies*, Dr. Bean (<http://bit.ly/2iPinHM>) selected the peer reviewed debut articles in volume 12(2) featuring the historical works of authors Dr. Gutmann Martin, lecturer at the Chair of Negotiation and Conflict Management and in the Department of Management, Technology, and Economics at ETH Zurich, Switzerland, and Dr. Robert Vecchiotti, UOPX SAS chair and leadership consultant. Erik's scholarly work in yoga and self-leadership - along with several colleagues including Dr. Kevin Bottomley, Dr. LauraAnn Migliore, Dr. Alverna Champion, and Dr. Lunthita Duthely - was featured in a November 2018 story *Here's How Yoga Can Help You at Work & No, I'm Not Talking About Downward Dogs At Your Desk* aboard *Elite Daily* (<http://elitedai.ly/2GdIGWM>), an online publication primarily focused on women and personal success. The interest continues to grow in the popular PEP workshop series, *Professional Engagement to Publication* that Dr. Bean and CLSER Fellow Dr. Carol Holland host. See the latest 2019 offerings inside this Winter 2019 Phoenix Scholar calendar. Here Dr. Bean includes a mix of both upcoming 2019 projects and those from 2018.

Bean E. (2019). Autoethnography of the Cultural Competence Exhibited at an African American Weekly Newspaper Organization. InSite 2019 Informing Science International Conference. Jerusalem, Israel, June 30 – July 5, 2019.

Bean, E., Proudfoot, D. (2019). Integrating a virtual road rally and interactive crossword puzzles to bolster online conference attendance. SITE 2019 Annual Conference, Society for Information Technology & Teacher Education, March 20, 2019, Las Vegas. (This presentation was the result of work conducted at the 2018 KWB Virtual Summit).

2019 Presentations at The Qualitative Report 10th Annual Conference

Bean, E. P., Johnston, E., & Rominger, R. (2019). Proposed Use of Prominence in Qualitative Research. TQR 2019.

Kebritchi, M., McCaslin, M., Rominger, R., Johnston, E., Bean, E., Lane, J., Johnson, K., & Davidson, P. (2019). Research Methodology Group: The Community of Scholar Practitioners to Enhance Qualitative and Mixed Methods Designs. Workshop presentation. TQR 2019.

For 2018 Dr. Bean Presentation Highlights Include

Bean, E., Bottomley, K., Migliore, L.A., Burleigh, C. Duthely, L., Champion, A. (2018). The indispensable truth of yoga: authentic leading and learning for inspiring performance. The International Leadership Association 20th Annual Global Conference, Authentic Leadership for Progress, Peace, & Tranquility, West Palm Beach,

FL. Oct. 24, 2018

Migliore, L.A., Bean, E. (2018). Prudence as a construct to embody leadership for peace and prosperity. The International Leadership Association 20th Annual Global Conference, Authentic Leadership for Progress, Peace, & Tranquility, West Palm Beach, FL. Oct. 24, 2018.

McCaslin, M., Bean, E., Ludorf, M., Eylers, H. (2018). Publishing in Leadership Perspectives of the *Journal of Leadership Studies*. (2018). The International Leadership Association 20th Annual Global Conference, Authentic Leadership for Progress, Peace, & Tranquility, West Palm Beach, FL. Oct. 24, 2018.

Bean, E. (2018). Industrial Age Advertising Identity Solutions for a 21st Century Social Network Driven World. Internet, Politics, Policy 2018: Long Live Democracy. St. Anne's College, Oxford University, Sept 20, 2018.

Bean, E. (2018). Typography to Improve Attentive E-learning. SITE 2018 Annual Conference, Society for Information Technology & Teacher Education, March 29, 2018, Washington, D.C.

Bean, E. & Migliore, L. (2018). Research Agenda Setting Yoga Soliloquy. The Qualitative Report 9th Annual Conference, Ft. Lauderdale, FL, Nova Southeastern University, TQR 2018.

For 2018 Dr. Bean Publication Highlights Include

Bean, E. (2018). A Review of Typography to Improve Your E-learning. *Internet Learning Journal*. 6(2), 59-61.

Garg, R., Chhikara, R., Panda, T. K., & Kataria, A. (2018). Driving Customer Appeal Through the use of Emotional Branding (Benchmark academy study ties customer experience to emotional branding. Bean, E. pp. 41-54). Hershey, PA: IGI Global. doi:10.4018/978-1-5225-2921-7.

Dr. Lynne Devnew, Distinguished CLSER Senior Fellow In Her Own Words

Distinguished CLSER Senior Fellow, Dr. Lynne Devnew (<http://bit.ly/2BKBGt8>), had a year full of milestones and many firsts. In her own words:

"Among my firsts were my first articles published in peer-reviewed journals (two of them!) and my first book. I was the first author for both articles. My research team, we've been working together since 2014 on a collaborative autoethnography on our development of our leader identities, published an article focused on our research methodology in *The Qualitative Report*. Its title is *Learning from our Multi-Stage Collaborative Autoethnography*. In my role on the research committee for the International Leadership Association's Women and Leadership Affinity Group and as a follow-up to the 2017 Women and Leadership

Conference, I coordinated a Symposium for the Journal of Leadership Studies on “Women and Leadership: How do Differences Matter,” and co-authored the eponymous introductory article with Julia Storberg Walker from George Washington University.

More Women on Boards: An International Perspective was the seventh and last book in the International Leadership Association’s Women and Leadership Series and my first book. I was first editor and also first author of the introduction chapter. We issued the call for chapter proposals for the book early in 2016 and have been working on the book almost constantly since that time. The project was far more demanding than I’d anticipated and thus I was very grateful for the assistance I received, particularly from Marlene Janzen Le Ber from Brescia University College in Canada and from the book series’ editor team led by Susan Madsen from Utah Valley University. Marlene was second editor for the book and is also on my leader identity research team. The authors were from all over the globe and I learned it is quite challenging to publish a quality book in English when many of the chapter authors are writing in their third or fourth language!

A second book chapter published in 2018 resulted from a seminar I’d participated

in at Bentley University in 2017. The seminar was focused on creating chapters for a book entitled Time for Solutions! Addressing Gender Barriers in the Workplace edited by Susan Adams. I focused on the similarities between my experiences as a woman leadership pioneer at IBM almost 50 years ago and situations in the workplace today and what organizations might learn from my experiences. My chapter title was “Being a Pioneer Woman Leader in a Pioneering Company: What are the Lessons for Organizations Today?”

Conferences this year were aligned with the publications. I was asked by the editors of The Qualitative Report to present the article at their annual conference in January. My research team presented for the fifth straight year at the International Leadership Association’s Global Conference, continuing to share progress on our collaborative autoethnography on developing women’s leader identities. Our panel discussion was titled: Leading with Authenticity: Connecting Girls’ Development of Voice and Women Leaders’ Response to Silencing.

2018 was also the year when I started to publish in non-academic literature streams. I am the Women and Leadership subject matter expert for

SAS Communications and have enjoyed writing two articles and using a line from one of them in a University of Phoenix advertisement, a very brief speaking role! One article, perhaps I should say blog, was on mentoring and the second will be on New Year’s Resolutions. Somewhat relatedly, my research team and I took a five session private seminar on storytelling and I took a class on memoir writing at the local Senior Center, where we published a compilation of our memoirs in a book, Telling Our Stories. Consistent with my autoethnographic work, I contributed an essay on my transition to the researcher world titled: Living My Vision – Is it More than a Dream?

As noted in the prior paragraphs, some projects are ongoing and others are in the start-up phase. Louise Underdahl, Liz Johnston, and I are kicking off a new project on a topic that has fascinated me for years, women who are both senior citizens and leaders. We’re busy sending off proposals. And I’m co-chairing the next Women and Leadership Conference with one of my research team members, Ann Berghout Austin from Utah State University! It will be held at 1440 Multiversity in Scotts Valley, California, nestled among the redwoods near Santa Cruz from June 16 – 19 in 2019. I’m having no trouble keeping busy!”



Upcoming Events

Date	Topic
Jan 24, 2019	<p>Welcome to 2019 Webinars by Committee of Methodologists. Introducing the 2019 focus of webinars on design applications in both dissertations and studies conducted by faculty.</p> <p>Webinar Time: 4-5 pm AZ Time. The webinar links are available at: http://bit.ly/2iTIQVX</p>
Jan 22, 2019	<p>2019 Professional Engagement to Publication (PEP) Two-Part Workshop, Part 1</p> <p>Looking to get professionally published in your field aside from your doctorate? Partake in the Professional Engagement to Publication (PEP) workshop run by Erik Bean, Ed.D., Center for Leadership Studies and Educational Research (CLSER) chair and Dr. Carol A. Holland, CLSER publication fellow. 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 either Session I or Session II.</p>
Jan 23, 2019	<p>We would like to invite you to participate in the upcoming 2019 Dissertation to Publication workshop. This workshop will be hosted by the Chair of the Center for Educational and Instructional Technology Research (CEITR), Dr. Mansureh Kebritchi, Ph.D.</p> <p>In this web-based workshop, we'll discuss how to publish your doctoral dissertation in a peer reviewed journal. 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, 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.</p> <p>In order to register complete and submit the registration form and the Workshop Agreement and Conditions. Registration dates: Dec 15, 2018 through Jan 11, 2019. Space is limited. If interested, please register as soon as possible</p> <p>The meeting time will be 4-5 pm Arizona Time. For further details, please see this page http://bit.ly/2jx99Uq. If you have any questions, contact us at: EducationalTechnology@phoenix.edu.</p> <p>Looking forward to working with you!</p>

Feb 13, 2019	<p>We would like to invite you to participate in the upcoming 2019 Dissertation to Publication workshop. This workshop will be hosted by the Chair of the Center for Educational and Instructional Technology Research (CEITR), Dr. Mansureh Kebritchi, Ph.D.</p> <p>In this web-based workshop, we'll discuss how to publish your doctoral dissertation in a peer reviewed journal. 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, 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.</p> <p>In order to register complete and submit the registration form and the Workshop Agreement and Conditions. Registration dates: Dec 15, 2018 through Jan 11, 2019. Space is limited. If interested, please register as soon as possible</p> <p>The meeting time will be 4-5 pm Arizona Time. For further details, please see this page http://bit.ly/2jx99Uq. If you have any questions, contact us at: EducationalTechnology@phoenix.edu.</p> <p>Looking forward to working with you!</p>
Feb 21, 2019	<p>Case Study: Dr. Mansureh Kebritchi</p> <p>Brief description/agenda: Application of Case study in doctoral dissertations/studies; how to develop a research prospectus for a case study.</p> <p>Webinar Time: 4-5 pm AZ Time. The webinar links are available at: http://bit.ly/2iTIQVX</p>
Feb 26, 2019	<p>2019 Professional Engagement to Publication (PEP) Two-Part Workshop, Part 2</p> <p>Looking to get professionally published in your field aside from your doctorate? Partake in the Professional Engagement to Publication (PEP) workshop run by Erik Bean, Ed.D., Center for Leadership Studies and Educational Research (CLSER) chair and Dr. Carol A. Holland, CLSER publication fellow. 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 either Session I or Session II.</p>
March 6, 2019	<p>We would like to invite you to participate in the upcoming 2019 Dissertation to Publication workshop. This workshop will be hosted by the Chair of the Center for Educational and Instructional Technology Research (CEITR), Dr. Mansureh Kebritchi, Ph.D.</p> <p>In this web-based workshop, we'll discuss how to publish your doctoral dissertation in a peer reviewed journal. 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, 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.</p> <p>In order to register complete and submit the registration form and the Workshop Agreement and Conditions. Registration dates: Dec 15, 2018 through Jan 11, 2019. Space is limited. If interested, please register as soon as possible</p> <p>The meeting time will be 4-5 pm Arizona Time. For further details, please see this page http://bit.ly/2jx99Uq. If you have any questions, contact us at: EducationalTechnology@phoenix.edu.</p> <p>Looking forward to working with you!</p>

March 14, 2019	<p>Content analysis, leaders: Dr. Erik Bean and Dr. Liz Johnston</p> <p>Brief description/agenda: Using prominence as an indicator of population and sample in qualitative content analysis.</p> <p>Webinar Time: 4-5 pm AZ Time. The webinar links are available at: http://bit.ly/2iTIQVX</p>
March 26, 2019	<p>2019 Professional Engagement to Publication (PEP) Two-Part Workshop, Part 1</p> <p>Looking to get professionally published in your field aside from your doctorate? Partake in the Professional Engagement to Publication (PEP) workshop run by Erik Bean, Ed.D., Center for Leadership Studies and Educational Research (CLSER) chair and Dr. Carol A. Holland, CLSER publication fellow. 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 either Session I or Session II.</p>
March 27, 2019	<p>We would like to invite you to participate in the upcoming 2019 Dissertation to Publication workshop. This workshop will be hosted by the Chair of the Center for Educational and Instructional Technology Research (CEITR), Dr. Mansureh Kebritchi, Ph.D.</p> <p>In this web-based workshop, we'll discuss how to publish your doctoral dissertation in a peer reviewed journal. 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, 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.</p> <p>In order to register complete and submit the registration form and the Workshop Agreement and Conditions. Registration dates: Dec 15, 2018 through Jan 11, 2019. Space is limited. If interested, please register as soon as possible</p> <p>The meeting time will be 4-5 pm Arizona Time. For further details, please see this page http://bit.ly/2jx99Uq. If you have any questions, contact us at: EducationalTechnology@phoenix.edu.</p> <p>Looking forward to working with you!</p>
March 28, 2019	<p>Descriptive Causal Comparative Designs</p> <p>Brief description/agenda: Introduce use of DCCD within dissertations.</p> <p>Webinar Time: 4-5 pm AZ Time. The webinar links are available at: http://bit.ly/2iTIQVX</p>
April, 2019 Date to be Determined. Please check the Methodology Interest Group for Updates.	<p>Delphi Method, leader: Dr. Phil Davidson</p> <p>The "Expert" and validity of the Delphi Technique</p> <p>Webinar Time: 4-5 pm AZ Time. The webinar links are available at: http://bit.ly/2iTIQVX</p>
April 18th, 2019	<p>Mixed Methods, leader: Dr. Ryan Rominger</p> <p>Brief description/agenda: This webinar will focus on Chairing and using MM within doctoral dissertations. MM have unique opportunities and challenges when applied to graduate work, which will be discussed along with potential ways to compensate for the challenges. Several examples of MM dissertations will be used as examples for discussion.</p> <p>Webinar Time: 4-5 pm AZ Time. The webinar links are available at: http://bit.ly/2iTIQVX</p>
April 30, 2019	<p>2019 Professional Engagement to Publication (PEP) Two-Part Workshop, Part 2</p> <p>Looking to get professionally published in your field aside from your doctorate? Partake in the Professional Engagement to Publication (PEP) workshop run by Erik Bean, Ed.D., Center for Leadership Studies and Educational Research (CLSER) chair and Dr. Carol A. Holland, CLSER publication fellow. 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 either Session I or Session II.</p>

May 16, 2019	<p>Quantitative Experimental, leader: Dr. Brian Sloboda:</p> <p>Brief description/agenda: Introduce use of experimental designs as used within dissertations.</p> <p>Webinar Time: 4-5 pm AZ Time. The webinar links are available at: http://bit.ly/2iTIQVX</p>
May 30, 2019	<p>Quasi-Experimental Research Designs:</p> <p>Brief description/agenda: Introduce use of quasi-experimental designs as used within dissertations.</p> <p>Webinar Time: 4-5 pm AZ Time. The webinar links are available at: http://bit.ly/2iTIQVX</p>
June 13, 2019	<p>Correlational Designs, leaders: Dr. Armando Paladino, Michelle Hill & Dr. Ruzanna Topchyan</p> <p>Brief description/agenda: Introduce use of correlational designs as used within dissertations.</p> <p>Webinar Time: 4-5 pm AZ Time. The webinar links are available at: http://bit.ly/2iTIQVX</p>
July 18, 2019	<p>Phenomenology, leader: Dr. Karen Johnson</p> <p>Brief description/agenda: Examples of phenomenological dissertations will be discussed and evaluated.</p> <p>Webinar Time: 4-5 pm AZ Time. The webinar links are available at: http://bit.ly/2iTIQVX</p>
August 1, 2019	<p>Program Evaluation</p> <p>Brief description/agenda: Introduce use of program evaluation designs as used within dissertations.</p> <p>Webinar Time: 4-5 pm AZ Time. The webinar links are available at: http://bit.ly/2iTIQVX</p>
August 15, 2019	<p>Auto Ethnography, leader: Dr. Jim Lane</p> <p>Brief description/agenda: Introduce use of ethnography designs as used within dissertations.</p> <p>Webinar Time: 4-5 pm AZ Time. The webinar links are available at: http://bit.ly/2iTIQVX</p>
Sep 5, 2019	<p>Grounded Theory, leader: Dr. Mark McCaslin</p> <p>Brief description/agenda: Introduce use of grounded theory designs as used within dissertations.</p> <p>Webinar Time: 4-5 pm AZ Time. The webinar links are available at: http://bit.ly/2iTIQVX</p>
Sep 19, 2019	<p>Narrative Inquiry, leaders: Dr. Ryan Rominger and Dr. Jim Lane</p> <p>Brief description/agenda: Narrative Inquiry (NI) will be discussed within the context of graduate dissertations. Topics will include benefits and disadvantages of the method, suggestions for Chairs who have students using the method, and examples of NI dissertations which have been completed.</p> <p>Webinar Time: 4-5 pm AZ Time. The webinar links are available at: http://bit.ly/2iTIQVX</p>
Oct 3, 2019	<p>Survey study. Quantitative Measurement Development of Surveys</p> <p>Brief description/agenda: Introduce use of survey designs as used within dissertations.</p> <p>Webinar Time: 4-5 pm AZ Time. The webinar links are available at: http://bit.ly/2iTIQVX</p>
Oct 24, 2019	<p>Action Research, leader: Dr. Mansureh Kebritchi</p> <p>Brief description/agenda: Application of action research in doctoral dissertations/ studies; how to develop a research prospectus for a case study.</p> <p>Webinar Time: 4-5 pm AZ Time. The webinar links are available at: http://bit.ly/2iTIQVX</p>

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