

University of Phoenix
Charlotte Campus &
Charlotte Research Center
present the
4th Annual Faculty & Student
Scholarship Symposium

September 29, 2017

Courtyard by Marriott – Billy Graham
123 W. Woodlawn, Charlotte, North Carolina



University of Phoenix®

The Charlotte Research Center

Surely, scholarship means engaging in original research. But the work of the scholar also means stepping back from one's investigating, looking for connections, building bridges between theory and practice, and communicating one's knowledge effectively to students.

Ernest Boyer, 1990

Charlotte Research Center [CRC] was founded June 25, 2010

The CRC Vision (updated at CRC meeting on August 5, 2017)

To advance faculty and student scholarly research for University of Phoenix, Charlotte Market.

The CRC Mission (updated at CRC meeting on August 5, 2017)

To encourage Charlotte Market faculty and students to pursue collaborative academic and applied research, publications, and presentations.

Over the years, Charlotte Research Center (CRC) leaders have offered numerous trainings on research methods, as well as information on publishing and presentations. CRC embraces a team concept which promotes collaborative research efforts by members. Faculty, students, and alumni identify research interests to match scholarly application for further exploration with support of CRC members. CRC has over 70 articles, books and posters on display in the Charlotte Campus Faculty Scholarship room located at the Main Campus.

Faculty Scholarship

University of Phoenix has adopted and adapted the Boyer model by encouraging scholarship across the four domains of discovery, application, integration, and teaching & learning. Faculty members, students and alumni are actively involved in academic and professional scholarly activities. The following list includes professional and scholarly activities submitted by the faculty in the past 24 months:

- Research initiatives with faculty as principals or co-principles.
- Authorships or co-authorships of monographs.
- Academic and professional scholarly presentations, recognitions and awards.
- Interdisciplinary research activities outside University of Phoenix.
- Programs with Governmental, business, and non-profit organizations.
- Participation on community boards, memberships in professional associations and community presentations.



2017 Charlotte Research Center Presenters

Keynote Speaker: The Impact of Research

Lillie M. Hibbler-Britt, PhD

Attracting and Retaining Diverse Talent in the Accounting Industry: A Case Study of Two Professional Services Firms

Catherine Burr, DM

Perceptions of Emulation of Human Ethics Programmed in Robots: A Content Analysis

Barbara Fedock, Ed.D

How Do We Detect Deceit in Law Enforcement and in Business?

Don Gemeinhardt, Ed.D

Making the Transition from Incarceration to Supervision: Promising Reentry Practices in South Carolina

Shaunita M. Grase, MS, CPM

Crimea: New Paradigm or Another Cold War?

Aleksandr V. Kocharyan, PhD

Move Over Millennials, It's Generation Z's Turn: Developing Leaders with Different Values Sets

Liz Minthorne, DSL

The Tuscarora of Eastern NC Perceptions of Growing Microgreens for Profit

Ramona Moore Big Eagle, MEd

Transformational Leadership Practices to Help Close the Achievement Gap for All Minority Students in the United States

Laylon Price, DBA & Steven Harrison, DBA

Diversity and Inclusion Considered as Productivity and Performance Factors in Industries of the Charlotte, North Carolina, Region

Elvia Pulley, MBA & Leo Maganares, Ed.D

AGENDA

- 5:00pm Registration, Networking and Dinner
- 5:30pm **Welcome and Introduction** *Dr. Aleksandr V. Kocharyan*
- 5:45pm Keynote *Dr. Lillie M. Hibler-Britt*
- 6:10pm **Part I – Moderator Dr. Liz Minthorne**
- 6:15pm Attracting and Retaining Diverse Talent in the Accounting Industry: A Case Study of Two Professional Services Firms *Dr. Catherine Burr*
- 6:30pm Perception of Emulation of Human Ethics Programmed in Robots: A Content Analysis *Dr. Barbara Fedock*
- 6:45pm How Do We Detect Deceit in Law Enforcement and in Business? *Dr. Don Gemeinhardt*
- 7:00pm Making the Transition from Incarceration to Supervision: Promising Reentry Practices in South Carolina *Shaunita M. Grace*
- 7:15pm **Break**
- 7:25pm Part II – Moderator Dr. Leo Maganares**
- 7:30pm Crimea: New Paradigm or Another Cold War? *Dr. Aleksandr V. Kocharyan*
- 7:45pm Move Over Millennials, It's Generation Z's Turn: Developing Leaders with Different Value Sets *Dr. Liz Minthorne*
- 8:00pm The Tiscarora of Eastern NC Perceptions of Growing Microgreens for Profit *Ramona Moore Big Eagle*
- 8:15pm Transformational Leadership Practices to Help Close the Achievement Gap for ALL Minority Students in the United States *Dr. Laylon Price and Dr. Steven Harrison*
- 8:30pm Diversity and Inclusion considered as productivity and performance factors in industries of the Charlotte, North Carolina Region *Elvia Pulley and Dr. Leo Maganares*
- 8:45pm **Wrap Up and Closing** *Dr. Catherine Burr*

Keynote Presentation: *The Impact of Research*



Lillie M. Hibbler-Britt, PhD

Dr. Lillie Hibbler-Britt is a native of Orangeburg, SC and currently resides in Dunellen, NJ. Dr. Hibbler-Britt is an accomplished scholar practitioner with over 24 years private sector experience working for Fortune 500 companies and 6 plus years of teaching experience. She is a Summa Cum Laude graduate of Claflin University in Orangeburg. She received an MBA from Bowling Green State University in Bowling Green OH and a Doctorate of Philosophy in Organizational Behavior, Human Resources., from Capella University in Minneapolis MN.

Lillie has over 27 years of corporate experience, of which 24 years was spent working for Fortune 500 companies such as Harris Corporation (Melbourne, FL), Emerson Electric (St. Louis, MO), Wells Fargo (Charlotte, NC) Prudential Securities (Baltimore, MD) and BEA Systems, formerly BMY (York, PA). In 2009, Dr. Hibbler-Britt ventured away from corporate America and established The Focus Investment Team, a financial services firm dedicated to assisting small businesses and individual with financial planning.

In 2012 Dr. Hibbler-Britt sold her practice and joined the University of Phoenix full-time as the Campus College Chair for the School of Business at the Jersey City campus, in Jersey City NJ. In 2017, she became the Lead Program Chair, East District for the School of Business. As the Lead Program Chair, Lillie works closely with faculty to ensure that the quality of education received by student equips them to be competitive in the current business environment. In addition, Dr. Hibbler-Britt is a Research Fellow affiliated with the Center for Global Business Research and serves as a Dissertation Chair, University of Phoenix School of Advance Studies. She has presented at several academic conferences such as the ACBSP International Conference, Cancun, Mexico; the Institute for Business and Finance Research, Las Vegas NV; and the Institute for Business and Finance Research, Honolulu, HI. Her primary area of focus for research is small businesses and critical success factor theory.

Additionally, Dr. Hibbler has published her first literary work: *River Voices: Breaking the Silence*, A sociopolitical ideology of issues affecting the African American community. Xlibris Publications, 2011. She is currently in the process of finishing her second work. Dr. Hibbler-Britt serves as a co-Chair for the New Jersey Business and Industry Women's Committee, the advisory board for the Universal Business Academy, Charter School, and she is a Board of Directors member of the African American Chamber of Commerce of New Jersey. Lillie enjoys writing, painting, golfing and reading. She has two daughters.

Attracting and Retaining Diverse Talent in the Accounting Industry: A Case Study of Two Professional Services Firms

Catherine Burr DM

Abstract

The author will outline organizational efforts in the accounting and professional services industry to attract, develop and retain diverse professionals with a focus on the inclusion of women and minorities in their talent pipelines. The case study will include primary documentation and materials generated from face-to-face interviews with two accounting firms, each representing a significant employee presence in Charlotte, NC. The firms represent a top 20 domestic firm and a Big 4, global firm. The author will evaluate the company's' talent sourcing, learning and promotion strategies, and initiatives within the context of the accounting industry. Internal stakeholders will be interviewed including partners, senior managers, associates and representatives from human resources, and talent management functional departments. Twelve interviews were conducted at each of the two firms to assess various opinions and perspectives on their current workforce initiatives. This case study will examine how certified public accounting (CPA) firms are meeting the challenges of attracting, developing and retaining diverse talent in Charlotte, NC. Specifically, the authors will outline and explore concerns related to the identification and cultivation of women and minority professionals in the accounting industry. Historically, women and minority accounting professionals are underrepresented, especially at the senior leadership level. In addition, this case study will serve as a model for consideration by other professional service organizations, as well as companies from other industries, seeking to enhance organizational diversity and inclusion strategies leading to enhanced results.



Catherine Burr, DM

Dr. Burr's professional experience is in the education and pharmaceutical arenas holding positions from sales representative to sales management to corporate training & development. She has experience consulting in HR and working with companies in need of training initiatives based on corporate needs and goals. With over 28 years in healthcare, Dr. Burr continues to focus on healthy communities. In March 2010, Dr. Burr successfully defended her doctoral dissertation. The dissertation is titled: *The Mentoring Experiences of Executive Pharmaceutical Women: A Phenomenological Study*. In addition, she completed her masters in Educational Leadership at Western Michigan University. While teaching Marketing and Management at Davenport University, Dr. Burr consulted at the College of Aviation at WMU on a resume building and interviewing skills program for senior flight and airport management students. This led to developing the seminar into the first of two published books. From 2015-2017 Dr. Burr presented at GUIDE International Conference in Florida; EURAM International Conference in Scotland; ACBSP Region 3 in Greensboro; and Inclusive Diversity Summit in Charlotte. As an active member in the community she is Board Chair for Executive Leadership and Entrepreneurial Development through Olympic High School. When not working, volunteering, or visiting family, Dr. Burr enjoys playing flute and piccolo. Her goal is to help students on their educational journey. Dr. Burr is the Chief Academic Officer for the University of Phoenix, Charlotte North Carolina Campus. Her focus is on leading a model campus for University of Phoenix to help students progress to commencement.

Perceptions of Emulation of Human Ethics Programmed in Robots: A Content Analysis

Barbara Fedock, Ed.D

Abstract

Educators play a significant role in the formation of learner ethical perspectives and models; however, the ethical effects of the use of robots in education leave unanswered questions. Questions arise related to how ethical standards are determined and what model is used to emulate human ethics. Therefore, the purpose of this qualitative summative content analysis will be to examine how the emulation of human ethics programmed in robots used in educational settings is perceived. A content analysis of scholarly researchers' perceptions on the emulation of human ethics programmed in robots used in educational settings will be explored in this qualitative study. The main research question will be How do scholarly researchers perceive the role of emulation of human ethics programmed in robots used in educational settings? Educational leaders may use the findings in this study as a springboard for re-evaluating mission statements and ethical policies. Likewise, after reviewing the findings, robotic programmers may see the need for collaboration with educational leaders to engage in on-going discussions related to ethical standards, positive outcomes, issues, and challenges.



Barbara Fedock, Ed.D

Dr. Fedock has taught for the University of Phoenix for twelve years as an online and local instructor at the bachelor, master's, and doctoral level. As a former public school teacher, consultant for the North Carolina Department of Public Instruction, she teaches in the College of Humanities and Sciences on the Charlotte, North Carolina campus. On the Charlotte campus, she teaches GEN, communication, critical reading, Entry Point Courses Undergraduate, Interdisciplinary Capstone Undergraduate, and research courses. In addition, she is a dissertation chair for the School of Advanced Studies. Dr. Fedock is a 2015 University of Phoenix Research Fellow. Her Research Fellow study, *Online Dissertation Chairs' Perceptions: Reflective Mentoring Practices and Changing Student Cross Cultural and Generational Worldviews*, was accepted by SAGE, and she presented the study findings at the Association of Advancement of Computing in Education World Conference for E-Learning in Vancouver, BC in July 2016. Dr. Fedock presented a study on critical thinking in Las Vegas in October 2016 and a quantitative study on STEM schools in Orlando, Florida in November of 2016. As a researcher, Dr. Fedock has written and presented twelve studies, and she co-authored a chapter in a book *Foundations of Digital Badges and Micro-Credentials* by Springer which was published in June 2016. Dr. Barbara Fedock lives in Asheville, North Carolina, and she is a former public school English, language arts, and math classroom teacher.

How Do We Detect Deceit in Law Enforcement and in Business? *Don Gemeinhardt, Ed.D*

Abstract

The purpose of this presentation is to present data relating to detecting deceit during law enforcement interviews by investigation of field data from interviews with personnel in various law enforcement agencies, studies of various interviews, interview theories, and an extensive literature review. This case study explores whether enough data are available to create an effective new training tool for law enforcement communities. This data also reveals the possibility that this same deceit detection data has a universal use in creating detection of deceit in almost any type of business or even social interview or communication transaction. The concept of communicating and discussing facts in a dynamic environment for any manager at any level is essential to effective business and a truth based social existence so any insight into detecting truth can be essential and useful in many ways. Various participants discuss the most effective interviewing methods—ranging from an evidence-based or cognitive approach to a relationship-development or behavioral analysis approach—that would lead to changes in behavior through the trigger behaviors which are the comments the interviewee makes and pointers which are the responses by the interviewer to clarify or detect truth and deceit common to all interviews and all types of discussions. This presentation shows how universal this research is to other areas common to deceit detection in our entire spectrum of Business, Law Enforcement and Social relationships.



Don Gemeinhardt, Ed.D

Dr. Don Gemeinhardt is a retired Colonel (USAF) who has held various military positions as a Patrolman, Investigator, Police Chief, and the Special Assistant for Security Matters for (US. Military Forces in Europe, Israel and Africa) which entailed various aspects of anti-terrorism and intelligence areas. After 2004, he entered the business community as a Subject Matter Expert and Director of Capture Activities for a division of the Research Triangle Institute in Durham, North Carolina. This is a non-profit organization created by Duke University and UNC and where he did research and managed the development and led the creation of various simulations and simulators in the fields of Law Enforcement, Anti-Terrorism for DHS, DOD and the FBI. Dr. Don developed behavior models to investigate integration and terrorist intent issues with the DHS. Dr. Gemeinhardt has also been a member of several Centers of Excellence under DHS and is a Senior Fellow for the FBI's Social Behavior Unit. He has taught for UOP since 2003 both on-campus and on-line and is on the UOP Faculty Committee for IS&T Physical Security. He is currently the President of VTI developing various Learning Management Systems. He has an MBA and MSS as well as a Doctorate in Technical Education.

Making the Transition from Incarceration to Supervision: Promising Reentry Practices in South Carolina

Shaunita M. Grase, MS, CPM

Abstract

Within the last ten years, the need for offender reentry programs has grown significantly as the number of state and federal inmates released from incarceration continue to rise each year (Gill & Wilson, 2017). Approximately 10% of the South Carolina Department of Probation, Parole and Pardon Services (SCDPPPS) active supervision population comprise of formerly incarcerated persons who transitioned from incarceration to supervision; with a potential of nearly 8% of its jurisdictional population comprising of individuals incarcerated and pending release to some type of community supervision with the Department. Although a relatively small number of offenders comprise of SCDPPPS' reentry population, the need to prepare inmates for post-release reintegration and evaluate reentry programs is imperative with the overall goal of improved public safety in mind. According to Gill and Wilson (2017), low or no educational completion and substance abuse dependence pose significant reentry challenges for vulnerable, at-risk reentry populations. Based the analysis of a cohort of inmates (n=75) released from a state prison in South Carolina during FY2015, 33% were assessed as low risk using an actuarial risk/needs assessment tool; while, 59% were collectively assessed at moderate to high risk to reoffend. With the ability to obtain employment recognized an important component of successful reentry, the most commonly identified criminogenic needs were education/vocation and substance abuse in the study population (Gill & Wilson, 2017). The literature suggests there is limited research on the effectiveness of evidence-based reentry programs post implementation (Gill & Wilson, 2017; (Visher, 2006). Using the *Integrated Model of Corrections* framework to guide implementation of evidence-based programs, effective and sustainable offender reentry practices may help criminal justice leaders to clearly define the nature of the problem through the evaluation of existing programs and examination of the current literature relating to criminal behavior and risk reduction (Gill & Wilson, 2017). The purpose of this research is to explore opportunities for putting into practice a comprehensive reentry strategy at criminal justice agencies aiming to reduce offender recidivism and improve supervision outcomes.



Shaunita M. Grase, MS, CPM

With over 16 years of experience in the human services and criminal justice field, Ms. Grase is the Director of Rehabilitative Services at the South Carolina Department of Probation, Parole and Pardon Services. She began her career as a probation and parole agent; and held positions as the Youthful Offender Act and Shock Release Program Coordinator and Director of Evidence-Based Practices with the Department. As a faculty at University of Phoenix since 2010, Ms. Grase has presented at various criminal justice conferences throughout the country. Her research interests include crime and justice policy, organizational development, offender reentry and program planning and evaluation. Her community work includes serving as member of the Board of Directors for the South Carolina Probation and Parole Association, the South Carolina Correctional Association; and most recently the SC Chapter of the National Association of Blacks in Criminal Justice representing Higher Education. Ms. Grase is a member of Zeta Phi Beta Sorority in Columbia, SC. Ms. Grase graduated from the University of South Carolina with a degree in experimental psychology. She earned a Master of Science degree from the University of Cincinnati in criminal justice and criminology. As a Class-1 certified law enforcement officer, Ms. Grase is a graduate of SC Criminal Justice Academy and credentialed as a certified Public Manager.

Crimea: New Paradigm or Another Cold War?

Aleksandr V. Kocharyan, PhD

Abstract

Since ancient times, Crimea always has been seen as a strategic and geopolitical prize. Over the centuries, Crimea has been occupied by Cimmerians, Greeks, Romans, Goths, Huns, Ottomans, Venetians, and Mongols until Catherine the Great annexed the peninsula in 1783 from Crimean Khanate. Several major wars were fought in Crimea with Russian, Turks, British, French, and German troops. In late 1920 Crimea became an autonomous republic within the Russian Soviet Federative Republic in the USSR and in 1954 was transferred from Russian Federation to Ukrainian Soviet Socialistic Republic on the ground of better managerial efficiency. Geographically, Crimea is little bigger in size than the US State of Maryland, attached to Ukraine and separated from Russia by a narrow Kerch Straight. Crimea is a home to Sevastopol, a strategically important Russian Naval base on the Black Sea. The majority of the over two million peninsula population are ethnic Russians who long fought for its independence from central Ukrainian authority. For them, returning to Russia was a natural step and self-determination right obtained on the referendum conducted on March 16, 2014. Following that referendum, the Supreme Council of Crimea and Sevastopol City Council declared independence from Ukraine and officially joined Russia two days later. Almost immediately Western countries including U.S. declared the entire process to be illegal and imposed sanctions against Russia. Since 2014, Russia invested billions of dollars into Crimean infrastructure and economy. With dependency on Ukraine for supplies of drinking water and electricity, Kiev ceased its delivery to the Crimea peninsula. Over the years, it became apparent that United States and the West need Russia to support war against Islamic terrorism, to deal with nuclear threat from North Korea, and with other problems around the world. Multidimensional world challenges create a single superpower mentality and new reality of respect for self-determination and sovereignty for all. The research focuses on three different scenarios of dealing with the situation around the Crimea crisis including (1) maintaining the “status quo”; (2) introducing additional sanctions on Russia leading to another Cold War; and (3) uncovering a workable solution to the problem.



Aleksandr V. Kocharyan, PhD

Dr. Aleksandr V. Kocharyan received his BA, MA, and Ph.D. in Economics from Moscow State University (Russia). During *perestroika* he was a member of Russian Think Tank, and then an Economic and Demographic Consultant to the United Nations. Besides many years of economic and demographic research, he has vast experience in finance, insurance, and management with John Hancock Financial Services, A.G. Edwards and Sons, Inc., and TIAA-CREF. He was securities and insurance licensed in all 50 states and DC. He has Accredited Asset Management Specialist (AAMS) designation from the College for Financial Planning. Dr. Kocharyan has over 30 years of overseas and American teaching experience. Over the years, he received numerous academic excellence and leadership awards. He is a member of the American Economic Association, National Association of Business Economics, Population Association of America, and Charlotte Economics Club. Presently, Dr. Kocharyan is Program Chair of School of Business with the University of Phoenix, Charlotte market. He is also Chair of the Charlotte Research Center that he founded in 2010. Dr. Kocharyan has published in several countries including USA, Great Britain, Russia, Ukraine, Armenia, and Azerbaijan. He is married with two adult children, and he loves to travel around the world.

Move Over Millennials, It's Generation Z's Turn: Developing Leaders with Different Value Sets

Liz Minthorne, DSL

Abstract

By the year 2030, the oldest Boomer will be eighty years old; the oldest Gen – X will be sixty-five; and the oldest Millennial will be fifty. In the work place, the replacement workers will be Generation Z, the oldest being thirty-four by 2030. According to research, Generation Z workers reflect different values from prior generations that affect behaviors. The extent of change will be examined and discussed. The focus of the study analyzes the impact of Gen Z on organizational behavior through knowledge sharing, technology skills and educational skills gaps. Current business practice has encouraged the importance of keeping knowledge “close to the vest”, including within and between organizations known as the competitive advantage. Employees from the Baby Boomer, Gen-X and Millennials see the path forward within an organization for promotion, higher pay and better benefits based on their ability to have stronger professional and technology skills. Employers must be included in this research to fully understand the friction that now exists between generational workers. As Boomers and Generation-X age out of the workforce, generational issues will become more aggravated between Millennials and Generation Z. The three questions to be answered through this research involves a review of how businesses leaders and employees deal with breaking down barriers and rebuilding the communication and trust link to work together to increase organizational effectiveness. Further research may focus on long-term economic impact that changes in United States culture and society. Values and behaviors will be examined for differences and commonality such as technology, ability to manage long-term projects and company loyalty.



Liz Minthorne, DSL

Dr. Elizabeth Minthorne brings a unique set of skills into the classroom as characterized through her managerial and leadership capacities in private and academic environments. Her experiences in business and education at AT&T and the Bell System Companies; Nortel Federal Systems; and University of Phoenix; combined with academic theory, leads to a practical application in varied business environments. As a consultant, Dr. Minthorne utilizes skills, abilities and knowledge in Program Management, Business Development, Training Course Development, and Strategic Plan Formulation. Her non-profit experience includes working with the Dulles Area Association of REALTORS. Dr. Minthorne received her academic training at Converse College and Lindenwood University. She received a Master's Certificate in Project Management from the George Washington School of Management and Public Administration. Additional Masters and Doctoral degrees were received from Regent University, Virginia Beach, Virginia, including a Certificate of Advanced Graduate Studies in Organizational Behavior. Previous instructor experience includes Johns Hopkins University, Regent University and University of Virginia. Dr. Minthorne has served as Lead Faculty, School of Business, University of Phoenix and Academic Affairs staff, University of Phoenix, Reston, VA. Dr. Minthorne now resides in Charlotte NC and continues her role at University of Phoenix as Lead Faculty Area Chair in School of Business and ass Vice-Chair, Charlotte Research Center and Delta Mu Delta Faculty Adviser. In 2016, Dr. Minthorne received the School of Business Faculty of the Year award. Published work can be found at academia.edu.

The Tuscarora of Eastern NC Perceptions of Growing Microgreens for Profit

Ramona Moore Big Eagle, MEd

Abstract

The Tuscarora of NC are a small group of Native American Indians that have lived in NC since before contact in 1749. The Tuscarora are neither state or federally recognized by the US government, although the group has met the requirements for federal recognition for over 100 years. As a result of non-recognition, the reservation is poverty stricken and leads the state in every negative statistic. The leaders have no community economic development or agricultural development of any type. Young people leave the reservation as soon as they can, leaving behind Elders on very low fixed incomes to take care of themselves. With no business opportunities and very little money for nutritious food, the Elders suffer greatly. The purpose of this qualitative narrative study will be to examine how the Tuscarora of NC will perceive the growing of micro-greens for profit. As an Oral Historian and member of the Tuscarora of NC, and Legend Keeper of this community, the research will initially use the power of storytelling to create hope and a new vision for the people. Through the use of storytelling, a common hope will be established for the future of the people. This narrative study will be implemented through the use of interviewing the people with open ended questions and recording their responses. The hope is that after hearing their initial responses, doors will be opened to go back and teach the simple process of growing microgreens for profit.



Ramona Moore Big-Eagle, MEd

Ramona Moore Big Eagle, M.Ed. (Tuscarora/Cherokee) is President and CEO of Dare To Soar Enterprises, a company she started in 1991. The company's purpose is to inspire and empower people of all ages in all walks of life to become more effective communicators. Ramona is an internationally renowned Speaker and Storyteller as well as an Oral Historian and Legend Keeper from the Tuscarora Nation of North Carolina. Ramona received a Master of Education Degree from East Tennessee State University in Reading and Storytelling and a B.A. Degree from Catawba College. Ramona, who has been teaching for over two decades, was honored as Teacher of the Year in Drama for 2001-2002 at Community School of the Arts and received the 2012 Faculty Leadership Award from the University of Phoenix where she has taught for over 10 years. Ramona travels throughout the United States and Canada as a Motivational Speaker, Storyteller, Cultural Educator, Consultant, and Workshop Facilitator. Her workshops and programs are in high demand for educating and empowering audiences of all ages. Ramona does numerous corporate workshops on: Leadership through Storytelling, Finding Your Corporate Story, Team Building, Motivation, Diversity and Inclusion. Ramona is the Founder and President of the Storytellers Guild of Charlotte, Inc.

Transformational Leadership Practices to Help Close the Achievement Gap for All Minority Students in the United States

Laylon Price, DBA & Steven Harrison, DBA

Abstract

The following research proposal is designed to discuss a quantitative research study that explored whether principals' leadership styles (transformational, transactional, and charismatic) impact student achievement. The purpose statement of this quantitative correlation research study was to analyze the relationship between high school principals' leadership styles and student graduation rates. Variables studied for this research included the following: high school principals' leadership style as the predictor variable and student graduation rates as the criterion variable. The population for the research study consisted of high school principals from a school district in the southern region of the United States. The research method conducted for this research study was a descriptive correlation research design. The Multi-Factor Leadership Questionnaire (MLQ) was the data collection instrument used for the study. Demographic questions such as school graduation rate were included within the distributed MLQ to participating high school principals. The results of the study revealed that the majority of the participating principals were transformational principals. Additionally, the study showed that there was no correlation between principals' leadership styles and student graduation rates.



Laylon Price, DBA

Dr. Price began his professional teaching career August 1999 at Mount Pleasant Middle School as a Business Teacher. After one year at Mount Pleasant Middle School, Dr. Price started his tenure at West Mecklenburg High School teaching a variety of business courses. Dr. Price served a variety of leadership roles like National Vocational Technical Honor Society co-advisor and Computer Applications I Lead Teacher. After eleven years at West Mecklenburg High School, Dr. Price moved on to become a CTE Business Teacher at White Water Middle School. At White Water Middle School, Dr. Price taught a mixture of business courses like Microsoft Academy and served as CTE Assessment Trainer. Currently, Dr. Price is teaching at Olympic High School teaching programming courses such as Visual Basic and C+. Finally, In November 2014, Dr. Price earned his doctoral degree in Business Administration from the University of Phoenix.



Steven Harrison, DBA

Dr. Harrison hails from Florence, SC with his wife Pam of 13 years and a daughter, Stephanie. Steven holds a Doctorate in Business Administration from University of Phoenix. He has worked in leadership roles in the retail industry and is currently a sales representative for Mondelez International. Dr. Harrison has authored several papers published in academic journals and has participated in several academic conferences. His research interests include servant leadership, employee engagement, job burnout and job retention. Steven enjoys long river walks and spending time with his family.

Diversity and Inclusion Considered as Productivity and Performance Factors in Industries of the Charlotte, North Carolina, Region

Elvia Pulley, MBA & Leo Maganares, Ed.D.

Abstract

According to Deming (1985), organizations consisted of elements, material, equipment, processes, and human beings. Human beings are very important elements for the performance and productivity of an organization. Human beings have very diverse profile based on life and career choices such as family status, first language, work style, military experience, organization role and level, geographic location, education, political beliefs, communications style. Humans are also very diverse based on non-selected profiles such as class, gender, physical abilities and characteristics, age, ethnicity, race, income, and sexuality. According to US Census Bureau (12, 2005), by the year 2042, 50 percent of the population in United States of America will be comprised of people of color and there will be no demographic majority. The same research indicates that 1 out of 5 people in United States of America will be Hispanic by the year 2050. Currently, there are four generations in the workforce and very soon, a fifth generation will emerge in the workplace. Approximately 20% of Americans will be affected of disabilities due to various illnesses and injuries. Women will have the highest percentage of college degrees earned in United States. There is evidence that organizational performance can be advanced not only by recruiting diverse teams but by including the diversity of thought. Inclusive organizations with high employee engagement demonstrate high organizational performance and productivity. In addition, research on effect of diversity on business performance indicates that diversity without inclusion will not increase organizational productivity and performance. The purpose of this quantitative correlational research is to examine the correlation of diversity and inclusion with the productivity and performance in industries the Charlotte, North Carolina region. The population for this research is industries of the Charlotte, North Carolina region. The sample for this research will be individuals and organizations that will decide to participate in this research. The data for this research will be collected via a survey that will be directed to the Charlotte, North Carolina region organizations via local Chambers of Commerce. The Research Question for this study "Are diversity and inclusion considered as productivity and performance factors in industries of the Charlotte, North Carolina, region?"



Elvia Pulley, MBA

Elvia Pulley began her career in the Restaurant Industry while attending community college. She held different management positions with one company for 24 years, and general manager positions for other companies. Elvia wanted to teach mathematics but decided to study business instead. Working for the restaurant industry, Elvia gained working experience to operate a business, and the added advantage of working with diverse groups that contributed to her success. In 2013, Elvia earned her Bachelor's degree in Business, and in 2015 completed her Master's both from University of Phoenix. During her time attending the University of Phoenix, Elvia was motivated from many talented and knowledgeable professors that encouraged her to pursue a higher education. Currently, Elvia is collaborating with Dr. Leo Maganares as an associate researcher with the University of Phoenix, School of Advance Studies.



Leo Maganares, Ed.D

After completing a BS degree in Naval Engineering Leo served as Chief Engineer on numerous naval ships. From the beginning of his career, he realized the significance of the human factor and continuous learning for the success of all organizations. Driven by his passion for helping adult learners, he served as volunteer instructor at the Naval Academy. In 1992, he received a scholarship for postgraduate studies in Management-Personnel and Training Analysis at the Naval Postgraduate School, Monterey, California. During his studies at the Naval Postgraduate School, he was inspired by the Total Quality Leadership Theory, and had the good fortune to work with Leslie Kossoff, student of Dr. Edward Deming, founder of the Total Quality Leadership Theory. In 1995, he started his second career as college instructor and administrator with Heald College, a for-profit college, in Monterey, California. Since 1995, he has contributed to the success of many colleges and universities as Director Academic Affairs, Dean of Education, Department Chair, Cooperative Education Coordinator, Student Retention Coordinator, and Mechanical Engineering Coordinator. In 2007, he earned his doctorate degree in Educational Leadership and Change from the Fielding Graduate University, Santa Barbara, CA. That same year he joined the family of the University of Phoenix as faculty on campus and online, lead faculty on campus, area chair on campus, and dissertation chair online. Urgency, innovative technology, attention to individual students' needs, flexibility, openness to change, diversity, commitment to quality and excellence are the main qualities thriving at University of Phoenix and drive his actions for student service. University of Phoenix generously recognized his commitment to student service and leadership with the Faculty of Excellence Award (2008), Faculty Leadership Award (2012), and Nemat Mawardi Distinguished Faculty of the Year Award (2014). Dr. Leo was a Research Fellow, Global Business Research Center. Currently, he is Lead Faculty Area Chair for College of Humanities and Sciences and Vice-Chair, Charlotte Research Center, Student Chapter. Leo's research interests are in Leadership, Human Motivation, Neuroscience, and Entrepreneurship. He enjoys politics, history, gardening, cooking, and traveling, as well as discussions regarding technology and its enhancement on education.

Acknowledgements

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