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HIGHLIGHTS IN THIS ISSUE

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PHOENIX SCHOLAR

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Editorial

As we ponder the efficacy of qualitative research – the subject of this Phoenix Scholar edition – for a variety of important applications inside the academy, industry, and society, I found myself gazing out my large kitchen window here in rural big sky country, Montana. I have a clear view of the dormant cottonwood trees occasionally obscured by waves of blustering, blizzard-induced blowing snow. Behind those mottled brown sleeping giants, a vast whiteness broken only by a puffed-up guinea fowl flying into the brittle bone-like branches of the trees. I am struck by the contrast of what I see outside with the scattered clutter of overlooked mail on my kitchen table, the warmth of my floor heater at my feet, and the sharp earthy scent of the Tolima region Colombian cup of dark roast coffee sitting next to my laptop. I find myself thankful, for the oil fueling my furnace, the water misting from a nearby humidifier, and for the clicking of my blue heeler's nails on our hardwood floor reminding me of her constant devoted companionship.

The above, as an example, provides a unique description of the qualia of a setting and the positionality of the author in relation to the setting. Qualitative research, in a similar fashion, seeks to uncover, or from a constructivist perspective co-create, deeper understanding of the qualia of lived experience. Within this issue we feature an interview with Professor Johnny Saldaña, one of the leading qualitative researchers of our day. Saldaña notes that it is important not only to be able to understand when a research question calls for qualitative research, but why qualitative research is important and the meaning behind its observations.

In my backyard Montana landscape, I could have noted the number of trees within view (3), the number of guinea fowl now perched in the trees (2), or that the temperature is 9 degrees Fahrenheit with a humidity of 81% and 21 mile-per-hour wind. However, the numbers do not convey the same feeling or tone, do not 'paint the picture' as it were of the setting and my own positionality within that context. It is not that the numbers are unimportant, simply that they convey different information about the world as Saldaña notes. Qualitative data can provide rich description, prominent themes, deeper understanding of how we make meaning of the world, a world he re-invigorated within the research community over the past 30 years.

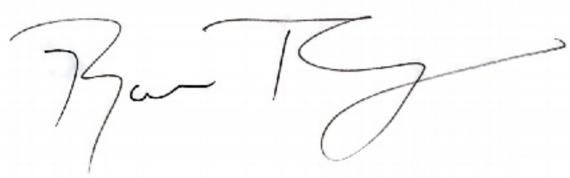
And so those connected to our University of Phoenix doctoral community demonstrate, as they have done so rigorously over the past few years, just exactly how qualitative research can be used in a variety of meaningful ways. As is recounted in Dr. Erik Bean's story TQR10: School of Advanced Studies Among Most Represented. While our focus is qualitative, we know that quantitative research has its place too. So, we offer a quantitative antipodean counterpoint by Dr. Brian Sloboda in Time Series Analysis: What Is It and Why Is It So Hard to Do? Together, these and several other articles showcase the right methodology for the right applications.

As with the coming of Spring we find warmth in celebrating the accolades of Dr Duthely in *Dr. Lunthita Duthely CEITR Research Fellow and UOPX Alumn, is Awarded an NIH Grant*, by Dr. Liz Johnston. Johnston introduces us to the work of Dr. Duthely and her successful bid for National Institute of Health funding. Find out more about her project treating women with HIV by reading within. You also will be interested in the article about Dr. Jared Padgett and his colleagues who recently presented at the University of Oxford, and many other engaging articles that represent the significant scholarly impact University of Phoenix continues to make.

Therefore, I eagerly invite you to brew a cup of your own earthy Colombian roast, chai tea, or soothing beverage of your choice, sit back, and enjoy our Spring 2019 edition!

With much warmth,

Dr. Ryan Rominger



Excellence by Design: Reflections of a School Principal

Joy W. Taylor, Ed.D.
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Within school walls there exists a unique culture. Oftentimes, this culture is inferred through the actions and behaviors of those involved. This can lead to missteps and inconsistent levels of program implementation. New staff, students, and parents coming into a school quickly adopt the behaviors and attitudes of those who have come before. Teachers entering a school where it is common practice for colleagues to work in isolation, arrive late to meetings, miss days of work and treat students with disrespect may gradually embrace this behavior. When team members demonstrate that they have embraced mediocrity, the new kid on the block has a decision to make. "Do I go with the flow, or do I make waves and do what is best for academic excellence?"

As incoming students and their parents arrive at the schoolhouse door they are immediately presented with the culture of the school beginning in the parking lot. Are grounds neat and orderly or messy and unkempt? Does the office staff project warmth or an air of indifference? Are students and parents moving about the campus in a purposeful and orderly manner or does chaos reign? Does the classroom project an environment conducive to higher level learning and interaction? The route new staff, students, and parents take can be guided by administrators with well-developed plans of engagement.

After more than three decades as an educator, I appreciate the fact that we usually get what we expect. If excellence is our consistent standard, teachers, students and parents will rise to the occasion. For the purposes of this study, excellence is defined as stakeholders within the school striving to meet an agreed upon standard through implementation of a continuous improvement model. This model includes planning, implementation, monitoring, data collection, feedback/discussion, and revision.

Most of my years as principal were spent in a Title I school with 100% free-reduced lunch students. Upon my arrival, 83% of students in grades three to five read below grade level. In fact, the school had received a grade of "F" from the Department of Education just a month before my appointment as new principal. Additionally, there had been five principal changes in less than 10 years. Many teachers felt they and the students were doing the best that could be expected under the circumstances. Frequent administrative changes clearly impacted the level of consistency with program implementation, disciplinary procedures, and general day to day operation. This long-term inconsistency had permeated the school and even a first-year principal quickly realized the desperate need for order and routine if academic improvement was to be realized.

Excellence by Design

Schools should strive for excellence by design. Schools designed with excellence in mind leave little to happenstance or chance. The tone of the school is set in the parking lot through the maintenance of pristine grounds. As you proceed through the school, evidence of high expectations flourish. Walls are decorated with the school motto; school reading, writing, and mathematics goals; positive affirmations; and useful information that acclimate newcomers to the school and the beliefs embraced therein.

During my first year as principal best practices within the school started – out of necessity – with establishing a sense of order. Our campus had a student body of less than 500 students, but generated well over 1,000 discipline referrals yearly. Job one was the establishment of a Behavioral Leadership Team (BLT) whose purpose was to help establish standards or rules for how students and staff conduct themselves throughout the building. Well-trained teachers who present a unified front can generate an immediate impact on student conduct. My firm belief was that if the adults on campus begin to operate in an orderly and respectful manner, the students would "magically" follow their lead. For example, the BLT developed guidelines for how we would progress through the halls. All adults were trained on what the standard looked like and then tasked with teaching their students. It is amazing how a few strategically placed STOP signs can help students move in an orderly manner from the bus, to the media center, to the cafeteria or music room. These signs are recognized by even the youngest preschooler as a reminder to pause at intersections. Additionally, novice teachers gain a greater sense of confidence as they lay out the same set of expectations as the veteran next door.

To address the widespread discipline issues, morning areas were assigned by grade level. This kept the hallways clear and calm during arrival. Within each area, support staff offered students learning options such as independent reading, academic games, and opportunities to interact. Teachers were required to provide bell work for students to complete upon entering the classroom. This allowed for an orderly start to the morning so that housekeeping tasks such as attendance, lunch count, and daily announcements required minimal time. Routines are critical for an orderly school. While it is important to incorporate surprises, students develop a sense of safety and confidence when there is a level of predictability to the school day.

Other BLT expectations focused on homework, common planning time for teachers, parental engagement requirements, and setting school goals. Goal setting is a skill that is helpful for adults and children. Goals help us understand where we are on our academic journey and identify where and when we need to be at a specific level. Teachers, students and parents who understand what is expected of them and have benchmarks in place to measure progress along the way are more likely to attain goals.

Of special importance was the inclusion of practices that helped to develop a love of reading in students. We developed classroom, individual, and school wide goals to help achieve the target of reading a set number of books each quarter. As a team we celebrated by hosting special events for the entire school such as teacher talent shows, ice cream treats, no homework days, and more. One of my fondest memories was seeing a school with 83% of students reading below grade level evolve into bookworms as they pushed to achieve targets. This increased time on task led to greatly improved reading performance and changed how we viewed our school. Staff, students, and parents no longer saw our school as a failure. They embraced the idea that anything is possible when you have a strong plan, set targets, and everyone does his/her part.

School leaders who develop a plan for success are more likely to achieve it when key stakeholders understand what is expected of them, have clear measures for success, and hold each other accountable. Recently retired after 36 years of working in the 10th largest district in the United States, I reflect on experiences that led me to the conclusion that people perform better in a well-organized environment that operates on achieving specific, timely, and measurable end goals. Each team member – regardless of years of age or experience – respond to knowing why we do what we do and what their role is in making it happen. This intentional effort to operate as an all-inclusive campus was especially necessary due to the diverse needs of the students and families. As stated, the school was 100 percent free/reduced meals. While all came from poverty-stricken homes, there was wide representation of diversity within the school. In fact, we served a range of academic needs including second language learners, the emotionally and mentally challenged, those with unique speech and language needs, gifted students, and students with varying learning abilities. One requirement common to all students was the requirement to set learning goals.

Setting common goals develops a sense of being part of the team. Teacher planning and class meetings to reflect on progress help teachers and students identify specific roles in overall achievement. These goals are not limited to the basic areas of reading, writing, and math. In fact, all areas of the school day call for “instruction.” Accountability increases when all stakeholders understand what the standards are, receive necessary instruction on how to achieve them, and have frequent opportunities to reflect on how we are performing individually and as a school team. With accountability comes an enhanced sense of responsibility, which puts schools on track to excellence. More importantly, being part of a team tasked with accomplishing hard work is satisfying and builds a school culture of pride in a job well done. Success breeds success. Countless hours of planning, data collection and analysis, revisions and discussions paid off. It was not an overnight success, but our lovely school moved from an “F” to “A” rating. This will always be one of the highlights of my career.

TQR10: School of Advanced Studies Among Most Represented

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

University of Phoenix School of Advanced Studies (SAS) was among the most represented of all presenters at The Qualitative Report (TQR) Conference (http://bit.ly/2SNg8cw). The 10th annual scholarly event was held at Nova Southeastern University, January 2019. From recommendations to improve the qualitative research process, to examples of grounded theory and narratives in school settings, to reflections of UOPX Research Methodology Group presenters were driven by rigor and ready to field many insightful comments and questions from attendees.

Among the most visible was the work conducted by Dr. Ryan Rominger (http://bit.ly/2kpjLBw), associate university research chair, Center for Leadership Studies and Educational Research (CLSER), who led or was co-author on six presentations including two workshop/panels. Rominger is no stranger to higher education. He co-leads the University of Phoenix Research Methodology Group (http://bit.ly/2DV2f1H) with Dr. Mansureh Kebritchi (http://bit.ly/2ws2CO9), university research chair, Center for Education and Instructional Technology Research (CEITR). Rominger, alongside of a team of dedicated specialists, offered a collection of webinars and advice for the most popular methods used by the school's doctoral students. Among the many roles he served include doctoral program coordinator, associate dissertation director, full-time assistant and associate faculty, dissertation chair, adjunct research faculty. In addition he and has authored/co-authored several published research studies in psychology and education. Rominger led and co-authored these workshop/panels and presentations:

• *The Many Faces of Mindfulness in Qualitative Research*

• *Using Praxis Courses and Online Qualitative Data Analysis Software (QDAS) to Train Geographically Distributed Novice Qualitative and Mixed-Method Researchers*

• *Proposed Use of Prominence in Qualitative Research*, led by Erik Bean (http://bit.ly/2iPinHM) and Liz Johnston (http://bit.ly/2ojf7Ht), associate university research chair (CEITR)

• *Using Grounded Theory Coding Sequences as a Transformative Teaching and Learning Engagement*, with Mark McCaslin (http://bit.ly/2PPKR3B), Ph.D., dean of research and scholarship

• *Exploring a Research Methodology Group Framework for Nurturing Research Methods and Designs: An Action Research* with Mark McCaslin and Mansureh Kebritchi

• *Research Methodology Group: The Community of Scholar Practitioners to Enhance Qualitative and Mixed Methods Designs* with Mark McCaslin, Mansureh Kebritchi, Liz Johnston, Erik Bean, James Lane (http://bit.ly/2trrUdo), Karen Johnson (http://bit.ly/2T4wmND), and Phil Davidson (http://bit.ly/2Be6Ryl).

Several other UOPX scholars also provided thought provoking scholarship including these presentation titles:

• *Perceptions of Faculty Ethical Decision Making: Awareness, Learning, and Change* by Cheryl Burleigh (http://bit.ly/2V0S0Qa)

• *Stories Told and Lessons Learned: Reflections on a Year of Narrative Research* by James Lane

• *Hurricanes, Schools, and the Ethics of Care and Community: A Narrative Study of School Leadership* by James Lane with David Proudfoot (http://bit.ly/2N2e8Jx), Shaquanah Robinson, Sally Evans, and Belinda Moses (http://bit.ly/2SdKboD)

• *Grit and Spirituality's Influence on Doctoral Success – To "Mixed" or not: Qualitative Approaches, Quantitative Researchers* by Lunthita Duthely (http://bit.ly/2GwhTo1), with James Rice (http://bit.ly/2IlE9CF), and Diana Hart.

The annual conference has grown and has attracted notable scholars including keynotes: Kathryn J. Roulston, Eli Lieber, and Sally St. George and Dan Wulff as well as other seminal qualitative researchers like Johnny Saldaña whose workshops entitled *Teaching Qualitative Research Methods Principles through Popular Film Clips and Gaming in the Qualitative Research Methods Studio* were among the most widely attended. 2018 Distinguished SAS Faculty and CLSER Fellow LauraAnn Migliore also was on hand supporting Grand Canyon University student Bridget Arena in her works *Avatar-Mediated Virtual Learning Experiences and Productive Conflict and Avatar Mediated Self-Determined Learning in an Immersive 3-D Virtual Learning Environment*. The deadline for proposal submission to the 11th Annual TQR Conference (http://bit.ly/2Ej3vx1) held from Jan 15-17th, 2020 is April 30th, 2019.

Exploring Research Methodology Group for Nurturing Research Methods and Designs: An Introduction and Action Research

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

Mark McCaslin, Ph.D.
Dean of Research and Scholarship
School of Advanced Studies

Ryan Rominger, Ph.D.
Associate University Research Chair
Center for Leadership Studies and Educational Research

Overview About the Research Methodology Group

Research Methodology Group (RMG) was established in January 2018 at University of Phoenix, Research Hub to enhance the research method knowledge and skills of the students and faculty members. Experiential learning and scholarly leadership serve as the theoretical framework of the group. Scholarly leadership is held as a transformative relationship among scholars and practitioners to advance the community of scholarship. Experiential learning bridges theory and practice cultivating a community of practice.

Within the context of the theoretical framework, a committee of 12 methodologists has been formed to share their expertise and make the connection between the theories and application of research designs. The group grew a dynamic community of scholar practitioners, with 115 current members (as of Feb 2019) who interact with the committee of methodologists and use the support provided by the group. The group provides research method and design co-curricular activities and supports listed below and can be accessed via the RMG site (http://bit.ly/2iTlQVX).

- Guidelines, materials, and resources
- Monthly Design Webinars: For 2018, 14 webinars were offered, and the recordings are available at the RMG site. For 2019, 16 webinars will be offered, see Table 1 for the schedule.
- Method and design consultation for doctoral students and chairs
- Design blogs at the RMG site
- Method and design discussion forums

The Committee of Methodologists for 2019

- Dr. Mark McCaslin: Grounded theory
- Dr. Mansureh Kebritchi: Case study and Action research
- Dr. Ryan Rominger: Mixed methods, Program evaluation, and Narrative inquiry
- Dr. Erik Bean: Content analysis
- Dr. Liz Johnston: Content analysis
- Dr. Phil Davidson: Delphi method
- Dr. Brian Sloboda: Experimental and Quasi experimental
- Dr. Armando Paladino: Correlational design
- Dr. Michelle Hill: Causal comparative
- Dr. Karen Johnson: Phenomenology
- Dr. Jim Lane: Autoethnography and Narrative inquiry
- Dr. LauraAnn Migliore: Survey Design

For the RMG Monthly Design Webinar Schedule for 2019 see Table 1.

RMG Monthly Design Webinar Schedule for 2019

	Date	Monthly Research Design Webinar 2019 Schedule https://research.phoenix.edu/content/research-methodology-group/research-method-webinars
1	Jan 24, 2019	Welcome to 2019 Webinars by Committee of Methodologists
2	Feb 21, 2019	Case Study: Dr. Mansureh Kebritchi
3	March 7, 2019	Content analysis: Dr. Erik Bean and Dr. Liz Johnston
4	March 28, 2019	Descriptive Causal Comparative: Dr. Michelle Hill
5	April 4, 2019	Delphi Method: Dr. Phil Davidson
6	April 18,2019	Mixed Methods: Dr. Ryan Rominger
7	May 16, 2019	Experimental: Dr. Brian Sloboda
8	May 30, 2019	Quasi-Experimental: Dr. Brian Sloboda
9	June 20, 2019	Correlation: Dr. Armando Paladino
10	July 18, 2019	Phenomenology: Dr. Karen Johnson
11	August 1, 2019	Program Evaluation: Dr. Ryan Rominger
12	August 15, 2019	Auto Ethnography: Dr. Jim Lane
13	Sep 5, 2019	Grounded Theory: Dr. Mark McCaslin
14	Sep 19, 2019	Narrative Inquiry: Dr. Ryan Rominger and Dr. Jim Lane
15	Oct 3, 2019	Survey Design: Dr. LauraAnn Migliore
16	Oct 24, 2019	Action Research: Dr. Mansureh Kebritchi

Research Methodology Group at The Qualitative Report Conference

The RMG qualitative methodologists offered multiple presentations and a panel of discussion at The Qualitative Report (TQR) Annual Conference in Jan 2019 (http://bit.ly/2EjL23l). In the panel of discussion, the methodologists shared their reflections about working as a methodologist and teaching research designs in online settings at RMG (see the picture below). The conference audience from various higher education

institutions in the United States and abroad were excited about RMG resources and webinars. Many of them requested attending the RMG webinars and using the resources.

Action Research Conducted at Research Methodology Group

A practical action research was conducted to evaluate the effectiveness of the group and explore a) issues related to implementing established research designs, b) use and influence of alternative research designs, and c) effective practices for teaching and learning research methods and designs. The group of methodologists provided design guidelines, resources, and webinars to nurture researchers' skills. Surveys, interviews, and reflective papers were used to collect quantitative and qualitative data and addressed the four research concerns. This action research study received $10,000 UOPX Teaching and Learning Grant that was distributed among the RMG methodologists. The following main questions guided the study:

1. How effective was Research Methodology Group in enhancing the participants' research design skills and knowledge?

2. What are the issues and challenges related to implementing the established research methods and designs such as qualitative and quantitative research methods and designs, mixed methods, action research, and program evaluation?

3. How does exploring alternative, nontraditional, and emerging research designs within qualitative, quantitative, and mixed methods such as arts-based, collaborative inquiry, and appreciative inquiry, improve the professional life of the participants?

4. How do the webinars and programs offered by Research Methodology Group enhance the participants' knowledge and skills related to research methods and designs? What are effective practices related to teaching and learning research methods and designs?

Method

Quantitative and qualitative data were collected from 2018 webinars' presenters (RMG committee of methodologists) and participants. The RMG methodologists completed 12 Reflective papers (1-2 pages via Google doc sheet) and reflected on their experiences working as RMG methodologists. The webinar participants completed 57 Surveys with closed and open-ended questions (Via Survey Monkey) and participated in 22 Interviews (Via phone, Skype, or email).

Descriptive analysis was conducted to analyze the quantitative data collected via Survey Monkey. Dedoose was used for coding and making categories and themes for qualitative data. Overall, 7 categories with 28 themes were generated. The 7 major categories were:

• Challenges

• Desires (what people would like to see)

• Methods (codes particular to method issues)

• Nontraditional (codes focused on nontraditional research methods)

• Research (qualities pertaining to the researcher)

• RM SIG (codes broadly applying to the RM SIG endeavor, including webinars and website)

• Webinars (codes which specifically address the webinars)

Results

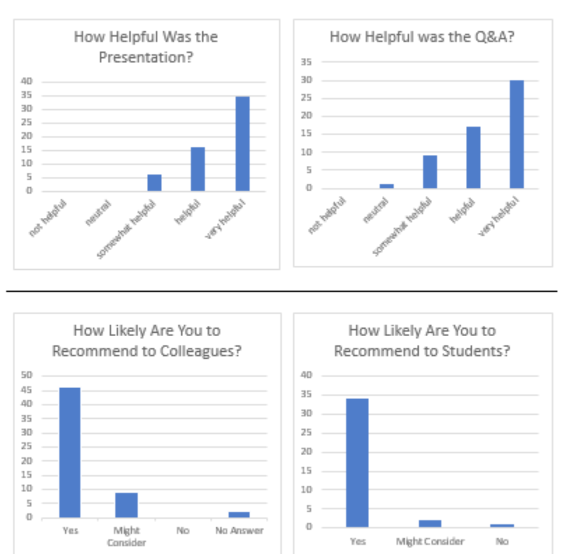
The results are presented in the order of the main foci of the study which included a) evaluation of the effectiveness of RMG group, b) exploring issues related to implementing established research designs, c) identifying use and influence of alternative research designs such as arts-based, collaborative inquiry, and appreciative inquiry, and d) investigating effective practices for teaching and learning research methods and designs, particularly in online setting.

Quantitative Results for Effectiveness of Research Methodology Group

Descriptive analysis for participants' quantitative feedback for evaluation of RMG is provided in Table 2.

Table 2

Descriptive Results for Effectiveness of Research Methodology Group in 2018



Qualitative Results for Effectiveness of Research Methodology Group

The following main findings emerged as a result of analyzing qualitative data to evaluate the effectiveness of RMG.

• Participants learned about, and increased their understanding of, both traditional and nontraditional research methods

• The webinars and resources contributed to faculty professional development

• The webinars and resources contributed to student research methods understanding

• The RMG built scholarly community

• The RMG expanded resources for the scholarly community

• The webinars and resources facilitated mentoring of doctoral students

Some of the selected quotes from the participants are provided in Table 3.

The Issues and Challenges

The following main findings emerged for issues and challenges participants experienced related to implementing established research designs.

Table 3

Selected Quotes for Effectiveness of RMG

P1: "I think they are superb. The fact that they provide PowerPoints and other resources is excellent. I just had a student who was doing narrative inquiry. She was having problems. I was able to give her those resources, and it helped. "
P2: "The resources and definitions for the AE webinar were outstanding. This was something I didn't know about, and I appreciated learning more. It was so nicely done, that it could be offered to other professional groups. The detail was excellent."
P3: "Part of the reasons I attend the webinars is to learn and get more examples. One challenge is knowing what a good example of case study or whatever. The webinars do that. I found that the Webinars give excellent examples, and I have found them very helpful."
P4: "I'm a doctoral student at X, so I'm really just getting into my dissertation process. I've been at it for 1.5 yrs or so. I would say that I have had 1-2 methods courses. Second one didn't go as well. The problems that I have had either in work life or school is that are related to the complexity of the methodologies. Knowing which test to use or which method to choose to pick to answer the questions. Once I do pick one, I don't know how to interpret the significance of the findings. I know how to punch the buttons, and get the print-out, but I don't know what to do with it at that point."

• Lack of information, finding the right information and resources

• Research process problems (e.g., finding gap, research questions, recruiting participants, writing reports, etc.)

• Understanding method selection, and how to remain aligned with and execute chosen method

• Institutional/structural difficulties (e.g., lack of funding, belief the school does not support the method, IRB/methods experts do not understand method used by researcher, etc.)

• Mentoring students through the research process

Nontraditional Designs

The following main findings emerged based on the qualitative data analysis for the use of nontraditional designs such as arts-based, collaborative inquiry, and appreciative inquiry, and their influences on the professional development of the researchers.

• Participants believed nontraditional research methods expanded research opportunities ("broadens perspective", "enhance creativity", etc.)

• Nontraditional designs meet unique research needs (improve research outcomes)

• Nontraditional designs can be more engaging/interesting to researchers (and students), more holistic/whole-person

• Learning about nontraditional research methods led to professional development for faculty

• Learning about nontraditional research methods increased connection to scholarly community

Some of the selected quotes from participants are provided in Table 4.

Table 4

Selected Quotes for Nontraditional Designs

P1: "I found is that exploring these other options like the content analysis or Appreciative Inquiry (AI), really opens up my appreciation for research. In past, I would see research as very black and white. Now, I see research as having a much more human aspect, with the emphasis on process as well as findings."
P2: ""I would never have developed a relationship with someone like X unless we are on a team together. Being on a team and doing non-traditional research makes you feel good about doing research, feel good about the kind of contributions, you can make in a team."
P3: "Much more creative in projects, which traditionally wouldn't have been thought of. Now we can look at holistically what people's experiences are and how those experiences can be translated into meaningful research. By having alternative RM or thinking outside of the box we can have meaningful topics which may not have been deemed worthwhile.... bringing awareness to alternative types of research out there that are acknowledged by different journals. Most think of traditional journals and traditional conferences, but there are many more out there. By being exposed to alt RM it broadens our perspective to how we can approach research. Also, how we can find niche of individuals who appreciate that type of

Effective Practices for Teaching and Learning

The following main findings emerged based on the qualitative data analysis for effective practices of teaching and learning research designs.

Effectiveness of the webinars

- Appreciation for the webinars and their contents
- Impacted doctoral students who participated or used them as a resource
- Demonstrated clear outcomes with increased understanding of methods, fueled presenter and participation passion for research
- Appreciation for Q & A with some wished the webinars were longer

Table 5

Selected Quotes for Webinars' Effectiveness

P1: "Very effective for me to brush up on methods/designs and to make me research things I question."
P2: "Listening to the professional and learning about best practices for different research designs was meaningful. This was a great way to enhance skills and discuss opportunities for future studies."
P3: "They are very important. I have sent students to the Group many times to listen and get more information. I think it is very effective. People may not be able to listen to it on that day, but they can access the recordings for later. "
P4: Great to use with doctoral students: "The methodology webinars and workshops are fundamentally beneficial to all active doctoral students whether in early career or later. They show real world examples from people who are immersed in the literature. They have published in these journals."
P5: Faculty Use as Refresher: "I have been away from chairing my doctoral dissertation students since 2014. My two current students are quantitative, and I try to read RMG materials and use the webinar recordings and slides to make myself familiar with quantitative designs and resume mentoring my dissertation students."

Suggestions for improvement of the webinars

- Largest – overcome technology difficulties (changed with time)
- Increase marketing & outreach
- Increase interaction (not a single presenter)
- Focus on examples
- Focus on practical application of methods
- Discuss opportunities to connect with other researchers

Overall Effectiveness of Research Methodology

- Resources helpful (desire for more)
- Ability to expand and build scholarly community
- Participating facilitates professional development
- Main critique: participants want MORE! More resources, more outreach/ marketing to students, more online dialogue (i.e., couldn't get enough, and wanted to share the good news!)

Conclusion

The emerging results indicate that Research Methodology Trainings that are technologically appropriate, well marketed, interactive, full of examples and extended question and answer periods, along with rich, credible online resource webpages can be very effective. The trainings with the aforementioned characteristics are useful for both faculty and students and promote increased understanding of research methods, ignite creativity and passion for research, facilitates professional development, enhance mentoring of doctoral students, and expand understanding and appreciation of nontraditional research methods. The results of this action research will be useful for the research methodologists, researchers, and instructors who are interested in developing ad offering effective training to enhance knowledge of research methods and designs.

Highlights from CEITR and the Research Hub

Elizabeth Johnston, Ed.D.
Senior Research Fellow
Center for Educational and Instructional Technology Research

In this short article, we highlight some of the achievements and successes of our faculty in an effort to make appreciation more of a continuing condition rather than an event. Our intention was and is to recognize the pivotal role that faculty members play in the success of School of Advanced Studies (SAS) students and ultimately the larger university community. A second purpose is to strengthen our research community. To that effect, we are adding some updates about some of the CEITR and other center groups. And now for the news!

The Alumni SIG

The Alumni SIG brings in successful SAS alumni to talk informally about their experiences as doctoral students and graduates. Visit this page to see more about the achievements and celebrations of our SAS graduates and for more information about the program http://bit.ly/2IGHrAJ.

Dissertation to Publication (D2P)

Registration is now complete for the D2P Spring, 2019 workshop. University of Phoenix affiliates, including faculty, staff, graduated doctoral students, and doctoral students close to graduation, who are interested in publishing their doctoral dissertations (in all disciplines) are encouraged to participate. Dissertation chairs/committee members may participate with their doctoral students. Workshop Meeting Dates are: Jan 23, 2019, Feb 13, 2019, March 6, 2019, March 27, 2019; Submission to the target journals: April 17, 2019. More news is available at the site here http://bit.ly/2ws2zBX.

End of Year Event (EOYE)

On December 14th, the research centers participated in a shared EOYE to celebrate, collaborate, and unify our efforts. The theme for the part was a metaphysical potluck, where everyone is invited and brings something to share at this community event. The plan was to give everyone a chance to contribute and keep the event within an hour-long time frame. Hosts were Elizabeth Johnston and David Proudfoot. Mansureh Kebritchi and Mark McCaslin welcomed everyone. We started with appetizers, which were designed to stimulate and refresh. Jim Lane developed a great talk and subsequently a Blog about medium and message here at the research hubs. Louise Underdahl presented a Wordle based on text gathered from every one of the research hub centers.

In the main course, which was intended to be nourishing and substantial, we heard from Erik Bean, Ryan Rominger, Rodney Luster, Mansureh Kebritchi, Elizabeth Johnston, and Kim Underwood. Dessert was a sweet treat at the end.

Life is busy but the EOYE was fun and worth watching for next year. In the meantime, please read Jim's thoughts for a sense of how we celebrated the end of a year together. See more here http://bit.ly/2TgF2Rk.

Research Methodology Group (RMG)

The RMG provides materials, webinars, and links to articles or other resources. Every month, new topics are presented for discussion. See this page for the schedule http://bit.ly/2oTTwGm.

The first three RMG events in 2019 are welcome and orientation: Jan 24, 2019

Case study, Dr. Mansureh Kebritchi on Feb 21, 2019, and Content analysis, leaders: Dr. Erik Bean and Dr. Liz Johnston on March 7, 2019.

Scholarship of Discovery

Dr. Jim Lane recently presented a paper in a roundtable discussion at the Association for Middle Level Education 2018 Annual Conference, held October 24 – 27 in Orlando, FL. Dr. Lane discussed the results of a mixed methods study that described and analyzed the opening and first year of a 550-student middle school in a semi-rural setting in East Central Florida. In planning for the school, district and school administrators designed specific structures and policies to address best practices for middle schools. http://bit.ly/2GP4wzm

ILA Presentations

Dr. Lunthita M. Duthely represented University of Phoenix at the recent International Leadership Association Conference in Palm Beach, FL. She shared her expertise at two panel discussions and one presentation. http://bit.ly/2tHJeLo

AERA, 2019

The American Educational Research Association recently honored Dr. Jim Lane, Senior CEITR Research Fellow. Three papers submitted by Dr. Lane have been accepted for presentation at the AERA 2019 Annual Meeting in Toronto. http://bit.ly/2IBQbHZ

AOM, 2019

Dr Louise Underdahl, Dr. Lynne Devnew, and Dr. Elizabeth Johnston have been accepted as contributors to a symposium at the Academy of Management (AOM) 79th annual conference in Boston Massachusetts on August 9-13th. The presentation is titled *Women Entrepreneurs and Success: The Positive Potential of Data and Passion* and the focus is on exemplary senior women leaders over the age of 70. http://bit.ly/2H6Hmnw

AECT Support for Research

Rita J. Hartman, Marlo Jackson, and Mary Townsend are members of the Teaching and Learning with the Arts Research group (TLAR) Team 8, and requested participation for their study, Technology Integration into the Classroom through the Association for Educational Communications Technology (AECT) website. The innovative strategy to gather data was approved by IRB and also by AECT. The approved survey received over 40 responses from AECT members and the article is close to completion. The research question is, What were the values, beliefs, confidence, and level of preparedness of educators making the change from a traditional learning environment to a learning environment integrating technology? http://bit.ly/2GO7aVW

Book Chapter Published

SAS alumni and CEITR alumni research fellow, Dr. Lunthita Duthely, collaborated with Harashita Sunaoshi, Waseda University, Japan, and Olga Villar-Loubet, University of Miami, USA, to develop a book chapter published by the International Association for Cross Cultural Psychology (IACCP). The book chapter was the culmination of work derived from Dr. Duthely's dissertation and began with poster and speaking presentations in August 2016 at the 23rd IACCP conference in Nagoya Japan. The follow up book chapter, which was not part of the conference proceedings, was accepted for publication by IACCP. Dr. Duthely is a faculty member at University of Miami, Miller School of Medicine. http://bit.ly/2Uc531d

Johnny Saldaña, A Life-Long Pursuit of Qualitative Research Rigor: An Interview with Rodney Luster and Erik Bean

Vitals

Occupation: Professor Emeritis
Degrees: B.A. Drama and English Education, M.F.A. Drama and Minor in Library Science and Speech
Expertise: Qualitative Research Methods, Theatre, and Education
Recent Publication: Qualitative Research: Analyzing Life

Erik Bean

Thank you for joining us today Professor Saldaña. Your contributions to the field of qualitative research have impacted the academy and industry as a seminal contributor and in all aspects of discourse analysis and contemporary story telling. We're very grateful to have you as a Phoenix Scholar guest for this issue emphasizing all things qualitative. Considering our focus, when did you first discover that your contributions to the qualitative research field would be prominent?

Johnny Saldaña

Hard to pinpoint exactly, but it probably happened about 2007 when Editor Patrick Brindle of Sage Publications, UK, was visiting the American Educational Research Association Conference, and he contacted me by email ahead of time because he saw in the program that I was doing a paper on coding and he asked if we could meet at the conference. I said yes. He said that since my paper was on coding, one of the things that Sage Publications was trying to get was a book or a textbook on that topic. So, he asked me if I would be willing to explore writing a prospectus. I was very excited to do so. I quickly put together something and sent it to Sage. When the reviews came in, well, they rejected it [laughing] because they said the book didn't really have a clear direction. So, I licked my wounds and over the next year; I kept doing some more homework and I realized that the reviewers were right, I really didn't have a focus for it and I really hadn't done my homework to find out how much about coding has been written in the literature. I revised my prospectus and submitted it again. This time Patrick said yes! So, for me, it was a significant turning point because that was my first methodological work, and it was certainly – I think – the one that really became the most prominent and the one for which I'm most known.

Erik Bean

Thank you for being candid. That text *The Coding Manual for Qualitative Researchers*, was no doubt the foundation that sent in motion several other textbook efforts such as *Fundamentals of Qualitative Research*, *Longitudinal Qualitative Research*, *Thinking Qualitatively*, *Writing Qualitatively*, and your latest book, *Qualitative Research: Analyzing Life*, which I'm personally fascinated about. Out of these, which one do you like the best?

Johnny Saldaña

Qualitative Research: Analyzing Life is the one that I'm probably closest to because that's a textbook which I collaborated with a former student who is currently an associate professor, now a colleague of mine, over at Utah State University: Matt Omasta. It was a textbook that Sage commissioned, and we designed it to be accessible for undergraduates, but it's certainly appropriate for graduate students as well. That one I feel a special affection for because I collaborated with someone whom I'm very close. The one that I'm probably most well-known for, however, is The Coding *Manual for Qualitative Researchers*, which is currently in its third edition. I kind of get monikered sometimes and nicknamed as "that coding guy" [Laughing]. In the end, I guess that is probably the one I am most known for in academic circles.

Erik Bean

I got my start doing content analysis back in the mid-1990s in journalism at Michigan State University, where I reported to people who were quantitative research journalists. When I discovered this special area, I had no idea that content analysis was separated into quantitative or qualitative in terms of coding, it was just content analysis. It did appear to be more quantitative based on our questions and the content we examined. Today, there are many distinctively separate such studies labeling them either quantitative or qualitative. We know that such focus depends on the hypothesis or the questions about the content the researcher asks. The reason I mention this is that it appears that disciplines often function in silos. Journalism researchers may view content analysis slightly different than psychologists versus the medical community, for example. There seems to be no collective consciousness from one discipline to another making sure that such practices like coding are uniform, for example. Therefore – since you are recognized as a gifted and talented qualitative researcher – what can contemporary researchers do, aside from the obvious of doing cross discipline literature reviews, to assure we collaborate effectively to improve research methods?

Johnny Saldaña

First, thank you for the accolades. I appreciate that and I'm very honored by those words. Secondly, I think certain disciplines have preferences for certain methodologies, like healthcare for example. Healthcare is going to be most concerned with practices like mixed methods, grounded theory, and more rigorous, systematic approaches to qualitative inquiry. Whereas communication certainly started off with rigorous content analysis and quantitative studies, yet now has really flourished into a hybrid of methodologies such as autoethnography, for example. Education in general has kind of an eclectic blend of approaches, all the way from very systematic grounded theory studies to phenomenology. Third, disciplines are going to have, in a way, their own canon but also preferences. Another factor, if you will, is that we are to develop or appeal to a broad range of multidisciplinary audiences, and we need to of course collaborate and develop such works. But sometimes the best works try to appeal to a broad range. Finally – in my own example – I come from a background of education, and so perhaps my works are going to emphasize that a little bit more. My editors have told me that if they really want to try to cut across to all kinds of markets, then I need to include examples from different disciplines – from sociology, from psychology – and to write about methods that are truly transferable to different kinds of disciplines.

Erik Bean

That rationale sounds prudent. It always fascinated me that there's so many journals out there catering to the different disciplines, but there doesn't seem to be one that can provide such checks and balances looking at such research trends. Your answer is apropos because it explains why disciplines are, for the most part, tied to their research methods.

Johnny Saldaña

Exactly!

Erik Bean

Let's turn to your latest efforts, please share with us how you came about that piece *Researcher, Analyze Thyself* – which was used at a keynote session at the 9th Annual Qualitative Report Conference – maybe from a psychological standpoint as I think that Rodney may want to continue from here since psychology is his subject matter expertise. How did that effort come to be?

Johnny Saldaña

Well, Ronald Chenail (founder of the Qualitative Report Journal and conference) had commissioned me for the keynote address to present something that tied in to the 9th annual conference theme, *phenomenology of qualitative research*. So, I wrote the piece with that in mind. And one of the things that I had always been intrigued by from going to conferences and other events is, what does it mean to be a qualitative researcher? And of course, there's that sticky ancillary question which is, "what does making meaning mean?" I've been struggling with that. And I even attempted to write my own definition of it. I talked to some pretty intelligent people and I posed that question to them and they looked at me like deer in the headlights, because I guess people didn't really think to answer, "what does making meaning mean?"

Consequently, the purpose of my whole talk was to try to answer that, and to also just simply reflect on what it is that we do in qualitative inquiry. What are the essentials and essences of our work? The conferences I attended served as some field work, listening to attendees, hearing what they were doing, and I just reflected on my own practice and then put together a list of the essentials from my perspective about being a qualitative researcher. I gathered that information at the TQR Conference in January 2018. I presented and collected more field work again – I believe in May of that same year – to the International Institute for Qualitative Methodology Conference in Alberta. I received input from attendees, and I worked those into the final published piece. It was a very moving piece for others because it was participatory asking them, "okay, why are you a qualitative researcher?" I wasn't asking for what they did because you know we could go to any textbook and we can find out what they do. The bigger question is why do we do it? And that's what I think got people really interested and immersed in the idea of what making meaning means.

Johnny Saldaña presenting at TQR, 2019.

Erik Bean

Fascinating depth, and not a concept that is so easily understood. I am reading in that Qualitative Report Journal article that you also inquired what makes a qualitative researcher smart. And it's not the number of presentations and publications they have. Rather, it is the researcher who can articulate the most complex of ideas using simple, clear, and concise language.

Johnny Saldaña

Exactly!

Erik Bean

Simple, clear, and concise reminds me of the definition of another discipline: that of a technical writer. While making meaning is so important and communicating it effectively is paramount, what then should researchers glean about the work they need to perform on the literature review? Does every qualitative paper have to be tied to the literature or tied to that last springboard study to make it legitimate? Or can we have a paper in qualitative research that might be more freewheeling or more of a self-analysis, if you will?

Johnny Saldaña

My research mentor, Mary Lee Smith, taught me that research is an act of persuasion. I really adhere to that because anything that I tried to do in my writing, I tried to convince or persuade my reader that what I'm saying has some credibility, trustworthiness to it. And for me, it all depends on what the research goals are. I hate research-based poetry that cites the literature and inserts footnotes during the poem. I keep telling people who do that that if you need to do that, then you're not letting poetry do its job. The same thing with a play, a dramatic piece, there are no footnotes or citations in dramatic literature. The play must speak for itself. The poem speaks for itself, and even prose can speak for itself. It doesn't have to have citations to the literature if the writer is truly being persuasive with his or her piece. Narrative inquiry I believe tries to do that. So, for me it all depends on the researcher's goals, what the nature of the paper is all about. And certainly, if I'm reading educational research or multicultural research, I want to make sure that the writer has done his or her job and they have indeed done their due diligence and they know what the literature is all about. Therefore, I think it all depends again on the piece, the researcher's goals, and the purpose of the paper.

Erik Bean

Thank you for being so poignant Professor Saldaña. My colleague Rodney Luster has the reigns now.

Rodney Luster

Professor Saldaña, thanks again for joining this interview. It has been great to hear your wisdom about the intricacies of qualitative research. Let's take a step back and please share with our readers your brief biography?

Johnny Saldaña

Certainly! I am a retired professor emeritus from Arizona State University. I worked in the school of film, dance, and theatre, and I was there from 1981 to 2014. The primary focus of my work has been in theatre education, working with people who are going to be teaching theatre: kindergarten to higher education. And with my work, what I also had to do was research and I have to thank my supervising chair at that time Lin Wright, because she said if I wanted to become an important contributor I needed to do research. Through her mentorship I interviewed children from kindergarten onward. I did studies in schools and all of that was really a great field experience for helping me become a better researcher. And then as I went on, I've just been very fortunate to meet people who were very strong mentors for me. Harry F. Wolcott is one of those mentors who greatly influenced my writing and my contacts with people in the profession. And right now, I am a very eclectic blend of a researcher because once I learned that even people in theatre conduct research – I learned about the plays of Anna Deavere Smith, for example, who use verbatim theatre – once I started learning more about that I ventured into performance ethnography, or ethnodrama, and ethnotheatre. So, I've been very blessed to have a very eclectic set of experiences from many different people. This has been so beneficial for my career.

Rodney Luster

I'm fascinated with theatre, film, and public performances as well. I think that background has always held the attention of our society because we are interested in the human experience as portrayed in theatre or captured on film. This ties into where Erik left off. I tied myself to the track of qualitative research. We know that quantitative has at its center the value of *control*; where, when we are inside the qualitative arena, it becomes more of a value of *openness* and *flexibility*. And when you were talking about the ethnographer I was reminded of some of my old professors who in some of my basic research classes always stressed the imperative of the ethnographer's objective to get intimate with their study by immersion – look deeper by being in the group being studied rather than a detached, clinical stance – and of course this is why we have qualitative and quantitative arenas to play in. But I'm curious about your draw from a psychologist's perspective (habit of mine) [laughing]. What was your motivation towards choosing one maybe more so than the other as a way to really engage research? Not that you don't engage the other, but maybe preference-wise, why qualitative is so meaningful for you?

Johnny Saldaña

The profound change that I had from quantitative to qualitative was primarily a shift in my own field in drama education. Early work from the 1960s onward to about the 1980s, had strongly leaned toward quantitative. But then when qualitative inquiry began to make its mark in the field of education – theatre education – especially Canada and Britain started strongly adapting that particular paradigm for research. And then when Americans really started coming on board with that approach, I too joined in. I was a little bit late to the party, but I also came into it and realized just so much more potential because numbers are valuable. You know, both quantitative and qualitative have gifts that they both bring to the research enterprise. For my particular field, however, qualitative was very much the preferred approach because it dealt a lot with what children had to say rather than reducing their perspectives to numbers. So, we were valuing their language and the voice of the child. This is the same thing with teachers where very rich case studies became prominent in my field, so that rather than seeing teachers en mass (or you surveyed over a thousand of them) you placed your focus on one teacher's story, which really had strong resonance. Also, in the field of theatre education not everyone really gets trained in research methodology, it's mostly artist training. And so, the researchers in theatre and drama are kind of a small niche. We have to learn not just how to talk with the big dogs in education and psychology, but we also have to learn how to translate our research for people for whom research is not prominent in their work (as Erik said, simple, clear, and concise). They're mostly concerned with theatre production perhaps, or day to day teaching in a high school setting, for example. And so, our responsibility is to try to make those people aware of how research helps them to validate the work that they do with young people and to make the case for the arts in the schools. Psychologically, if you really want to know my deep interest in qualitative inquiry, it's because when I tried to enter quantitative research studies for research awards in my field, they were suddenly dismissed and discounted. So, I felt I needed to get on the bandwagon. As I said, I came to the party late and when I was seeing how people in my field who were doing qualitative studies were the ones getting the awards and getting the recognition, I thought, okay, there's something here I need to learn about. Therefore, I immersed myself in qualitative inquiry from the mid-1990s onward. And I just realized, oh wow, I love this approach! I was also very blessed to have great mentors at ASU. I took qualitative research methods courses during my sabbaticals and was really blessed with people who gave me wonderful insights and education for the discipline. And I just absorbed everything. I learned so much as well from conference attendance, professional development, anything that I could do to learn more I did.

Rodney Luster

Does that element of the qualitative aspect lend itself to for instance a discipline like dramaturgy or dramatic composition in theatre studies?

Johnny Saldaña

Absolutely. Because one of the things I promote in my books is that people with a theatre background probably are the best qualitative researchers because we are taught to look at things symbolically, metaphorically, and conceptually. We're taught to observe people so that we can transfer that into performance. If we're taught to observe people, well my G_d, that's what we do with participant observation. When it comes to analyzing interview transcripts that's like analyzing a monologue and a character. And so, theatre people bring to qualitative inquiry a set of skills that beautifully transfer into ethnographic work.

Rodney Luster

Very nice.

Erik Bean

I want to interject here. Not only is that a nice definition of the purpose of which film and theatre individuals bring to the validity of qualitative research but I just keep on thinking in the back of my head there's always been such a tug and pull between quantitative and qualitative. I don't want to overgeneralize that's the first thing they teach you in any research. Right? But, some in quanti discount the qualti adroitly, no numbers, no research. Of course, the community of qualitative researchers understand otherwise. Will these differences ever subside or allow both sides to work in harmony?

Johnny Saldaña

I've been asked, how do you deal with those people, the quantitative people, who dismiss qualitative? I throw it back on them by saying, you mean you're not up on the current trends in qualitative? I make them sound as if they are the ones who are out of the loop. I make them sound as if, through my facial expressions and my vocal tone, I make it sound as if, Oh man, you are just really out of touch with what's going on right now in inquiry [laughing]. I also say that qualitative and quantitative each bring different gifts and I also tried to convince people of those gifts to acknowledge this is what numbers can do, but here is what words and images can also do. And the other thing that I've learned is that when I work with people in workshops settings, I work with a lot of people from healthcare and they come in with a very strong quantitative background. I try at the very beginning to let them know where the parallels are so that they have something to grasp. You know, I explain in quantitative research we have numbers that are symbolic summaries of meaning like means, medians, and standard deviations. Well, in qualitative inquiry, we too have these kinds of representations of meanings except our summaries are in the forms of codes, categories and themes. In this fashion, I help draw for them what the parallels are so that they can better understand the qualitative researcher as an approach and terminology.

Rodney Luster

Thanks Erik for raising a question I know many have thought about and thank you Professor Saldaña as this explains much in the way of how the two research styles have been juxtaposed for decades and how they can move forward with new respect for one another. On that note, Erik I am going to let you get back into the fold.

Erik Bean

I appreciate that Rodney. I'm ready. I was reflecting on the importance of qualitative research in terms of a sense of immediacy to today's environment. I was thinking how we live in a society that's overly wired into technology and, as such, obsessed with social media. I've read several mass media reports that over use of social media and technology is leading to isolation and issues of loneliness. Mental health is at the forefront of many national concerns. How then does qualitative research fit into this phenomenon?

Johnny Saldaña

Let's tackle that social media aspect. Let me talk about that first. Because it is an interesting question. I just had a review of one of my books in its first edition and they asked professors, "what do you want to see in the second edition?" And several people said, well, we want to see you address social media more. You know, how do we analyze that? And certainly, I too have read some studies in social media and I started putting some things together for a brief passage on the premise, "what do we do with social media?" And as I reflected on it, methodologically analyzing social media data, it's not all that different from analyzing field notes or interview transcripts or documents, and all it is that the medium of the data repository is different. People are still people. It's just that, depending on the goal of your research study, social media data has a lot of sentiment to it. In other words, a lot of emotion and certainly people who do software engineering are doing sentiment analysis and text mining where they're trying to develop these very sophisticated algorithms for perhaps taking a look at people's values and emotions and so forth in what they write on social media. The problem is the software has nowhere near 100% accuracy. So, it's up to us as humans to try to really bring our problems and take a look at human nature to our analysis as social media data. And some people, yes, do a very quantitative content analysis of it and that is great, but they don't just stop there. They also bring it to a qualitative mixed method approach with social media data. Now as far as mental health goes, that's a very rich question and I'm thinking about how I answer that. Psychologists, psychotherapists, psychiatrists have been doing qualitative inquiry all along. Every time they speak with the client, their client is not giving them numeric data. Their client is giving them very emotion laden prose and they have to interpret what all of that means. Certainly, they can take certain types of tests, to find out certain types of behaviors which may be going on. But the numbers will tell them one thing from their diagnostic tests. Therefore, much of it just simply deals with the deeper interaction with the client to find out, okay, what can we do to try to help this person? People in the helping professions and similar vocations are typically employing qualitative research. I guess I must rely on their expertise to be able to share with us what they're learning, and this is how qualitative inquiry is helping them come to those particular types of learnings and recommendations for mental health development and intervention.

Erik Bean

I hope the research community is listening to that recommendation Professor Saldaña, my colleagues and I certainly will. So, let me turn to a personal project, one slated as an autoethnography piece. I'm new to autoethnography so all I have as evidence is my flashbacks. What should researchers like me do to be sure their story telling effort is rigorous?

Johnny Saldaña

First, you already have all the data that you need. The other thing that I always write in my books is that I think every qualitative researcher at one point or another needs to write an autoethnography because there's a saying that goes, "you really can't learn how to analyze others until you first learn how to analyze yourself." And so, by going through this exercise, you're going to become a richer qualitative researcher because now you know what it really takes to examine the human self. To be blatantly honest, one of the things I wrote in my book is that people keep writing as if they're writing scientifically and academically and scholarly and not letting the true passion and the emotion come through. And one of my criticisms is, stop thinking like a social scientist and start thinking like an artist. Meaning don't worry about the footnotes and the citations to the professional literature. Don't worry about trying to say, oh, is this paper rigorous enough? Write from the heart, write with passion, and write with the intent to reveal, not to teach. And I think that would be the thing that I would first recommend for someone who's writing their autoethnography.

Erik Bean

So grateful for that advice. Thank you. So that leads me to ask you what advice do you have for new qualitative researchers finding their niche or methods that might work best for them? After all, if they eventually want to get published, the scientific community still wants to see the research methods applied rigorously. Since several types of qualitative methodologies exist, what advice do you have for these researchers?

Johnny Saldaña

Do not get too lost on one method and methodological approach for the rest of your life. There are some people who say, "oh, well I'm a phenomenologist" or "I'm a grounded theorist." And I think, okay, well that's great. You're developing good, strong expertise in those disciplines, but I also think you limit yourself as a qualitative researcher if you remain embedded or wedded to just one particular methodology for your career. I think I have grown strongly as a qualitative researcher because I have had to, because of the nature of my studies and having done so many different kinds. I have done content analysis, I've done grounded theory, I've done phenomenology, I've done narrative inquiry, I've done ethnodrama, and I would be hard pressed to name a methodology I haven't done. And I've been very blessed to have that wide range of experiences because it helps me inform my work with the others. I think because I learned about grounded theory, I was able to do phenomenology because I knew that some of the things that make phenomenology unique are things that no other methodology employs. And so, you learn so much more about the different kinds of methods. I mean, think of it as music. If all you learn is classical music, that's great. But what about contemporary music, electronic music? What about pop music? You become a better musician, a better well-rounded artist, the more you know of these different genres. So, same thing with a qualitative researcher. You are a better researcher the more you know about all the different approaches that are out there. One of the things that I find kind of disturbing is that the teachers of qualitative inquiry tend to promote their own favorite method, share their own single approach to qualitative inquiry and by virtue that's all their students learn. I try to encourage the teachers of qualitative inquiry to try to give your beginning students a wide range of the literature that's out there so that they can become aware of that. There's not just like five different approaches, which one of the most well-known introductory textbooks limits itself in this scope. And that's great as an introductory text. But some students think, well that's all there is, is just five different approaches. And you know, there are over 30 different kinds of well-established ones and so many more beautiful hybrid eclectic blends. Therefore, I say you become a better researcher and writer when you read a lot of it and deliberately go reading a wide variety of different works and not just within your own discipline. Because, I've read stuff in healthcare, read stuff in psychology, read stuff in sports, in communication. I consume a lot of other disciplines just so that I can see what's going on and that truly has also informed my own work.

Erik Bean

Understood. Thank you again. This has been a fruitful interview and we have learned so much about you. We talked about theatre and film and I know Rodney and I would like to end on a fun note. So we both want to know what is your favorite film and why?

Johnny Saldaña

Well [laughter], I would say that it would be *Silence of the Lambs*. The character of Hannibal Lecter is intriguing to many people. There was a drama exercise where you tell people, okay, if you could have been the one to create the character or to star in any film, which one would it be? And the true purpose of the exercise is to say, okay, why did you choose that character? What is it about that character that speaks to you? Because my choice was Hannibal Lecter in *Silence of the Lambs* – which seems like a very macabre kind of choice [laughing] – not because I'm a cannibal but because Hannibal Lecter displays an amazing analytic prowess. And for me that's what I wanted to be known for; to have a mind that was very perceptive, that could just really hone in on behavior and to be able to analyze it with, a sense of brilliance. And there's one scene in that film in which he tries to get Clarice Starling to figure out who the murderer is. But he does it in such a way to where he's trying to get her to step into his cerebral world. To think. He's trying to expand her mind in a way. Hannibal Lecter is also teaching the character of Clarice Starling throughout the whole film. So, in a more positive way, that's also what I try to do with my students. Teach them. So as macabre as it may sound, my favorite film is that one.

Rodney Luster

Erik, thank you for asking our question. You know, there's so much wisdom in what you have relayed to us all in this interview Professor Saldaña. And from my own perspective, I can look at some of my academic training as a sociologist and psychologist and understand the deeper importance of listening to the undercurrent of themes when it comes to people, conversations, and stories. Again, it has been a pleasure and thank you for taking time between your heavy writing schedule and sharing with us.

Erik Bean

Thank you so much!

Johnny Saldaña

Certainly, it has been a pleasure.

In Praise of Interdisciplinary Collaborative Teams

Elizabeth Johnston, Ed.D.
Senior Research Fellow
Center for Educational and Instructional Technology Research

Introduction

Erik Bean, Elizabeth Johnston, and Ryan Rominger are all associate chairs in UOP university research centers and presented on prominence as a potential aspect of qualitative research at The Qualitative Review (TQR) conference in Florida on January 16th, 2019. The presentation was unusual because of the multi-disciplinary nature of the team. Each team member represented a different discipline and background. Each team member is also active in a technology supported educational community and collaborated with the others using technology. The purpose of this short article is to provide some background on technology supported, interdisciplinary research teams and then share some experiences of our team.

Context

Widespread use of technology is changing faculty member roles in 21st century university settings around the world and many faculty members are interacting through technology (Renner, 2017). Easy access through technology allows faculty members to communicate and collaborate through familiar channels such as email or instant messaging, conference calls where individuals can share documents and/or speak face-to-face, or social media (Schieffer, 2016). Faculty members can now connect with one another from remote locations and work across geographical, cultural, and disciplinary borders (Kosmützky, 2018). These multi-dimensional teams collaborate to resolve increasingly complex problems (Siemens, Liu, & Smith, 2014) that may require multiple perspectives. The Bean, Johnston, Rominger (BJR) team shared many qualities and experiences reported in the literature for 21st century collaborative teams. As a follow up to the team TQR presentation, I would like to share our experiences as a technology supported, collaborative research team that operated from three widely placed locations and included members with diverse academic backgrounds.

Bean, Johnston, & Rominger Interdisciplinary Presentation

The focus of our TQR presentation was the term prominence, which is a principle suggested by Budd (1964) and originally applied to newspapers and magazines. In journalism, prominent placements are above the fold or closer to the newspaper front page or top of the front page. Prominent placement indicates importance or value of the article, image, or other content.

Qualitative 21st century journalists transferred the concept of prominence to the digital world and defined online home pages or certain screen quadrants as prominent. The BJR team suggested that qualitative analysts could apply prominence in other dimensions as well. For example, prominence could be used as criteria for selecting a sample. Digital prominent placement on the home page and placement on the home page indicated organizational value (Johnston, Olivas, Steele, Smith, & Bailey, 2017; Steele, Johnston, Lawlor, Smith, & Lamppa, 2018). The intent was to select a sample representing the best virtual or multi-media applications of various organizations as displayed in digital space. Prominent placement and other indicators of prominence such as awards and recognition were used to find a sample that was regarded as highly valued.

Prominence could potentially be applied to analyze text-based communication and spoken communications. Further, prominence as either placement or frequency may be a key to understanding narrative, particularly written narrative. We presented prominence as principle through explanatory slides, examples, and discussion and possible software analysis use. We cautioned that if prominence is not considered than qualitative researchers are missing a valuable metric that could reveal the importance of what is documented.

Discussion of the Team Experience

Although the BJR team members have some personal similarities and overlapping experiences, all live in different parts of the country and have different academic and professional backgrounds. Bean has advanced academic degrees and professional experience in Journalism and Educational Leadership. Johnston has advanced academic degrees and professional experience in Art, Art Education, Educational Leadership and additional studies in Psychology. Rominger has advanced academic degrees and professional experience in Psychology, and additional academic studies in Fine Art. BJR team members live far apart in the upper Midwest, Northwest, and West Coast of the United States. Use of technology allowed team members to easily connect and work together.

The interdisciplinary background meant that each BJR team member had a different perspective on the phenomenon of prominence. Bean used the traditional journalism definition and saw prominence in relationship to placement within a specific publishing environment, primarily newspapers or other communication venues both in print or digital versions. However, Bean saw further applications of placement prominence as a metaphor for value. Prominent placement could be related to spoken or written conversation where position within a narrative could be an indicator of value. Frequency of a message within a communication could also indicate value or importance.

Johnston and Rominger both saw prominence as closely related to figure/ground and suggested a prominent object is only prominent in relationship to the context or ground. Rominger saw the relationship in terms of Gestalt psychology and worried that too literal an emphasis on placement would be deceptive, particularly in spontaneous narratives, where the last rather than first comment might be most important. Motivation or value might be more difficult to track in a spontaneous discussion. Alternatively, all three agreed that placement in written narrative might be evaluated differently than prominence in a spontaneous conversation. For example, news articles or political talking points lead with the most important insight as perceived by the writers. Frequency is also important in evaluating the prominence/ importance of some elements within the message. Prominence could be a valuable aide in analysis of these written messages.

Johnston saw prominence (figure) and context (ground) as a visual relationship that could become a metaphor for understanding other relationships. Artists indicate perception of figure is dramatically influenced by ground or context. Figures stand out sharply when color or value are contrasting. The contrast between figure and ground helps the perception that the outline belongs to the figure rather than being a shared boundary between figure and ground. A shift in background or figure color or value changes perception of figure, which may fade into the background when the context is right.

The relationship between figure and ground is very interesting. Evaluating the meaning of a prominent figure might be more challenging. The prominent figure might be heroic or deviant; the interesting aspect is the close relationship between the figure and ground. Ultimately, the prominence of figures depends on the nature of ground as much as the quality of figure.

For example, experiences or achievements that appear as an unusual figure in the 1960s are widely accepted as ordinary in the second decade of the 21st century because the context has shifted dramatically. In the 21st century, many women have attained high levels of professional achievement; and many women, including young mothers, work. A second example is that some 21st century individuals have reached the age of 100. These examples would have been perceived as prominent or unusual in the mid-twentieth century context when most women worked as homemakers and scientists doubted that any human could live to be 100.

The BJR Team Experience Within the Context of the Literature

While the BJR collaborative team experience is limited to a few months of work, we share some of the same qualities reported in the literature. Easy access to technology allows faculty members to work together across time and space (Eddy & Garza Mitchell, 2012) and, the BJR team had the advantage of technology facilitated access to one another. We found that a team composed of diverse members allowed all of us to accomplish more than any one could alone, as suggested by Cheruvelil et al., (2014). In addition, we found the variances in perspectives allowed us to have some very rich conversations about the issue of prominence.

BJR team members found the interdisciplinary mix was enriching and learned that building interdisciplinary research teams is a focus for some universities. Novak, Zhao, & Reiser, (2014) described a university wide effort to connect faculty members with others who had similar research interests regardless of discipline. The BJR team also shared many qualities with successful teams identified in the literature. The successful teams balanced interdisciplinary differences with shared academic control (Siemens et al., 2014). A sense of commitment (DeGeorge-Walker & Tyler, 2014) and social skills mattered in the diverse teams (Seongkyoon, & Jae Young, 2015); furthermore, successful teams often included experienced collaborators (Woolley, Sánchez-Barrioluengo, Turpin, & Marceau, 2015).

The potential of interdisciplinary teams to resolve a complicated problem is still emerging (Kosmützky, 2018). Our interdisciplinary experience was enriching on many levels; and, we encourage others to consider the advantages of a multi-disciplinary approach. We plan to complete our article and continue the discussions as we do so. In closing, I venture the thought that in future, we may look back to assess the collaborative, interdisciplinary research teams that work across geographical, political and interdisciplinary borders as one of the great benefits of technology.

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The Monthly Writing Challenge: Creating Communities for Writing Excellence

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Our Mission

Successful publication is the most common and effective method that an academic has to convey their knowledge and talents to their respective communities (Rawat & Meena, 2015). Writing for publication can also be a rewarding experience, both personally and professionally (Wisker, 2013). Unfortunately, many faculty and students alike find it extremely difficult to fit writing into their busy schedules. Furthermore, many academics suffer from a lack of confidence in their writing as well as a fear of failing, perfectionism, and poor habits which ultimately contribute to unproductivity (Goodson, 2017).

To help address this issue, in November 2018, the Center for Workplace Diversity and Inclusion Research (CWDIR) launched the Monthly Writing Challenge to encourage all members of the University of Phoenix community to work in cohorts to develop the habit of writing at regular intervals. Through active participation in one of these sessions, participants are engaged in a community of like-minded individuals seeking an environment fostering collegiality, accountability, and motivation to support the achievement of progress on an academic writing project.

Participation

The Monthly Writing Challenge is open to all members of the University of Phoenix community and you can write on anything you choose. The goal is simply to make some progress while developing a beneficial habit. Following the University of Phoenix week (Tuesday to Monday), each Monthly Writing Challenge begins on the first Tuesday of every month. Participation in the Monthly Writing Challenge is simple:

· Commit to writing every week for at least 30 minutes a day (or more if desired or necessary) for five (5) days each week.

· Once a week, log into the Phoenix Connect group and post your progress. This process also allows you to engage with others who are focused on the common goal of making progress on their individual writing project(s).

Writing for publication is successful when given attention and support from the institution using knowledgeable supervision and guidance (Jalongo, Boyer & Ebbeck, 2013). Further, research supports that regularly scheduled opportunities to participate in a writing group with peers emphasizes the value and importance that the university places on writing (Yancey, 2016). The support team for this challenge recognizes the need for providing various forms of motivation and encouragement through this process. Support is provided through feedback and motivation within the Phoenix Connect platform, blogs and polls, and weekly motivation through the Medgar's Monday Motivations video series. The Writing Challenge Support Team includes the CWDIR University Research Chair (Underwood), Senior Research Fellow (Smith), Senior Writing Fellow (Johnson-Lutz), and two Research Fellows (Roberts and Taylor). Although members of the support team are all centrally located within the Center for Workplace Diversity and Inclusion Research, this challenge is open to all programs, disciplines, and members of our organization.

During the first day of the Monthly Writing Challenge, participants are encouraged to identify specific writing projects, including weekly goal setting and a final benchmark to meet at the end of the challenge. Many choose academic pursuits such as dissertation chapters or journal manuscripts. The challenge accommodates no more than twenty participants to allow for more personalized attention and support from the team. Over the course of almost three months, members have shared hundreds of posts detailing their goals, struggles, and triumphs within their respective writing endeavors. Many of the comments by participants expressed the common sentiment of writing being a challenging (but equally rewarding) process for many people. As academics, writing and publishing is expected. However, there are many barriers in the way that keep our projects delayed or on the sideline. Through polls conducted within the Monthly Writing Challenges, the most commonly identified obstacles within the writing process lack of motivation, limited time, frequent distractions, and the lack of skills and confidence in writing ability. Therefore, the writing support team ensures that each person has a clear plan, specifically addressing ways participants can overcome their identified obstacle(s). Participants are further challenged to discuss their weekly progress, including an honest reflection of successes and challenges within each week. As noted within each challenge, this process creates strong levels of collective bonding between the group participants and fosters the spirit of welcoming and encouraging constructive support within the group.

Next Phase: Evaluation and Modification

Currently, as the Writing Support Team has collected data in each of these challenges, we are entering a phase of evaluation and modification within this program. This program was initially launched as a pilot program. Given the continued interests of possible future participants and overwhelmingly positive feedback from current and past participants, we will begin an evaluation of data collected within each challenge and implement the necessary modifications to provide the foundation of a sustainable program. Yet, as we review this data, we can also provide comments shared by challenge participants within past challenges. These comments are indicative of the continued need to offer this program to the UOPX community.

Participants shared the following feedback:

> *"I will say that committing to the 30 minutes of writing per day has helped me with staying on top of my course work."*

> *"I sought to incorporate a writing practice into my routine and I enjoyed the challenge. I write every day now, even if just a bit, despite the ever-present holiday expectations, minor health hiccups, and additional, unexpected work."*

> *"Thanks for this great opportunity. I met my major goal for the workshop, that of editing, updating, and submitting a chapter due for an upcoming peer-reviewed book, as well as made significant process on a team research project."*

> *"So, I truly enjoyed the writing challenge. I was able to complete, edit, and submit two journal articles this month."*

> *"An interesting incidental outcome is that in order to make time for writing, I've had to become better organized in other areas of my life, as well. It's truly been a win-win."*

In conclusion, academic writing is not easy for a variety of reasons, which prompted the need to establish a community to offer guidance and support. Research shows that writing groups and/or interventions not only enhance professional development but writing productivity (Sullivan, Leong, Yee, Giddens & Phillips, 2013). Based on the comments from participants, the writing challenge has created positive changes which include increased confidence, information sharing, networking with the ultimate goal of creating cohorts of individuals effectively contributing to various fields of practice.

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Time Series Analysis: What Is It and Why Is It So Hard to Do?

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In statistics there are generally two types of data that are studied: cross-sectional and time series. There is also panel data which is a combination of time series and cross-sectional data. The focus of this piece will be on time series because some students and even researchers believe that time series data is easy to work with and straightforward. "Klein aber oho!" as they say in German. Many phenomena in our day-to-day lives (e.g., the movement of stock prices, the unemployment rate, industrial production, interest rates and others) are measured in intervals over time (e.g., daily, monthly, quarterly, or even annually). Time series analysis methods are extremely useful for analyzing these special data types. But if time series is not necessarily easier to analyze, why is that the case?

There are two goals of time series analysis: (1) identifying the pattern of the time series data, and (2) forecasting or predicting future values of the variable. Both goals require that the pattern of observed time series data is identified and described. More specifically, the researcher would obtain the time series data and plot a graph. The researcher cannot look at the data to identify the pattern. Once the pattern is identified, we can interpret and integrate it with other time series data (i.e., use it in our theory of the investigated phenomenon). Regardless of the depth of our understanding and the validity of our interpretation (theory) of the phenomenon, we can extrapolate the identified pattern to forecast the future. In general, it is assumed that the data consist of a systematic pattern and some random noise (error) which usually makes the pattern difficult to identify. Ignoring this noise provides dubious results in the time series models. Consequently, time series analysis techniques would involve filtering out noise to make the pattern more salient. The first pattern usually identified is the trend. If the trend is monotonous (e.g., increasing or decreasing) the data analysis is not very difficult. If the time series data contain considerable error then the time series data would need to be transformed. The standard transformation is to apply logarithms of the data before estimating the time series models. When doing time series models the researcher needs to make sure the variables are levels variable, not some sort of change or first-difference with respect to changes from time t+1 to time t. If not, the time series model will then be estimated based on a second-difference of this variable, while all other variables in the model reflect first-differences of the levels variables. This could be quite problematic as second differences of most time-series are quite close to white noise (a white noise process is one with a mean zero and no correlation between its values at different times). The latter is a common error made in time series.

Researchers like to analyze relationships between variables via a regression analysis or ordinary least squares. To do the latter, an assumption is made: The variances and means of the series are constants that are independent of time (i.e. the processes are stationary). Non-stationary time series (or unit root variables) do not meet this assumption, so the results from a hypothesis test will be biased and misleading. In fact, there is a continuing debate that most macroeconomic variables have a unit root. Thus, other approaches are needed. The next paragraph briefly provides the approach.

First a researcher would proceed to estimate lag lengths that would be used in the subsequent time series models. Most software packages (e.g., Eviews, STATA, SAS and others) have routines that can be used to estimate the lag lengths, usually via some vector autoregressive (VAR) models. Then the researcher would proceed to look at the existence of unit roots in each of the time series variables. Unit root tests are tests for stationarity in a time series. A time series has stationarity if a shift in time does not cause a change in the shape of the distribution. The most common unit root test is the augmented Dickey-Fuller test. In the literature the unit roots tests are notoriously bad when it comes to statistical power, and this lack of power led to the development of plethora of tests (e.g., Elliot-Rothernberg-Stock test, Phillips-Perron, etc.) beyond the augmented Dickey-Fuller tests. Despite these newer unit root tests, they also lack power! I will leave it to the interested reader to explore the nuances of these unit root tests on their own.

Remember, the OLS model cannot be estimated because very often the time series is not stationary as revealed by the unit root tests, so these series must be analyzed via cointegration. Tests for cointegration identify stable, long-run relationships between sets of variables. However, Rao (2007) notes that if the test fails to find such a relationship it is not proof that one does not exists – it only *suggests* that one does not exist. Engle-Granger (1987) developed the earliest test of cointegration, but this test provides different results based on the dependent variables and detecting a single cointegration vector. Johansen's test is an improvement over the Engle-Granger test. It avoids the issue of choosing a dependent variable as well as issues created when errors are carried from one step to the next. As such, the test can detect multiple cointegrating vectors which cannot be done in Engle-Granger.

Lastly, we may estimate a vector error correction (VECM) model which allows possibility to apply vector autoregressive model (VAR) to integrated multivariate time series. Why not just estimate a VAR? There are some issues in applying a VAR to integrated time series, the most important of which is the so called spurious regression (t-statistics are highly significant and R2 is high although there is no relation between the variables).

The process of estimating the VECM consists roughly of the three following steps:

1. Estimate a VAR model for the integrated multivariate time series
2. Calculate likelihood ratio tests to determine the number of cointegrating vectors (e.g., Johanssens test)
3. After determining the number of cointegration vectors, estimate the VECM.

Why do this? In time series analysis, we are interested in the long and short-run relationships between the variables. The thrust of the VECM lies in the interpretation of the result by looking at the concepts of long-term relationship between variables and the associated concept of error correction, whereas one studies how deviations from the long-run are "corrected."

So time series may look simple but it requires much thought about what is going on in the time series. In a future essay, I will explore more recent time series methods that include big data and other behaviors in time series in which the methods presented here would not work.

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I Am Ready to Publish, Now What? Researching Journals for Publication Opportunities

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With dissertation work becoming a distant memory, a common goal for most post-doctoral alumni is publishing. Benefits of post-doctoral publication include establishing expertise in a specific field, knowledge base expansion, and new opportunities to collaborate with other experts. Doctors desiring to teach or serve on dissertation committees may experience a minimum post-doctoral publishing requirement as a prerequisite to employment. Higher education instructors may encounter scholarship engagement as a new requirement of position retention. New doctors may have dreams of financial independence from publication revenue. Regardless of drivers, the ultimate goal is to publish. The primary question is how? Two researchers desiring to publish annotate their investigation process used to identify publication markets in industry journals.

The concept of publication appears to be simplistic; however, many questions arise about the process:

- What is the best outlet for publication?
- What types of articles\studies are accepted?
- Whom do I contact for submission?
- How can I verify the outlet is credible?
- What are the pitfalls of choosing the wrong outlet?

Individuals desiring to publish must gain a high-level understanding of the publication process by engaging experts on the topic. The researchers attended a university webinar dubbed Professional Engagement to Publication (PEP) offered quarterly through the Center of Leadership Studies and Educational Research (CLSER). The workshop provided a thorough overview of the value of publishing particularly for trades and mass media, in addition to insights regarding requirements. However, the collaborative value proved most useful for the output of the following publication recommendations via more traditional peer reviewed scholarly publications. Webinar attendees paired up to work on their first publication. The researchers did not know each other before the workshop but were excited to connect.

When engaging an unfamiliar co-author for the first time, it is wise to invest time to build a rapport. This process includes discussing each author's credentials, research experiences, and personal research interests. Spend time establishing rules of engagement based on interpersonal dynamics and take time to understand each other's strengths and weaknesses. Create rules and boundaries for engagement. For example, the researchers voiced personal and professional time constraints before beginning the writing process. They mutually agreed upon deadlines and communicated additional constraints when applicable. One researcher demonstrated strength in outline development. The other researcher demonstrated strength in building logical content flow. They used their different perspectives to gain clarity on writing requirements and leveraged one of the researcher's networking contacts when requirements were unclear.

After establishing a healthy rapport and mutual knowledge-sharing space, criteria for research was established. The first goal, based on mutual interests, the pair identified online\distance learning challenges as their publication focus. Another mutual goal was to publish as soon as possible in a peer-reviewed journal. The researchers decided to write a literature review using articles written about challenges faced with online distant learning environments published within the last three to five years. The topic selected was different from the focus of the researcher's dissertation work. Selection of a literature review submission option simplified research requirements for the new topic, which reduced time to initial publication. Both agreed creating a study based on primary research was too complex as an initial project for co-authors who had no previous engagement with each other.

Following the identification of the research topic and the desired output, the next step was the evaluation of potential audiences. Both researchers added buzzwords to their Google Doc and began examining the types of available publications. They added additional criteria about the types of publications evaluated as possible outlets for their work and researched 51 journals that featured articles related to online\ distance learning environments. Table 1 includes key characteristics and their descriptions, logged by the researchers for each journal in their Google Doc. Criteria for the characteristics was captured, where applicable.

One of the key takeaways from the initial publication research was many journals do not compensate the author's submissions. In fact, some journals require the authors to pay a publication fee if their work is ac-

Table 1 *Journal Characteristics*

Characteristic	Description	Criteria (if applicable)
Publication name	Name journal publication	Publications had to be active and accepting article submissions. Archived journals were excluded.
Publication website	Website of journal is accessed electronically	Both authors had to be capable of accessing the website; sites requiring paid memberships were excluded.
Publication affiliations (non-profit or private)	Private or non-profit agencies providing primary support for the publication	Affiliations were subject to review.
Accepted content types	Publication criteria for types of article and research submissions accepted	Literature review content was a specific requirement of the researchers.
Publication guidelines	Formatting and other author guidelines, including peer review	Guidelines had to be easy to understand by both researchers and include peer review.
Upcoming themes	Content-specific opportunities in upcoming journals	Opportunities had to include the researchers desired focus area.
Anecdotal notes	Compensation, copyright, organization membership requirements, and other notable information exchanged between researchers	Ad hoc information not previously included in agreed criteria but included for consideration in prioritization or exclusion.
Acceptance rate	Percentage of manuscripts accepted for publication (University of Missouri Libraries [UoM], 2018)	Acceptance rates vary by journal based on the number of articles published and the total number of articles received. The researchers documented acceptances rates for the 51 journals included in their study as small as 5% and as high as 17%.
CITE score	Scopus calculation of the total citations of a journal in one year to published documents indexed by Scopus in the past three years, divided by the total number of documents in the Scopus index for the same three years (UoM, 2018)	CITE scores are relative to their specific fields and vary between subject fields (Scopus.com, 2017). The researchers ranked CITE scores for the 51 journals researched in order, with scores ranging from 0.84 to 3.31.
Impact factor	Frequency that an average article in the journal has been cited, based on the total number of citable articles published by the journal in a given period (UoM, 2018)	Impact factors vary for specific fields. The researchers documented scores ranging from 0.988 to 6.503 for the 51 journals studied.
5-year impact factor	The average number of times a journal's articles, published in the past five years, have been cited in a given year (University of Michigan Library [Michigan], 2018)	5-year impact factors vary for specific fields. The researchers documented scores ranging from 0.439 to 6.571 for the 51 journals studied.
Source normalized impact per paper (SNIP)	Citation factors are weighted against the total citations in a specific subject matter field (Michigan, 2018)	Scores greater than one indicate above-average influence, and scores below one indicate below-average influence (Nottingham Trent University Library [NTU], 2018)
SCImago journal rank (SCJR)	A ranking of the citation count of a journal and the prestige of journals where such citations originate (UoM, 2018)	Scores greater than one indicate above-average influence, and scores below one indicate below-average influence (Nottingham Trent University Library [NTU], 2018)
Article publication time	Average weeks from submission to publication for approved content	Acceptance rates of 22.5% or higher are considered good (Bean & Holland, 2018).
Submission to first decision speed	Average weeks between author submission to reviewer's first decision	Speeds vary for each journal. The researchers documented speeds from six days to four weeks for the 51 journals reviewed.
Submission to final decision speed	Average number of weeks between submission to final publication for approved content	Speeds vary for each journal. The researchers documented speeds from 39 days to 99 days for the 51 journals reviewed.
Eigenfactor score	Publication-level metric capturing the number of article citations from the journal in the past five years (thomsonreuters.com, n.d.)	Scores vary for specific fields. The researchers documented scores only one Eigenfactor score of .00114 for one of the 51 journals studied.
Article influence score	The journal's Eigenfactor score divided by a normalized value of the fraction of articles published by the journal, where the normalized value is based on the sum of all articles in all journals equals one (UoM, 2018)	Scores greater than one indicate above-average influence, and scores below one indicate below-average influence (UoM, 2018).

cepted. Additionally, close access journals impose stringent copyright limitations on the author. Rules regarding copyright ownership should be carefully reviewed before submitting an article draft. After reviewing compensation and copyright policies, the researchers amended their criteria to include open access journals without copyright limitations on authors. An extension of research in this area is gaining a better understanding of how compensation and copyright guidelines affect published works with multiple authors.

Another notable finding was the Scopus database of journal metrics located at http://bit.ly/2C8yfPK. The database contains CITE, SNIP, SCJR statistics for more than 38,000 publications. The researchers' investigation also revealed category and publisher-specific databases of multiple journal listings. Fraudulent journals were identified by highlighting differences between the journal metrics presented by the journal and those presented for the same period in journal metric databases. The list provided below reflects sources associated with the journals included within the scope of this review and is not exhaustive. Additional research is required to catalog many other credible journal databases. Journal databases reviewed by the researchers include:

- Directory of Open Access Journals - http://bit.ly/2EHHAOW
- International Network for the Availability of Scientific Publications - http://bit.ly/2EX0AdA
- PubMed - http://bit.ly/2J2xspi
- Sage Publishing - http://bit.ly/2UqYDvd
- Springer Publishing - http://bit.ly/2EX1jvk
- Taylor and Francis - http://bit.ly/2TG3efS
- Ubiquity Press - http://bit.ly/2J3hUlg
- Wiley Online Library - http://bit.ly/2EJ3npw

The researchers reviewed their database of 51 journals and began color-coding journals of interest and disinterest. They created a short list of publications consisting of the top ten publications of interest (5 per researcher). They based their final decision on journal objectives and acceptance rates. The authors reviewed personal time constraints and selected a publication whose submission deadline was the best fit for their schedules.

After finalizing journal selection, the researchers read multiple articles from the journal to gain a better understanding of accepted writing styles and outcomes approved by editors. Prospective writers are strongly encouraged to review the content of journals before submitting content. Journal article research may reveal opportunities to build upon knowledge from a previously published article in the journal, which may increase the likelihood of article acceptance. Upon completion of journal content review, the researchers refined their requirements for their literature review article. Requirements included criteria for when they considered all research outlets for the literature review exhausted. An article outline was created based on annotated sources from their literature review.

It takes time to develop effective writing skills to publish in journals. According to Baral (2018), writing is hard work and it involves sufficient planning. Every article entails focus, time, expertise, and quality of reasoning to write. While an expert scholar is more knowledgeable about the difficulties in the academic/theoretical writing process and can produce an article rather quickly, the post-doctoral alumni tend to struggle with becoming published due to their lack of experience and knowledge. In fact, the development of academic writing is an experience that does not happen fast (Baral, 2018), which is why the researchers co-author their first article. In doing so, they agreed to specific writing parameters, deadlines, and publishing requirements such as: The article focus and content (article title and subject), equitability of writing (whose name will be first, alphabetically or by contribution), and various timeframes for completing each phase of the writing process (the research, journal submission requirements, and deadline).

When researching a topic for publication, the type of content must contribute to the body of knowledge, ensuring it has a logical flow that highlights current trends and new information. The perfect subject to write about is one that the writer experience (depth of involvement and originality). The researchers had a depth of involvement that was associated with their passion, personality, and experiences. Thereafter, the researchers decided how the writing would be divided, to include formatting and editing, while establishing specific timeframes for submission. The researchers determined rules of engagements (weekly touch points, outline development, rough draft, review, and editing, etc). When developing the rules of engagement, the researchers created meaningful, attainable goals, with achievable deadlines. Although the researchers divided the writing responsibilities equally, the article is succinctly connected; all components of the writing are interdependent. No portion is finished until all components are complete.

Once all components of the article are complete and the journal requirements are met, an extensive editing review was conducted by a professional editor. Since this is the researchers' first publication submission, they wanted to ensure the article was scholarly and professionally written as well as error-free. The order of authorship is based on the level of researcher's contribution.

Due to the shared responsibility in writing, the researchers co-facilitated all communications with the reviewers and editors; all decisions are mutually agreed upon to prior to responding. For example, the researchers responded to each other's correspondence within 24 hours by phone or email for concurrence, then the primary author provided the official response to the publisher. Other considerations are: How will the submission be verified? Whose contact information will be used? Author email address and phone number? What rules regarding making other authors aware of any communication from the publisher (including turnaround time of making other people aware).

Unfortunately, most authors are not paid for their article submissions. In the unlikely event the publishing process becomes lucrative, copyrighting and author compensation considerations arise. Will the published work be considered a collaborative, joint contribution? Will the publishing rights be co-owned, and royalties divided equitably? Will the authors co-present if conference opportunities occur? Conversely, if liabilities arise, will the authors equally pay fees and expenses? Admittedly, the researchers did not create a written collaboration agreement in advance of writing this article; however, creating a written agreement before engaging in a joint research venture is strongly recommended.

Conclusion

From doctoral dissertation to post-doctorate publication is a test of fortitude, only the strong survive, the survival of the fittest. Many higher education institutions are distinctive, and all have different incentives to offer their post-doctoral students; however, these educational institutions all have one commonality if you want to remain in the academic world, it's "publish or perish," as the famous adage goes. This axiom determines that even the extremely superior world of academia operates according to the most profane philosophies of the theory of development, "only the strong survive - survival of the fittest." The strongest survive and publish, while the quitter does not. To "survive and publish," particularly in peer reviewed academic journals, the two doctors recommend implementing six fundamental strategies:

1. Collaborate with other doctoral colleagues on your first post-doctorate publication;

2. Review trending topics;

3. Adhere to the publication requirements and deadlines;

4. Do not procrastinate in your writing;

5. Set realistic goals (short wins will keep you motivated);

6. Be resilient and unrelenting; if you get rejected, try, try, and try again until you are published.

Ultimately, the post-doctorate publication offers many benefits, both personal and professional reward. You become the subject matter expert, credible, and contributor to the advancement of information to the public. A myth exists that doctoral alumni only need to publish a dissertation to meet the publication requirements to become an expert writer; however, the most post-doctoral publication does not follow the same criteria as dissertation work. Many publication guidelines incorporate a rigorous peer-review process. However, if you follow the researchers' process meticulously and are open to guidance, assistance, and critique from your peers, you will be successful in becoming published.

Acknowledgment

The researchers did not receive funding for their efforts and facilitated their work without affiliation to any agency or organization. Nevertheless, we are humbly grateful and thankful to Erik Bean, Ed.D. for assisting in co-facilitating University of Phoenix, School of Advanced Studies, Professional Engagement to Publication Webinar with Carol A. Holland, Ed.D., who inspired us to seek our first article for publication. We are especially thankful for Dr. Bean who had an essential impact in our writing. We particularly thank our family members for their love, understanding, and patience.

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University of Phoenix School of Advanced Studies Represented at University of Oxford Conference

Jared Padgett, DBA
Senior Research Fellow
School of Advanced Studies

Dr. Jared Padgett – senior research fellow at the University of Phoenix School of Advanced Studies – and his colleagues recently presented the *Tau Conceptual Framework for Understanding Health and Human Services* at Harris Manchester College at University of Oxford. The Oxford Education Research Symposium is a forum for discussing the theory and practice of universal education. The symposium is held three times per year in Oxford, England, and features scholars from around the world. Faculty and students represented schools and universities from Australia, Canada, Greece, India, Indonesia, Israel, Malaysia, Pakistan, South Africa, South Korea, the United Kingdom, and the United States.

At the conference, attendees learned about explicit instruction and critical thinking training in United States middle and high schools; how Indian secondary schools affect university and career choices; PERMA, and issues of student stress and life satisfaction in India; and mental health services and outcomes for school safety in the United States. They also learned about school improvement and education funding in the United States; applying concept maps for education and developing teacher education competencies in Pakistan; teacher leadership in Greece; disaster prevention, rescue, and recovery at Islamic boarding schools in Indonesia; and socialization and resilience of Arab-Palestinian and Jewish high school students in Israel. Language issues were also discussed, including updating Spanish as a second language course materials to include realistic portrayals of Hispanic communities and cultures, indigenous language preservation in Canada, grammatical structures and construction in South Korea, and minority language protection in Canada and Sweden. Presentations included the role of local districts in influencing national education policy, and student success enablers in South Africa. Educational topics included the Doxa of the Productivity Growth Agenda in Australia, and humanities programs in post-secondary education in the United States. Societal issues were also presented, including training expectant fathers to address issues of fear or inadequacy and strengthen their relationships with their future children, and identifying issues concerning the background systems of green technologies within hospitality and tourism industries. Conference attendees were able to interact with fellow researchers and identify potential future research projects in collaboration with their peers from around the world.

Dr. Padgett and his colleagues presented their collaborative effort developing a model identifying a negative feedback system using Complex Adaptive Systems (CAS) theory. Contributing authors were Kenneth D. Gossett, PhD; Jared D. Padgett, DBA; Joni L. Scott, DBA; and Shelly M. Pierce, MS, CPHRM, CPHQ. The model represents a negative feedback system depicting the Healthcare and Human Services Programs in the United States. The presentation included a discussion describing how a dissertation chair along with current and former students developed models within their respective areas of interest, and how these individual models ultimately contributed to a larger conceptual framework.

The Tau Conceptual Framework model identifies subsystems that affect the larger health and human service system. Within these systems, variables are identified that are directly or inversely related to other systems. A direct relationship means that an increase in X leads to an increase in Y. An inverse relationship means that an increase in X leads to a decrease in Y, and an increase in Y leads to a decrease in X. For example, when High Reliability Organization (HRO) principles are adopted and applied in an organization, quality and satisfaction measures increase and costs relating to additional treatments, lawsuits, insurance premiums, or turnover decrease. HRO principles would have a direct relationship to quality and safety, and an indirect relationship to costs. Issues of covariance must also be considered. Often researchers will identify a key facet of the healthcare system but may not be aware of other systems that interact with this facet. Regulators and legislators then develop standards based on this single facet without understanding the larger picture. By identifying the covariance between variables, or systems, the resulting laws and regulations may then address the systemic issues holistically.

Understanding covariance among variables in healthcare systems allows for innovative approaches to quality and safety in the health and human services fields. Issues of access, costs, and stakeholder satisfaction may also be addressed. By using CAS-based models to present research findings, students, faculty, and healthcare administrators can easily apply evidence-based research into their professional work and may find new ways to contribute by integrating into the model their own experience and knowledge.

The *Tau Conceptual Framework for Health and Human Services* is undergoing peer-review at the Oxford University Press. Once published, the results of the study will be made available for the University of Phoenix community.

Dr. Lunthita Duthely CEITR Research Fellow and UOPX Alumn Is Awarded an NIH Grant

Elizabeth Johnston, Ed.D.
Senior Research Fellow
Center for Educational and Instructional Technology Research

Lunthita Duthely, University of Phoenix (UOP) 2015 graduate in educational leadership (EdD) was awarded a National Institute of Health (NIH) KL2 Grant (Oct), a 2-year Mentored Research grant, which encompasses research study, research education, and mentorship. The award includes $32,500 per year of research support plus 75% annual salary. The grant will allow Dr. Duthely to develop a multi-cultural, culturally competent intervention accessible via cell phone to support continued engagement with treatment for women living with HIV. In addition, Dr. Duthely was invited to participate in a 10-day health disparities research workshop at the University of Miami CLaRO Summer Institute (7/27-8/5). Invited speakers included NIH Program officers and a variety of US researchers focused on health disparities.

Dr. Duthely is an alumni member and research fellow at the UOPX Center for Educational and Instructional Technology Research (CEITR) and a faculty member at the University of Miami, Miller School of Medicine. The title of Dr. Duthely's grant application was "A Multi-Lingual, Culturally-Competent mobile Health Intervention to Reduce Medical Mistrust, Stigma, and Improve Treatment Adherence among Women Living with HIV/AIDS" The KL2 grants are intended to support newly trained clinicians as they prepare for a successful research career.

Dr. Duthely speaks and writes on the connections between well-being and multiple psychological and social outcomes, including workplace success and better academic outcomes for students. She explained "My interest in the mind-body, or, as I prefer to think of it, the mind-body-heart connection, goes back to 1981, when I was first introduced to the practice of meditation." Putting this philosophy into practice, Dr. Duthely began running, and has completed more than two-dozen marathons and three multi-day races. The longest distance she ran was 527 miles over 14 days. She clarified the longest distance run "was the summer prior to my first year of university studies as a science major, interested in pursuing a career in medicine."

Dr. Duthely added "the interest in meditation was then solidified in 1990, when I became a regular practitioner of the 'Path of the Heart' meditation techniques, founded by Sri Chinmoy (1931-2007), a meditation master whose philosophy encompasses the importance and integration of fitness of the entire self—from the physical to the spirit—through physical activity, creative endeavors, and the regular practice of meditation."

Dr. Duthely has travelled to over 30 countries, involved in different ventures related to well being, at the individual level and at the public level. She commented, "on the one hand, people are people, the heart is the heart, and regardless of language or culture, all people respond to the 'heart'—compassion, self-giving, inner peace, and the like. Some cultures, like in Japan, where I collected some retrospective data (recently published) and prospective data (presented, unpublished) with adolescents (secondary school students), or on the island of Bali, Indonesia, that aspect of the human spirit—in Japan it's called 'kokoro'—you feel it walking down the streets in certain places—certain countries. On the other hand, the word 'shanti' in India, for example, has much richer meaning than the English word 'peace.'"

The travel and work in Japan led to an international collaborative and creative effort. Dr. Duthely, collaborated with Harashita Sunaoshi, Waseda University, Japan and Olga Villar-Loubet, University of Miami, USA, to develop a book chapter published by the International Association for Cross Cultural Psychology (IACCP). The book chapter was the culmination of work derived from Dr. Duthely's dissertation and began with poster and speaking presentations in August 2016 at the 23rd IACCP conference in Nagoya Japan. The follow up book chapter, which was not part of the conference proceedings, was accepted for publication by IACCP.

Dr. Duthely commented on some of the differences and similarities between cultures. She mentioned that in "'measuring gratitude' (unpublished data from Japan), there was a lot of back and forth with my Japanese collaborator when translating the instructions, because expressing gratitude is so much engrained into the culture from a very early age."

Finally, Dr. Duthely commented on the shared human value of happiness as an element of wellbeing. "Another universal principal is that everyone—from youth to adults—is looking for happiness. Cross-culturally, there may be some differences— for example the degree to which emotions are expressed outwardly, or cultural 'personalities'—such as collectivist societies (Asia) or individualistic societies (North American)—but everyone wants to be happy!"

Confessions of a Doctoral Alumni: Words of Wisdom for Future Doctors

Deborah Levin, DM MBA
UOPX Alumni, Continuous Improvement Consultant
Center for Workplace Diversity and Inclusion Research

I decided to pursue a doctorate in 2012. I was at a point where life appeared stable, and I felt pursuit of a doctorate was a great personal goal. The application process was easy, and I was elated to receive financial aid. I still recall how excited I was to embark on a new journey, but I was completely naïve about challenges I would face along the way.

I finally completed my doctorate in 2018 – six years later. Theoretically, I should have completed the degree in less than three and a half years. Looking back at the 13 joyous faces in my first-year residency photo, I recall everyone's excitement about the journey. Six years later, I am the only doctor in the cohort. I contacted members of the cohort and discovered only one still working on her dissertation.

For many cohort members, life happened. One person's mother died, and grief prevented them from concentrating on doctoral studies. Another married and chose to focus on her new family. One student ran a restaurant business whose growing success required significant energy and effort. Several students could not afford ongoing tuition costs. One person could not overcome challenges with writing. Another was overwhelmed by time required to conduct research. Someone else simply stopped finding value in the doctoral program and dropped it.

Looking back at my personal journey, I also faced positive and negative challenges. I worked multiple jobs and made a radical career change. I purchased my first home. I married into a blended family with stepchildren. My children graduated high school and started college. An older child married and another divorced. Five grandchildren were born. Family members passed away. My computer crashed, taking some of my dissertation research with it. A doctoral committee member dropped from my committee. I was in a car accident and had a concussion.

I took time off or dropped classes on several occasions because life happened. My fellow doctoral colleague faced challenges with multiple responsibilities, relationships, career changes, medical issues, family dynamics, and feeling overwhelmed by dissertation work. What was different about our journeys and doctoral successes compared to the original cohort of 13?

Angela Duckworth, author of *Grit: The Power of Passion and Perseverance*, described individuals with grit as extremely successful people who demonstrate remarkably high levels of determination and hard work. These individuals have an inherent understanding of desired goals and are committed to their achievement. Gritty people blend hard work, drive, and resiliency with a sense of direction (Duckworth, 2016). Grit transcends talents, abilities, and socioeconomics. Gritty people choose to sustain their passion and overcome all obstacles to accomplish goals. Doctoral candidates must be gritty. It is not enough to want a doctorate. Successful students must have drive, dedication, direction, and purpose.

Finding time management strategies is imperative. Many doctoral students have families and work full time jobs. Adding time for schoolwork and research is challenging. Establish non-negotiable times throughout the week where you are laser-focused on schoolwork. I pursued my degree online, so discussion question posts throughout the week were necessary. Most school assignments were due Monday evenings. I averaged ten hours a week on non-dissertation schoolwork. Time demands increased to 15-20 hours a week when I worked on my literature review, collected research, conducted data analysis, and wrote Chapter 4. Racing to submit before final dissertation deadlines is a blur; however, I do remember choosing between sleeping and showering on occasion.

Throughout the degree program I scheduled proactive and procrastinator time blocks. Proactive time is time dedicated to studies well in advance of deadlines. Technology failures happen. The institution's web site goes down. E-books fail to load. Brain-block occurs. You do not want to fall victim to any barriers when a deadline hits.

Proactive times included two hours on the second day of the class week and four hours on the fifth day because it fell on a weekend (so Wednesday and Saturday for example). Throughout the week, I read course material during lunch hours and downtime. I never left the house without a course book or printed chapters. I kept sticky notes and highlighters with me at all times. During proactive time blocks, I wrote discussion question posts and built the weekly assignment outline. I tried to write most of my paper several days before the deadline. I scheduled social outings and family activities around blocks of proactive time. However, children's school functions, work events\schedules, and other life-happens situations often overshadowed my schedule, making the procrastinator time block imperative.

The procrastinator time block encompassed the entire evening an assignment was due. This time was non-negotiable. Friends and family knew Monday evening was not the time to call and chat. My supervisor knew I could not work late on this day. I held a board position in a volunteer group, and the board agreed to avoid scheduling meetings on Mondays. Everybody knew Monday was not their day. Monday was D-day (D for deadline, D for doctorate).

Future doctors, you must balance time for work, family, and friends throughout your doctoral journey. You cannot simply disappear until your complete your degree. Showing continued appreciation for your support system is important. However, stand firm on making time for your degree. If you do not make time to create and screen quality work, you will fail. Poor time management leads to dropped or repeated courses, wasting time and money. You must establish non-negotiable time.

Create strategies to multi-task assignments. Initially, I treated discussion question posts as separate topics from my weekly papers. Class discussions typically included topics required in the weekly assignment. Compare discussion question topics to assignment requirements. If they overlap, use discussion question posts to draft content for your paper. Paraphrase your discussion question posts and add this content to your assignment outline. Avoid copying posts directly as some professors view this as a form of self-plagiarism (dovetailing). This strategy saves significant research time for the weekly assignment.

Consider posting your first discussion question requirement by the second day of class. Use the "A-B-C-C" model in your posts: Acknowledge, Build, Challenge, and Cite. Acknowledge the value of the question or peer posting in your response. Build on the question or post by providing new information. Challenge your peers by ending your posts with a thought-provoking question. Cite at least one reference in each post. Asking questions at the end of your posts provides peers an opportunity to respond. You, in turn, can reply with a second post based on responses received. Creating citations can be tedious. If you cite research correctly, you can copy and paste formatted citations into your weekly assignment if you reference those sources in your paper.

Inevitably, online classrooms will be void of student activity until the weekend or last day of class. Instructors are required to provide classroom feedback throughout the week. By posting early, I increased the likelihood my posts would receive direct feedback from the professor. Professors frequently cited references in their responses, which provided great research leads. Professors challenged me if my assumptions were incorrect. Receiving calibration throughout class discussions prevented point loss in weekly assignments.

Save formatting time by adjusting Microsoft Word default settings to match paper requirements. Set Word to detect the correct number of spaces between sentences. Use the references tab at the top of your document to format citations. You can purchase add-in programs, such as Perrla, to automate formatting and keep a database of your citations. A citation database allows users to recall formatted references with a few mouse clicks.

There is always room to improve your writing ability. Many institutions offer plagiarism and grammar review software, such as Grammarly, as a resource. Working proactively allows time to screen papers for errors. Submit individual and team papers through the plagiarism checker religiously. Consider doing the same for discussion question posts. Even a good writer has a bad day and may inadvertently overlook citation errors. The risk of accidental plagiarism increases exponentially on team assignments. Professors can file plagiarism reports against all team members, even if one contributor was responsible for the violation. The tool can protect you from potential expulsion for plagiarism violations.

Although Microsoft Word identifies content issues, submit your papers through the grammar checker consistently. This process involves submitting papers, revising based on feedback received, and submitting a second time. Inevitably, the second review highlights errors missed in initial submission. Make second-round revisions and submit a final time to confirm resolution of all issues.

Most students submit their papers through the grammar checker once (if at all), missing error correction opportunities. I was a strong writer, but adjusted content to avoid making common errors. This tool was instrumental in strengthening writing ability before completing my dissertation.

A doctoral degree is a degree on steroids. Pursuit of a doctorate is pursuit of learning. The knowledge you have when you enter the program is merely a precursor. Your brain will hurt. You will encounter unknown concepts and become frustrated with the dissertation approval process. Doctoral candidates must accept feedback with grace and humility. Grades on your coursework will not always be perfect. Instructors and peers will test credibility of your discussion posts (or ignore them). Reviewers will challenge your dissertation. You will be tired, stressed, and overwhelmed. You must have grit to succeed.

Your professors and doctoral committee provide constructive feedback to protect you from your own shortcomings. You will revise, revise, and revise your work. Your professors are already doctors. Your dissertation work is not a competition to them. Your committee is not your enemy. The committee understands the research approval and publishing process. They have extensive expertise in these areas. The committee wants you to be successful, because extending the knowledge base is a significant accomplishment. Your published dissertation reflects the competency of your committee members and the quality of your degree.

During residencies, I listened to comments doctoral candidates made regarding dissertation feedback. Many students were passionate about their dissertation topics, spending countless hours feverishly writing research. Their dissertations represented hard work and were of great personal value. The notion that a professor would find their content less than stellar was shocking. Several students became defensive and challenged the professor's credibility. They resisted feedback recommendations, arrogantly positioning themselves and their work above the professor's expertise.

Other students received feedback with humility, despite frustration their work was not celebrated as perfection. They made revisions aligning with the professor's recommendations. These students thanked the professor for feedback and were pleased to see revisions met with encouraging comments about their improvements.

Admittedly, I fell somewhere between the two reactions. I partially revised my dissertation based on feedback. Ultimately, I had to make all required revisions before my dissertation was accepted. Reading critical feedback from experts is not pleasant. Accept your work is not perfect, take a deep breath, and make the revisions. If you want to become a doctor, make the damned revisions.

Future doctors, learn from my dissertation pitfalls. Ensure your topic clearly aligns with your degree path. If you are pursuing a doctorate in leadership, do not choose a dissertation topic about education. Your topic will be rejected and you will have to start over.

Ensure you can extend knowledge but choose topics conservatively. The purpose of dissertation work is demonstration of technical research ability. Do not try to tap dance when simple walking will do. Avoid creating new test instruments unless you enjoy running statistics and encountering delays. Added complexity is overwhelming. If you want to change the world, stay focused, choose conservatively, and complete your degree. The possibilities are endless AFTER you are a doctor.

Most doctoral programs recommend research sources to be less than five years old. Consider using references less than three years old (where practical) to keep the literature review up to date on the most recent research. You can complete a doctoral program in under three and a half years. I completed mine in six and was the first in my cohort to graduate. I spent six years working on my research and I revised my dissertation to add in current information.

Promises made are promises kept. In your proposal, you commit to providing data on certain outcomes, based on a collection of theoretical constructs and concepts. Research approval comes with expectation you will deliver on your commitments. Keep a checklist of research questions, theories, and other points your research will support or disprove. Compare outcomes to this checklist when parsing through data in Chapter 4, and include these points in Chapter 5. You will have to revise from future to past verb tense in your proposal when your study is completed.

Do not stress if your research does not prove your assumptions. A non-result is still a finding. Include the lack of proof in your discussion. Adverse findings extend knowledge by confirming or refuting current literature.

The Institutional Review Board (IRB) is an evil friend. This phase is where humility is important. IRB's role is to protect you from unethical practices by holding you accountable to stringent standards. I remember my elation over proposal approval from Quality Review before hitting the

IRB wall. Future doctors, the IRB approval process is hell. IRB nitpicks every gory detail of your submission and you must comply. You cannot conduct research without IRB approval. Revise your wording to their standards exactly. I know it hurts. Just get it done.

You may incur delays in collecting data. Schedule classes accordingly. Organization and data reporting in chapter four is overwhelming. Do not attempt to write your analysis in a single setting. Commit to a regular schedule of working on one or two points at a time. Step away, reflect, and breathe. Ensure all areas of your checklist are covered and revise as new findings arise. Consider writing parts of chapter five as you document findings in chapter four. Link theories or concepts from your proposal to your findings. Working on the two chapters in tandem helps organize the thought process of connecting data to theory.

As you get closer to dissertation completion, it is normal for committee members to conduct a more stringent review. The committee will point out finer revisions that were insignificant previously. Your committee wants you to pass final quality review. Just make the revisions.

If you approach the dissertation process with grit, grace, and humility, you may be approved for oral defense. The oral defense is a celebration of your work. Follow the oral defense outline closely and keep slide content at a summary level. You can add details to an appendix slide if needed. Include relevant theories throughout your presentation. Practice your presentation with a timer multiple times in front of multiple audiences.

The journey is not easy. You must have grit, humility, and grace. Protect your time commitments and approach your work with diligence. Ask questions if you do not understand feedback and revise as directed. Be prepared to learn. Future doctors, you can win this uphill battle. Ultimately, nobody can hold you back but you.

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To allow time for full peer reviews of the proposals, this deadline will be fixed.

The mission of Knowledge Without Boundaries™ is to provide opportunities that enable practitioner faculty, students, and alumni, to develop and achieve their professional research and scholarship goals and, through ***scholarly leadership***, improve the performance of the organizations and communities they serve. The annual research summit is a continuation of this mission and it upholds the intended vision to encourage the formation of communities of scholarship for practitioner faculty, students, and alumni.

This year, the 2019 Knowledge Without Boundaries™ Research Summit is pleased to expand its reach to all practitioner faculty. This includes business and industry partners engaged in applied organizational research. A special invitation is extended to practitioner faculty teaching at Community Colleges across the nation. Through these invitations, the Research and Scholarship Enterprise for the University of Phoenix can serve as the vehicle for all Scholar/Practitioner/ Leaders to extend their reach and impact in their respective fields.

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Upcoming Events

Highlighted Event!

Professional Engagement to Publication (PEP) Two-Part Workshop

Looking to get professionally published in your field aside from your doctorate? Partake in the Professional Engagement to Publication (PEP) workshop run by Erik Bean, Ed.D., Center for Leadership Studies and Educational Research (CLSER) chair and Dr. Carol A. Holland, CLSER publication fellow. The Workshop is 7 to 8 p.m., EST. To register up until 72 hours prior, send an email to deadline@email.phoenix.edu with your name, relationship to UOPX, your preferred email address, and indicate either SPRING A SPRING B.

PEP SPRING A 2019 SESSIONS (Tuesdays) BOTH SESSIONS REQUIRED
March 26, 2019, PART 1: 7 TO 8 PM, EDT
April 30, 2019, PART 2: 7 TO 8 PM, EDT

PEP SPRING B 2019 SESSIONS (Tuesdays) BOTH SESSIONS REQUIRED
May 7, 2019, PART 1: 7 TO 8 PM, EDT
June 10, 2019, PART 2: 7 TO 8 PM, EDT

Methodology Events

Date	Topic
March 28, 2019	Descriptive Causal Comparative Designs Brief description/agenda: Introduce use of DCCD within dissertations. Webinar Time: 4-5 pm AZ Time. The webinar links are available at: http://bit.ly/2iTlQVX
April 4 2019	Delphi Method, leader: Dr. Phil Davidson The "Expert" and validity of the Delphi Technique Webinar Time: 4-5 pm AZ Time. The webinar links are available at: http://bit.ly/2iTlQVX
April 18th, 2019	Mixed Methods, leader: Dr. Ryan Rominger Brief description/agenda: This webinar will focus on Chairing and using MM within doctoral dissertations. MM have unique opportunities and challenges when applied to graduate work, which will be discussed along with potential ways to compensate for the challenges. Several examples of MM dissertations will be used as examples for discussion. Webinar Time: 4-5 pm AZ Time. The webinar links are available at: http://bit.ly/2iTlQVX
May 16, 2019	Quantitative Experimental, leader: Dr. Brian Sloboda: Brief description/agenda: Introduce use of experimental designs as used within dissertations. Webinar Time: 4-5 pm AZ Time. The webinar links are available at: http://bit.ly/2iTlQVX
May 30, 2019	Quasi-Experimental Research Designs: Brief description/agenda: Introduce use of quasi-experimental designs as used within dissertations. Webinar Time: 4-5 pm AZ Time. The webinar links are available at: http://bit.ly/2iTlQVX
June 20, 2019	Correlational Designs, leaders: Dr. Armando Paladino, Michelle Hill & Dr. Ruzanna Topchyan Brief description/agenda: Introduce use of correlational designs as used within dissertations. Webinar Time: 4-5 pm AZ Time. The webinar links are available at: http://bit.ly/2iTlQVX

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

Monthly Writing Challenge

Monthly Writing Challenge presented by the Center for Workplace Diversity and Inclusion Research

The Monthly Writing Challenge provides an opportunity for participants to experiment the daily academic writing and supportive accountability. This challenge is open to all members of the University of Phoenix community and you can write on anything you choose. The goal is simply to make some progress while developing a beneficial habit. Writing challenges begin on the first Tuesday of every month. Participation in the Monthly Writing Challenge is simple:

· You start with making a commitment to writing every week for at least 30 minutes a day (or more if desired or necessary) for five (5) days each week.

· Once a week, log into our Phoenix Connect group and post your progress. This process also allows you to engage with others who are focused on the common goal of making progress on their individual writing project(s).

Whether you are a student, staff member, faculty, or alum, this challenge provides an opportunity to get into the habit of regularly writing. And, as a collective group, we are able to make progress together! If you are up to the challenge, we hope you will join us! Each Monthly Writing Challenge has twenty (20) spots available. If you would like to join us in a Monthly Writing Challenge, please email us at workplacediversity@phoenix.edu

For more information visit http://bit.ly/2IT6XCN

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

Research.Phoenix.Edu