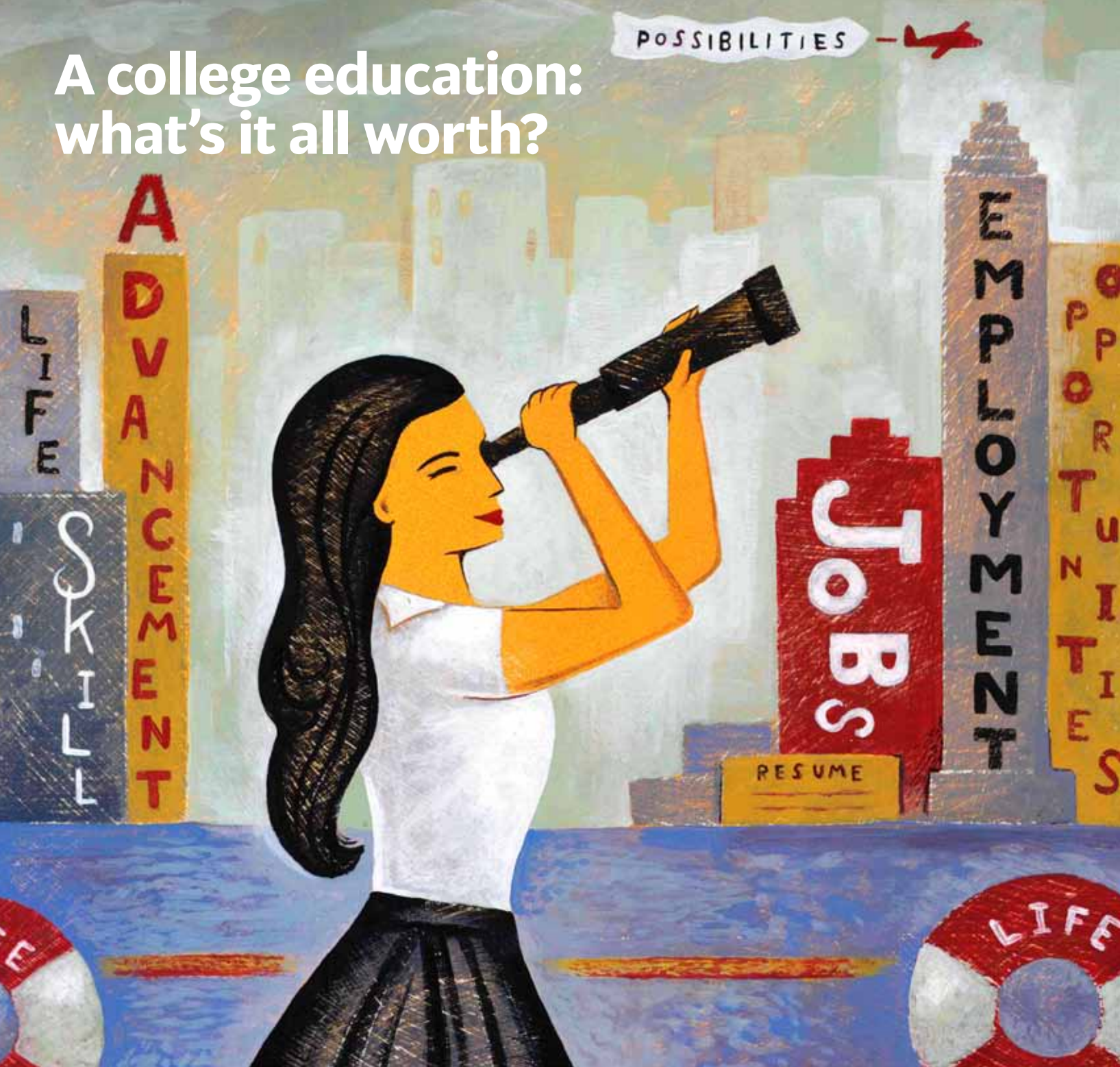


Faculty Matters

Winter 2011

A college education:
what's it all worth?



Join us

social media snippets

Our *Faculty Matters* LinkedIn Group is hosting some great debates. These sound bytes have been pulled from discussions going on now at www.uof.ph/FacultyMattersOnLI.

Discussion: QR Codes – Love? Hate? No clue what we’re talking about?

Garnesha Beck – I am a big fan of QR codes because I have received coupons by scanning them. Any ideas on how we could use QR codes in the classroom?

Discussion: Ten Steps for Preparing MBA Learners for Business and Management

Dr. Mohammed –To prepare MBA learners for business and management, the business schools must (1) understand the reason for the universal design of the program; (2) clearly explain the rationale for each course included in the program and how they relate to each other and to the learners; (3) show learners how the knowledge gained from all the courses will be combined to make management decisions in a capstone course at the end of the program; ...

Discussion: Greetings from Pakistan

Huma – I am a faculty member in the Sindh Judicial Academy. It is the oldest Judicial Academy in Pakistan. I joined nearly one year ago. I am also a Master Trainer for Environmental Law, Legislative drafting and Adult Participatory Learning.



Give and get advice. Meet our subject matter experts—or become one. Enhance your business network. Promote yourself. www.uof.ph/FacultyMattersOnLI

Letter from the executive editor

Winter Edition, 2011

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Gen what?

I'm a Baby Boomer living in a Gen X body. Technically I was born into Generation X, but I don't think I act like an Xer—friends tell me I'm an old soul.

Why I think I'm a Boomer: I'm an eternal optimist. I'm a hard worker who believes in showing up and putting in the time at work—face time, that is. I'm learning the "virtual world," but Gen X and Gen Y have me beat on that front. I love structure and having goals to pursue, yet I'm independent. I like the freedom to do things my way, but I'll likely ask for your advice because I love collaboration. I've been with University of Phoenix for 14-plus years, and like a good Boomer-wannabe, my work is tied to my sense of self.

I wish you a safe and happy holiday season.

Enjoy the issue!



Kathleen M. Fern, MBA
Executive Editor
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Kathleen M. Fern
Executive Editor

ONLINE EXTRAS
Visit FacultyMatters.com or scan this code to see a video of Kathleen Fern introducing the winter edition.



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Millions of American students are pursuing a post-secondary education. Many of those millions are saying they're doing it because they want jobs. But is that all college is providing this mass of our population? What about the classic notion of a higher education, one that graduates well-rounded, communicative critical thinkers? Cover artist: Herb Schnabel. Feature artists: Gordon Studer, John Dykes.



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letters to the editor

comments, critiques and kudos



“Our collaboration article in the autumn edition certainly caused debate among our readers. Visit FacultyMatters.com to read more about what your colleagues had to say.”

—Kathleen Fern,
Executive Editor

I never got my hard copy of the summer of 2011 *Faculty Matters* magazine. Can you send me a copy? I got the autumn and spring of 2011 editions, but not summer. The articles are very thought provoking. I share the magazine with several of my colleagues because the magazine addresses many contemporary issues addressed by all educators today. Good job!

—Curtis M. Lynch, University of Phoenix faculty
Bradenton, FL

Editor's note: Curtis, thanks for your note. To ensure you continue to receive the hard copy of the magazine, please visit FacultyMatters.com and click on the 'Opt in' box in the lower navigation bar. By opting-in, you'll continue to receive each new edition, delivered right to your home mail box.

Kathleen, you and your team have done it again! I haven't read the whole issue yet—I'll savor every page and soak it all in. Your eye-catching covers just astound me. You sure do have some creative people on your team! The cover on the autumn issue brilliantly captures collaboration—because of all of its nuances—and the question is such an important one for us all to consider. I like the muted colors and the simple design. You know, many journals are drab—inside and out—but this one? On every page there's something to capture the eye, to capture the mind. Wow, wow and WOW!

—Joy V'Marie, University of Phoenix faculty
Phoenix, AZ

I am an online instructor for University of Phoenix and was reading in *Faculty Matters* magazine that there was a recent Southern California Faculty Appreciation Night. I happen to live in San Diego County and would love to have attended this event. Did this not include online faculty? Is there someone who would know more about these evenings?

—Keisa Williams, University of Phoenix faculty
San Diego, CA

Editor's Note: Keisa, thanks for writing to us. We try to invite online faculty to local campus venues whenever possible. In this particular case, more than 2,000 faculty residing in the greater Los Angeles area were invited but due to space constraints we were not able to reach out to our San Diego metropolitan-area faculty members. Additional events around the country are in planning phases.

Thank you for another edition of *Faculty Matters*. I am delighted when I receive the publication. This time when the mail arrived and *Faculty Matters* was enclosed in a sturdy plastic wrap, I thought to myself that this is a classy touch.

The graphic design catches my eye. After admiring the artwork, the publication is a page-turning read. I grabbed a cup of tea and once again read the publication from cover to cover. I like the layout. The publication is an easy read with a number of informative articles or snapshots of interesting faculty issues.

I have noticed during my readings that some faculty concerns (are addressed) as well as great ideas that might help those struggling on similar issues. There seems to be a sampling of faculty and leadership articles in the publication that are also informative, interesting and have an impact on faculty. The portraits of faculty are portrayed with the kind of dignity and respect that I enjoy viewing, particularly for portraits that have a diverse faculty presence.

The central theme of the autumn publication of *Faculty Matters* was collaboration. The invitation to join a discussion at FacultyMatters.com is a best practice that keeps the reading exciting, energetic and interactive. Thank you and your team for *Faculty Matters* as it is one of the satisfiers while serving at University of Phoenix.

—Sandra K. Davis, Campus College Chair,
College of Nursing, University of Phoenix,
Fresno, CA

This afternoon, I noticed the *Faculty Matters* article, “Can faculty give too much help?” (From the deans, autumn edition) on the University of Phoenix student and faculty portal. After reflecting on my own thoughts, I could not resist perusing the article. Dean Fuller's trenchant observations articulate my personal experience and inspire confidence in the University's leadership.

School has always challenged me. Just as salmon struggle upstream, I struggled through my coursework. Although my father contributed to the financial dimension of my prolonged education, his personal philosophy was simple: “You are on your own. Sink or swim.” In contrast, my mother was a source of infinite counsel and support. In 5th grade, she helped me understand current events. In high school, she scouted around for bell jars for a science project. In college, she typed my papers. In graduate school, she counseled me when the library school closed in the middle of my doctoral journey. Thanks to her steadfast presence and the intervention of several faculty mentors, I eventually completed my doctorate.

Since 2004, I have been privileged to facilitate online classes, an occasional residency, and serve as dissertation chair for University of Phoenix students. My respect and admiration for the commitment, self-discipline, determination and focused talent of our students are

reinforced on a daily basis. One student researched weekly papers at the bedside of her fast-fading mother, explaining: “My mother is so proud that I am completing my doctorate. I will not disappoint her.” Another student participated in a writing workshop as her father succumbed to cancer, explaining: “My father believes in education and wants me to succeed. I cannot fail him.”

Life is the principal deterrent to completing an adult education program. Setbacks happen. Why are some students' academic careers derailed, while other students refuse to give up? I suspect “faculty help” may be a crucial factor. In the vicissitudes and vagaries of my doctoral odyssey, the University of Southern California's Dean Martha Boaz (School of Library Science) and Emeritus Dean Henry Reining (School of Public Administration) “took the time to understand my personal learning needs and encouraged me to continue” (Fuller, 2011). I am eternally grateful to Dean Boaz and Dean Reining for helping me achieve my academic aspirations. I am equally grateful to University of Phoenix for the opportunity to help others achieve their academic goals, give back and make a difference.

Morris suggests that creative teachers “need techniques that stimulate curiosity and raise self-esteem and confidence. They must recognize when encouragement is needed and confidence threatened. They must balance structured learning with opportunities for self-direction; and

the management of groups while giving attention to individuals” (Morris, 2006, p. 5). Actions speak louder than words. In the spirit of the scholar, practitioner, leader model, consider Muirhead's vignette:

I once helped a student who needed immediate assistance to complete his doctoral degree. The student wanted to quickly complete his dissertation due to having a terminal disease. He wanted the degree to be a legacy for his family. The dissertation committee worked diligently to provide timely feedback to the student and offered advice to speed up the research work. After the student finished his degree program, the individual repeatedly thanked me for helping him. Yet, I was truly blessed by being able to work with him. The individual never complained about his health problems and always had a positive attitude. I will always remember him for his courage (Muirhead, 2011, p. 37).

As Einstein observed, we are here to help one another. Dean Fuller's sentient statement reflects best practices in enlightened leadership. Thank you for including her comments in *Faculty Matters*.

—Louise Underdahl, University of Phoenix faculty
Los Angeles, CA

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Muirhead, B. (2011). Wisdom: Making good choices with imperfect knowledge. *Cornelia, GA: DID Media University of Phoenix. (2011, Autumn). From the deans: Can faculty give too much help? Faculty Matters. Retrieved from <http://www.facultymatters.com/autumn11/deans/>*

your editorial team



Left to right: Thomas McCarty, Senior Vice President; Kathleen Fern, Executive Editor; Jenifer King, Editorial Director; Tracy Nita Pender, Senior Editor; Jason Pochert, Associate Director; Bridget Gutierrez, Communications Manager; Julie Wilson, Lead Writer

**BILL TALKS
EDUCATIONAL
VALUE**

**IF I COULD STUDY
ANYTHING FOR FUN:**
Chinese.

**KNOWLEDGE
IS WORTH**
The effort to acquire it.

**BY 2015 EVERYONE
WILL STUDY:**
Human Behavior.

I'M GENERATION:
Cretaceous.

**THE GENERATION I'M
MOST INTRIGUED BY:**
The next generation—
their world will have a
new paradigm.



Bill Pepicello, Ph.D.
President, University of Phoenix

From the desk of the president

A question of value

When I was a younger man, no one asked me if my degrees in linguistics, Latin and Greek were preparing me to be a productive, responsible adult in the “real world.” In the 1960s and 1970s when I attended college, that question simply wasn’t posed. At that time, I assumed the skills I was learning in my liberal arts programs were going to help me make my way in the world. And in fact, I think they did.

The national debate

Today, though, there is a debate raging in this country around the value of a college degree. I sit on an advisory board that makes recommendations to the U.S. Secretary of Education, and I recently traveled to Washington, D.C., to discuss this very topic. At the center of this debate is the government’s concern about how federal dollars are being used to educate students today. At the national level, there is an increasing perception that government funds should be directed toward programs that give students a clear path to a job, as a business degree would.

From where I sit, I understand the importance of aligning academic outcomes with career outcomes. After all, that is critical to our mission here at University of Phoenix. We’re here to help prepare our students to access a middle class lifestyle with the ultimate hope that they will rebuild this flagging segment of our society. On the other hand, given my academic background, I can see the advantages a liberal arts education offers. Ultimately, we must find a balance between the pragmatic value of a degree and learning simply for the love of knowledge.

An evolving landscape

Before the onset of the Internet, brick and mortar colleges had traditionally served as a means by which young men and women began the socialization process and started to discover themselves. At University of Phoenix, our students are by and large working adults who come to us to better their lives through education. The majority of our students are much more focused than those in traditional institutions of higher learning. Our students already know who they are, and have a firm understanding of the value of the degree they are pursuing.

They also appreciate the influence of technology on every aspect of their lives. Outside the classroom, the way the current generation of students socialize is as much virtual as it is face-to-face. With Facebook, LinkedIn and other networking sites, students are generally coming to college with a firm footing in technology and the possibilities it represents.

Real world skills

In terms of innovation, higher education hasn’t historically kept up with the rest of society. That’s where University of Phoenix has a significant advantage. The fact is, we integrate higher education into people’s lives using advanced technology such as PhoenixConnectSM and our learning platform, and that adds another level of value to our degree programs.

You, our faculty members, are at the core of what makes this work. You embrace innovation with a passion that inspires your students—and each other—and we are counting on your vision to help us maximize the potential of the technology we have at our fingertips. Together, we will continue to lead the charge by making higher education relevant in the changing landscape of our new economy. ●

“Ultimately, we must find a balance between the pragmatic value of a degree and learning simply for the love of knowledge.”

meet the faculty
Ryan Conti

Investigating by the numbers

By Carlye Malchuk Dash
Photography by Bruce Racine

Ryan Conti loves his job in the Anti-Money Laundering Surveillance Operations Department of PNC Financial Services Group in Pittsburgh. A faculty member with University of Phoenix's College of Criminal Justice and Security, he is passionately devoted to his friends and family. He is also a survivor of the 9/11 attacks on the World Trade Center in New York City.



Ryan Conti loves solving crimes. From an early age, he had a voracious appetite for novels filled with tales of contract killers and mafia hit men. Today, he helps bring down criminals via in-depth financial investigations. But criminal justice wasn't always where his career was headed.

Born in Pittsburgh, Pennsylvania, 34-year-old Conti "originally wanted to be a pediatrician." Hence he enrolled at Penn State University in their pre-med program. But after a trying first semester, he decided to pursue other options. A conversation with a local FBI Agent led him to switch his major to pre-law and focus on a career in law enforcement. He earned his bachelor's degree from Penn State and his master's in Criminal Justice Administration at Point Park University.

Financial investigations

Today, Conti is a team lead in the Anti-Money Laundering Surveillance Operations Department at PNC Financial Services Group in Pittsburgh. He started with PNC as a senior investigator in 2009 and now manages a team of 13 analysts. Together they track computer alerts of bank account activities to determine if investigation is needed.

"When our programs detect something unusual, we'll go through the account history, look at the transactions in all the accounts and determine if we see something that looks suspicious," explains Conti. "We look at who (the subject) is conducting transactions with, what countries money is going to or coming from, cash activity and more. If a customer is discovered to be doing something unusual, we escalate our concerns to the appropriate law enforcement agency."

continued on page 12

meet the faculty

Ryan Conti



“That’s when it seemed like everything got silent because the tower started to collapse. It was so loud it was silent.”

continued from page 11

An interesting case

In Conti’s line of work, the smallest discrepancy can mean everything. “For example, a business customer was depositing a lot of cash in odd amounts at multiple branches on the same day,” he explains. “Branch personnel questioned the man on where the cash was coming from and he said he was installing TVs for his customers.” But the man’s line of business didn’t involve TV installation—nor anything closely related to televisions—so Conti looked closer. “Nothing was adding up. The deeper I looked, the more I saw that shouldn’t have been there.”

The day his world changed

Previous to PNC, Conti worked with Immigrations and Customs Enforcement under the Department of Homeland Security. When he lived in New York in 2000, Conti had taken a job as a senior investigation analyst with the enforcement division of the New York Stock Exchange. At the time, the enforcement division was located in the South Tower of the World Trade Center.

On Sept. 11, 2001, Conti was in his office with other employees who arrived early. He shared space with a co-worker in an



Returning to New York in October, Conti and his wife visited the Queensboro Bridge (shown here) and the Financial District. 9/11 strengthened Conti’s resolve about a career in the field of criminal justice.

inner office on the 30th floor of the South Tower. Just before 9 a.m. the lights flickered and the building shook. Conti says he recalled conversations with those who worked at the Trade Center during the 1993 bombing, but he shrugged it off. “About 10 minutes later we were sitting there and started to smell electrical smoke,” he says.

Conti and his officemate made their way to their floor’s reception area, which overlooked the courtyard between the two towers. There they saw more debris, smoke and—as Conti raised his head to match the gaze of his screaming co-worker—he saw the North Tower with many of its upper floors engulfed in flames. “As much as I wish I didn’t see it, I saw people jump,” from the North Tower, he says. “That’s when I knew what it was I saw on the ground. I was just in shock.”

And then the second plane hit his building. “I don’t know how long the building shook but it felt like it shook for 10 years,” he says. He left the building amid chaos, resurfacing about three blocks from the towers. Conti turned to look at the burning buildings, then turned to walk away. “That’s when it seemed like everything got silent because the tower started to collapse. It was so loud it was silent,” he says.

After the debris cloud settled enough for him to see, Conti made his way, bruised and bleeding, up to Penn Station at 34th Street to try to get a train home. A passerby took Conti into his vehicle and drove him home. “That’s when I collapsed on the ground,” says Conti. “Safe at home, I just collapsed.”

(To read about Conti’s journey out of the towers and how he moved forward after the traumatic event, please visit our online edition.)

Moving forward

Conti says surviving the attacks strengthened his resolve about his career choice, and even made him contemplate enlisting in the armed forces. In 2003 he decided it was time to leave New York and return home to Pittsburgh. He’s grateful for having made that decision, since it allowed him a couple of months at home with his dad before his father passed away suddenly from a heart attack. Today, Conti is loving life as a newlywed—he and wife Jill tied the knot last May—and is a new dad to son Nicola Ronald, named for his grandfather and father.

Changing perceptions

Conti became a University of Phoenix faculty member in 2009. A member of the University’s College of Criminal Justice and Security, he strives to “teach students that hard work and going above and beyond what is expected gets noticed—both in their studies and in the workforce. I push them and coach them to do their best, and many have thanked me for it after the class.”

A rewarding aspect of his work is helping to dispel misconceptions he hears both in his online classrooms and in his personal life surrounding law enforcement. He says people are led to believe the wrong things about law enforcement through the media and hearsay from the personal experiences of others. “It’s nice to change the mind of a student who might have a negative view of the criminal justice system; to have them see the system in a positive light after learning all of the ins and outs of the process is really rewarding.” ●

FACULTY FACTS

RYAN CONTI
Faculty since 2009

FACILITATES FOR
College of Criminal
Justice & Security

HIGHEST DEGREE
MA, Criminal Justice
Administration, Point
Park University

CAREER HIGHLIGHTS
Honorary guest
speaker at the Federal
Law Enforcement
Training Center
graduation; first ever
student guest speaker.

Promotion to officer
at PNC within first
six months of
employment.


BEST TEACHING PRACTICES

Get to know your
students on a personal
level to help relate the
material to them.

The quiet ones in
class often have the
best ideas and the
most to share.

ADVICE

We can learn just
as much from our
students as they can
learn from us. Listen
to their thoughts
and opinions.

 **ONLINE EXTRAS** Visit FacultyMatters.com to see a slideshow of images taken of Ryan Conti at our October photoshoot in New York City.



meet the faculty
Yen Hoe Lee

Educating digital architects

By Dena Rochwerger-Braun
Photography by Bruce Racine

A decade ago, the term “security threat” conjured images of airports and bank vaults. Today, security threats have gone digital—and the weapon of choice is often sitting in your home or office: your computer. In our increasingly technological, global world, electronic security is paramount. And professionals like Yen Hoe Lee, Director of Information Technology Architecture for a Fortune 25 corporation, are at the forefront of secure software development, working hard to keep information safe.



Funny enough, Information Technology (IT) as a career was an accidental choice for Malaysian-born Yen Hoe Lee. “I applied for engineering school and I was wait-listed,” he explains. “They offered me computer science. After three weeks an engineering spot opened up, but I decided computer science didn’t seem so bad. I’m always exposed to how things work behind the scenes; I think this satisfies the big geek in me.”

Lee went on to earn his Master of Computer Science at the National University of Singapore. Today, the 38-year-old is a superstar in IT security architecture. He also brings his 11 years of professional experience to the classroom where he teaches College of Information Systems and Technology students at University of Phoenix.

IT brings Lee to the U.S.

After completing his master’s degree, Lee began work as an analyst programmer for a company in Singapore. In 2000 he took a consulting job in the U.S. and eventually moved to Big Four accounting firm Accenture as a consulting executive and application security architect. Lee was recently recruited by a Fortune 25 corporation to serve as its Director of IT Architecture. In this new role he manages a team focused on security throughout the software development process. According to Lee, security flaws can seep into the development process at all stages, but through education, guidance and verification he helps ensure that any software used is secure.

Inspired by knowledge

Lee started teaching at an open university in Singapore, but gave it up when he moved to the U.S. Then in 2002, a magazine article on John Sperling, founder of University of Phoenix, caught his eye. “I was intrigued and wrote an unsolicited email telling them that if University of Phoenix ever came to Atlanta, I was interested,” Lee explained. Six months later Lee received a return email asking him to come in to talk. Upon joining the faculty, he taught classes at a local Atlanta campus for six months. He now teaches programming classes exclusively online.

continued on page 16

meet the faculty Yen Hoe Lee



Page 15, Yen Hoe Lee stands in his backyard in Georgia. Page 16, top, Lee's kids learned to make these traditional Chinese folk art pieces in a summer class. The figures shown here were made by their class teacher. On page 16, lower picture, Lee prepares to kayak the Chattahoochee River which borders the family property.

"In a trade school you learn the latest and greatest, but a university teaches more of the fundamentals with the hope that through the material, the student gains the knowledge and skills to build upon and adapt to the latest and greatest throughout their career," says Director of IT Architecture Yen Hoe Lee.

continued from page 15

Lee is also parlaying his extensive knowledge about creating secure software into a third career as a conference speaker. He is a featured presenter at the Information Systems Audit and Control Association national conference next March.

An ever-changing field

Technology seems to change faster than you can load apps onto a new iPad2, but Lee handles the flux pragmatically. "In a trade school you learn the latest and greatest, but a university teaches more of the fundamentals with the hope that through the material, the student gains the knowledge and skills to build upon and adapt to the latest and greatest throughout their career," he says.

By showing how security breaches can easily leak into the software development process at any stage, Lee hopes his students develop a renewed appreciation of what goes on behind the software technology they use daily. "To me, a successful teacher is one who inspires rather than teaches everything," explains

Lee. "I hope my students will continue to go deeper into the subject matter on their own. My time with them is five to six weeks, but if they continue to be inspired to find out more about the subject matter, that extends what they have learned."

While Lee's students benefit from his professional experiences, he has gained a lot from them as well. "Despite the students' full-time work and family life, they still choose to pursue a degree with us," he says. "They inspired me to continue to improve myself."

Lee enjoys participating in many of the free seminars offered by University of Phoenix for its faculty. He focused on learning theory classes where he was taught ways to change up his curriculum while still maintaining the rigor of the original assignment, but with a freshness to the problem.

Zen and the art of technology

IT professionals aren't often the laid-back, Type B personality at the party, but that's just another example of the different path Lee is on. Asked to describe his perfect, do-nothing, day, Lee immediately speaks about taking his kayak out to the river that runs through his property in Georgia, paddling out a bit, and relaxing with a good book.

Lee also practices Zen meditation which he feels makes him a better manager and educator. "It helps me by teaching me to not always react immediately, but instead to slow down and reflect on why people behave in certain ways and see things from their perspective," he explained. "It's also made me a better tactician too; most people don't introduce security flaws into software on purpose so meditation allows me to step back and try and understand what is causing them to produce problems." ●

ONLINE EXTRAS Visit FacultyMatters.com to see a slideshow of photos taken at Yen Hoe Lee's home.

FACULTY FACTS

YEN HOE LEE
Faculty since 2004

FACILITATES FOR
College of
Information Systems
and Technology

HIGHEST DEGREE
Master of
Computer Science,
National University
of Singapore

CAREER HIGHLIGHTS
Received Staff
Achievement Award
at Kent Ridge Digital
Labs for research into
medical imaging and
high performance
graphics.

**Past Consulting
Manager at the largest
consulting firm in the
world, Accenture.**

BEST PRACTICES
Don't be afraid to
share big ideas/big
concepts in academia
or industry.

Stay positive, always.

ADVICE
Adopt an attitude
of continuous
improvement of the
content of the class
and instructional
excellence.

meet the faculty Sandra Otero

Teaching the value of diversity and connection

By Paula Boon
Photography by Richard Maack

Sandra Otero brings to the classroom a rich cultural perspective combined with more than 30 years of leadership and management experience. A 2006 fellow of the National Hispana Leadership Program, long-term public servant, research consultant and CEO of a Mexican food business, Otero is living proof that with commitment and passion, no dream is too big.



meet the faculty

Sandra Otero

Teaching at University of Phoenix has been a journey of self-discovery for Tucson, Arizona-based Sandra Otero. Inspired by the University's innovation, flexibility and commitment to higher education for working adults, she came on board in 2009 to facilitate undergraduate business and management courses.

"It's the best thing I've ever done," says Otero. "I have learned so much and been inspired on a personal level by so many students."

The four functions

During the day, Otero works as a Senior Health Program Manager for the State of Arizona Medicaid program where she supervises medical staff, handles project management, staff recruitment and retention, and works with staff on professional development. "I practice what I teach in the classroom on a daily basis, the four functions of management: planning, organization, controlling and leading."

Otero is also president and CEO of her family business, Los Jarritos Mexican Food, and is a consultant for a company called Creative Research Associates. "I work on grant projects which involve management, administration and leadership," she explains.

Balancing act

Where does she get the energy to accomplish so much? It's all about passion, says Otero. "You can only have the resilience to continue at that pace if you love what you're doing." Variety is also crucial. "It's the spice of life. That's what keeps me healthy physically and mentally," Otero explains. "If I'm not multitasking, I'm not doing my best work."



Otero understands the challenges her students face balancing life, work and education. "I completed my doctorate while continuing my responsibilities as wife, mother and full-time worker," she says. "I often share with students how I balanced these three critical areas while completing my education. I hope my story inspires them to accomplish their educational goals."

Setting priorities and being willing to make sacrifices are both crucial, according to Otero. "For me, family comes first," she says, recalling how she used to squeeze her Ph.D. coursework into the spaces between her daughter Sandra's dance recitals and other extracurricular activities. "There were a lot of late nights," Otero recalls. "My husband would get up at 2 a.m. and hear the sound of the keyboard clicking."

Otero saw how much her parents were able to achieve after opening the family's Mexican food business in 1980 and she believes her early years working at Los Jarritos taught her the responsibility and flexibility needed to succeed in both business and academics. "I wore so many different hats," she says of the

"I don't manage people; I manage processes," Otero says. "I lead students by helping, supporting, and guiding them toward the finish line, wherever they may have started."

job she began at age 21. "People on the phone would ask, 'Can I talk to the manager?' and I'd say, 'That's me.' Or, 'Can I talk to the person who delivers?' 'That's me.'"

Grounded in education

As well as holding a doctorate in Educational Leadership from Northern Arizona University, Otero is a graduate of the executive program at Harvard's JFK School of Government, the Center for Creative Leadership. She was also a fellow of the National Hispana Leadership Program.

Grateful for these opportunities and the people who have helped her along the way, she has spent years on various volunteer boards and committees, such as the Small Business Commission, the Hispanic Professional Action Committee and the University of Arizona President's Hispanic Advisory Council. "I was always taught you should give back to your community, to help the generations that follow," she explains.

Diversity of experience and culture
Diversity is important to Otero, who moved to the U.S. from Sonora, Mexico, when she was two. "I'm proud to say I'm Hispanic," she says. "Women of all races need to speak up and show what we can do. It's important that those who follow see you have succeeded."

Otero appreciates the diversity of her fellow faculty, both in experience and culture. She is also impressed by the cohesiveness and supportive atmosphere she has found at University of Phoenix. "Everyone I've met, from my mentor and the Director of Academic Affairs to other faculty members, has been really helpful and generous with information," Otero says. "They want me to succeed."

She also enjoys the challenge of meeting the varied needs of her students, which she does by approaching her classes with the attitude of a leader rather than a manager. "I don't manage people; I manage processes," Otero says. "I lead students by helping, supporting and guiding them toward the finish line, wherever they may have started."

Continuing the journey

Now that her daughter is within a few years of graduating from college as a dentist, Otero sees a time of transition ahead. She plans to retire from public service and concentrate on expanding the family business by opening another, larger location.

When asked about her future with University of Phoenix, her response is immediate and sure. "If I like something and commit to it, I'm there a long time. This journey has just begun." ●

FACULTY FACTS

SANDRA OTERO, PH.D.
Faculty since 2009

FACILITATES FOR
School of Business

HIGHEST DEGREE
Ph.D., Educational Leadership, Northern Arizona University

CAREER HIGHLIGHTS
Employee of the quarter in 1997 and 2000 at AHCCCS.

CEO of Los Jarritos Mexican Food, Otero is hoping to expand to a second location in 2012.

BEST TEACHING PRACTICES

Nurture curiosity and reflection by encouraging questions and discussions that help students analyze synthesis and learn from personal experiences and the work environment.

ADVICE

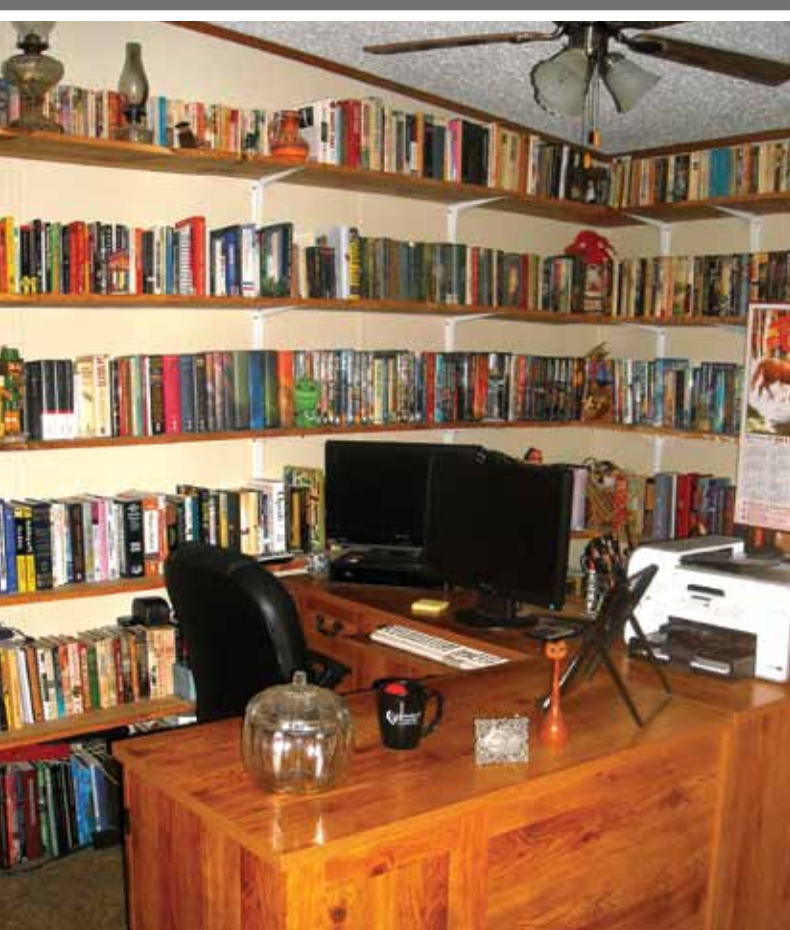
Ask and share your experiences and information with other faculty members. Reach out to your students' needs and concerns.

ONLINE EXTRAS Visit FacultyMatters.com to see a slideshow of photos taken at Sandra Otero's home and business.

your space

where you teach, learn and connect

Early this autumn we asked you, our faculty, to submit snapshots of your personal offices. You answered in kind—hundreds of photos reached our team. Thanks to your willingness to let us into your home, and to speak with us about what makes your workspace so special, we are happy to present the inaugural edition of *Your Space*. Enjoy!



TONJA RANEE COX, faculty since 2005, is based in Pontiac, Missouri. A member of the College of Humanities, she describes her space as a place where she belongs. Her desk, centered among her collection of some 3,000 books, along with her various mementos and gifts, “gives me a connection to family and friends while I work,” she says. An oil lamp her grandmother used when she was first married in 1936 is proudly on display, as is her University of Phoenix cup, given to her during her first year of teaching.

Tonja



MANDY SMITH, faculty since 2008, is based in Riverside, California. A member of the College of Social Sciences at University of Phoenix, Smith says that she, like her space, is “uniquely Californian.” Smith most treasures her laptop, which allows her to attend to her students from wherever she may be. Her office view—overlooking the California Adventure Park at Disneyland Resort—“has many relaxing, family-bonding memories.”

Mandy



DR. MACIE PERRY SMITH, faculty since 2010, is based in Columbia, South Carolina. A member of the College of Social Sciences, Smith describes her space as “organized and fashionable,” adding she enjoys having a workspace she “can really call ‘home.’” She loves her laptop, a purchase made when she became a faculty member for University of Phoenix. “Being an online faculty was a long-time goal,” she says. “I am continually elated to be affiliated with such a great institution.”

Macie



ANJIT KUMAR BOSE, faculty since 2002, is based in Hayward, California. A member of the School of Business at University of Phoenix, he first describes his space as a reflection of his love for traveling, working with computers and reading. One treasured item on his desk is the MBA degree he earned by attending classes full-time while working full-time. “I understand what my students go through when they try to juggle, work, life and getting an education,” he says.

Anjit



your space

where you teach, learn and connect

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Beverly

BEVERLY L. JENSEN, RN, faculty since 2004, is based in Winston, Oregon. A member of University of Phoenix's College of Nursing, she describes her space as surrounding her with good memories and colorful things. "The picture on the wall was painted by my Aunt Eve Yazmin Csuri who was an artist and progressive woman for her generation," says Jensen. "The other wall holds memories from my trip to Kauai, Hawaii, where my husband proposed to me and where I took my first helicopter ride sans windows."



RICHARD SANTIAGO, faculty since 2009, is based in Warrenton, Virginia. A member of the School of Business at University of Phoenix, he describes his space as "organized and comfortable." His awards and diplomas from previous accomplishments adorn the space and motivate him to help his students reach their own educational goals.

Richard



WILLIAM T. DEVINE, faculty since 2008, is based in Monson, Massachusetts. A member of the College of Humanities, Devine describes his space as a reflection of all those he has come into contact with, both inside and outside the classroom. "I have been an art teacher and coach for the past 38 years. I love to teach both," he says. Of particular importance is a framed poem given to him by his daughter, and an envelope box filled with letters from former athletes and students. "It is important once in awhile that others tell you that you made a difference. It is good for the soul," he says.

William



LINDA SANNER, faculty since 2009, is based in Los Angeles, California. A member of the College of Humanities, she describes her work space as "a comfortable space in the heart of my home where I teach, read and write." Her shelves are adorned with books, photos and mementos, including pictures of her two daughters. As Sanner sits at her computer, her window provides a view of Barnsdall Art Park, where the Frank Lloyd Wright Hollyhock House sits atop a hill. "It is a peaceful counterbalance to Hollywood Boulevard and all of its eccentricities," she says.

Linda



ONLINE EXTRAS Visit FacultyMatters.com to view a slideshow of additional *Your Space* profiles. To be considered for an upcoming edition of *Your Space*, email a photo of your office area to Tracy.Pender@Phoenix.edu.

faculty faces

events around the country

From national ceremonies to regional appreciation events, University of Phoenix faculty enjoy mingling and networking at events across the country. This edition, we highlight **Education Nation**, attended by University of Phoenix President Bill Pepicello and College of Education Dean Meredith Curley. Do you have a suggestion for a local event you would like to see highlighted here? Email your suggestions to FacultyMatters@Phoenix.edu.



NBC News 2011 Education Nation Summit

University of Phoenix is a proud sponsor of NBC News 2011 Education Nation Summit, with this year's event running from September 25 to 27 in New York City at Rockefeller Plaza. A gathering to address the education system's challenges, potential solutions and innovation, the two-day event saw policymakers, thought-leaders, educators, students and the public gather for a conversation about 'reinventing education in America.' Complete with a series of interactive galleries, the state-of-the-art exhibit was created to inspire and engage school groups and visitors on the skills, knowledge and training required to succeed in the 21st century. Education Nation built on momentum from this past spring's Education Nation On-the-Road series, sponsored in-part by University of Phoenix. The Education Nation On-the-Road series brought together NBC News correspondents, local leaders, educators, parents and students in four cities. A Teacher Town Hall took place on September 25, 2011, moderated by Brian Williams, anchor and managing editor of NBC Nightly News. Williams took questions from the audience while NBC News' chief education correspondent Rehema Ellis reported on the online conversations happening on Twitter, Facebook and at the teachers-only live chat in EducationNation.com's "Teacher Lounge." ●



**ALAN TALKS
EDUCATIONAL
VALUE**

**IF I COULD STUDY
ANYTHING FOR FUN:**
How to be a pastry chef at
Le Cordon Bleu in Paris.

**KNOWLEDGE
IS WORTH**
A lot, but not as much as
human relationships.

**BY 2015 EVERYONE
WILL STUDY:**
Robotics.

I'M GENERATION:
Paleo-Jurassic

**THE GENERATION I'M
MOST INTRIGUED BY:**
Seniors. My 74-year-old
mother recently got a
cell phone and an email
account and she's hooked.
She likes to text me!



Alan Drimmer, Ph.D.
Provost and Senior Vice President
of Academic Affairs, University of Phoenix

From the desk of the provost

Academic initiatives drive innovation

As a University, we continuously strive to improve and innovate in all we do. We do this not only to remain thought leaders in higher education, but because we believe this is our fundamental responsibility to our students. Faculty, innovation is alive and well at University of Phoenix and we want you to be aware of it and involved in its growth.

Over the past few months, we focused on the most promising areas of academic innovation at the University. We realized that we needed to do more to get to the heart of the specific elements that impact every one of us, from you, our faculty, to our students, staff and even outside observers. To that end, we launched the concept of academic “workgroups.”

Workgroups

In short, a workgroup is a cross functional task force created to explore issues, opportunities or technologies facing University of Phoenix and to plan creative solutions. To determine workgroup topics, we looked at the most important challenges we are facing as an academic institution, not just today but in the future. We carefully considered the areas in which the University needs an academic perspective—classroom issues, curriculum, technology and quality.

Here are several workgroup initiatives of likely interest to faculty: Adaptive Learning In Math and Beyond; Academic Skills Assistance; Student Learning Assessment; Career Components Integrated Into Programs; PhoenixConnectSM For Faculty; Honors Program; Applied Scholarship; Phoenix-Carnegie Mellon Research Institute and the New Technology Platform.

Our workgroups are currently looking into directions we might take in these key areas. Each workgroup is being led by an experienced academic sponsor who demonstrates a strong sense of ownership for academic innovation at the University. These leaders include, but are not limited to, Associate Vice President Dawn Iwamoto, Associate Vice President Marla Kelsey, Dean of the School of Business Bill Berry and Executive Dean of the School of Advanced Studies Jeremy Moreland.

Led by innovation

We’ve also provided our workgroup teams with our best and brightest project management and communications support so we can make solid progress and share our work. On these teams, we’ve consciously included members from outside of academic affairs in order to enhance the “one university” spirit of cooperation, learning and information sharing. We sought to include people with different perspectives and experiences to strengthen the diversity of viewpoints from around the University. In the end,

this adds up to a powerful combination that will propel us forward with academic enhancements, innovation and thought leadership.

We don’t intend to keep this valuable work to ourselves. We’ve created a system by which our workgroups can learn from each other and regularly report their discoveries and recommendations to University leaders. In the coming months, I will share their initial findings so we can all benefit from their diligent efforts. Some of these workgroups may also make recommendations for new learning technologies, programs, teaching methods, etc. I’d love for you to get involved.

How you can get involved

I am currently working on a series of podcasts where I will further explain these workgroups, their progress and how you, our faculty, can be involved. I’ll also be visiting various campus locations to share my enthusiasm for the spirit of collaboration and progress these workgroups exemplify and the vital role they will play in the direction of the University. For those of you actively engaged with PhoenixConnectSM, Marissa Rodgers from our staff will be moderating a discussion thread dedicated solely to this topic, as well. I’d love for you to get involved and I look forward to reading and hearing your thoughts on these exciting workgroup topics. ●

ONLINE EXTRAS Visit FacultyMatters.com or scan the attached code to view Alan Drimmer’s recent podcast.





A college education: what's it all worth?

By Keely Grasser

As we deal with a more job-focused student population, debate swirls about whether today's college experience still provides a broader benefit. Millions of American students are pursuing a post-secondary education. Many of those millions are saying they're doing it because they want jobs. But is that all college is providing this mass of our population? What about the classic notion of a higher education, one that graduates well-rounded, communicative critical thinkers?

What value are students seeking?

"It should be doing both because you are serving different purposes," says Adam Honea, University of Phoenix's senior vice-president of Academic Research. He says there's a whole range of reasons why students attend college, from a desire for a promotion or a pay increase, to becoming a role model for one's children or to boost one's self-esteem. "I think for different people, it has different value," he says.

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However, more students than ever are reporting they are attending college for practical reasons. That's according to *How America Pays for College 2011*, a SallieMae/Ipsos study released this summer. It notes that 70 percent of students report that they believe college is necessary for their desired occupation and to earn more money.

Many students come to college today with a consumer's outlook, says Richard Arum, a professor of sociology and education at New York University. The average student graduating in 2009 had \$24,000 in student loan debt, according to the Project on Student Debt. Total American student debt now is larger than the country's total credit card debt. Can students be blamed for trying to get their money's worth?

A 2002 study produced by the U.S. Census Bureau shows that a high school graduate can expect to earn \$1.2 million over their working life. Compare that to \$2.1 million for those with a bachelor's degree and \$2.5 million for those with a master's.

What the workforce wants

Sixty-three percent of jobs in 2018 will require some form of post-secondary education, points out Anthony Carnevale, director of the Georgetown University Center on Education and the Workforce. In 1970, he says, that number was more like 30 percent. He co-authored a 2010 study through the center called *Help Wanted*:

Projections of Jobs and Education Requirements Through 2018. The report concludes that the U.S. will fall short by at least 3 million post-secondary degrees—associate, bachelor's or better—by 2018.

"We're relying on post-secondary on the whole to provide us with the labor force we need," Carnevale says. The U.S. Department of Labor's Bureau of Labor Statistics reported that there were more than 3 million available jobs in the country in August of 2011, even as U.S. unemployment that same month sat at 9.1 percent. The need for job-specific skills is clear, but does the labor force also benefit from the broader skills college traditionally supplied?

Do higher order skills matter in the workforce?

"They (higher order skills) are a means by which students become productive and valuable to employers," Arum says. The labor market is so unstable and dynamic today that people move fast, but it's not enough to focus just on work skills, he says. "They need these higher-order, generic skills."

A study released by the National Association of Colleges and Universities—a proponent of liberal education—reports that employers feel that two and four-year college programs should put more emphasis on some traditional liberal arts skills. Eighty-nine percent of those surveyed say they would like more emphasis on effective oral and written communications. Eighty-one percent pointed to critical thinking and analytical skills. Other top scorers were the ability to solve complex problems, innovation, creativity and the ability to connect actions with ethical decisions.

The association, at the study's release, suggested in a statement that "narrow training—the kind currently offered in far too many degree and certificate programs—will actually limit human talent and opportunity for better jobs in today's knowledge economy."

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"Sixty-three percent of jobs in 2018 will require some form of post-secondary education."

— Anthony Carnevale, director of the Georgetown Center on Education and the Workforce





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What about in life?

Arum points out that higher order skills are also necessary for individuals to function in a democratic society, for example, to navigate the complex issues we face as citizens. "We need culturally literate human beings on this earth and (in) the life that we lead," says Rabbi Wayne Dosick, Ph.D., DD—an author, spiritual leader and educator, now retired from the University of San Diego.

He says he believes we need a broad background, but notes there was a shift away from the "core curriculum" in the 1960s. A return to that core of subjects including history, literature, science, psychology, philosophy and the arts would fix that, he says, and would make sure everyone has a broad spectrum of knowledge in these fields. "That's what makes us educated human beings," Dosick notes. Plus, he adds, you must be flexible in this economy and a broad background allows you to be.

"A lot of training does not teach you how to learn and does not make you a lifetime learner," Honea says, adding that these skills are necessary in today's information society.

Arum says higher education does a great disservice to students if it doesn't highlight the extent to which a college education can have broader impacts. Colleges can do this in both intrinsic and extrinsic ways, he explains: teachers must signal to students the importance of these skills, but can also integrate them into the design of curriculum itself.

What's the price?

But is it possible to provide both broader liberal skills and training? "Can we afford both?" Carnevale asks. You can always focus on both if you have enough money, he says, but added—"Is there fair access to that education? The answer is no."

So is learning for learning's sake now a luxury for most? "It is and it isn't," Honea says, pointing out that there are a lot of avenues to degrees in the U.S. "I think the expense has more to do with your pathway. Expense factors in if you have a specific pathway."

Three-quarters of people say college is too expensive for most Americans to afford, according to Pew Research Center. Eighty-six percent of college graduates, though, report that college has been a good investment for them personally.

Carnevale points out that the trend is very, very clear: we're moving from 30 percent of jobs requiring post-secondary education to more than 63 percent in very short order. "It looks as though people get it," he says. "The enrollments are up."

Is the government weighing in?

Carnevale points to the growth of for-profit schools, which he says stepped in when the non-profit education sector was not filling the needs of job preparation.

The for-profit education sector, in part, has set off a debate about the value of education. The U.S. Department of Education has imposed a system that will judge whether career colleges are preparing students for "gainful employment." Program eligibility for federal aid will depend on criteria, unveiled earlier this year, measuring student loan defaults and student debt-to-income ratios.

The regulations will apply to most for-profit programs, as well as certificate programs at non-profit and public institutions. However, the Department of Education noted that for-profit programs are more likely to graduate students with unaffordable debt and poor job prospects.

"In my mind, degrees are investments. They are investments in yourself and you don't know when that is going to pay you back."

—Adam Honea, Senior Vice President of Academic Research, University of Phoenix

POSSIBILITIES

Carnevale says the rules are a Trojan horse. Something like gainful employment rules will also come for non-profits, first two-year programs, maybe then four-year programs, he predicted. "I think it's coming like a truck."

Is the answer ever-changing?

Carnevale says college education has both intrinsic and extrinsic value, "but the economic value, in the end, is more urgent." And he says the liberal arts have a right to feel threatened. It's pretty clear that the market value will crowd out the intrinsic value, he says, adding that "it won't happen at Harvard, but it will happen elsewhere."

Honea notes that the debate about higher education's value has a cyclical nature. In a more austere period, people are concerned with concrete skills. In affluent times, people broaden their perspective and are more willing to see value in liberal arts, he explained. "When people get past (fulfilling) their basic needs, then they start focusing on their other needs."

Degree preparation should be for the long haul and thus include preparation for both down and up economic conditions, Honea says. "In my mind, degrees are investments. They are investments in yourself and you don't know when that is going to pay you back," he says.

He notes that education philosophy, as a whole, also follows a cycle. It swings from focusing on the skills like the three Rs to the development of the whole person, he says.

So is the value of a college education always in flux? Is there a definitive answer, especially in this turbulent economic time? Will tomorrow—and sunnier times—change the answer? Only time will tell. ●

The heart of the matter: why study?

Reasons abound, say the numbers

81%, 73%

The respective percentages of college-educated women who say college was a) very useful in increasing their knowledge and helping them grow intellectually, and b) helped them grow and mature as a person respectively. **67%** and **64%** of men respectively said the same.

57%

The percentage of college freshmen whose number one reason for selecting a particular college was that its graduates tend to get good jobs.

89%

The percentage of surveyed employers who said they want colleges to put more emphasis on "the ability to effectively communicate orally and in writing." **81%** wanted to see "better critical thinking and analytical reasoning skills."

16%

The percentage of humanities majors at universities in 2004, versus **30%** in 1971. Business majors increased from **13.7%** to **21.9%** in that same time period.

68%

How many American college students surveyed in 2010 worried very often or fairly often about finding a good-paying quality job. This was up from **60%** in 2009.

78%

The percentage of incoming college freshmen who responded that it was essential or important to be "very well-off financially." **48%** said the same about "developing a meaningful philosophy of life." In 1971, **37%** identified wealth as a goal and **73%** were after a meaningful philosophy.

47%

The percentage of Americans who say the main purpose of a college education is to teach work-related skills and knowledge. **39%** say it is to help a student grow personally and intellectually. **14%** believe both purposes are equally important.

References: 81% and 73%. Source: Pew Research Center, 2011; 56.5%. Source: "The American Freshman: National Norms for Fall, 2009." Los Angeles Higher Education Research Institute; 89%. Source: Association of American Colleges and Universities, 2009; 16%. Source: "The Decline of the English Department." *The American Scholar*, Autumn 2009; 68%. Source: 2010 Survey of America's College Students. Panetta Institute for Public Policy; 78%. Source: Annual Survey of Incoming Freshmen. University of California, Los Angeles, 2009; 47%. Source: "Is College Worth It?" *Pew Social Trends* and the *Chronicle of Higher Education*, 2011.

your voice

we asked, you answered

Open to advice?

In our October 2011 survey sent to all University of Phoenix faculty, we asked: **What's the most valuable advice you've received from a student?** More than 400 faculty members responded, listing ways their students have influenced their teaching—and influenced them on a personal level. Read on for some of the replies.

“Be the guide not the sage.”

—Rick Sterling
College of Education

“A student advised I join Facebook so I could get a better idea of my students. Social networks help me connect with students in order to make content and lessons more relevant to their needs.”

—David Dean, Associate Dean, College of Humanities

“Listen, listen, listen.”

—Dave McDonagh, School of Business

“A student apologized that she was ‘such a disappointment’ to me. She was not, and I would never have said anything like that. Now, I am very careful with feedback. Student interpretation of what we say can be very different from our intent—and they can certainly personalize what we write. It wasn't advice, but I took it as such.”

—Carmel Phelan, College of Humanities

“Respect is reciprocal. If an educator wishes to be respected, students wish to be respected as well.”

—Debi Hoag, College of Nursing

“Quality of information over quantity of information—rather than covering everything, cover something well.”

—Kimberlee Mendoza, College of Humanities

“It came in the form of a request—please reach out to me.”

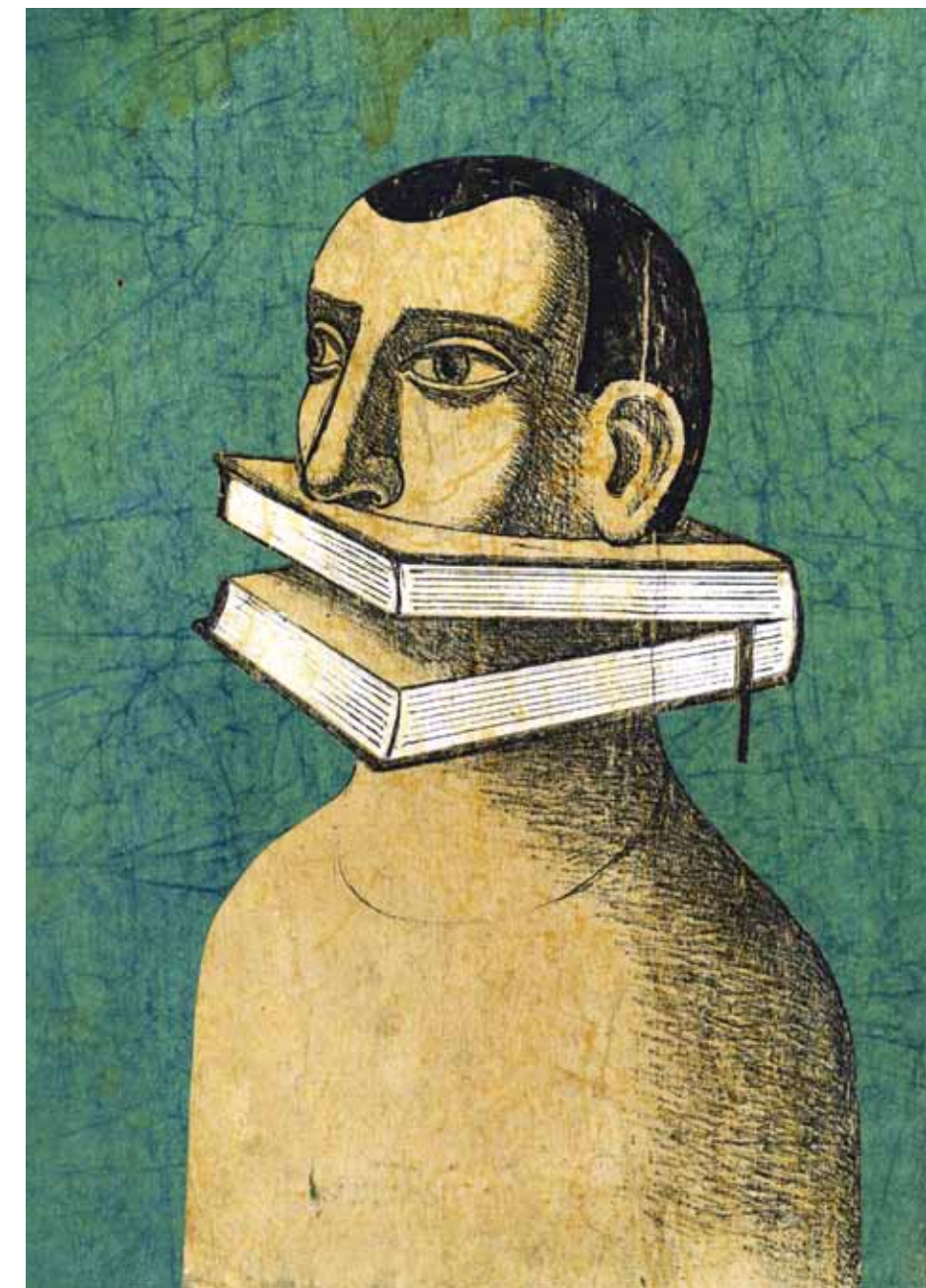
—Fortune Taylor, School of Advanced Studies

“Trust your instincts and hold students accountable. If you do not, how will students be prepared for a job?”

—Annette Gross, College of Humanities

“One of my students had an excellent analogy for understanding the first and second laws of thermodynamics as applied to energy flow in an ecosystem. She compared energy to a glass of milk being poured from one glass to another, and so on. At each stage, some of the milk is spilled. While we haven't destroyed any of the milk, the amount of usable milk decreases. I was impressed with the analogy and have recounted it several times in the classroom. What a creative and helpful way to visualize a difficult concept.”

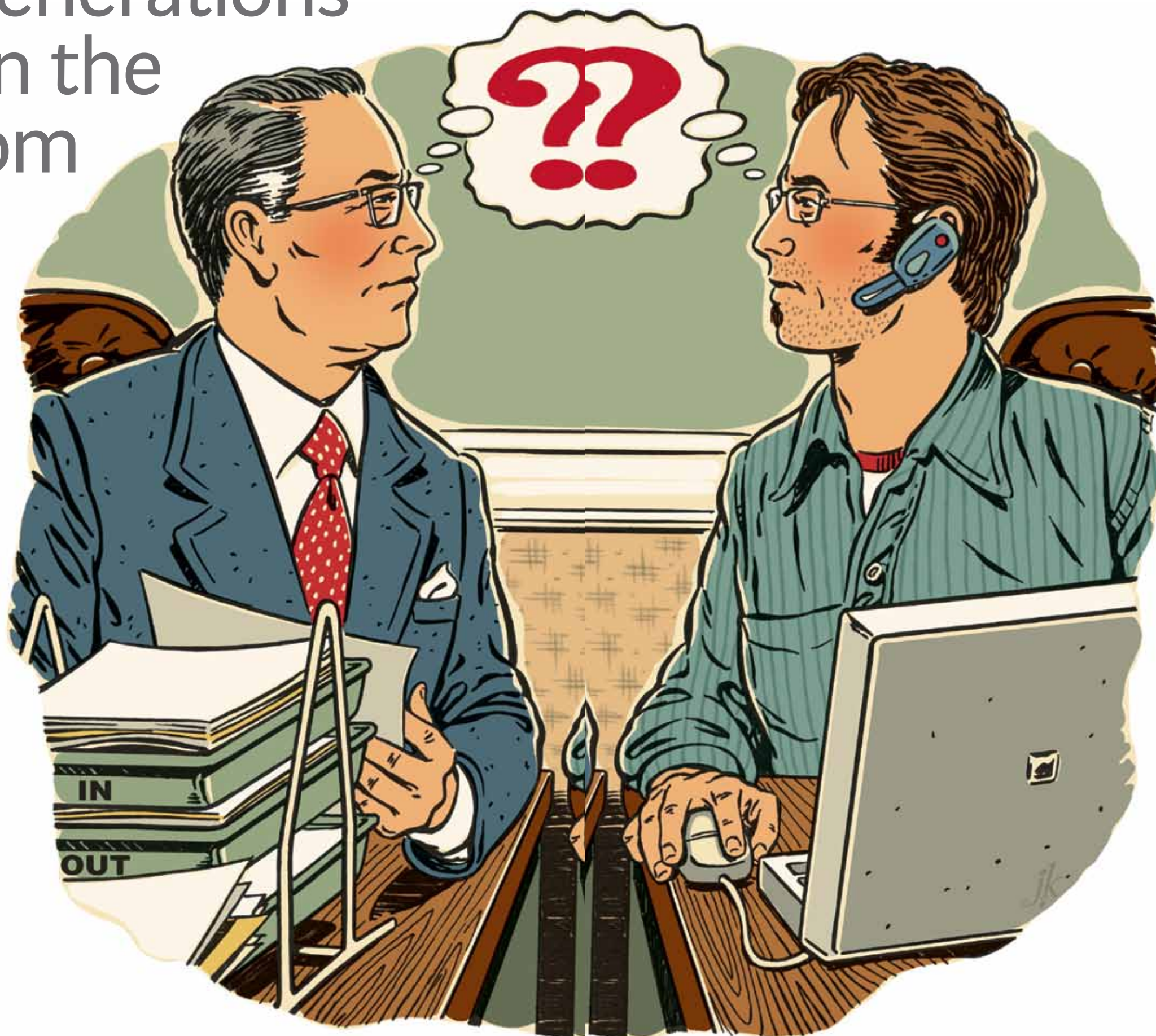
—Jeff Botts, College of Natural Sciences



When generations collide in the classroom

By Sean Davidson

Gen Y students are filling classrooms in droves, often taught by Gen X and Boomer faculty. As generations collide, how are faculty adjusting—or are they?



There's a quote often, though dubiously, attributed to Socrates in which the famed philosopher is said to have complained about the disappointing youth of his day—that the younger generation, "love luxury, have bad manners, contempt for authority ... and love chatter in place of exercise."

The line actually appears to have been penned in 1907 by a Cambridge scholar summarizing the mood in Athens at the time. The fact that it still pops up after 100 years says something about the timelessness of criticism between the generations.

Meet Gen Y

Generation Y, a.k.a. the Millennials, are prone to criticism just like Gen X and the Baby Boomers were. Millennials, those born between the early 1980s and mid-1990s are, according to their critics, averse to hard work. They are both demanding and unmotivated. Though tech-savvy and more eager than Gen X ever was to "make a difference" in the world, they are also narcissistic, use text shorthand in essays—Quoth Juliet: "Y R u Romeo?"—and have the highest workplace turnover rate of any generation in U.S. history according to a 2004 study by the Society for Human Resource Management.

Feedback wanted?

Some Gen Y students "don't want to put the extra effort in for good grades," notes Betsy Wampler, associate director of Academic Affairs with University of Phoenix's Atlanta campus. She recalls students who complained about their grades, only to reveal that they had never read the rubric nor any of her voluminous feedback.

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The same cannot be said of most older students, she adds, in particular Xers who return to school intensely motivated by a need to retrain for work, or Baby Boomers looking to make good on post-retirement dreams of completing their educations.

Wampler recalls one student in her early 60s who was irked by lost points on a quiz—having scored a mere 19.5 out of 20. Asked why she was complaining, the student responded, “I thought I understood this perfectly.”

More broadly, Wampler, a Gen Xer like most University of Phoenix faculty, favors the Socratic method of teaching as a means of bridging generational divides, in part because older students often have real-world working experience that relates to her business classes. “We talk about the subject matter and students really have to understand it in order to do well. Using the Socratic method draws good, pure examples of why something works in the workplace—it gets that knowledge into the classroom.”

Blurring boundaries

Heather Horn of Chandler-Gilbert Community College in Arizona speaks highly of the energy and enthusiasm her Gen Y students bring to the classroom. “It’s fun to be exposed to their ideas and perspectives,” she says. “Things that young people always bring.” Though she’d be even happier if they were just a bit more formal.

Gen Ys “don’t seem to understand the boundaries between themselves and their instructors,” and are sometimes too familiar, says Horn, alluding to emails and other messages from students that ranged from “too casual” to “wildly inappropriate.”

“They think everybody is their buddy, their friend,” she says, which is odd to a Gen Xer like herself who’s used to more formal student-teacher relationships. Horn encourages her younger students to mind their Ps and Qs when addressing professors and tries to set a good example by addressing them with an air of formality.

Differing approaches

Cecilia Gregg, a director of Academic Affairs with University of Phoenix, agrees with the oft-heard criticism that Gen Ys have a hard time with, well, criticism. They prefer “positive and fluffy comments,” where negative feedback is wrapped with something upbeat as opposed to the unvarnished remarks favored by other age groups. “Some [older] students

“Education has “evolved through each generation, but that only brings more excitement, opportunity and more ways to accommodate the needs of the changing world.”

—Cecilia Gregg, director of Academic Affairs, University of Phoenix

have been in the workplace, they’ve had careers, families and are at a different point in life. As a facilitator I have to bridge that gap,” she says.

Gregg doesn’t mind a little hand-holding but brushes aside the suggestion that Gen Y students are specifically being coddled. “Education is always shifting. It’s constantly evolving,” she says. “We need to make sure the students today get what they need to be successful. We have to use new technologies but also call out important things like academic writing skills.”

Education adapts

Gregg, a Gen Xer herself, notes that institutions adapted to her generation’s needs with options like distance learning and night classes. Now they’re adapting with apps and state of the art online learning platforms which fit Generation Y’s tech-savvy, mobile lives. Education has “evolved through each generation, but that only brings more excitement, opportunity and more ways to accommodate the needs of the changing world,” she enthuses.

That said, instructors face the added challenge of students who are perhaps too reliant on technology. Rob MacDougall, the Gen X and Harvard-educated associate director of the Centre for American Studies at the University of Western Ontario in Canada, notes that his Gen Y students, “resist reading anything much longer than a status update, and their first and all too often last stop for any kind of information is Google, Facebook, or Twitter.”

“They are not savvy ‘digital natives,’ they are at sea in a great tide of marketing, entertainment, and dubious information,” says MacDougall. “All of which is synonymous with saying they are human beings living in the 21st century.”

Evaluating the professors

Academic institutions now offer performance review feedback to a faculty base that ranges across generations, as well. Horn says she’s never had a real problem with her Baby Boomer superiors or their feedback, which she credits to a combination of supportive bosses and hard work.

Nodding to past generalizations about his own cohort—that Gen X’ers crave independence and fear for the future—MacDougall offers that academia is a “good job for Generation X. Very few jobs combine autonomy with stability.” And Gen X loves autonomy.

In terms of the recurring complaint that Boomers are too hands-on with their subordinates, MacDougall doesn’t feel micromanaged in his faculty role, either. “In terms of our research, we are basically independent intellectual contractors. We can go months, even years, without feedback.” Unlike Gen Y. ●



“They are not savvy ‘digital natives,’ they are at sea in a great tide of marketing, entertainment and dubious information. All of which is synonymous with saying they are human beings living in the 21st century.”

—Rob MacDougall, associate director of the Centre for American Studies at University of Western Ontario

from the up close and personal deans

What was your most impactful teaching moment when you were in school?

“My English IV teacher at Texhoma Elementary School, Freda Wooten, was vibrant, engaging and had the ability to bring Shakespeare’s plays to life. Ms. Wooten also challenged us to be creative and to develop new skills. At the beginning of the school year, while studying *The Merchant of Venice*, Ms. Wooten formed groups to build a mock-up of the Globe Theater, create period costumes, design and print a playbill and learn the scenes in *The Merchant of Venice*. I helped build the mock-up of the Globe Theater as well as performed as Portia, the rich heiress. Because Ms. Wooten brought Shakespeare to life for me, I continue to read and attend Shakespeare’s plays.”

—Dallas L. Harris, Dean, College Extension

“The most impactful moment for me came in a statistics class—yes, statistics! It wasn’t my first course in statistics, but it was the first where my instructor helped me to find the relevance in statistics—for me, not theoretical card selections nor rolls of dice, but how data could represent people and their thinking, behaviors and opinions. Statistics was no longer some abstract set of quantitative concepts, but instead became a set of tools to gain insight into the psychology of people. This moment also made clear to me just how important it is for students to connect new information to existing knowledge and, for some, their research interests.”

—Jeremy Moreland, Dean, School of Advanced Studies

“It was an accounting instructor who had become a teacher after he had completed 25 years at the accounting firm of Arthur Andersen. He made the course in advanced accounting very real and very challenging—all while making it fun. Imagine that, accounting fun?! He got me to dig deeper into materials and started me on the path of loving learning.”

—Bill Berry, Dean, School of Business

“As a student nurse, you never know what kind of clinical experience you will encounter on your hospital days. A student nurse is usually timid about taking care of patients for the first time and conducting procedures, even under supervision. On one such day, I was assigned—and allowed—to go into the critical care unit. The patient was on a respirator. During the course of the day I had to suction fluid from his breathing tube. This high-level skill always makes nursing students nervous. My instructor was there to assist if needed. I was very focused on my task and quickly performed the procedure. My instructor looked pleased and told me my skill was ‘outstanding.’ She also suggested I consider working in an intensive care unit. Her encouraging words actually led me to work my first RN position in an ICU. That day, I realized that focusing all of your energy and attention to the task at hand is essential in providing safe care to patients.”

—Pamela Fuller, Dean, College of Nursing

“While in undergraduate school at the University of Illinois Chicago, I was taking a required Juvenile Delinquency course and we had this Ph.D. curmudgeon-looking instructor. First impressions are not always right. He was a dynamic and very caring instructor. He was also a practitioner faculty. In the beginning of the class I used to sit in the back because I took time off from work to attend and, like most cops, had the excuse of ‘had to respond to a call, be ready at a moment’s notice.’ During the semester he was so engaging that I began to move forward in the class and actually participate. By the end of the class I told myself I could do the same thing in a classroom and after I received my BA degree, I became an adjunct instructor at Triton Community College and utilized the same Socratic and engaging techniques.”

—James Ness, Dean, College of Criminal Justice and Security

“When I was in graduate school at Cal Tech, one of my doctoral advisors was the very experienced and well-known aquatic chemist Jim Morgan. He took Socratic teaching to its highest levels. No matter what question I asked or what problem I had run into, I cannot recall that he ever gave me an answer or told me how to do anything in the four years I worked with him. All he ever did was ask questions—well thought out, well directed questions. And he wouldn’t quit asking until I had figured out myself what I came to ask him. Eventually, I always did figure it out!”

—Hinrich Eylers, Dean, College of Natural Sciences; Acting Dean, College of Humanities

“After I had taken a few computer classes, I was becoming more confident in understanding the field. The day I knew I had picked the right major was when I submitted a programming assignment into the computer lab for compilation and execution and it worked the first time. It was quite the rush. Over the years I’ve spent working as an IT professional, I experienced the same sense of accomplishment and rush—when I was able to create a program, design a system or deliver a computerized system solution.”

—Blair Smith, Dean, College of Information Systems & Technology

“I was a teaching assistant as a doctoral student in the counseling program at University of Arizona. The professor I worked with, Dr. Oscar Christensen, was one of the leading follower teachers of Adlerian Psychology in the country. I was very excited about working with him. I was also, however, aware that he never prepared for class, so I was a bit anxious about what he would expect of me. On the first day of class, we walked into class together to greet the new group of master’s level students. I was, of course, expecting him to lecture but after introductions and attendance, he turned to me and said that I would give the lecture that day on Adlerian Psychology. His philosophy: ‘You have to have the courage to be imperfect.’ But he always believed in his students and that day he believed in me. I learned two important things: I could think on my feet and I loved teaching.”

—Lynn K. Hall, Dean, College of Social Sciences

“I have two great historians who left lasting impressions. Mr. Stensrud at Canyon del Oro High School in Tucson taught me the value of hard work and critical thinking. He had incredibly high expectations and I loved the challenge. At University of Arizona, my senior thesis advisor was a Russian history scholar and would translate works in class as primary source evidence. He was a perfectionist and helped me understand the importance of clear and concise writing. It’s no surprise that I went on to earn my secondary teaching credential in history/social studies!”

—Meredith Curley, Dean, College of Education



Lynn K. Hall
Dean, College of
Social Sciences



Meredith Curley
Dean, College of
Education



Bill Berry
Dean, School of
Business



Blair Smith
Dean, College of
Information Systems
& Technology



James Ness
Dean, College of
Criminal Justice
and Security



Hinrich Eylers
Dean, College of
Natural Sciences;
Acting Dean, College
of Humanities



Dallas L. Harris
Dean, College
Extension



Jeremy Moreland
Dean, School of
Advanced Studies



Pamela Fuller
Dean, College
of Nursing

ONLINE EXTRAS
Visit FacultyMatters.com to read the Deans’ answers regarding how their academic backgrounds have led them to their current roles.

college news

advancements and initiatives

College of Nursing

Dean: Pamela Fuller, Ed.D., MN, RN

New this quarter:

- In September the College of Nursing co-sponsored a two-day faculty development workshop in Phoenix. Focused on student assessment and the development of test writing items, the workshop is part of a series of events focused on faculty development and strategies for improving student learning. Mary McDonald, a national speaker on Educational Assessment techniques, facilitated discussion with attendees.
- Linda Seale, CCC for the CON in Southern California, will be keynote speaker at the Citrus Valley Nurse Symposium being held in February 2012 on "The Future of Nursing." Also, Glenda Tali, Nursing Chair at the Hawaii Campus, spoke on public radio station KIPO on safety tips and practices for people using prescription medication.
- The age-old "pinning" of new nurses is a rite of passage where family members of faculty pin the new registered nurses and welcome them into the nursing practice. The Southern Arizona (Tucson) campus will host their next pinning ceremony January 27, 2012.

Dean Fuller says: "Our Detroit faculty member for the College of Nursing, Dolly Ireland, was the keynote speaker for the New York Jewish Healthcare System's spring conference. Dolly is Assistant Clinical Manager/Educator for Perianesthesia Surgical Services/Ambulatory Services/Endoscopy Departments at Mount Clemens Regional Medical Center. She presented "Dare to Dream" and "Navigating the Informatics Highway: The Good, The Bad, and The Legal." In 2011, Dolly has presented to several national organizations including the American Society of Perianesthesia Nurses and the New Jersey/Bermuda Perianesthesia Nurses Association. Additionally, Dolly published legal and ethical chapters in the Perianesthesia Certification Review publication. We are very proud of Dolly's scholarship in the profession of nursing."

Dean Fuller recommends the report "The Future of Nursing: Leading Change, Advancing Health," published by Institute of Medicine of the National Academies.

School of Advanced Studies

Dean: Jeremy Moreland, Ph.D.

New this quarter:

- The School's peer-reviewed publication, the *Journal of Leadership Studies*, received an APEX (Awards for Publication Excellence) 2011 award for Excellence for Journal Design and Layout. This recognition follows the 2010 award for Special Section (Symposium) presented by the American Society of Business Publication Editors (ASBPE), as well as the APEX 2008 award for Publication Excellence in the category of New Magazines and Journals.
- Four SAS graduates presented their research at the 13th annual International Leadership Association conference in London. In addition to being selected to present at this prestigious event, alumni Nellie Deutsch, Heidi Joy Gregory-Mina, Ilene Ringler and Gabriel Saintus have also become highly engaged members within this active and diverse community of leadership scholars.
- SAS has implemented new faculty councils to evaluate, assess and improve our programs in our program lifecycle process. These councils will initially review the curriculum for the Doctor of Management, Doctor of Health Administration, and Ph.D. in

Higher Education Administration programs over the next 12-24 months. The remaining program evaluations will begin at the conclusion of these councils' review.

Dean Moreland says: "The accomplishments and accolades the School has enjoyed this quarter illustrate our entire institution's commitment to contributing meaningful knowledge to a large audience of leadership learners and thinkers. However, it is crucial to note that all of these achievements are made possible via the intellect, professionalism and continued efforts of our faculty, serving as contributors and reviewers for the Journal, working to unlock our students' potential and capacities, and giving life to the curriculum we produce. Directly or indirectly, SAS faculty drive the quality of everything we do in our School via their leadership and example."

Dean Moreland recommends: *The Scholarship of Teaching and Learning Reconsidered: Institutional Integration and Impact*, written by Pat Hutchings, Mary Taylor Huber and Anthony Ciccone.

College of Social Sciences

Dean: Lynn K. Hall, Ed.D.

New this quarter:

- Both the new v.05 BSHS program and the new v.10 Marriage/Family/Child Therapy program for CA have been approved and will be implemented in the first half of 2012.
- Psychology Clubs have sprung up on numerous campuses, as well as online, and as of the end of September, 2011, there are well over 900 interested students.
- The Center of Scholarship Excellence (CSE) and the College of Social Sciences are working with two external professional organizations to create criteria and select two students each, for possible full scholarships to the BS/Human Services and the MS/Counseling programs.

Dean Hall says: "The College would like to recognize our first Faculty Directors of Research at our three CACREP accredited Counseling programs. During the last half of FY2011, Dr. Tony Floda (Phoenix), Dr. Sean Meegan (Salt Lake), and Dr. Ashley Randall (Tucson) created their positions, did workshops at their campuses on how to conduct research, acted as mentors to other faculty members interested in pursuing research, and put together plans for FY2012 projects. While Dr. Floda has taken another position at the Phoenix campus, Dr. Meegan and Dr. Randall are being joined by Dr. Carol Giegenheimer in Phoenix for FY2012 to continue their work at their campuses, and with faculty from other Counseling programs interested in getting more involved in Research."

Dean Hall recommends the book *Man's Search for Meaning*, written by Viktor E. Frankl.

School of Business

Dean: Bill Berry, Ph.D.

New this quarter:

- The School of Business will receive and review the results of the First National Content Area Meeting (CAM) on Graduate Finance held in November.
- The School continues to work on the expansion of faculty-developed exams.
- Faculty and curriculum councils for 2011-2012 were featured in the School of Business Newsletter.

Dean Berry says: "The School of Business recognizes the value of faculty scholarship to enhance the student learning experience. One local illustration of scholarship is measuring the effect on learning of a new classroom activity. Faculty can then share their results both at the campus and with the School of Business. This is the scholarship of teaching and it also offers faculty members many more opportunities to engage in curriculum development as well. We look forward to hearing from you."

Dean Berry recommends the book *The Innovator's Dilemma*, written by Clayton Christensen.

College of Criminal Justice and Security

Dean: James Ness, Ph.D.

New this quarter:

- The newly formed College of Criminal Justice and Security (CCJS) conducted a self-study in order to gain a thorough understanding of the availability, size and management of its degree programs at each campus. The results of the study will be used for planning purposes and for determining any necessary improvements or additional resources needed by the campuses to effectively run and grow the CCJS programs.
- The College instituted a National Curriculum Review Advisory Board comprised of faculty to review and evaluate the depth and substance of the curriculum and how students are able to put the skills they learn into practice in a real-world environment.
- Based on the curriculum review, the College is developing a Global Security Master Degree Curriculum and is collaborating with the College of Information Systems and Technology to develop a

Concentration and Certificate in Cyber Security. An internship course as an elective is in final development stages.

Dean Ness says: "I would like to commend SOCAL campus CCC James Henderson and his illustrious and dedicated faculty. Under James' leadership the program has grown to more than 1,000 students. Their innovation and leadership in sponsoring events and relationships with the criminal justice community should be the model for all campuses to follow. James points out that 'the remarkable instructors are providing an educational foundation and are shaping future leaders for the criminal justice system.'"

Dean Ness recommends the article "Decade sees dramatic changes for homeland security," written by Mark Rockwell and published in GSN: *Government Security News* magazine.

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College of Education

Dean: Meredith Curley, Ed.D.

New this quarter:

- The University of Phoenix continues to be a proud sponsor of the National Teacher of the Year program, www.ccsso.org/ntoy.html. We will welcome the incoming 2012 State Teachers of the Year at their annual gathering in Dallas in January.
- In September, University of Phoenix sponsored Education Nation, a national dialogue on education and workforce readiness. This event included a Teacher Town Hall, Job One panel, an Innovation Challenge, and keynote speakers and debates from leading voices in the field. We encourage you to continue the discussion to make a difference in your community and lend your voice to shape next years' event.
- The Master of Arts in Education, Special Education degree program received national recognition from the Council for Exceptional Children, <http://ncate.org/tabid/165/Default.aspx>. The Council reviewed this program as part of our ongoing accreditation efforts with the National Council for Accreditation of Teacher Education (NCATE).

Dean Curley says: "The College of Education Faculty Council continues to be an invaluable resource. We truly appreciate the efforts of our associate faculty and full-time administrative faculty who serve as council members. The group has spent countless hours reviewing curriculum alignments, conducting program evaluation, revising benchmark assignments and rubrics and providing guidance on our state and national accreditation efforts. We would like to say thank you to those who have completed their service and welcome our new members. Your contributions and efforts continue to make a difference; impacting student learning, one educator at a time."

Dean Curley recommends the documentary *Mitchell 20*.

College Extension

Dean: Dallas Harris, Ed.D

New this quarter:

- College Extension launched its learning community for faculty and students on PhoenixConnectSM. We encourage faculty to join and post replies to the discussion thread posted by our community manager, Dr. Anthony Valley, emphasizing, "What makes a great teacher?"
- College Extension is currently developing five Teachers of English to Speakers of Other Languages (TESOL) courses for Florida students seeking an endorsement in the area of English for Speakers of Other Languages (ESOL). Faculty must be Florida residents and must have a Florida certification. These courses include: TESL/550, TESL/551, TESL/552, TESL/553, and TESL/554.
- To address the needs of research-based interventions to help improve students' reading, writing, oral and math skills, College Extension is developing a Foundations of Response to Intervention (RTI/500) course. This course focuses on theoretical and legal foundations; essential components, including assessment and identification; and implementation.

Dean Harris says: "The Florida-specific Teachers of English to Speakers of Other Languages (TESOL) courses are being created by faculty members Carrie Buck, Donna Hogard, Melissa Holmberg and Angela Kennedy. These faculty were selected because of their backgrounds and expertise in teaching students who are non-native English speakers. Through their collaboration and expertise, the TESOL courses address the following Florida English for Speakers of Other Languages (ESOL) endorsement requirements: instructional techniques and methods, cross-cultural communication, curriculum and instructional materials and development, applied linguistics and assessment."

Dean Harris recommends the article "What makes a great teacher," written by Amanda Ripley and published in the *Atlantic* magazine.

College of Humanities

Acting Dean: Hinrich Eylers, Ph.D.

New this quarter:

- As a part of the College of Humanities programmatic assessment activities, the faculty of the Bachelor of Science in Communication will participate in a survey on student program outcomes.
- The College actively engages faculty in the intentional review process of the curriculum. A series of focus groups will be held during December and January with faculty of the concentrations for the Bachelor of Science in Communication degree program.
- The College will begin the initial phase of the programmatic assessment activities for the Bachelor of Arts in English degree program.

Acting Dean Eylers says: As we prepare to enroll students in our new journalism concentration, the College of Humanities is proud to recognize our stellar Communication Faculty Council: Bonnie Ellis, Ph.D.; Alisa Fleming; Ashley Norris, Ph.D.; Joni Iglinski; Carla Kuhlman, Ph.D.; Victor Evans, Ph.D.; and Rolanda Bell. We thank them for their expertise and remarkable contributions toward student success through the development and design of the Journalism concentration."

Dean Eylers recommends the series *The Met Live in HD*, The Metropolitan Opera's award-winning series featuring 11 live transmissions.

College of Information Systems & Technology

Dean: Blair Smith, Ph.D.

New this quarter:

- The College has launched a pilot AAIT program at four local campus locations: Detroit, Denver, Phoenix and San Diego. This pilot has three concentrations—General, Desktop Support and Network Support—supported by computers in the classroom. Students attend one five-week class at a time complete with Learning Team activities.
- The effort to reenter the ABET Accreditation process for the BSIT program will be started in January 2012. The College will be planning ABET training and orientation for all IS&T faculty. The latest version of the BSIT has been designed to align with ABET criteria.
- Under the direction of Assistant Dean Janelle Elias, the College is partnering with selected campus academic leaders and faculty

members to collect evidence of student learning outcomes by piloting standardized scoring instruments in the classroom. The data collected from this project is needed to support programmatic assessment and accreditation activities.

Dean Smith says: "As a team lead for The Higher Learning Commission Campus Quality Reviews being conducted at the campuses, I am encouraged to hear campuses are seeing increased scholarship activities among faculty from all colleges. A number of campuses are displaying excellent faculty work at campus scholarship showcases. This increased level of scholarship and research by our faculty contributes to the academic validity of our faculty model and informs the public on the quality of our faculty."

Dean Smith recommends the websites *techrepublic.com* and *cio.com*.

College of Natural Sciences

Dean: Hinrich Eylers, Ph.D.

New this quarter:

- Working closely with the Center for Math Excellence (CME) and technology team, the College of Natural Sciences is working on creating resources for our students to be better prepared for our general education math classes (namely, MTH/208 and MAT/116). Later this year, a new Carnegie-Learning based refresher service, "Step by Step Math Review," which also provides adaptive, personalized practice opportunities, will launch through CME.
- In cooperation with the School of Business, the College of Natural Sciences has developed a "Sustainability" concentration soon to be offered as part of the Bachelor of Science in Business program.
- The Associates of Arts in Health Care Administration (AAHCA) concentration has gone through a full revision. Faculty and

students can expect updated content as well as enhanced Faculty Notes (FN), the addition of Read Me First (RMF) and new multimedia solutions.

Dean Eylers says: "I would like to thank our faculty for their participation in the quarterly Content Area Meetings (CAMs). Not only are CAMs a great way to exchange best practices and ideas with other faculty at your campus, but your feedback on specific courses is very important to the College. We review all CAM minutes and consider your feedback one of the most important sources of information in the redesign of existing courses."

Dean Eylers recommends the book *The Boy Who Harnessed The Wind*, written by William Kamkwamba.

justask

Comparing student achievement

“Just ask what?” you might be thinking. Ask us anything related to your academic role as a University of Phoenix faculty member. Our experts in Academic Affairs—this edition Executive Director of the Office of Learning Assessment Bryan Palmer is our go-to person—will give you the straight answers. Email your Just Ask questions to FacultyMatters@Phoenix.edu with the subject line “Just Ask Question.”

Q

Can someone explain to me what happens to benchmark assignments? Faculty have been asked not to make changes to an assignment, and are told they are “locked down.” What does this mean—but more importantly, what’s the purpose behind it?

A

That’s a really good question. Let’s start with the purpose behind the benchmark assignments at University of Phoenix. Colleges have to perform a certain amount of assessment of academic programs for their own benefit and for the benefit of their students and accreditors. This programmatic assessment is done by taking samples of student performance, usually through random sampling of their assignments, in order to analyze the average performance of a student within that academic program.

One of the things we strive to do is to compare the performance of students across campuses, within campuses and across regions. If there’s no assignment provided in a consistent manner across all of these, there is no ability to do valid comparisons. As long as an assignment remains consistent across every campus and faculty member, then I can say, “Okay, students at the Wichita campus did the same assignment as students at the Spokane campus. Let’s see how they performed on this assignment in relation to each other.”

That’s the primary reason behind benchmark assignments. Having these consistent assignments helps us and faculty to see how your campus is performing, and it helps you to understand how your students are performing in relation to students at other campuses.

The benchmark assignments themselves are very carefully designed to provide a rich source of information about whether students have met various learning outcomes. The outcomes for courses, programs and the institution are all aligned with each other so if you teach and cover the course outcomes, those outcomes are connected to the program outcomes, and the program outcomes are also aligned and connected to the University’s learning outcomes.

Each School and College at University of Phoenix designs their curriculum to have linkages and connections between course topics and objectives, program outcomes and institutional outcomes. For this reason, faculty are required to meet the objectives of the courses without changing the objectives. Faculty have the ability to make changes to their courses—we’re not trying to impinge on your academic freedom. What we’re trying to say to our faculty is that our schools and colleges have designed these specific benchmark assignments so that if a student does them, they will show us their performance in relation to those program outcomes.

How many benchmark assignments there are is dependent on how many each School or College needs to adequately assess their objectives and outcomes. Some of our colleges put one benchmark assignment in every course, while some prefer to have one in every other course or every third course. Often the “lockdown” assignment is the final one where students put together all the things they have learned in one big project. We love those kinds of assignments because they look at a lot of different program outcomes at the same time.

I need to mention that this is a fairly new concept. We don’t currently have an automated means of collecting this information quickly. What I mean by that is, we can’t just go out and do random selections of these assignments in a large quantity and perform an analysis. Right now we have to go to a School or College, which then enlists the IT department to obtain 50, 100 or 200 samples so we can look at them. We’re doing this to find out if the assignment is really working the way it was designed. We would like to see an automated means of collecting benchmark assignments within the new learning platform to do this more efficiently.

Our work is still in its nascent stages, so we don’t yet have a lot of data widely available. However, we are excited about the potential for identifying issues and improving student performance through the use of these benchmark assignments. ●

ONLINE EXTRAS Visit FacultyMatters.com to read Bryan Palmer’s answer to the question “How does the learning of University of Phoenix students compare to that of students at other institutions?”



Who is Bryan Palmer?

Bryan Palmer, Executive Director of the Office of Learning Assessment at University of Phoenix, is fascinated by psychometrics. “Psychometrics takes psychology and mathematics and melds the two together to come up with ways to measure ideas that are not always easily measured,” he explains.

Before discovering this passion, Palmer completed his undergraduate degree in International Political Science at Brigham Young University and spent six years in the Air Force. But when he took a job at Arizona State University helping K-12 teachers plan, design, create, administer and analyze classroom assessments, Palmer was hooked.

He obtained his master’s and Ph.D. from Arizona State University’s Measurement, Statistics and Methodological Studies program, then became director of the Arizona Educator Proficiency Assessment program at the Arizona Department of Education for four years. In 2001, Palmer joined University of Phoenix as an associate dean in the College of Education where his primary job was to help design assessments. The Provost created the Office of Learning Assessment in 2006 to extend this service to all the colleges and appointed Palmer director.

Away from work, the father of four enjoys being active with his family, reading, taking photographs and painting miniatures. “When I come to work I know I’m always going to face new and different challenges, because this is an area that’s always changing,” he says. “It’s a challenge, and I love a challenge.”

New Honors Program built on academic quality

By Dawn Huddlestone

Some students want to take their University of Phoenix experience to the next level. They want more challenges, more recognition and more opportunities. A new Honors Program expected to launch in 2012 at the School of Business will bring all of these things and more.

University of Phoenix is committed to providing students with an exceptional post-secondary experience grounded in academic quality. And now the School of Business is taking the student experience to the next level with the creation of an Honors Program.

"It will be an exciting learning environment for both students and faculty," says Brian Lindquist, associate vice president of Academic Affairs at the University. "It's important for us to address the needs of our students and, for those students who want an elevated learning experience, we wanted to create a differentiated program with a high level of service that will assist them in their career development. In the

working world, interns and graduates of the School of Business's Honors Program will be ambassadors of academic quality at University of Phoenix."

Admissions requirements

This would be the first Honors Program offered at University of Phoenix, and it is expected to launch in the spring of 2012. Initially limited to the School of Business Bachelor of Science program, as the Honors Program is refined it will be expanded to other University of Phoenix colleges, schools and programs.



"To achieve the highest level of academic quality, some Honors Program courses may be co-taught by two faculty, each with different professional backgrounds."

—Brian Lindquist,
Associate Vice
President of
Academic Affairs

"There will be an admissions requirement for students to participate," says Thomas McCarty, senior vice president of Business Strategy with the University. "We want to see a level of academic achievement consistent with the goals for the program."

Potential participants in the program will first need to complete a set number of University of Phoenix courses and will also need to provide letters of recommendation from University of Phoenix faculty. A minimum GPA and an admissions essay may also be requirements.

A new concept for learning

Still in development stages, the School of Business Honors Program will encompass four key areas: academics, student services, student recognition and career outcomes. Honors Program students may be offered special courses and assignments and will receive priority access to academic counseling. They will also receive special recognition on the University's social networking site PhoenixConnectSM and on their diploma. The Honors Program may also include employer partnerships intended to offer unique internships and career opportunities to graduates.

Unparalleled opportunity

Implementation of the inaugural Honors Program will further highlight the outstanding academic quality provided by University of Phoenix—to both students and employers. The availability of unparalleled academic and professional opportunities will create a culture of aspiration and motivation among students while allowing University of Phoenix to showcase graduate quality and build unique partnerships with employers.

School of Business Honors Program

"Our graduates are already achieving great things in the workforce," says McCarty. "The Honors Program will add further value for employers and increase their regard for University of Phoenix graduates."

The faculty role

To achieve the highest level of academic quality, some Honors Program courses may be co-taught by two faculty each with different professional backgrounds. This will provide a richer learning experience for students, says Lindquist who notes this structure is intended to stimulate challenging questions and energetic debate amongst students and course facilitators.

For the School of Business prototype, faculty will be invited to participate in the Honors Program by merit and will receive online training prior to facilitating courses. Specific criteria for faculty involvement is still being developed and will be communicated to faculty in the near future.

"Whether or not they facilitate an Honors Program course, our hope is that all faculty will encourage participation in the Honors Program by keeping an eye out for students who are motivated, ambitious, enthusiastic and industrious," says McCarty. "For those students eager for more than what's currently offered in our foundational courses, the Honors Program will offer a challenging learning experience and will prepare them for unique career opportunities." ●



"Our hope is that all faculty will encourage participation in the Honors Program by keeping an eye out for students who are motivated, ambitious, enthusiastic and industrious."

—Thomas McCarty,
Senior Vice President of
Business Strategy

Today's top minds: a lecture series like no other

By Mark Dillon

The Phoenix Lecture Series is leveraging digital technology to provide faculty, students and the rest of the digital world with access to some of today's top educators. **University of Phoenix's George Lichter sees it as the next step in the future of education.**

It all began with George Lichter and his fellow University of Phoenix (UOPX) administrators looking for ways to attract other institutions' elite professors. After consulting in-house and with other schools, he decided on an approach that offered wider-ranging benefits than simply trying to hire them on: The University would produce videos of the instructors' lectures that could be viewed in their entirety by all University of Phoenix faculty and students. Short segments of the videos can be viewed by anyone via YouTube.com/UniversityofPhoenix.

"This approach allows professors to use University of Phoenix as a platform to get their theories out more broadly than they're able to do at their home institution," explains Lichter, senior vice president of Integrated Academic Strategies and Development. "We can enjoy the personal and institutional brand of these professors and they can enjoy the platform and the production and creative capability we have here."



Highlighting digital thinkers

The initial batch of approximately 90-minute lectures went online in early September, available to UOPX faculty and students via The Media Library on eCampus. In keeping with this innovative educational approach, the videos spotlight some of the world's most forward-looking digital thinkers. The participation of Clayton Christensen could not be more apt. The Harvard Business School professor is co-author of *Disrupting Class*, which addresses how online learning can supersede traditional education models. In his lecture, he discusses the general notion of "disruptive innovation," whereby a product or service operates in the margins of an industry before growing to overtake an established competitor.

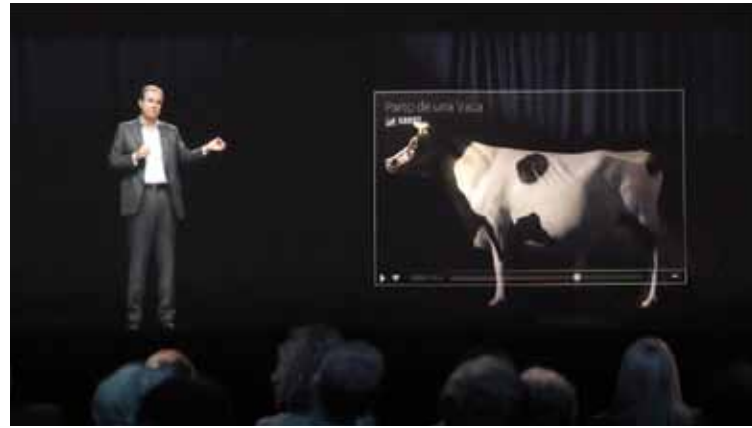
Elsewhere, Gary Hamel, Visiting Professor of Strategic and International Management at London Business School, discusses how the digital age requires the reinvention of management models formed 100 years ago. And Nicholas Negroponte, MIT Media Lab co-founder and author of *Being Digital*, imparts his view from 30,000 feet as he argues that "The difference between bits and atoms is fundamental to the consequences of living in a digital world."

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Top: A screenshot from Harvard Business School professor Clayton Christensen's Phoenix Lecture Series video, "Think Solar Power Will Take Off? Think Again." Above: Gary Hamel was filmed at San Francisco's de Young Museum for his Phoenix Lecture Series video.

Phoenix Lecture Series



MIT Media Lab co-founder Nicholas Negroponte's Phoenix Lecture Series video has certainly caused a stir. The audience that listened to his original lecture thought they were seeing Negroponte live and in person. In fact, he was a holographic projection. Negroponte's 3-D body became part of the 3-D landscape and then seemingly dissolved.

“This approach allows professors to use University of Phoenix as a platform to get their theories out more broadly than they're able to do at their home institution,” explains University of Phoenix's George Lichter.

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Production value

The videos do not simply capture speakers on a bare stage; they employ robust production and post-production techniques to maintain viewer interest. “The notion that we're using the same chalkboard that someone did in the 1890s is fascinating—and in some cases appropriate—but in general insufficient,” says Lichter. “It actually shows a level of disinterest in the students in terms of the investments we need to make to really keep them engaged. We need to take advantage of all the tools that are out there. University of Phoenix has been using multimedia assets in its courses, but up to now they have not been thought of from the ground up.”

Lichter was executive producer for the videos and had assistance from Scott Brogi, vice president of Integrated Academic Strategies and Development, and production coordinator Lindsay Cordero. They enlisted ad agency Pereira & O'Dell to devise the lectures'

“These segments are eminently shareable,” Lichter says. “They don't require a large commitment of the student, but they're highly topical and to a degree controversial. We've designed those segments to really elicit discussion.”

thematic ideas and the style of the visual effects. In June 2010, Green Dot Films recorded Christensen's lecture at Boston's Institute of Contemporary Art in a room with a glassed-in view of Boston Harbor. Graphics illustrating Christensen's message were superimposed in postproduction over the blue-water background. Hamel, meanwhile, was filmed the following winter at San Francisco's de Young Museum, speaking on a theatrically lit stage in front of a large graphics display that was animated and added to the footage by Laundrymat TV after the fact.

Most spectacular is Negroponte's video, completed just one week before launch. Green Dot shot him delivering his lecture in front of a green screen in Boston's John Hancock Hall, and then Laundrymat processed the footage of him and rendered him into a 3-D image. An audience was later invited to hear the lecture at San Diego's AV Concepts, and that was recorded by MRB. The crowd believed they were seeing Negroponte live and in person, but in fact they were watching a holographic projection of him, which was gradually revealed throughout the course of the lecture. It culminates with Negroponte becoming part of a 3-D landscape and his body seemingly dissolving into infinitesimal bits. Approximately 100 individuals contributed to the production and post on that video alone, and the results are arrestingly cutting-edge.

Massive YouTube success

Faculty members are encouraged to use the videos where appropriate in their classrooms, and several already have. Preview clips of the lectures—averaging five minutes—are available to all at phoenix.edu/lectures, and one to two-minute installments are up on the University's YouTube channel, offering provocative bites such as Christensen explaining why he believes solar power will never take off in the U.S.


“These segments are eminently shareable,” Lichter says. “They don't require a large commitment of the student, but they're highly topical and to a degree controversial. We've designed those to really elicit discussion.”

The clips have certainly elicited interest: One month after being posted on YouTube, they had racked up more than 1.6 million views. “It's been a success beyond anyone's expectations,” Lichter says. “It's given us the confidence to believe that if we could apply this same approach more broadly than lectures—perhaps even to courses—then we might really be onto something.”

As multimedia plays a bigger part in curriculums, the role of instructors will surely evolve. “At University of Phoenix, our model lends itself perfectly to that because we have practitioner faculty,” Lichter says. “They're not relied upon to be the carrier of the content. They actually can be the person who works with the student, brings practical insights and makes it all relevant.”

For now, more video lectures are in the works. As for the launch of the series, Lichter says, “There's a lot of enthusiasm and good feeling about this, and we want to do more and learn to make it better for our faculty and students. We expect to be on that path for awhile.”

Faculty with ideas for potential lecture series speakers are asked to submit suggestions to lectureseries@Phoenix.edu. ●

 **ONLINE EXTRAS** Visit FacultyMatters.com to view a behind-the-scenes video of the making of the Phoenix Lecture Series.



The faculty app is coming (finally!)

By Dawn Huddleston

A new version of Phoenix Mobile is in development and Locke Berkebile knows faculty are ready for this ground-breaking app. “They’ve been asking for it ever since the student version launched,” he explains. **“Trust me when I say the new version, with features specifically designed for University of Phoenix faculty, will have been worth the wait.”**

With mountains of email, texts, social media posts and voice mail begging for our attention, we rely on our smartphones to help us stay on top of it all. Enter the new version of Phoenix Mobile, with features specifically designed for faculty. The latest version of the app will rollout to faculty members in the next few months, meaning they can easily access their most critical University-related messages anytime, anywhere. Locke Berkebile, senior product manager for Mobile Products at University of Phoenix, knows faculty have been waiting for this launch. “We wanted to create a faculty-specific mobile app, and we wanted to take the time to do it right,” he explains. “We didn’t want it to be a wasted experience that didn’t suit faculty needs.”

Apple and Android launches

Phoenix Mobile for faculty will launch first for Apple iOS users and an Android release is expected by late January of 2012. The app has been designed to streamline the faculty work flow process for both administrative and classroom tasks. It also addresses some concerns voiced by faculty, such as the need to respond to student requests within 24 hours while a faculty member is travelling. Faculty also wanted an app that offered immediate access to solicitations. “We focused on what faculty told us they wanted: solicitations and contracts and alerts for individual forums,” says Berkebile.

A better faculty experience

Via Phoenix Mobile, when a faculty member receives a new solicitation an alert will be triggered and the offer can be immediately accepted or declined. Upon acceptance, a contract would be created and a second alert sent. Faculty can view and accept this contract right from their phone.

Faculty will also be able to access the Main, Individual and Team forums at the touch of a button and will receive alerts when new posts requiring their attention are added. The app will allow faculty to easily see which students have new messages in their team forums, and faculty can receive a phone alert when a student posts in their individual forum.

Conversational tennis

“Our hope is that Phoenix Mobile will help faculty manage their conversations with their students,” says Berkebile. He explains that students are most active in the forums in the evening after work or after they have put their kids to bed, while faculty are most active in the forums in the morning. “Up until now,” he says, “faculty-student online conversation patterns have been much like a tennis match with one volley per day.” With access to Phoenix Mobile, Berkebile hopes it will be easier for faculty and students to ask and answer questions more interactively.

Building on student success

The Mobile Team that developed the faculty application built on the success of the earlier-released student version of Phoenix Mobile. With the faculty-focused version, the team created a new user interface that is quick and easy to navigate. In fact, the



new forum navigation method in version two of the app is so intuitive, University of Phoenix has applied for a patent.

The student app, released in April, has already shifted classroom activity. Since that release, Berkebile reports more students are accessing the forums during the day, a trend that has shortened the faculty-student communication cycle. “Our goal is to allow everyone to be more efficient. With the forum alerts, students and faculty can manage quick questions easily and get those day-to-day communications out of the way,” he

“We focused on what faculty told us they wanted: solicitations and contracts and alerts for individual forums,” says Locke Berkebile, senior product manager for Mobile Products.

explains. “Then, when the student sits down in the evening, he or she can focus on engaged work like writing papers.”

Functionality feedback

The Mobile Team will be closely monitoring feedback related to the app’s launch so they can continue to improve upon both the app’s features and functionality. “A feedback mechanism is built-in to the app,”

Berkebile explains. “We did that because we want to make sure people are having a good mobile experience. Phoenix Mobile is a tool that can help make the faculty experience better and we hope it will be beneficial for students, too.” ●

ONLINE EXTRAS Visit FacultyMatters.com to find additional information and resources related to the new version of Phoenix Mobile.

forwardthinking

Why we do what we do.

Are you ever confused by the brave new world of assessment? University of Phoenix Associate Vice Presidents of Academic Affairs Marla Kelsey, Ed.D., and Dawn Iwamoto, Ed.D., explain how faculty fit into the bigger picture—and how it all comes down to helping individual students be successful.

FM Assessment is becoming increasingly important in higher education. What are your hopes for faculty in the midst of this shift?

“The courses are designed so each one builds toward a program, which in turn allows students to meet college and institutional goals. Assessments are like building blocks that help students be successful in meeting all the objectives.”

—Dr. Dawn Iwamoto,
University of Phoenix

Marla We want faculty to feel part of the bigger picture and understand their role in meeting program outcomes and the learning goals set by the University. It’s critical to remember the reasons we are doing the things we’re doing in our classes. The 2011 University of Phoenix Learning Assessment Alignment Model diagram is a good tool (see page 58), because it shows how course objectives are directly related to programmatic, college and institutional goals.

Dawn Yes, everything has its role and its place. The courses are designed so each one builds toward a program, which in turn allows students to meet college and institutional goals. Assessments are like building blocks that help students be successful in meeting all the objectives. That’s why I think it’s also important for faculty to understand the purpose of formative assessments.

FM What is formative assessment, and how should it inform the way faculty teach?

Dawn A formative assessment can be anything that provides information about how students are grasping course concepts—such as informal discussions, quizzes and papers—so faculty members can modify their instruction. For example, if you see from a response to a Discussion Question that one of your students is completely off base, it gives you an opportunity to intervene with that student and say, “You didn’t seem to grasp the concept in the discussion thread on this issue. Here’s some material that I think might support your learning. Why don’t you give it a try and see if you can recapture what we were really looking for?” This gives the student another chance to comprehend the information before the summative assessment at the end of the week.

Marla Faculty sometimes note they don’t see how they can use formative assignments when they have to set the syllabus before the class starts. The answer is that you can have the same assignments, but change what and how you teach in between to make students better prepared. Or, you might tweak an assignment. I certainly have. You just say, “Ok, we’re going to make a modification of this based on what we’ve just learned.” If the students can’t demonstrate that they’re moving in the right direction, then there needs to be some kind of intervention. There’s no point in moving on to the next concept until you feel you have people on board. Our mantra is, “Adjust, monitor, adjust.”

FM Speaking of designing learning activities, what is the University of Phoenix Assessment Expo, and how does it apply to faculty?

Marla The Assessment Expo takes place January 26, 2012. This event highlights extensive assessment projects undertaken by each School or College throughout the year—it’s really the culmination of a year’s worth of research. The one-day expo is a fantastic showcase of best practices in assessment.



About 800 representatives from the various college campuses will attend, mainly College Chairs and Directors of Academic Affairs. There will be sessions in different formats, including workshops, panel discussions and a keynote address. Although faculty will not be directly involved, they will have access to videos of the three best and most relevant

presentations, as voted by the expo participants. Next year we hope to make it possible for faculty to participate virtually, or possibly in person.

FM In the inaugural edition of Faculty Matters, Forward Thinking talked about new assessment options rolling out. How is that going?

Dawn Preliminary feedback is really good. We don’t have any data that shows if it’s improving learning, but we know it is improving engagement and student opinions of their classes. They like having a suggested activity and the option to change it. And faculty are excited to have the freedom to create many of their own assessments.

forwardthinking

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“Our ultimate goal is to have a feedback loop so we can share assessment data with faculty from our end and they can share data with us in return.”

—Dr. Marla Kelsey, University of Phoenix

FM Is there anything else you'd like to say about assessment?

Marla Our ultimate goal is to have a feedback loop so we can share assessment data with faculty from our end and they can share data with us in return. Representatives from the colleges are working on establishing an effective data collection system. For example, we hope to put rubrics into the grade book in the new platform so it is easier to collect data about student progress toward the learning outcomes in the various colleges.

Dawn Having that data will be useful, but for now the important thing is to remember that students' needs and academic levels are different for every class. This means that each time you teach a class, it's a different experience. You can't teach a class over and over the same way each time. It needs to be a different course based on who you have in your classroom. And really, that's the joy of teaching.

Please see page 59 for a student post highlighting the purpose, methods and definitions of formative and summative evaluations.

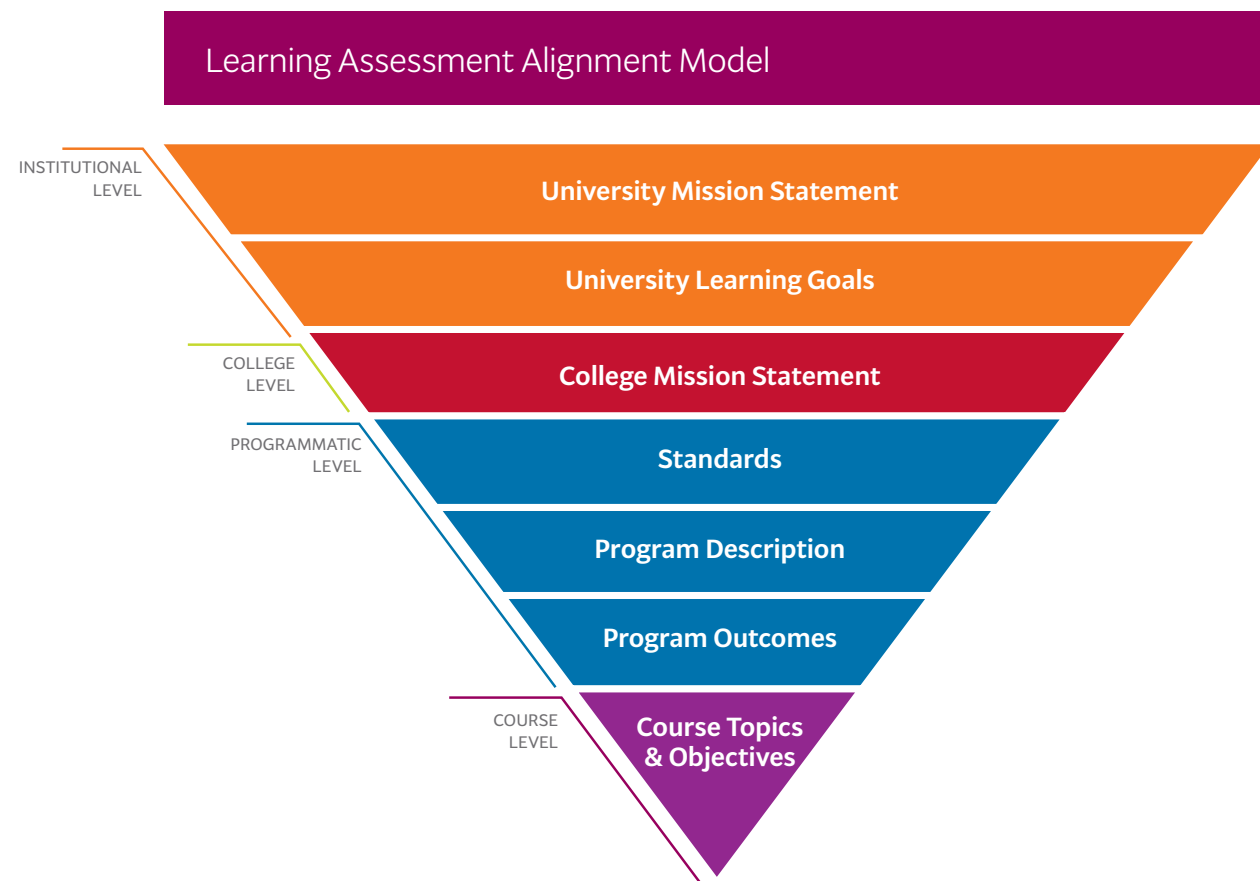
Student Name:
Magda Madkour

Student Work:
The accompanying diagram was posted in a discussion forum.

Course:
EDD-724
Instructional Leadership

Course Description:
This course analyzes the process of instruction and curriculum development. Effective teaching and learning strategies are explored as they relate to the use of technology, motivating staff and students, and creating dynamic learning environments. The importance of faculty development and their involvement in research and public service are of special focus. ●

University of Phoenix Model



Formative Evaluation	Summative Evaluation
<p>Definition: Type of evaluation that is capable of giving constructive influence or characterized by formative effects or formation(Flagg, 1990) .</p>	<p>Definition: Type of evaluation that is additive and cumulative and capable of determining and fixing the value of an instruction or a program; it is capable of determining the significance or the worth of the program by careful appraisal or study(Bhola, 1990).</p>
<p>Purpose: The purpose of formative evaluation is to examine the program while it is in the phase of development or even during the delivery phase in order to identify any problems, make modifications or adjustment to improve the program.</p>	<p>Purpose: The purpose of summative evaluation is to collect and analyze data to examine the quality of the entire program or instructional design in order to determine the worth of the overall instructional sequence so that decisions can be made regarding whether to retain or adopt that sequence. Results are presented to decision makers so that they can make a judgment regarding the effectiveness of the program</p>
<p>Reasons for Conducting Formative Evaluations:</p> <ul style="list-style-type: none"> Collecting data at an early stage of the instructional design. Measuring the degree of success of the implementing stage. Identify problems of instructional plan. Make modifications and adjustments in the instructional design. Make revisions to improve the shortcomings (Flagg, 1990). 	<p>Reasons for Conducting Summative Evaluations :</p> <ul style="list-style-type: none"> After having completed all of the units, an overall evaluation of the broader general topics is done. Making decisions about continuing programs or continuing to use materials. Evaluating the ultimate worth of programs or materials.
<p>Methods of Conducting Formative Evaluations:</p> <ul style="list-style-type: none"> Through analysis, results can be identified, and source of problems can be analyzed. Expert reviews Small-group evaluations Collecting performance data Collecting attitude data Individualized tests (Flagg, 1990; Rothwell, et. al., 2002; Wolf, 1990). 	<p>Methods of Conducting Summative Evaluations:</p> <ul style="list-style-type: none"> Expert judgment: The purpose of the expert judgment phase is to determine whether currently used instruction has the potential for meeting an organization's defined instructional needs. Field trial. The purpose of the field trial phase is to document the effectiveness of promising instruction with target group members as the intended setting. The field trial phase has two components. The first is outcomes analysis, which involves determining the impact of instruction on learners' skills, on the job (transfer), and on the organization (need resolution). The second component, called management analysis, includes assessing instructor and supervisor attitudes related to learner performance, implementation feasibility, and costs (Bhola, 1990; Rothwell, et. al., 2002; Wolf, 1990).
<p>References</p> <p>Bhola, H. S. (1990). <i>What is summative evaluation?</i> Retrieved from https://www.learning.gov.ab.ca/k_12/special/aisi/pdfs</p> <p>Dick, W. & Carey, L. (1996). <i>The systematic design of instruction.</i> (4th Ed.) New York: Longman</p> <p>Flagg, B.N. (1990). <i>Formative evaluation for educational technologies.</i> NJ: Erlbaum.</p> <p>Rothwell, et. al. (2002). <i>Instructional design.</i> NY: John Wiley & Sons Inc.</p> <p>Wolf, R., M. (1990). <i>Evaluation in education: Foundations of competency assessment and program review.</i> (3rd ed). New York: Praeger</p>	

scholarshipspotlight

Committed to faculty research and excellence

A vision of scholarship: Q & A with Executive Dean Jeremy Moreland

By Julie Wilson



Executive Dean Jeremy Moreland is on a mission to support the pursuit of scholarship and research at University of Phoenix while honoring its time-tested model of practitioner-as-instructor.

Jeremy Moreland, Dean of the School of Advanced Studies at University of Phoenix since 2009, assumed the role of Executive Dean in August. In his new position, he will promote scholarship and research at the University while maintaining a critical balance between theory and practice. *Faculty Matters* sat down with Moreland to discuss how faculty research complements the practitioner-as-instructor model, what new opportunities exist for faculty to get engaged in scholarly endeavors at the University and why scholarship is key to creating cutting-edge teaching methods.

FM Congratulations on your new position, Jeremy. What are you most excited about in terms of your new role as Executive Dean?

JM I'm eager to visit with faculty, support their creative ideas and leverage these insights to help engage our students in increasingly effective ways. Another exciting emerging possibility is to increase our collaboration with other organizations that share our interest in the science of teaching and learning.

FM One of the key benefits of a University of Phoenix education is that its faculty members are practitioners in the areas in which they teach. How does adding a research and scholarship component align with this faculty model?

JM For more than three decades, University of Phoenix has been an institution focused on teaching and learning. We are great at this, and our classroom will continue to be our focus. At the University, our vision is to identify ways to support our campuses and our faculty as they work to generate scholarship and research, particularly to provide additional insight into teaching and learning. When we do so, we enhance the way we teach and everyone wins.

FM In conventional institutions of higher learning, tenured faculty are often the drivers of research and scholarship. As University of Phoenix doesn't use a tenure system, how will faculty members contribute to the development of scholarship?

JM The tenure system is an effective tool used in many conventional institutions to provide faculty with the environment they need to produce a sustained research program. However, because of how we conceptualize the classroom at University of Phoenix, we need to approach faculty and their contributions—including scholarship—in a qualitatively different way. What gives us the edge is the fact that our typical faculty member is not only an experienced practitioner, but also a practitioner who continues to develop in his or her profession while bringing their insights to bear in the classroom. Our students are routinely amazed at the level of expertise and kinds of practical ideas our faculty bring to the classroom, and this

adds great value. This same experience provides great insights into applied research questions worthy of investigation.

FM What are the University's plans around research and scholarship?

JM We are proud to offer two types of support for faculty who choose to pursue scholarship: programs fostering emerging scholarship and programs recognizing completed scholarship. These programs include our Teaching and Learning Research, our General Grants Program, our Excellence in Publishing Award and our Scholarship Honoraria. (See sidebar at right for more information on these scholarship opportunities.) These programs are intended to complement the other ways faculty can get involved in enhancing scholarship, including participating in academic leadership, steering committees and curriculum development.

FM What does the future hold for faculty members in terms of research and scholarship at University of Phoenix?

JM Our faculty members can expect support programs of these sorts to continue, particularly as we deepen our understanding of the science of teaching and learning. More importantly, they can expect to see the University emerge as a leader in this field and as a major proponent in its advancement. ●

2012 Scholarship Support Programs

Programs Fostering Scholarship

Teaching and Learning Research

- Opportunity for up to \$10,000 in funding
- Awarded to provide funding and other resources for scholarship directly focused on teaching and learning within University of Phoenix
- Awards offered on rolling basis
- Funding/support amount determined via project scope

General Grants Program

- Opportunity for up to \$5,000 in funding
- Awarded to provide funding for a wide variety of scholarly endeavors
- Awards offered on rolling basis
- Funding amount determined via project scope

Programs Promoting Scholarship

Excellence in Publishing Award

- Opportunity for \$500 award
- Awarded to recognize faculty contributions in peer-reviewed publications
- Awards offered on rolling basis

Scholarship Honoraria

- Opportunity for \$200 award
- Awarded to recognize faculty scholarship in a wide variety of venues
- Awards offered on rolling basis

scholarshipspotlight

Honoraria Recipients

Achieving excellence, furthering knowledge

The University of Phoenix Faculty Honorarium Program recognizes faculty work that aligns with the University's definition of scholarship, which is based within the context of the Boyer Scholarship Model's four dimensions: discovery, integration, application and teaching. *Faculty Matters* sends congratulations to the honoraria recipients listed on the following pages.

University of Phoenix Faculty Presentation Honorariums awarded from July to September, 2011

Tara Batemon of Raleigh, North Carolina, for *"The 5 Cs of Credit: Educate Yourself."* Presented at Financial Literacy Summit II.

Julie Beyer of Clarkston, Michigan, for *"Interstitial Cystitis and Diet."* Presented at the 2011 Florida Dietetic Association's 76th Annual Symposium.

Margaret Brennan of Winter Park, Florida, for *"Crisis to Solution: A Model of Cross-Sector Collaboration to Meet the Community Needs."* Presented in a webinar.

Jean S. Coleman of Tarpon Springs, Florida, for *"Leading with Virtues and Strength."* Presented at PepsiCo Women Managers of Florida Leadership Conference.

Casey Ackerman Cooper of Lake Forest, California, for *"Orange County Sports Psychology."* Presented at the Orange County Athletic Directors Association 11th Annual Women in Sports Celebration.

Richard Cronen of Grass Valley, California, for *"Sustainability Education & Nonprofit Panel."* Presented at Business of Being Green Day - Leadership Sacramento.

James Davis of Tucson, Arizona, for *"Neural Persuasion: A Model for Technologically Structured Individuals."* Presented at the Sixth Annual Conference on Persuasive Technology.

Mikel Del Rosario of Roseville, California, for *"The Three Essential Elements of Everyday Apologetics."* Presented at the 16th Annual Reasons to Believe Conference.

John Fossum of Northfield, Minnesota, for *"Business Management, Case Management, Partnership Issues, Model Law Firm Clinic."* Presented at the Law Firm Management for Moroccan Lawyers.

Carol Gegenheimer of Glendale, Arizona, for *"Creating a Trauma-Informed Organization."* Presented at the 43rd Annual Southwestern School for Behavioral Health Studies.

Mary C. Gouvellis of Orlando, Florida, for *"Interviewing for Success."* Presented at the ALPFA Professional Leadership Summit.

Yolyndra Green of Charlotte, North Carolina, for *"Online Learning For All: Accessibility for Students with Disabilities."* Presented at the 27th Annual Conference on Distance Teaching & Learning.

Lynn Hagan of Bellaire, Texas, for *"Beyond the Sustainability Paradigm: Individual and Cultural Influences on Environmental Management."* Presented at the Sixth International Conference on Interdisciplinary Social Sciences.

Craig Hall of Weymouth, Massachusetts, for *"Citizen-Centric Reporting Model."* Presented at the Massachusetts Municipal Auditor's Association conference.

Christina Haugh of Fresno, California, for *"Accessible Mathematics."* Presented at the San Joaquin Valley Mathematics Project 2011 Summer Leadership Institute.

Jennifer Kielemeyer of Columbus, Ohio, for *"Leveraging Customer Generated Content in Creating Advocacy."* Presented at the 2011 Customer Satisfaction Roundtable.

Jason King of Salt Lake City, Utah, for *"Applied Psychopharmacology: Building Partnerships with Clients & Prescribers for Mental Health,"* and *"Building Mental Health Through Neurocounseling: The Power of Partnership in the Treatment of Trauma and Addiction."* Presented at the American Mental Health Counselors Association Annual Conference.

Marilyn Klakovich of Upland, California, for *"Creating a Culture of Assessment to Improve Educational Outcomes in an Entry-Level Master's Program."* Presented at the 22nd International Nursing Research Congress.

Karen Johnson of Salt Lake City, Utah, for *"Soothe Your Soul and Strengthen Your Serenity: How to Avoid Compassionate Fatigue."* Presented at the 57th Annual Comprehensive Counseling and Guidance Program Conference.

Bill Link of Ormond Beach, Florida, for *"Making Customer Service Part of the HR Practitioner's DNA ("Daily Natural Attitude")."* Presented at the New York City Department of IT and Telecommunications conference. And for *"Therapy in a Bottle: It's Perfect the Way it is. Now Change it!"* Presented at the New York City Government Briefing Conference.

Kimberly Lockwood of Nashville, Tennessee, for *"Achieving Academic Excellence through Career and Technical Education,"* and *"First to the Top: Helping CTE Instructors Prepare."* Presented at the Tennessee Career and Technical Education Conference.

David A. Marca of Madison, Wisconsin, for *"Domain Modeling - A Lost Art?"* Presented at ICISOFT 2011 Sixth International Conference On Software and Data Technologies.

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PRESENTATION Honoraria Recipients



Tara Batemon
Raleigh, NC



Julie Beyer
Clarkston, Michigan



Margaret Brennan
Winter Park, FL



Casey Ackerman Cooper
Lake Forest, CA



Richard Cronen
Grass Valley, CA



James Davis
Tucson, Arizona



Mikel Del Rosario
Roseville, CA



John Fossum
Northfield, MN



Carol Gegenheimer
Glendale, AZ



Lynn Hagan
Bellaire, TX



Christina Haugh
Fresno, CA



Jennifer Kielemeyer
Columbus, OH



Jason King
Salt Lake City, UT



Karen Johnson
Salt Lake City, UT



Bill Link
Ormond Beach, FL



David A. Marca
Madison, WI



Laura McNeil
Jacksonville, FL



Laura-Ann Migliore
Metamora, MI



Thomas R. Old
Boise, ID



David Pettinari
Beulah, CO



Sharon Tucker
Nashville, TN



Thomas Sloan
Austin, TX



Judy R. Strauss
Bronx, NY



Dorette E. Welk
Bloomsburg, PA



Gay Lynn Williamson-Grigas
Hollywood, FL

PRESENTATION Honoraria Recipients Photos unavailable
Jean S. Coleman, Tarpon Springs, FL; Mary C. Gouvellis, Orlando, FL; Yolyndra Green, Charlotte, NC; Craig Hall, Weymouth, MA; Marilyn Klakovich, Upland, CA; Kimberly Lockwood, Nashville, TN; Daniel Sandon, Orlando, FL; Rodo Sofranac, Phoenix, AZ; Francis Wardle, Denver, CO; Tracy Webb, Pasadena, CA

scholarshipspotlight

Honoraria Recipients

continued from page 63

Laura McNeil of Jacksonville, Florida, for "Learning How to Work and Live Lean - Process Mapping." Presented at Destination Success: 19th Annual Sterling Conference.

Laura-Ann Migliore of Metamora, Michigan, for "Governing Boards in the Higher Education Industry & Perceptions of Trust." Presented at the 21st Annual Conference of the Association of Leadership Educators.

Thomas R. Old of Boise, Idaho, for "Risk Management - Fact or Fiction?" Presented at the Human Resources Association of Treasure Valley - Executive Luncheon/ Monthly Meeting.

David Pettinari of Beulah, Colorado, for "Cellular Forensics." Presented at the National Defender Investigator Association West Regional Conference.

Sharon Tucker of Nashville, Tennessee, for "Project Lead the Way." Presented at Achievement Gap Summit: Making a Difference One Child At A Time.

Daniel Sandon of Orlando, Florida, for "The Mobile Shopper." Presented at Shopper Insights in Action.

Thomas Sloan of Austin, Texas, for "Welcome to Health Care: How is Philanthropy in Health Care Different? Working with Counterparts in the Health Care System." Presented at AHP Southeast and AHP Rockies & Southwest Regional Conference.

Rodo Sofranac of Phoenix, Arizona, for "Developing Critical Thinking Skills." Presented at Arizona LeaderForce.

Judy R. Strauss of Bronx, New York, for "A Two-factor Model of Women's Concerns about the Impact of Menopause on Fertility and Physical Health." Presented at Embodied Consciousness, Informed Choices: Critical Perspectives on the Menstrual Cycle.

Francis Wardle of Denver, Colorado, for "Os diferentes se atraem? Sexo e casamento entre negros e brancas e entre negras e brancos." III Conferencia Internacional do Centro de Estudos Das Culturas e Linguas Africanas e Da Diaspora Negra.

Tracy Webb of Pasadena, California, for "Bullying and Cyberspace Issues: Protecting Children in Cyberspace." Presented at the Second Annual Safe Schools Conference. And for "Current Issues in Cyber Safety." Presented at the 16th International Conference on Violence, Abuse & Trauma.

Dorette E. Welk of Bloomsburg, Pennsylvania, for "Committee on the Robert Wood Johnson Initiative on the Future of Nursing at the Institute of Medicine's Report: The Future of Nursing: Leading Change, Advancing Health: Implications for Nursing." Presented at Good Vibrations: Everyday Essentials for Nursing: Region 11 Inaugural Sigma Theta Tau International Continuing Education Collaborative.

Joyce White of Irving, Texas, for "Tools for Managing Your Time Resource." Presented at the 2011 Health Care for Residents of Public Housing National Training Conference.

Gay Lynn Williamson-Grigas of Hollywood, Florida, for "Bullying in the Workplace: HR's Strategic Game Plan." Presented at HR Florida 2011 Conference & Expo.

University of Phoenix Faculty Publication Honorariums awarded from July to September, 2011

Tamara Anderson of Philadelphia, Pennsylvania, for "The Death Toll of Illiteracy." Published on examiner.com.

Jinan Banna of Carmichael, California, for "Nutrition Information: Raw Almonds Vs. Roasted Almonds," "Red Quinoa & White Quinoa Nutritional Comparison," and "Is Arizona Green Tea Healthy?" Published on Livestrong.com. And for "Acculturation, Physical Activity and Television Viewing in Hispanic women: Findings from the 2005 California Women's Health Survey." Published on Livestrong.com.

Ramon L. Benedetto of Batavia, Illinois, for "Improving Business Performance Through Ethnographic Research." Published in *The Refractive Thinker* Volume II.

Timothy Bryan of Westminster, Colorado, for "Joshua: The New Moses." Published in *Adult Bible Studies*.

Loraine Brown of Lockhart, Florida, for "From the Other Side of the Curtain: The Nurse as Patient." Published in *The ABNF Journal*.

PUBLICATION Honoraria Recipients



Tamara Anderson
Philadelphia, PA



Jinan Banna
Carmichael, CA



Timothy Bryan
Westminster, CO



Tommy J. Burns
Henderson, NV

Tommy J. Burns of Henderson, Nevada, for "Legal Issues for the Hotel/Gaming Security Officer." Published in *Casino Lawyer: A Publication for International Masters of Gaming Law*. And for "A Force to Reckon With." Published in *Security Management Magazine*.

Charles B. Chrenshaw Jr. of Indianapolis, Indiana, for "Meditation and Non-Violent Communication." Published on examiner.com.

Roger Daene of Vicksburg, Mississippi, for "Benedict Arnold in Canada." Published on MilitaryHistoryOnline.com.

Ify Diala of Leesburg, Virginia, for "Job Satisfaction: Key Factors Influencing Information Technology Professionals." Published in *International Journal of Computer Technology and Applications*.

Jack Dowling of Downingtown, Pennsylvania, for "Handbook of Violence Risk Assessment: Book Review." Published in *Security Management Magazine*.

James Goes of Cottage Grove, Oregon, for "Achieving Organizational Change in Health Care Through People and Culture: A Commentary." Published in *Advances in Health Care Management* Volume 10: Organization Development in Healthcare: Conversations on Research and Strategies.

Rachel A. Gonzales of Saint Anthony, Idaho, for "A Quantitative Exploration of Team Effectiveness." Published in *The Refractive Thinker* Volume II Research Methodology.

Rob Hunsaker of Salt Lake City, Utah, for "Counseling and Social Justice." Published in *Academic Questions: A Publication of the National Association of Scholars*.

Cheryl Lentz of Las Vegas, Nevada, for "Effective Study Skills in 5 Simple Steps." Published in a book.

Brent Muirhead of Alpharetta, Georgia, for "Utilizing Creative Pedagogy." Published in *i-manager's Journal on Educational Psychology*. And for "Wisdom: Making Good Choices with Imperfect Knowledge" in a book.

Joel Nkemakolam of San Antonio, Texas, for writing and publication of the book *The Edifice of My Mind: A Collection of Thoughts*.

Judy R. Strauss of Bronx, New York, for "Baby Boomers Meet Menopause: Fertility, Attractiveness, and Affective Response to the Menopausal Transition." Published in *Sex Roles*. And for "Contextual Influences on Women's Health Concerns and Attitudes toward Menopause." Published in an online journal article.

James Triplett of Erie, Pennsylvania, for "On Ethics, Diversity, and Conflict: The Graduate Years." Published in a book.

Francis Wardle of Denver, Colorado, for "Men in Early Childhood and Not Appreciated." Published in *Transgressions—Cultural Studies and Education: Go Where you Belong, Male Teachers as Cultural Workers in the Lives of Children, Families, and Communities*.

Michael Widener of Phoenix, Arizona, for "Safeguarding 'The Precious': Counselor on Law Journal Publication Agreements in Digital Times." Published in *The John Marshall Journal of Computer & Information Law*.

Frederic Will of Mount Vernon, Iowa, for "The Long Poem in the Age of Twitter." Published in a book. ●



Charles B. Chrenshaw Jr.
Indianapolis, IN



Ify Diala
Leesburg, VA



Jack Dowling
Downingtown, PA



James Goes
Cottage Grove, OR



Rachel A. Gonzales
Saint Anthony, ID



Cheryl Lentz
Las Vegas, NV



Brent Muirhead
Alpharetta, GA



Joel Nkemakolam
San Antonio, TX



Judy R. Strauss
Bronx, NY



Michael Widener
Phoenix, AZ



Frederic Will
Mount Vernon, IA

PUBLICATION Honoraria Recipients Photos unavailable
Ramon L. Benedetto, Batavia, IL; Loraine Brown, Lockhart, FL
Roger Daene, Vicksburg, MS; Rob Hunsaker, Salt Lake City, UT
James Triplett, Erie, PA; Francis Wardle, Denver, CO

scholarshipspotlight

Event Calendar

Conferences and events from December 2011 to February 2012

Opportunities abound for faculty to share their knowledge, build their professional network and engage in exciting dialogue. Academic and professional conferences are a wonderful way to stay on the leading edge of information in your field, and frequently offer great venues in which to make scholarly contributions.

December 2011

2011 NCSBN World Café Education Meeting

National Council of State Boards of Nursing
December 8-9, 2011
Chicago, IL
www.ncsbn.org

The Economics and International Business Research Conference

Journal of the American Academy of Business, Cambridge
December 8-11, 2011
Miami, FL
www.jaabc.com/miami.html

January 2012

USASBE 2012 Conference: "Entrepreneurship: A source of renewal and growth."

U.S. Association for Small Business and Entrepreneurship
January 12-15, 2012
New Orleans, LA
<http://usasbe.org/conference/2011>

2012 Winter Conference

American Correctional Association
January 20-25, 2012
Phoenix, AZ
www.aca.org/conferences/winter2012/home.asp

AAC&U Annual Meeting

American Association of Colleges and Universities
January 25-28, 2012
Washington, DC
www.aacu.org/meetings/annualmeeting/index.cfm

February 2012

ACNL 34th Annual Conference

Association of California Nurse Leaders
February 5-8, 2012
Rancho Mirage, CA
<http://acnl.org/cde.cfm?event=345154>

Deans Conference

The Association to Advance Collegiate Schools of Business
February 8-12, 2012
New Orleans, LA
<http://www.aacsb.edu/deans/index.html>

29th Annual Academic Chairpersons Conference

Academic Chairpersons Conference (Kansas State)
February 9-10, 2012
Orlando, FL
<http://www.dce.k-state.edu/conf/academicchairpersons29th/>

12th Annual Texas A&M Assessment Conference

Texas A&M University
February 19-21, 2012
College Station, TX
<http://assessment.tamu.edu/conference/index.html>

Calls for PAPERS

Arranged chronologically by earliest submission deadline

EURAM European Academy of Management—Social Innovation for Competitiveness, Organisational Performance and Human Excellence

*Submission deadline is January 17, 2012
The conference runs June 6-8, 2012
Rotterdam, Netherlands
<http://euram2012.nl/r/default.asp?id=FEJJE>

Journal of the American Academy of Business, Cambridge—The Management, Finance & Accounting Research Conference

*Submission deadline is February 6, 2012
The conference runs May 31-June 2, 2012
Honolulu, HI
www.jaabc.com/hawaii.html

Association for Learning Technology (ALT-C)—ALT-C 2012: "A confrontation with reality"

*Submission deadline is February 13, 2012
The conference runs September 11-13, 2012
Manchester, UK
<http://www.alt.ac.uk/altc/alt-c-2012-0>

Association of IT Professionals—AITP NCC 2012 "Spice Up Your IT Career in San Antonio"

*Submission deadline is February 16, 2012
The conference runs March 29-April 1, 2012
San Antonio, TX
www.aitp.org/members/group.asp?id=83279

Conference insights

Why you should participate and tips on how to succeed

Academic and professional conferences are an excellent opportunity to engage with one's field as well as the larger community. Engagement with the community and one's respective field of study/practice helps bolster both your reputation as well as that of the School or College you are affiliated with and that of the University. A big part of what makes a university a university is faculty engagement with the community. Professional and academic conferences are a terrific place to create some of that engagement.

Conference tips

Pay attention to dates of conferences as most conferences run roughly the same time each year. If a conference is scheduled for February in 2012, it is likely going to be held again the following February.

Check association and conference websites regularly to review their Call for Proposal openings. Most conferences issue a call for papers at least six months in advance of their actual conference—sometimes they can issue them up to a year in advance. Check *Faculty Matters* magazine as well for quarterly calls for papers and upcoming conference dates.

Follow directions. Oftentimes conference proposals are rejected because they are incomplete or have been submitted in an incorrect format. Make sure you follow the directions and use the examples provided with each association or conference's call to better prepare your submission. ●

scholarshipspotlight

Faculty Research Grant Program Update

'Exceptional response' to research grant program

By Mark Dillon

"This program is going to bear fruit in terms of some very positive research efforts that will produce quality outcomes within various disciplines."

—Robert W. Olding, Ph.D., Associate Dean, School of Advanced Studies, University of Phoenix

The inaugural cycle of University of Phoenix's Faculty Research Grant Program is being deemed a success. "Everybody was delighted by the massive response," says School of Advanced Studies Associate Dean Robert W. Olding, Ph.D., who leads initiatives for the Office of Scholarship Support (OSS).

The program was conceived by the University's Scholarship Council, chaired by Dr. Jeremy Moreland, Executive Dean of the School of Advanced Studies, and builds on the University's existing honorarium system.

Olding, central to the administration of the program, explains it was introduced to "engage our faculty in scholarly activity that highlights the work our faculty are doing outside of their classrooms, ultimately to the benefit of their students. It's going to bear fruit in terms of some very positive research efforts that will produce quality outcomes within various disciplines."

The peer review process

Announced at the beginning of 2011, the program drew 286 completed applications. In the summer months, 15 grant recipients were announced, each receiving sums of \$1,000 or \$5,000. Each application underwent a blind peer review by at least two University of Phoenix faculty members, serving as peer reviewers. Olding notes that for each proposal he sought reviewers with expertise in the same area. "That was a challenge because we received such a diversity of proposals," he says. "However, our ultimate success underscored the richness of thought and experiences our faculty possess."

From natural science to education

Olding adds that he saw more natural science proposals than he expected, along with wide-ranging research interest in the humanities. There was also a great number and variety of social sciences applications, ranging from counseling to international socioeconomic studies. Business issues relating to investment banking and legal

policy were addressed, while educational areas from K-12 to industrial training and higher education were also well-represented.

Olding selected five grant recipients to highlight in *Faculty Matters*, and you can read about their projects below. Explaining his choices, he says, "I was trying to show a representation of various areas of the applications overall—to give readers a sense of the breadth and depth of submissions we received."

In regards to another round of the program, Olding says, "There is certainly a commitment to it. We are refining our processes and determining ways to include even more faculty in the conversation around scholarship. We have some new initiatives underway and they're being formalized for the current fiscal academic year. I am excited about the program's future because the return on investment is greater than people can imagine."

To view the abstracts for each of the following highlighted research efforts, visit us online at FacultyMatters.com.

ONLINE EXTRAS Visit FacultyMatters.com to view the full list of faculty who received grants via the Faculty Research Grant Program.

University Of Phoenix Faculty Research Grant Recipients



DR. AARON COE, ED.D., Assistant Dean, School of Advanced Studies Based in: Phoenix, AZ

Project: "Scholarship among Higher Education Administrators"

Grant: \$5,000

Dr. Aaron Coe's awarded research project is highly pertinent to the goals of the grant program. By the time he entered his doctoral program, he felt that following the research route to becoming a full-time professor was no longer practical. "I was married and planning a family and working in higher education, so I knew that path wasn't the one I wanted to follow," he says. "But our University has offered me many other ways to contribute, especially in my teaching."

As Assistant Dean, Coe remained interested in research and what it can accomplish. "I wondered, 'as an administrator, shouldn't I be using research as the basis for a lot of my decisions, and shouldn't I have the ability to do some of that myself and understand it myself?'" he says. And what better way to understand how research fits in the world of the administrator than to embark on a research project about it?

Coe's study expands on work he performed for his dissertation. At that time, he interviewed five administrators at research-intense Southwest institutions about their scholarly pursuits. Those five had responded out of more than 40 contacted, providing some sense of how many administrators are indeed active in research.

Identifying population

For his new study, Coe says, "I need to dig in and find out who my population is and where they are. I want to get input from them on whether they're doing scholarship, what kind of scholarship they're doing and some of the expectations they might have."

His plan is to email a survey to approximately 2,000 administrators at 160 institutions nationwide in the hopes of amassing a robust number of respondents. He expects to submit his results paper for publication by summer of 2012.

Coe hopes his work will shine a light on administrators' extracurricular efforts and help establish a community of scholar-administrators. "You don't get kudos. You don't get promoted. You don't get tenure," he says. "You're doing it for your own reasons that are about contributing to the larger field."

continued on page 70

scholarshipspotlight

Faculty Research Grant Program Update

continued from page 69



JASON KING, LPC, ACS
Faculty, College of
Social Sciences

Based in:
Salt Lake City, UT

Project:
“The Relationship
between CACREP-
Accreditation and
Scores on Professional
Counselor Licensure
Examinations”

Grant: \$1,000

Jason King’s research project was inspired by his educational experiences. A private counselor with three Utah offices who describes himself as “entrepreneurial-minded and goal-driven,” King completed his undergrad studies at the University of Utah before coming to University of Phoenix, where he graduated in 2002. “I loved University of Phoenix,” he recalls. “I loved the tight cohort, the faculty and the applied teaching model. That’s why I went back to teach for them.”

King’s two alma maters differ in their counselor training programs, with University of Phoenix’s being the only one certified by the Council for Accreditation of Counseling & Related Educational Programs (CACREP). CACREP emphasizes student learning outcomes and defines its common core curricular areas as: professional orientation and ethics, social and cultural diversity, human growth, career development, helping relationships, group work, assessment and research and program evaluation. State laws ensure CACREP and non-CACREP curriculums are in fact very similar.

Seeking objective data

King set out to determine if students in accredited programs perform better on the three exams they need to pass on their way to becoming licensed counselors. “I’d heard some comments flying around faculty that our graduates are doing better than the national average on the examination scores,” he says. “Part of the motivation for this study was to get some objective data and find out what’s going on.”

He compared nine years of test scores from University of Phoenix and University of Utah, and learned that on two of the three exams, students at University of Utah performed better. He hypothesizes the discrepancy could be explained by Utah’s more academic approach. “Their students might be more attuned to taking multiple-choice exams,” he says. “For the most part, the faculty at U of U is made up of academicians, researchers and scientists. Those teachers are going to approach the curriculum from a high scientific paradigm, whereas University of Phoenix is a hands-on, ‘here’s how it works in the real world’ approach. It brings to question of what tests—especially multiple-choice ones—measure: real-world application or just book knowledge?”

King is submitting his manuscript to the *Counselor Education and Supervision* journal.



**DR. MARIE-LINE
GERMAIN, Ph.D.**
Faculty, School of
Advanced Studies

Based in:
Asheville, NC

Project:
“Factors influencing
African-American
breast cancer
patient selection
of oncologist:
the role of medical
expertise”

Grant: \$5,000

According to Dr. Marie-Line Germain, breast cancer mortality rates in the U.S. for white women are half that for African-American women, whose disease often reaches an advanced stage before they get treatment.

“That racial disparity may result from various factors and barriers that prevent minority women from seeing a cancer doctor or any other medical specialist,” says Germain, an assistant professor of Human Resources and Leadership at the University of North Carolina. She also chairs dissertations for University of Phoenix.

Her multifaceted research is about the knowledge of cognitive and affective processes. For African-American women who do seek treatment, she seeks to learn what brings them to a particular oncologist. “Do they make a choice, and if so, is it an informed one? If they don’t make an informed choice, why not?” she says.

Personal passion

The Paris-born Germain is passionate about the topic for several reasons. The first dates back to when she was eight and her paternal grandmother was diagnosed with breast cancer. “I adored my grandmother and felt helpless about her medical condition. I hoped to make a contribution to the field of oncology someday,” she says.

In 2006, she developed a psychometric measure of expertise called the G.E.M. (Generalized Expertise Measure), for which she was awarded the Malcolm S. Knowles Dissertation of the Year award. “I’ve been validating the G.E.M. in various fields and it has been one of my goals to validate it in the medical field. This cancer research allows me to do so,” she says.

Germain is currently in the data-collection stage and hopes to have 300 participants in her study. She has worked and traveled throughout the world, which, she says, has made her sensitive to matters of diversity. “I’ve learned about societal disparity and I see the same disparities—to a lesser degree—in the U.S., and I thought to myself ‘What can I do?’” she says. “I can’t solve the world’s problems, but I might be able to make a slight difference.”



**DR. SUSAN E.
MANDEL, Ph.D.**
Faculty, School of
Advanced Studies

Based in:
Willoughby Hills, OH

Project:
“Effects of Medical
Music Therapy on
Patient Satisfaction
and Health-Related
Quality-of-Life of
Hospital Inpatients”

Grant: \$1,000

Dr. Susan E. Mandel’s fascination with music therapy has very personal origins. “My dad became very ill with brain cancer,” she recalls. “I played guitar on our deck to relieve my own stress while I was helping my family through that. My guitar teacher told me about music therapy.” She would go on to complete an approved curriculum and internship to earn the music therapist board-certified MT-BC credential.

King would later launch a music therapy program in a hospice in her native Lake County, Ohio and another in cardiac rehab at a local hospital. Along with Dr. Suzanne B. Hanser she is the co-writer of *Manage Your Stress and Pain Through Music*—aimed at the lay public—and she teaches research courses for University of Phoenix and mentors students through their dissertations.

The soothing sounds of Daniel Kobialka

Her awarded project, which will involve 1,080 participants and take two years to complete, seeks to compare patient outcomes between those who partake in music therapy and those who do not. The

music therapy activities include songwriting, singing, playing and analyzing lyrics. They also include the more passive experience of listening to a Music-Assisted Relaxation & Imagery (MARI) CD, which combines Mandel’s spoken voice in harmony with the music of composer and violinist Daniel Kobialka, whose work played a part in Mandel’s rehabilitation from numerous spine surgeries. “I listened to his music before, during and after my own surgeries,” she explains. “So I’ve tested it on myself. That music relaxes not only me but many people.”

Managing stress is crucial in dealing with life-threatening health conditions, she points out. She previously designed a randomized controlled trial with Dr. Hanser and was encouraged by results indicating that music therapy participants experienced decreased stress and anxiety and improved quality of life. “Those who did not participate somewhat maintained their blood pressure, but with the patients who did participate, we saw just under a 10-point drop in systolic blood pressure,” she says. “In consultation with a cardiologist I learned that drop in blood pressure is equivalent to a therapeutic dose of medication to treat hypertension.”



DR. ADAM HOWARD
Faculty, College
of Humanities

Based in:
Washington, DC

Project:
“Sewing the Seeds
of Statehood:
American Labor and
the State of Israel
1917 - 1948”

Grant: \$5,000

In explaining the inspiration behind his research, Dr. Adam Howard says, “I’ve always been fascinated by how non-government organizations impact history. In this particular case it’s transnational history—how the American labor movement had an impact going beyond the usual route of lobbying government.”

In Howard’s estimation, while U.S. labor group’s efforts to influence government are well-documented, there is little research on their direct participation in world events. In this project, he is examining how they played a role in the creation of Israel.

He explains that in the 1930s and 1940s, the American Federation of Labor (AFL) and the newly formed Congress of Industrial Organizations (CIO)—each then functioning individually—were directing resources toward the formation of a Jewish state in Palestine. The organizations raised funds for Jewish labor groups in Palestine and helped build factories there and provide training. The newspapers of the AFL and CIO and those of their various unions published pro-Israel stories.

Sister trade unions

“In the labor movement they love the idea of helping a sister trade union movement, which in Palestine at the time was very strong among the Jewish workers,” Howard notes. “And because of all the persecution in the 1930s in Nazi Germany and the revelation of the Holocaust by the end of World War II, there were a lot of Jews in the labor movement who—even if they had issues with Zionism, which they may have seen as too nationalistic—saw [Israel] as a practical solution to a practical problem: mainly, all the Jews in Europe who’d been left homeless by the war.”

Howard’s research has been exclusively archival, encompassing letters between labor leaders and foreign leaders or Jewish leaders in Palestine, newspapers, documentary records and even souvenir programs from fundraisers. “I can’t do any oral history interviews, which I wanted to do. Unfortunately, all the major players are dead,” he says. His research is basically done and he’s moving on to the writing process, with the goal of having his paper completed by next summer. ●

note worthy

your industry accomplishments

University of Phoenix faculty members are skilled professionals who bring their in-depth real-world experience to the classroom to benefit our students. *Noteworthy* highlights accomplishments our faculty are making in their respective fields in terms of industry awards, promotions, book publications and appearances.

California

COSTA MESA

James Henderson, Master of Science in Criminal Justice (MSCJ), College of Criminal Justice and Security. Recognized for his efforts in fundraising for the International Special Olympics with an invitation to the official announcement that Los Angeles would be hosting the games in 2015. Henderson has spent the last year and a half actively recruiting faculty, students, staff and alumni to volunteer and participate in several Special Olympics fundraising events in Southern California.

ESCONDIDO

Mark Burroughs, Master of Education (MEd), College of Education. Recognized as one of San Diego County's Teachers of the Year at the annual awards banquet held on Oct. 1, 2011.

LOS ANGELES

Bernadette Lucas, Master of Arts in Educational Administration (MA), College of Education. Participated in a panel discussion "Now Hiring: A Conversation About Growing Los Angeles' Tech Workforce" at the Ray Kurtzman Theater in Los Angeles, California, on July 28, 2011.

Florida

TAMPA BAY

Marcia Miller Posey, Doctor of Education in Nursing Curriculum and Instruction (Ed.D.), College of Nursing. Selected as a finalist for the Tampa Bay Business Journal's 2011 Health Care Heroes Awards under the category of health care educator.

Georgia

DULUTH

Phillip Neely Jr., Doctor of Philosophy in Public Policy and Administration (Ph.D.), College of Social Sciences. Presented a speech "The Impact of Job-Related Stressors on Incidents of Excessive Force by Police Officers" at the 2011 Las Vegas International Business & Economics Conference on Oct. 10, 2011.

Illinois

CHICAGO

Brian Vanderjack, Master of Business Administration (MBA), School of Business. Presented a speech "Migrating From Project Management to Project Leadership" at the October meeting of the Project Management Institute's Chicagoland chapter on Oct. 12, 2011.

DEERFIELD

Linda Balsamo, Doctor of Philosophy in Human and Organizational Systems (Ph.D.), College of Humanities. Will spend the next two years working as a curriculum development consultant on HealthMatters 4 Kids Diabetes Project—an outreach program aimed at reducing the prevalence of Type 2 diabetes in children with a disability. The Illinois Department of Public Health \$700,000 project grant was awarded to Northpoint Resources in partnership with the University of Illinois at Chicago RRTCADD.

Kansas



WICHITA

Maaskelah Thomas, Doctor of Philosophy in Human and Organizational Systems (Ph.D.), College of Humanities. Published *Calling the Elders: Reclaiming and Transforming Our Communities Through Elder Wisdom - A Guide and Toolkit for Developing local Councils of Elders.* The book was written with the African-American community in mind and provides practical tools and tips for keeping seniors active and engaged in their communities through a council of elders.

Michigan

LANSING

Terri Beard, Master of Arts (MA), College of Social Sciences. Promoted from vocational counselor to senior vocational counselor for the CEI/CMH Community Mental Health Authority.

PORT HURON

Susan DeMeulenaere, Master of Science in Nursing (MSN) Family and Geriatric Nurse Practitioner (GNP/FNP), College of Nursing. Selected as a content panel expert by the American Nurses Credentialing Center. DeMeulenaere will be part of a committee that will determine the content and questions on the family and geriatric nurse practitioner board certification exams.

Ohio

CINCINNATI

Bill Brammer, Master of Accountancy (MSA), School of Business. Selected as Chief Financial Officer of the Year for small non-profit organizations by the Cincinnati Business Courier.

Oregon

TIGARD

Stephan Belding, Master of Science (MS), Organizational Management. Led a round-table discussion "Two Generations: How the Boomers and Millennials Will Work Together to Help Transform the World" at the International Leadership Association Conference in London, England on Oct. 27, 2011.

Pennsylvania

PITTSBURGH

Rosemary Martinelli, Master of Arts in Corporate Communications (MACC), College of Humanities. Named Distinguished Faculty Member for the Pittsburgh Campus of University of Phoenix at commencement ceremonies held on Oct. 1, 2011.

Tennessee



CLARKSVILLE

Julie S. Poole, Doctor of Psychology, specializing in Family Psychology (Ph.D.), College of Social Sciences. Published *The Cryin' House: A Story for Children who witnessed Family Violence.* The picture book provides an opportunity for adults to provide effective support to children, who can use the book as an opening to express their feelings.

Texas

HOUSTON

Guthlac Anyalezu, Doctor of Philosophy in Economics (Ph.D.), School of Business. Published an article "The Aggregate Technology and Contractionary Effects: An Empirical Estimation," in the International Business and Economics Research Journal in July 2011.

Ivone Bruno, Doctor of Biomedical Sciences (Ph.D.), College of Natural Sciences. Published an article "Identification of a MicroRNA that activates Gene Expression by Repressing Nonsense-Mediated RNA Decay," published in Molecular Cell journal in May 2011.

Don Wicker, Doctor of Philosophy in Organizational Management (Ph.D.), School of Business. Published "Job Satisfaction-Fact or Fiction." The book examines why some people are satisfied in their job and others are not, and provides insights on ways to boost job satisfaction. ●

University of Phoenix faculty members are welcomed to send a paragraph about their recent industry success to FacultyMatters@Phoenix.edu.

**RUSS TALKS
EDUCATIONAL
VALUE**

**IF I COULD STUDY
ANYTHING FOR FUN:**
Music Theory.

**KNOWLEDGE
IS WORTH
PAYING FOR,** but not all
knowledge is worth the
asking price.

**BY 2015 EVERYONE
WILL STUDY:**
Something associated
with technology.

I'M GENERATION:
Boomer (barely).

**THE GENERATION I'M
MOST INTRIGUED BY:**
The up and coming
generation. They will live in
an entirely different world.



Russ Paden, Ph.D.

Senior Vice President of Academic Operations
University of Phoenix

From the desk of the senior vice president of academic operations

Inspired by your voice

When we conducted our first Faculty Engagement Survey in 2010, we did so with a genuine desire for your honest feedback. It was the first time we had undertaken a University-wide faculty review of this scope. While we have always been committed to you, this exercise marked the beginning of a new era at University of Phoenix, one in which your voice helps drive the University's strategy and direction.

2011 Faculty Engagement Survey results

In June of 2011, we launched our second Faculty Engagement Survey to measure how far we had come and where we should focus our efforts in the coming months and years. I am pleased to tell you that our scores are up over last year's in almost every single area of the survey, including in your overall engagement with the University.

One of the first things we noticed when we reviewed the results of the latest survey is that you see the value of sharing your voice. The same percentage of you responded to the second survey as compared to our first survey, and we believe this is because you saw that your candid responses in 2010 made a difference. Last year, you sent us a clear message that we had work to do, namely in the areas of communication and compensation. We addressed your concerns by designing a new pay structure and implementing a wide variety of communication initiatives, including this magazine.

The task at hand

This year, it's obvious from the survey results that we need to work harder to show you how much we value you, our faculty. You are the heart of this institution, and we must make sure you know how grateful we are for all you do to help our students succeed. While some campuses have programs in place to recognize you for your instructional excellence, scholarship and community service, we must do the same at all of our locations and for our online faculty. Our human resources department is in the process of overhauling the employee recognition plan for the University and you, our faculty will be included in this initiative. In fact, it will be the centerpiece of central administration this year. In the months ahead, you will hear more about our formal plans to give you the recognition you deserve.

Just getting started

We hope our actions speak for themselves and show you how committed we are to making positive changes for both you our faculty and our students. Our Faculty Engagement Survey is not an exercise we undergo just to file it away and never look at it again. We take these results very seriously and use them to guide the development of our strategic plan so we can continue on our quest to improve the faculty experience.

Our Faculty Engagement Surveys are now a regular part of our culture of continuous improvement at the University. We plan to stagger future surveys, sending one to a different segment of our faculty every six months. With this approach, you'll be asked to complete one Faculty Engagement Survey approximately every 18 months, but we will hear from a percentage of our faculty twice each year. This will allow us to gauge our progress and adjust our approach, as needed, so we can continue our pursuit of excellence in higher education, for our students and ourselves. ●

"Our human resources department is in the process of overhauling the employee recognition plan for the University and you, our faculty will be included in this initiative."

you've got mail

faculty email recap

Early results from the 2011 Faculty Engagement Survey show that University of Phoenix faculty prefer reading about University news and notes via email. *You've Got Mail*, a new column to appear regularly in *Faculty Matters*, will recap recent email communications that we think are most relevant to your role as a faculty member. (Just in case you missed them!)



Topic: **Constitution Day**
Sent: **September 13, 2011**

Headline: 4,543 words

According to the National Archives, the U.S. Constitution is comprised of 4,543 words. That total includes all of the illustrious signatures. It takes about a half hour to read the document—have you read it, though? The document starts with three short words that were linked together to create one of the most powerful openings in history: We the people. If you haven't read it, September 17, Constitution Day, would certainly be the perfect day to spend a half an hour with a major document in American history.



Topic: **Launch of new national ad campaign**
Sent: **September 21, 2011**

Headline: An exciting year ahead

For the last three years, we have demonstrated the University's value through the stories of our graduates in the "I Am a Phoenix" advertising campaign. We have launched a new campaign that will focus on the unique value proposition of University of Phoenix and the elements that make us stand out from other academic institutions in America.



Topic: **Annual Security Report**
Sent: **September 30, 2011**

Headline: Annual Security Report

We are sending this email to let you know that in accordance with federal law, including the Clery Act and Title IX of the Education Amendments of 1972, the Annual Security Report is now available on the University of Phoenix website.



Topic: **HLC Training Tutorials**
Sent: **October 3, 2011**

Headline: Tutorials to assist faculty with HLC visit

In 2012, The Higher Learning Commission (HLC) will visit the University as part of a University-wide Comprehensive Visit to reaffirm our regional accreditation. A Consultant-Evaluator from The HLC may ask to meet with you or ask to observe your class. Please accommodate their requests in a polite and helpful fashion.



Topic: **Launch of new Classroom Performance Review**
Sent: **October 12, 2011**

Headline: New Classroom Performance Review now on eCampus

As a reminder, effective July 1, 2011, the AQAV reports and Peer Reviews were replaced by the new Classroom Performance Review. It was aligned with the Classroom Management Tool and three sections (2.5, 4.1, and 4.3) of the new Faculty Handbook, which was also published in July.



Topic: **New Learning Team Video Series**
Sent: **October 14, 2011**

Headline: Videos help students excel in Learning Teams

This three-part series is now available in the Learning Teams Tool Kit and in the University of Phoenix Media Library. Each video is less than 10 minutes long and features tips from faculty and students for successful Learning Teams. To help your students create effective working relationships and resolve conflicts more easily within their Learning Teams, we encourage you to play the series in your classroom or post it in the OLS forum for your online students.

faculty respond

helping those in need

After the tornado: rebuilding Joplin

By Dena Rochwerger-Braun

“Sunday, May 22, 2011: The day that changed Joplin, Missouri forever. What should have been a sleepy Sunday evening in this town of 50,000 was anything but as a ferocious tornado roared through at dinner time. Unparalleled devastation and destruction was left in its wake. Thousands of homes were leveled, stores were left in ruin and more than 120 people were dead. The EF-5 rated tornado clocked wind gusts over 200 mph and became the single deadliest twister on record since 1950.

No part of Joplin was left untouched by the tornado, and St. John's Regional Medical Center took a devastating direct hit. The hospital had been lifted off its foundation and x-rays were found strewn 70 miles away. More than 180 patients and 200 staff members were successfully evacuated during the storm, but six people perished.

An immediate need surfaced to find alternative medical care for the relocated patients, and for the influx of newly injured that was bound to come. Initially, the town's Memorial Hall became a makeshift facility, but it was clear a longer-term solution was needed.

Creating a field hospital

Enter Greg Goddard, an area chair for University of Phoenix's Springfield Campus located just 70 miles from Joplin. Goddard is also Director of Operations for ROi, the supply chain division of Mercy which operates St. John's Regional Medical Center. “Sitting at home watching it unfold on TV, I had a sense of helplessness. But I knew our supply chain team could help,” he explained. “During the first hour after the tornado hit I was working with our on-site materials manager. The only communication available was text message so we texted back and forth, figuring out the immediate supply needs. By 11 p.m. we had a truck on its way to Memorial Hall.”

By Tuesday, May 24, Goddard and the Mercy/ROi team were working with the Missouri Disaster Medical Assistance Team (DMAT). DMAT had field hospital tents that had previously been used in disaster situations. More tents were sourced, and an ambitious plan to build a 60-bed high-tech field hospital in a vacant parking lot across from the destroyed hospital was formed.

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“It normally takes three years to build a hospital and we did it in under a week,” says University of Phoenix area chair and Director of Operations for ROi, the supply chain division of Mercy which operates St. John's Regional Medical Center, Greg Goddard.

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"I was just one little piece in this whole web of people. The real story is all of the heroes who were there; it took an army of people," says Goddard.

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Working from the crack of dawn until the early evening curfew time—a curfew imposed by Joplin officials—Goddard, as part of the Mercy/ROI team, began piecing together a functional hospital. He marvelled at the number of mobile units available, and they used them to cobble together the field hospital.

"Our biggest challenge was coordination," explained Goddard. "Everything has to show up at the right time and in the right order. It normally takes three years to build a hospital and we did it in under a week." A week after the tornado, the field hospital—which featured two complete operating rooms, labs and a pharmacy—was tending to patients.

"Originally we thought the field hospital would operate for anywhere from four to six weeks, with the goal of transferring patients to different hospitals within 24 hours," Goddard said. "However, we had patients who chose to stay there during their entire hospitalization. The hospital itself stayed operational into September."

Despite the integral role he played in creating the field hospital, Goddard is modest. "I was just one little piece in this

whole web of people. The real story is all of the heroes who were there; it took an army of people."

The campus community responds

As Goddard noted, he was one of many at University of Phoenix who helped out during the days, weeks and months following the tragedy. "We were all in shock," said Thomas Harrison, Director of Academic Affairs for the Springfield area. "Joplin is just down the highway from our campus."

The University community immediately mobilized, conducting a food and hygiene drive in conjunction with the Ozark Food Harvest. Sargeant Greg Wheelen, a member of the Springfield Police Department and a faculty member with University of Phoenix, spent three days in uniform in Joplin and another 10 days doing clean-up. As treasurer of the Missouri Order of Fraternal Order of Police he played a key role in raising nearly \$100,000 to distribute to 25 Joplin police officers and their families.

University of Phoenix faculty Nancy Fisher, a member of the School of Business with the Springfield Campus and also a lawyer, made home-cooked meals for volunteers. Many of those who donated their time had been subsisting on little sleep and on sandwiches and chips.

How you can help

Goddard and Harrison both want to remind people that while the city is mostly cleared of debris, it is far from back to normal. "It's going to take two to three years to rebuild," said Goddard. "There's still a lot of work to do, and they still need help."

To donate to Mercy's Joplin Co-Worker Relief Fund at St. John's Regional Medical Center, please visit foragoodcause.com. The official City of Joplin website, <http://joplinmo.org>, also has information about fundraising efforts and a community memorial service. ●



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On page 79, St. John's Regional Medical Center stands amid the destruction wrought by an EF-5 tornado. On page 80, faculty member Greg Goddard, (far left) Mark Brousseau, Jason Yates and Aaron Kellogg stand in front of the Mercy/ROI site. Top, faculty member Nancy Fisher's niece lends a hand with home-cooked meals for volunteers in Joplin. Above, an aerial view of the field hospital constructed by the Mercy/ROI team. (Photos reprinted with permission of Mercy/ROI and Nancy Fisher.)

by the numbers

Educational value



22% vs. 11%

348,000 bachelor's degrees were conferred in the field of business in 2008-2009, out of an overall total of **1,601,000** degrees. Social sciences and history came second with **169,000** degrees.

+7

How many more years a 25-year-old who has completed at least one year of college can expect to live versus someone the same age with just a high school diploma.



57%

The percentage of Americans who say higher education is not a good value for the money spent. At the same time, **86%** of college graduates report their education was a good investment, and **94%** of parents expected their children to attend college.

156,250

The number of MBAs awarded in 2010 in the U.S.



\$1 million

The average dollar amount more earned over a lifetime by an individual with a bachelor's degree compared to someone with a high school diploma.



Faculty stories are meant to be shared.

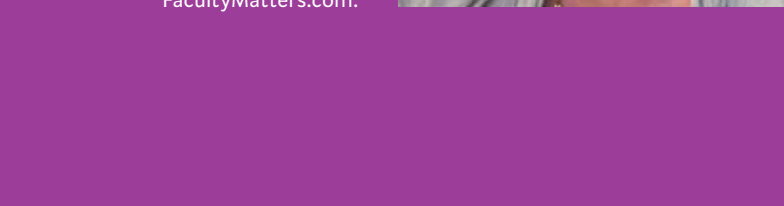
We want to hear yours.

You could be in an upcoming edition of *Faculty Matters*. We want to know about University of Phoenix faculty accomplishments, scholarship pursuits, goodwill efforts and interesting life stories.

Email your story to FacultyMatters@phoenix.edu



faculty.matters.com | 83



The above faculty members have all been profiled in *Faculty Matters* magazine. Clockwise from top left are Bradford Beckwith, Angelita Talens, Prasad Yenumula, Geri Miller-Fox, Julio Jimenez, Shirley Esau, Patrick Patrong, Karen Jamison, and Linda de Charon. Read their stories at FacultyMatters.com.



It's coming
(finally!)

Read about the faculty-focused Phoenix Mobile app on page 54.