

Friday, May 12, 2017  
10:00 AM – 3:00 PM

Bay Area Campus –Livermore, CA  
Phoenix Campus –Tempe, AZ  
Western Washington Campus –Tukwila, WA

## OBJECTIVE

*The University of Phoenix Tri-Campus Scholars Symposium connects across three campuses simultaneously to help capture and nurture the growing interest in research and scholarship across the country. The simulcast event is designed to showcase scholarly work and resources in multiple regions and provides a window into the School of Advanced Studies' doctoral programs and the University's research centers.*

## AGENDA

- 9:15 AM Check-in and Reception –Campus Attendees  
9:40 AM Check-in and Reception –Virtual Attendees
- 10:00 AM Welcome  
Dr. Hinrich Eylers, Executive Dean  
School of Advanced Studies
- 10:10 AM Keynote Address  
Dr. Mark McCaslin, Dean of Research and Scholarship  
School of Advanced Studies
- 11:00 AM Break
- 11:15 AM Presentations
- Bay Area –
  - Phoenix –
  - Western Washington -
- 12:00 PM Break, Working Lunch
- 12:15 PM Presentations
- Bay Area –
  - Phoenix –
  - Western Washington –
- 1:00 PM Break
- 1:15 PM Presentations
- Bay Area –
  - Phoenix –
  - Western Washington -
- 2:00 PM Break
- 3:00 PM Conclusion  
*Thank you for attending.*

**Dr. Cheryl Burleigh, Ed.D.**

*Title: Exploring University Learning Goals: In-Depth Look at Communication Scaffolding of Rigor and Assessment in the Humanities*

Abstract: Within a university's general education humanities sequence, a scaffolding of rigor and assessment must be integrated in each class prior to the student embarking on the coursework for their specific major. To ensure students are engaged in their academic journey, the curriculum within each sequence must be aligned and further challenge the student with gradually advanced levels of critical thinking, writing, and assessment (Ewell, 1991). Therefore, the University of Phoenix implemented University Learning Goals (ULG) to facilitate academic proficiencies to enhance scholarship within a student's chosen major. Cheryl Burleigh will discuss the findings from one of the ULGs, communication, and will also seek audience engagement through the discussion of the research implications

**Michael Green, PhD**

**(Study also by Lequisha Brown-Joseph, PhD, Sally Evans, EdD, and Ilse Silva-Krott, PhD)**

*Title: The Relationship between Professional Development for Elementary Teachers and Student Achievement in Science*

Abstract: The study gathered teacher professional development data and 5th and 8th grade state student achievement scores from a K-8 public school in Florida. Data were organized by cohorts of students who had the same 5th grade science teacher and completed the 8th grade at the school. ANCOVA analysis was used to examine if students who had 5th grade science teachers with high levels of science professional development had greater science achievement than students whose 5th grade science teachers had low levels of professional development. The study found little difference in the mean student achievement scores regardless of the teacher's level of professional development. The researchers concluded that training afforded by the local science teacher professional learning community at the school helped all of the science teachers reach a similar high level of competence.

**Christopher Jackson, Ph.D.**

*Title: Can You Sing the Brabançonne? The Politics of Linguistic Nationalism in Belgium"*

Abstract: A new sort of nationalism seems to be on the rise in Europe and the United States, one based on racial and religious differences. How does this differ from the "old nationalism" of Europe? How did nationalism originally arise in a bilingual country such as Belgium? Chris Jackson will investigate the rise of linguistic nationalism in Belgium, a country long divided along linguistic lines, and investigate whether Belgium is still a European microcosm.

**Dan Konzen**

*Title: Sharing Your Research with the Academic Community*

Abstract: There is a general misconception that it is very hard to publish in a journal, conference, and other publishing venues. This overwhelming hesitation to start the publication process is due to a lack of knowledge and awareness of available resources and tools, making it difficult to find a community of practice to get support and guidance from others. This presentation will expose participants to some of the available resources and tools that will help them identify publishing/presenting opportunities in academic communities. Additionally, participants will learn how to research and write more effectively to ease the process and increase the likelihood of sharing their research in academic communities.

**Herman Van Niekerk, Ph.D., M.Ed**

*Title: Preparing for the Demands of Leading in Turbulent Times: Success and Challenges of Scholar Practitioner Leader Doctoral Graduates*

Abstract: Turbulent times are creating challenging and even unsettling many new demands for leaders. As the source for much of the research directing and supporting effective leadership, doctoral education needs to graduate students who are consciously competent, self-confident, pragmatic leaders. Meeting this challenge requires a fresh perspective on graduate education. The University of Phoenix faculty developed and follows a uniquely powerful and integrated strategy. Combining scholarship, practice, and leadership (SPL) the approach builds on successful programs of the past while emphasizing the abilities to exert positive leadership. This paper presentation describes the SPL model, the competencies that define the objectives for the doctoral program, and some supporting research. In addition, the paper reports a descriptive exploratory study of recent graduates and their perceptions of the impact of their doctoral studies and specifically the SPL approach on their postgraduate work experiences in meeting the demands of the future of work.

**Scott Romeo , M.A.O.M.**

*Title: Five Corporate Strategies Currently Leading Organizations to Success*

Abstract: There is a common characteristic among most successful organizations. The leadership of these respective organizations must identify the most effective strategies to be implemented at the appropriate time. Since the end of the 2009 recession to present, the five strategies being successfully implemented, particularly in the United States and throughout Europe and Asia are: 1) mergers and acquisitions, 2) strategic alliances, 3) disruptive innovation, 4) blue ocean strategy, and 5) customer intimacy. While strategic alliances remain a common strategy used in the Asian marketplace, many Asian firms have been shifting toward joint ventures, while companies in the United States (U.S.) have been hesitant to pursue alliances and have been migrating away from more costly joint ventures. Disruptive innovation and blue ocean strategy remain universal strategies, regardless of industry or geographic area. Organizations in the U.S. continue to prefer mergers and acquisitions as a strategy, particularly in the healthcare industry. Perhaps because the U.S. economy has been slow to grow and expand since the recession, customer intimacy has become more significant as more and more companies capture data on customer experiences. The outcome of this study is to identify five strategies that have been successfully utilized in numerous industries dispersed among various geographic areas in the post-recession era, which current leaders can apply and implement within their organizations. These five strategies are presented not from a theoretical perspective, but from a successful, practical application standpoint as described by the integration domain of the Boyer's Model.

**George Kelley, Ed.D., MBA, MS, MA**

*Title: Co-curricular Learning in Adult Education*

Abstract: The co-curricular learning movement has been primarily utilized in American education environments serving traditional college students and high school students. Stage (2008) defined traditional students as mostly in the 18-22 age bracket and recent high school graduates. This is occurring despite changing demographics in higher education, where more nontraditional students are now enrolled than traditional students and the trend is likely to continue increasing at a faster rate than traditional students (Newbold, Mehta, & Forbus, 2010). According to Benshoff and Lewis (1992) nontraditional students or learners are 24 years of age or older and have been out of school for a period of time. They are adults who return "to school full- or part-time while maintaining responsibilities such as employment, family, and other responsibilities of adult life" (prel.org). Nontraditional students return to school for a variety of reasons including career advancement; lifestyle changes, such as death, divorce, or marriage; personal development and acquisition of more knowledge; resumption of an interrupted education program; or career transition.

Given this trend, it is surprising that co-curricular learning has not yet found its way in any meaningful or substantive manner or is not more widely employed than it currently is on college campuses serving a nontraditional student demographic in adult education environments. A review of literature related to co-curricular learning in higher education reflects that it is seldom implemented in environments with nontraditional or adult learners and the availability of co-curricular learning opportunities is limited; there are very few articles that reflect co-curricular learning in nontraditional higher education. This absence exists despite the fact that the numbers of nontraditional students in the United States now surpass those of traditional students (Hatcher & Bringle, 1999). Does this mean service learning is ill suited to the needs and aspirations of nontraditional students? Not necessarily. This is the question addressed in this research presentation.

**Erin McGibbon Smith, Ph.D.**

*Title: Longitudinal Assessment of Student Learning at the Western Washington Campus*

Abstract: A vital question all higher education institutions must ask is "Are our students learning what we claim they will?" In order to tackle this question the Western Washington Campus Student Assessment Committee conducted a longitudinal study to investigate the extent to which students demonstrated learning over the course of their programs. While the central university's assessment process essentially takes snapshots at critical points in each program, in contrast, our methodology involved following 14 students from the graduating class of 2015 from the beginning of their program to the end of the program. Our efforts shed light on issues ranging from plagiarism, inconsistent grading and expectations, ambiguous assignments, and inadequate student support, which informed numerous opportunities for targeted improvements at our campus. This presentation will discuss our methodology, findings, and recommendations, and will hopefully inspire similar groups of individuals at other campuses to feel empowered to assess themselves.

**Savio Pham, Ph.D.**

*Title: Self-Directed Leadership Formation Framework*

Abstract: Leadership is widely considered a key factor to achieve organizational success. Companies invest over US\$60 billion (Gaines, 2012) to strengthen and develop skillful leaders through formal leadership development programs. The financial investment is only for selected individuals who currently hold leadership positions. However, leadership is a progressive journey on which individuals acquired leadership capability through learning and practicing. Individuals must actively and purposefully engage in the development process to gradually attain the skills to lead organizations to success without waiting for occupying a formal leadership role. This presentation shares a newly developed leadership formation framework empowering individuals partake in systematic and proactive self-development of leadership capabilities. Applying this framework would prepare one in advance to lead oneself and others.