



Howard Thurman once wrote, “There is something in every one of you that waits and listens for the sound of the genuine in yourself. It is the only true guide you will ever have. And if you cannot hear it, you will all of your life spend your days on the ends of strings that somebody else pulls.” Your educational attainment represents your determination to live in your genuine space. May you always be cognizant of that space and never relinquish the control thereof.

Dean Helen Easterling Williams

That truth, having nothing to fear from investigation, should be pursued relentlessly in every discipline.

Scholarship without Borders
Education Division

Prepared by the Office of the Associate Dean of Education



*“Shoot for the moon.
Even if you miss, you’ll
land among the stars.”*

– Norman Vincent Peale

FOREWARD

This booklet is a compilation of scholarly contributions of a group of young, brilliant graduate students who are inspired to make a difference by promotion and dissemination of knowledge about excellence in the world.

The project began when my colleagues Dr. Lani Fraizer and Dr. Gabriella Miramontes and I challenged a group of doctoral students to complete a rigorous doctoral dissertation in under a year. We all shared a common inspiration: contributing to excellence and innovation in all aspects of human endeavor. These students wholeheartedly put their trust in us that, such a feat could actually be accomplished in that unreasonable short amount of time. The three of us had figured that even if they couldn’t finish their work in time for the upcoming year’s graduation, which was unlikely, their accomplishment would still be very significant. You won’t hit the stars unless you at least aim for the moon!

To our delight, this group of doctoral students surpassed all of our expectations. Of the initial group of 22, eighteen proudly marched across the stage during the graduation ceremony on May 21, 2016. It was all satisfying for us, until we wondered “did we challenge them enough?”

Shortly thereafter, these newly minted doctors wholeheartedly accepted our next challenge for them. How about, based on your research, getting at least one paper published or presented at an

international conference in the next six months? This amazing group of individuals not only exceeded that mark, but they became the inspiration for the next group of doctoral students to excel similarly and raise the quality of their work so that they too could contribute to the scholarship of excellence and innovation.

In less than a year over 110 scholarly works were presented at various conferences and different journals. What seemed like an unreasonable expectation has now become the norm. The moon is no longer the target that will yield the stars; rather our star students shined like the sun. We could not be more proud of them. This booklet is dedicated to the recognition of graduating doctoral class of 2016 and those whom they inspired.

And for Gabby, Lani and I, this project is yet another reminder about that limitless potential of human beings when challenged to excel and love unconditionally, to believe in themselves.

Farzin Madjidi
Associate Dean, Education

“The secret of your success is determined by your daily agenda.”

John C. Maxwell



Paul Sparks

2017 PEER-REVIEWED JOURNALS & ARTICLES



Kat Andrews

Andrews, K., Fraizer, L., Shah, F., Deckers, C., Madjidi, F., Miramontes, G., & Schmieder-Ramirez, J. (2017). Transforming conventional curative care into holistic well-being using mHealth social business models. *Journal of Social Sciences Research, Volume 1*. 52-59.



Denise Calhoun

Calhoun D., Fraizer, L., Miramontes, G., Madjidi, F., & Watts, M. (in press). Untapped treasures: Tapping into the learning potential of aging through technology. *The Journal of Global Leadership, 5*.



Jennifer Fox

Fox, J., Fraizer, L., Miramontes, G., Madjidi, F., & Deckers, C. (in press). Using massive open online social learning structures to increase postsecondary enrollments. *The Journal of Global Leadership, 5*.



Joelina Robinson Machera

Jones, S., Deckers, C., Strand, D., Bissmeyer, H., Bowman, W.J.W., & Mathe, D.G. (2017). Succession planning: Creating a case for hiring new graduates. *Nursing Economics, 35*(2), 64-69, 87.

Machera, J. R., Fraizer, L., Miramontes, G., Sharififard, S., Bonds, C., & Madjidi, F. (in press). Storytelling: Connecting students and educators with an ancient tradition. *The Journal of Global Leadership, 5*.



Ronamae Panganiban

Panganiban, R., Fraizer, L., Miramontes, G., Madjidi, F., & Garcia, J. (in press). Public sector elearning nationwide: Enhancing professional development. *The Journal of Global Leadership, 5*.



Jordi Solsona

Rodríguez-Valls, F., Solsona, J., & Capdevila, M. (2017). Teaching social studies in Spanish in dual immersion middle schools: A biliterate approach to history. *Cogent Education, 4*(1), 1326202. doi:10.1080/2331186X.2017.1335464



Elnaz Taherizadeh

Taherizadeh, E., Fraizer, L., Miramontes, G., Madjidi, F., & Andrews, K. (in press). Integrating app-based technology in higher education. *The Journal of Global Leadership, 5*.

Woodley, X., Hernandez, C., Parra, J., & Negash, B. (2017). Celebrating difference: Best practices in culturally responsive teaching online. *Tech Trends, 61*(5), 470-478. doi:10.1007/s11528-017-0207-z

*“We are infinite
beings with infinite
possibilities.”*

Bernard Harris



2015-16 PEER-REVIEWED JOURNALS & ARTICLES

Abdelmalak, M., & Parra, J. (2016). Expanding learning opportunities for graduate students with HyFlex course design. *International Journal of Online Pedagogy and Course Design*, 6(4), 19-37. doi:10.4018/IJOPCD.2016100102.



Vernita Lynn Adkins Barlow

Adkins Barlow, V.L., Stephens, R., Cal, A., Alotaibi, M., Albahoth, W., & Alsubaie, T. (2016). Danger K12: Are U.S. schools really safe? *Conference of the International Journal of Arts & Sciences*, ISSN: 1943-6114 :: 09(01):53-64



Bernice Ledbetter

Ledbetter, B. (2016). Business leadership for peace. *International Journal of Public Leadership*, 12(3), 239-251.



Julia Parra

Parra, J. (2016). Moving beyond MOOC mania: Lessons from a faculty-designed MOOC. *Current Issues in Emerging eLearning (CIEE)*, 3(1), 173-204.

“The moment of enlightenment is when a person’s dreams of possibilities becomes images of probabilities.”

Vic Braden



2017 PEER-REVIEWED CONFERENCE PROCEEDING PUBLICATIONS



Charles Bray

Bray, C. (2017, March). Leveraging corporate social responsibility (CSR) to profitably develop workers in urban Los Angeles County quick service restaurants (QSRs). *Proceedings of the 28th Annual Society for Advancement of Management International Business Conference*. Orlando, FL.

The objective of this paper is to outline a concept for quick service retailers (QSRs) to drive financial and operational performance by facilitating employee engagement through corporate social responsibility (CSR) programs. The fundamental premise of this paper is that retailers can successfully align with communities to provide job opportunities, training and other forms of support leading to recruitment, retention and development of better qualified employees to drive retail profitability through CSR programs.

Methodology

This paper will employ a qualitative, theoretical research methodology. The approach will be exploratory, focused on uncovering trends via review of published information.

Importance

There are significant segments of the U.S. population that are ill-prepared to compete in a global workforce. QSR retailers offer entry level development and job opportunities that could become important links in overall population skill development. Given lagging academic performance and underemployment in urban areas, skill development is more important than ever.



Anita Cal

Garner, J., Fraizer, L., Miramontes, G., Madjidi, F., & Cal, A. (2017, March). Exploring social media hashtags for advocacy: Raising mental health awareness in the Black community. *Proceedings of the International Organization of Social Sciences and Behavioral Research Conference*. New Orleans, LA.

Social media continues to be an essential tool for communities (Kaplan & Haenlein, 2009; Song et al., 2016) and advocacy organizations (Saxton, Niyiror, Guo, & Waters, 2015). The hashtag symbol has been utilized to spark awareness for many causes, such as mental health, destigmatization of mental health, and bringing together a community of people who can provide support and personal stories to those seeking more information (Cubbage, 2014). This paper explores how social media and its hashtags (Livingston, Cianfrone, Korf-Uzan, & Coniglio, 2014) can be used to provide needed resources to raise awareness on how to support mental health issues. Specifically, this paper discusses how these technologies can be utilized for mass communication to bring more awareness for mental health in the Black community.



Erica Little

Little, E. (2017, March). Preparing future leaders in higher education: Excellence practices from staff to mid-level management role transitions. *Proceedings of the American College Personnel Association Convention*. Columbus, OH.

Establishing success as a new mid-level leader can be stressful when faced with inadequate support from one's institution. The purpose of this study was to determine what higher education institutions can do to prepare staff for a successful transition into mid-level management and leadership roles. As a result of the study's key findings, a framework of eight primary aspects emerged for aspiring and current mid-level leaders transitioning into a new mid-level role. These include, but are not limited to, being a supervisor and a colleague within a mid-level position, understanding the culture of a new institution and effectively communicating institutional politics.

***Opong, C., Fraizer, L., Miramontes, G., Madjidi, F., & Garcia, J.** (2017, March). Hip Hop: A catalyst for social change in the education sector. *Proceedings of the International Organization of Social Sciences and Behavioral Research Conference*. New Orleans, LA.

Tupac Shakur and Christopher 'The Notorious B.I.G.' Wallace, aka "Biggie" were killed in the mid-1990's (Barrett, 1999). Although Shakur and Wallace are deceased, the rap icons are still recognized in the hip hop community as unparalleled lyricists and pioneers of the culture. According to Hip-Hop Congress (2009), hip hop is a culture that encompasses many byproducts which include, but are not limited to, the style of clothing, rap music, hairstyle, dance and rhythmic beat-boxing that identify the hip hop culture. Hip hop was created by African Americans in the South Bronx in 1978 as a means of expression, joy and an outlet for socialization (Gladney, 1995). Hip hop is also identified as a movement for social justice, political vocality and identification for peace. According to Adaso (2016), hip hop is a direct derivation of jazz music. Hip hop was inspired by slave songs and represents positive liberation and freedom from the bondage of physical and mental slavery (Adaso, 2016). Although hip hop continues to be commercialized for profit (Prier, 2012), it hasn't been gauged through the educational lens (Kim & Pulido, 2015). This session explores uniting people of color through hip hop (Opong, 2016) by exploring how pedagogical, event-based learning, and the use of positive words in rap music can be a catalyst in the education sector. By integrating it in the curriculum, this session further explores how hip hop can unite people of color through various art forms of hip hop culture.



Lyndsay Phillips



Jonathan Silk

Phillips, L., & Silk, J. (2017, March). A new approach to understanding and strengthening an organization's social context. *Proceedings of the 28th Annual Society for Advancement of Management International Business Conference*. Orlando, FL.

Leaders set the conditions for an organization's culture, which can be a competitive advantage when it is a common, consensual, integrated set of values and definitions. If leaders do not take steps to shape the culture, the culture shapes itself. Before launching a values-based organizational change initiative, leaders need to understand the social context of the organization. Having a framework that has been designed and tested by the researchers using a qualitative method within two different organizational contexts: a graduate student cohort and a firm creating a values-based culture, can yield high impact results.

Using a new approach in conjunction with the SPELIT leadership tool and other assessment frameworks, leaders can gain clarity about the values of personnel and the types of environments they thrive in professionally in order to support organizational change initiatives. This framework focuses on individual core values and personal stories. By using an individual's responses around both areas, asking individuals to share their own core personal values, a story of their best team experience and what actions the leader was taking, organizations can begin to decipher their own central value. Future research may include applying the framework to cross-functional teams and international organization..

Sharifard, S. (2017, March). Cooperative learning: Using group processing for effective team learning. *Proceedings of the 42nd Annual Conference of the California Association for Bilingual Education*. Anaheim, CA.

Group processing enables educators and students to promote a deep understanding of learning, and derive ownership of individual strengths. This group interaction will demonstrate how students use cooperative learning in evaluating and integrating their pooled knowledge to create better decision-making habits and explain the academic and interpersonal skills involved. Two aspects of group processing are addressed: (a) how students learn to form successful groups; and (b) how they form academic and social learning objectives.

The measurement of behavioral learning outcomes in group performance and individual perceptions of group performance include (a) making information meaningful and relevant; (b) creating group activity; and (c) identifying personal learning objectives and leadership skills. After a series of activities, participants will cite which parts of the project contributed to the collective performance and individual learning process. Group members will describe helpful and unhelpful behaviors and actions, and as a cooperative group, make decisions about which behaviors to continue and which behaviors to change. It is recommended that students be given time and procedures for analyzing how well their learning groups are functioning and how well social skills are being employed through the practice of cooperative learning. While consensus should be reached, diversity of thinking, peer review and reflective thinking are necessary during the learning process..

***Sharifard, S., & Fraizer, L.** (2017, March). Professional practices: The fashion industry career path. *Proceedings of the International Organization of Social Sciences and Behavioral Research Conference*. New Orleans, LA.

This paper describes an innovative career exploration to promote an understanding of career options and progression in fashion and entertainment-related industries. From technical design, production and marketing processes, creative protocol requires advanced business skills in manufacturing, management and negotiation practices (Sharifard & Fraizer, in progress).

The apparel industry contributes an essential role in the world economy; and in recent years, lack of training, production costs, outsourcing, competition, and poor working conditions have become global issues in the industry (Goldsmith, 2011). Investing in leadership education to address these matters is important for managers and leaders in understanding how the curricula can better meet the demands of the industry. The research includes analysis in leadership development from current enrollment in baccalaureate leadership courses, current employment opportunities in the fashion and entertainment industries, and leadership training in creative organizations. Implications for group dynamics, innovation and interdisciplinary communication are explored, as well as studies in personal leadership and vocational training. Institutional curricula from art institutions in North America and Europe are evaluated for criteria to create a deliverable for colleges and universities that offer specializations in creative areas of academia.

Taylor, S. (2017, March). How women in the Middle East can attain their voice and lead by pursuing higher education and effectively using technology. *Proceedings of the International Organization of Social Sciences and Behavioral Research Conference*. New Orleans, LA.

This research paper examines the role of higher education and technology in the Middle East in helping women attain their human and social rights (Moghadam, 2013; Taylor, 2016). The Middle East has one of the lowest rates of educated women and female workers (Keddie & Baron, 2010). Women do not receive the political and social rights they deserve (Moghadam, 2013). For example, females in Islamic countries must cover themselves with a hijab (Tohidi, n.d.) and women who are married to foreigners cannot pass their citizenship to husbands or children (Kelly & Breslin, 2010). Because of their limited education, women are paid less than men and cannot find government and senior public administration roles (Metcalf, 2008). Additionally, women must have a guardian —e.g. a parent or husband— make their legal decisions. For example, women cannot have custody of their children and are not allowed to leave the country without their husband's permission (Dollar & Gatti, 1999; Human Rights, 2013; Rostami-Povey, 2007). To work outside of their homes, females in the Middle East must have permission from their families (Dollar & Gatti, 1999). The government also enforces harsh punishments for women, including the torture and raping of women prior to executions (Moghisi, 2006; Taylor, 2016). Technology enables people to share such stories on a global platform (Bharati & Zhang, n.d; Chaudhury, 2015; Pilon, 2015; Shirazi, 2011; Taylor, 2016). The power of technology and social media has proliferated in the Middle East (AbuZayyad, 2013; Fallon, et al., 2010; Steavenson, 2012). Movements were able to create more global awareness or unite people in order to change a regime using social media (AbuZayyad, 2013; Forkan, n.d.; Ghannam, 2011; Shirazi, 2011; Steavenson, 2012; Taylor, 2016). Pursuing higher education and using technology can empower Middle Eastern women by giving them education, independence, knowledge of their rights, and less discrimination.

2015-16 PEER-REVIEWED CONFERENCE PROCEEDING PUBLICATIONS

Adkins Barlow, V.L., Fraizer, L., Madjidi, F., & Miramontes, G. (2016, August). Oh, the places you'll go: Community college stepping stones to higher education and beyond. *Proceedings of the International Organization of Social Sciences and Behavioral Research Conference*. New Orleans, LA.

This presentation explores the rising number of high school graduates and students well-prepared to enter higher education. Literature suggests that first-generation college students, especially those from underrepresented groups and low socioeconomic status, require remedial classes before beginning higher education coursework. This remedial gap can impact student rate of access to and completion of higher education. What collaboration between high school and community college has been successful? What new and sustainable innovations can help ensure access and success of first-generation college students? This presentation explores these questions aimed at stepping stones for nurturing first-generation and underrepresented learners for a lifetime of success.

Adkins Barlow, V.L. (2016, March). Innovative pedagogy: Best practices in developing student leadership skills for college and career. *Proceedings of the International Organization of Social Sciences and Behavioral Research Conference*. Atlantic City, NJ.

At the halftime show of the 50th Super Bowl, in February 2016, singer Beyoncé Knowles delivered what has been widely praised as a socially-conscious and politically charged performance of her new song "Formation." Feminist critics, such as Melissa Harris-Perry and Zandria Robinson, feted the pop singer for inserting her own racial identity into the larger discourses of black history from lynchings to police brutality. Yet, just a week before this live show, the singer, who used to refer to her on-stage persona as "Sasha Fierce," was featured in a music video for Coldplay's song "Hymn for the Weekend" where her arrogation of Indian and Hindu imagery called into question her political sensitivities.

This paper examines the use of what has been termed "Bollywood" iconography by music artists such as Beyoncé and Coldplay and also Iggy Azalea, Selena Gomez, Katy Perry, and Major Lazer. Through a close reading of the music videos of these and other artists, it tries to unpack the tenuous divide between cultural appreciation and cultural appropriation. The use of tired and narrow age-old imagery of the "East" by Western artists goes back decades; and, each time their works have been met with a barrage of criticism. So why does the practice continue? I argue that the fetishization and exoticization of India in music videos give us a potent arena to understand how geo-political power is enacted.



Roslynn Almas

Almas, R. (2016, March). Informal learning and leadership effectiveness. *Proceedings of the International Organization of Social Sciences and Behavioral Research Conference*. Atlantic City, NJ.

Organizations invest millions in training and development programs for their employees as well as learning frameworks. Business organization areas such as learning and development (L&D) align corporate strategies with the future needs of its business by preparing employees for organizational changes, new projects assignments and to acquire specialized skills. A key educational component recognized to strengthen workers' talents for employability and corporate competitiveness is informal learning (Skule, 2004). Researchers suggest that informal workplace learning is a method to optimize general learning efficiency (Froehlich et al., 2014). Informal learning practices have also been a trend organizations have incorporated to encourage learning outside of traditional formal formats. The purpose of this literature review is to examine different models of learning, specifically informal learning in organizations, and related informal learning communities to better understand the role of these learning activities and its implications for understanding one's leadership effectiveness.

Almas, R., Madjidi, F., Fraizer, L., & Miramontes, G. (2016, October). Augmenting learning environments: Exploring the use of tech-driven informal learning methods. *Proceedings of the International Organization of Social Sciences and Behavioral Research Conference*. San Antonio, TX.

Organizational structures have become increasingly lean resulting in fewer levels of leadership in the workplace. As corporations shift from a militaristic top-down hierarchy to a matrixed, cross-functional and project-based work environment, informal networks and structures (Branden, 2011) have formed to handle the gaps created from flatter organizations. Leadership focuses on realigning the formal composition of an organization during a restructure, while the informal elements receive less attention. The relationship networks that form across teams and departments comprise the informal parts of an organization and tend to carry out vital tasks and objectives (Krackhardt & Hanson, 1993).

These informal social structures can generate conflict within the organization and have a stabilizing effect on an enterprise. The undercurrents of a group setting can present advantages to promoting problem-solving skills. The collective knowledge and resources within an informal network can speed up the time to discover a plausible solution and garner consensus for a decision. Although the benefits of group interactions can be advantageous in bringing resolution to issues within an organization, there are disadvantages as well (Bolman & Deal, 2008). Stalemates, opposition, and roadblocks can transpire through informal networks (Krackhardt & Hanson, 1993).

Conflict within the work setting oftentimes arises from tiers of hierarchy, bureaucracy, ineffective communication flow, the pace of organizational change (Kotter, 2012), and the sheer size of corporations. The role for middle management to conduct administrative tasks and relay communications has changed with the advancements of technology. Systems, software, and electronic messaging have streamlined communication channels and removed the traditional chain of command information flow. Knowledge is shared more freely (Branden, 2011) through various modes of communication which happen through formal and informal methods.

Organizations invest in training and development programs targeted to coach employees on handling workplace conflicts by strengthening communication methods, employing creative problem-solving tactics, and utilizing fundamental collaborative approaches. Enhancing the ability of individuals to come up with solutions to problems utilizing their informal network can be an additional option resulting in a higher degree of effective outcomes that are cost-effective to proactively manage conflict.



Gregory Anderson

*Anderson, G., Madjidi, F., Fraizer, L., Miramontes, G., & Williams, H.E. (2016, October). Spirit of the times: Investigating faith-based leadership development. *Proceedings of the International Organization of Social Sciences and Behavioral Research Conference*. San Antonio, TX.

The study of leadership, as it pertains to Christian ministry, has experienced an increased interest, both in the application and the development of ministry leaders. As interest has increased, the expectations of professional clergy have continued to change and nations worldwide are experiencing the dynamic cultural shift. Christian clergy is now expected to mature not only in biblical knowledge and mastery of external markers, such as congregational numeric growth, but also in an organizational leadership capacity and competency that contributes to a congruent and capable self. As a result, seminaries, universities, and professional development organizations are more closely examining secular leadership models to identify potential tools that may enhance the leadership acumen of leaders within the faith sector. This presentation is part of a larger study (Anderson, in progress) on potential relationships between secular leadership models such as transformational leadership, spiritual leadership, servant leadership, and moral leadership and faith-based leadership.



June Schmieder-Ramirez

Andrews, K., Madjidi, F., Fraizer, L., Miramontes, G., & Schmieder-Ramirez, J. (2016, March). Advancing health: Exploring mobile health innovations. *Proceedings of the International Organization of Social Sciences and Behavioral Research Conference*. Atlantic City, NJ.

The healthcare sector continues to be in a state of constant flux as people live longer and as technology continues to advance innovations in the healthcare industry. Literature suggests that people in low-middle income countries have less access to quality healthcare services as opposed to those resources offered in developed countries. Countries such as the United States, for instance, invest significantly in healthcare, yet there is increasing concern on the quality of services made available to its citizens. Despite technological healthcare systems advancements, healthcare infrastructure is met with a growing dissatisfaction from patients and consumer advocacy groups regarding the increased cost of health insurance and decreased access to necessary quality services. This presentation introduces mobile health innovations driven by information technology systems to improve quality and efficiency of healthcare services. This presentation is part of a larger study (Andrews, in progress) on mobile healthcare innovations.

Apilado Bañez, J., Castaneda, E., & Fraizer, L. (2016, March). Exploring organizational followership and leadership. *Proceedings of the International Organization of Social Sciences and Behavioral Research Conference*. Atlantic City, NJ.

Having the courage to follow and show others how to follow is what creates a movement (Silvers, n.d.). It is not only the leader who stands up to present an idea but the followers who have the courage to follow that make change happen. This presentation explores the notion that the role of followers has been underplayed for many years. Literature suggests that without followers, a leader has no leverage, no momentum, and no power. Organizations need followers who are self-directed, critical thinkers, and problem-solvers. They need followers who believe in the vision and mission of the organization and who can work independently to contribute to that mission. Followers must be agile and have courage to speak up to give and receive feedback. More often than not, we find ourselves more in a follower position than in a leadership position. But how does one develop better followership? If one wants to be a better leader, it is possible to take a course, or workshops, or even pursue college degrees in leadership, but literature suggests that education on followership is lacking and in some cases attached to a stigma (Bjugstad, Thach, Thompson, & Morris, 2006). This presentation is part of a larger study (Apilado, in progress) on leadership and followership.



Christopher Armstead

Armstead, C., & Fraizer, L. (2016, October). Preparing for more long-term organizational success: Effective strategies for clinical education in healthcare settings through workplace learning, collaboration and technology. *Proceedings of the International Organization of Social Sciences and Behavioral Research Conference*. San Antonio, TX.

Most clinicians who work in healthcare settings are required to participate in ongoing clinical education experiences monthly and/or annually, and, in many cases, are required to earn continuing education units by completing approved clinical education items based on their clinical discipline (Foresetlund et al., 2009). According to Hamtini (2008), organizations use technology to lower the cost of training delivery, including travel expenses, while enhancing content accessibility and business responsiveness and providing consistent messaging. Literature suggests several innovative education strategies that have enhanced the ability to effectively and efficiently deliver clinical education, and monitor compliance to ensure completion by leveraging technology (Bradshaw & Lowenstein, 2013). This session explores innovative ways in which clinical education can be delivered by engaging learners in collaborative experiences and mentoring opportunities within a community of practice through the use of technology, as well as barriers to the process (Andrew, Tolson, & Ferguson, 2008).

Askari-Roberts, S., Madjidi, F., Fraizer, L., & Miramontes, G. (2016, October). Exploring human capital and the current state of small business enterprises. *Proceedings of the International Organization of Social Sciences and Behavioral Research Conference*. San Antonio, TX.

Small business enterprises are a major contributor to economic stability and growth locally, nationally, and internationally. However, small businesses continue to have high failure rates, with many in the United States closing by the five-year mark (Bureau of Labor Statistics, 2016). Research indicates that challenges in the management and development of their human capital may be a factor because often they are unable to recruit and/or retain top talent (Way, 2002). These challenges are fueled by a growing global economy, rapid technological advances, need for innovation, and financial pressure (Beynon, Jones, Pickernell, & Packham, 2015). There is a growing body of work addressing leadership and human resource training for owners and managers of small businesses, however, there are still gaps in the literature regarding the knowledge, skill, and development of their employees. This presentation will introduce common learning practices in small businesses as it relates to the cultivating of innovation and aids in retention. This presentation is part of a larger study (Askari-Roberts, in progress) on training and development in small business enterprises.



Noushin Bayat

Bayat, N. (2016, March). Equanimity: A how-to guide for global leadership. *Proceedings of the International Organization of Social Sciences and Behavioral Research Conference*. Atlantic City, NJ.

The new millennium hailed an unprecedented level of change and turbulence within the global marketplace “characterized by flux, velocity, turbulence, uncertainty and volatility” (Jamali et al., 2009, p. 103). In the face of this complex set of organizational triggers, researchers note the importance of creating organizations that are more “learning-ful” (Senge, 2006, p. 4). An organization that can allow its employees to learn at every juncture, to reflect on their experiences and, in turn, transform the way they interact with complex issues, is an organization that can deem itself competitive in today’s world. This notion requires leaders who are capable of “fostering reflection and more generative conversations ... holding up the mirror to see the taken-for-granted assumptions we carry into any conversation and appreciating how our mental models may limit us” (Senge, 2015, p. 28). Such a learning culture demands a type of leadership that can respond with equanimity.

Equanimity refers to a tranquil even-mindedness that is not easily swayed in the face of diverse experiences, people, or circumstances, thus allowing response without emotional agitation (Bhikkhu, 1996; Bodhi, 2000; Desbordes, 2013). It is a state of mind that is increasingly required as global leaders face “increasing demands on management and leadership competencies at all organizational levels” (Jokinen, 2005, p. 199). Global leadership competencies are broadly divided into three areas: self-awareness, engagement in personal transformation, and inquisitiveness (p. 204). Equanimity is a practice that cultivates these competencies.

The purpose of this paper is to offer a value-based coaching methodology to support leaders in engaging with equanimity as a value-based process. This process invites leaders to shift their mindset as they face daily challenges with key questions and perspectives that create the vital space for reflection, thereby shifting the physiology to support more creative problem-solving and holistic solutions.

***Bayat, N., Madjidi, F., Fraizer, L., & Miramontes, G.** (2016, October). Global leaders initiating change: An inside/out approach. *Proceedings of the International Organization of Social Sciences and Behavioral Research Conference*. San Antonio, TX.

In today’s volatile global marketplace, leaders are often faced with competing goals and strategies, such as collaboration vs. control, individuality vs. group loyalty, flexibility vs. efficiency, profit vs. social contribution, which often cause emotional anxiety because of a deep-seated need for consistency between attitude/behavior and cognition/action. In lieu of such consistency, and faced with contradictory options, certain defense mechanisms such as denial, repression, humor or decision-making paralysis tend to arise.

Researchers note that it is not possible to face the challenges of our external reality if we do not bring awareness to the internal emotional blind spots which are the source of all action (Scharmer, 2009). Executive coaching methodologies, focused on strengthening self-efficacy and self-awareness, have shown promising results in supporting individuals to deal effectively with high-stress situations from a heightened state of inner calm and non-reactivity. Coaching is proving helpful in supporting leaders to connect with their personal values and beliefs, increasing their self-awareness, and creating the necessary changes to lead effectively. This presentation is part of a larger study (Bayat, in progress) on best coaching practices and strategies.



Sofia Beglari

Beglari, S., & Fraizer, L. (2016, October). Common characteristics and attributes of leaders in shaping effective competitive strategy in a global market. *Proceedings of the International Organization of Social Sciences and Behavioral Research Conference*. San Antonio, TX.

Competitive advantage explores an organization's ability to implement strategies to challenge rivals in the marketplace (Chahal & Bakshi, 2015). Many companies fail to implement appropriate strategies to sustain their marketplace position (Koveos, 2013). Competitive advantage occurs when leaders can execute effective strategies to defend firm position against company rivals (Giurgiu & Borza, 2015; McGrattan & Prescott 2014). In recent years, one critical problem that companies face is how to gain market share (Taherdangkoo, Ghasemi, & Beikpour, 2016), especially since the general percentage of enterprises have dropped from top rankings in their industry (Reeves & Deimler, 2015).

Literature suggests that organizational leaders need to have unique characteristics and attributes to function in constantly changing business environments, to achieve market position (Berezhnoy, 2015) and to gain edge over competitors (Reeves & Deimler, 2015). Porter (1995) states that leaders have core roles in acquiring the competitive advantage and, in turn, obtaining competitive market positions. Advancements in technology, globalization, and competition pose a tremendous challenge for leaders to best determine their company's position in such a dynamic environment (Mutlu, Zhan, Peng, & Lin, 2015). This session explores how individual leadership characteristics may help organizations gain more insight into what best leadership practices can contribute to maximize organizational efficiency, and in turn, generate profit in a dynamic market and lead the company in a competitive market.



Calvin Bonds

Bonds, C., Madjidi, F., Fraizer, L., & Miramontes, G. (2016, October). From neurons to human brain and the power of storytelling. *Proceedings of the International Organization of Social Sciences and Behavioral Research Conference*. Atlantic City, NJ.

Neurologist Paul MacLean introduced the notion that the human brain is actually composed of three different brains, each part likened to three interconnected biological computers, each having its own specialized intelligence, subjectivity, sense of time and space and memory. These brain parts are the reptilian brain, limbic system and neocortex. Neurons connect all three parts to each other but these parts of the brain all have their own specialized functions. Literature suggests that the brain is ultimately a social organ innately designed to learn through shared experiences. This presentation explores how these concepts align to how adults learn. This presentation further explores how storytelling can help motivate people towards endeavors, help adults learn how to conceptualize new direction and career options (Collison & Mackenzie, 1999), and help build trust by showing authenticity and self-disclosure (Harris & Barnes, 2006; Paquette, 2013). This presentation is part of a larger study (Bonds, in progress) on storytelling.

Calhoun, D., & Fraizer, L. (2016, October). Making connections: Integrating technology to sustain cognitive ability in aging. *Proceedings of the International Organization of Social Sciences and Behavioral Research Conference*. San Antonio, TX.

According to current outlook and projections, the over 65 population will have doubled by the year 2050, increasing to approximately 89 million people (Centers for Disease Control & Prevention, 2013). As this population continues to grow, long-term care options are impacted with responsibility to care for seniors in nursing and assisted-living homes (Centers for Disease Control and Prevention, 2008; 2013). Furthermore, it is estimated by the Alzheimer's Association (2009), that nearly 10 million baby boomers, born between 1946 and 1964, may develop Alzheimer's disease within their lifespan.

The mental health crisis caused by Alzheimer's disease and other cognitive impairments has prompted researchers and government agencies to search for ways to halt or lessen cognitive decline in older adults (Centers for Disease Control and Prevention, 2013). Sustaining or improving cognitive development has been correlated with language development to improve quality of life (Lubinski, 1995; 1997; Seifert, 2006; Werstch, 2008). Maintaining a quality of life can involve making connections, exerting self-efficacy, stimulating thinking, and establishing friendships (Lubinski, 1995; 1997). In an attempt to accomplish these tasks, individuals need to be engaged in meaningful activities. Many authors (Crockett, 2013; Dowling, 1995; Goodwin, 2013) produced quality of life resources designed to be used with the guidance of an expert and dependent on the availability of caregivers. This session introduces additional ways to increase the frequency in which individuals can interact and make connections. This session explores alternative solutions to provide more independence and engagement by integrating technology in resources for the elderly (Calhoun, 2013). Technology explored include chat rooms, gamification, eLearning, discussion boards and blogs.



Jasmine Darnell

Darnell, J. (2016, November). Engaged critical thinkers: Developing exemplary followers in the workplace. *Proceedings of the 18th Annual International Leadership Association Global Conference*. Atlanta, GA.

An innovative approach to leadership and followership development, this study explores the exemplary follower effects of external behaviors in a leadership development program for the purpose of improving leadership development, management training, followership breeding and employee recruitment.

Darnell, J., Felt, J., Askari-Roberts, S., & Young, A. (2016, January). Career preparation for online learners: A model for experiential learning in the online classroom. *Proceedings of the 14th Annual Hawaii International Conference on Education*. Honolulu, HI. <http://hiceducation.org/conference-proceedings/>.

As online learning becomes more prevalent in higher education, students are challenged in their ability to engage in experiential learning opportunities that prepare them for their future careers. Traditional universities found success in campus-based opportunities, but such prospects are nonexistent in the online learning environment. Therefore, the objective of this presentation is to introduce a three-tiered co-curricular model for higher education experiential learning in the online classroom for virtual learners.



Kai Dupe

Dupe, K., Madjidi, F., Fraizer, L., Miramontes, G., & Schmieder-Ramirez, J. (2016, March). African American college students and the need for more minority instructors in STEM fields. *Proceedings of the International Organization of Social Sciences and Behavioral Research Conference*. Atlantic City, NJ.

The focus of this presentation is on African American college students that have chosen to pursue science, technology, engineering and math (STEM) degrees, but are not graduating. Literature suggests that this trend may in part be due to not enough minority faculty members in STEM programs. This presentation also explores considerations regarding attracting more minority instructors in the STEM fields as well as encouraging faculty of other ethnic groups to use discretion in their feedback to their minority students. These students need to be made to feel that these institutions are invested in their success and that they have the support of their instructors in the successful completion of their degrees. The relationship between the student and the instructor is very important. Steele (1992) asserts that if African Americans face fewer racial challenges in school, they can overcome substantial obstacles. Regardless of their economic disadvantages as a group, African Americans' test scores, when they start school, compare favorably with their white counterparts. However, the longer they are in school, the more they fall behind. This notion suggests that the academic challenges faced by African American students have less to do with their socioeconomic status and more to do with the school environment, including, but not limited to, the relationships that they have with their teachers. This presentation is part of a larger study (Dupe, in progress) on African Americans in STEM fields.

Espino, D., Williams, H. E., Fraizer, L., Madjidi, F., & Miramontes, G. (2016, October). A reflection on building American-Chinese partnerships in China. *Proceedings of the International Organization of Social Sciences and Behavioral Research Conference*. San Antonio, TX.

China's vast history is rich, well-known and embraced by the Chinese people, as they carry awareness and importance in it (Espino, 2016). Oral histories and artifacts from different time periods have been preserved with pride for the culture. From learning more about the many dynasties and their various contributions to culturally significant historical sites, such as The Great Wall, Forbidden City, Terra Cotta Warriors, to modern structures such as the Beijing Airport, Bird's Nest, CCTV Tower, The Bund, Shanghai Tower and Shanghai World Financial Center—they all emphasize the importance of size and “grandness” in the Chinese culture.

This paper reflects on experiences during a short-term study-abroad visit with American-influenced social enterprises established in China. These businesses include the Brickyard Retreat at Mutianyu in Beijing, Third Culture Coffee Roasters at Concordia International School in Shanghai and textile brand Shokay in Shanghai. As the commonalities and differences among the enterprises are compared, reflection is made on what shared characteristics can lead to successful partnerships (Helmsing, 2015; Tencati & Zsolnai, 2010).

Etame, H., Madjidi, F., Fraizer, L., Miramontes, G., & Schmieder-Ramirez, J. (2016, October). A well-educated and engaged youth: The future of our social and economic health, and the stability of a democratic society. *Proceedings of the International Organization of Social Sciences and Behavioral Research Conference*. San Antonio, TX.

Historically, public education in the U.S. began in the colonies as local, informal systems that focused on teaching literacy for religious instruction, exclusive to the upper class, in order to guarantee religious obedience of children. The “Deluder Satan Act” was enacted so children could learn to read the Bible and prevent them from being deluded as they had been through ignorance in Europe (Legal Alert, 2010). According to Baker and LeTendre (2006), public education is the biggest investment undertaken by any government around the world. Research shows that no other government program, including national defense, is considered more valuable in terms of ROI than providing a systematic education to our children. Education is a common good with a universal and national importance related to the positive influence it bears on individual lives and on the welfare of the community. Furthermore, the spillover effects of education on people and society are undeniable: education increases the propensity of citizens to have more options in life thus allowing them to make better choices. Children of educated people are less likely to become taxpayers’ burden (Wolfe & Haveman, 2002). Similarly, education is a great crime deterrent in society and an effective health guarantor. Educated people tend to live longer, healthier, productive lives and do not dwell on publicly funded health programs (Lieras-Muney, 2005). This presentation introduces the best leadership practices of public school turnaround administrators (Etame, in progress).



Marc Fawaz

Fawaz, M. (2016, October). Exploring opportunities: Corporate social responsibility and social entrepreneurship. *Proceedings of the International Organization of Social Sciences and Behavioral Research Conference*. San Antonio, TX.

This paper explores social entrepreneurship (SE) models employed by individuals, companies, and countries worldwide that date back to the seventh century. These models will be closely examined in for-profit organizations to assess the opportunity of creating incubators independently from their stakeholders’ control as a social entrepreneurship endeavor. Social entrepreneurship’s conceptual roots begin with Schumpeter’s vision that a nation’s innovation and technological change emanate from individual entrepreneurs with their *unternehmergeist* or fiery spirit generating “creative destruction” of old ways with new ones. Stevenson (1983; 1985) offered a different definition of entrepreneurship: “the pursuit of opportunity through innovative leverage of resources that for the most part are not controlled internally.” (Austin & Reficco, 2009, para. 1). Schumpeter had predicted the drive for entrepreneurship would shift from individuals to corporations with their greater resources for R&D. However, bureaucracy proved to stifle innovation. Social entrepreneurship is an emerging area of study within the entrepreneurship literature. Global leaders as change agents for corporate social responsibility directly impact economies in developed countries. The need for global leaders to serve as social entrepreneurs and intrapreneurs is vital. These leaders transform disciples into change agents. In *Building Social Business: The New Kind of Capitalism That Serves Humanity’s Most Pressing Needs* (Public Affairs, 2010) Yunus describes his vision for the new economy and reports on his first experiments in social business. He later makes an important distinction between “social enterprise” and “social business” and goes from theory to practice, enlisting several corporate partners to create real, live social businesses such as Danone, Veolia, BASF, and many others. Yunus’ well- documented, successful methods will be the lens through which social entrepreneurship is viewed.

Research with a focus on social entrepreneurship within companies known as corporate entrepreneurship emerged, with Covin and Miles (1999) defining it as “the presence of innovation with the objective of rejuvenating or redefining organizations, markets, or industries in order to create or sustain competitive superiority.” (Austin & Reficco, 2009, para. 2). In parallel, the concept of social entrepreneurship emerged. Dees (1998) defined it as “innovative activity with a social purpose in either the private or nonprofit sector, or across both.” (Austin & Reficco, 2009, para. 2). Others have offered conceptual refinements (Ashoka, 2009; Bornstein, 2004; Elkington & Hartigan, 2018; Light, 2007; Martin & Osberg, 2007; Nicholls, 2006; Spring, 2007). The research review distinctly supports the dire need for for-profit corporations to reevaluate their social entrepreneurship practices. In an effort to facilitate integration in remote areas worldwide, this paper will further examine the use of technology in social entrepreneurship eLearning. Advances in information and communication technology (Connor, 2016; Docebo, 2014) have facilitated the dissemination of education materials to broader audiences across the globe through massive open online courses (MOOCs) (Patru & Balaji, 2016), web-based training modules and online resource portals (Welsh et al., 2003). Infrastructure support for eLearning will be assessed through a review of current literature and best practices. Areas for improvement and further research will be recommended.



Jane Felt

*Felt, J., Madjidi, F., Fraizer, L., & Miramontes, G. (2016, October). Exploring authenticity, female gender roles and workplace culture. *Proceedings of the International Organization of Social Sciences and Behavioral Research Conference*. San Antonio, TX.

The practice of authentic leadership by women in the workplace can prove challenging, and, today, more than ever, women need to work together to overcome the stereotypes of the past. When female gender roles are inconsistent with workplace culture or leader expectations, women in the workplace are disadvantaged and unable to lead authentically (Eagly, 2005). Emphasis on appearance and style, coupled with the frequent disregard of women who openly display emotion, also inhibit women's ability to practice authenticity. Women can offer a unique perspective in the workplace by leveraging their life experiences and roles as wife and mother. Their communal values and interpersonal sensitivities can contribute to the development of a more caring and people-oriented work culture.

This presentation examines gender and leadership across multiple generations, the challenges women leaders face in the workplace, the potential social costs they confront and how women leaders define success. The research provides a foundation for learning materials designed specifically for women, emphasizing authentic presence. More importantly, it provides an opportunity for successful women leaders to acknowledge a desire to demonstrate more authenticity by promoting self-awareness and relational transparency. This presentation is part of a larger study (Felt, in progress) on women and authentic leadership.

Fox, J., & Fraizer, L. (2016, October). Increasing representation of disadvantaged students in elite universities: A digital MOOC-based cohort model. *Proceedings of the International Organization of Social Sciences and Behavioral Research Conference*. San Antonio, TX.

Although minority post-secondary enrollments have increased, these students continue to be underrepresented at all levels of higher education (Krogstad, 2016). Latino/a students, for instance, are more likely to attend public two-year schools and make up a small percentage of students at elite universities (Pew, 2016). This session explores a cohort academy model (Fox, 2016) designed to increase representation of socioeconomically underrepresented students at highly ranked academic institutions. It further explores if participants can have more access to a wealth of information through free, web-based courses and online communication tools. A school within a school model (Deweese, 1999) aims to increase connectivity of students (Basich, 2016) through digital cohorts using massive open online courses (MOOCs) platform (Department for Business Innovation, 2013). MOOCs are a growing global trend (Patru & Balaji, 2016) in providing accessible, online, and open content (Bacsich, 2016) for a potentially unlimited number of users. MOOCs not only democratizes education by increasing access and equity, but help build a connection between the student participants (Cobo, 2015; Patru & Balaji, 2016). Finally, this session will discuss if students in a cohort model can be more engaged and prepared for more academic rigor by building their academic and social knowledge through Communities of Practice (Lave & Wenger, 1991) in discipline areas such as biological and chemical sciences, law and political science, and the humanities. According to Wenger and Snyder (2000) Communities of Practice develop among groups of people who share a common passion and a free flow of ideas and knowledge.



Sunny Sidhu



Hadi Rajabbeigi

Fox, J., Sidhu, S., Harrison, M., Rajabbeigi, H., Calhoun, D., Opong, C., & Fraizer, L. (2016, October). Reimagining education in the juvenile justice system. *Proceedings of the International Organization of Social Sciences and Behavioral Research Conference*. San Antonio, TX.

The Office of Juvenile Justice and Delinquency Prevention (2011) reports that approximately 70,000 youths nationwide are confined in juvenile detention facilities daily. Typically, these incarcerated youths struggle with grade retention, poor attendance, or disengagement from school due to school disciplinary issues and academic failure (Perkins Collaborative Resource Network, 2016). Lack of achievement as well as other problems such as alcoholism and mental health concerns produce extremely high recidivism—slipping back into criminal activities after the individual receives punishment for a crime (Newell & Leap, 2013; NIJ, 2014). After exiting the juvenile justice facilities, for instance, nearly 70% of youth are arrested for new crimes (Loughran et al., 2009). To address this recidivism issue, many programs have been created to help juveniles develop pro-social strengths, positive behavior, vocational skills, and address substance abuse problems (Lipsey, 2009). As a solution, this session explores the implementation of Positive Behavior Intervention and Supports (PBIS) (Sprague & Golly, 2013). According to Johnson (2013), the PBIS programs in the juvenile justice settings help reduce the number of behavior incidents and produce higher numbers of technical and career certifications earned. Other intervention strategies explored include career and technical training in the form of computer coding courses through online curriculum programs on Massive Open Online Courses (Department for Business Innovation & Skills, 2013) in the juvenile justice system. This session explores how workforce skillsets, such as computer science and coding, can be part of rehabilitative discipline. It further explores these questions: (a) could this approach create a positive outlook for at-risk youths in the future; and (b) how can integrating technology be a sustainable alternative solution to help high-risk youths and offer opportunities for reimagining education in the juvenile justice system?



Lani Fraizer

Fraizer, L., Shah, F., & Madjidi, F. (2015, November). Exploring partnership brokering and its potential in social change-making. *Proceedings of the International Organization of Social Sciences and Behavioral Research Conference*. Boca Raton, FL.

Apart from individual charisma, it can be argued that change makers in the social sector succeed in part because they garner collaborative impact through socially beneficial partnerships. Thus, while enterprise led social development evolves in scope and complexity, in step is the need to create and sustain partnerships and to facilitate collaborative processes. In this regard, partnership brokering is emerging as an approach, for instance, for anyone motivated by the idea of social change-making to acquire the skills and sophistication necessary for building enriching partnerships that harness the power of the market to address poverty. This paper examines dimensions of partnership brokering in the context of social change and explores the implications of this emerging approach on the field of social business.

***Fraizer, L., Madjidi, F., Schmieder-Ramirez, J., Williams, H.E., & Adkins Barlow, V.L.** (2016, August). Global imperatives: An interdisciplinary tech-savvy future talent pipeline with concern for social good. *Proceedings of the International Organization of Social Sciences and Behavioral Research Conference*. New Orleans, LA.

Computer science and technology have long served as vehicles for change and reform in the social sector (Fraizer & Madjidi, 2011). Despite technology innovations fueling entrepreneurial efforts in education systems around the world (Fraizer, 2009), industry and country leaders share great concerns about the future talent shortage. For instance, topics in science, technology, engineering and math (STEM) permeate policy agendas (Jimenez, 2016), private sector education scorecards (“Microsoft News,” 2015; “#CSForAll,” 2016), and recent political campaigns (“The Briefing,” 2016). Depending on funding sources or country initiatives, STEM “offshoots” (e.g., entrepreneurship, religion, arts, music, and design) emerge. This emergence is not coincidental since interdisciplinary education has long been deemed an important part of holistic education (Fraizer, 2009; Fraizer, 2011; Fraizer & Madjidi, 2011) despite concerns such as the additional effort it takes to produce (Jones, 2010). This presentation introduces the current state of market trends and concerns resulting from industry needs. This session aims to increase awareness of a global imperative and what we may do to prepare future-ready learners for an unforeseeable future.



Shreyas Gandhi

Gandhi, S., Fraizer, L., & Miramontes, G. (2016, October). Women in predominantly male leadership positions: Shattering the glass ceiling in aerospace and defense. *Proceedings of the International Organization of Social Sciences and Behavioral Research Conference*. San Antonio, TX.

This paper explores the challenges women face climbing the corporate ladder in the predominantly male aerospace and defense industry. Women’s corporate and political leadership is definitely on the rise; however, there is still a distinctly notable and somewhat alarming gender gap (Catalyst, 2005). According to the United States Bureau of Labor Statistics (2014), women held 52% of the management, professional, and related occupations in 2012. Women currently lead 23 Fortune 500 companies (Catalyst, 2016). Women, currently, constitute 19% of the Congress of the United States and 12% of state governors (2016). In addition, men still occupy far more positions that confer “decision-making authority and the ability to influence others’ pay or promotions” (Eagly & Carli, 2003, p. 809). Although women have gained increased access to supervisory and middle-management positions, they remain quite rare as elite leaders and top executives” (Eagly & Karau, 2002, p. 573). Thus, this is the million-dollar question that has plagued leadership scholars and feverishly driven current contemporary research efforts: Why does this gender gap exist? Although research studies focusing on females as leaders have expanded greatly since the 1970s, this topic still remains greatly understudied (Lowe & Gardner, 2001). The research reviewed clearly supports that there is not only an obvious gender bias but that there is also a glass ceiling that is prohibiting women from realizing their full potential in many organizations. This session provides a scholarly view into the pursuit, inquiry, and investigation of the gender gap in leadership.



Jose C. Garcia

Garcia, J., Madjidi, F., Fraizer, L., & Miramontes, G. (2016, October). Exploring the future of Hispanic Leadership: On shaping and leading public administrations today and beyond. *Proceedings of the International Organization of Social Sciences and Behavioral Research Conference*. San Antonio, TX.

The last five decades have seen the population of Hispanics in California rise from 16% to 39% (California State Data Center, 2013). As the number of Hispanics has grown, so has the number of Hispanics responsible for heading public organizations in the State. As more Hispanics obtain leadership positions, they face the same challenges that many other leaders face—to do more with less and to operate under the scrutiny of the citizens they represent (Kettle, 2009). The pressure to deliver effective and efficient services is complicated by the hierarchical structure of public organizations, the ideals of the old public administration, new public management, and new public service that shape how public administrations function today. This session introduces a working paper and doctoral research (Garcia, in progress) that aims to identify current best practices of Hispanic leaders in public organizations which will then inform current and future Hispanic leaders on what is required to lead successful organizations. It also explores a toolkit of diverse leadership skills and abilities that may assist them in navigating through the bureaucracy that engulfs public organizations.



Debra Gates

***Gates, D., Madjidi, F., Fraizer, L., & Miramontes, G.** (2016, October). On financial literacy: Broadening opportunities and community partnerships to effect social change. *Proceedings of the International Organization of Social Sciences and Behavioral Research Conference*. San Antonio, TX.

The Economic financial crisis of 2008 revealed that most people had very little familiarity with the rudimentary basics of financial principles. Working Americans were in a quandary because they had been forced to make long-term financial decisions about their retirements savings that they were ill-prepared and ill-equipped to make. Working Americans also wanted to experience the American dream of homeownership. The dream became a reality for many people who--without the banks relaxing their credit guidelines—would never have been able to experience homeownership. In their naiveté and insatiable desire to live a better life, people made commitments that they couldn't sustain. On the other hand, financial institutions took advantage of the consumer's naiveté and profits trumped integrity. Contextually, it was a vicious cycle. The unethical behavior of the decision-makers in the financial banking industry and the unsustainability of commitments made combined with the consumer's hunger for the American Dream were an ideal recipe for disaster. Consequently, there is a dire need to master and teach financial literacy, and our culture must be reshaped to be responsive to the scarcity of financial educational opportunities. Faith-based organizations have accepted the call to develop financial literacy programs to meet the needs of the people who had otherwise placed their trust in a financial system that had failed them miserably. Faith-based organizations do not look at people as consumers; they seem them as living souls needing a helping hand out of a critical situation.

Gates, D. (2016, March). The theory of resilience after age 50. *Proceedings of the International Organization of Social Sciences and Behavioral Research Conference*. Atlantic City, NJ.

Are there women over 50 who believed they were on a different life trajectory and then later lived through a plethora of national tragedies and/or personal unanticipated events that have left them feeling ambiguous about their future? These tragedies include layoffs (Inquirer, 2001), corporate scandals (Bargeron & Tidd, 2011), terrorist attacks (Amadeo, 2015), natural disasters (Vigdor, 2008), foreclosures (Ross & Squires, 2011), death of a spouse, and unexpected divorce (Centers for Disease Control and Prevention, 2015). Many unexpected life trajectories are beyond one's control; for example, many workers who would have and could have retired realized that they could not because of the stock market crash in 2008 (Coile and Levine, 2009). This literature review aims to explore resilience theories as they apply to women who are in midlife, and their implications in quality of life and internal fortitude.



Shamara Graham

Graham, S., & Fraizer, L. (2016, October). Eradicating the school-to-prison pipeline: Creating innovative parent curriculum to prepare youth for successful higher education pathways. *Proceedings of the International Organization of Social Sciences and Behavioral Research Conference*. San Antonio, TX.

One of the most fundamental principles of any school that truly values the perspectives of its stakeholders is the democratization of power—in addition to a curricular and instructional model that is in alignment with the community (Sorenson, Méndez, Goldsmith, & Maxwell, 2011). A school leader has a responsibility to create opportunities for its learners and constituents (Brown, 2010). This means that schools must be socially just in their curriculum and instruction as well as being culturally responsive. Literature suggests that true democratic processes value the ideas of school stakeholders by allowing them to participate in decision-making (Freire, 1999; Weiner, 2003). As visions for curriculum and instruction outcomes are being conceptualized, diverse perspectives must be considered in order to truly serve learners of communities. Collaborative vision-making processes can minimize resistance when stakeholder ideas are implemented because they represent voices of the community they serve (Shields, 2010). When teachers, parents, students, and other stakeholders are invited to decision-making tables (Freire, 1999; Weiner, 2003), a clear vision of school purpose can emerge to guide learner-centered curriculum and instruction. In an era of strict school accountability measures, school leaders and teachers continue to face pressures to enforce standardized test scores over other learning measurements (Haberman, 2005). This phenomenon can cause conflict when schools undermine the cultural values of a school community in favor of nationalized standards. This session explores best practices and strategies for school leaders and how they can foster participative decision-making (Freire, 1999; Weiner, 2003). Furthermore, this session presents strategies for school leaders and how they can foster culturally responsive curriculum and instructional practices while preparing students for global success in the 21st century.

Gwin, Z., Madjidi, F., Fraizer, L., & Miramontes, G. (2016, March). School safety: Lessening physical vulnerabilities and increasing well-being. *Proceedings of the International Organization of Social Sciences and Behavioral Research Conference*. Atlantic City, NJ.

School safety continues to be a priority of state and federal legislators owing to the number of high-profile, fatal school shootings on K-12 campuses (“Council of State Governments,” 2014). Post Columbine, school safety regulations resulted in creating policies and programs related to improving security and responses to threats on school campuses. Well-intentioned interventions such as the National School Resource Officer Program, which brought armed uniformed police officers to middle- and high- school campuses, decreased physical risk but had the unintended consequence of escalating fear and anxiety in the children it was designed to protect (Sneed, 2015). Understanding why these events take place, and, more importantly, how they can be prevented from occurring is at the root of the national dialogue and the focus of this presentation. This presentation is part of a larger study (Gwin, in progress) on establishing a positive and psychologically safe school culture.

***Harrison, M., & Fraizer, L.** (2016, October). Shy, scared, and introverted: Giving a voice to the voiceless through asynchronous learning for the traditional classroom. *Proceedings of the International Organization of Social Sciences and Behavioral Research Conference*. San Antonio, TX.

This paper explores how the traditional face-to-face classroom is inherently and fundamentally conditionally biased against the introverted student's personality (Jessee, O'Neill, & Dosch, 2006) and his or her ability to participate (Nadworny, 2016). The introverted personality may become critical of his or her view and retreat from the learning environment (Al-Dujaily, Kim, & Ryu, 2013; Jung, 1971; Mamchur, 1982; Offir, Bezalel, & Barth, 2007). Because the Western educational classroom has historically structured itself into a rapid-fire question and answer format (Swann Jr., & Rentfrow, 2001), introverted students are often unfairly placed into a disadvantaged pedagogy compared to their extroverted peers (Lawrence 2013; Leung, 2015). Asynchronous learning provides the introverted student with enterprising opportunities that would normally not be available (Borup, West, & Graham, 2013). Digital communication for classroom enhancement allows introverted learners to have a command of their social discourse and increase their learning experience through participation (Kolb & Kolb, 2005). By eliminating fears some introverted students have in the classroom, such as physical contact, physical cues, and physical dialogue, electronic communication can allow "shy" students to express their thoughts, ideas, and questions with more ease (Burruss & Kaenzig, 1999; Pratt, 1996). A study by Amichai-Hamburger, Wainapel, & Fox (2002) was referenced to show means and standard deviations to reference how extroversion and introversion individuals identify their "real me" while communicating; extroverts find their authentic voice while talking in social situations while introverts find their true voice while chatting online. Additionally, online instruction shows an increase in learner participation while decreasing procrastination, thus increasing student success (Michinov, Brunot, Le Bohec, Juhel, & Delaval, 2011). Furthermore, this study suggests a correlation between how an introverted student learns and how his or her requirement to participate in the traditional face-to-face classroom hinders that progress. This discussion provides an academic awareness to educators in order to improve pedagogical approaches to classroom participation.

***Heath, K., Fraizer, L., & Madjidi, F.** (2016, October). Digital Intelligence (DQ): Global leadership competency for the information age. *Proceedings of the International Organization of Social Sciences and Behavioral Research Conference*. San Antonio, TX.

This paper explores digital intelligence competencies that are required for leadership in the information age which demands a fluency in technology. Classrooms are now inhabited by digital natives who are "native speakers" of the language of computers, videos, video games, social media and other online resources. Many of the teachers who are trying to exist, operate, and lead in this world were prepared for classrooms prior to the integration of technology and are called "digital immigrants" (Prensky, 2001). John Dewey stated that "If we teach as we taught yesterday, we rob our children of tomorrow" which alludes to the transition that is needed to lead in today's contemporary society.

In his article, Digital Natives, Digital Immigrants, educational consultant Prensky (2001) defines the term digital native and the contemporary decline in American education due to the failure of educators to understand the needs of modern students. He explains that the arrival and rapid dissemination of digital technology in the last decade of the 20th century (Prensky, 2001, p.1) had shifted the way that children think and process information, making it difficult for students to excel using outdated teaching methods. Students raised in a digital, media-saturated world require a media-rich learning environment to hold their attention (Prensky, 2001) also known as digital intelligence (DQ). A person's intellectual skills depend on an ability to interact in a digital environment (Adams, 2004). Technology is a tool that has changed society and the way we navigate through the world which requires digital intelligence. DQ consists of four key principles: a) Understanding the reasons to use technology, including its strengths, opportunities and advantages; b) Knowing what types of technology are available, what the options are, and the ability to choose the right tool for the right purpose; c) Understanding how the technology works and having the ability to apply the technology tools in effective ways; and d) Developing the judgement to know when technology should be used, when it is going to benefit and when it is going to cause challenges (Waller, 2016). It is important to understand that having good judgement when exercising digital intelligence is critical but good judgement is primarily created through the development of both ability and experience (Waller, 2016). Whether you are a digital native or immigrant, you will need high levels of DQ to excel in leadership for the modern world.

Higdon, J., Madjidi, F., Fraizer, L., & Miramontes, G. (2016, March). Exploring leadership programs and related change cultures. *Proceedings of the International Organization of Social Sciences and Behavioral Research Conference*. Atlantic City, NJ.

An organization's success relies on management's ability to communicate its philosophy, values, vision, and goals. Business demands are increasing at an incredible rate, and failure to adjust to these market changes can result in a loss of competitiveness. With this in mind, many organizational leaders attempt to identify key factors that drive culture and change in the business environment with the hope of managing those factors successfully. Given the dynamics of the current global business environment, traditional leadership and management methods are no longer adequate at ensuring growth and sustainability within an organization (Kotter & Rathgeber, 2005). This presentation explores the programs that leaders must develop to promote this growth and manage the changing culture associated with it. This presentation is part of a larger study (Higdon, in progress) on change leadership.

Higdon, L., Madjidi, F., Fraizer, L., & Miramontes, G. (2016, March). Exploring emotional intelligence and learning-centered techniques for successful change. *Proceedings of the International Organization of Social Sciences and Behavioral Research Conference*. Atlantic City, NJ.

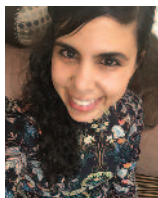
Managers and leaders who are able to use emotional intelligence in combination with learning-centered techniques can combat organizational shortfalls. "Emotional intelligence matters twice as much as technical and analytic skill combined for star performances . . . and the higher people move up in the company, the more crucial emotional intelligence becomes" (Goleman as cited in Simmons, 2001, para. 13). This presentation introduces how managers and employees can benefit from many different types of training, including leadership, emotional intelligence, project management, skill-based, and safety training. According to the Kellogg School of Management, training is beneficial to the success and sustainability of small businesses, as it gives employers a competitive advantage against the competition. In fact, innovation is the product of training. The Kellogg School of Management, for instance, cultivates an environment of learning and believes that the benefits from training outweigh the costs. The "Driving Organic Growth," for example, focuses on creating a personal innovation plan and recognizes that employees want to be innovative and share ideas to solve problems. This presentation is part of a larger study (Higdon, in progress) on change management and leadership.

Hong, K., & Fraizer, L. (2016, October). Mainstreaming special education students: Creating and building a hybrid community of practice to support all educators. *Proceedings of the International Organization of Social Sciences and Behavioral Research Conference*. San Antonio, TX.

Mainstreaming is a term used in education which refers to the practice of teaching students with disabilities alongside non-disabled students in a general education classroom setting (Chander, 2016). According to Al-Natour, Amr, Al-Zboon, & Alkhamra (2015), successful collaboration between special education and general education teachers is instrumental in the attainment of mainstreaming. However, Robinson and Bully (2007) posit that although teachers can develop and deliver lessons together, share resources and take responsibility for students' educational progress (Carter et al., 2009), working in collaboration (Murata & Tan, 2009) is still a challenge faced by general and special education teachers alike. This collaboration is especially problematic for teachers because working together and spending time on joint ventures does not often equate to meaningful collaboration (Robinson & Buly, 2007). To mainstream students successfully, teachers have to collaborate to accommodate and modify general education curriculum for students (Robinson & Buly, 2007). This leadership challenge explores how to mitigate these difficulties among teachers when mainstreaming special education students. Furthermore, this leadership challenge examines how collaboration between general and special education teachers can deepen their understanding of best practices and how a collaboration through a community of practice (Lave & Wenger, 1991) can enable teachers to facilitate implementation of best practices. These best practices can lessen the difficulties when mainstreaming students with disabilities.

***Hong, K., Riker, S., Tolliver, T., & Fraizer, L.** (2016, October). Raising quality of life and well-being for the underserved: Improving access to education and health through ICT. *Proceedings of the International Organization of Social Sciences and Behavioral Research Conference*. San Antonio, TX.

The underserved population is in a cyclical carousel of institutional deficiencies that hinder them from realizing their potential (Yunus, 2010). Literature suggests that the complete lack of or limited access to educational opportunities is linked to a cycle of poverty (Aref, 2011; Van der Berg, 2008; Yunus, 2010). In addition, this fragmented educational delivery to the underserved is, most of the time, coupled with flawed access to health care (Braveman & Gruskin, 2003). This issue creates a vulnerable population who is less likely to seek medical attention (Peters et al., 2008). This session explores the use of information and communication technology (ICT) to create opportunities for improving access to education and health for the underserved. Best practices from community leaders (Da Vinci Schools, 2016; Mpofu, Daniels, Adonis, & Karuguti, 2014) and health advocates from cross sectors (Breedlove, Lamping, & Smith, 2006; Munoz, Kim, Riker, & Sankarappa, 2013; Tapper & Kerschner, 2016) are examined. Transferability to a variety of locations and further sustainability of improving educational and health care access for the underserved is also explored. Ensuring ICT access for the poor can bring resources such as educational programs, skills training and health care services; it can also empower individuals for self-care, and contribute to the well-being of the community (Yunus, 2006; Yunus, 2010).



Amera Hussain

Hussain, A., Williams, H. E., Fraizer, L., Madjidi, F., & Miramontes, G. (2016, October). Parent involvement in domestic and international education: A personal reflection on the U.S. and China. *Proceedings of the International Organization of Social Sciences and Behavioral Research Conference*. San Antonio, TX.

A leader is an individual who embodies characteristics that can influence an individual or group of people to be the best version of themselves and to achieve their ultimate success. Parents can embody this leadership by being active in their children's academic careers. Parent involvement is an important part of student academic success (Shek, 2006), and can influence student behavior and student success (Cheung & Pomerantz, 2011). This presentation will focus on the dynamic between parents and children, parent perceptions on the importance of their children's education, and the ways parent absence or presence may further influence or discourage their academic success (Ho, 1995). This presentation concludes by exploring the difference and similarities of parent-children dynamics in the U.S. and China.



Sunny Im

Im, S., Madjidi, F., Fraizer, L., & Miramontes, G. (2016, March). Escaping war-torn country to building new lives: The Cambodian diaspora community. *Proceedings of the International Organization of Social Sciences and Behavioral Research Conference*. Atlantic City, NJ.

Between 1975 and 1979, Khmer Rouge regime leader Pol Pot and his army killed an estimated 1.5 to 2 million Cambodians. Many Cambodians fled the countryside but others were held captive in slave camps where they were tortured, starved to death, or put through slave labor. The forced emigration of Cambodians to the United States initially started in 1975 before the Khmer Rouge regime took hold of the country. During that period, the United States initiated programs that provided aid and sponsorships for refugees to escape to the United States. Cambodians who were able to escape the war-torn country battled other trauma-related medical issues in the United States (Ong, 1995). More than 30 years after the trauma of the Pol Pot regime, the Cambodian people are still recuperating from their losses. This presentation introduces the Cambodian-American population, their struggles, their challenges and their propensity toward resiliency. This presentation is part of a larger study (Im, in progress) on Cambodian-American leaders.



Victoria Iyamba

***Iyamba, V., & Fraizer, L.** (2016, October). Is facilitating enough? Exploring instructor engagement and commitment in online higher education. *Proceedings of the International Organization of Social Sciences and Behavioral Research Conference*. San Antonio, TX.

Over the last 20 years, the use of technology has grown exponentially and has been integrated in many components of our modern society (Baker, 2010). One area of growth is the development of online classes within higher education institutions and the establishment of online universities (Barcelona, 2009; Boton & Gregory, 2015; Gautreau, 2011; Mbat & Minnaar, 2015). The National Center for Education Statistics (2016) reports that 5.5 million students are enrolled in distance education courses. Historically, the use of technology to deliver online courses has made it possible for non-traditional students and students with different learning needs to access higher education (Melkun, 2012). Mbat & Minnaar (2015) posit that the proliferation of online courses offered is due to the availability of online platform and learning management systems (LMS). Research also suggests that the growth of distance learning has contributed to the increasing use of LMS and its importance in higher education, which has resulted in the rise of LMS products (Amirault, 2012).

Despite the increasing number of students engaging in online learning, research suggests there is rising concern in attrition (Angelino, Williams, & Natvig, 2007; Boton & Gregory, 2015; Marshall, Greenberg, & Machun, 2012;). A student's motivation and engagement has traditionally been attributed toward persistence (Boton & Gregory, 2015; Lee, Pate, & Cozart, 2015), though it can be argued that faculty role is also instrumental for success in online learning environments (Baker, 2010). Educators are considered to be an education institution's most valuable asset next to learners, and those who are uncommitted to the institution are less productive in their teaching, research and professional development (Ott & Cisneros, 2015). When an institution learns and understands the motivation factors that influence faculty, it can lead to more effective and engaging work (Gautreau, 2011). This session explores the factors that contribute to educator motivation and their engagement in online learning settings. It also explores interventions that can be utilized to assist in overall satisfaction between educators and students.

Iyamba, V., Joo, H.C., Lee, S., Lux, K., Machera, J.R., & Fraizer, L. (2016, October). Developing the voice of marginalized youth: Creating spaces for leadership and community engagement. *Proceedings of the International Organization of Social Sciences and Behavioral Research Conference*. San Antonio, TX.

Poverty is a global concern that can have negative political, social and economic ramifications for communities (Iceland, 2013; United Nations, 2009). Meaningful and viable mitigation of poverty requires greater attention on youth involvement and empowerment. The youth population must be given the opportunity to develop into social changemakers (Fraizer, 2011; Fraizer & Madjidi, 2011) as the success of the individual within society is directly associated to the community at large (Zimmerman, 2000). However, youth have often been perceived not as solutions to issues, but rather as a subset of the population that inhibits progress (Camino & Zeldin, 2002). It is critical that marginalized youth, as stakeholders in the future of their communities, participate in the development of solutions. Thus, this paper proposes steps and technological approaches to expand the opportunities of marginalized youth to share their stories, create action plans, engage as activists, and become leaders within their communities (Iyamba, 2016; Joo, 2016; Lux, 2016; Machera, 2016).



Danielle Jenkins

* Jenkins, D., Madjidi, F., Fraizer, L., & Miramontes, G. (2016, October). Are many capable women still being overlooked for executive-level positions in the IT industry? *Proceedings of the International Organization of Social Sciences and Behavioral Research Conference*. San Antonio, TX.

Female leaders are still the minority in the IT industry. Although some women have obtained executive-level positions, many capable women are still being overlooked for executive-level positions in the IT industry. A Harvard Business Review (2014) study found that as many as 50% of women working in technology will, over time, leave the industry because the biases holding them back are subtle and harder to challenge. Many women in the IT industry are overlooked, and others leave the industry before they make the leadership track. This presentation is part of a larger study (Jenkins, in progress) on female executives in the IT industry.



Kerri Jones

Jones, K., Madjidi, F., Fraizer, L., & Miramontes, G. (2016, October). Reflections on work-life balance, career success and women in leadership roles. *Proceedings of the International Organization of Social Sciences and Behavioral Research Conference*. San Antonio, TX.

A compelling dynamic work-life balance is necessary in order to create successful women in leadership roles. Women leaders face unlimited demands predominantly in the areas of family and the career. These competing interests have posed many challenges, sacrifices, and problems for career success. The literature mentions the dynamics of the work (career ambition) and environment have resulted in a large amount of pressure and instability for women in leadership roles who try to balance work and lifestyle (family, health, leisure, pleasure and spiritual development). The lack of work-life balance may cause high levels of anxiety, conflict at home; and may make it difficult for women to achieve and develop their full potential. As a result, women leaders can experience job burnout and stress. This presentation is part of a larger study (Jones, in progress) on work-life balance, career success and women in leadership roles.

Julfayan-Gregorian, V., Madjidi, F., Fraizer, L., & Miramontes, G. (2016, October). Immigration patterns: Armenian immigrants in the United States. *Proceedings of the International Organization of Social Sciences and Behavioral Research Conference*. San Antonio, TX.

In the past one hundred years, a significant population of immigrants have migrated to the United States in search of a better life, a better future, financial stability, new opportunities, a brighter beginning, the American dream and the dream of freedom (Mensch & Mensch, 2000). Many immigrants become successful leaders, entrepreneurs, doctors, scientists, educators; or choose to pursue other careers. For many of them, including Armenian immigrants, the path to success and a better life does not come easy, as many are faced with the struggle of starting from the bottom, which can be especially difficult due to the lack of a “defined path to citizenship” (Hanson, 2010, p. 23). This session introduces a working paper and doctoral research (Julfayan-Gregorian, in progress) which provides a background on immigration patterns in the United States as well as an overview of the role Armenian immigrants played in changing the face of the U.S. labor force.



Cassandra Kelley

Kelley, C., & Fraizer, L. (2016, October). Creating a virtual community of practice for novice and expert educators to provide support in the teaching profession across geographic boundaries. *Proceedings of the International Organization of Social Sciences and Behavioral Research Conference*. San Antonio, TX.

Teacher preparation programs develop pre-service teacher identities as practitioners, shifting students’ roles from candidates and into teachers, while guiding them through theory, practice, academic studies, clinical experiences and/or school sites (Darling-Hammond, L., 2006; Feiman-Nemser, 2001; Hughes, 2006). Community of practice (Lave & Wenger, 1991) models with pre-service teachers provide known benefits for success in the teaching profession which include increased professional reflection, self-efficacy and confidence in the classroom. Other benefits include development of collegial relationships with other educators, which allow novices to learn from experts in the community of practice (Feiman-Nemser, 2001; Grossman, Wineburg, & Woolworth, 2001; Jimenez-Silva & Olson, 2012; Lave & Wenger, 1991; Perry, Walton, & Calder, 1999). In the CalStateTEACH online and site-supported teacher preparation program, candidates are placed with volunteer mentor teachers in elementary school sites to observe, participate and begin student teaching (CalStateTEACH, 1999). To promote further support and collaboration, CalStateTEACH will develop a virtual community of practice that includes interactive forums and compiled podcasts, creating opportunities for candidates, mentor teachers and faculty to connect across geographic boundaries. This session explores how this community will facilitate sharing ideas, questions, lessons, and links through the digital curation of tools, including applications, websites, other resources and curriculum while providing an open forum for questions and interaction about the teaching practice. Furthermore, this session discusses how faculty and mentor teachers can attend as guest speakers providing expertise on specific topics or how they can help to facilitate the discussion by directing candidates with prompts and addressing their individual questions. Finally, this session aims to explore the progression of establishing strategies for implementation of the virtual community of practice in a teacher preparation program.

Little, E., Madjidi, F., Fraizer, L., & Miramontes, G. (2016, March). Exploring Kotter's eight-step change model for mid-level roles. *Proceedings of the International Organization of Social Sciences and Behavioral Research Conference*. Atlantic City, NJ.

When an individual enters into a new mid-level role in the workplace, changes are bound to occur within a department including the initial transition of the new mid-level leader and the possibility of the new mid-level leader wanting to implement new strategies under their leadership. As a past consultant, John Kotter observed the implementation and outcomes of hundreds of organizations of leaders at varying levels as they were attempting to implement new strategies into their respective organizations. From these observations, Kotter was able to single out the success factors and amalgamated them into an eight-step process appropriately titled "Kotter's Eight-Step Change Model" (Kotter, 2012). This presentation explores these eight steps and the concept of transactional leadership in regard to emotional intelligence. This presentation is part of a larger study (Little, in progress) on mid-level leadership transitions.

* **Lux, K., & Fraizer, L.** (2016, October). Switzerland teacher development programs: What are they doing "right?" *Proceedings of the International Organization of Social Sciences and Behavioral Research Conference*. San Antonio, TX.

While serving a population of more than eight million people (Federal Statistical Office, 2016), Switzerland has built a reputation as one of the most innovative (Business Insider, 2016) and most powerful global university brands (Times Higher Education, 2016). Switzerland's extensive accolades extend from primary to secondary educational institutions. Expenditure per student ranks third out of twenty-six (OECD, 2004b); compensation of teachers ranks fifth out of seventeen countries while 85% of educational funds are directed toward teacher compensation (OECD, 2000). Average class sizes are approximately nineteen students where the global average is nearly twenty-three students (OECD, 2003a). As the Swiss population continues steady growth, (OECD, 2000; 2004) the number of school-aged children is projected to be 9% lower than ten years ago (OECD, 2004b). This session explores what the Swiss teachers have done "right" to mitigate these issues. Muller (2004) reports that retaining and attracting the right Swiss teachers were key motivating factors for reorganizing teacher development programs and related policy. For Swiss Canton of Geneva, for example, this reorganization set out to develop a formalized recruitment program that would attract the upper echelon of future teachers. Proactive recruitment forecasting, early preparations, assessments of individual performances and strategically aligned policy development were some of the best practices (Muller, 2004) that this session aims to explore.

*Machera, J.R., & Fraizer, L. (2016, October). Building connections and personal narratives in K-12 leadership: Tech-driven storytelling to empower youth. *Proceedings of the International Organization of Social Sciences and Behavioral Research Conference*. San Antonio, TX.

Storytelling is often used—since the early days of civilization—to educate and share culture with youth and society (van Gils, 2005). Through storytelling, one can promote and encourage identity development and personal voice by openly expressing authentic selves (Bonds, 2016; Williams, Labonte, & O'Brien, 2003). Storytelling can also connect individuals, build trust, and strengthen relationships (James, 1996). When applied in education settings, it can be a powerful tool that encourages school leadership to embrace their identity and share personal journeys with others (Singleton, 2012). K-12 administrators and their ability to make personal connections with youth on campuses, for instance, is vital to student development and considered one of the most important relationships for students (Mitra, 2004). The purpose of this session is to explore how storytelling can help K-12 leaders discover their identity, share their own personal narratives, and take risks as learners themselves so that in turn they can empower youth. When K-12 leaders can make connections with their students through storytelling, both are more willing to operate from a place of true authenticity in their relationships (Mitra, 2004). This session also explores how technology can help K-12 leaders share personal narratives so that they can reach more students.



Farzin Madjidi



Gabriella Miramontes

*Madjidi, F., Fraizer, L., & Miramontes, G. (2015, November). Psychopathology of leadership. *Proceedings of the International Organization of Social Sciences and Behavioral Research Conference*. Boca Raton, FL.

Arguably, leadership is one of the most complex and often studied, yet least understood topics when studying organizations—viewed from a variety of perspectives with many schools of thought about its nature and effectiveness. Literature and related anecdotal experiences suggest that strong-willed, autocratic, commanding, manipulative and perhaps abusive leaders are able to create some success in leading within their organizational constructs and driving their agendas. A closer examination of leader psychology suggests a pattern of behavior that can be described as anarchistic in its milder form and borderline clinical psychopathic in its more extreme manifestations—psychopathic leadership. In this presentation, we examine, compare and contrast the constructs of self-esteem, narcissism and psychopathy. We will also discuss patterns of behavior of psychopathic leaders and successes and failures of these styles, while addressing the implications of prolonged organizational exposure to psychopathic leaders.



Mark Malonzo

Malonzo, M., Ugwu, A., Armstead, C., & Fraizer, L. (2016, October). Women empowerment as a necessity for capacity building in communities. *Proceedings of the International Organization of Social Sciences and Behavioral Research Conference*. San Antonio, TX.

Historically, women in many societies across the world have not had the same opportunities for full self-actualization as men (Ridgeway, 2011). The prevalent culture of gender inequality in most societies across the world prior to 1945 prompted the adoption of the charter on equal rights in 1945 by the United Nations (OHCHR, 1996). Sadly, even after its adoption, research shows that women discrimination and inequality in political and economic spheres continued in many regions of the world (OHCHR, 1996). Religious traditions and practices have equally contributed to creating and perpetuating these barriers (Moaddel, 1998). According to Jackson & Pearson (2005), gender inequality issues have taken the center stage in many societies across the world. Issues that surround gender inequality are also true socially, politically, and economically in both developed and developing countries of the world. These include countries such as Albania, Armenia, Azerbaijan, Bangladesh, Nepal, Pakistan, Sri Lanka, Taiwan, Thailand and Uzbekistan (Malhotra & Schuler, 2005). Our goal in this session is to argue that societies flourish when both men and women are fully empowered to contribute to the growth and development of their societies.



Douglas May

May, D., Madjidi, F., Fraizer, L., & Miramontes, G. (2016, October). Meeting the challenges of massive open online courses in higher education. *Proceedings of the International Organization of Social Sciences and Behavioral Research Conference*. San Antonio, TX.

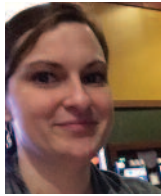
A new type of learning platform has emerged during the last few years that has greatly altered the face of online education by providing extensive global reach and educational opportunity to virtually anyone who has computer access. The recent introduction of Massive Open Online Courses (MOOCs) has dramatically affected the landscape of online learning, as these newer learning venues can offer more global capability, enhanced methods of instruction through virtual means, cheaper pricing (or sometimes free access) and increasingly, the availability of certification and degree programs on par with traditional colleges and universities (Bersin, 2013). Clearly, MOOCs have become a force to be recognized among higher education leaders as this new virtual phenomenon has opened the door to even greater learning capabilities through highly developed educational mediums, at lower costs, for millions of people worldwide. This session is part of a larger study (May, in progress) to find ways that college leaders can adapt to the coming trend of immersive virtual education that MOOCs present and meet the challenges and opportunities that the inclusion of MOOC curriculum and technological advancement can bring, while assessing the societal benefits and drawbacks to this evolutionary, and perhaps revolutionary, new medium.



Sanam Mino

Minoo, S., Madjidi, F., Fraizer, L., & Miramontes, G. (2016, October). The rising generation of a more open and pro-Western world: Iranian-American women in leadership roles. *Proceedings of the International Organization of Social Sciences and Behavioral Research Conference*. San Antonio, TX.

While Iranian women have made impressive and often surprising strides in areas like education, political representation, and business participation they are still underrepresented in many areas (Mir-Hosseini, 2012). In the corporate world, where even liberal western democracies have made it difficult for women to advance, Iranian women face particularly difficult challenges. While more Iranian-American women in our society today are highly educated, successful, and work full time—with more starting their own businesses, especially since the recent lifting of sanctions—they also face significant obstacles in gaining the sorts of commercial and community leadership positions where they can exercise significant influence (Babak, 2015). This session introduces a working paper and doctoral research (Minoo, in progress) which helps shed light on the unique situation and suitability of women for leadership roles in general and the specific styles of leadership that women bring to bear (Kinzer, 2013). Furthermore, this session will explore the nature of the obstacles that still hinder the progress of Iranian and Iranian-American women today.



Jessica Moro

Moro, J., Madjidi, F., Fraizer, L., & Miramontes, G. (2016, March). Helping underserved schools close the education gap: Exploring funding sources. *Proceedings of the International Organization of Social Sciences and Behavioral Research Conference*. Atlantic City, NJ.

For decades, educational inequality has been a controversial issue throughout the United States with race, gender and economic status being at the root of this controversy. Efforts to provide all students with equal educational opportunities (e.g., No Child Left Behind, FERPA, Ladders of Opportunity and Promise Zones) have increased over the last 30 years (U.S. Department of Education, 2010, p. 3). Federal and state governments have made educational standards increasingly rigorous; however, schools in lower socioeconomic areas have been unable to bear the financial burdens of adapting and implementing new curriculums. While programs have been implemented to combat educational inequality, there continues to be an educational deficit in low- and moderate-income school districts (U.S. Department of Education, 2015). This presentation explores various funding sources and grants designed to help underserved schools close the education gap and is part of a larger study (Moro, in progress) in School Improvement Grants.

Panganiban, R., & Fraizer, L. (2016, October). Real-life applications, connections and innovation: Exploring public sector eLearning nationwide. *Proceedings of the International Organization of Social Sciences and Behavioral Research Conference*. San Antonio, TX.

This session explores how the development of interactive online courses and apps such as Udemy (“Udemy,” n.d.), DesignJot (“DesignJot,” n.d.), the Knowledge Guru (“Knowledge Guru,” n.d.) and other interactive eLearning technologies can support the needs of contemporary public-sector ecosystems. Many possible benefits explored include aiding employees to make a positive impact within their organizations, attaining the knowledge and skills to help organizations progress, and achieving goals (Docebo, 2014). Finally, this session explores how eLearning portals can help increase accessibility as well as leadership development utilizing real-life scenarios in public-sector agencies nationwide. Interactive technology features are explored and their applications for addressing the real-world challenges that public administrators face in producing solutions to complex problems. With fewer resources and limited networking capabilities to promote collaboration among leaders and employees—real-time sustainable learning environments that foster discussions, encourage partnership development and more innovation in the professional development of management and leadership can ultimately benefit citizens served.

Parra, J., & Bontly, S. (2016). Transforming learning environments: Co-constructionism in higher education classrooms. In *Proceedings of EdMedia: World Conference on Educational Media and Technology 2016* (pp. 719-723). Association for the Advancement of Computing in Education (AACE). Copyright 2016 by AACE and the Learning and Technology Library (LearnTechLib), <http://www.learntechlib.org/>, included here by permission. Originally published version is available at <http://learntechlib.org/p/173024>.

Parra, J. (2016). The Twitter Top 5, PLN 3-Point Reflections, The Great Debate, and Deconstructing Monument Valley: Innovative Activities in Online and Blended Graduate Courses. In G. Chamblee & L. Langub (Eds.). In *Proceedings of Society for Information Technology & Teacher Education International Conference 2016* (pp. 755-761). Chesapeake, VA: Association for the Advancement of Computing in Education (AACE). Copyright 2016 by AACE and the Learning and Technology Library (LearnTechLib), <http://www.learntechlib.org/>, included here by permission. Originally published version is available at <http://learntechlib.org/p/172320>.



Nii-Quartelai Quartey

Quartey, N. (2016, March). Beyond the Oscars, Black lives, and American institutions: How and why diversity and inclusion still matters. *Proceedings of the International Organization of Social Sciences and Behavioral Research Conference*. Atlantic City, NJ.

Inspired by public debate over the glaring lack of diversity and inclusion among the 88th Annual Academy Award nominees and pending boycott against the white, male-dominated Academy voting body by high-profile black U.S. motion picture artists, this study intends to employ an organizational justice research framework in an effort to identify evidence-based interventions that might mitigate some of the Academy's most persistent challenges toward building a more diverse and inclusive voting body as an initial step toward generating a more diverse pool of Academy-Award nominees and winners. While the leadership of Cheryl Boone Isaacs, the first African-American president of the Academy of Motion Picture Arts and Sciences, helps raise consciousness related to race and gender disparities in decision-making roles, her appointment alone does not break barriers. Organizational justice research, derived from equity theory, teaches us that individuals make judgments on fairness based on the amount they give compared to the amount they get back. This latest political fallout in the U.S. film industry is symbolic of the diversity and inclusion challenges that threaten the integrity of so many more institutions that set the standards for fairness in American society. In a public statement following the announcement of 20 white and zero black Oscar nominees for the second year in a row, Isaacs responded to the controversy by saying, "The Academy is taking dramatic steps to alter the makeup of our membership." Therefore, this paper will offer an organizational justice analysis of existing Academy Award-member recruitment, retention, and engagement practices compared to emerging evidence-based practices that may offer better opportunities for the kind of robust diversity and inclusion efforts Hollywood figureheads talk about but do not deliver.

Riker, S., & Fraizer, L. (2016, October). Abolishing hierarchy: Sharing leadership to effectively accomplish goals in nursing teams. *Proceedings of the International Organization of Social Sciences and Behavioral Research Conference*. San Antonio, TX.

In traditional hierarchical organizations, decision-making responsibility in groups typically lies in the hands of the highest-ranking individual (Aime, Humphrey, DeRue, & Paul, 2014). In the healthcare industry, for instance, nursing teams operate in an authoritarian, singular, top-down method (Doody & Doody, 2012; Ott & Ross, 2014). In today's dynamic work environment with increasingly complex tasks, having one authority figure in an organization can lead to team member dissatisfaction and unaccomplished goals (Hill, 2016; Walker, 2001). Sharing leadership and shifting the power and responsibility within team members may take time and effort but doing so can lead to better team effectiveness and positive outcomes (Hill, 2012; Levi, 2011). Abolishing the aforementioned traditional hierarchy and sharing leadership can effectively accomplish goals, especially in nursing teams where critical problem-solving and staff satisfaction are crucial (Bamford-Wade & Moss, 2010; Brull, 2015; Ott & Ross, 2014). This session explores the concept of heterarchy, where leadership is shared among team members in order to maximize team effectiveness (Aime, Humphrey, DeRue, & Paul, 2014; Bergman, Rentsch, Small, Davenport, & Bergman, 2012). Empowering each member, especially in nursing teams, may optimize their contribution potential, which is becoming increasingly important in today's dynamic organizations to allow for faster response times with complex issues (Morgeson, DeRue, & Karam, 2010; Pearce, Manz, & Sims, 2009; Solansky, 2008; Walker, 2001).

Schaefer-Ramirez, V., Madjidi, F., Fraizer, L., & Miramontes, G. (2016, March). Promoting a culture of safety: Legal obligations in higher education to mitigate cyber bullying. *Proceedings of the International Organization of Social Sciences and Behavioral Research Conference*. Atlantic City, NJ.

Cyberbullying is a growing phenomenon causing concern among students, parents and professionals in the educational community, summarized as “a bullying problem occurring in a new territory” (Li, 2006, p. 166). As a strategy to promote a culture of safety on higher education campuses, the U.S. Department of Education has prescribed prevention and mitigation efforts, mandated educational programs, and enforced sanctions on those that fail to meet regulatory standards (Krebs, Lindquist, Warner, Fisher, & Martin, 2007; National Victim Center, 1992). Although no federal law specifically addresses cyber-harassment in higher education, institutions have a legal obligation to address all claims of harassment regardless of the location or platform in which the harassing behavior occurs. With insufficient regulatory guidance addressing online codes of conduct, institutions are faced with potential legal risk and unknown levels of vulnerability (Fisher, 1995). As the legal and political environment regarding bullying and cyberbullying behaviors continues to evolve, universities are challenged to administer policies and procedures that address misconduct that occur in physical and virtual environments. This presentation is part of a larger study (Schaefer-Ramirez, in progress) on the prevention of cyberbullying in higher education.



Robert Schuur

Schuur, R., Madjidi, F., Fraizer, L., & Miramontes, G. (2016, March). Survival and growth in a global Economy: Exploring innovative venues. In *Proceedings of the International Organization of Social Sciences and Behavioral Research Conference*. Atlantic City, NJ.

The globalization of the business community has intensified the competitive business environment. Corporations now face national and international competition, and face the demands of an ever more complex regulatory environment. As corporations seek to survive and grow, they continuously seek new avenues for both top line revenue growth and expense control. This presentation explores innovative venues, in particular corporate real estate, as an organization’s means for survival and growth in a global economy. For many corporations, real estate is not only a significant asset, it is a source of competitive advantage that leads to revenue growth. This presentation is part of a larger study (Schuur, in progress) on leadership and corporate real estate.

***Shariffard, S., & Small, C.** (2016, October). The first Capital: Xi’an and the support for a growing economy. *Proceedings of the International Organization of Social Sciences and Behavioral Research Conference*. San Antonio, TX.

Once as the first capital of China, under the rule of the first Emperor, Qin Shi Huang, Xi'an has been the heart of learning about the 3,000-year history of the People’s Republic. As the country grew its international presence during the historic Han and Tang dynasties, Xi’an united the country of China and brought early civilization to its regions. While Xi’an is most known for the Terracotta Army, the Silk Road and the Ancient City Wall, it has developed into a thriving tourist center. The significant growth of business and educational institutions has led scholars, ethnographers, and researchers to contribute to its diversified economy (Kirby, 2009). Today, there are several major research universities in Xi’an, as well as local arts and trade schools. The international shopping center hosts boutiques, department stores and lifestyle retail shops ranging from domestic and international designers to fast fashion and luxury brands. This transition from an old, customary society to a more developed, modern culture has impacted the relations of the Chinese western region. Investments in the country are growing and are expected to shift the way people perceive the first capital (Jaros, 2013). The cultural history of Xi’an supplied a cultural tourism topology that was the motive and provision of an in-depth experience. This presentation recognizes the forms of leadership and urban development that are increasing throughout the city and identifies the initiatives that have helped the political and economic influences.



Sonya Shariffard

*Shariffard, S., Williams, H.E., Fraizer, L., & Madjidi, F. (2016, August). The People’s Republic of China: Impressions of Tradition, History and the Cultural Revolution. *Proceedings of the International Organization of Social Sciences and Behavioral Research Conference*. New Orleans, LA.

The United States and the People’s Republic of China were founded on a set of principles and values which established them as among the leading nations in the world (Horsley, 2006). This presentation presents a working concept—with emphasis on China in context of the U.S.—the differences in cultural perceptions as critical for understanding economic prospects and social developments such as the SchoolHouse in Beijing (Spear, 2016) or Shokay in Shanghai (Worsham, 2011). Although China is moving toward a more open society (Horsley, 2006), it is still a developing country in many respects; and continuously confronts its traditional national and cultural identity. Some literature suggest that while the “American narrative” is to challenge the governing system and reform the status quo (Munson, 2013), the “Chinese narrative” is to preserve history and traditionalism (Pew Research Center, 2014). Others imply that Chinese culture has even become more politically toned (Keane, 2016) and has empowered other nations to speak about their cultural outlook and show interest in Chinese influences (Horsley, 2006). Raising awareness for such perceptions and differences can help strengthen potential partnerships between the two countries. This presentation concludes by exploring what may come of increased China and U.S. relations, how they may advance China’s socioeconomic growth (CNN, 2010; Ryge, 2010), and generate new foreign and domestic investment opportunities.

Sidhu, S., & Fraizer, L. (2016, October). Managing continuity of creative organizational cultures during stages of organizational growth. *Proceedings of the International Organization of Social Sciences and Behavioral Research Conference*. San Antonio, TX.

Today’s organizational leaders increasingly focus on managing change (Kotter, 2012) by continuously innovating (Boyd & Goldenberg, 2013) and growing or improving the organization (Kouzes & Posner, 2002). In light of these changes and business growth, the success of an organization can be attributed to disruptive innovation and fast growth (Christensen, 1997). Businesses that are rapidly expanding in revenues and market share must learn how to maintain the sustainability of their high-performing fast-paced business (Bhide, 2014) and creative cultures (Deal & Kennedy, 1982). According to Ward (2004), stages of growth define and shape the tasks leaders must successfully undertake to preserve the culture. Leaders must manage the underlying efforts to sustain creative cultures (Willis et al, 2016) and the mechanisms that help operate and drive successful business impact. This session explores how high-performing companies and creative organizational cultures can be strategically aligned and managed during stages of organizational growth. Furthermore, this session explores adaptive leadership for decision-making and influential practices in lieu of top down management styles (Grashow, Heifetz, & Linsky, 2009). Communication channels are also explored to see how they may be useful during stages of growth (Harris & Nelson, 2008) to allow for continuous flow of dialogue and encourage engagement with all members of the organization (Chreim, Williams, Janz, & Dastmalchian, 2010).



Cheryl Small

Small, C. (2016, August). A personal reflection paper: Exploring STEM, gender parity and possibilities for youth education in China. *Proceedings of the International Organization of Social Sciences and Behavioral Research Conference*. New Orleans, LA.

In 2009, China celebrated 30 years of transformation. Its ongoing reform and opening up doors created a focus on the social, economic and environmental initiatives. These changes are necessary to advancing science, technology, engineering and mathematics (STEM). One of the evident advantages is the increased focus on education as well as the educational policy and practice found in research initiatives at Peking University. This presentation explores how the 21st century landscape can be influenced by the possibilities of youth learning through STEM and the gender parity in China and the United States. This session also explores reflections on education, technology and liberal learning.

Taherizadeh, E., & Fraizer, L. (2016, October). i-Connect: Integrating app-based technology in higher education. *Proceedings of the International Organization of Social Sciences and Behavioral Research Conference*. San Antonio, TX.

Social networking has the ability to reshape the learning environment by using technology as a major tool to shift learning into a self-learning-teaching environment where everyone becomes “educitizens” (“2020 Forecast: Creating the Future of Learning” n.d.; McLaren, 2013; The Economist, 2008). The creation of a multi-function app-based technology is a step toward the future of learning (Docebo, 2014; McLaren, 2013) that gathers simplified flexible e-learning platforms, an exclusive and valuable database, and elite members of a community. This session explores innovations and technological possibilities: i-Connect (Taherizadeh, 2016)—an app-based technology designed specifically for higher education to facilitate communication and learning management systems (“Finances Online,” n.d.) within a private community of students, professors and alumni. Furthermore, this session explores how multiple online platforms can be better streamlined to convene the community and catalyze a learning environment through social interaction.

Lave and Wenger (2011) argue that learning is an evolving “process of participation in communities of practice” (p. 1), and suggest that social participation can facilitate more meaningful learning. Technology-enhanced interactive tools, for instance, can maximize the participation and learning process within social networks by promoting more collaboration and information sharing between its users (“2020 Forecast” n.d.; Docebo, 2014). Furthermore, e-learning can be a strategic resource and business advantage for organizations in terms of cost-savings, learning efficiency, improved time-management, information sharing and organizational training (Docebo, 2014). These gathered resources also become a valuable asset since quality information and data management available on a private, continuous, online learning platform are communicated and coordinated by a private community of scholars, learners, and practitioners who can connect the dots toward a common goal to impact a competitive world (Baber, Waymon, & Alphonso, 2015; Borek, Parlikad, Webb, & Woodall, 2013; Docebo, 2014). Members who participate in e-learning processes are as valuable as the information shared; thus, there is a need to create strategic connections through private online social networking to create leverage (Baber, Waymon, & Alphonso, 2015).

Taylor, S., & Fraizer, L. (2016, October). Giving survivors voice through social media: Women's rights and children with disabilities. *Proceedings of the International Organization of Social Sciences and Behavioral Research Conference*. San Antonio, TX.

Social media technologies like Twitter have historically helped people whose rights are being ignored (AbuZayyad, 2013; Steavenson, 2012). On the other end of the spectrum, many countless human rights activists—including journalists, bloggers, and social media activists—have also been imprisoned and tortured for disseminating digital media that contradict government views (Seible, 2009). Many women around the world still face discrimination; they cannot have custody of their children, cannot leave the country without the permission of their father, or, if married, they cannot divorce their husbands (Dollar & Gatti, 1999; Human Rights, 2013, Rostami-Povey, 2007;). In some countries women are stoned if they have sex outside of marriage (Greif, 2010). Women imprisoned for political reasons may be raped a few days prior to the night of their execution to prevent them from going to heaven (Moghisi, 2006). Moisander (2003) reports that female political or human rights activists may even be tortured, raped, executed and buried in a mass grave (Moisander, 2003). Similarly, disabled children in many parts of the world are still treated unjustly (Trani & Loeb; 2010). In some countries, they do not receive timely medical treatment or needed social services (ناریارد نالول عم ی تی عم ج ی اهرام آه ب ی هاگن , 2015). Some disabled children in Iran, for instance, may not attend school nor seek higher education due to low self-esteem (ANA, 2015). These children are sometimes viewed as financial burdens given medical expenses harbored by families (Elwan, 1999).

The purpose of this session is to explore how technology can be leveraged to help give marginalized people a voice, access to needed resources, such as higher education (Shavarini, 2005), an improved quality of life and human rights like freedom of speech (Coleman, 2012; Investor's Business Daily, 2010). This session also explores how technology can help create awareness and a communication platform for those who need it and give survivors a voice through social media, specifically women and children with disabilities. Finally, this session explores the role of social business (Yunus & Weber, 2010; “Yunus Centre,” n.d.)—a purely cause-driven business as a means for creating sustainable resources for women and children with disabilities worldwide.



Brian Thomas

***Thomas, B., Bonds, C., Sharififard, S., Madjidi, F., Fraizer, L., & Miramontes, G.** (2016, October). Reducing nurse burnout can and will improve patient outcomes in healthcare. *Proceedings of the International Organization of Social Sciences and Behavioral Research Conference*. San Antonio, TX.

The increasing number of today's acute emergency room (ER) patients, coupled with an unsafe pattern of staffing, has led to overburdened staff in the ER. In particular, nurses working in ER departments may be exposed to high levels of work-related stress and depersonalization. The high rate of emotional fatigue has been shown to affect ER nurses' rate of job burnout: a psychological response to emotional and interpersonal stressors over long periods of time. The problems of job dissatisfaction and low morale are not exclusive to healthcare workers. However, studies indicate that ER nurses are especially affected by what they do during their workday (Wallis & Kennedy, 2012). Nurse burnout is a physiological reality (Palmer, 2007), and stress can manifest into both physical and psychological symptoms. The clinical impact of burnout may account for increased medical errors, decreased well-being, insomnia, irritability, eating disorders, depressive problems and reduced personal accomplishment (Palmer, 2007). Palmer (2007) noted that ER nursing differs from other specialties due to the exposure to severe stressors such as brutal events and constantly changing frenzied work conditions. Too much work and too little recovery may ultimately contribute to burnout.

Thomas, B., Madjidi, F., Fraizer, L., & Miramontes, G. (2016, March). Happiness in the workplace: Introducing the happiness advantage. *Proceedings of the International Organization of Social Sciences and Behavioral Research Conference*. Atlantic City, NJ.

The happiness theory is a product of positive psychology and grounded on five primary drivers: positive emotion, engagement, positive relationships, meaning and accomplishment (Seligman, 2011). It is within the brain that the choice to be happy or satisfied with your job takes place, and developing a positive outlook rather than having a negative view will affect your performance. This notion is known as the Happiness Advantage. “Because positive brains have a biological advantage over brains that are neutral or negative, this principle teaches us how to retrain our brains to capitalize on positivity and improve our productivity and performance” (Achor, 2011, p. 16). This presentation introduces three of Achor’s (2011) Happiness Advantage principles which can serve any employee: The Happiness Advantage, The Fulcrum and The Lever and The Tetris Effect. The choice to be happy is about not repeating negative patterns of behavior. This presentation is part of a larger study (Thomas, in progress) on well-being and happiness.



Amaechi Ugwu

Ugwu, A., & Fraizer, L. (2016, October). Servant leadership for transforming organizations: A panacea for employee engagement. *Proceedings of the International Organization of Social Sciences and Behavioral Research Conference*. San Antonio, TX.

Servant leaders are those leaders who are first and foremost willing to serve and focus primarily on the growth and well-being of people and the communities to which they belong (Greenleaf, 1970). Societies where leaders are willing to serve the interests of the people tend to thrive more than those with corrupt and self-serving leadership. This session introduces servant leadership as a panacea or transforming agent in organizations, particularly for employee engagement leading to job satisfaction, increased productivity, and profit.



Edward van Luinen

van Luinen, E., Williams, H.E., Madjidi, F., Fraizer, L., & Miramontes, G. (2016, March). A discussion on redefining effective global leadership. *Proceedings of the International Organization of Social Sciences and Behavioral Research Conference*. Atlantic City, NJ.

The growing complexity of global leaders’ roles offers an opportunity to redefine effective global leadership. Organizational leaders engaged in global leadership development have tried to identify the unique constellation of strategies and experiences that make global leaders more competent. However, global leadership development efforts are now targeting more novel approaches that focus on skills and experiences. Such approaches foster global leaders who are focused on skill development and growth experiences in addition to offering a promising gateway to concept, product, and service innovations that today’s Fortune 500 companies are eager to harness. This presentation is part of a larger study (van Luinen, in progress) on effective global leadership.



Monique Watts

Watts, M., Madjidi, F., Fraizer, L., & Miramontes, G. (2016, March). From the silent generation to generation Y millennials: Working side-by-side and generational workforce characteristics. *Proceedings of the International Organization of Social Sciences and Behavioral Research Conference*. Atlantic City, NJ.

For the first time in history, four distinctive generations, young and old, are working side-by-side in direct contact with each other. With each of these generations—The Silent Generation or Traditionalists (born 1922-1945), Baby Boomers (born 1946-1964), Generation X (born 1965-1980) and Generation Y or Millennials (born 1980-2000)—comes differences (work-related variables) including personalities, work values and attitudes, distinctive expectations and approaches to communication, leadership styles, work-life balance strategies, career goals and distinctive expectations and motivational needs. This presentation introduces generational characteristics and possible challenges for businesses in meeting the needs of their multigenerational workforce. As multiple generations are working together, the ability of organizations to survive in the swiftly changing workforce demographics depends on their ability to anticipate and react to the changing demands of the labor force. This presentation is part of a larger study (Watts, in progress) on how organizations create and sustain vitality in a multigenerational workforce.



Aaron Young

***Young, A.** (2016, October). Esoteric technologies and innovations: A contextual understanding. *Proceedings of the International Organization of Social Sciences and Behavioral Research Conference*. San Antonio, TX.

The space race of the 1960s gave rise to the engineering class of professionals in the United States, which coincided with an increased consolidation of engineering knowledge (Wisioski, 2009). While the engineers intended to create advanced technologies, some engineering efforts were not always useful. This struggle continues today (2002). The key then is to apply esoteric knowledge to a point of focus for the development and production of technology (Kasdan, 1999). As such, the application of these technologies may have larger implications as the esoteric technology matures (Alic, 1994). However, the very nature of esoteric knowledge may make it difficult for an organization to transfer knowledge in a way that is useful for research and development (McMahon et al. 2004). Organizations hoping to capitalize on developing esoteric technologies may seek to foster cultures of innovation (Zairi & Al-Mashari, 2005). A contextual inquiry into leadership practices in esoteric technology organizations may provide insights into developing the next space race.

*“Have the courage
to be different, to
see into the future
and believe it.”*

Bill Drayton
Founder of Ashoka



2017 CONFERENCE SESSION PRESENTATIONS



Jessie Lockhart

Bray, C., Lockhart, J., Masters, J., Levey, K., Williams, H.E., & Madjidi, F. (2017). *What the U.S. could learn from Cuba and China: Looking into an "alternative universe."* 27th Annual Conference of the Association for the Study of the Cuban Economy. Miami, FL: July 27-29.

Bray, C. (2017). *Leveraging corporate social responsibility (CSR) to profitably develop workers in urban Los Angeles County quick service restaurants (QSRs).* 28th Annual Society for Advancement of Management International Business Conference. Orlando, FL: Mar. 30-Apr. 2.



Shimeka Bruton

Bruton, S. (2017). *Exploring reforms: Cuba's minimum wage standard.* 27th Annual Conference of the Association for the Study of the Cuban Economy. Miami, FL: July 27-29.

Darnell, J., & Fraizer, L. (2017). *Student perceptions of experiential learning in doctoral education.* International Conference on Doctoral Education. Orlando, FL: Mar. 21-23.

Darnell, J., & Fraizer, L. (2017). *A co-curricular approach to online students entering the workforce.* International Conference on Education. San Diego, CA: March 12-16.

Fox, J., Park, R., Fraizer, L., & Madjidi, F. (2017). *Cuban labor market and human capital – Is there a misalignment?* 27th Annual Conference of the Association for the Study of the Cuban Economy. Miami, FL: July 27-29.

Fox, J., Fraizer, L., & Williams, H.E. (2017). *Exploring the school within a school Model: from MOOCs to massive open online social learning structures (MOOSLs) on raising minority postsecondary enrollments.* 15th Annual Hawaii International Conference on Education. Honolulu, HI: Jan. 3- 6.

Garcia, J.H. (2017). *Connecting people, innovation and opportunity.* Climate Leadership Conference. Chicago, IL: Mar. 1-3.

Garner, J., Fraizer, L., Miramontes, G., Madjidi, F., & Cal., A. (2017). *Exploring social media hashtags for advocacy: Raising mental health awareness in the Black community.* International Organization of Social Sciences and Behavioral Research Conference. New Orleans, LA: Mar. 22-24.

Little, E. (2017). *Preparing future leaders in higher education: Excellence practices from staff to mid-level management role transitions.* American College Personnel Association Convention. Columbus, OH: Mar. 26-29.

***Opong, C., Fraizer, L., Miramontes, G., Madjidi, F., & Garcia, J.** (2017). *Hip Hop: A catalyst for social change in the education sector*. International Organization of Social Sciences and Behavioral Research Conference. New Orleans, LA: Mar. 22-24.

Panossian, V. (2017). *The Cuban paradox: Revolution, socialism and the colorful rhythm of the Cuban soul*. 27th Annual Conference of the Association for the Study of the Cuban Economy. Miami, FL: July 27-29.

Phillips, L., & Silk, J. (2017). *A new approach to understanding and strengthening an organization's social context*. 28th Annual Society for Advancement of Management International Business Conference. Orlando, FL: Mar. 30-Apr. 2.

Sharififard, S. (2017). *Cooperative learning: Using group processing for effective team learning*. 42nd Annual Conference of the California Association for Bilingual Education. Anaheim, CA: Mar. 29-Apr. 1.

Sharififard, S., & Fraizer, L. (2017). *Exploring Cuban vocational education and economic stability*. 27th Annual Conference of the Association for the Study of the Cuban Economy. Miami, FL: July 27-29.

***Sharififard, S., & Fraizer, L.** (2017). *Professional practices: The fashion industry career path*. International Organization of Social Sciences and Behavioral Research. New Orleans, LA: Mar. 22-24.

Sharififard, S., & Han, S.J. (2017). *Cooperative learning: preparing Students for Workplace Interaction*. 15th Annual Hawaii International Conference on Education. Honolulu, HI: Jan. 3-6.

Taylor, S. (2017). *How women in the Middle East can attain their voice and lead by pursuing higher education and effectively using technology*. International Organization of Social Sciences and Behavioral Research Conference. New Orleans, LA: Mar. 22-24.

2015-16 CONFERENCE SESSION PRESENTATIONS

* Best Session Award

Adkins Barlow, V.L., Fraizer, L. Madjidi, F., & Miramontes, G. (2016). *Oh, the places You'll Go: Community college stepping stones to higher education and beyond*. International Organization of Social Sciences and Behavioral Research Conference. New Orleans, LA: Aug. 3-5.

Adkins-Barlow, V. (2016). *Innovative pedagogy: Best practices in developing student leadership skills for college and career*. International Organization of Social Sciences and Behavioral Research Conference. Atlantic City, NJ: Mar. 9-11.

Almas, R. (2016). *Informal learning and leadership effectiveness*. International Organization of Social Sciences and Behavioral Research Conference. Atlantic City, NJ: Mar. 9-11.

Almas, R., Madjidi, F., Fraizer, L., & Miramontes, G. (2016). *Augmenting learning environments: Exploring the use of tech-driven informal learning methods*. International Organization of Social Sciences and Behavioral Research Conference. San Antonio, TX: Oct. 31-Nov. 1.

* **Anderson, G., Madjidi, F., Fraizer, L., Miramontes, G., & Williams, H.E.** (2016). *Spirit of the times: Investigating faith-based leadership development*. International Organization of Social Sciences and Behavioral Research Conference. San Antonio, TX: Oct. 31-Nov. 1.

Andrews, K., Madjidi, F., Fraizer, L., Miramontes, G., & Schmieder-Ramirez, J. (2016). *Advancing health: Exploring mobile health innovations*. International Organization of Social Sciences and Behavioral Research Conference. Atlantic City, NJ: Mar. 9-11.

Andrews, P., Darnell, J., Mitchell, D., Reburiano, M., & Young, A. (2016). *Entrepreneurial Learning: Exploration into Educational Strategies for Owner-Managed Small Firms*. 14th Annual Hawaii International Conference on Education. Honolulu, HI: Jan 3-6.

Apilado Bañez, J., Castaneda, E., & Fraizer, L. (2016). *Exploring organizational followership and leadership*. International Organization of Social Sciences and Behavioral Research Conference. Atlantic City, NJ: Mar. 9-11.

Apilado Bañez, J., Castaneda, E., & Fraizer, L. (2016). *Corporate social responsibility in the Emerald Valley: Exploring and building the green workforce*. International Organization of Social Sciences and Behavioral Research Conference. Atlantic City, NJ: Mar. 9-11.

Armstead, C., & Fraizer, L. (2016). *Preparing for more long-term organizational success: Effective strategies for clinical education in healthcare settings through workplace learning, collaboration and technology*. International Organization of Social Sciences and Behavioral Research Conference. San Antonio, TX: Oct. 31-Nov. 1.

*Askari-Roberts, S., Madjidi, F., Fraizer, L., & Miramontes, G. (2016). *Exploring human capital and the current state of small business enterprises*. International Organization of Social Sciences and Behavioral Research Conference. San Antonio, TX: Oct. 31-Nov. 1.

Bayat, N. (2016). *Equanimity: A how-to guide for global leadership*. International Organization of Social Sciences and Behavioral Research Conference. Atlantic City, NJ: Mar. 9-11.

*Bayat, N., Madjidi, F., Fraizer, L., & Miramontes, G. (2016). *Global leaders initiating change: An inside/out approach*. International Organization of Social Sciences and Behavioral Research Conference. San Antonio, TX: Oct. 31-Nov. 1.

Beglari, S., & Fraizer, L. (2016). *Common characteristics and attributes of leaders in shaping effective competitive strategy in a global market*. International Organization of Social Sciences and Behavioral Research Conference. San Antonio, TX: Oct. 31-Nov. 1.



Adam Croom

Belikov O., Bullock, E., Croom, A., & Rickard, A. (2016). *Indie as Open: Decentralizing the University with Personal APIs*. OpenEd. Richmond, VA: Nov. 2-4.

Bonds, C., Madjidi, F., Fraizer, L., & Miramontes, G. (2016). *From neurons to human brain and the power of storytelling*. International Organization of Social Sciences and Behavioral Research Conference. Atlantic City, NJ: Mar. 9-11.

Calhoun, D., & Fraizer, L. (2016). *Making connections: Integrating technology to sustain cognitive ability aging*. International Organization of Social Sciences and Behavioral Research Conference. San Antonio, TX: Oct. 31-Nov. 1.

Croom, A., Finkbeiner, N., & Flies, K. (2016). *Case studies: Creating successful OER institutional initiatives with big impact*. OpenEd. Richmond, VA: Nov. 2-4.

Croom, A., & Moe, R. (2016). *Audiovisual OER in a text world: The exhaust of innovation*. Online Learning Consortium Innovate Conference. New Orleans, LA: Apr. 20-22.

Croom, A., & Stewart J. (2016). *Fork u! A github-approach to learning and collaboration*. Online Learning Consortium Innovate Conference. New Orleans, LA: Apr. 20-22.

Croom, A. (2016). *Openness without penalty. The cornerstone of the creative student/classroom/university*. Middlebury College. Middlebury, VT: Sept. 26.

Croom, A. (2016). *Digital humanities and indie EdTech*. Digital Humanities Day. Norman, OK: Aug. 26-28.

Croom, A. (2015). *Who am me? Digital identities, domains, and cyberinfrastructure*. University of Texas - Arlington, LINK Research Lab, Arlington, TX: Nov. 9.

Darnell, J. (2016). *Engaged critical thinkers: Developing exemplary followers in the workplace*. 18th Annual International Leadership Association Global Conference. Atlanta, GA: Nov. 2-5.

Darnell, J. (2016). *A virtual career preparation program: Exploring experiential learning for online students*. Online Learning Consortium Innovate Conference. New Orleans, LA: Apr. 20-22.

Darnell, J. (2015). *Model for experiential learning internships in the online classroom*. Ashford University Teaching & Learning Conference. Virtual: Nov. 4-5.

Darnell, J. (2015). *Are future faculty ready? Exploring experiential learning in the online classroom*. California Association of Professors of Educational Administration. San Diego, CA: Oct. 9-10.

Darnell, J., Askari-Roberts, S., Young, A., & Freeman, C. (2016). *Developing exemplary followers: A training model for the other side of leadership*. 14th Annual Hawaii International Conference on Education. Honolulu, HI: Jan 3-6.

Darnell, J., Felt, J., Askari-Roberts, S., & Young, A. (2016). *Career preparation for online learners: A model for experiential learning in the online classroom*. 14th Annual Hawaii International Conference on Education. Honolulu, HI: Jan 3-6.

Deckers, C. (2015). *Keynote Speaker: Simulation 3.0: Is teaching enough?* 9th UK Simulation in Nursing, Midwifery, & Allied Health Conference. Belfast, United Kingdom: June 22-23.

Deckers, C. (2016). *Using simulation in a nurse residency program to improve rapid response team utilization*. International Nursing Association for Clinical Simulation and Learning (INACSL). Grapevine, TX: June 15-18.

Deckers, C. (2016). *Podium presentation: Designing simulation learning experiences: completing a needs assessment for best practice*. International Nursing Association for Clinical Simulation and Learning (INACSL). Grapevine, TX: June 15-18.



Cathleen Deckers

Dupe, K., & Fraizer, L. (2016). *Blacks who code and women in computing: Hacking into your intrapreneurial spirit*. International Organization of Social Sciences and Behavioral Research Conference. San Antonio, TX: Oct. 31-Nov. 1.

Dupe, K., Madjidi, F., Fraizer, L., Miramontes, G., & Schmieder-Ramirez, J. (2016). *African American college students and the need for more minority instructors in STEM fields*. International Organization of Social Sciences and Behavioral Research Conference. Atlantic City, NJ: Mar. 9-11.

Espino, D., Williams, H. E., Fraizer, L., Madjidi, F., & Miramontes, G. (2016). *A reflection on building American-Chinese partnerships in China*. International Organization of Social Sciences and Behavioral Research Conference. San Antonio, TX: Oct. 31-Nov. 1.

Etame, H., Madjidi, F., Fraizer, L., Miramontes, G., & Schmieder-Ramirez, J. (2016). *A well-educated and engaged youth: The future of our social and economic health, and the stability of a democratic society*. International Organization of Social Sciences and Behavioral Research Conference. San Antonio, TX: Oct. 31-Nov. 1.

Fawaz, M. (2016). *Exploring opportunities: Corporate social responsibility and social entrepreneurship*. International Organization of Social Sciences and Behavioral Research Conference. San Antonio, TX: Oct. 31-Nov. 1.

Fox, J., & Fraizer, L. (2016). *Increasing representation of disadvantaged students in elite universities: A digital MOOC-based cohort model*. International Organization of Social Sciences and Behavioral Research Conference. San Antonio, TX: Oct. 31-Nov. 1.

Fox, J., Sidhu, S., Harrison, M., Rajabbeigi, H., Calhoun, D., Opong, C., & Fraizer, L. (2016). *Reimagining education in the juvenile justice system*. International Organization of Social Sciences and Behavioral Research Conference. San Antonio, TX: Oct. 31-Nov. 1.

* **Fraizer, L., Shah, F., & Madjidi, F.** (2015). *Exploring partnership brokering and its potential in social change-making*. International Organization of Social Sciences and Behavioral Research Conference. Boca Raton, FL: Nov. 13-14.

* **Fraizer, L., Madjidi, F., Schmieder-Ramirez, J., Williams, H.E., & Adkins Barlow, V.L.** (2016). *Global imperatives: An interdisciplinary tech-savvy future talent pipeline with concern for social good*. International Organization of Social Sciences and Behavioral Research Conference. New Orleans, LA: Aug. 3- 5.

Freeman, C., Darnell, J., Young, A., & Askari-Roberts, S. (2016). *Positive psychology & training for first-level managers*. 14th Annual Hawaii International Conference on Education. Honolulu, HI: Jan 3-6.

Gandhi, S., Fraizer, L., & Miramontes, G. (2016). *Women in predominantly male leadership positions: Shattering the glass ceiling in aerospace and defense*. International Organization of Social Sciences and Behavioral Research Conference. San Antonio, TX: Oct. 31-Nov. 1.

Garcia, J., Madjidi, F., Fraizer, L., & Miramontes, G. (2016). *Exploring the future of Hispanic leadership: On shaping and leading public administrations today and beyond*. International Organization of Social Sciences and Behavioral Research Conference. San Antonio, TX: Oct. 31-Nov. 1.

Gates, D. (2016). *The theory of resilience after age 50*. International Organization of Social Sciences and Behavioral Research Conference. Atlantic City, NJ: Mar. 9-11.

* **Gates, D., Madjidi, F., Fraizer, L., & Miramontes, G.** (2016). *On financial literacy: Broadening opportunities and community partnerships to effect social change*. International Organization of Social Sciences and Behavioral Research Conference. San Antonio, TX: Oct. 31-Nov. 1.

Graham, S., & Fraizer, L. (2016). *Eradicating the school-to-prison pipeline: Creating innovative parent curriculum to prepare youth for successful higher education pathways*. International Organization of Social Sciences and Behavioral Research Conference. San Antonio, TX: Oct. 31-Nov. 1.

Gross, C. (2016). *The efficacy of teacher-created media for Namibian math and science teachers*. International Organization of Social Sciences and Behavioral Research Conference. San Antonio, TX: Oct. 31-Nov. 1.

Gwin, Z., Madjidi, F., Fraizer, L., & Miramontes, G. (2016). *School Safety: Lessening physical vulnerabilities and increasing well-being*. International Organization of Social Sciences and Behavioral Research Conference. Atlantic City, NJ: Mar. 9-11.

* **Harrison, M., & Fraizer, L.** (2016). *Shy, scared, and introverted: Giving a voice to the voiceless through asynchronous learning for the traditional classroom*. International Organization of Social Sciences and Behavioral Research Conference. San Antonio, TX: Oct. 31-Nov. 1.

* **Heath, K., Fraizer, L., & Madjidi, F.** (2016). *Digital Intelligence (DQ): Global leadership competency for the information age*. International Organization of Social Sciences and Behavioral Research Conference. San Antonio, TX: Oct. 31-Nov. 1.

Higdon, J., Madjidi, F., Fraizer, L., & Miramontes, G. (2016). *Exploring leadership programs and related change cultures*. International Organization of Social Sciences and Behavioral Research Conference. Atlantic City, NJ: Mar. 9-11.

Higdon, L., Madjidi, F., Fraizer, L., & Miramontes, G. (2016). *Exploring emotional intelligence and learning-centered techniques for successful change*. International Organization of Social Sciences and Behavioral Research Conference. Atlantic City, NJ: Mar. 9-11.

Hong, K., & Fraizer, L. (2016). *Mainstreaming special education students: Creating and building a hybrid community of practice to support all educators*. International Organization of Social Sciences and Behavioral Research Conference. San Antonio, TX: Oct. 31-Nov. 1.

***Hong, K., Riker, S., Tolliver, T., & Fraizer, L.** (2016). *Raising Quality of Life and Well-Being for the Underserved: Improving Access to Education and Health through ICT*. International Organization of Social Sciences and Behavioral Research Conference. San Antonio, TX: Oct. 31-Nov. 1.

Hussain, A., Williams, H. E., Fraizer, L., Madjidi, F., & Miramontes, G. (2016). *Parent involvement in domestic and international education: A personal reflection on the U.S. and China*. International Organization of Social Sciences and Behavioral Research Conference. San Antonio, TX: Oct. 31-Nov. 1.

Im, S., Madjidi, F., Fraizer, L., & Miramontes, G. (2016). *Escaping war-torn country to building new lives: The Cambodian diaspora community*. International Organization of Social Sciences and Behavioral Research Conference. Atlantic City, NJ: Mar. 9-11.

***Iyamba, V., & Fraizer, L.** (2016). *Is facilitating enough? Exploring instructor engagement and commitment in online higher education*. International Organization of Social Sciences and Behavioral Research Conference. San Antonio, TX: Oct. 31-Nov. 1.

Iyamba, V., Joo, H.C., Lee, S., Lux, K., Machera, J.R., & Fraizer, L. (2016). *Developing the voice of marginalized youth: Creating spaces for leadership and community engagement*. International Organization of Social Sciences and Behavioral Research Conference. San Antonio, TX: Oct. 31-Nov. 1.

***Jenkins, D., Madjidi, F., Fraizer, L., & Miramontes, G.** (2016). *Are many capable women still being overlooked for executive-level positions in the IT industry?* International Organization of Social Sciences and Behavioral Research Conference. San Antonio, TX: Oct. 31-Nov. 1.

Jones, K., Madjidi, F., Fraizer, L., & Miramontes, G. (2016). *Reflections on work-life balance, career success and women in leadership roles*. International Organization of Social Sciences and Behavioral Research Conference. San Antonio, TX: Oct. 31-Nov. 1.

Jones, M., Kelley, C., Kowsari, A., Gompel, K.V., & Fraizer, L. (2016). *A study of pedagogical tools to identify and train the next generation of youth leadership*. International Organization of Social Sciences and Behavioral Research Conference. San Antonio, TX: Oct. 31-Nov. 1.

Julfayan-Gregorian, V., Madjidi, F., Fraizer, L., & Miramontes, G. (2016). *Immigration patterns: Armenian immigrants in the United States*. International Organization of Social Sciences and Behavioral Research Conference. San Antonio, TX: Oct. 31-Nov. 1.

Kelley, C., & Fraizer, L. (2016). *Creating a virtual community of practice for novice and expert educators to provide support in the teaching profession across geographic boundaries*. International Organization of Social Sciences and Behavioral Research Conference. San Antonio, TX: Oct. 31-Nov. 1.

Khang, B., Lor, C., Nguyen, T., & Fraizer, L. (2015). *Utilizing open education resources to enhance learning opportunities for low-income students and communities*. Accepted for presentation at the 14th Annual Hawaii International Conference on Education. Honolulu, HI: Jan. 5-8.

Ledbetter, B. (2016). *Developing Leader Identity of High Potential University Women*. ILA's 18th Annual Global Conference, The Dynamics of Inclusive Leadership. Atlanta, GA: Nov. 2-5.

Little, E., Madjidi, F., Fraizer, L., & Miramontes, G. (2016). *Exploring Kotter's Eight-Step Change Model for Mid-Level Roles*. International Organization of Social Sciences and Behavioral Research Conference. Atlantic City, NJ: Mar. 9-11.

* **Lux, K., & Fraizer, L.** (2016). *Switzerland teacher development programs: What are they doing "right?"* International Organization of Social Sciences and Behavioral Research Conference. San Antonio, TX: Oct. 31-Nov. 1.

* **Machera, J.R., & Fraizer, L.** (2016). *Building connections and personal narratives in K-12 leadership: Tech-driven storytelling to empower youth*. International Organization of Social Sciences and Behavioral Research Conference. San Antonio, TX: Oct. 31-Nov. 1.

* **Madjidi, F., Fraizer, L., & Miramontes, G.** (2015). *Psychopathology of leadership*. International Organization of Social Sciences and Behavioral Research Conference. Boca Raton, FL: Nov. 13-14.

* **Malonzo, M., & Fraizer, L.** (2016). *Social innovation through adaptive leadership: closing the digital divide in ems education to improve life quality*. International Organization of Social Sciences and Behavioral Research Conference. San Antonio, TX: Oct. 31-Nov. 1.

Malonzo, M., Ugwu, A., Armstead, C., & Fraizer, L. (2016). *Women empowerment as a necessity for capacity building in communities*. International Organization of Social Sciences and Behavioral Research Conference. San Antonio, TX: Oct. 31-Nov. 1.

Marshall, K., Andrews, P., Darnell, J., Mason, J., & Young, A. (2016). *Gamification: How 'play' drives the acquisition of knowledge, expands critical thinking and essentially becomes organizational capital*. 14th Annual Hawaii International Conference on Education. Honolulu, HI: Jan 3-6.

May, D., Madjidi, F., Fraizer, L., & Miramontes, G. (2016). *Meeting the challenges of massive open online courses in higher education*. International Organization of Social Sciences and Behavioral Research Conference. San Antonio, TX: Oct. 31-Nov. 1.

Minoo, S., Madjidi, F., Fraizer, L., & Miramontes, G. (2016). International Organization of Social Sciences and Behavioral Research Conference. San Antonio, TX: Oct. 31-Nov. 1.

Moro, J., Madjidi, F., Fraizer, L., & Miramontes, G. (2016). *Helping underserved schools close the education gap: Exploring funding sources*. International Organization of Social Sciences and Behavioral Research Conference. Atlantic City, NJ: Mar. 9-11.

Panganiban, R., & Fraizer, L. (2016). *Real-life applications, connections and innovation: Exploring public sector eLearning nationwide*. International Organization of Social Sciences and Behavioral Research Conference. San Antonio, TX: Oct. 31-Nov. 1.

Parra, J. (2016). *Using TPACK to Discuss and demonstrate culturally responsive teaching with technology: Focus on hyflex and participatory course design*. New Mexico Technology in Education Conference. Albuquerque, NM: Nov. 3.

Parra, J., Kozel-McDonald, K., & Adams, R. (2015). *Highlights from the 1st New Mexico DLA conference*. New Mexico Technology in Education Conference. Albuquerque, NM: Nov. 18-20.

Parra, J., & Thomas-Brown, K. (2015). *An Effective STEM+C Model of Teaching and Learning: What is the role of Geography in this model?* National Conference on Geographic Education. Washington, D.C.: Aug. 1.

Parrott, L. (2016). *Action research*. International Society of Technology in Education. Denver, CO: June 26-29.

Parrott, L. (2016). *Using Google Forms*. California League of Schools Technology Conference. Costa Mesa, CA: Oct. 21-23.

Phillips, L. (2015). *The Game is Afoot: How Game-Based Learning Can Transform a Class Both on and Offline*. State University of New York. Feb. 25.



Landon Phillips

Quartey, N. (2016). *Beyond the Oscars, Black lives, and American institutions: How and why diversity and inclusion still matters*. International Organization of Social Sciences and Behavioral Research Conference. Atlantic City, NJ: Mar. 9-11.

Riker, S., & Fraizer, L. (2016). *Abolishing hierarchy: Sharing leadership to effectively accomplish goals in nursing teams*. International Organization of Social Sciences and Behavioral Research Conference. San Antonio, TX: Oct. 31-Nov. 1.

Schaefer-Ramirez, V., Madjidi, F., Fraizer, L., & Miramontes, G. (2016). *Promoting a culture of safety: Legal obligations in higher education to mitigate cyber bullying*. International Organization of Social Sciences and Behavioral Research Conference. Atlantic City, NJ: Mar. 9-11.

Schuur, R., Madjidi, F., Fraizer, L., & Miramontes, G. (2016). *Survival and growth in a global Economy: Exploring innovative venues*. International Organization of Social Sciences and Behavioral Research Conference. Atlantic City, NJ: Mar. 9-11.

***Sharififard, S., & Small, C.** (2016). *The first Capital: Xi'an and the support for a growing economy*. International Organization of Social Sciences and Behavioral Research Conference. San Antonio, TX: Oct. 31-Nov. 1.

***Sharififard, S., Williams, H.E., Fraizer, L., & Madjidi, F.** (2016). *The people's republic of China: Impressions of tradition, history and the cultural revolution*. International Organization of Social Sciences and Behavioral Research Conference. New Orleans, LA: Aug. 3-Aug. 5.

Sidhu, S., & Fraizer, L. (2016). *Managing continuity of creative organizational cultures during stages of organizational growth*. International Organization of Social Sciences and Behavioral Research Conference. San Antonio, TX: Oct. 31-Nov. 1.

Small, C. (2016). *A personal reflection paper: Exploring STEM, gender parity and possibilities for youth education in China*. International Organization of Social Sciences and Behavioral Research Conference. New Orleans, LA: Aug. 3- 5.

Taherizadeh, E., & Fraizer, L. (2016). *i-Connect: Integrating app-based technology in higher education*. International Organization of Social Sciences and Behavioral Research Conference. San Antonio, TX: Oct. 31-Nov. 1.

Taylor, S., & Fraizer, L. (2016). *Giving survivors voice through social media: Women's rights and children with disabilities*. International Organization of Social Sciences and Behavioral Research Conference. San Antonio, TX: Oct. 31-Nov. 1.

***Thomas, B., Bonds, C., Sharififard, S., Madjidi, F., Fraizer, L., & Miramontes, G.** (2016). *Reducing nurse burnout can and will improve patient outcomes in healthcare*. International Organization of Social Sciences and Behavioral Research Conference. San Antonio, TX: Oct. 31-Nov. 1.

Thomas, B., Madjidi, F., Fraizer, L., & Miramontes, G. (2016). *Happiness in the workplace: Introducing the happiness advantage*. International Organization of Social Sciences and Behavioral Research Conference. Atlantic City, NJ: Mar. 9-11.



Talisha Tolliver

Tolliver, T., & Fraizer, L. (2016). *Economic independence for all through math education: Social entrepreneurially*. International Organization of Social Sciences and Behavioral Research Conference. San Antonio, TX: Oct. 31-Nov. 1.



Janae Tovar

Tovar, J., Lopez Ruiz, J., Perez, A., Reyes, B., Conner, M., & Fraizer, L. (2015). *Exploring schoolsafe minecraft servers: Increasing safety and reducing cyberbullying*. 14th Annual Hawaii International Conference on Education. Honolulu, HI: Jan. 5-8.

Ugwu, A., & Fraizer, L. (2016). *Servant leadership for transforming organizations: A panacea for employee engagement*. International Organization of Social Sciences and Behavioral Research Conference. San Antonio, TX: Oct. 31-Nov. 1.

van Luinen, E., Williams, H.E., Madjidi, F., Fraizer, L., & Miramontes, G. (2016). *A discussion on redefining effective global leadership*. International Organization of Social Sciences and Behavioral Research Conference. Atlantic City, NJ: Mar. 9-11.

Watts, M., Madjidi, F., Fraizer, L., & Miramontes, G. (2016). *From the silent generation to generation Y Millennials: Working side-by-side and generational workforce characteristics*. International Organization of Social Sciences and Behavioral Research Conference. Atlantic City, NJ: Mar. 9-11.

Wilson, M., & Parra, J. (2015). *Finding the melody in course design: The impact of learning to teach online on a music teacher's teaching practice*. New Mexico State University Research Council's 15th Annual URC Research and Creative Activities Fair. Las Cruces, NM: October 2.

***Young, A.** (2016). *Esoteric technologies and innovations: A contextual understanding*. International Organization of Social Sciences and Behavioral Research Conference. San Antonio, TX: Oct. 31-Nov. 1.

2015-17 INVITED TALKS

Andrews, K. (2017). *Exploring Effective mHealth Innovations*. Guest lecture for Department of Nursing and Health Science, California State University Channel Islands. Camarillo, CA: Apr. 6.

Crenshaw, A. (2016). *Exploring innovation in app-based technologies: Eradicating poverty and illiteracy in African-American families*. Association of Pan African Doctoral Scholars. Annual Award & Scholarship Luncheon. University of Southern California. Los Angeles, CA: Nov. 13.

Deckers C. (2016). *Teaching with simulation: Pedagogy and techniques*. Guest lecture for Department of Nursing, California State University Long Beach. Long Beach, CA: Feb. 25.

Deckers, C. (2015). *Using technology to enhance teaching*. Guest lecture for Department of Nursing, California State University Long Beach. Long Beach, CA: Oct. 2.

Hussain, A. (2017). *Minecraft and beyond for educators in vocational studies*. Guest lecture for Dr. Lani Fraizer's class, College of Education, California State University Sacramento. Sacramento, CA: Feb. 4.

Johnson, M. (2016). *Pre-primary education and parent involvement: Utilizing interactive podcast systems as a catalyst for underserved inner city youth*. 107 Street Elementary School. Los Angeles, CA: Nov. 18.

Opong, C. (2016). *Social unification for Black people: Uniting people of color with art*. Presented at 107 Street Elementary School. Los Angeles, CA: Nov. 18.

Parra, J. (2016). *Learning design, technology and research*. Presentation for Dr. Pierre Orelus' class, College of Education, New Mexico State University, Las Cruces, NM: June 22.

Parra, J. (2016). *Online, blended, and HyFlex course design*. Invited Brown Bag Guest Presenter for the 2016 Online/Blended Summer Institute. NMSU Online Course Improvement Program (OCIP), New Mexico State University. Las Cruces, NM: May 31.

Parra, J. (2016). *Searching, curating, and networking: Make the modern web work for you!* Invited presenter for NMSU School Turnaround Development Program. New Mexico State University. Las Cruces, NM: May 3.

Parra, J. (2016). *Adventures #BeyondBorders in learning design, technology, and innovation*. New Mexico State University, College of Education, 2016 Education Beyond Borders Workshops. Las Cruces, NM: Apr. 23.

Parra, J. (2016). *Adventures in learning design, technology, and innovation*. Nepalese Students' Association (NeSA). 8th International Conference: Role of Diaspora for Sustainable Homeland. New Mexico State University. Las Cruces, NM: Mar. 12.

Parra, J. (2015). *Community and expertise exchange network*. NMSU School Turnaround Development Program, New Mexico State University. Las Cruces, NM: June 1.

Sharifard, S. (2017). *Professional Practices: The fashion careers of the future*. Guest lecture for Dr. Lani Fraizer's class, College of Education, California State University Sacramento. Sacramento, CA: Feb. 11.

Sharifard, S. (2016). *Business communication: Leadership, management and multi-communication*. Guest Speaker for the Small Business Conference, Alumni Relations, Fashion Institute of Design and Merchandising. Los Angeles, CA: Sept. 10.

Watts, M. (2016). *Transition into adulthood for adults with autism*. UCLA's Autism Education Series. Los Angeles, CA: Oct. 21.

Watts, M. (2015). *State of California benefits for developmentally disabled children*. LA Care Health Plan's Monthly Community Outreach Presentation. Los Angeles, CA: Oct. 29.

Watts, M. (2015). *The Bagley-Keene Act. State Council on Developmental Disabilities' Self-Determination Local Advisory Committee Meeting*. Los Angeles, CA: Aug. 10.

Watts, M. (2015). *Californians eligible for Deferred Action for Childhood Arrivals (DACA)*. South Central Los Angeles Regional Center. Los Angeles, CA: Mar. 26.

2015-17 PANEL TALKS

* *Best Session Award*

Deckers, C. (2016). *System integration: Connecting simulation practice to enterprise outcomes*. HPSN WORLD 2016 Human Patient Simulation Network. Feb.16-18.

Deckers, C. (2015). *Nurse residency program: Assuring patient safety through simulation practice*. 42nd Annual Professional Nurse Educators Group Conference, Indianapolis, IN: Oct. 22-24.

***Felt, J., Madjidi, F., Fraizer, L., & Miramontes, G.** (2016). *Exploring authenticity, female gender roles and workplace culture*. International Organization of Social Sciences and Behavioral Research Conference. San Antonio, TX: Oct. 31-Nov. 1.

Greenfield, D. (2016). *Diversity in comics*. Long Beach Comic Convention. Long Beach, CA: Sept. 2-3.

Ledbetter, B. (2015). *Women's leadership values: Implications for talent management*. 2nd Biennial Conference of the International Leadership Association Women and Leadership Affinity Group. Pacific Grove, CA: June 7-10.

God has given each of you a gift from His great variety of spiritual gifts. Use them well to serve one another.

1 Peter 4:10



L to R: Brandi Donaldson, Yas Djadali Hardaway, and Adriana Estrada

2017 CONFERENCE POSTER SESSIONS

Bontly, S., Khalil, S., Monsour, T., & Parra, J. (2017). *Starting the conversation: A working definition of critical digital pedagogy.* Society for Information Technology and Teacher Education. Austin, TX: Mar. 5-9.

Bush, S., Tackley, A., Rahul, S., Heising, P., Bacon, T., Olive, A., Fraizer, L., & Hussain, A. (Eds.) (in progress). *Fighting childhood obesity epidemic: Is there an APP(etite) for that?* Provost's Student Research Showcase, California State University Sacramento University Union Ball. Sacramento, CA: Mar. 7.

Button, S., Fraizer, L., & Hussain, A. (Eds.) (in progress). *Exploring eConsult technology for improving patient access.* Provost's Student Research Showcase, California State University Sacramento University Union Ball. Sacramento, CA: Mar. 7.

Dailey, V., Fraizer, L., & Hussain, A. (Eds.) (in progress). Exploring technologies and their role in increasing social engagement for adults bound by health conditions. Provost's Student Research Showcase, California State University Sacramento University Union Ball. Sacramento, CA: Mar. 7.

Galbraith, D., Fraizer, L., & Hussain, A. (Eds.) (in progress). *Why traditional sales roles cannot compete with user-friendly technology.* Provost's Student Research Showcase, California State University Sacramento University Union Ball, Sacramento, CA: Mar. 7.

Hayes, L., Fraizer, L., & Hussain, A. (Eds.) (in progress). *What's missing in the workforce? Exploring employable skills in career and technical education.* Provost's Student Research Showcase, California State University Sacramento University Union Ball. Sacramento, CA: Mar. 7.

Machera, J.R., & Fraizer, L. (2017). *Storytelling: Life lessons of change makers.* 15th Annual Hawaii International Conference on Education. Honolulu, HI: Jan. 3-Jan. 6.

McFetridge, A., Fraizer, L., & Hussain, A. (Eds.) (in progress). *Tattoo industry and the robotics evolution.* Provost's Student Research Showcase, California State University Sacramento University Union Ball. Sacramento, CA: Mar. 7.

Ocampo, M. Garcia, D., Roney, V., Benitez, B., Hunter, R., Peck, J., Fraizer, L., & Hussain, A. (Eds.) (in progress). *Career and technical education 21st century skills and social innovation*. Provost's Student Research Showcase, California State University Sacramento University Union Ball. Sacramento, CA: Mar. 7.

Swinger, J., Fraizer, L., & Hussain, A. (Eds.) (in progress). *Teacher's pet: Lessons learned from dogs in the classroom*. Provost's Student Research Showcase, California State University Sacramento University Union Ball. Sacramento, CA: Mar. 7.

Tafoya, L., Fraizer, L., & Hussain, A. (Eds.) (in progress). *Hydroponics: A closet farmer and the future workforce?* Provost's Student Research Showcase, California State University Sacramento University Union Ball. Sacramento, CA: Mar. 7.

Turnbloom, K., Fraizer, L., & Hussain, A. (Eds.) (in progress). *Biomimicry: The future workforce and technologies revolutionized by our understanding of Mother Nature*. Provost's Student Research Showcase, California State University Sacramento University Union Ball. Sacramento, CA: Mar. 7.

2015-16 CONFERENCE POSTER SESSIONS

* Best Poster Award

Bacon, T., Starks, T., Cyr, M., Lacayo, M., Dailey, V., & Fraizer, L. (2015). *Open source and online badges: The key to the future*. Provost's Student Research Showcase, California State University Sacramento University Union Ball. Sacramento, CA: Oct. 27.

Darnell, J. (2015). *Are future faculty ready? Exploring experiential learning in the online classroom*. California Association of Professors of Educational Administration. San Diego, CA: Oct. 9-10.

Martin, J., Kauffman, M., Gallegos, A., Percy, E., Riddick, L., & Fraizer, L. (2015). *Goal setting through gamification*. Provost's Student Research Showcase, California State University Sacramento University Union Ball. Sacramento, CA: Oct. 27.

Monk II, M., Jennings-Baugh, J., Carinci, B., Martinez, B., Roberts, J., & Fraizer, L. (2015). *Extending online learning worldwide using Facebook*. Provost's Student Research Showcase, California State University Sacramento University Union Ball. Sacramento, CA: Oct. 27.

Khang, B., Lor, C., Nguyen, T., & Fraizer, L. (2015). *Access to open education resources affords greater learning opportunities for economically disadvantaged schools*. Provost's Student Research Showcase California State University Sacramento University Union Ball. Sacramento, CA: Oct. 27.

Ocampo, M., Bush, S., Tackley, A., Heising, P., & Fraizer, L. (2015). *Social Media and crowdsourcing: Putting it out there for all to see*. Provost's Student Research Showcase, California State University Sacramento University Union Ball. Sacramento, CA: Oct. 27.

Tovar, J., Lopez Ruiz, J., Perez, A., Reyes, B., Conner, M., & Fraizer, L. (2015). *Increasing school safety and cyberbullying with Minecraft communities of practice*. Provost's Student Research Showcase, California State University Sacramento University Union Ball. Sacramento, CA: Oct. 27.

***Vigil, G.** (2016). *Triple-loop learning*. International Organization of Social Sciences and Behavioral Research Conference. San Antonio, TX: Oct. 31-Nov. 1.

“The oneness of human beings is the basic ethical thread that holds us together.”

Nobel Laureate Muhammad Yunus



2016 WORKSHOPS

Armstrong, A., & Parra, J. (2016). *Blended learning for culturally responsive teaching and TPACK development*. International Society for Technology in Education Conference. Denver, CO: June 26-29.

Parra, J. (2016). *Tech trends and digital citizenship*. New Mexico Leadership Institute Summer Academy at College of Education, New Mexico State University, Las Cruces, NM: July 12.

Parra, J. (2016). *Digital storytelling*. New Mexico Leadership Institute Summer Academy, University of New Mexico, Albuquerque, NM: June 16-17.

Sharififard S., & Hussain A. (2016). *Mock presentation doctoral students workshop: Readiness for the Society for Advancement of Management International Business Conference, Orlando, Florida*. Pepperdine University Graduate School of Education and Psychology, Webinar: Dec. 19.

Sharififard, S. (2016). *Mock presentation doctoral students workshop: Readiness for the International Organization of Social Sciences and Behavioral Research San Antonio, Texas Conference*. Pepperdine University Graduate School of Education and Psychology, Los Angeles, CA: Oct. 17, 26.

Sharififard, S. (2016). *Mock presentation doctoral students workshop: Readiness for the International Organization of Social Sciences and Behavioral Research New Orleans, Louisiana Conference*. Pepperdine University Graduate School of Education and Psychology, Los Angeles, CA: July 30.

*And let us consider
how we may spur
one another on toward
love and good deeds...
encouraging one
another...*

Hebrews 10:24-25



Nii-Quartelai Quartey

2016-17 WORKSHOP CHAIRSHIP

Hussain, A., & Fraizer, L. (2016). *Getting to "Hell Yes:" Negotiating while female*. Session Career Track Chairship for workshop presentation at the Grace Hopper Celebration of Women in Computing Conference. Houston, TX: Oct. 19-21.

Sharififard S., & Jimenez, C. (2017). *Language building and community scholarship series conducted at the Pepperdine University Graduate School of Education and Psychology*. Los Angeles, CA: Jan.-March.

Sharififard S. (2017). *Mock presentation doctoral students workshop: Readiness for the International Organization of Social Sciences and Behavioral Research New Orleans, Louisiana Conference*. Pepperdine University Graduate School of Education and Psychology, Los Angeles, CA: Mar. 8.

Sharififard S. (2017). *Mock presentation doctoral students workshop: Readiness for the Society for Advancement of Management International Business Conference*. Pepperdine University Graduate School of Education and Psychology, Los Angeles, CA: Mar. 11.

*“To lead people,
walk behind them.”*

Lao Tzu



Danielle Jenkins, Lonnie McNamee

2016-17 INTERNATIONAL PEER-REVIEWED CONFERENCE PROCEEDING PUBLICATIONS

Beglari, S., & Miramontes, G. (2017, July). Implementing electronic learning management system integration in the organization. *Proceedings of the 4th Annual International Center for Global Leadership Conference*. Placencia, Belize.

Employees have been challenged by many obstacles to meet educational and training program objectives required by their respective organizations (Ayub & Iqbal, 2011). Traditional learning programs cause problems for educators in terms of cost, time, and distance (Kavanaugh, Sheetz, Sandoval-Almazan, Tedesco, & Fox, 2016). Therefore, traditional education may not be efficient for today's educators' needs (Fontenot, Mathisen, Carley, & Stuart, 2015). Rapid information and communication technology (ICT) play a significant role in organizational learning (Conrick, Hovenga, Cook, Laracuenta, & Morgan, 2004). To meet the global demands for organizational learning through ICT, educators can utilize electronic learning (E-learning) programmed by utilizing electronic learning management systems (ELMS) (Maes & Isaacs, 2016). Implementing comprehensive ELMS would change the learning infrastructure in an organization (Olson & deMaagd et al. 2011). While there are multiple advantages in using ELMS such as greater return on training investment, there are also challenges in implementing ELMS among organizations (Maes & Isaacs, 2016). Therefore, leaders may consider designing efficient strategies to use new technology to enhance learning among organizations (Amirault, 2012; Clark & Mayer, 2011). This session explores the use of ELMS as one learning system to facilitate the access to education in an organization. Implementing such an e-learning system can create positive social change by developing the educational delivery of individuals and group improvement and can result in a positive economic impact in the community (Connor, 2016; Docebo, 2014).

Calhoun D., Fraizer, L., Miramontes, G., Madjidi, F., & Watts, M. (2017, July). Untapped treasures: Tapping into the learning potential of aging through technology. *Proceedings of the 4th Annual International Center for Global Leadership Conference*. Placencia, Belize.

Although older adults living in nursing and assisted-living homes are exposed to a variety of resources that offer strategies for improving quality of life, these resources are dependent on the guidance of an expert or caregiver and are not readily available. This paper reevaluates the learning potential of aging through the integration of technology by exploring how technology can promote critical thinking skills, quality interactions, and self-efficacy to sustain or improve cognitive ability in older adults. Thus, integrating technology as a resource could improve cognitive and communicative skills for the aging. Furthermore, projecting awareness of the social issue that needs to be resolved is one important element to ensure future policy advancements affecting older adults.

Fox, J., Fraizer, L., Miramontes, G., Madjidi, F., & Deckers, C. (2017, July). Using massive open online social learning structures to increase postsecondary enrollments. *Proceedings of the 4th Annual International Center for Global Leadership Conference*. Placencia, Belize.

This session explores a digital cohort academy model designed to increase representation of low socioeconomic status (Title I) students at highly ranked academic institutions. A school within a school model aims to increase connectivity of students through digital cohorts using Massive Open Online Courses (MOOCs) platform. This paper also explores future implications of Massive Open Online Social Learning Structures (MOOSLs) as a nexus between the social and academic aspects of learning. In conclusion, this paper opens the door of future inquiry and sets a path of change and hope to utilize open online learning as a tool to democratize education. Finally, the impact of mobile technologies on the MOOC and MOOSL environments should be investigated.

Iyamba, V., Fraizer, L., Miramontes, G., Madjidi, F., & Little, E. (2017, July). Exploring instructor engagement and commitment in virtual higher education. *Proceedings of the 4th Annual International Center for Global Leadership Conference*. Placencia, Belize.

Technology has shaped our culture and how we receive information. The evolution of technology has contributed to the rise of virtual or online higher education institutions at an exponential rate (Baker, 2010; Barcelona, 2009; Boton & Gregory, 2015; Gautreau, 2011; Mbat & Minnaar, 2015). This paper explores the rise and prevalence of online higher education institutions, instructor engagement, as well as considerations for enhancing the learning experience. For future study, this paper also explores how learning management systems have made higher education more accessible to a diverse range of demographics.

Machera, J.R., Fraizer, L., Miramontes, G., Sharififard, S., Bonds, C., & Madjidi, F. (2017, July). Storytelling: Connecting students and educators with an ancient tradition. *Proceedings of the 4th Annual International Center for Global Leadership Conference*. Placencia, Belize.

Storytelling is an ancient art form dating back to the earliest discoveries of communication (van Gils, 2005). This paper explores how storytelling promotes courageous conversations between the teller and the receiver that encourage the expression of identity and voice of authentic self, especially in the K-12 education industry (Machera, 2016; Machera & Fraizer, 2017). Education depends on narration to pass information from teacher to student (Kuyvenhoven, 2009). The narratives between the listener and the audience are as important as the story itself (Benjamin, 2006). Literature suggests that storytelling has not changed drastically since its origin (Denning, 2005); and it is still as relevant today as it was in ancient times. Literature findings suggest that storytelling can change history and culture in the most powerful and personal ways (Gottschall, 2012). Searching for a personal truth, path, and passion can unveil the most powerful of life lessons (Machera, 2016). Storytelling is what truly changes a person, a nation, a people, and molds ethics and our beliefs (Gottschall, 2012). With more research and more investigation in the role of digital technologies, storytelling could be a vehicle used by educators to give voice to the search of our authentic self.

May, D. (2016, July). Ethical guidelines and strategic leadership. *Proceedings of the 3rd Annual International Center for Global Leadership Conference*. Placencia, Belize.

Ethics can be defined as “the rules or standards governing the conduct of a person or group” (Bovee & Thill, 2008, p. 30). Running a profitable business and running a socially responsible company often bring about adjustments to strategic management and also challenges to ethical perceptions among executives and managers. In this paper, I will report on the importance of ethics in today’s global marketplace and how an extension of ethical awareness and corporate social responsibility (CSR) can amplify strategic leadership goals and serve to enhance a company’s profitability and reputation. Good business leaders must develop a strong sense of morality to guide them in their pursuit of company objectives; and, by maintaining an awareness of ethical values and corporate social responsibility, leaders and managers can provide a strong strategic vision that greatly contributes to the overall success of the company as a whole and the greater community.



Zohreh Tamimdari

Rajabbeigi, H., & Tamimdari, Z. (2017, July). An exploration of possibilities for English language learners and TOEFL scores. *Proceedings of the 4th Annual International Center for Global Leadership Conference*. Placencia, Belize.

Learning methods are changing rapidly, and new technologies improve the conditions for learners every day. The purpose of this session is to explore application of e-learning in English language learning. Different theories and technologies are reviewed and explained to clarify the situation of e-learning in the community of English learners. Special attention is paid to learners in whose primary language is not English and who want to enter English higher education institutions by learning English as a foreign language. This session also discusses some of the many online possibilities which prepare these individuals for standard tests such as the test of English as a foreign language.

Sidhu, S. (2017, July). Managing creative organizational culture as the organization grows. *Proceedings of the 4th Annual International Center for Global Leadership Conference*. Placencia, Belize.

This article outlines how leveraging company culture allows organizations to succeed. Over the last couple of decades, organizations have made huge strides to remain relevant and keep pace with changing consumer preferences. In today's fast-paced market, consumers now seek the latest products, solutions, and answers within the same business day. There was a time when the development of new goods and services took years of effort to come to market. Recently, functional leaders have pushed organizations to remain aware of the need to innovate and grow while meeting an extremely understated drive to recognize how the organization's culture needs to transform to retain and attract the right people. The focus of this session is to explore how the leaders of these growing organizations face challenges in creating sustainable models of creative organizational culture that ultimately aim to align business objectives and the organization's talent continuously in regard to today's modern workspace. This article further explores adaptive leadership as the most compelling match for strategic alignment of high performers and creative cultures.

Taherizadeh, E., Fraizer, L., Miramontes, G., Madjidi, F., & Andrews, K. (2017, July). Integrating app-based technology in higher education. *Proceedings of the 4th Annual International Center for Global Leadership Conference*. Placencia, Belize.

Learning has evolved significantly during the past 20 years. The education system has to adapt itself accordingly in order to meet the needs of its learners; thus, this paper explores the following: (a) how learning theory combined with technology can expand possibilities, such as integrated app-based technologies designed specifically for even more interconnectedness in higher education, (b) how related business strategies focused on strategic connections and how data mining may benefit communities of higher learning and, (c) proposed future possibilities of e-learning like gamification, as well as ethical issues that might arise from social networking. In summary, community members who participate in eLearning processes are as valuable as the information shared. Thus, there is a need to consider leveraging data-mining practices and creating even more strategic connections for creating a truly interconnected community.

Taylor, S., Fraizer, L., Miramontes, G., & Madjidi, F. (2017, July). A brief exploration of Women's Rights in the Middle East and the role of technology and social media in giving survivors voice. *Proceedings of the 4th Annual International Center for Global Leadership Conference*. Placencia, Belize.

The purpose of this session is to examine the role of technology in the Middle East and how it can be utilized to help women affirm their rights (Taylor, 2016). Many women throughout the world still face discrimination, cannot have custody of their children and cannot leave the country without the permission of their fathers, husbands, or brothers (Dollar & Gatti, 1999; Human Rights, 2013; Rostami-Povey, 2007). In order to work, a woman needs permission to work outside of her home (Dollar & Gatti, 1999). In some countries, a woman has to undergo a long, arduous process in order to get divorced (Afary, 2003; Taylor, 2016). The government also enforces harsh punishments including executions, long prison sentences, torture, lack of medical treatment, and the raping of women prior to executions (Moghisi, 2006; Taylor, 2016). Social media has enabled opportunities for people to share such stories and concerns (Shirazi, 2011) in different ways on a broader global platform (Bharati, Zhang & Chaudhury, 2015; Pilon, 2015; Taylor, 2016).

The power of social media has been demonstrated in many parts of the Middle East such as Egypt, Syria, Iran, Afghanistan and Saudi Arabia. Some socio-political movements were able to create more global awareness (Shirazi, 2011) or unite people in order to change the regime (AbuZayyad, 2013; Forkan, n.d.; Ghannam, 2011; Steavenson, 2012; Taylor, 2016) using social media. Historically, technologies like Twitter and YouTube have helped people affirm their basic human rights (AbuZayyad, 2013; Steavenson, 2012) or drive digital campaigns (Fallon, Miller, & Williamson, 2010). However, countless human rights activists, including journalists, bloggers, and social media activists, have also been imprisoned and tortured for disseminating digital media that conflicts with their government's views (Seible, 2009). In conclusion, how to give voice to women in such conditions of oppression (Taylor, 2016) are broader topics discussed in this session. Other areas for future study include online censorship in totalitarian governments and their impact on social justice.

“Never doubt that a small group of thoughtful committed citizens can change the world. Indeed, it is the only thing that ever has.”

Margaret Mead



2016-17 INTERNATIONAL PRESENTATIONS

Andrews, K., Fraizer, L., Shah, F., Deckers, C., Madjidi, F., Miramontes, G., & Schmieder-Ramirez, J. (2016). *Transforming conventional curative care into holistic wellbeing using mHealth social business models*. Social Business Academia Conference. Paris, France: Nov. 9-10.

Beglari, S., & Miramontes, G. (2017). *Implementing electronic learning management system integration in the organization*. 4th Annual International Center for Global Leadership Conference. Placencia, Belize: July 20-24.



Kimberly Levey

Bray, C., Levey, K., Masters, J., Fraizer, L., Williams, H.E., & Madjidi, F. (2017). *China's educational technology opportunity: Exploring the milieu for scalability*. Exploring Leadership and Learning Theories in Asia Conference. Bangkok, Thailand: July 25-27.



Victoria Brodie

Brodie, V. (2017). *Strategic communications*. Guangxi Normal University. Guilin, China: May 10.

Brodie, V., Houston, T., Phillips, L., Fraizer, L., Williams, H.E., & Madjidi, F. (2017). *One belt, one road: Exploring the impact of social entrepreneurship in China toward 2030*. Exploring Leadership and Learning Theories in Asia Conference. Bangkok, Thailand: July 25-27.

Calhoun, D., Huynh, J., Lux, K., Lee, S.B., Fraizer, L., Williams, H.E., & Madjidi, F. (2017). *Inequalities of education in China: Closing the gap in rural and remote areas*. Exploring Leadership and Learning Theories in Asia Conference. Bangkok, Thailand: July 25-27.

Calhoun D., Fraizer, L., Miramontes, G., Madjidi, F., & Watts, M. (2017). *Untapped treasures: Tapping into the learning potential of aging through technology*. 4th Annual International Center for Global Leadership Conference. Placencia, Belize: July 20-24.

Fox, J., Fraizer, L., Miramontes, G., Madjidi, F., & Deckers, C. (2017). *Using massive open online social learning structures to increase postsecondary enrollments*. 4th Annual International Center for Global Leadership Conference. Placencia, Belize: July 20-24.

Fraizer, L., Gates, D., & Sharififard, S. (2017). *Exploring life transformation and resilience of Asia's women in social business*. Exploring Leadership and Learning Theories in Asia Conference. Bangkok, Thailand: July 25-27.

Im, S., Fraizer, L., Miramontes, G., & Madjidi, F. (2017). *Empowering communities in their homeland: Successful leadership practices of Cambodian expatriate leaders*. Exploring Leadership and Learning Theories in Asia Conference. Bangkok, Thailand: July 25-27.

Iyamba, V., Fraizer, L., Miramontes, G., Madjidi, F., & Little, E. (2017). *Exploring instructor engagement and commitment in virtual higher education.* 4th Annual International Center for Global Leadership Conference. Placencia, Belize: July 20-24.

Machera, J.R., Fraizer, L., Miramontes, G., Sharififard, S., Bonds, C., & Madjidi, F. (2017). *Storytelling: Connecting students and educators with an ancient tradition.* 4th Annual International Center for Global Leadership Conference. Placencia, Belize: July 20-24.

Masters, J. (2017). *Resilience and motivation.* Guangxi Normal University. Guilin, China: May 10.

May, D. (2016). *Ethical guidelines and strategic leadership.* 3rd Annual International Center for Global Leadership Conference. Placencia, Belize: July 21-25.

Rajabbeigi, H., & Tamimdari, Z. (2017). *An exploration of possibilities for English language learners and TOEFL scores.* 4th Annual International Center for Global Leadership Conference. Placencia, Belize: July 20-24.

Sidhu, S. (2017). *Managing creative organizational culture as the organization grows.* 4th Annual International Center for Global Leadership Conference. Placencia, Belize: July 20-24.

Thomas, B., Bonds, C., Madjidi, F., Fraizer, L., Miramontes, G., Shah, F., & Deckers, C. (2016). *The need to recharge: Exploring social business as a catalyst for well-being and patient improvement outcomes.* Social Business Academia Conference, Paris, France: Nov. 9-10.

2016-17 CHAIRSHIPS

Etame, H. (2016). Session Chairship for Education Track at the International Organization of Social Sciences and Behavioral Research Conference. San Antonio, TX: Oct. 31- Nov. 1.

Fraizer, L., Hussain, A., Miramontes, G., Madjidi, F., & Ruiz, P. *Career Track Committee.* (2016). Grace Hopper Celebration of Women in Computing Conference. Houston, TX: Oct. 19-21.

Fraizer, L., & Sharififard, S. (2017). Co-Chairs of the 27th Annual Conference of the Association for the Study of the Cuban Economy Student Virtual Session. Miami, FL: July 27-29.

Hussain, A., & Fraizer, L. (2016). *Rock your career: Core skills for increased effectiveness.* Session Chairship for Career Track at the Grace Hopper Celebration of Women in Computing Conference. Houston, TX: Oct. 19-21.

Sharififard, S. (2017). Session Chairship for the Mentorship, Social Sciences and Law and Education Tracks at the American Educational Research Association Conference. San Antonio, TX: Apr. 27- May 1.

Sharififard, S. (2017). Session Chairship for the Cooperative Learning Track at the 15th Annual Hawaii International Conference on Education. Honolulu, HI: Jan. 3-Jan. 6.

Sharififard, S. (2016). Session Chairship for Education Track at the International Organization of Social Sciences and Behavioral Research Conference. San Antonio, TX: Oct. 31- Nov. 1.

Sharififard, S., & Fraizer, L. (2016). *Being young isn't an excuse: Entry-level syndrome.* Session Chairship for Career Track at the Grace Hopper Celebration of Women in Computing Conference. Houston, TX: Oct. 19-21.

Sharifard, S., & Fraizer, L. (2016). *How to build a thriving women's community*. Session Chairship for Career Track at the Grace Hopper Celebration of Women in Computing Conference. Houston, TX: Oct. 19-21.

Sharifard, S. (2016). Session Chairship for Behavioral Sciences Track at the International Organization of Social Sciences and Behavioral Research Conference. New Orleans, LA: Aug. 3-5.

Sharifard, S. (2016). Session Chairship for Education Track at the International Organization of Social Sciences and Behavioral Research Conference. New Orleans, LA: Aug. 3-5.

Sharifard, S. (2016). Session Chairship for Multicultural Studies Track at the International Organization of Social Sciences and Behavioral Research Conference. New Orleans, LA: Aug. 3-5.

Sharifard, S. (2016). Session Chairship for Behavioral Sciences Track at the International Organization of Social Sciences and Behavioral Research Conference. San Antonio, TX: Oct. 31-Nov. 1.

Sharifard, S. (2016). Session Chairship for Virtual Track at the International Organization of Social Sciences and Behavioral Research Conference. San Antonio, TX: Oct. 31-Nov. 1.

2016 CONFERENCE PANEL CHAIRSHIP

Greenfield, D. (2016). *Comics in the classroom*. Panel moderator at Stan Lee's Los Angeles Comic Convention. Los Angeles, CA: Oct. 28-30.

Sharififard, S., & Fraizer, L. (2016). *From employee to global citizen: How social sabbaticals can lead to personal and professional growth*. Panel Session Chairship for Career Track at the Grace Hopper Celebration of Women in Computing Conference. Houston, TX: Oct. 19-21.

Sharififard, S., & Fraizer, L. (2016). *Startups, big companies, Silicon Valley, government contractor: What's the right career path for you?* Panel Session Chairship for Career Track at the Grace Hopper Celebration of Women in Computing Conference. Houston, TX: Oct. 19-21.

Sharififard, S., & Fraizer, L. (2016). *The art and science of influence management*. Panel Session Chairship for Career Track at the Grace Hopper Celebration of Women in Computing Conference. Houston, TX: Oct. 19-21.

2016 CONFERENCE BIRDS OF A FEATHER CHAIRSHIP

Hussain, A., & Fraizer, L. (2016). *Crucial conversations in your career: Increasing Your Impact.* Career Track Session Chairship for the Birds of a Feather presentation at the Grace Hopper Celebration of Women in Computing Conference. Houston, TX: Oct. 19-21.

Hussain, A., & Fraizer, L. (2016). *Pursuing a technical career without a computer science degree.* Career Track Session Chairship for the Birds of a Feather presentation at the Grace Hopper Celebration of Women in Computing Conference. Houston, TX: Oct. 19-21.

Sharifard, S., & Fraizer, L. (2016). *Shattering the old boys' club: Redefining mentorship for young women in tech.* Career Track Session Chairship for the Birds of a Feather presentation at the Grace Hopper Celebration of Women in Computing Conference. Houston, TX: Oct. 19-21.

Hussain, A., & Fraizer, L. (2016). *The 3Rs to fuel your career: Redesign, restructure and reimagine.* Session Chairship for the Birds of a Feather presentation at the Grace Hopper Celebration of Women in Computing Conference. Houston, TX: Oct. 19-21.

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