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PHOENIX SCHOLAR™

School of Advanced Studies

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The Thinker, bronze sculpture by Auguste Rodin, 28 versions were cast from 1880 to 1904 and are housed at various museums today.

PHOENIX SCHOLARTM

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Editorial

I am pleased to introduce the second edition of the Phoenix Scholar. This edition provides a wealth of insight into the School of Advanced Studies and the notable research being undertaken by our Research Centers. In addition, we will also go in depth with an interview my colleague Dr. Erik Bean and I conducted with the new Provost John Woods. In this edition there are many insightful articles, from the challenges of publishing to our national crisis within K-12 schools where school staff now suffer from compassion fatigue. You will also be taken into some of the beta projects we are working on, such as our interface within communities like Detroit and Denver where researcher Dr. James Gillespie is doing important community building work with local leaders to harness the power of collaboration.

As a researcher myself, I am enamored with the human potential to traverse landscapes, both known and unknown in the pursuit of inquiry. I am reminded of a Zen saying about the road to enlightenment: before one studies Zen, mountains are mountains and waters are waters; after a first glimpse into the truth of Zen, mountains are no longer mountains and waters are no longer waters; after enlightenment, mountains are once again mountains and waters are once again waters. Before any of us ever set foot on the path to research as beginners, research was probably just like the mountain that stands before the person looking up at it, it was simply there, it was research. Once we dedicated ourselves to the process of research, this may have sparked something inside us, given us the first glimpse at a deeper mystery. At the conclusion of the process we can once again see the mountain that is research, with a fuller understanding of its inner workings, its process, and how one project ties to the landscape of a field as a whole.

I have felt this over the span of my life with things like my love for art and music. The process of engaging with these forms of expression eventually led me to see with new eyes. When we are passionate about things like research, some of us will be drawn to address the entire journey, while others may decide there is little connection to continue the effort. Research for many who encounter its great expanse, is a great mystery full of complicated theory, measurement and analyses. However, for those who can pursue it further and learn to see the proverbial mountain, it is a wonderful part of engaging what makes us human, seeing the possibilities in the known and unknown.

I have had this experience many times. It drives me to create, to innovate, and to help illuminate the world around me. As Senior Director of Research Strategy, Innovation and Development, it is simply part of my DNA now. I work with a group of outstanding researchers who can see great potential around us and who bring back the fruits of their passion to share with the School of Advanced Studies and the University of Phoenix as a whole. They ask meaningful questions or generate new ideas to add to either the scholarly body of knowledge; to classify, and reclassify, or help to provide documented advice that can more readily help the communities they serve. Samples of that work are contained herein. The Phoenix Scholar is more than just a periodical, it offers the first step on the path to research enlightenment or a return to this path for the seasoned researcher. I invite you into this world with each and every issue. Take in this second edition with all the marvel and wonder of the “beginner” and you will allow yourself the chance to “see” with new eyes. Enjoy!

Rodney Luster



Rodney Luster



SECURING AN ACADEMIC BOOK PUBLISHER

Erik Bean, Ed.D.

Associate University Research Chair, CLSER

Finding the right academic book publisher for your scholarly manuscript can be a daunting task. Further complicating this arduous challenge is a propensity towards nepotism in some of the older and stalwart publishers. Most specialize in particular genres or disciplines and most do not accept unsolicited materials. Others, particularly more well-known publishers such as Scholastic, Houghton Mifflin, or Cengage are typically literary agent driven. A growing number, however, are more accessible since the Internet and digital book publishing options have removed a long-standing, strongly-enforced screening veil.

Ensure Best Chance Consideration

To amass the greatest chance of attracting a publisher more amenable to consideration, start the search process at institutions where you currently hold teaching, chair, or professorship duties. Many of these

schools either have their own press or work with other associations who allow them to more freely access their label. They may offer some preferential considerations based on the topic of your manuscript and/or mutually beneficial memberships, or co-marketing and advertising agreements between the entities.

That said, never pay to secure such a rigorous publisher. Identify publishers who are more amenable to working with an academician with less publishing experience such as those types of imprints noted above that are institutionally-driven, smaller houses, or non-profit. Publishers like these should never ask for payment and will work proactively to contract an author fairly, including: maintaining chapter by chapter copy editing, input on creative jacket design, a strategic book description, marketing plan, and a revenue sharing plan that typically includes a commission of no more than 20

percent. The marketing plan will almost entirely be borne through the author via speaking and conference engagements, for example.

Deepen Your Search

Become familiar with presses that might be available through your school network. If you come up short, no worry. Try finding one via the Association of American University Presses (AAUP) (<http://bit.ly/2FAMPyZ>). The website currently features an annual list dubbed the, AAUP Subject Area Grid. This valuable list features almost every major academic discipline and the university press known for similar publications. You'll still need to research the editorial contacts and prepare a simple manuscript submission letter.

Define Your Academic Premise and/or Need

Getting an academic book published starts from your academic best practices, research, or other

rigorous perspective and allows you to communicate a premise that can benefit the academy and/or industry. While idiosyncratic manuscripts are typically more biased, publishers may take a risk if they enhance a teaching practice, align with well-known idioms such as Boyer's Model of Scholarship (<http://bit.ly/2tFCznN>), or a more homogenous approach with more references.

Protect Your Work

If you are nearing completion of your manuscript, consider registering it via the U.S. Copyright Office (<http://bit.ly/2p5s747>). This just offers peace of mind to protect your work while you continue to pitch it. If and when your work is accepted,

that press will likely copyright your manuscript too with you as its rightful author and they—the copyright holder—typically under first rights allowing you to use the material in any other manner you see fit, except via a competing press.

Submitting Your Manuscript

When you are ready to pitch your idea, for the most security, sending the submission letter with the accompanying completed manuscript via snail mail is best. Some publishers prefer a query (proposal) letter, sample book chapter, competitive book analysis, marketing plan, and your curriculum vita. But most of these publishers are open to email. While email is not secure, it is unlikely your work will end up being

corrupted, especially if you have formally protected it. Whatever format you feel comfortable using multiple submission is not advisable. Instead, pinpoint the best match from the onset and allow several weeks for a more targeted response. This method usually yields better acceptance results.

Think and Plan Ahead

If and when you do secure a book contract and publication, no matter how renowned your new book revelation is, books do not sell themselves. Competing book analyses, co-marketing, advertising, and websites dedicated to each title are a must among other required efforts.



UOPX SCHOLARS PROMINENT AT 2018 COMMUNAL TQR CONFERENCE

Erik Bean, Ed.D.
Associate University Research Chair, CLSER

Qualitative researchers often pride themselves on their communal atmosphere and the 9th Annual Qualitative Report Conference (<http://bit.ly/2FrN7L>), The Phenomenology of Qualitative Research, held at Nova Southeastern University, Jan. 11-14 saw this edict well observed. How many conferences can one attend and meet the founder of a research technique or author of the latest methodology texts, who are available for autographs and pictures, and most notably attend many presentations themselves? Answer - few. But these practices are common at TQRC. Most of University of Phoenix presenters took advantage at various keynote, workshop, and networking opportunities, while prominently sharing their own scholarly work.

Distinguished Center for Leadership Studies and Educational Research (CLSER) Senior Fellow Lynne

Devnew led the pack of eleven impressive University of Phoenix representatives. Those accepted to present included two recent School of Advanced Studies (SAS) Alum Steven Geer and Daniel L. Roberts (Center for Workplace Diversity and Inclusion affiliate); Center for Education and Instructional Technol-

ogy (CEIT) Affiliate Patricia Akojie; Associate Research Chair, CWDI, Kimberly Underwood; CEIT Senior Fellow Jim Lane; Associate Research Chair, CLSER, Erik Bean; and Center of Learning Analytics Fellow LauraAnn Migliore. CEIT Fellow Barbara Fedock, CEIT Affiliate and Instructional Designer Me-



Jim Lane and Johnny Saldana

lissa McCartney, CEIT Affiliate Douglas Neeley, were not able to attend.

The many opportunities included keynote gatherings featuring the work of Mirka Koro-Ljungberg, Johnathan A. Smith, and most notably outspoken Qualitative Investigator Johnny Saldana (<http://amzn.to/2FtmuGw>). Saldana attempted to answer the question, “what does it mean to be a qualitative researcher,” by engaging participants in an emotionally provocative presentation dubbed, Research, Analyze Thyself. He earlier attended the annual Qualitative Report Journal (<http://bit.ly/2l8rcbi>) editorial meeting with dozens of reviewers, prospective authors, and staff.

The meeting led by Dr. Ronald Chenail (journal and TQR conference founder, <http://bit.ly/2thJ6EZ>), and Adam Rosenthal (M.B.A., TQR community director) thanked reviewers, encouraged participation, and encouraged suggestions for improvements. Among SAS affiliates who were recognized for their contributions were Jim Lane and Erik Bean. Lane for serving as a journal reviewer, and Bean who suggested the conference abstracts be contained in their own proceedings database offering the same unique worldwide hit rate statistics (<http://bit.ly/2l8rcbi>) as the TQR journal currently displays.



Lynne Devnew



Kimberly Underwood

Beyond the conference is the ability for each presenter to submit a more detailed and highly edited manuscript for publication consideration in The Qualitative Report Journal. The journal is among the highest ranked international qualitative research oriented periodicals. While submissions are open all year, two University of Phoenix scholars received word their paper had been accepted the day after the 9th annual conference ended. Daniel L. Roberts and Joann Kovacich, Center for Health and Nursing Research (CHNR) affiliate, are celebrating success with the publication of their study, Modifying the Qualitative Delphi Technique to Develop the Female Soldier Support Model (<http://bit.ly/2D1OHif>).

The opportunity for camaraderie was seen throughout all areas of the conference, which was held at the H. Wayne Huizenga School of Business and Entrepreneurship on the Nova Southeastern University campus. The topics of presentations were as varied as the participants who came from countries such as Japan, the Philippines, Australia, England, Canada, and the West Indies. Let your qualita-

tive research be heard at the 10th annual conference dubbed, Teaching and Learning Qualitative Research.” For information and call for submissions visit the conference page (<http://bit.ly/2oQlArW>).

Presentation proceedings were as follows:

Simultaneously Leaders and Followers: The Being of Janus

Geer and Devnew (Dissertation Chair)

Learning From Our Multi-Stage Collaborative Autoethnography

Devnew, and Ann Berghout Austin, Utah State University,

Marlene Janzen Le Ber, Brescia University College,

Judith LaValley, Kansas State, and Chanda Elbert, Texas A&M.

Modifying the Qualitative Delphi Technique to Develop the Female Soldier Support Model

Roberts

The Interplay of Race, Class, and Gender: A Phenomenological Study

Akojie

New Kid on the Block: An Ex-

ploration of Workplace Learning through the New Employee Lens

Underwood

Phenomenology of Practice: The Application of Hermeneutic Phenomenology in a Case Study of Middle School Infrastructure

Lane

Research Agenda Setting Yoga Soliloquy

Bean and Migliore

Online Adjunct Higher Education Teachers' Perceptions of Using Social Media Sites as Instructional Approaches

Fedock, McCartney, and Neeley



Steven Geer and Daniel L. Roberts



IDENTIFYING THE RIGHT JOURNAL FOR PUBLISHING YOUR RESEARCH

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

Publishing a research project in an academic periodical can be a very challenging task for many researchers. With an ever-increasing variety of academic periodicals, selecting a right fit has become a daunting task for both novice and seasoned authors. Authors may wonder what types of periodicals are available for publication, how to find the periodicals, how to evaluate the credibility of the periodicals, and how to select the right fit for publishing their studies. Answers to these inquiries are provided below to further support you as a potential author to publish your study.

Types of Periodicals

There are different types of periodicals available, as shown in figure 1. Periodicals are published frequently with a fixed interval between the issues and may include magazines, newspapers, and scholarly journals. Scholarly journals can be categorized into non-peer-reviewed, and peer-reviewed journals. Peer-reviewed,

or refereed journals, are the journals that publish articles that were reviewed and approved by at least two reviewers who are experts in the field.

Peer-reviewed journals are the best place for publishing scholarly manuscripts. Peer-reviewed journals are categorized into two groups: closed access and open access journals. Articles published in closed access journals are available only to readers who are subscribed to the journals, while

articles published in open access journals are open to public. With the latter, the publishing is often paid for by the authors.

It is important to note that open access journals can sometimes be considered predatory or unacceptable journals in academia. If you elect to publish in an open access journal, take the needed precautions to verify that the journal is reputable and that a peer review process is in place. Use the criteria provided in the next section to

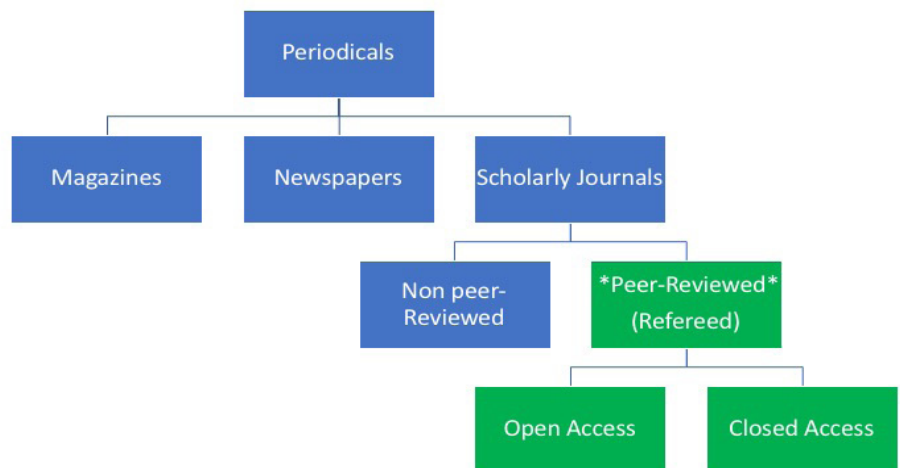


Figure 1. Types of Periodicals

evaluate the credibility of open access journals.

Websites for Finding Journals

After deciding about the type of periodicals to publish, you may wonder about where to find them. You may use several websites and directories to find journals in your field and identify whether they are peer-reviewed, and if they are closed or open access. The following directories provide you with the features of journals including peer-reviewed, access type, and acceptance rate. To access the directories, log into the UOPX eCampus, then click on Library Tab > University Library > then Databases A-Z.

- Cabell's Scholarly Analytics (<http://bit.ly/2FU19Uh>)
- Ulrich's Periodicals Directory (<http://bit.ly/2I4nEXm>)

The following websites provide you with a list of appropriate journals in your field.

- List of journals and publishers available in the research centers on the Research Hub
- Eric Journal list (<http://bit.ly/2FI1ctC>), a list of journals based on your keywords
- Journal Guide (<http://bit.ly/2FrjvhB>), a list of journals based on your keywords and abstract
- Edanz (<http://bit.ly/2oO5UYj>), a list of journals based on your keywords and abstract

Criteria for Evaluating the Credibility of Journals

It is essential to publish your study in an acceptable journal to impact your field and gain recognition and voice in the community of scholars and practitioners. To evaluate the credibility of a journal the following

criteria may be checked in the journal website. Please note that combination of all these criteria should be used to properly evaluate a journal.

Peer-reviewed Procedure. The journal should clearly explain their peer-reviewed procedures. A thorough peer-reviewed procedure is one of the most essential factors affecting credibility of the journals. The peer-reviewed process verifies that the submitted manuscript is rigorous, has a sound method and results, builds on the past studies, and contributes to the body of knowledge in the field. Peer-reviewed procedure is a time-consuming process conducted by volunteers who are experts in the field. A very quick turnaround time may indicate a partial peer-reviewed procedure.

Reputation and Ranking. Examining a journal ranking and reputation is one of the ways to evaluate the journal. Various metrics may be used to rank the journals. The higher score is deemed to present a higher ranking. Some of the most popular journal metrics are:

- Impact Factor, which is formed based on the average number of citations of the journal articles as indexed in Journal Citation Report (JCR)(<http://tmsnr.rs/2FpK9aH>)
- SJR (<http://bit.ly/2oS51NK>), which is a measure of scientific influence of a journal that is calculated based on number of citations indexed in Scopus database; the score is weighted meaning that citations from more prestigious journals have higher weight.

An additional list of most common journal metrics can be reviewed at Journal Metrics Overview ().

Indexed. The journal should be

indexed in credible databases such as ERIC, ProQuest, EBSCO, etc. One of the main reasons for publication is sharing your study with larger audience. Journals that are indexed in credible databases provide more audience to review your article.

Editorial Board Members. The journal should list their editorial board members affiliated with known universities and academic institutions.

Previous Authors. The journal previous authors should be affiliated with various academic institutions.

Charges and Fees. Credible journals usually would not charge authors for publication. However, charging a fee by itself is not a factor indicating unacceptability of a journal. Other criteria provided in this list should be considered to evaluate credibility of the journals. Note that recently some credible publishers may charge a fee for the option of making an article published in a closed access journal to be available as an open access article.

Solicitations. Be aware of journal solicitations. Some unknown/predatory journals may send solicitations often via email. Note that some credible journals may also send paper invitations via email. Other provided criteria should be used to evaluate credibility of the journal.

Predatory or Unacceptable Journals. These are the journals without adequate credibility that should be avoided. The unacceptable journals often do not peer review the submitted manuscripts and may not pass the above evaluation criteria. The list of unacceptable journals is

available by Cabell's Scholarly Analytics, Blacklist Journals (<http://bit.ly/2FU19Uh>). Most of the open access journals that are listed at Directory of Open Access Journals (DOAJ, <http://bit.ly/2oQRs0Q>) are acceptable.

Criteria for Selecting an Appropriate Journal for Your Manuscript

After evaluating the credibility of journals, you may further examine the selected credible journals to identify whether they fit your manuscript. You may use the following criteria to identify the appropriate journals for your manuscript publication.

Scope, Objectives, and Method. Check the objectives of the journal and ensure your manuscript and journal objectives are aligned. This is one of the most important factors in selecting a right journal for your manuscript. Your target journal might be credible and met all the

criteria, yet it may not be a right fit for your manuscript if its scope, aims, and objectives do not match with your manuscript objectives. Additionally, ensure that your target journal is interested in your research method. Some journals are interested in a particular research method while others may publish all types of research methods as long as the focus and objective of the studies match with their objectives and aims. If you try to publish a literature review, you should pay a close attention and verify whether the journal is interested in publishing literature reviews.

Issues per Year. A higher number of annual issues increases the chance of acceptance. If you plan to publish in a specific timeframe you may select a journal that publishes issues within your timeframe.

Acceptance Rate. A higher acceptance rate increases the

possibility of being accepted.

Turnaround Time. Some journals have a long turnaround time. Be sure to check the turnaround time as you may submit your manuscript to only one journal at a time.

Author's copyrights. Check the author's copyrights in your target journals. The article copyrights which include the rights for distribution and reproduction of the article are usually transferred to closed access journals while open access journals may have different policies.

Ideal Journal for Novice Authors. New journals with high acceptance rates are ideal for novice authors.

For even more tips on getting published, check out the slides (<http://bit.ly/2Fv6EeF>) from my recent webinar on the topic.



DETERMINING RIGOR AND EXCELLENCE WITHIN PRACTITIONER PUBLICATIONS

Ryan Rominger, Ph.D. and Erik Bean, Ed.D.
Associate University Research Chairs, CLSER

In the opening article in the Practitioner's Corner (<http://bit.ly/2FoFgPn>), readers were encouraged not to overlook publishing in practitioner outlets. Practitioner publications are publications that are targeted toward individuals working in their respective fields, and they include information meant to help in the daily practice of individuals engaging in those fields. These publications may include some citations, references, and peer-review but often not as many or to the extent of academic or scholarly periodicals. However, an appropriate next question is, "how do I determine the rigor and excellence of a practitioner publication?"

If you are uncertain as to the legitimacy of a practitioner publication, here is a quick rigor test. First, check to see at minimum that it is reputable, meaning it has existed for several years. Second, make sure it is well indexed at libraries, and has information that denotes a moderate circulation. Third, make sure it has some type of peer re-

viewed structure that is not instantaneously accepted. Finally, above all, check that it is well known to the practitioners in the field.

Now, let us delve deeper into the quick rigor test. First, it is important to denote the publication's degree of reputability. One way to check this is to look at how long the source has been published. New publication sources are emerging daily, especially with the easy access of the internet. Unfortunately, it doesn't take much for someone looking to make money to create a webpage with official-seeming language with the attempt to lure authors into publishing through that source. For example, the Journal of Leadership Studies (<http://bit.ly/2D3MAKL>) (a journal sponsored by the University of Phoenix, Center for Leadership Studies and Educational Research, <http://bit.ly/2jS3Zxt>) has been publishing for over a decade (since 2007) and is published by a known publisher who also publishes textbooks and other academic periodicals, Wiley Publishers. The

Journal of Leadership Studies has also been acknowledged as one of the top 25 Leadership Studies periodicals.

Second, it is important to check if the journal is indexed within libraries or main databases (such as ProQuest <http://bit.ly/2oSBXW6>, Medline <http://bit.ly/2FiwYF8>, ABI/INFORM Collection <http://bit.ly/2FiwYF8>, and Business Source Complete <http://bit.ly/2oQk7Dc>). When checking a journal's website, it should have an International Standard Serial Number (ISSN) associated with the journal, which can help one look up the indexing of the journal in different libraries and databases. In the case of the Journal of Leadership Studies, the ISSN number is 1935-262X, and with a quick search of PsychInfo/EBSCO databases for the title of the journal, one sees JLS is prominently listed. As libraries increasingly turn to online, digital databases it is less likely that physical periodicals – academic, practitioner, or popular – will be carried. Therefore, when checking

a library make sure to also check the online databases. Once you find the journal, you will see additional information about the journal, including number of issues, how long it has been published, how the library has categorized the journal, the main publisher of the journal, and other pertinent information. All of this provides you with information in order to determine if the journal is reputable, and how many people might see the journal article once it is published.

Third, it is also important to look at the peer-review process for a journal. Many tier 1 or high quality academic, scholarly journals will have an extensive peer-review process. This process will include multiple reviewers who provide blind peer-reviewed feedback on the submitted article (i.e., the reviewers do not know who wrote the article). Additionally, the reviewers are other professionals in the field, often researchers themselves. For practitioner journals the peer-review process may include one or several peer-reviewers, and in some cases the reviewer may simply be the editor (depending on the quality, purpose, and frequency of the publication). The stronger the peer-review process, the more likely the author has been given feedback from fellow practitioners or scholars. This also means that the published article has “passed muster,” and does not include outrageous claims, illogical conclusions, or major errors in thinking or writing. After finding the journal in a database (mentioned above) there will be reference to whether or not the journal is “peer reviewed” or “refereed,” which are equivalent. As noted in Ulrichsweb (<http://bit.ly/2l4nEXm>), the Journal of Leadership Studies is refereed. (Note, you can also find indexing information through Ulrichsweb too!)

Fourth, it is important to note if the practitioner publication is well known in its respective field, by those who practice in the field. This may mean asking peers if they have heard of the publication, have themselves published in the publication, or have read articles from the publication. Another way to determine if the publication is common is to look at the impact factor (IF) (<http://bit.ly/2l88LDA>). An IF is calculated, in part, based on the number of other authors who have cited publications from that source. The higher the IF number, the more others have cited the publications in that periodical. By choosing a publication that is well known for your own publications, you increase the potential that your article will be viewed by others in your field, and that you will reach your target population. Additionally, a rigorous and respected practitioner periodical will have an editor and editorial board members who are known and respected within the industry. If a practitioner journal does not contain editorial board members who are also practitioners, that may be a red flag.

Now that we have covered the basics, there is one remaining issue. What about publication sources which are just beginning? Doesn't using the “traditional” sources almost guarantee that new publications sources will fail? This is an important issue to consider. It is entirely possible that a new periodical will be created, will impact the practice, will have a strong peer-review process, and which will be well managed. At the beginning, this periodical may have fewer viewers. If it is good, however, it may gain reputation and visibility within your respective field. That will be a choice you need to make.

Do you publish in a new source, hoping that it will gain momentum?

Do you support the entrepreneurial spirit, and the newly emerging journal? Or, do you decide to stick with the traditional, well-known periodicals which may be a bit more difficult to publish through? Ultimately, the call will be yours as author of the publication. You can always try a well-established source, and if rejected try submitting to a newer publication source. Or, if your personal philosophy is anti-establishment, give the newer periodical a try. Remember, though, that if your goal is get your name and content out there, and also get a positive review from an academic review board, then you might want to try the established periodicals first, as that is who others acknowledge as the experts in the field.

QUICK TIPS for determining the makings of a reputable publishing outlet:

1. How long has the journal been in business?

2. Is the journal indexed in the University of Phoenix library

or other well-known databases like the Elton B. Stephenson

Company (EBSCO), ProQuest, or other well-known libraries.

3. Does the journal have a registered ISSN. Even a brand new innovative open source pay for review publication should have one so it can be tracked and indexed more prominently throughout the world and to help protect its name.

4. Open source or paid for peer review does not in of itself mean the journal is not reputable.

5. Does the journal have a peer reviewed process? We want our scholars to have their work reviewed and regardless of the publication, such a review should be blind and include feedback from at

least two peers. That process usually takes no sooner than 10 days to two months, for example, and the results made available. Reviews that our instantaneous are suspicious.

6. While reputable open source publications like those from Sage do charge for peer review and are reputable with a publication track record and detailed peer review, why start with a paid publication

when hundreds of others that are reputable do not?

7. Other valid journal choices could include those where references have already been published if they meet 1 through 5 above.



LESS CAN BE MORE: WRITING FOR A PRACTITIONER AUDIENCE

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

It is an open secret among business academics that “research conducted at business schools often offers no obvious value to people who work in the world of business” (Nobel, 2016, <http://hbs.me/2oLUcNJ>). Call it myopia or ivory tower syndrome, the disconnect between practitioners and academics in the business discipline is obvious and pervasive. When business leaders need information on trends in management and innovation, they read reports from market analysis firms, white papers from companies in the same industry, and articles in online trade magazines. They rarely bother with academic business journals.

Face it, articles in academic

business journals are long and are written in often incomprehensible jargon. When asked about academic business journals, Neale-May, executive director of the Chief Marketing Officer (CMO) Council, commented, “academic research can be helpful, but it tends to be overly complex, hard to digest, and not backed by real quantitative insights from customer populations or engagements.” CMO Council is a global affinity network of more than 10,000 senior marketing executives based in San Jose, California.

If marketing executives find it difficult to comprehend articles published in marketing academic journals, who then should be reading these articles? It turns out most marketing

academic publications are for academics to read and to reference in order for them to continue generating more articles that are relevant to academics but irrelevant to practitioners. This cycle feeds the tenure and promotion process. To keep their tenure-track jobs, scholars prioritize their research output to generate articles, both in quality and in quantity (depending on the school) in academic journals. Business academic journals are notorious in rejecting manuscripts that are “too applied.” No doubt, for most business academics, practitioner relevance is simply not a priority.

At the School of Advanced Studies (SAS), our unique Scholar-

Practitioner-Leader Model® (<http://bit.ly/2oSu8Qr>) rigorously assists students to be able to apply their advanced know-how to address practical and real-world challenges. To enable such rigorous assistance, our research thus needs to focus on the applicability in solving real world business problems. Our business academics will need to “climb down” from the ivory tower and write articles that practitioners will want to read in industry trade magazines, mainstream business journals, or op-eds for newspapers. Here are a few steps to start this journey:

1. Choose the right research questions relevant to business practitioners. For example, an article that describes various startups in Las Vegas gives no insight to business practitioners. This type of writing is journalism. However, categorizing Las Vegas startups into various industries through a historical lens and exploring why Las Vegas attracts certain kind of startups is a research project relevant to business practitioners guiding them toward the decision to choose a startup location (this is actually a personal example from my forthcoming article with Sloboda and Hall: Is there a path from Sin City to Tech City? The Case for Las Vegas, published by Springer in *Entrepreneurial ecosystems: Place based transformations and transitions*, <http://bit.ly/2D1ZEK7>).

2. Select your audience before you start your research. There is no such thing as managers in general. To illustrate this point, I refer to an article my co-author and I recently wrote on the historic triadic relationship among university, industry, and government and the various roles they play in an entrepreneurial ecosystem. In the first draft, we

began with the Bayh-Dole Act of 1980 which essentially gave away the federal rights to the intellectual property (IP) to universities for almost all federally funded research projects at universities. We then went on and showed that over time universities became more like a business with focus on commercial Research and Development (R&D) while not forsaking basic research; businesses become more like universities seeking non-commercial and long-term R&D; governments become more focused on tangible gains for society at large via innovations facilitated by grants and subsidies – thus forming a triadic entrepreneurial ecosystem. The reviewers commented that the first draft added no new insights! In retrospect, the first draft was indeed boring and lacked focus on which audience it was trying to reach – university, industry, or government? In the final draft, the article repositioned this triadic relationship in the context of the digital economy and selected “university” as the target audience. Specifically, the article introduced the concept of “Productive Triadic Entrepreneurial Activities in the Digital Economy,” in which the university becomes the marketplace for entrepreneurs to find customers (i.e., university students) to test their new products (e.g., Facebook, Yahoo, Ofo). This article can be found in Chinta, R., and Sussan, F. (forthcoming, 2018). *A triple-helix ecosystem for entrepreneurship: A case review in Entrepreneurship*, published in *Entrepreneurial ecosystems: Place based transformations and transitions*.

Ramp Up to Prepare Scholarly Practitioner Targeted Articles:

- Write to a specific audience (e.g., policy makers, advertising managers).

- Does your research target a particular problem business is facing?
- Spend time with business practitioners to co-develop research questions.
- Attend industry conferences, even spend time as a practitioner.

Academic scholarly writing (average 4,000 words upwards) is not the same as writing something time-crunched business practitioners want to read, practitioner articles tend to be shorter and more to the point (average 1,500 words).

- Write in a language that practitioners understand (e.g., instead of ‘heuristics’, say ‘rule of thumb’).
- Instead of saying “operationalized” say “defined as.”
- Use straightforward jargon free language.
- Focus on results that managers can use.
- Follow the submission guidelines – word count, active/passive voice, reference style.

We should know and be comfortable knowing that practitioner publications, although they are shorter, are often peer reviewed and just as challenging to publish in as the longer typical academic journals’ articles.

Finally, less can be more, less removes jargon, less is more of an active voice, and less can account more for immediacy and timeliness. Less can impact the field and/or discipline for years to come.

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REFUSING TO PERISH: EXPERIENCES WITH ACADEMIC WRITING THROUGH THE LENS OF A PRACTITIONER

Glenda Shepherd, Ph.D.
Affiliate, CWDIR

Scholarly publication (preferably in top tier peer reviewed journals) is becoming increasingly important, not only for acknowledgement within one's discipline, but to ensure longevity and tenure in academia. Journal publications and other forms of similar scholarship are often linked to advancement, increases in salary, and tenure (Ragwat & Meena, 2014). Publishing has become such a vital part of academic success, there has been a notable rise in the number of faculty turning to predatory journals in order to satisfy demands for scholarship. The pressure of publishing has been significant enough to give the most seasoned academics anxiety, so imagine how the un-published members of academia feel (one guess: terrified). Academics could potentially struggle with questions like, "what if what I am writing is not acceptable to my peers?" or "what if

my contribution is not considered to add to the body of work in my field?" With the syndrome of "publish or perish" developing solid footing, it is important to explore what factors drive fear of academic writing and discuss potential ways of alleviating those fears.

The elephant in the room is that many faculty members struggle with academic writing. Writing projects can seem like huge undertakings and can be overwhelming for veteran and novice writers alike. As a practitioner and an academic, I often found myself challenged with the demands of balancing the requirements of both, especially finding time and motivation for academic writing. It was not until after speaking with my Research Center Chair (Dr. Kimberly Underwood) that I realized my struggles within academic writing were not those that I bore alone.

This reassurance allowed some of the anxiety I felt towards academic writing to dissipate. It was then important for me to identify and address the crippling fears that have prevented me from writing.

After much reflection, I realized the fear of judgement by my peers was debilitating for me. Often, I would talk myself out of writing projects, as I was terrified of being judged harshly or unfairly. As a woman of color, I wanted my writing to be judged on its content and not have people view (or judge) my writing based on the color of my skin. In the back of my mind, I would question whether my work was truly being accepted based on its merit. Being judged based on being a person of color instead of by the quality of my work has been a justifiable fear that I have held across many spectrums of my life. Yet, I have adopted the philosophy that stellar

academic writing speaks for itself, therefore, setting and maintaining high standards within my personal writings has allowed me to put that fear to bed.

Additionally, a fear of great concern for me is the fear of the unknown. What if I do not get published, what will that do for my academic career? A competing thought is what if I do get published, will I be able to maintain these high standards and repeatedly produce quality publications? As I have never published, these uncertainties were my reality. Yet, I believe that every academic has found themselves in this situation of standing at a crossroad and making career-defining decisions. I clearly recognized that the weight of all of these fears had become debilitating. It was at this moment, I began strategizing to develop sound tactics vital to my academic success.

Ultimately, I had made peace with the fact that perfection is a myth and there is no perfect academic. Even the most accomplished scholar struggles with some aspect of writing, so I decided that I could not be harsh on myself. If I can offer the best advice to counter this fear, it would be to breathe and focus. Many times, we allow ourselves to be overwhelmed with the task at hand. Instead, take a moment to allow your breath to center your thoughts.

I also realized the need to identify my fears within the writing process. Self-reflection on this topic required that I was honest with myself, named the fears, and committed to constructively address each

one for personal and professional growth. The single most valuable thing that helped me overcome my fears of academic writing was having a strong support system. Building a mentoring relationship with my Research Center Chair has made the writing process less intimidating. Through this relationship, I was afforded the opportunity to address my reservations directly and accepted a position as a writing fellow within the Center for Workplace Diversity and Inclusion Research. As a research fellow, my Research Center Chair and I frequently discuss writing challenges and come up with realistic solutions in order to overcome any hesitations within the writing process and successfully achieve milestones and timelines for writing projects.

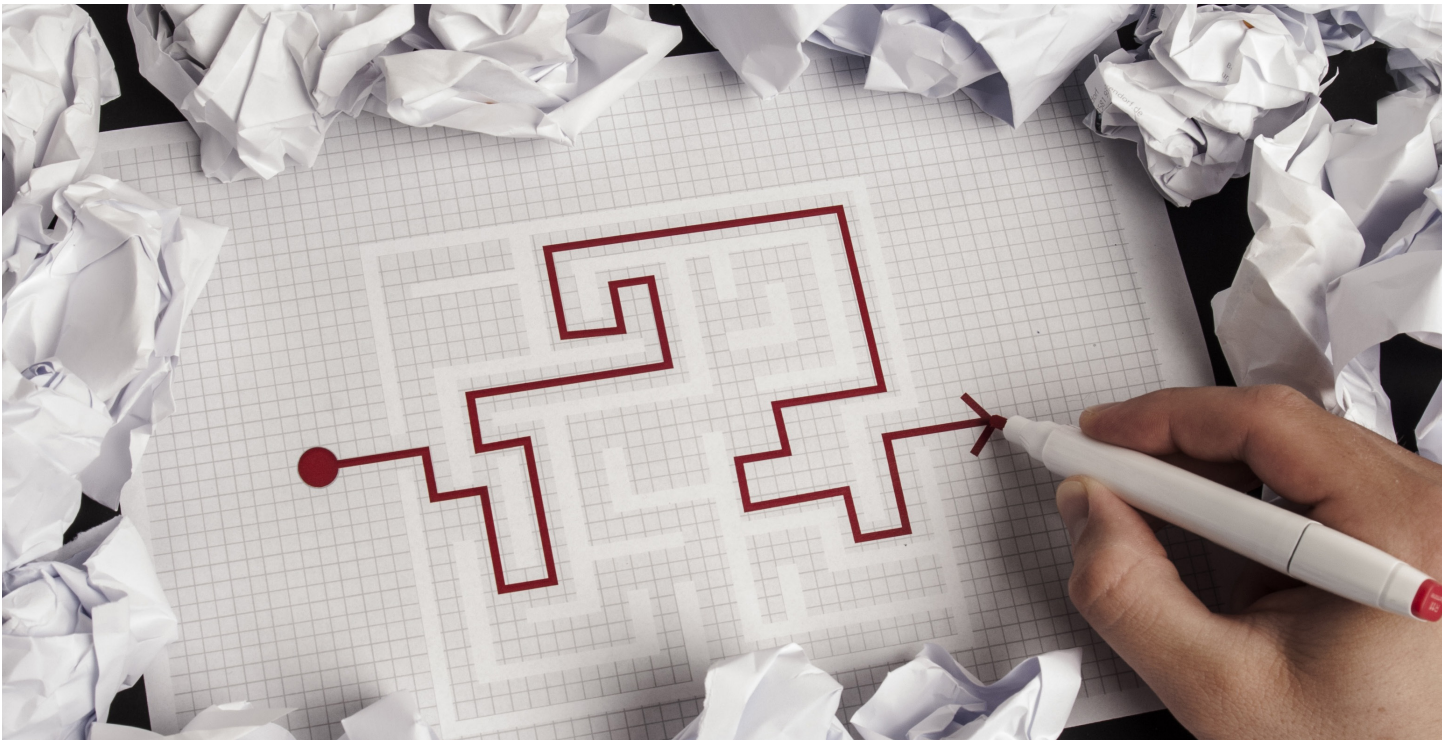
Another strategy I found to mitigate my fears is to set small, achievable goals. Historically, I viewed writing for the purpose of publication as an unattainable goal, and I did not know where to start. It was helpful to establish several small tasks in order to build my confidence, as opposed to trying to tackle an entire project in one sitting. That is why it is imperative when you start a writing project you also need to develop a plan of action so that you can visualize an end result. I would suggest setting obtainable goals, such as writing at least four paragraphs by the end of the week or setting a specific time to identify potential resources you will need in order to start your writing project. Further, having a dedicated time on specific days to engage in academic writing has been extremely helpful. Although I have various demands

within my career, I have set a realistic goal to write for one hour on three days a week. When you dissect writing projects into several smaller tasks, as you accomplish each task, you should become more confident and motivated to complete additional writing tasks.

Academic writing and publishing is recognized in academia as vital, not only to careers, but also to the standing of schools within the university and the discipline (Baldwin & Chandler, 2002). It has become paramount for me to address my personal challenges to develop as an academic and be a notable contributor in my field. Through an honest and reflective process of self-reflection and goal setting, I can readily say that I am confident in my future as both a practitioner and an academic. As the trend of academic publishing continues to gain momentum, it is important that we challenge the hesitations associate with writing and become productive contributors in our respective fields.

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PRACTICES FOR HEALTHY LEADERSHIP

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Potentiating, for clarification, is any action taken by individuals serving in leader roles that affectively causes something, or the relationship itself, to become **potent**—or, if you would prefer, creative, strong, capable, powerful, effective, empowered... healthy.

Healthy leadership is not a static condition. It is developed through consistent practice. Taken as an art, a *potentiating* art, the nature of leadership becomes less mysterious and complicated. This generalization is not to be taken as a rebuke of the science of leadership. Leadership as a potentiating art, however, is supported by established potentiating practices.

Leadership, naturally speaking, is quite simple to understand. Individuals serving in leader roles set about to solve some problem

or set of problems, or, to seize upon some opportunity. To solve these problems or seize upon opportunities it becomes necessary to build effective (productive) relationships with followers with a full understanding that it is the potentials they possess that will determine how we go about solving problems and or responding to opportunities. When done well, such efforts will ultimately advance the organization, school, home, and/or community. And, importantly, when done exceptionally well the well-being of all within the relationship (including the leader) are elevated—we grow and become better for it. That is, I feel better about myself, my relationships, and my organization. It feels healthy.

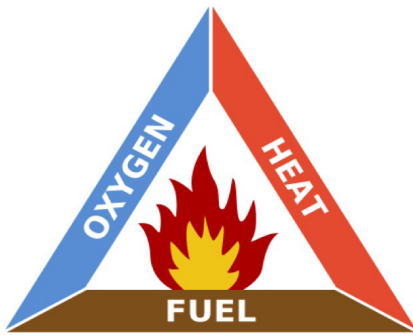
In practice, because people are far from simple, leadership is messy. To begin with, the individual serving

in the leader role needs to forge a common purpose, objective, or vision aimed at solving ever emerging problems or seizing opportunities as they develop. Yet forging collaborative and cooperative relationships around these problems and opportunities requires a level of emotional agility few have been able to master due mostly to the fact that people are infinitely complicated. Made so by their innate potentials.

An Integral Potentiating System—Leaders, Leading, and Leadership

Consider for a moment the fire triangle as a way to understand the idea of leadership as an integral potentiating system. Fire requires three elements to be present—oxygen, fuel, and heat. Take any one element away and there can be

no fire; no combustion. Leadership as an integral potentiating system is like this fire triangle model in that



it requires its own three essential elements to be present. Along with an openness to communicate and collaborate — it requires the attention and intention to form transformative relationships purposed at building and advancing the capacities within and around our organizations, schools, communities, and homes.

Within this integral potentiating system, leadership provides the oxygen that supports the greater relational processes so necessary for healthy leadership—call it inspiration. Leading is an action that fuels the system, and, under these systemic conditions, it is an action that becomes, surprisingly,



less about setting a direction and more about building the capacity of individuals or the community of practice. Such actions feed our capacities and potentials so that they may creatively and mutually flourish. Therefore, inspiration leads to innovation. Leaders then, acting as a transformative and potentiating force on these capacities create or build sustainable systems through dedicated practice. Their actions cultivate high self-efficacy in others as well as for themselves. They become generative in their purposes— inspiration leads to innovation that drives the system towards sustainable implementation. This is the heat we create when we set about to collaboratively generate solutions for the myriad challenges, problems, and opportunities emerging from within the organizations, schools, communities, and homes we seek to serve.

The Questions

Judge a man by his questions rather than by his answers.

—Voltaire

Healthy leadership practice involves five potentiating questions that are simple cues for establishing a potentiating practice as it relates to the leadership of human potential.

1. Am I ready to learn?

When we respond affirmatively to this question we simultaneously open ourselves to deeply understand another’s actions and reactions to any given event, problem, or opportunity. Correspondently, the practice of Deep Understanding is presented to answer this question in a healthy and generative fashion.

As a potentiating practice, Deep Understanding embraces a conscious movement away

from prejudgment of potential towards a deeper awareness of the possibilities held by another and self. It is deeply rooted in empathy. It is not a directive or controlling stance, but a purposeful probe into the meaning of the experience shared with another. It supports the actualization of human potential without a need for defining, confining, or refining it. Without the need for violence. As a practice, it forms the foundation for empowering creativity, curiosity, and wonder. It compassionately and intelligently opens us up to learn.

2. Am I ready to become critically and creatively self-aware?

When responding affirmatively to this question we allow our learning, our curiosity, to be put work in the world. The way of wonder, opened in Deep Understanding, gives way to wisdom. This is the potentiating practice of Critical Reflection. It is the purposeful act we take to deeply connect with where we are as a learner within any Eco. To put it simply, through Critical Reflection we become more deeply aware of our purpose, place, and of the impact our interactions have on other people and our environment. It gives rise to more mature way of being in the world. What separates Critical Reflection from other types of learning or reflection is held within its intention to pry deeply into our individually held assumptions concerning how we interact with others.

3. Am I ready to lead?

This question calls for a mature response. Practicing Maturity is the ability to recognize and then come to an insightful and authentic appreciation for the creative efforts of another. Through practicing Maturity, we come to recognize

the good person in another even when they are shrouded in the fog of self-doubt, self-deception, self-destruction and self-reproach; to hold the wisdom to know that beneath these exteriors that there is always a better explanation and deeper meaning for a person's poor and/or unhealthy behavior than what is readily apparent on the surface. Practicing Maturity enables the leader to realize the emotional agility necessary to lead a community of potential towards its greatest potentials.

4. Am I ready to embrace a potentiating consciousness?

Empowerment as a practice is foundational to healthy leadership. A growing sense of self and self-responsibility is a product of our practicing Deep Understanding, Critical Reflection, and Maturity. Call it equanimity. We practice Empowerment because it promotes balance and inspires a permeating sense of calm for the practitioner, for the leader. It builds the capacity for right action while instilling an inner resilience for when things go wrong.

Practicing Empowerment is also a way towards cultivating and sustaining the authentic self. The

practice of Empowerment concerns itself with integrating our inward and outward selves. Through this practice our thoughts, words, and deeds come into alignment as we build potentiating relationships. Empowerment is fundamentally a relationship building skill centered upon self-exploration and emotional intelligence.

5. Am I ready to explore the farther reaches of healthy leadership?

The final and quintessential practice is Generativity. This practice is purposed at reaping the harvest of healthy leadership. To engage the world of ideas and to meet it pragmatically with strength, hope, and possibilities is a core purpose of potentiating. Ideas about the evolving nature of our potentials, and in particular creative integrally centered empowering ideas, inspire dialogue and adventure.

Answering affirmatively, we connect the potentiating circle. Just as graffiti begets graffiti, potential begets potential. We are drawn towards the light of our potential. Generativity is represented as a practice that leads to healthy sustainable leading. It is achieved through consistent and steady practice. It is through practice that we realize

the power of healthy leadership. The potentiating practices are restorative and generative. We become a well-being that in turn become generative for the wellbeing of all others. Stimulating learning through thoughtful/thought-provoking inquiry, potentiating contributions as well as participation—an intervention of the highest sort—a purposeful interdependent activity serving to catalyze principled response and responsibility yields healthy leadership. It is the enlivening force of Generativity.

Whether you are seeking to build better products, or invent new effective and efficient processes, or, looking to solve wicked problems, or, simply looking for that elusive upward way towards our higher selves—the pursuit of the good person, healthy leadership is simply about the search for and actualization of our individual and collective potentials aimed at these purposes. I know of no greater purpose for which leadership studies is better suited than potentiating our greater possibilities. This declaration, as it is hardly a definition, is simply the nature of healthy leadership.



DISSERTATION TO PUBLICATION: BUILDING SCHOLAR/PRACTITIONER/LEADERS™

Louise Underdahl, Ph.D.
Research Fellow and Affiliate, CEITR

We so often think of leadership as something innate, something a few rare and gifted individuals are born with. But leadership is so often a function, not of one's personality or psychological makeup, but of the role one finds oneself in . . . in my lieutenant's uniform, leading men whose lives depended on me, I was able to fill that role.

Warren Bennis, 2010, p. iv

Developing scholar/practitioner/leaders is a recurrent theme in School of Advanced Studies doctoral programs. Research suggests positive relationships between effective leadership, strategy execution, and overall performance (Miles et al., 1998; Musa et al., 2017). A study of 193 organizational entities confirmed

correlation between entrepreneurial tendencies and strategy execution (Musa et al., 2017). Lovitts' (2001) experience demonstrated interaction with even a single faculty member can strengthen a student's resolve enough to ensure completion. Germinal theorists (Knowles, 1968) and contemporary andragogical thought leaders (Cookson, Hayek, & Buckley, 2015) link interaction between working adult students, faculty, and the educational institution with retention, academic achievement, and career success.

University of Phoenix faculty, alumni, and students have articulated angst about "jumping into the Research Hub" and uncertainty about formulating a "concrete scholarship plan that can

be put into practice." Actions speak louder than words. The Center for Educational and Instructional Technology Research (CEITR) "Dissertation to Publication" model epitomizes a practical solution to persistent scholarship challenges by:

- Enhancing the student experience (Cohen, 2017);
- Catalyzing faculty/student collaboration;
- Advancing faculty/alumni scholarship; and
- Promoting the University of Phoenix Research Hub.

Logistics

Dissertation to Publication programs help participants publish their completed doctoral dissertations. Doctoral alumni, committee chairs,

and committee members work together as co-authors to prepare the journal manuscripts with the center's support. There are two types of programs. The "Individual Support" program is appropriate for the participants who are self-disciplined, well informed about how to write a manuscript, and prefer to develop the manuscript at their own pace. The "Dissertation to Publication" workshop is appropriate for novice authors who are interested in learning about how to write a journal manuscript and need structure and timelines to complete/submit their papers to the journals (Kebritchi, 2017). The "Dissertation to Publication Questions and Answers" thread provides opportunities to dialogue directly with a CEITR reviewers.

Individual Support

CEITR provides target journals and step-by-step guidance to prepare a manuscript based on the dissertation. In addition, experienced reviewers edit the manuscript and provide feedback to refine and finalize the manuscript before submission. Here is the procedure:

- Join one of the research centers
- Send the dissertation via EducationalTechnology@phoenix.edu
- CEITR will identify appropriate journals and provides guidelines and timeframe
- CEITR will introduce participant to one of the center Reviewers to work one-on-one with participant to prepare manuscript

Dissertation to Publication Workshop

The mission of the workshop is to teach the art of developing a publishable manuscript based

on a research. The tangible outcome of the workshop is to generate a publishable manuscript and submit to a peer-reviewed journal. To fulfill the mission and achieve the outcome, 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 (Kebritchi, 2017, para. 4).

Certificates of completion are awarded to the participants who completed and submitted their manuscripts to the journals by the end of the workshop. Faculty who participate in the workshop and help their students complete/submit the manuscripts earn credits for the annual SAS Academic Review. To earn the credits, faculty upload their certificates to their Research Hub profiles and Academic Review application (Kebritchi, 2017, para. 5).

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 (University of Phoenix, 2017, para. 5).

Dissertation to Publication Questions and Answers Thread

The Dissertation to Publication

Questions and Answers thread provides an opportunity to seek guidance and clarification on publication issues. Reviewers monitor inquiries, offer support, and provide guidance to help researchers complete their manuscript for submission to peer-reviewed venues (Hartman, 2017). For example, discussions elucidate differences between traditional and open access publication options (Price, 2017), strategies for editing dissertation content to journal-appropriate material (Bostain, 2017), and techniques to optimize use of Cabell's Directories and Ulrich's Periodicals Directory (Hartman, 2017).

Conclusion

Supporting adult students is pivotal to individual and institutional academic success. Tinto and Cullen's model (1973) suggested student integration into the social and educational institutional setting correlates to goal achievement. Interaction between faculty and students, as well as interaction between peers, has been linked to academic success and performance improvement (Lovitts, 2001; Yilmaz & Kser, 2017). Student success course programs have proven effective catalysts to student engagement and commitment to academic endeavor (Kimbark, Peters, & Richardson, 2017). Creating an intense network of both academic and emotional support provides the foundation students need to succeed in the online environment (Cookson, Hayek, & Buckley, 2015).

In the same spirit, the Dissertation to Publication model provides "academic and emotional support" by creating a respectful, collegial, and user-friendly process to strengthen dissertation research by

continuing collaboration between chair, committee members, and alumni. CEITR reviewers bring knowledge and understanding of manuscript publishing processes to the team. When the chair and/or committee member(s) move into the position of co-author, they become actively engaged partners who review, revise, and edit the manuscript. CEITR reviewers focus on providing feedback on structure and content as identified in specific journal submission guidelines and/or the CEITR Manuscript Preparation Checklist (Hartman, 2017).

The CEITR Dissertation to Publication model demystifies scholarship, empowers participants to formulate best practices to develop content appropriate for peer-reviewed journals, and provides a blueprint for building scholar/practitioner/leaders.

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Meet John Woods, Chief Academic Officer and Provost: An Interview By Rodney Luster and Erik Bean

Dr. John Woods candidly discusses his background, University of Phoenix, and the value of its Research Centers with Dr. Rodney Luster (Senior Director of Research Strategy, innovation, & development) and Erik Bean, Ed.D., (Associate University Research Chair, Center for Leadership Studies and Educational Research).

Rodney Luster

Provost Woods - let's open up our discussion with some background information on who you are, and your current role?

Provost Woods

Certainly. First, let me welcome all University of Phoenix students, faculty and staff, as well as all stakeholders. I am grateful to be here and look forward to serving all our constituents. I earned a Ph.D. in Higher Education Administration with a focus on adult learning theory from Bowling Green State University. I have 20 years of experience helping schools utilize

institutional research, develop strategic plans, faculty development, marketing, student recruitment, and building meaningful on-ground and online degree programs. Prior to working at various higher education institutions, I worked at organizations such as Eduprise, Collegis and Deltak.

Along the way, I became a dean of continuing education at a school I had been teaching at as an adjunct professor for a long-time, close to home in Columbus, Ohio. It was Ohio Dominican University, and it was part of a group of schools that fell under IPD (Institute for Professional Development).

After joining Ohio Dominican as a dean, my old colleagues at Rasmussen College soon reached out and asked me to return in the role of Vice President of Academic Affairs. I accepted that opportunity and served in that role for about the next eight years. Rasmussen grew during my time there, from six or seven locations to about 25. We

focused on growing a genuine high-quality nursing program. We added several online programs, and when I left, we had just achieved the 10-year re-accreditation from HLC, which was great. From there I went on to help another school that wanted to start an international division that would be a mix of online and on-campus learning.

I later took strategic opportunities at CEC, Career Education Corporation, and ECA Education Corporation of America, and those folks were looking for a chief academic officer. I proceeded to engage that role at ECA and that's where I've been for the last three and a half years before joining University of Phoenix. These experiences provided me keen insight regarding the complexities of larger organizations who were in the midst of streamlining to be more competitive.

When I left ECA, we had about 30,000 students with a mix of ground and online instruction, in a number of different institutions,

holding both national and regional accreditation. I have also served on several HLC evaluations, and that brings us to today, where I am happy and excited to serve University of Phoenix as chief academic officer and provost.

Rodney Luster

Thank you for sharing your background Provost Woods. You have amassed quite a professional mosaic of experience and legacy in your work in the higher education arena. It's always interesting to have the opportunity to understand another person's professional tracks, what he or she has done in their life and where that has led them. This gives us a scope and breadth regarding your background and helps us pivot into our segment of key questions. As you may know, a few years ago University of Phoenix really started to engage research at a higher level. Research and scholarship became a more robust imperative. We created these virtual Research Centers that represent the umbrellas of areas contained under business, education and healthcare.

Each Research Center, by the way, is run by a highly qualified Research Chair who is afforded the great opportunity to usher in research potentials, both internally and externally, develop those opportunities to publish, present and interface with other external organizations, universities and interface with prominent tier-levelled conferences.

As we began seeing the potential, the School of Advanced Studies, largely responsible for our doctoral programs, oversaw the genesis of this research charge, marking a new chapter in University of Phoenix history. We've begun to move some major proverbial mountains towards

a richer research and scholarship platform over the past three years.

For example, we have engaged in what I will call some major economic collaboratives in the communities where we are located across the US. This concept of economic collaboratives goes back to that Gatorade model of taking things in industry and bringing them back to the university lab, and in tandem fostering healthy and evolving partnerships.

We have worked with some major industry movers recently, such as IBM and Dow, and conceived of an innovation known as Knowledge Without Boundaries Academy (KWBA) that invites community leaders in industry to an event that explores their challenges in industry. They actually bring to the table the researchable potentials they see and even may need help with. It is aspirational.

And it is this same academy that invites students and faculty together in one-on-one roundtables, moving their ideas forward to potential prospectus on day two of the two-day symposium. This beta was successfully launched for the University and moved around the country, dramatically affecting many students and faculty's lives in a positive way. We are now expanding that KWBA universe with great potential. We are also looking at the potentials of obtaining scholarship research grant funding to help nurture the potentials of research we can undertake. I wanted to provide this brief composite picture for you to set the stage for these next key questions, providing that brief history on the doctoral arm of the University. Later, I'm going to pivot this interview with Dr. Erik Bean, associate university research chair who helps lead The Center for

Leadership Studies and Educational Research (CLSER), one of several important research centers who are expanding our research footprint.

Provost Woods

Please do.

Rodney Luster

Okay, so... we opened up the interview with a bit about who you are, getting a perspective on your professional experience. That was very helpful and lends itself to how I will direct my next questions. This comes to mind now because of that great legacy of business acumen you have acquired over the years. Taking a lead from business and industry, this next question tackles our or Unique Value Proposition (UVP) much like the Unique Selling Proposition (USP) used in industry, but relative to the School of Advanced Studies and the Research Centers. Is there a "unique value proposition" to the world of research based on your professional experience, having overseen the various institutions you were affiliated with, that differentiates us or moreover, that we can offer to the world of research and academia?

Provost Woods

Sure, let me take a crack at that and we'll make this maybe a bit more of a conversation than a one and done. I think in any institution of higher learning, there's a "necessity" where there's not only a place, but there's a necessity for scholarly activity. And that kind of scholarly activity is really shaped by the mission of the institution.

So, if you're coming from an institution, like what I just came from, then for example, "scholarly activity" means something different than it does here. Where I come from, for example, it means faculty

are interested in becoming a better teacher pedagogically. They are interested in studying and becoming better at that, and maybe simultaneously, they are interested in also staying current in their field, which is part of that three-legged stool in tenure track schools.

Rodney Luster

Explain that briefly?

Provost Woods

The tenure track in traditional institutions is based on teaching, research and service. These are benchmarked aspects required to enter into the tenure process, and that is what is valued there. In that context, we engage students and offer them the chance to get involved.

Rodney Luster

Thanks for expounding on that.

Provost Woods

Sure! But let me continue down that trail. Here is why there is a difference in what we are doing now with research that makes absolute sense. It is because I believe students who are learning from those educators who not only work in the field, but engage in research, get tremendous benefit from knowing the latest and greatest of what's happening in their field of study. And for educators engaged in research, that manifests itself in terms of potential professional conferences, scholarly presentations and in the form of academic research. This is great credentialing for any faculty. What those activities mean to the student is really sort of two-fold.

First, students have this kind of educator who helps them truly begin to understand the layers of their discipline, acquiring knowledge from someone who is staying current in their field. And

second, their instructor brings this currency of perspective back to the classroom, where everything that is taking place in the real world can now transform the class into a real dynamic environment. Students really benefit from that!

I think you have to look at the mission of this institution, University of Phoenix, as one that is founded on this practitioner-based perspective. But what SAS and the Research Centers are doing is something that can be a very important complement to our mission. Our faculty, for the most part, come from practitioner backgrounds. As we go up the credential ladder, we offer doctorates that are built on this practitioner model. At the doctorate level, scholarly activity here takes the form of academic research and contributions to the field.

When faculty are engaged in research, and that is a primary part of their duties with us, and those same faculty are interacting directly with students, then students can really benefit from that. The scholarly activities that we see here, like those that are detailed in this periodical, it's exciting to imagine the great conversations between these scholars and students in their classrooms, be it on campus or virtually.

Rodney Luster

Excellent insight Dr. Woods. It sounds like this then might be the potential we have, to address that Unique Value Proposition?

Provost Woods

Yes. At this level, this currency of knowledge in the field comes back to every aspect of us, to our doctoral committees too. We have applied doctorate degrees and we have doctoral committees as part of this spectrum, and so teaching

others how to do research is still vital and critical.

This is where a third-dimension comes in relative to what we have been discussing and that third-dimension is the "practice" of scholarly activity itself, which needs to be imparted to our graduate students at the master's and doctoral level. And they can only learn that a few different ways.

One is by observation of their faculty and what they're able to achieve within that relationship. The second is in research methods classes where they get direct engagement from their instructors. This whole prospect then leads me to this point, and that is, students get to see our faculty not only as a teacher, but a contributor to the world through research, and for students, that unique value add is being able to then see the total impact that research has on the world.

Rodney Luster

Excellent, thank you Provost Woods for addressing this line of questions, Dr. Bean I'll let you take the next question.

Erik Bean

Thanks! You know, I think that's probably the fundamental purpose, that we (SAS faculty) serve as a role model for all doctoral affiliates and students. It's especially important for prospective students, and that's key to growth for our institution. I also think because we're staying relevant out there in the world, we're presenting, we're publishing, and these achievements demonstrate our rigor and dedication to practitioners. I have a unique perspective on University of Phoenix since joining 20 years ago.

I started as an adjunct in Detroit and worked my way up to being Chair of the College of Arts and

Sciences for five years. I'm also a proud alum in the doctoral program 10 years out. And so, I know how powerful the University of Phoenix reputation is. But knowing the quality and innovativeness of our programs, there's so much more we can do to attract a whole new generation of University of Phoenix students. Thus, Provost Woods, could you comment on how our new owners, Vistria and Apollo Global Management, perceived us moving forward? Are they open to empowering us to reach our full potential?

Provost Woods

Absolutely. I think we are a primary focus of their portfolio, as they're quite engaged with the institution and our leadership on a day-to-day basis. We have had monthly meetings with key folks from Vistria and Apollo Global Management to keep them apprised of everything we're working on. I had a chance to meet some of those people this week. The change of ownership has not resulted in a change in our mission. In fact, what the change of ownership really has accomplished, I think, is give us more elbow room, more space, to work on our mission.

And so, whether it's our University or anybody else, when you're privately held, I think you have an opportunity to have a healthy dialogue about how you're living your mission and the things that you're involved in, what your strategy is, where your projects are underneath your strategy. The focus now opens up our potential.

Erik Bean

Thank you, Provost Woods, for being so poignant. You know, that just lends itself to the kind of transparency I think people who are following us would want to know about. So once again when we look

at the doctorate level, what we do at this level really serves as a role model, we've been told, by other institutions, that they've never seen anything like our research centers.

They are unique and particularly relevant in the 21st century. They provide opportunities for many students to get involved. I feel it's fair to say that at some schools there's a bit of a closed-off or exclusive mentality when it comes to research. I think our greatest strength at University of Phoenix is that there is room and encouragement for all our faculty and students to partake and engage.

Provost Woods

Yes, absolutely.

Erik Bean

And HLC is watching where we publish and present. But, the concept of publication has changed with new and open source periodicals and those that practitioners place great value on. My colleague Dr. Fiona Sussan and other chairs agree that writing an article for Marketing News, for example, while not a scholarly journal, can also have profound practitioner community impact, can have a profoundly positive influence on one's career.

Provost Woods

Yes, absolutely.

Erik Bean

And so that's why we're not just focusing on what we call the traditional first-tier publications. We want our students talking about their masters' or doctoral work, even for them to be thinking about writing and presenting and being in the throes of the practitioner's model. Thank you, Provost Woods, for addressing the heart of the question.

Rodney Luster

Thank you, Dr. Bean, Very good. You know, I'll pivot back to our research endeavors again. Provost Woods, let's explore this space a bit more since this interview, I think, is benefitting from this organic flow of discussion. As we are looking at the idea of what recently has been our focused efforts around research and genuinely developing our processes for future potentials, especially around the inception of these virtual 21st century research centers that we have posited around the country, then expanding our footprint in communities where research scientists like my colleague Dr. Bean can be in one place, and somebody else can be in another, extends our reach. Perhaps as well, having this virtual community of scholars, and breaking down the walls of proximity promotes our potentials inevitably to become far greater for what we can do around the country and inside of communities, as well as building these bridges of relationship for our students, faculty and alumni.

That lays the foundation for my next question and moves that even further, as I am thinking of the scope of this conversation. Is it then likely that we, meaning us as a university, are conceivably limiting ourselves in the net we could potentially cast over this idea of engaging research? More specifically, shouldn't we cast our net wider when it comes to utilizing levels of research? Perhaps at the master's level or even the bachelor's level? I was reading an article the other day about some of those untapped potentials that schools often forget about inside of a master's level program, as it concerns both faculty and students who are in various ways engaging research and want to do research.

Given that the desire is there or, maybe, just hasn't yet been exposed enough for its viability to honing one's career, credentialing or even some mythos perception that you need a Ph.D. to honestly move around in higher ed research circles, then maybe we simply are not illuminating the metaphorical room well enough to see these things? Maybe this is simply my own perceived impediment that I see but should we think about the expanse of opening this channel to these current "untapped" possibilities? Does this not speak to what has just been said in our dialogue about research building and its fruits for both teacher and student? What are your thoughts? Please feel free to simplify my inquiry, there were a few more questions I threw in there as well.

Provost Woods

The answer is yes, as all your questions were actually leading to the same conclusion. I think one of the things we could do, and I think to use your analogy, relative to "casting a wider net" is that I think if we have these "research centers" and, I think of them as—although we haven't branded them as such—"centers of excellence", are extremely beneficial in certain curriculum areas.

I think there should be co-curricular opportunities for students regardless of level, in their degree ladder whether that be a bachelor's, master's or doctoral, where there should be co-curricular opportunities for them to engage research. These can be facilitated perhaps through our platform, and in close collaboration with our research centers, or "centers of excellence." These research centers then become a major channel for accessing the information for

participating in and facilitating the networks of people interested in specific research topics.

I think we could look to how these opportunities can be made available to those at the master's and bachelor's level. And maybe we add a component of reach through technology, as you said, kind of "cast a wider net." Each of these research centers or "centers of excellence" acting as functional research bodies, could open a fantastic door, a virtual one as well, to showcase what they do and also, to be a conduit for opportunities that should be made available to more of our students regardless of level. Does that make sense?

Rodney Luster

It does, I even like the naming convention, Centers of Excellence! I think it extends your idea of perhaps capturing more of the potential in our centers of research. I also think that's an important future prospect for us to examine as we look to our inherent abilities to socialize that same vision interdepartmentally and between colleges. That is where we can start mining for more potentials. I believe what we are attempting to do here is simply stated, we are truly putting research to work!

Provost Woods

Yes, and it won't be a fit for everyone of course. But it doesn't have to be. You think of the profiling work that's been done here, exhaustedly over the years. And there are large groups of students—working adults, incredibly dedicated individuals who form the core of our student base—for whom our education is absolutely vital and necessary for them to get ahead.

And yet they're balancing so many other things in their life. For that

profile of student, it might be hard to take on even more and find their way through these doors, so to speak, to these Centers of Excellence. But many of them will want to pursue the opportunity regardless. Our student base is not monolithic, and we won't find a one-size-fits-all approach.

I think you can make these things available and I think technology allows us to make them available in an elegant, accessible and streamlined manner so that they're there—it's not like setting up a Center of Excellence at a brick and mortar campus and having to hire four people to run it. For that subset of students, for whom it might make sense, that group of students would find it interesting and would engage in it and that in turn immerses them deeper in the fabric of the institution.

One thing we know about the research on student learning and persistence is that the more they feel attached to the institution, the higher likelihood is that they will be satisfied and engaged and persist. In brick and mortar contexts, that tends to mean a feeling of connectedness, of being at home, being part of something and they have an affinity or a feeling of affiliation to the institution beyond just their class they're taking over a defined timeframe. It's then that the institution itself has meaning to them and these are opportunities for the institution to position itself as supportive and engaging to the student.

Rodney Luster

Certainly, that makes sense, it can be a form of "social anchoring."

Provost Woods

And making those opportunities available will be the difference that makes some students feel that greater affinity and want to be here

or once they're here, want to stay.

Erik Bean

Well this reaffirms my own research agenda most recently with customer experience (CX) because it is an "emotional" connection with the products and services and we do create that virtually. Faculty and students tend to gravitate towards those areas they like, a sense of immediacy. This is no different than the research work that goes on at traditional schools. But we've also found that we've had extraordinary success when we've created that emotional connection at some of our, Knowledge Without Boundary Academy (KWBA) events around the country over the past two years. I have to say too, we've literally, Provost Woods, had some doctoral students who were about to bow out, but because we happened to be in the area where we were able to engage them face to face (f2f). In several cases this was transformational. They remained enrolled in their doctoral program. We are also working on other ways to communicate effectively using other virtual interactive tools.

We've discovered through our centers, and I really liked your terminology, "Centers of Excellence," that we've been able to attract students and new SAS affiliates and build that emotional fondness and keep them engaged. I intuitively feel we could use these centers to attract more students as you envision based on our current track record and add to our contributions to knowledge,

businesses, and the communities we help serve.

Provost Woods

Yes, and I'd be remiss if I didn't say that the institution is clearly at an inflection point now.

The focus is on a number, a small number, or historically smaller number than in the past, of projects and initiatives that will make a difference, and by make a difference, it's about helping more students succeed at higher rates of completion. So some of what we need to do is to sort and prioritize projects and sub projects that fall under this group. They should be chosen at a higher level, and follow strategic initiatives. In this way we really need to do some deep thinking about some of the sub projects that we could dream up and make sure that they nest within these larger initiatives. And not just nest underneath, but really be drivers of the overall larger initiatives, which I think for different student populations, different projects will be different drivers. Once these projects are planned out thoroughly, then we move the best of the best forward. They may need to be iterative. For example, these Centers of Excellence might have an assigned research project that conducts some deeper analyses of the My Phoenix student portal.

Erik Bean

Understood, very prudent!

Rodney Luster

Provost Woods, I want to make sure I'm attentive to our time. I appreciate

the last points and the relevance of social anchoring, ensuring students find meaning through connectedness. I absolutely agree and think for students and faculty, feeling connected in some way to their university of choice is imperative. On that note, I want to pivot back to Dr. Bean once more, Erik, did you have another question or comment before our time is up with Provost Woods today?

Erik Bean

No, just to say thank you for letting us know the work we do has meaning. Thank you, Rodney, for including me, and on behalf of all our stakeholders, Dean of Research and Scholarship, Dr. Mark McCaslin, our research center chairs, SAS affiliates, administrators, and students, we welcome you and look forward to your leadership.

Provost Woods

Yes, I'm glad to be here and was excited to learn more about the publication of the Phoenix Scholar and the plans you envision for the future. I want to do whatever I can to try and help and support applied scholarly activities that makes sense in our context. There are a number of different avenues to consider.

Rodney Luster

Provost Woods, thank you again for your time. We wish you all the best in your new position!

Provost Woods

Thank you!



WHO ARE YOU CALLING A PRACADEMIC?

Kimberly M. Underwood, Ph.D.

University Research Chair, CWDIR

Dr. Donna Smith and Dr. Rehma Underwood,

CWDIR Affiliates

Following a recent conference, Kimberly Underwood created a blog for her Research Center's website, which captured her experiences as a presenter and, within this narrative, provided a conceptual introduction of the term pracademic. Following the publication of the blog, she fielded several questions about pracademics, including who are pracademics and what makes them different from academics. After contemplating these inquiries, she posed a response that is reflective of both the literature surrounding this concept and the membership within the University of Phoenix Center for Workplace Diversity and Inclusion Research (CWDIR).

Huey and Mitchell (2016) define the term pracademic as a portmanteau of the words practitioner and academic — “intended to signify someone who straddles two, often very different, and sometimes

conflicting worlds.” This person can work primarily in one community or the other. Yet, the pracademic is skilled, as learned through their lived experiences in both, at navigating between academe and communities of practice. The term pracademic is not a unique term. It has a history of approximately thirty years, but its exact origin is unclear. While visible in a few pieces of criminal justice literature, the term is currently used in a general context to represent an individual with experience or expertise in both academia and a community of practice (Panda 2014).

University of Phoenix faculty members are highly accomplished pracademics and many of them are active members of the various Research Centers within our Research Hub. Our faculty possess both the necessary academic credentialing and relevant work

experience, resulting in a clear understanding of their respective field. As the CWDIR University Research Chair, Underwood has the privilege of working with this talented and gifted group on a regular basis. Through these interactions and in conjunction with CWDIR Research Fellows, we have compiled a notable list of pracademic skill-sets.

Bridging the “Gap”

One would likely have a difficult time arguing the absence of a mammoth “gap” between research and practice. After all, the two areas fundamentally differ in both focus and required skill sets. The “gap” between research and practice is not a new phenomenon and, although readily acknowledged, many researchers and practitioners continue to seek comfort in their respective realms.

Trepidation regarding the extent to which academic research engages with and contributes to actual practice within various fields has been expressed repeatedly within both academe and communities of practice (Bansal, et al., 2012; Zierler, 2014). Practitioners have often asserted that academics do not readily present research that was either applicable or understandable (Panda, 2014). Conversely, academics have long claimed that leaders in the workforce fail to value the scientific rigor and relevance of research, instead relying more on intuition (Duncan, 1974). For instance, Posner emphasizes that “research undertaken by academics is focused on publication in academic journals, not on the potential relevance to the problems facing public and private sector managers” (2009, p. 20). Yet, we believe the unique skills of pracademics assist in providing a much-needed resolution to this disconnect of thought and behavior within these two arenas.

Creating A Shared Vocabulary

Within any new or emerging group, culture is established through the creation of a shared language with similar or shared meanings. Within academe – and specifically within research arenas – scholars and practitioners alike have championed for the creation of a shared language. For instance, Latham (2007) notes that the language (terminologies) used by researchers is not the natural language of many communities of practice. What may seem clear and concise to us (academic researchers) may not be received the same by others outside of our arena. Saari (2007) provides reference to this by noting that, within quantitative research, researchers need to present findings in a way that will enlighten

others, not frighten them.

As agents of both academe and communities of practice, pracademics help in creating a shared vocabulary for having necessary conversations that translate into shared meaning within both arenas. Shared meaning is translated most fluidly when individuals develop ambidextrous mindsets (Markides, 2007), and bilingual communication capabilities (Gulati, 2007). Pracademics have the ability to effectively communicate across boundaries, with the ability to share research interpretations with practitioners and clearly present some of the issues they face within their organizations to researchers for further exploration.

“How I navigate between my roles as a business professional and an academic depends on the situation and need. I believe I am skilled in both “tribes” and I am often in awe when I see how complimentary the two skills sets are... I comprehend how both business and academia are interdependent yet, as institutions, it seems that this has yet to be fully realized.” ~ CWDIR Faculty Member

Understanding “Real World” Problems and Solutions

Pracademics have the ability to gain various insights and understandings through both practitioner and academic lenses. As a result, pracademics are often skilled at formulating both practical and pragmatic solutions. As a University Research Chair, Underwood notes the importance of any student, faculty, or alumni to be able to construct a research project that addresses practical issues or knowledge gaps within communities of practice. Members

of the Center for Workplace Diversity and Inclusion are highly equipped with the abilities to accurately identify this information and, as academics, readily work with the Center and on research teams to construct research project that result in the emergence of applicable recommendations within practice.

According to Panda (2014), in order to bridge the gap between academics and practitioners, it’s essential to cultivate “a group of individuals with ambidextrous mindset, who live simultaneously in the thinking world of observing, reflection, questioning, criticism and seeking clarity and action within a world of pragmatic practice, doing, experiencing and coping.” Through the skilled combination of academic and practitioner perspectives, many members of CWDIR actively engage in solving “real world” problems and provide implementable solutions in national and global organizations.

As a member of the research center, I believe that my previous professional experience in human services and academic background has helped me gain a deeper perspective of real-world challenges. Also, my dual experiences provide me with the confidence to assist others within the Center. As practitioners, students, and faculty, it is our responsibility to help bridge the gap between practitioner and academia. ~ CWDIR Research Fellow

Building New Pracademic Cohorts

Within academe, in our quest to remain a leader in developing skilled workers to fill the needs of a rapidly and ever-changing workforce and to remain competitive in a global economy, we must ensure that

college graduate are sufficiently prepared and confident in their abilities as graduates of programs in higher education (HLC, 2017). The Scholar, Practitioner, Leader Model™ is the educational framework used by the School of Advanced Studies to facilitate leadership training for educational leaders. The Scholar, Practitioner, Leader Model can be found in all of the University of Phoenix doctoral programs and focuses on the development of educational leaders as a scholar-leader who enriches the world, starting with the students situated environment community. This innovative and dynamic model focuses on supporting lifelong learning (scholarship), social and workplace contribution (practice), and the ability to exert positive influence (leadership) in students' academic, professional and personal lives (University of Phoenix, n.d.).

The Scholar, Practitioner, Leader Model™ is foundational to the development of future pracademics. Further, pracademic-focused faculty are highly influential within the learning processes of our students. Pedagogical experience, content/subject matter expertise, and knowledge of "real world" application create the ideal learning environment for our students, many of whom will develop into future pracademics. As students encounter current faculty within pracademic roles, faculty have the ability to positively influence students in their development into future pracademics upon graduation. Currently, CWDIR has a number of alumni who continue to advance research agendas and are encouraged to explore continued academic development following graduation.

Conclusion

In *The Human Side of Enterprise*, McGregor (1960) asserts, "theory and practice are inseparable." As pracademics, we are in total agreement. Pracademics play a vital role in the workforce. Through years of practical experience combined with a solid understanding of both theories and research, pracademics will continue to be the ambassadors of future interactions of both academia and communities of practice. Posner notes the importance of university centers in the development of current and future pracademics. Thus, the Center for Workplace Diversity and Inclusion Research (including its Chair and Research Fellows) will continue its mission to support and develop pracademics within this vital role.



CRISIS OF CARE AND CRITIQUE: SCHOOL PRINCIPALS AND NARRATIVES OF COMPASSION FATIGUE

Jim Lane, Ph.D.

Professional Responsibility in Education Research Group,
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Prinz (2011) describes empathy as “a vicarious emotion one experiences when reflecting on the emotion of another” (p. 1). Compassion fatigue has been defined as “the cost of caring” (Hamilton, 2008, p. 10) and used to describe the emotional reaction of a helper to another person’s trauma. While there are defined differences between the concepts of empathy and compassion, for the purposes of this discussion, the negative effects of each will be considered the same.

A great deal of research exists on the problem of compassion fatigue among health care givers (Winch, Henderson, & Jones, 2012), social workers (Newell & Nelson-Gardell, 2014), school counselors

(Wardle & Mayorga, 2016), and teachers (Abraham-Cook, 2012). Little research exists, however, describing incidents of compassion fatigue on school administrators and the effects of that fatigue on their health and job performance.

While school administrators are often considered disciplinarians, they may frame their work and decisions through what Starratt has described as ethics of care, critique, and justice (1994). The first focuses on compassion, the second on concern for social justice and marginalized groups, and the third on legal strictures.

School administrators regularly work with people in crisis. These events may include staff, parents, and students, and often present

the school leader with challenging and emotionally charged ethical dilemmas. These serious events may include deaths, even suicide, of staff, students, or other members of the school community. Student discipline issues may culminate in arrests and school expulsions. Instructional and non-instructional staff sometimes commit infractions that threaten their employment.

When school leaders critique the shortcomings of teachers, other staff members, or even students, such criticism can have a palpable effect on the emotional, psychological, and physical health of both the administrator and other participants. Even if the principal believes the criticism is accurate, and sanctions or punishments justified

and necessary when measured through his various ethical frames, his or her application of power and authority may have serious mental and physiological effects (Malen, 1994; Bryk & Schneider, 2003; Cosner, 2009). Bagi (2015) describes a similar phenomenon, leader burnout, as “a point at which the person’s ability to function is severely impaired” (p. 263). He cites research exploring leader burnout, with significant consequences, including exhaustion, cynicism, inefficacy, anxiety, depression, and a host of physiological maladies. Bass has described similar effects of anxiety on school leaders (2008).

Malen notes that interactions regarding traumatic events can be “a major source of stress for principals and a force that has organizational effects” (Malen, 1994, p. 159). It is vital, therefore, to understand the lived experiences of school leaders in order to better understand their decision-making and therefore improve the educational experiences of their students.

While serving for more than 17 years as a middle school administrator, including 10 as a principal, I worked through many incidents similar to those referenced above. One student died through a grisly decapitation when he attempted to drive his four-wheeler under a barbed wire fence. A teacher lost her son from an aggressive brain tumor weeks after diagnosis. Beloved teachers died through illness. A seemingly exemplary teacher was arrested for engaging in an extended sexual relationship with a minor. One teacher, who had been a principal and superintendent in another state, was forced to resign after pushing an especially difficult student. Many students were arrested for various infractions,

including drug possession to weapons charges to assault and battery. Many were recommended for school expulsion.

Although these and other experiences were emotionally taxing and ethically challenging, the most wrenching and perplexing for me personally were situations in which staff members seemed to systematically self-destruct. Despite repeated personal discussions, interventions, and warnings, I witnessed adults at several levels of the professional hierarchy – custodians, teachers, and administrators – continue to repeat behaviors that resulted in the termination of their job. In each case, the individual blamed me for his or her professional demise. Leaders owe allegiance first to the students in our charge. That does not inoculate us, however, from applying an ethic of care as we work with them, sometimes in vain, to save them from themselves.

Most school administrators can draw from similar experiential reservoirs. Research shows that such seminal experiences can create physical and emotional duress, leading to compassion fatigue. Effects can include extreme depression, physical illness, relational breaches, and even separation from the profession. Each of these stories shares rich data that can contribute to the knowledge base for preparing ethical school leaders.

I encourage educational leaders to share their own experiences. By studying their insights, current and future school administrators may better understand their approaches to similar events. This may help them better understand the phenomenon of compassion fatigue. This understanding may enable them to retain better emotional, mental, and

physiological health and therefore be more effective in their work, better serving parents, staff, and students in their charge.

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REVIEW OF FOCUSING ON WHAT COUNTS: USING EXPLORATORY FOCUS GROUPS TO ENHANCE DEVELOPMENT OF AN ELECTRONIC SURVEY IN A MIXED-METHODS RESEARCH DESIGN

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Introduction

The University of Phoenix Research Centers launched a collaborative special interest group (SIG) in fall of 2017 which focuses on the use of specific research methods. The SIG, aptly titled Research Methodology Group, aims to provide information, resources, discussions, videos, space for methodologists to connect, and article method analysis on research methods commonly used within the University of Phoenix doctoral program. The Mission of the SIG is “to enhance the quality of research methods of studies conducted within the University of Phoenix by providing method and design guidelines, trainings, and consulting,” and the

Vision is “to cultivate and form a resourceful network of quantitative and qualitative methodologists who collaborate as a committee of experts and enrich research method knowledge and skills of University of Phoenix researchers.” Research methods discussed within the SIG range from quantitative experimental research designs (<http://bit.ly/2H7Qe9a>) to case study designs (<http://bit.ly/2D3eR4b>) to content analysis designs (<http://bit.ly/2I5KXAb>). The following article, written by the Research Method Group co-chair and CLSER Associate University Research Center Chair Dr. Ryan Rominger, is an example of the research method

analysis which will be posted through the Research Methodology SIG blog.

“Focusing on What Counts”

Galliot and Graham (2016) (<http://bit.ly/2H9J7wR>) used a sequential exploratory mixed method design to investigate career planning within adolescent populations in Australia. This article is an invitation to readers to explore the structure and use of the research method utilized by Galliot and Graham, and deepen the reader’s understanding of both mixed methods designs (<http://bit.ly/2FiJpAN>) and the specific use of focus groups within such designs. For University of Phoenix students, faculty, and staff, you may access

the article, once logged into the University of Phoenix system, by visiting this page <http://bit.ly/2FgjIF4>.

Examining this Mixed-Method Research Study

To start, let us clarify what 'sequential exploratory mixed method design' means. Creswell and Plano Clark (2011) (<http://amzn.to/2FXuA7Z>) note that a mixed methods design is one in which multiple types of research methods are combined within one study. For example, a study may combine a phase of quantitative data collection and analysis, and a separate phase of qualitative data collection and analysis. Alternatively, a study may contain a single phase wherein both quantitative and qualitative data are collected and analyzed (either separately or together). The important point here is that the methods are 'mixed' or exist together in some form within a single research endeavor.

The next construct to be aware of is the term 'sequential.' A sequential design is one in which the phases of data collection, and often analysis, occur separately and one after the other. The corollary is a design where both occur at the same time, which is called a concurrent design. In the case of Galliot and Graham's study, the authors first use a set of focus groups (qualitative data collection) to gain a better understanding of the variables and thus create a better survey (quantitative data collection) to administer to participants during the second phase. As the data collection occurred separately, and one after the other, it was a sequential design.

The next term of import is 'exploratory.' Within Creswell and

Plano Clark's (2011) framework, there are two ways of using the combination of quantitative and qualitative data collection and analysis. One way is to use one set of data to explain another set of data. This, the 'explanatory' type, may use qualitative data (such as interviews with participants) to illuminate details and qualia regarding a set of initial quantitative data (numerical data reported or collected by groups of individuals). When group characteristics are not clear, or more information is needed regarding the subjective experience (after quantitative data has been collected) then an explanatory model will be assumed. However, if qualitative data is collected first and is used to explore in more depth sets of variables or constructs prior to collecting quantitative data, then an 'exploratory' method has been used. The collection of qualitative data and analysis is used to explore the topic, before launching into the second phase of the study. In the case of Galliot and Graham, the authors used the qualitative focus groups to explore the variables, and then inform creation of a survey to distribute to a larger set of participants.

And now we have come full circle, back to the focus groups. Knowing the meaning of the mixed method design, a reader may understand the utility of the specific practice of using a focus group. Focus groups are a group of participants who share some similarity or experience with the topic at hand, and who may be able to provide information to researchers about the phenomenon. The participants are brought together and interviewed as a group, rather than as individuals, so that participants may talk among themselves, trigger awareness within each other,

discuss similarities and differences, and feel more comfortable with the presence of other participants/peers. In the present study, Galliot and Graham (2016) brought together groups of adolescents who had engaged in career preparation within high schools. The groups were able to discuss, together, the questions posed by the researchers, thus providing in-depth information which was fuller and more detailed than singular interviews could provide. Indeed, the authors wrote:

The aim of the focus group phase was to pilot questions drawn from the literature, and to better understand what was and was not developmentally appropriate. As the research questions were not sensitive and unlikely to cause embarrassment, focus groups provided an ideal method to collect data that could then be analysed [sic] and the results used to tailor an instrument for use in a large-scale cross-sectional survey. (Galliot & Graham, 2016, p. 570)

Delving more deeply into the article itself, there are numerous examples of how use of the focus group provided valuable information in the research endeavor. First, the researchers noted that information from the focus group helped identify subgroups (students with no career plan versus students who had a plan but no details of how to execute the plan; Galliot & Graham, 2016, p. 573). When working with participants, it is vital to identify potential subgroups, as these groups may respond differently to survey questions. Also, identifying subgroups within the focus group data allowed researchers to build and ask survey questions to help identify group members, and thus conduct analysis within and between subgroups.

Second, focus group responses revealed a complexity to which the researchers had not been privy. This complexity, once identified, was integrated into the survey through “multi-stranded questions” (p. 574) designed to flesh-out the complex components of the variable. Third, the authors write:

Our participants also indicated that some students may temper their future aspirations according to their perceived academic ability and self-efficacy, a trait that has been noted in recent Australian research (Hawkins 2014). This finding prompted us to include two items designed to tap into student perceptions of their academic abilities relative to others in their year group, and their own self-efficacy and problem-solving abilities. (p. 575)

Thus, focus group data revealed alignment with more recent research, and thus the researchers included two additional questions in the survey to target this information. These two questions allowed researchers to identify subjective and objective components of career choice capabilities, which then allowed for statistical comparison within and across groups particularly as this component compares to other variables (prior achievement, self-efficacy, and career certainty; Galliot & Graham, 2016, p. 575).

Fourth, information from the focus group informed researcher understanding of the difference between schools. This difference led to creation of survey questions based on skip-logic (i.e., if yes, then go to question 12, if no, go to question 14). Additionally, the researchers identified students with high motivation to engage in career preparation activities and students with lower motivation, in addition

to differences in presence of types of preparation activities depending on the location of the school and economic standing of the school. Further, feedback in the focus groups raised awareness that some of the programs, even in lower class schools, were highly competitive and not accessible by a majority of students (Galliot & Graham, 2016).

Thus, it is clear that the focus group played a significant role in both researcher understanding and formation of the larger survey which was distributed during the second phase of the study. The authors name four specific ways that the focus group helped their study:

1. Firstly, interaction with representatives of the target group enabled us to explore the career-related ideas of high school students in different socioeconomic regions and various school types (including government and non-government schools).

2. Secondly, focus groups assisted in familiarizing [sic] the researchers with the language used by the students in the study.

3. Thirdly, focus groups helped us to partly fill the gaps in the research literature with regard to the variety of educational and life experiences across a range of students, highlighting the need for us to sensitively frame demographic questions.

4. Finally, focus groups enabled us to pilot some of the planned survey questions and to adjust individual questions based on students' ease of interpretation. (Galliot & Graham, 2016, p. 581)

One critique of the article, however, is that the authors could have been clearer when first introducing the

structure of the method. Creswell and Plano Clark (2011) suggest that a method be clearly articulated when first introducing the method. Thus, the authors could have improved the article in two ways. First, the authors could have described, as I did above, at the beginning of the method section that the study was a sequential exploratory mixed method design. The authors did mention this in the Abstract, but the information should have been carried into the main discussion in the Methods section of their article. Second, a reader may have benefited from a graphical representation of the method itself. This is particularly effective for readers who are more visual learners. It is also a common practice when clarifying mixed methods designs. In this case, a simplified version of the graphical representation would have been qual->QUANT, as the qualitative focus group came in the first research phase, and the quantitative survey came in the second phase. Additionally, the QUANT, representing the quantitative research phase, is all capitals because this was the primary focus of the study. The qual (qualitative) phase was meant to support the quant phase. Unfortunately, the weighting of the quant and qual must be implied based on the overarching study; it was not explicitly stated by the authors.

A larger graphical representation may include the separate focus groups (as their own boxes) in the qual phase, and the survey (as its own box) in the quant phase, with specific indicators of where the analysis of each data set occurred. In this case, the data analysis occurred right after collection, and thus it would be

represented as (qual [qual analysis] of weighting of qualitative and à QUANT [quant analysis]). This quantitative, mapping the design, graphical representation further and additional typologies, see acknowledges how the analysis this video (<https://youtu.be/NoJFmxADA68>).

In some mixed methods research, the researchers must be explicit about how the strains of research (quant and qual) are analyzed in respect to each other, as analysis can both bias and inform following analysis. In some mixed methods, the data are analyzed together, at the end of the study with pre-designed methodological practices (based on the ontology and epistemology of the researchers).

For further explanation of mixed methods designs, please watch my video on mixed methods designs; or, for a more in-depth discussion

What Next?

My hope is that through analysis of this article, you have become better informed about conducting mixed methods research. Specifically, my hope is that you, the reader, are better able to assess the utility of using a focus group for mixed method research, and thus determine if a focus group would facilitate a stronger research design for your own studies. If you are interested in more research methods discussions, please consider joining the University of

Phoenix special interest group titled Research Methods (<http://bit.ly/2iTIQVX>).

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NEW BOOK LAUNCH IN FEBRUARY 2018

Fiona Sussan, Ph.D.
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Center Chair Fiona Sussan, MBA, PhD. launches a new book titled “Entrepreneurial Ecosystems. International Studies in Entrepreneurship” simultaneously in Australia and the Netherlands in February 2018, supported by Springer Publishing. Dr. Sussan, with colleagues Allan O’Connor (University of Adelaide, Australia), Erik Stam (Utrecht University, the Netherlands), and David Audretsch (Indiana University, USA) co-edited “Entrepreneurial ecosystems: place-based transformations and transitions” and included works that address entrepreneurial ecosystems formation around the globe in Glasgow, Netherlands, SE Queensland, and Las Vegas. Apart from the global empirical reach, the new book offers an introductory summary of the genealogy of entrepreneurial

ecosystem beginning from the Marshallian industrial district, Italianate industrial district, cluster, innovation system, triple helix model, innovation ecosystem, and then entrepreneurial ecosystem. In highlighting the differences from all previous models, the new book posits ‘Entrepreneur is the core actor in building and sustaining the ecosystem. While state and other sources might support ecosystem through public investment, entrepreneurs retain agency to develop and lead the ecosystem.’ In other words, this book views that entrepreneurs the agents are the actors central to the ecosystem and are the leaders to develop and sustain the ecosystem. This approach contrasts to previous works that have viewed entrepreneurs as the product of an ecosystem.

In one of the chapters, Dr. Sussan and colleague presented a case for the triadic model - universities, government and businesses - in the U.S. and the implications for entrepreneurial firms in digital economy. The chapter chronicled the shift of the role of the university in this triadic relationship over time from merely a place of learning and new knowledge development to become an integral part of the supply and demand equation for seeding entrepreneurial firms. Universities are one part of the triad and they will continuously need government and business to contribute other elements within a supply and demand model for new ventures in digital economy. As such, transitions of entrepreneurial ecosystem in the university setting will be observable through the lens of increased and focused

collaboration between the triad partners. Transformations will be perceived when entrepreneurial firms eventuate through a strong supply of entrepreneurs and a resource base oriented around the university campus that readily meets the needs of the entrepreneurs and their new venture demands.

Dr. Sussan wrote another chapter with School of Advanced Studies colleagues Dr. Brian Sloboda and Dr. Richard Hall. This chapter presents a case of Las Vegas where entrepreneurial ecosystem develop from Sin City to Tech City. Las Vegas, benefiting from the digital economy, manages to have both its legacy entertainment industry and new digital business co-habit. The history of Las Vegas is partly driven by its isolation that has meant that the vibrancy of the place has been developed by importing entrepreneurial talent and ideas to grow the entertainment industry that characterizes the identity of Las Vegas. Fast forward to digital economy in the past two decades, Las Vegas continues

to grow its technology business sector, once again, via importing entrepreneurial talent from nearby California. This chapter makes apparent the limitations of talent movement between sectors and how history is tending to repeat with the importing of ideas and scale-up business opportunities. Although the demarcation between uptown (the Strip) and downtown (techies) demonstrates that boundaries are easily created that can serve to define but also isolate communities, the results of the research suggest that developing university student entrepreneurs, importing entrepreneurs, attracting large technology firms and improving technology or industry specific governance, citizenship, and marketplace will be desirable for digital entrepreneurial ecosystem.

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PROMOTING PSYCHIC EQUILIBRIUM

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Above all, work is an activity through which individuals are inserted into the world, exercise their talents, define themselves and create value, and provides them with feelings of personal accomplishments in return. Therefore, work is also a means to manage the anguish of emptiness.

de Souza Sant'Anna, Kilimnik, & Diniz, 2017, p. 266

University of Phoenix Research Centers build scholar/practitioner/leaders by fostering discipline-specific learning communities for faculty, students, and alumni. As the only Research Center addressing health care issues, the Center for Health and Nursing Research provides opportunities for faculty, students, and alumni “to construct original solutions simultaneously favorable to work and health” (de

Souza Sant'Anna, Kilimnik, & Diniz, 2017, p. 266). Inspired by the World Health Organization's definition of health as “a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity” (WHO, 1948), the Center for Health and Nursing Research catalyzes scholarship to better understand environmental, public, community workplace, first responder, military, family, and individual health and wellness (Ladd, 2018).

Transitioning from a paradigm of disease to a paradigm of holistic health is the first step toward dismantling traditional silos of healthcare that separate research, clinical practitioners, educators, administrators, students, and patients. In an academic context, psychic disequilibrium (Rich, 1979,

p. 199) has been defined as negating the value of students' experiences (Guhlin, 2010) and disenfranchising them from the “meaning-making” (Bruner, 1990, p. 137) vital to life and culture. Contemporary research validates the “personal, organizational, and societal implications” (de Souza Sant'Anna, Kilimnik, & Diniz, 2017, p. 267) of promoting psychic equilibrium through meaningful endeavors (de Souza Sant'Anna, Kilimnik, & Diniz, 2017, p. 274; Underdahl, 2000) such as those offered by the Center for Health and Nursing Research:

Mental Health and Psychological Well-being Special Interest Group (SIG):

This SIG is dedicated to promotion of evidence-based scholarship on mental health and psychological

well-being (Ladd, 2018).

Meta-ethnography Regarding the Stigma of Mental Illness

Nine members of the Mental Health and Psychological Well-being SIG have launched a collaborative research project. Members are conducting a meta-ethnography of qualitative literature regarding the stigma of mental illness. This collective of researchers is examining the socio-cultural construction of stigma against mental illness, using meta-ethnography and qualitative research to advance scholarship (Ladd, 2018).

2017-2018 Research Fellows

The Benefits of Access to Healthcare on Mental Health: Dr. Emily Moye is utilizing a large-scale public health dataset to study the benefits of access to affordable healthcare.

The Relationships among Spirituality, Power as Knowing Participation in Change, and Self Concept Clarity in Women Diagnosed with Premature Ovarian Insufficiency: Dr. Susan Orshan is gaining additional insight into the experience of these women as they move forward with their lives.

Qualitative Study on Augmenting Rural Health Care Access: The Patient Perspective: Dr. T. Ray Ruffin is exploring patient perspectives to propose viable approaches to augment health care access in rural communities.

Reframing Physician Engagement: An Analysis of Physician Resilience, Grit, and Retention: Dr. Underdahl is exploring physician engagement and retention.

Research Projects

Stress Management Techniques Used by Faculty in the Asynchronous Learning Environment: The

asynchronous learning environment is characterized by complexities such as maintaining proficiency with organizational and technology changes, class management, perceptions of isolation, and classroom performance review. The purpose of this research is to identify and describe stress management techniques used by online faculty to counteract identified stressors associated with teaching in the online environment (Ladd, 2018).

Call for Graduate Faculty

The Center for Health and Nursing Research welcomes graduate faculty membership. Joining the Center provides faculty valuable resources for scholarship and professional advancement. The Center for Health and Nursing Research supports faculty scholarship and identifies opportunities to (Ladd, 2018):

- Apply for scholarship awards and grants
- Find upcoming scholarship events
- Learn about Boyer's Model and Domains, including resources
- Read member blogs or the Research Process blog
- Stay up-to-date on current news
- Be informed about the Office of Scholarship Support
- Engage with Phoenix Scholar™

Call for Students and Alumni

Students and alumni are integral to advancing health and nursing research, practice, and scholarship. The Center for Health and Nursing Research supports and assists scholarship in health and nursing for students and alumni. Center affiliation provides access to (Ladd, 2018):

- Research resources
- Collaboration
- Faculty mentorship
- Publication resources
- Webinars and training

Conclusion

The University of Phoenix scholarship mission validates faculty engagement in research and scholarship: "We teach. And, we engage scholarship in a way that sharpens our teaching" (Curley, 2017, para.1). As the only Research Center focusing on health issues, the Center for Health and Nursing Research is poised to empower the University's health and nursing stakeholders. The Center for Health and Nursing Research provides a unique and collegial venue to review, dialogue, and participate in activities to promote health research within the University and disseminate findings to the community of scholars through peer-reviewed publication and conference presentation. Affiliates share writing and research through the Research Hub's multiple platforms, including blogs, book reviews, research reviews, and Special Interest Group collaboration (Ladd, 2018).

Research has linked health, well-being, and psychic equilibrium to attitudes about work (Isaksen, 2000; Nelson & Simmons, 2003). Data suggest "meaningful work entails preventive effects upon people's health" (de Souza Sant'Anna, Kilimnik, & Diniz, 2017, p. 276); theorists opine individual optimism and self-reliance may mediate stress (Nelson & Simmons, 2003). By empowering faculty, student, and alumni scholarship, the Center for Health and Nursing Research exemplifies the University's

commitment to promoting psychic equilibrium in the global community.

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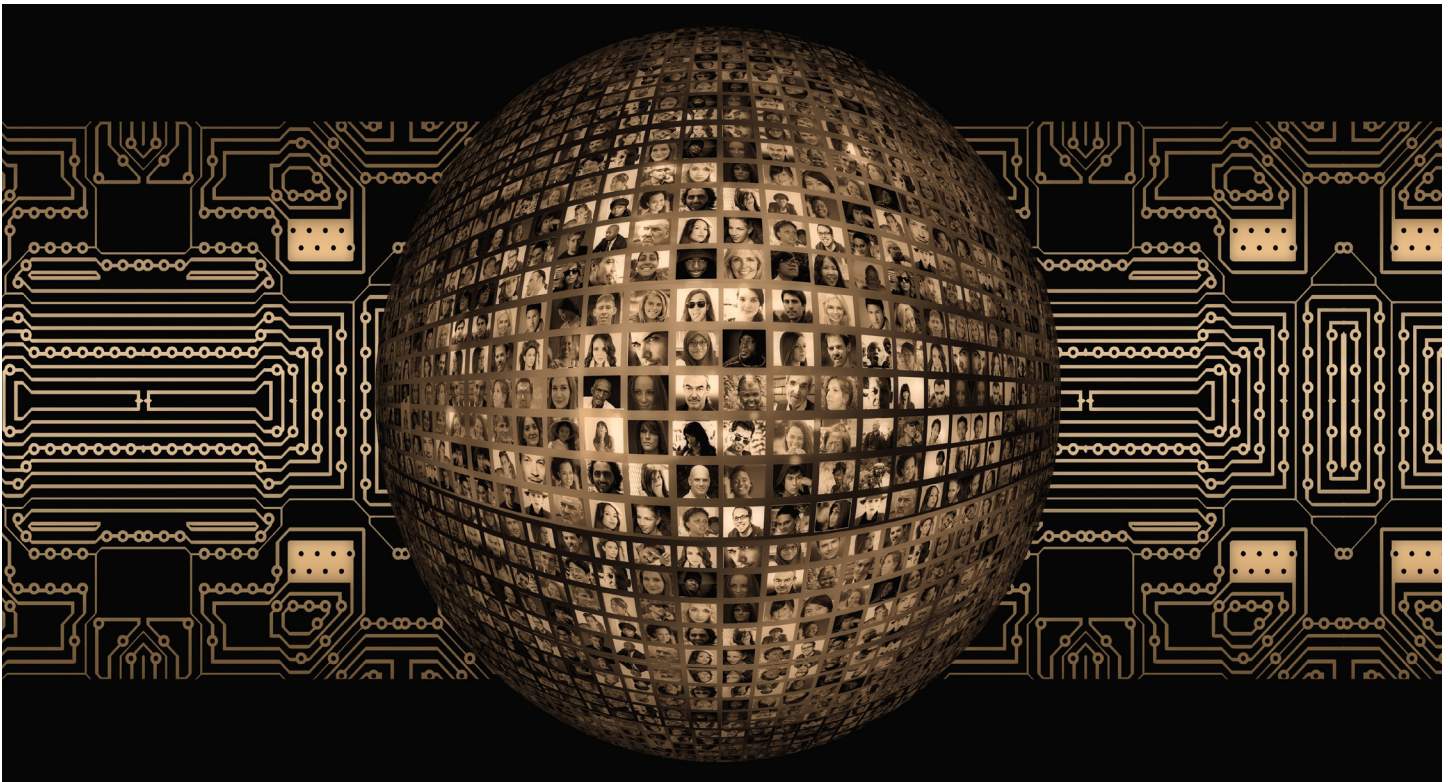
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AIRLEAP CONFERENCE FEATURED MULTIPLE BIG DATA USES VIA UOPX LEADS

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An October 2017 session (<http://bit.ly/2FqKZnE>) at the Association for Integrity and Responsible Leadership in Economics and Associated Professions (AIRLEAP) dubbed “Improving Understanding in Labor Economics, Big Data, and Small and Medium Sized Enterprises”, organized by Brian W. Sloboda, the associate university research chair for the Center of Management and Entrepreneurship (CME), featured several University of Phoenix Research Hub personnel.

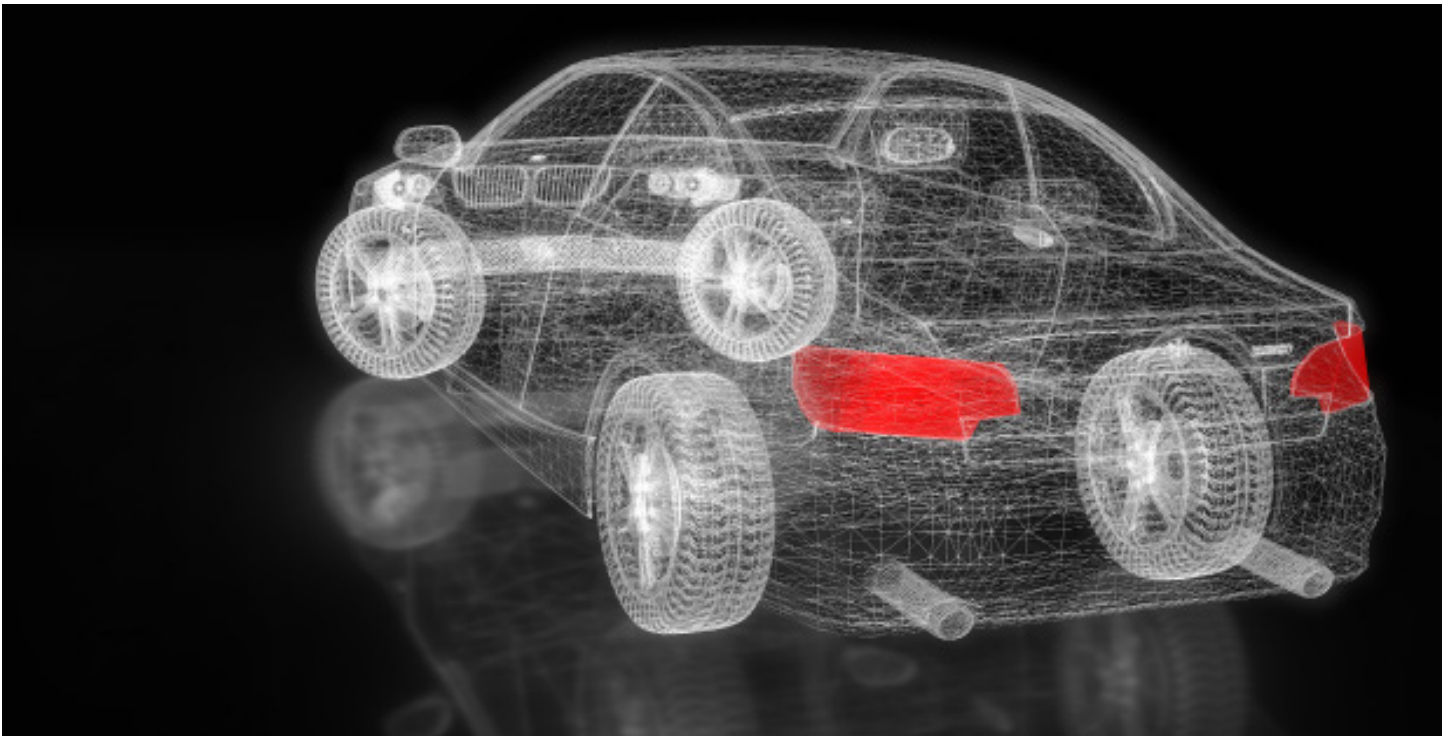
The session fit the theme of CME. In a paper titled, “A Review of Big Data Availability and Accessibility of Small and Medium Sized Enterprises (SMEs)”, Brian W. Sloboda, Fiona Sussan, senior

university research chair at the Center for Global Business and Information Technology (CGBITR), and Norris Krueger, senior research fellow (CME), examined the availability of big data that could be used by Small and Medium Sized Enterprises (SMEs).

The abundant availability of big data has not been leveraged substantially to understand SMEs for policy and practice. Often the publicly available data are fragmented and poorly understood. As a result, it has been difficult for researchers to mesh up data from various sources. Sloboda, Sussan, and Krueger’s paper identified immediately implementable data strategies and tactics to inform evidence-based policy about

SMEs. The robust discussion during the session enabled ideas to be shared and provided further ideas for research.

Finally, a paper titled “Leveraging Big Data to Understand Digital Life” from Mazin Al Hamondo, Lawrence Technological University; Fiona Sussan and Erik Bean, associate university research chair, Center for Leadership Studies and Educational Research, University of Phoenix, featured the impact of harnessing big data for a variety of research and promotional opportunities featured. The AIRLEAP Conference was an inaugural event held in St. Louis, Missouri. For more information visit the AIRLEAP site (<http://bit.ly/2tiOkjP>).



SLOBODA, SUSSAN, AND HOWARD PRESENT ON MOTOR CITY DIGITAL ENTREPRENEURIAL ECOSYSTEM

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“The Rise of Digital Entrepreneurial Ecosystems in Detroit: The Path of the Automobile Industry and Related Industries to Economic Prominence” was presented in March at the Southern Regional Science Association (SRSA, <http://bit.ly/2Fqx73>) in Philadelphia, Pennsylvania. Authors Brian W. Sloboda, Center for Management and Entrepreneurship (CME), School of Advanced Studies, University of Phoenix, Fiona Sussan, CGBITR, School of Advanced Studies, University of Phoenix, Akita International University, Japan and LaTaunya Howard, Center of Global Business and Information Technology Research CGBITR, School of Advanced Studies, University of Phoenix, discussed

the Entrepreneurial Ecosystems (EE) concept that has become a popular topic in recent years because it provides an innovative approach to regional economic development. The concept of EE has been popularized in the literature (Herrmann et al. 2015; OECD 2013; Stangler and Bell-Masterson 2015), and recent literature shows that the local economic contributions have a significant impact on the entrepreneurship process.

Sussan, Sloboda, and Hall (2018) showed that Las Vegas aspires to have vibrant entrepreneurial ecosystems that are relevant to the digital economy. Their approach carefully examined the economic history of Las Vegas, a city known

for its gambling and entertainment industries, and the report details the recent entrepreneurial activities in the city along with the data that measures the vibrancy of the ecosystem and growth of the EE in Las Vegas. In the paper, the team carefully examined the EE of Detroit. What are the factors that drove Detroit to develop a vibrant EE? The first part of the analysis delved into the economic history of Detroit mainly in terms of how it began (in which industry and with whom), and which industries dominated over the years. The second part of the analysis focused on various data sources that described the EE and related systems for Detroit in the digital economy.



TEACHING AND LEARNING WITH THE ARTS

Liz Johnston, Ed.D.

Affiliate, CEIT and TLAR

Teaching and Learning with the Arts Research (TLAR), a new special interest group (SIG) opened in October, 2017, at the Center for Educational and Instructional Technology Research (CEITR). The TLAR-SIG is organized to answer the driving question: What do the arts bring to teaching and learning? Research Fellows, Dr. Elizabeth Johnston and Dr. Rita Hartman are co-leaders for the SIG, which is supported by Dr. Mansureh Kebritchi, Research Chair for CEITR.

Seven TLAR teams, comprised of 22 people in total, are investigating the visual arts, music, design, theatre and the art of leadership. The purpose of this short article is to introduce the context and current projects within TLAR-SIG.

What is the research context?

The value of art has always depended on subjective explanations that did not seem to hold up under the requirements of No Child Left Behind (NCLB). During the late 20th and early 21st century, advocates tried to associate student participation in the arts with greater achievement on

academic standardized, objective tests required by NCLB. These efforts were not especially successful (OECD, 2013).

An extensive review of the literature showed no substantive or consistent connection between student involvement in the arts and higher achievement on the NCLB tests that might not be explained by other factors (Bracey, 2001; Winner & Hetland, 2001). However, qualitative observations of learning in or supported by the arts indicated some unique opportunities (Blasco, Moreto, Blasco, Levites, & Janaudis, 2015; Creech, Hallam, McQueen, & Vavvarigou, 2013; Delamarter, 2015; Eisner, 2002; Klein, 2017; Kresse & Watland, 2016; Shapiro, Rucker & Beck, 2006; Vázquez, 2014).

Educators returned to the idea of art for art's sake with the suggestion that students learn valuable skills in the arts that are not learned anywhere else (Bracy, 2001; Winner & Hetland, 2001). The arts allow learners to expand the repertoire of meaning-making by adding visual, auditory, story-telling, and other forms of expression (Eisner,

1999). Furthermore, the arts engage learners, who then reflect and grow in the process (Klein, 2017).

The arts offer an alternative path to learning and development when compared to the sciences; one that incorporates aesthetics, flexibility in purpose, and the opportunity to relate form to content (Eisner, 2002). The visual arts focus our attentiveness and help us to develop an inner life where reflection is a possibility (Klein, 2017). Learning begins when the learner pays attention or becomes engaged (Klein, 2017). In general, the arts and design engage attention, and stimulate imagination and the capacity to discover alternatives (Kolko, 2010). By 2015, arts educators from 12 nations indicated a curricular shift within creative and critical thinking, problem solving, and design that creating art can support (Milbrandt, Shin, De Eca, & Hsieh, 2015). TLAR teams are developing research studies related to the visual arts, design, music, storytelling, and the art of leadership.

The visual arts: Observations of studio art classes where the goal is to create

works of art indicated a second or hidden curriculum that developed important analytic and creative thinking skills (Winner, Hetland, Veenema & Sheridan, 2007). Extensive classroom observations of studio art instruction showed students developing eight distinct conceptual skills: observing, envisioning, expressing, evaluating, exploring, engaging, persisting, and perfecting a craft. The visual arts require representative thinking, in which the artist observes and extracts essential elements. Arts-related training has been shown to strengthen some observational skills such as responsiveness to patient narrative, and multiple perspectives, while developing empathy in medical students (Shapiro, Rucker & Beck, 2006).

Two TLAR teams are working on research related to the visual arts. Team 3 (Liz Johnston, Jim Lane, Connie Raaz) will gather reflective narratives from late-career professionals to explore their characterizations of early experiences with art education. Team 6 (Patricia Steele, Liz Johnston, Andrew Lawlor, Cassandra Steele, and Sonja Lamma) will analyze 35 immersive, student-centered, and highly visual VR and AR educational applications for similarities to the hidden curriculum of creative and critical thinking identified in studio art classes (Winner, et al., 2007).

Design is the human practice of devising, constructing, and continuously improving procedures, practices, and objects, and of creating something new and valuable in the process (Cross, 2006). Designers rely on both art and science to create an artificial world; or, in other words, the human world. Design shapes the experience of our daily lives; trains, traffic, tennis shoes, and tools are all the outcome of design. The line in a lunchroom has been designed. Inevitably, principles of design were envisioned as an opportunity for leadership (Dunne & Martin, 2006) as leaders consistently press for innovation and change. Educational

leaders shape the curriculum that will shape minds (Eisner, 1991); and, educators will consciously or unconsciously design the school day from curriculum to lunch breaks that will shape student outcomes.

Two TLAR teams are working on research related to design in schools. Teams 1 and 2 (Rita Hartman, Liz Johnston, Cheryl Burleigh, Diana Hart, and Marty Hill) are conducting a case study of principals who are applying design principles of awareness, empathy, and design interventions to improve student outcomes.

Making or listening to music has been shown to support social interactions, personal development, and feelings of empowerment and well being (Creech, et al. 2013). Music is practice based, emphasizing the acquisition of excellent skills through lifelong development (Watling, Driessen, van der Vleuten, Vanstone, Lingard, 2013). Music has been linked to memory as well (Creech, et al., 2013) and supports social collaboration especially late in life (Creech, Hallam, Gaunt, McQueen, & Pincus 2014). TLAR team 4 (Rita Hartman, Liston Bailey, and Jennifer Caitlo) are interviewing professionals, whose passion for music started at an early age, asking the question, how has the thread of music run through their lives?

Theatre, film and story telling: A storyteller, whether sitting around a fire or making a movie, organizes and makes meaning of the vast experiences of daily life. Stories allow the teller or listener to reframe identity and experiences in a new light, to define meaning, and instill hope or (conversely) despair. Story tellers identify and represent key aspects of experience in the telling and retelling of story, which can be in the form of poetry, stories, autobiographies, raps, and songs (Miller, 2015).

Stories from the movies have been used as teaching aids in several settings, including medicine (Blasco, et al., 2015), online education (Kresse, & Watland, 2016), and education

(Delamarter, 2015). Becoming immersed in a story can create memories of an emotional, affective, and intellectual nature that potentially lends to powerful teaching and learning (Blasco, et al., 2015; Delamarter, 2015; Vázquez, 2014). TLAR team 5 (Nola Veazie, Liz Johnston, Cheryl Burleigh) will gather narratives from counselors about how stories portrayed in films can provide therapeutic support for behavioral change in incarcerated women.

Team 7 engages in exploratory research design, wherein members Regina Saldo, Sally Evans, Jan Cardwell, and Nandita Verma are working with Xeno Rasmusson to develop research agendas beginning with extensive literature reviews.

The TLAR teams are part of a CEITR initiative led by Dr Mansureh Kebrtichi to support faculty scholarship. Faculty members who participate in the TLAR teams are collaborators who are growing in scholarship, practice, and leadership.

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KWBA EXECUTIVE ROUNDTABLE, DENVER

James Gillespie, Ph.D.
Associate University Research Chair, COR

On November 2, 2017, the Knowledge Without Boundaries Corporate (KWBC) held a highly successful Executive Roundtable in the Denver, Colorado region. This invitation-only gathering explored the timely, compelling topic of “How Data Analytics can Reduce Organizational Risk and Improve Executive Decision Making”.

University of Phoenix’s Lone Tree, CO, campus served as host for this exceptional event. Dr. James J. Gillespie, University Research Chair for the Center for Organizational Research (COR), served as the principal leader and organizer of the event. Dr. Mark McCaslin, Dean of Research and Scholarship in the School of Advanced Studies at the University of Phoenix, provided opening and closing remarks. Dr. Gregory Bradley, Senior Fellow in the Center for Learning Analytics, delivered an engaging presentation on “Best Practices and Future Directions in Predictive Analytics on Customers and Employees”.

The centerpiece of the event was the invitation-only Roundtable itself, which featured several highly accomplished executives drawn from private and NGO sectors throughout the greater Denver region. The participants including

distinguished leaders from prominent companies and organizations such as the American Red Cross, AT&T, Citigroup, Firstsource, Ford Motor Company, Goodman Manufacturing, Microsoft Corporation, and Pearson Education. Dr. Rodney Luster, Senior Director of Research Strategy, Innovation, and Development at the University of Phoenix, served as the highly capable Moderator.

In the wake of the event, there was enthusiasm among the executives for continuing and formalizing the ongoing discussion and engagement. Thus, under the auspices of the Center for Organizational Research, we are creating the Consortium On Data Analytics (CODA) as a vehicle for continuing the conversation. CODA will be a Denver-centric initiative but will ultimately build mutually productive relationships to other executives from around the US. The following senior executives have agreed to be Co-Founders & Co-Leaders of CODA: Richard Guthrie, Layne Haney, Ron Hyland, Kevin Julian, Matthew Leavy, Leonard Madrid, Scott Nelson, Michael Roy, and Mark Stavaski. We are honored to have these distinguished leaders as part of CODA, and we look

forward to the bright future in the Denver region and beyond for exploring issues related to descriptive, normative, and predictive analytics.

The next formal Executive Roundtable will be held on Friday, August 3, 2018, in downtown Denver. In the interim, via CODA, the Knowledge Without Boundaries Corporate initiative will continue to build connections between the University of Phoenix and the greater Denver business community and beyond on the topics of AI, analytics, data, and machine learning. This is consistent with the goal of KWBC to reduce the distance between the world of academia and the world of enterprise.





KWBA EXECUTIVE ROUNDTABLE, DETROIT

James Gillespie, Ph.D.
Associate University Research Chair, COR

On December 1, 2017, the Knowledge Without Boundaries Corporate (KWBC) held a highly successful Executive Roundtable in the Detroit, MI region. This invitation-only gathering explored the timely, compelling topic of “Detroit Rising: Best Practices for Private, Public, and NGO Sector Collaboration”.

The preeminent law firm of Dickinson Wright served as our exemplary hosts for the Roundtable. The beautiful views from and the setting in their 40th floor conference room were conducive to even further elevating the discussion. Dr. James J. Gillespie, University Research Chair for the Center for Organizational Research, served as the primary leader of the event. Dr. Mark McCaslin, Dean of Research and Scholarship at the University of Phoenix, provided distinguished opening and closing remarks.

The heart of the event was the invitation-only Roundtable itself, which included several highly accomplished leaders drawn from private, public, and non-profit sectors throughout the greater Detroit region. The Roundtable participants including distinguished executives from prominent companies

and organizations such as Aetna, General Motors, Great Lakes Water Authority, Henry Ford Health System, Hispanic IT Executive Council, Staples, Tech Town Detroit, United Healthcare Group, University of Michigan, and University of Michigan Health System. In addition, there were several CEOs from smaller, entrepreneurial firms such as Alocito Inc., Black & Veatch Corporation, BlueWater Technologies, Lear Corporation, Michipreneur, OnlineCare.com, Skidmore Studio, and Technosoft Corporation. The excellent Co-Moderators for the event were Dr. Jan Cardwell, PhD, MBA, Campus Vice President/Director, University of Phoenix Detroit Campus, and Mr. Mike Dubeck, MBA, President at FPC of Troy.

During the meeting, there developed an entirely organic and completely unexpected interest in creating a “movement” that would catalyze, formalize, and leverage the energy and the leaders in the room to do more for Detroit. Consistent with the name of the event, we decided to call this new initiative “Detroit Rising”. This will be an excellent vehicle for COR and KWBC to establish deeper connections with

Detroit, the remainder of Michigan, and the Upper Midwest.

The next Executive Roundtable will be hosted in Detroit, MI, by the highly distinguished law firm of Honigman Miller Schwartz and Cohn LLP on Friday, October 5, 2018 from 10:00am-11:45am. In the interim, via Detroit Rising, the Knowledge Without Boundaries Corporate will continue to build connections between the University of Phoenix and the greater Detroit business community and beyond. This is consistent with the goal of KWBC to reduce the distance between the world of academia and the world of work.





THE SAS PROPOSAL EMERGENCY ROOM

Erik Bean, Ed.D.

Associate University Research Chair, CLSER

I try use my blog to provide some creative inspiration to a broad range of University of Phoenix research hub affiliates, including newer, masters level, and recently graduated doctorates and established researchers. A couple of years ago, I used yoga poses as metaphors (<http://bit.ly/2FugSvK>) to explain the research process. It is these types of conceptual pieces that can sometimes lead to further collaborative efforts, conference presentations (<http://bit.ly/2HbyCJc>), and papers themselves (Bean & Migliore, 2017). This year, however, I want to address doctoral students, chairs, methodologists, and committee members who disagree at times and must still work cooperatively for the validity of the right proposal. To that end, the following soliloquy, “The SAS Proposal Emergency Room” may help you and your team stay focused as every member is an important and integral part of the doctoral journey.

Sirens echoed outside the University of Phoenix School of Advanced Studies (SAS) emergency room. Doctors, chairs, methodologists, and students hurried about inside the ER, preparing to confront a major proposal accident.

The sirens grew louder and louder. The janitor looked up while mopping to see the medical team race past. “What do you think happened?” he asked a nearby practitioner who had also stopped at the sight.

“It’s hard to say,” she said. “There are so many factors with cases like these.”

Suddenly, the switchboard at the head receptionist’s desk lit up like fireworks on the Fourth of July. “SAS Emergency. How may I help you?” answered an assistant. “No, I can’t give you any details just yet. All I know is it was discovered at residency. Administrators reported it about twenty minutes ago.” Slamming the phone down, she wondered aloud, “what’s taking so long?”

Outside, several reporters had arrived ahead of the ambulances and now sought refuge near the entrance, hoping to learn more about the incident. With smoke blanketing from the rear tires, the first of several ambulances came to a screeching halt, nearly knocking over a reporter. Paramedics quickly transferred the first badly injured patient into the hospital. It was a grotesque sight.

“Is it a concept paper or research proposal, I can’t tell,” asked one of the approaching practitioners. From head to toe it was not more than a few pages.

“Can you say anything? A few vowels would help,” asked the only research methodologist on staff. More research practitioners were on their way to assist.

Looking down at what appeared to be the preface, fragments were lodged in haphazard patterns. The entire body was covered with dangling modifiers. “Just say anything,” repeated a committee member. All that could be heard was a few incomplete and run-on sentences.

Whispering in the chair’s ear, the methodologist asked, “can we save this poor fellow?”

“It’s going to be difficult, and there’s only a limited amount of course time remaining,” replied the resident dissertation chair. “Bring this research proposal to surgery STAT!”

“Wait!” screamed a committee member. “You can’t operate. We have to have the doctoral student’s permission first.”

Another committee member asked,

“Is there a byline?”

The specialist chimed in, “Somebody must know... Get the residency facilitator right now!”

Outside, the author – a doctoral student – emerged from the ambulance. A reporter approached her. “Pardon me ma’am, can you tell me what happened?” The student was quite restless and shaken. Judging by how she rested her hand on her head, she was apparently the victim of writer’s block. Behind her, more ambulances arrived carrying more proposals, each with their own shortcomings, ambiguities, and ailing research hypotheses.

Later, in the surgery room, the dissertation chair, methodologist, and committee members began working their research and grammatical magic on the first victim. Simultaneously, struggling doctoral students peered down from a viewing room, hoping to learn from the experts below.

In an active voice, the dissertation chair said, “Right now, I will begin to open up the problem statement.”

After suturing several split infinitives, he glanced up to the doctoral students. “I hope you’re all watching carefully. The line I’m cutting is located in the literature review, just above a prepositional phrase. I’ve got to remove this colon,” showed the Chair.

Next, he said, “I’m going to use parallel reconstruction here.” He narrated each step, offering guidance

for their future work. When finished, he added, “You can quote me on that.” The students did just that, taking careful notes from their view above.

He continued, “Prepare for a perfect research method.” Tightening up a last gap in the hypothesis, the surgery finishes. “Prepare this research proposal for post-rhetorical recovery.”

“Wait a minute. This proposal can’t go anywhere,” noted a committee member. “It’s missing a period.”

The Chair paused for a moment, hoping the students above wouldn’t notice. “Correct, yes,” he said as he added the missing period. “Now, prepare this proposal for post-rhetorical recovery.” The proposal was wheeled out and the team began preparing for the next accident victim.

In the recovery room, a research chair and methodologist couldn’t agree on which process of recovery would be best for the proposal. As this was where all the in-progress pieces went for more APA application, literature review, and research appropriation inspections – respectful collegial argument was common.

“No question, the Mac is the only way to go,” said the methodologist.

“I disagree,” said the research chair. “Windows is best.”

During recovery, physical therapy – including review and input from all

Committee Members – was a common occurrence which enabled the proposal new validity and strength with each passing week. Another round of syntax examinations via updated software with a 500,000-word dictionary and the latest thesaurus also aided the healing process.

Finally, after three months, the proposal’s vital signs read well. The piece was on its way to QRM! Every member of the School of Advanced Studies surgical team felt a positive sense of rigor, but perhaps none more than the doctoral student. For it is the doctoral student whose drive, attention to detail, whose willingness to work with the entire team of academicians can never be underestimated.

Additional Resources

- Constructing a Study Design: Aligning Research Question with Methodology, Design, and Degree Program (<http://bit.ly/2FkmogZ>)
- Writing Well for Scholarly Publications and Dissertations (<http://bit.ly/2H94uhQ>)
- Has Your Research Study been Approved?: Five Approval Items to Consider Before Conducting Research (<http://bit.ly/2HaMRyc>)
- Developing Your Research Topic (<http://bit.ly/2D4tvs6>)
- Preventing Scope Creep in Your Research (<http://bit.ly/2toLNEU>)



UPCOMING EVENTS AND RESEARCH GROUPS

Research Method Center Webinars

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

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

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

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

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

April 12, 2018:

Delphi Method, leader: Dr. Phil Davidson

April 26, 2018:

Mixed Methods, leader: Dr. Ryan Rominger

May 10, 2018:

Quantitative Experimental, leader: Dr. Brian Sloboda

June 21, 2018:

Quantitative Non-experimental, leaders: Dr. Armando Paladino & Dr. Ruzanna Topchyan

July 19, 2018:

Phenomenology, leader: Dr. Karen Johnson

August 16, 2018:

Auto Ethnography, leader: Dr. Jim Lane

September 13, 2018:

Grounded Theory, leader: Dr. Mark McCaslin

September 27, 2018:

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

October 11, 2018:

Quantitative Measurement Development of Surveys, leader: Chara Price

November 8, 2018:

Action Research, leader: Dr. Mansureh Kebritchi

December 6, 2018:

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

Center for Health and Nursing Research

ACPM Preventive Medicine 2018

Annual Meeting of the ACPM: Preventive Medicine 2018

Location: Chicago, IL

Time: 8:15am to 5:00pm MST

More Information <http://bit.ly/2oTRNAT>

Center for Leadership Studies and Educational Research

Proposal Deadline for the 10th Annual Qualitative Report Conference, April 30th. (<http://bit.ly/2G4F85e>)

Center for Workplace Diversity and Inclusion Research Research Communities

Open all year round for prospective researchers, SAS practitioners, and

students who are interested in topics involving diversity. The Center for Workplace Diversity Research has organized its scholarship efforts in order to streamline its different lines of research by creating research communities. To participate, contact the community leader or email us at WorkplaceDiversity@phoenix.edu

About the Communities

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

Active Research Communities

- Cultural Conflict and Society Research Community Leader: Dr. Ray Bynum (CWDIR Research Affiliate) <http://bit.ly/2oQAerJ>
- Creative Leadership in Diversity and Inclusion Research Leader: Dr. Bethany Mickahail (CWDIR Research Fellow) <http://bit.ly/2Fs0yZd>
- Gender and Gender Identity in the Workplace Research Group Leader: Dr. Donna Smith (CWDIR Research Affiliate) <http://bit.ly/2FkFjfU>
- Special Needs & Disabilities Leader: Dr. Alana Lyles (CWDIR Research Affiliate) <http://bit.ly/2HgJcyM>
- Spirituality in the Workplace Leader: Dr. Maryse Nazon (CWDIR Research Affiliate) <http://bit.ly/2FAG9Ej>

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

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