Title:
"Flying" the Phoenix Way

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Session Title:
Poster Presentations

Slot (superslotted):
PST: Saturday, 18 March 2017: 7:30 AM-8:00 AM

Slot (superslotted):
PST: Saturday, 18 March 2017: 9:45 AM-10:15 AM

Slot (superslotted):
PST: Saturday, 18 March 2017: 1:30 PM-2:00 PM

Slot (superslotted):
PST: Saturday, 18 March 2017: 3:45 PM-4:15 PM

Keywords:
Virtual Communication, Virtual Academic Environment and Virtual Work Environment

References:


Abstract Summary:
The University of Phoenix School of Advanced Studies fosters a healthy virtual, global work environment through the use of multiple methods of communication. Open communication for students, faculty and administrators facilitates understanding, learning, growth, and development.

Learning Activity:

| LEARNING OBJECTIVES | EXPANDED CONTENT OUTLINE |
The learner will identify two strategies that can be used to promote engagement and inclusion in a healthy virtual work environment.

Engagement and inclusion is promoted through interpersonal exchanges that go beyond the expected: blogging, book clubs, research centers.

The learner will identify two communication strategies that can be used to promote a healthy virtual work environment.

Communication approaches for one on one exchanges--email, telephone, computer-based visual opportunities; group exchanges--classroom, formal meetings.

**Abstract Text:**

A healthy work environment can be summed up in a single word—communication. There are multiple lines of communication pathways within the virtual academic environment of the School of Advanced Studies at the University of Phoenix. These pathways foster unique opportunities for student and faculty growth and development.

Free of the restraints of traditional gatekeeping and keepers, communication is fostered through multiple venues. Nursing and non-nursing faculty have direct access to each other and administration through our University-based Leadership Journal, faculty meetings offered on the degree program level, the School level, and the University level, and our unique PhoenixConnect portal. Of course, email, phone and video calling are also utilized as effective means of communication when a more “direct” approach may be appropriate, such as for faculty mentoring (Smith, 2015).

Through PhoenixConnect, our University-based blogging system, ongoing discussions are available to students, faculty, and administrators according to their interests and needs. Open interdisciplinary forums along with “by invitation only” forums provide opportunities to connect with others who share the same interests, and facilitate the exchange of information and support on multiple levels (Breen, 2013; Hollyhead, Edwards, & Holt, 2012; Ko & Kuo, 2009; Schwartz, Wiley, & Kaplan, 2016).

Requirements for “classroom” teaching are incorporated into all administrative contracts, and all administrators who meet the criteria for serving on doctoral committees are encouraged to participate as either a committee member or dissertation chairperson. Lead Faculty Area Chairs (LFACs), who serve as the “first line of administration” conduct program content meetings for faculty where information is integrated with lively discussion and policy updates, and scholarly exchanges are supported. The LFACs share the insights generated in the meetings with higher level administrators who utilize the feedback to strengthen the organizational vision and mission (Erskine, 2009).

The key to our positive work environment is the multiple opportunities for communication. All day, every day, students, faculty, and administrators from around the world come together for the social and scholarly exchanges that are at the core of our healthy, productive academic environment at the University of Phoenix School of Advanced Studies.