University of Phoenix Charlotte Campus & Charlotte Campus Research Center  
Present 3rd Annual Faculty Scholarship Symposium

September 30, 2016

University of Phoenix
3800 Arco Corporate Dr.
Charlotte, North Carolina
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 Campus Research Center [CCRC] founded June 25, 2010

The CCRC Vision
To become the intellectual center of faculty research and scholarship for University of Phoenix, Charlotte Campus.

The CCRC Mission
To provide meaningful and structured support to Charlotte Campus and its Learning Centers faculty members and students in pursuit of academic research, publications of work, and presentations at scientific conferences through collaborative efforts of CCRC members and University of Phoenix resources.

Over the years, CCRC conducted numerous trainings on research methods, publishing, and presentations. CCRC fully embraced a team concept promoting collaborative research efforts by members. Faculty members, students and alumni are able to find matching research interests for further exploration.

CCRC has over 50 articles, books, and posters on display on a continuous basis located in Charlotte Campus Faculty Scholarship room.

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. University of Phoenix faculty members, students and alumni are actively involved in academic and professional scholarly activities. The following list includes professional and scholarly activities submitted by Charlotte Campus faculty and alumni:

- Research initiatives with faculty as principals or co-principals.
- Authorships or co-authorships of monographs.
- Academic recognitions and awards.
- Interdisciplinary research activities outside University of Phoenix including Government, Business Organizations and Non-Profits.
- Academic and professional scholarly presentations.
- Participation on community boards, memberships in professional associations and community presentations.

The Faculty of the Charlotte Campus and the Charlotte Campus Research Center, University of Phoenix

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Faculty development in a Modern Business School

*Dr. Anthony Negbenebor*

LuAnn Wilkerson and David Irby, two of the most published authorities on faculty development in the health profession, have written, “Academic vitality is dependent upon faculty members’ interest and expertise; faculty development has a critical role to play in promoting academic excellence and innovation, and it is a tool for improving the educational vitality of our institutions through attention to the competencies needed by individual teachers and to the institutional policies required to promote academic excellence.”

Faculty development has been described in various ways in the literature on cultivation of the professional skills of the academician, but consistent themes are evident. In the modern Business School, there is a need to refocus our efforts on digital scholarship while still adding the Boyer’s model to our scholarship fabric.

*Anthony Negbenebor, PhD*

Dr. Anthony Negbenebor is Dean Emeritus and Dover Chair of Business at the Godbold School of Business, Gardner-Webb University. He is also Professor of Economics and International Business. He received his Ph.D. from Mississippi State University and completed summer studies on International relations at Universite De Paris (Pantheon-Sorbonne) in Paris, France, and advance studies on Economic Development for Developing Nations at the London School of Economics, London, England. Dr. Negbenebor is an accomplished executive consultant and educator combining over 30+ years of experience in leadership, consulting and scholarship in Business and Education. As a consultant, he has been strategically building, managing and guiding diverse teams to solve complex business problems and the re-engineering of business models. As an educator, he has taught, developed and supervised, and published relevant research and scholarship. Along his career Dr. Negbenebor has accumulated achievements and recognition as a teacher (teacher-of-the year-award), world athlete, Director, Associate Dean of Business, Dean of Business, among other capacities in organizations in the US and abroad, with followers that encompassed a clear diversity of cultures.

He was the President of Accreditation Council for Business Schools and Programs (ACBSP), a world-wide accrediting body for Business Schools for 2014-15. He has held several positions in ACBSP including Chair of the Baccalaureate Board of Commissioners, Chair of the International Marketing Committee, President of Region Three and served as an evaluator and mentor to several colleges and universities both domestically and internationally. He is currently a member of the Board of Directors, Chair-elect of the Accreditation Governance Board (AGB) and serves in other ACBSP committees.

Dr. Negbenebor is a reviewer of articles and books in Economics and International Business for some professional journals and publishers. He has authored, co-authored several books in economics and international business and published several articles in some leading journals.

He is very active in the community and his church and serves in several community boards. He has travelled extensively and speaks a few foreign languages.
Storytelling as a Leadership Tool in Society and Higher Education

Ramona Big Eagle, MEd

Abstract

Storytelling has been around since the beginning of time to educate, entertain, and inspire. It is one of the things that all cultures have in common. From the simple drawings of the cave dwellers to the boardrooms of Fortune 500 Companies, Storytelling is a communication tool that when used effectively sets the Storyteller apart as a Leader. Within my culture – Native American Indian culture, there is an old proverb that says “Tell me the facts and I will learn. Tell me the truth and I will believe. But tell me a story and it will live in my heart forever.” The purpose of this paper is to show through the body of research the evidence for the use of Storytelling as a leadership tool. A tool that can be applied to address the needs of our society and more specifically our higher education systems in building relationships that optimize learning, increase problem solving and creativity. Using the Boyer Research Model with a focus on application and teaching, this research will give a qualitative scholarly review of the available literature showing the value of Storytelling as a leadership tool and its application in society and more specifically higher education.

Ramona Big-Eagle, MEd

Ramona Moore Big Eagle, MEd (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.
The Personality Disorders of our Corporate Leaders: From Great to Ugly

Dr. Marie Germain

Abstract

Despite the recent interest in how psychiatric disorders affect work outcomes, personality disorders (PDs) of employees within organizations are poorly understood. They can be associated with positive outcomes but can also be impairing and create dysfunctional and costly behaviors on the job. Specifically, PDs have been correlated with employment tenure, chronic unemployment, termination, layoff, turnover intention, productivity, and troubled relationships with subordinates or peers.

One of these personality disorders is narcissistic personality disorder (NPD), which Pinto and Patanakul (2014) define as a “psychological state or personality disorder that is characterized by high self-regard and desire for personal aggrandizement”. Narcissism has been identified as a hallmark of many high-achieving, ambitious people (Yudofsky, 2005), suggesting that they achieve greater, rather than lesser, career success. Yet, working with a NPD leader can be taxing on even emotionally healthy individuals. Through manipulative, exploitative, and/or controlling behaviors, a tendency to distort reality and demonstrations of hostility, contempt or rage, leaders with NPD can cause great emotional harm to others. The resulting impact can be devastating, costing organizations thousands of dollars in medical costs, employee turnover, and workers’ decreased productivity.

Few tools are currently available to understand and best handle employees with clinical NPD. For discussion:

- Defining the Narcissistic Personality Disorder of leaders in the workplace and explaining how the positive aspects of NPD help them reach high-level positions.
- Through examples, illustrating how NPD leaders impact their peers, subordinates, and the organization (positively and negatively).
- Providing advice on how to best work effectively with NPD leaders (and identify if and when a direct rapport is better off exiting the organization).

Marie Germaine, PhD

Dr. Germain’s Ph.D. is in Leadership and Education, with a specialization in Human Resource Development. Her research interests include leadership, organizational psychology, and human resource development, with a specific focus on the concept of human expertise. She has authored several manuscripts presented at national and international conferences and has published book chapters and research articles in peer-reviewed journals. Dr. Germain is a current review board member for Career Development International and has been a reviewer for The Journal of International Business Studies. She has been the recipient of several national grants and research awards (including the Dissertation of the Year award and a Cutting Edge research award from the AHRD). Before starting her career in academia over 10 years ago, Dr. Germain was a marketing manager for the second largest U.S. timeshare exchange company. She has travelled extensively in the U.S. and abroad. She has also lived in Paris, France and in Scotland.
Online Dissertation Chairs’ Perceptions: Reflective Mentoring Practices and Changing Student Cross Cultural and Generational Worldviews

Dr. Barbara Fedock

Abstract
If online instructors minimize the integration of reflective mentoring and relationship building, the likelihood of online student disengagement may increase. Though researchers conducted empirical studies focused on online facilitation and learners, few conducted studies on online instructors’ perceptions of reflective mentoring practices related to the changing needs of online generational learners. Dissertation chairs’ perceptions of challenges, barriers, and issues of online chairs’ reflective practices and engagement with online Generation Z and V students significantly add to the need for an examination of the change process needed to prepare online dissertation chairs for future generations of dissertation writers. Online dissertation students demonstrate higher motivation and engagement levels when online transformational mentors reflect on changing practices and search for new models to empower students. As leaders, online doctoral chairs must fully understand the process of change and realize the depth of the theory behind changes. Online doctoral chairs who believe in the change process will be more willing to implement and integrate changes in the mentoring process for Generation Z and Generation V students. However, because changing needs of generations of students born after 1980 may change create a sense of unbalance, online chairs may need to engage in reflective mentoring to comprehend changes and execute strategies based on generational student cross cultural and world views. The use connectivity based on dissertation students’ generational differences may increase dissertation writing outcomes when online transformational mentors become part of the change process.

Barbara Fedock, PhD

Dr. Barbara 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 and 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 will present 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.
Defining the primary change agents’ drivers on generational values and behaviors that influence risky or threatening behaviors toward the U.S.

*Don Gemeinhardt, MBA and Dr. Liz Minthorne*

**Abstract**

The purpose of this project is to define the primary change agents’ drivers on generational values and behaviors that influence risky or threatening behaviors toward the U.S. Different generations are influenced by various factors that determine the risk to society. These influences must be defined to efficiently and effectively identify them to allow investigators to mitigate, counter or apprehend these personnel if it leads to illegal acts. As a benefit of this research project should outline effective investigative protocols to identify the threat level of the individual according to the perception by each generation. These protocols involve various external or general elements combined with an investigative template to evaluate the behavior change in the individual by using a set of key evaluated elements in the individual’s own life (internal or specific elements).

What are the Significant Emotional Events (SEEs) leading to a propensity for behavioral change within and between various generations that can then be evaluated by an investigator to determine the person’s threat to the U.S. Government?

Research validates that different generations are influenced by various factors that determine the level of risk they can eventually pose to society. These influences may be defined into three areas: Economic, Cultural and Technological. Human groups, regardless of their members’ orientation, have similar basic structures, elements, dynamics, and dimensions when it comes to developing behaviors and the propensity to change. These processes and factors can be studied to determine how and if it is possible a subject can change their behavior to both stop criminal behavior and go against their affiliation with a violent group. These group/individual dynamics are the basis for group cohesion, compliance, loyalty, obedience, and functioning.

We intend to identify them and the possible intent of generations who relate to these influences. This study explores the question - If we can discover the intent of an individual or group over the internet or other media what needs to be the role of the government in the 21st Century?

**Don Gemeinhardt, MBA**

Mr. Don Gemeinhardt MBA, MSS, (Col. USAF Retired) has been with UoPX since 2002 where he started teaching On-Ground and On-line in the European Division. He now teaches for our Charlotte campuses and on-line in a wide range of areas from Political Science, Social Science, Law Enforcement and under-graduate and graduate business areas. His experience teaching has also been both in other universities and community colleges in the U.S. and overseas. Along with teaching for UOPX he is currently completing his Doctorate in Education Technology through UOPX. His interest in simulations and development of various methods in education and training actually goes with his current position as the Director for Capture Activities with a company that develops simulations/simulators for a variety of government agencies ranging from DOD, DHS to the FBI. Don also has continued to do research in the same area he did in the military in intelligence and Law Enforcement by being a Senior Fellow for the Critical Incident Response Group (CIRG) Behavioral Research and Instruction Unit (BRIU), formerly Behavioral Science Unit (BSU) and a member of BITS the Behavioral Informatics and Technology Studies program which was known as Terrorism Research and Analysis Project (TRAP) in the past at the FBI Academy. He continues to do research in various Terrorist and organized criminal activities and future threat areas of all kinds. He also has participated in various projects as a member of the Washington State DHS Center for excellence, Duke University DHS Homeland Security Institute, Arizona State DHS Center for Excellence and the University of Texas at El Paso (UTEP) DHS center for Intelligence.
Dr. Liz Minthorne brings a unique skill set as characterized through her managerial and leadership capacities in private and academic environments. Due to her lengthy service in the telecommunications industry as well several non-profit organizations, she continues to combine academic theory with practical application in varied business environments. As a consultant, she utilizes skills, abilities and knowledge in Program Management, Business Development, Training Course Development, and Strategic Interventions. Dr. Minthorne received her academic training at Converse College, Spartanburg, South Carolina, with additional graduate work at Lindenwood University, St. Charles, Missouri toward a Master’s in Business Administration. She received a Master’s Certificate in Project Management from the George Washington School of Management and Public Administration. Additional Masters and Doctoral degrees received from Regent University, Virginia Beach, Virginia, included a Certificate of Advanced Graduate Studies in Organizational Behavior. She has taught at Johns Hopkins University and University of Virginia. Dr. Minthorne has served as Lead Faculty, School of Business, University of Phoenix; and, most recently on Academic Affairs staff, University of Phoenix, Reston VA. Dr. Liz now resides in Charlotte NC and continues her role as Lead Faculty Area Chair, Delta Mu Delta Faculty Adviser, Charlotte Campus Research Center Co-Chair, UoPX. She is a member of the Society of Human Resource Management, National Association of Professional Women, the Home-Based Chamber of Commerce and several other organizations in the Carolinas. Dr. Liz collaborated with Drs. Carlos Aquino and Pam Gordon on a paper and presentation at the INQAAHE 2015 Biennial Conference, Chicago, IL, Diversity in the Classroom - Generational Cohorts and Their Impact on the Quality of Higher Education Learning Processes in the 21st Century. She also served as an article reviewer for the American Management Association 2016 Summit. In 2016, Dr. Liz was named Faculty of the Year, School of Business.
Assessing Students Learning: University of Phoenix Charlotte Campus MBA

Bill Crigger, MS, Dr. Leo Maganares, Dr. Aleksandr Kocharyan

Abstract

Building world class assessment is one of the most important University of Phoenix strategic initiatives. Driven by its mission as well as regulatory and compliance requirements, the university has been in the process of creating a centralized structure and a viable system to conduct an on-going assessment of students’ learning throughout the entire University. Since 2014 when the first university-wide assessment occurred until today, the University of Phoenix has created a centralized Office of Assessment with Deans of Assessment in each school/colleges. The system built by the Office of Assessment allows each school and college within the university to accurately measure students’ progression in their mastery of programmatic student learning assessment objectives or PSLOs (programmatic student learning assessment objectives), until graduation. Our analysis is based on data collected during the 2014-2015 academic year in comparison to the most recent 2015-2016 year in four MBA courses: LDR/531, HRM/531, ECO/561, and STR/581. The results are still preliminary and will be used later for a more detailed report to the Dean of Assessment of the School of Business.

Simple statistical analysis of the data showed improvement in all PSLOs except decline in students’ performance in LDR/531. However, because of small samples in both years we decided to employ the more sophisticated Wilcoxon-Mann/Whitney test analysis. Mann-Whitney U test is a non-parametric test that is used to compare two population means that come from the same population. It is also used to test whether two population means are equal or not. It is used for equal sample sizes and is used to test the median of two populations. Usually the Mann-Whitney U test is used when the data is ordinal. This analysis confirmed improvements in HRM/531, ECO/561, and especially STR/581, our capstone course. Data for LDR/531 was not sufficient for testing and deemed to be unreliable for the development of future action plans.

In general, our analysis helped us to confirm effectiveness of the campus and the school action plans in improvement of students learning in our MBA program.

Bill Crigger, MBA, SHRM

Bill has held management positions in the retail grocery, trade association, entrepreneurial, and academic environments. 1994, Bill co-founded and continues to manage a human resource consulting firm specializing in corporate and individual outplacement - career transition assistance, coaching/mentoring, career strategies, leadership development, and succession planning. Bill began his academic career an adjunct faculty member of the University of Phoenix in 2005. As a faculty member, he facilitates a variety of business courses at the 200, 300, and 400 level and is Certified Associate Faculty member. Bill serves as the Charlotte campus resource for faculty, staff, administrators Campus Faculty Assessment Liaison, working collaboratively with the College/School Deans on the implementation of programmatic student learning outcomes and University Learning Goals (ULG) learning initiatives at the campus. He also coordinates and organizes annual Learning Outcomes assessment report, including recommendations to improve student learning.
Prioritizing Critical Success Factors for Higher Education: A cost and Program Design Perspective for Non-Traditional Students

Dr. Catherine Burr and Dr. Leo Maganares

Abstract

Providing access to higher education opportunities that enable students to develop knowledge and skills necessary to achieve their professional goals, improve the productivity of their organizations provide leadership and service to their communities are goals for consistency with for profit universities. According to the Integrated Postsecondary Education Data System (IPEDS) 2010-2013, there is a student enrollment decline in private colleges and universities in North Carolina. This applied quantitative research study examines how cost and program design affects enrollment and graduation rates for North Carolina non-traditional students in private institutions. According to the data examined there is no correlation between cost and decline of student enrollment. However, there is correlation between cost and student graduation rates. According to the data, program design is a significant factor for student enrollment. Effectiveness of programs design will be assessed by the colleges’ curriculum academic leadership teams.

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. 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. 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. Catherine 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.
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). Leo’s research interest is in Leadership, Human Motivation, Neuroscience, and Entrepreneurship. Dr. Leo also co-chairs the student chapter of the Charlotte Campus Research Center. He enjoys politics, history, gardening, cooking, traveling, as well as discussions regarding technology and its enhancement on education.
The Impact of Army Reserve Officers Training Corps Leadership Development on the Psychosocial Development of African American College Students

Dr. James V. Davis

Abstract

History shows that Army Reserve Officers Training Corps Leadership Development Programs (ROTC LDPs) have produced the majority of military leaders. However, social science research is silent on whether ROTC program participation makes any difference in the psychosocial development of African American students. The purpose of this research was to examine whether the developmental task achievement of African American students enrolled in college Army ROTC LDPs in a historical Black college and university (HBCU) differed from developmental task achievement of African American students not enrolled. Erikson’s eight stages of psychosocial development and Checkering’s developmental model served as the theoretical basis for this study. Research questions explored the relationships between ROTC program participation, length of program enrollment, gender, and residence as independent variables, and psychosocial development of those enrolled or not enrolled in the program as the dependent variable. ANOVA and t tests revealed that there were no significant differences in psychosocial development between ROTC and non-ROTC students according to their gender, length of enrollment, and place of residence. Results showed that the scores on several psychosocial development scales increased significantly through freshmen and senior years in the ROTC group while those of the non-ROTC group declined during the same years. A significant social change implication of this research is that better coordination and expansion of ROTC training for African American students would improve their self-image, emotional development, and social skills, and consequently their achievement levels and contributions to the American society.

James Davis, PhD

Dr. Davis graduated from NC A&T University in 1986 with a B.S. in Business Management. He was commissioned as a Second Lieutenant in the U.S. Army Military Intelligence Branch and earned a MBA in 1996 from Webster University. He served as an Operations and Intel Officer for several organizations; deployed to conflicts around the world over his twenty-year career. His last assignment was the Director of the Wofford College Leadership Development Program where he developed for recruiting, training, retaining, and commissioning college graduates to become managers and/or Army Officers. Taught Leadership and Management courses on campus at Wofford College and NC A&T State for a total of seven years. After retiring from the Army, my operations, leadership development, and strategic planning skills made him very marketable in Civilian and Military Organization. He desires to develop youth and inspire adult learners fueled by his passion to work as a High School JROTC Instructor and Adjunct Professor in the School of Business. In 2010, he earned a Ph.D. in Applied Management and Decision Science. His Dissertation Research is considered the first quantitative study of its kind. On April 14, 2016, he was inducted into the NC A&T SU Army ROTC Hall of Fame for significant contributions to Community, Education, and Research.
Immigration as a solution to qualified labor shortage in Russia

Dr. Aleksandr Kocharyan

Abstract

Migration is a multidisciplinary area of research, in which economics, demographics, political science, and business are tied together. From the dawn of the human race, migration was one of the most important factors of economic, social, and political progress. International migration is a controversial topic that is frequently debated and analyzed. After the United States, Russia is the second largest destination country for immigrants (people moving into the country) in the world. According to the latest data, there were an estimated ten million immigrants in Russia, from which less than two million people are legally permitted to work, and immigrants contribute roughly seven percent to the GDP. Still, the country experiences a significant shortage of qualified labor for several reasons including general decrease in population, change in demographic structure, emigration (movement of people out of country) of its own highly qualified labor to the West, arrival of poorly trained and ill prepared immigrants, and cumbersome immigration policy. Russian businesses experience shortages of qualified labor in all industries especially construction, manufacturing, and oil and gas. Although the most destructive trends in Russian population development were reversed or slowed down such as increase in alcohol related and violent deaths and decrease in fertility, there is still a long way for the country to go to overcome its demographic crisis. With GDP over two trillion dollars, the Russian economy is one of the ten largest in the world. It is generally understood that sustained future economic growth in Russia is not possible without immigrants’ involvement, yet society may not be ready for this rapid change in migration trends. The research analyzes data and offers few solutions for managing immigration that could be used by policymakers in Russia and the United States.

Aleksandr V. Kocharyan, PhD

Dr. Aleksandr V. Kocharyan received his BA, MA, and Ph.D. in Economics from Moscow State University (Russia). 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 an Accredited Asset Management Specialist (AAMS) designation from the College for Financial Planning. Dr. Kocharyan has over thirty years of overseas and American teaching experience. He received many academic excellence and leadership awards. He has numerous publications in the United States and several other countries abroad. Dr. Kocharyan is listed in the “Global Register Who’s Who in Executives and Professionals”. In 2008, for his contribution to the field of education on a local, national and international level he received the “Top 100 Educators” global award by the International Biographical Centre in Cambridge, Great Britain. He is a member of the American Economic Association, National Association of Business Economics, Population Association of America, and Charlotte Economics Club. Dr. Kocharyan is Chair of the School of Business with the UoPX at Charlotte campus and Charlotte Campus Research Center.
The Correlation between Principals’ Leadership Styles and Student Graduation Rates

Dr. Laylon Price

Abstract
The purpose of the quantitative description correlation research study was to analyze the correlation between high school principal’s leadership styles and student graduation rates. In addition, this study examined whether the type of school (Title I or Title II) impact the relationship between high school principals’ leadership styles and student graduation rates. Variables studied for the research included the following: high school principals’ leadership style as the predictor variable, student graduation rates as the criterion variable and type of school as the moderating variable.

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.
Globalization made the world flat (Friedman, 2006). Goods, services, and people transfer from one end of the world to the other without difficulty. Communities with homogenous ethnic groups became more diverse. New products and services merged to local markets to meet the cultural and ethnic needs of the consumers. The purpose of this research is to examine the correlation between consumer ethnicity and consumer evaluation of advertisement. Fifteen liquid shop advertisements created modeled by ethnic groups, North European, Western European, South European, East European, Jewish, Middle Eastern, South Asian, North East Asian, and South-East Asian, South East Asian, Eskimo Hawaiian, American Indian, African American Jamaican, East African, South West African, and Capoid Bushman. Participants asked to select the advertisement that most likely will motivate them to purchase the advertised product. Demographic and consumer attitude information included in the survey. The survey administered in the United States of America via social media. The data analyzed with SPSS for correlation between consumer ethnicity and consumer evaluation of advertisement.

Fredric Barnes recently completed his Master of Business Administration requirements at the University of Phoenix, Charlotte Campus and will graduate during the fall commencement services. He was also inducted into the University of Phoenix chapter of Delta Mu Delta International Honor Society in Business. Fredric earned his Bachelor’s Degree in Marketing from South Carolina State University and is currently employed with MetLife, his role of Business Implementation Consultant supports project management initiates for the MetLife Retail Health and Life division. On a personal note, Fredric is married to Usandra Ann Barnes, and together they have three children, Christopher 13, Andrew 10 and Caitlin 14.
In Appreciation

The Faculty of the Charlotte Campus would like to thank Shannon Eckard, Campus Director, for this wonderful opportunity to present our research scholarship. Our sincerest thanks also to Dr. Catherine Burr, Director of Academic Affairs, and Dr. Melissa Nethery and Dr. Aleksandr Kocharyan, Campus College Chairs, for their consistent encouragement and guidance. Your contributions make a difference!

We would like to recognize our Keynote Speaker, Dr. Anthony Negbenebor for his contribution to the success of our Symposium. He is very enthusiastic about our efforts to grow practitioner faculty participation in research and scholarship – thank you, Dr. Negbenebor!

Thanks to the hard work, dedication, and focus by Dr. Liz Minthorne, Faculty Chapter Co-Chair, the Charlotte Campus Research Center is now delighted to advance our formal Faculty Scholarship program that continues to promote research activities at the campus. A special thanks to Dr. Leo Maganares, our Student Chapter Co-Chair, for his enthusiastic support of our students and alumni research participants. Many thanks to Dr. Aleksandr Kocharyan for his vision and leadership in building the Faculty Scholarship Program in Charlotte.

A special thanks to Marriott Courtyard – Billy Graham, our host and sponsor for this event.

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