

**University of Phoenix Charlotte Campus
and Charlotte Campus Research Center present**
2nd Annual Faculty Scholarship

SYMPOSIUM

September 25, 2015

University of Phoenix
3700 Arco Corporate Dr.
Charlotte, North Carolina



University of Phoenix®



The Charlotte Campus Research Center

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

Ernest Boyer, 1990

Charlotte Campus Research Center [CCRC] founded June 25, 2010

The CCRC Vision

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

The CCRC Mission

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

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

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



The Charlotte North Carolina Faculty Scholarship Symposium

Faculty Scholarship

The University encourages professional currency and a culture of disciplined inquiry. University of Phoenix has adopted and adapted the Boyer model by encouraging scholarship across the four domains of discovery, application, integration, and teaching & learning. University of Phoenix faculty members are actively involved in academic and professional scholarly activities. The following list includes professional and scholarly activities reported by the faculty:

- Research initiatives with faculty as principal or co-principal investigator.
- Authorships or co-authorships of monographs.
- Receipt of academic recognition and awards.
- Interdisciplinary research activities and course development work outside University of Phoenix.
- Developing programs with Non-Governmental Organizations, non-profits, and postdoctoral fellowships.
- Academic and professional scholarly presentations.
- Participation on community boards, memberships in professional associations, voluntary service, and community presentations

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

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Global Challenge: Greek Economic Crisis and Order of Value

Dr. Leo Maganares

On April 23, 2010, George Papandreou, Greek Prime Minister called his European Union partners and the International Monetary Fund (IMF) to activate the \$60 billion aid package to help Greece stave off default. Within thirty-six years the Greek debt increased from 23% of the GDP (1974) to 123% of the GDP (2010). Political and Economic analysts argue that misappropriation of state funds had led to the country's insolvency. In 2010, Greek Deputy Prime Minister Theodoros Pangalos accused all Greek citizens responsible for the debt. This research attempts to identify the order of values of the Greek citizens and if these values contributed to the debt crisis. Two hundred adult Greek citizens were surveyed on Terminal and Instrumental Values. The results show a strong family oriented society, with great appreciation of freedom, acting with honesty responsibility, and open mind.



Leo Maganares, EdD

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

Global Challenge: Demographic Crisis in Russia and Its Role in Ukrainian Geopolitical Conflict

Dr. Aleksandr Kocharyan

Abstract

For centuries, Russian Empire expanded outward with migration to its peripheries. The formation of the Soviet Union by Bolsheviks in 1922 *de-facto* anchored former imperial borders with redrawn administrative divisions among its republics. After the redrawn borders of the Soviet Union in 1991 those borders stayed mostly intact with the ethnic Russian and Russian speaking population sprinkled throughout the entire former union with large enclaves in many big cities with few exceptions. Russia remains the largest by land country in the world with a relatively small and stagnant population. To the East, Russia borders China, the world's most populous country representing the second largest economy in the world. To the West, the expansion of European Union and NATO encroaching to the Russian borders considered a direct threat to the country economic and national security. First in Georgia in 2008, later in Ukraine in 2014 Russia feels threatened by what it sees as Western expansion to its sphere of direct interests. Threats of depopulation and tremendous immigration from the country create unique geopolitical challenges to Russia and its government. Yet, there is little systematic research that links depopulation related demographic crisis to Russia's geopolitical decisions. To fill this gap of knowledge between the inter-relationships between depopulation and geopolitical directions, this paper analyzes current demographic crisis in Russia and the role ethnic Russians living in the neighboring former Soviet Union countries could play in its reverse. The final goal of the paper is to analyze publicly available population and migration data to offer a peaceful resolution to the Ukrainian conflict based on the analysis of different scenarios.



Aleksandr V. Kocharyan, PhD

Dr. Aleksandr V. Kocharyan received his BA, MA, and Ph.D. in Economics from Moscow State University (Russia). He was a member of Russian Think Tank, and then an Economic and Demographic Consultant to the United Nations. Besides many years of economic and demographic research, he has vast experience in finance, insurance, and management with John Hancock Financial Services, A.G. Edwards and Sons, Inc., and TIAA-CREF. He was securities and insurance licensed in all 50 states and DC. He has an Accredited Asset Management Specialist (AAMS) designation from the College for Financial Planning. He also has experience as a CFO, taking public a start-up technology company in North Carolina. Dr. Kocharyan has years of overseas and American teaching experience. He has received numerous academic excellence and leadership awards, most recently from the University of Phoenix. Dr. Kocharyan is listed in the "Global Register Who's Who in Executives and Professionals". In 2008, for his contribution to the field of education on a local, national and international level he received the "Top 100 Educators" global award by the International Biographical Centre in Cambridge, Great Britain. He is a member of the American Economic Association, National Association of Business Economics, Population Association of America, and Charlotte Economics Club. Dr. Kocharyan is Research Fellow with the Center for Global Business Research, School of Advanced Studies, University of Phoenix. Dr. Kocharyan is Chair of the School of Business with the UOPX at Charlotte campus. He has published in several countries.

Prioritizing Critical Success Factors for Higher Education: A cost and Program Design Perspective for Non-Traditional Students

Dr. Catherine Burr and Dr. Leo Maganares

Abstract

Providing access to higher education opportunities that enable students to develop knowledge and skills necessary to achieve their professional goals, improve the productivity of their organizations and provide leadership and service to their communities, are consistent goals with for-profit universities. Industry demand for higher education graduates increases the cost of private colleges and universities. According to the Integrated Postsecondary Education Data System (IPEDS) 2010-2013, there is a student enrollment decline in private colleges and universities in many states in the US. This applied quantitative research study examines how tuition affects enrollment for North Carolina private colleges and universities. The correlation between student enrollment change and tuition change from 2010 to 2013 is tested. The research also aggregates the North Carolina private universities in three categories based on correlation coefficient and coefficient of determination of tuition and enrollment. The research finds no correlation between tuition and enrollment for North Carolina private colleges and universities during the period 2010-2013. The research suggests future research on instructional approaches, and programs offered at North Carolina private colleges and universities as critical success factors for higher education.



Catherine A. Burr, DM

Dr. Burr's professional experience is in the education and pharmaceutical arenas holding positions from sales representative to sales management to corporate training & development. She has experience consulting in HR and working with companies in need of training initiatives based on corporate needs and goals. In March 2010, Dr. Burr successfully defended her doctoral dissertation. The dissertation is titled: *The Mentoring Experiences of Executive Pharmaceutical Women: A Phenomenological Study*. In addition, she completed her masters in Educational Leadership at Western Michigan University. While teaching Marketing and Management at Davenport University, Dr. Burr consulted at the College of Aviation at WMU on a resume building and interviewing skills program for senior flight and airport management students. This led to developing the seminar into the first of two published books. When not working, volunteering, or visiting family, Dr. Burr enjoys playing flute and piccolo. Her goal is to help students on their educational journey. Dr. Catherine Burr is the Director of Academic Affairs for the University of Phoenix, Charlotte North Carolina Campus. Her focus is on leading a model campus for University of Phoenix.

The Inexpert Judgement of Expertise for Business/Educators

Dr. Marie Germain

Abstract

A study designed to measure expertise and published in *HRD Quarterly* (Germain & Takeda), found that subjective factors play a large role in the degree to which individuals are perceived as experts in a specific domain. The article features the Generalized Expertise Measure (GEM), one of the few psychometric measures that can be applied across various professions. The GEM includes a mix of objective and subjective items. The data provide a window of insight into how people judge others' expertise. In the study, participants named far more subjective than objective descriptors of expertise. Moreover, the ability to "project self--- assurance and charisma" is linked to whether someone is perceived as an expert. About half of someone's perception of you as an expert is related to how you carry yourself and convey your message. Another key finding is that we term objective expertise also a rater's subjective understanding of the objective items. For instance, when judging someone "has qualifications" a rater might use a subjective understanding of what the qualifications are. For example, "I think you are an expert because you wear a lab coat". The scale is currently being further validated across fields (medicine, business and education) and across nations (China and France).



Marie Germain, PhD

Dr. Germain's Ph.D. is in Leadership and Education, with a specialization in Human Resource Development. Her research interests include leadership, organizational psychology, and human resource development, with a specific focus on the concept of human expertise. She has authored several manuscripts presented at national and international conferences and has published book chapters and research articles in peer-reviewed journals. Dr. Germain is a current review board member for Career Development International and has been a reviewer for The Journal of International Business Studies. She has been the recipient of several national grants and research awards (including the Dissertation of the Year award and a Cutting Edge research award from the AHRD). Before starting her career in academia over 10 years ago, Dr. Germain was a marketing manager for the second largest U.S. timeshare exchange company. She has travelled extensively and has visited Argentina, Brazil, Cambodia, Canada, China, Haiti, India, Russia, Thailand, Vietnam, most of Western European countries, several Caribbean islands, and most of U.S. states including Hawaii and Alaska. She has also lived in Paris, France and in Scotland. In her spare time, she enjoys travelling, dancing 1920s Charleston, and flying single-engine airplanes.

Charlotte Campus Assessment of Student Learning Data Analysis and Overview

William Crigger, MBA and Walter Kuchinski, MBA

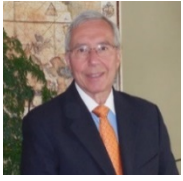
Abstract

The University of Phoenix Assessment of University, Program and Student Learning Objectives is an ongoing and continuous process. The four components to this process include Assessment Planning, Collect Evidence and Analyze Data, Implement Improvements and Monitor Effectiveness of Improvements. The Charlotte Campus had completed data collection from the University wide spring (2-15-15 to 4-30-15) assessment. The data analysis is in the process of finalization. We will share the draft analysis and present observations from three courses – MGT/230, HRM/531, and STR/581. The collected data is based on the assessment of signature assignments with rubrics embedded within the assessment criteria. Each signature assignment assessed one student learning objective. The assessment scores are based on meeting or exceeding expectations based on the syllabus and rubric criteria. In addition to reviewing the data by course, we will compare the data based on several different demographics.



Bill Crigger, MS, SPHR

Bill has more than forty years' experience in the Fortune 100 corporate, entrepreneurial, and academic environments with a strong record of contribution in all three settings, including thirty years of Human Resource experience in the retail grocery environment. Bill formed his own human resources management firm in 1994, Compass Career Management Solutions, LLC. At University of Phoenix, Bill has been a faculty member since 2005. In 2009, he was selected as Area Chair-Lead Instructor, School of Business and in January 2015, was assigned as Campus Faculty Assessment Liaison (CFAL) for the School of Business. From October 2012 until June 2014, he served in the position of Program Manager, School of Business, Charlotte Campus. Bill is currently the President, Association of Career Management Firms-North America, and the NC State SHRM Council District II Director. Additionally, Bill facilitates a number of Job Search Support Groups for Professionals in career transition. In July 2011, Bill received Distinguished Faculty Award, University of Phoenix, Charlotte Campus. He was inducted into the Delta Mu Delta International Business Honor Society, Lambda Sigma Chapter as an honorary member. He has several recognitions in the Charlotte and North Carolina HR organizations. Bill earned a B.A. Marketing; M.S. Industrial Relations, West Virginia University; Strategic Human Resources Management Certificate, Fuqua School of Business, and Duke University.



Walt Kuchinski, MBA

Walt Kuchinski brings over 30 years of global human capital leadership seasoning to his University of Phoenix classroom. His corporate experiences include service as chief human resources officer and chief talent officer for some of the world's largest financial services organizations, in addition to substantial strategy and transformation consulting work for major corporate clients. He is presently leading his own firm, Diversitas LLC. Walt focuses on human capital strategy and transformation engagements for small to mid-sized corporate clients in the Charlotte, North Carolina marketplace. Walt has served on several professional and industry boards over the course of his career including: The Diversity Council of the Carolinas, The Consortium for Graduate Study in Management and The International Association of Executive and Professional Recruiting. He has lectured and published on the topics of HR information systems, talent management, diversity and multiculturalism. He holds an MBA, with honors from Fairleigh Dickinson University and an undergraduate degree in Computer Science from Pace University. He is proud to be celebrating his 11th anniversary as a faculty member with University of Phoenix.



Generational Impact on 21st Century Leadership Values and Behaviors

Liz Minthorne, DSL

Abstract

Previous research by the researcher focused on values and behaviors in leadership development (Minthorne, 2005). The review defined the possible impact of values and behaviors on leadership. The focus of this new study addresses the primary change agents' drivers on generational values and behaviors in the 21st century. Economics, culture and technology drivers that effect three generations as it relates to managerial and leadership roles serve as the foundation for future research. Human groups, regardless of their members' orientation, have similar basic structures, elements, dynamics, and dimensions when it comes to developing values, behaviors, and the propensity to change. These group/individual dynamics are the basis for group cohesion, compliance, loyalty, obedience, and functioning and leadership. Generational differences require additional research to develop strategies that should lead to a positive impact on behaviors and values in leadership and management development.



Liz Minthorne, DSL

Dr. Liz Minthorne brings a unique skill set as characterized through her managerial and leadership capacities in private and academic environments. Due to her lengthy service in the telecommunications industry as well several non-profit organizations, she continues to combine academic theory with practical application in varied business environments. As a consultant, she utilizes skills, abilities and knowledge in Program Management, Business Development, Training Course Development, and Strategic Interventions. Dr. Minthorne received her academic training at Converse College, Spartanburg, South Carolina, with additional graduate work at Lindenwood University, St. Charles, Missouri toward a Master's in Business Administration. She received a Master's Certificate in Project Management from the George Washington School of Management and Public Administration. Additional Masters and Doctoral degrees received from Regent University, Virginia Beach, Virginia, included a Certificate of Advanced Graduate Studies in Organizational Behavior. Dr. Minthorne has served as Lead Faculty, School of Business, University of Phoenix; and, most recently on Academic Affairs staff, University of Phoenix, Reston VA. Dr. Liz now resides in Charlotte NC and continues her role as Area Chair, Delta Mu Delta faculty adviser, Charlotte Campus Research Center, UoPX. She is a member of the Society of Human Resource Management, National Association of Professional Women, the Home-Based Chamber of Commerce and several other organizations in the Carolinas. Dr. Liz corroborated with Dr. Carlos Aquino and Dr. Pam Gordon on a paper and presentation at the INQAAHE 2015 Biennial Conference, Chicago, IL, *Diversity in the Classroom - Generational Cohorts and Their Impact on the Quality of Higher Education Learning Processes in the 21st Century*.

Academic Coaching: Developing the Lifelong Learner

Dr. Kelly Ann Wilson

Abstract

The purpose of my research is to call attention to the individual and organizational outcomes of academic coaching in the non-traditional college setting. Coaches will be assigned to incoming students to set short and long terms goals, monitor goal status and personalize time management, self-advocacy and additional study skills. In addition to interactive coaching sessions, Dr. Wilson records anecdotal, ethnographic records for post engagement analysis. Organizationally, expectations include increased academic engagement and student retention. Individually, the effects of academic coaches on student perceptions may include a developing awareness of the integration of daily activities into long term goal attainment, increased academic well-being and a cadre of personalized, lifelong learning tools and strategies. Importantly, this study may encourage other researchers to develop and test coaching models for academic institutions across the globe.



Kelly Ann Wilson, PhD

Dr. Wilson is an educational psychologist with a specialty in finance. Her greatest passions include teaching, researching and coaching others. In her personal life, she loves to travel and her favorite destination is Israel, but Italy is a close second! Dr. Wilson lives in Charlotte, North Carolina with her husband, Doug, an investment banker; son DJ, a biostatistics doctoral student, and two dogs - Reuben and Gizmo.

Social Intelligence in Adult Learners

Patricia Heard, MSW, MBA

Abstract

Adult Learners enter the college community with years of experience managing their personal lives. These learners want respect for their accomplishments. The course work in an educational environment requires social intelligence that most adult learners must acquire while working toward a degree. There are teaching techniques that will help adults increase social intelligence.



Patricia Heard, MSW, MBA

Patricia (Pat) Heard has over 20 years of experience in management, program development, program evaluation, marketing, fundraising, and grant writing. Pat started with the University of Phoenix-Charlotte Campus when the campus opened in 2003. She has completed the Advanced Facilitator Certification issued by the University. The University of South Carolina awarded her a Master's in Social Work degree. She earned her Master's in Business Administration at Pfeiffer University.



In Appreciation

The Faculty of the Charlotte Campus would like to thank Shannon Eckard, Campus Director, for this wonderful opportunity to “Showcase” our scholarship. Our sincerest thanks also to Dr. Catherine Burr, Director of Academic Affairs, and Dr. Melissa Nethery and Dr. Alex Kocharyan, Campus College Chairs, for their consistent encouragement and guidance. Kelly Hill, Academic Affairs Coordinator was instrumental in helping make the event a success. Your contributions make a difference!

We would like to recognize our Keynote Speakers, Dr. Anthony Negbenebor and Dr. Jeremy Moreland, Dean for the School of Advanced Studies for contributions to the success of our Symposium.

Thanks to the hard work, dedication, and focus by our Lead Faculty Area Chair, Dr. Liz Minthorne, the Charlotte Campus Faculty and the Charlotte Campus Research Center is now delighted to have a formal Faculty Scholarship program. Many thanks to Dr. Aleksandr Kocharyan for his vision and leadership in building the Faculty Scholarship Program in Charlotte.

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