THE UAGC
CHRONICLE

FALL 2024

Cover image Pagnucci, A (2017). *A Raging Landscape.* **[12x24"; enamel on canvas]. Dachelet Collection. Used with permission**

Anna Pagnucci, Associate Faculty, School of General Studies

The work featured on the cover, *A Raging Landscape*, is about balance. Life is often a struggle for balance. The active, aggressive marks seem to be in opposition to the soothing complementary color scheme. The work speaks about conflicts in life where we need to balance and moderate our emotions and reactions. Emotional volatility needs to be balanced with logic if we are to survive and function in a civilized world. The piece is meant to have you consider both clash and struggle in the search for truth and peace.

Anna Pagnucci, UAGC Associate Faculty, has been with UAGC since it was Mount St. Clare College, an on-ground campus in Iowa. She was head of the Art Department and Director of the Cortona Art Gallery. Now, Pagnucci helps her students communicate through visual language. Pagnucci holds a Bachelor of Arts (summa cum laude) in Art and a minor in Spanish, a Master of Art History from UW-Milwaukee with a focus on Baroque, Italian Renaissance, Gothic architecture, and Photography, with a published thesis on Velazquez, and an M.F.A. in Painting and Drawing from The Academy of Art University in San Francisco with a studio dissertation titled *Chi è? The Spirit of Mia Familia: Viewing Characters Through Emotional Line and Color*. View Pagnucci's portfolio, which includes examples of her students' work. She is represented in private and public

2015, Farnham Galleries, Simpson College. Indianola, IA

collections and maintains an active exhibition record with highlights including the Cameron Art Museum in NC, The Figge Art Museum in IA, and The Sawmill Museum in IA. Major solo exhibitions have been at Simpson College and Black Hawk College. Anna has won the People's Choice Awards for a juried group show at Augustana College, IL, a purchase award for Hayward Memorial, WI, and a grant award in Des Moines, IA. Her artwork includes published poetry, prose, and scholarly texts. Notably, her work is featured in *Again the Red Fox* (2024), Water's Edge Press, *Shakespearean Zombie Sonnets* (2018) and *Zombie Apocalypse* (2016), McFarland Press, and as the covers of *Firstborn* (2016), *Tracks on Damp Sand* (2015), and *Breath of the Onion* (2014) published by North Star Press, St. Cloud MN. She was recently interviewed on Afrofuturism for Superhero Smash with WIUP out of Pennsylvania.

Share your artistic contributions to support the UAGC Chronicle's mission to involve the UAGC community in our publication. We seek to feature original art that highlights the creativity, vision, and talent of our learning community. Entrants are encouraged to reflect on their involvement with faculty, students, and various learning elements within their submissions. **Learn more here.**

Contents

The 10th annual UAGC Teaching and Learning Conference is shaping up to be a representation of all that TLC is known for; collegial discourse about topics critical to serving students in higher education, research highlights, a time and space that we hold to share work with one another that we have accomplished, work in progress, and reflect on the implications of that work.

Start reflecting now on your personal learning goals related to different aspects of belonging.

Are you looking to discover new insights? Aiming to develop your professional network to explore interdisciplinary perspectives about belonging? Explore discussions that seek to develop an understanding of the impact teaching approaches, policy writing, using AI, and more have on sense of belonging in higher education.

Build your personalized conference agenda!

With over 100 presentations, you can expect to learn more about:

- Promoting belonging via course design and assessment
- Student belonging from multiple perspectives, including military, STEM, women in learning communities, and the impact of peer mentorship and credit for prior learning.
- The concept and impact of faculty belonging

THE UAGC CHRONICLE: A FACULTY–FOCUSED PUBLICATION

The UAGC Chronicle **supports the entire academic community's contribution to the UAGC mission of providing a community of caring and guidance for adult online learners. Therefore, our publication promotes content that addresses the theoretical underpinnings and practical execution of this mission: academic research on instructional best practices, curricular innovation, and student support strategies; examples and resources that foster a community of practice; news of the progress of institutional student success initiatives; professional development opportunities; and – most importantly – the stories and successes of the people who shape our university. Please check the Call for Submissions section for more information on submitting an article for consideration.**

LETTER FROM THE EDITOR

The unification of UAGC and the University of Arizona (U of A) represents a union of vision and innovation. Together, each university will leverage our combined strengths to deliver a formative educational experience to our students. This collaborative approach will foster creativity and drive us to explore new tactics and initiatives that will ultimately benefit all of us. With that in mind, The UAGC Chronicle wants to provide our readers with as much information as possible to ensure a successful start to this process.

In this issue, we share faculty and Academic Affairs staff reflections related to the pathways supporting the integration with the University of Arizona. This deeper reflection on the pathways that members of Academic Affairs will be focused on in the coming months comes from full-time faculty members, Teresa Leary Handy and Naimah Ivy Qwuarels, as well as Assessment Specialist, Kaitlyn Sproat, who explain their experience working in these pathways and their significance to all UAGC faculty and staff.

These pathways convey the work we do every day to help our students succeed. As always, the UAGC Chronicle Research Corner emphasizes this work by highlighting how understanding individual students' needs supports effective and equitable instructional practices. Mallory DeMay, Faculty Support Consultant, tackles the differences between learners who exhibit introverted and extroverted characteristics and shares how instructors can foster an environment that enhances engagement and supports diverse learning styles by tailoring educational approaches to specific personality traits. Additionally, Faculty Support Consultant, Nicole Egelhofer-Wells, discusses how engaging in civil discourse within online learning benefits individual students by promoting critical thinking, building collaboration skills, and strengthening societal discourse. Unifying diverse perspectives in the classroom

encourages a stronger learning environment. These tactics will help UAGC reach its revised critical institutional goals. Stephani Kilby, Director, Student Success, reviews and discusses how these revised goals underscore the institution's commitment to fostering a dynamic, student-focused environment that continually seeks academic excellence.

As we move forward in this academic year, we remain committed to our core values and to serving the UAGC community with the same passion and dedication as always. The Chronicle looks forward to sharing the next steps and updates regarding this exciting chapter with you and invites you to stay tuned as we evolve together.

Sincerely,

Jackie Bullis

Lead Faculty Support and Classroom Consultant, The UAGC Chronicle Editor

UNIVERSITY, PROGRAM, AND CURRICULUM NEWS

UNIFICATION PATHWAYS REFLECTION

At the beginning of this academic year, Dr. Blake Naughton, Vice Provost for Academic Affairs, Learning, and Teaching, presented four pathways to support UAGC Academic Affairs' unification with the University of Arizona (the U of A). All aspects of the unification will be defined in partnership with the U of A and will be subject to U.S. Department of Education and WSCUC accreditation approval. Therefore, these pathways are not prescriptive. Instead, they are tools to help members of UAGC Academic Affairs prepare for unification potentialities, so that – when formal unification plans receive necessary approvals – we can act effectively and efficiently. Details of these pathways are available on the UAGC - U of A Unification Pathways Sharepoint page (must be signed into your UAGC Microsoft 365 to access).

This section of The UAGC Chronicle is dedicated to the experience of these pathways and features the perspectives of faculty and staff who are taking part in this important preparatory work.

UNIFICATION PATHWAYS ONE AND TWO | NAVIGATING UNCERTAINTY DURING CHANGING TIMES: FEAR OF THE UNKNOWN AND THE BENEFITS OF COMPLETING YOUR FACULTY PROFILE

Naimah Ivy Qwuarels, Faculty, Department of Organizational Studies

As you are aware, we are in the process of integrating our UAGC faculty within the University of Arizona framework. This integration will require organic changes within our current ecosystem and process. In life and career development, change is an inevitable force. As professionals, we are frequently faced with moments of transition, periods of uncertainty, and the discomfort that accompanies the fear of the unknown. In times of change—whether it be technological advancements, shifts in organizational structure, or personal career decisions—the uncertainty of the future can evoke anxiety and hesitation.

For educators and faculty members, these challenges are particularly pertinent, as the academic landscape is constantly evolving, with the increasing integration of online learning, changes in student expectations, and the need for continuous professional growth. These are times of questions, uncertainty, and a multitude of unknowns. In the face of such uncertainty, one tool that can help faculty navigate these transitions is completing and maintaining a comprehensive faculty profile. This simple yet powerful act can serve as a catalyst for your career advancement, networking, and personal development, all while easing the fear of the unknown.

The Nature of Uncertainty and Fear of the Unknown

As human beings, we have a natural tendency to seek stability and predictability in our lives. We gravitate toward routines, established patterns, and familiar environments because they provide a sense of security. However, when these structures are disrupted—whether by external circumstances like a changing job market or internal decisions like shifting career paths—we are thrust into a state of uncertainty. This uncertainty can provoke fear as we grapple with questions about our abilities, our prospects, and our capacity to adapt to new environments. Fortunately, we have leadership that understands this uncertainty and are happy to meet us where we are in this process.

For faculty members, this fear of the unknown may manifest in various ways. The growing emphasis on interdisciplinary research, student-centered learning, and data-driven decision-making can leave faculty feeling overwhelmed by the sheer volume of changes occurring in higher education. It is during these moments of uncertainty that the fear of inadequacy or the dread of being left behind can surface.

However, it is important to recognize that uncertainty, while uncomfortable, can also be a powerful motivator for growth and development. These challenges can lead to new opportunities if you want them to. A growth mindset will prove to be the most useful to you as you practice resiliency. By confronting the fear of the unknown, individuals can gain new skills, expand their professional networks, and discover opportunities they might not have previously considered. One way to seize these opportunities in our academic world is by building and maintaining a robust faculty profile.

Why Completing Your Faculty Profile Matters

A faculty profile is more than a static description of your qualifications. It serves as a dynamic platform that showcases your professional achievements, research interests, teaching philosophies, and contributions to the academic community. It is a living document that evolves alongside your career and allows you to present your professional narrative cohesively and compellingly. But why is this important, especially during uncertain times?

1. Visibility and Networking

In an academic environment where collaborations are key to success, visibility is necessary. A well-maintained faculty profile can significantly enhance your visibility within your department and beyond. By providing a comprehensive overview of your expertise, publications, and research interests, your profile makes it easier for colleagues to highlight your experience during this transition. It opens the door to interdisciplinary rankings, development opportunities, and professional engagements. In times of uncertainty, controlling what you can control can make the difference between embracing this expansion or denying the opportunity for growth.

2. Career Advancement

For faculty members aspiring to tenure, promotions, or leadership positions, a faculty profile serves as a critical tool. Internal and external institutions increasingly rely on digital platforms to assess faculty qualifications and achievements. Your profile acts as a digital portfolio, highlighting your accomplishments and illustrating your value to the institution. During periods of change, when new opportunities or challenges may arise, having a well-documented professional presence can position you for success.

3. Self-Reflection and Personal Growth

Creating and updating your faculty profile also fosters self-reflection. It allows you to take stock of your career journey, assess your strengths, and identify areas for improvement. In the process of articulating your teaching philosophy, research contributions, and professional goals, you may discover new interests or strategies for growth. This self-reflection is particularly valuable during times of uncertainty, as it can provide clarity and direction when you are faced with difficult decisions.

4. Adaptation to Change

A faculty profile is not just about the past but also reflects how you adapt to the present and future. Whether you are integrating new teaching technologies, engaging in innovative research, or contributing to community outreach, your profile is a space to document these adaptations. In doing so, you demonstrate your ability to evolve in response to changing times, a valuable trait in today's dynamic academic landscape.

Embracing Change for Career Growth

Ultimately, while uncertainty may evoke fear, it also provides opportunities for reinvention and growth. Completing your faculty profile is one practical way to embrace change, combat the fear of the unknown, and take control of your professional narrative. It allows you to increase your visibility, foster meaningful connections, and position yourself for career advancement, all while providing a space for personal reflection and growth.

When you're asked to update your profile, keep a few things in mind: there's a clear reason for the request, even though the process can feel tedious. APL may not be the most user-friendly platform, but fortunately, there are tools and training available to help you complete it. In the end, the effort will be worth it. In an ever-evolving world, adaptability is key. By investing time in building a strong faculty profile, you are not only preparing yourself for the uncertainties ahead but also taking proactive steps to advance your career and make a lasting impact on the academic community.

UNIFICATION PATHWAYS ONE AND THREE | A FACULTY PERSPECTIVE

Teresa Leary Handy, Program Chair, School of General Studies

UAGC is in the midst of a multi-step process meant to unite our faculty and our processes and procedures with the University of Arizona. Yes, change can feel scary, uncomfortable, and out of control, and these feelings can be magnified when transparency is absent. However, in this case, I think that the process has not only been transparent through regular meetings and a page on our intranet but also having faculty and staff at the center of the work being done to complete the unification process makes this a different kind of change process.

One of the ways I have been involved is through Unification Pathway #1, which is centered on the full-time faculty rank appointment workgroup. In this diverse workgroup, members use their vast experiences here and with other institutions to define faculty roles that reflect our unique online culture. For example, distinguishing the research and publications that our faculty members have done, which may not mirror what is done at brick-and-mortar institutions, is important. In addition, I can share something that we all value, the way in which our faculty bring their real-world experiences into the classroom. Ensuring these unique characteristics of our culture are at the forefront of these conversations is important to me and those involved in conversations about this pathway.

Another way I am engaging is through Unification Pathway #3, which is centered on evaluating Arizona Board of Regents (ABOR) faculty policies, University of Arizona faculty policies, UAGC faculty policies, governance structures, and the faculty handbook. This work is an opportunity to ensure alignment and faculty voice will be at the center as there are plans to solicit input on faculty policies, governance, and the faculty handbook. As an online faculty member, there must be clear policies that support a work-life

balance with adequate time for service, scholarship, and teaching. Having the opportunity to share the lived experiences of faculty who are teaching and engaged in scholarship as well as service online is important as it does not always reflect how these same tasks happen at brick-and-mortar institutions.

As a program chair, I engage with both full-time faculty and associate faculty, and I want both to know that their voice is heard and that their concerns are our concerns. As representatives of the larger body, we take this work very seriously and are open to all comments and questions.

UNIFICATION PATHWAY FOUR | PROGRAMMATIC PORTFOLIOS, COLLABORATIVE ASSESSMENT, AND FUTURE DIRECTION

Kaitlyn Sproat, Assessment Specialist, Academic Affairs

For the past couple of months, the UAGC Assessment Team has been supporting academic program leaders and full-time faculty as they complete a self-study that contributes to Unification Pathway Four, which serves as a time to reflect on what UAGC academic programs do well and goals for the future. Each portfolio begins with a picture of the student population, including demographic data. It then provides success measures – such as retention and graduation rates, average GPA, and learning outcomes data – and external measures, which include standardized exam scores and programmatic accreditation, to address how the program serves its students.

Incorporating data from across departments demonstrates the measures used to assess the effectiveness of programs. The assessment team provides program learning outcome data, including external benchmarks and student surveys, as one way to assess student achievement. This provides a snapshot of how students are performing throughout the program. Including student retention and graduation rates in the program portfolios provides more information about how students are progressing and meeting student critical goals. In addition, faculty have provided qualitative information to explain key highlights of their programs. From an assessment perspective, understanding course design is one factor that makes UAGC courses unique. The use of external tools, authentic assessments, and industry-aligned standards speaks to the quality of courses. Although data may offer one way to measure programmatic effectiveness, defining the innovative course design elements highlights how faculty and staff use the data to continually improve the online learning experience and prepare students with workforce skills.

Consolidating this information into one place provides value, not just for integration, but for the success and future direction of our programs. Considering all the information about the program and taking a forward-thinking approach ensures that we are communicating our vision and how we can continue to improve in meeting the needs of our students. This process also introduces the benefits of collaboration and potential improvements in assessment practices. Rather than reviewing student data separately, there may be opportunities to review student success from a holistic perspective. Inter-departmental

relationships can further enhance our understanding of the data available, which information is useful, and how to use the various data to make informed decisions.

All staff and faculty perspectives are essential in explaining who we are and what we do well. For example, associate faculty members provide feedback regarding course improvements and add value to course facilitation by incorporating real-world relevance and industry expertise. The portfolios also highlight the role of Career Services and other student support services to ensure high-quality, consistent experiences in the online classroom. Program chairs have collaborated with faculty and staff across departments to explain the value of programs at UAGC.

Pathway Four aligns with student-centered goals to support student retention and progression, using information about our student population and their success to determine how we will continue to meet their diverse needs. Developing the programmatic portfolios is one of the first steps in defining a path forward with the University of Arizona. Highlighting the work that we do at UAGC and reaffirming the quality of our programs is fundamental for communicating our vision and planning a cohesive strategy with UA partners.

EXPANDING ON THE CRITICAL STUDENT GOALS: DRIVING STUDENT SUCCESS AND INSTITUTIONAL EXCELLENCE

Stephani Kilby, Director, Student Success
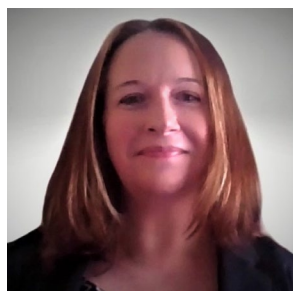
In early August, Dr. Blake Naughton, UAGC Vice Provost Academic Affairs, Learning, and Teaching for Online Initiatives, announced critical student goal revisions that capture the intent of our initial four goals (Retention, Completion, High-Value Credentials with Marketable Skills, & Economic Return) and focus them into three succinct goals that directly align with our commitment to Student Success:

1. **Retention**: Students continue through their first year
2. **Completion**: Students complete degrees and certificates
3. **Value**: Students earn high-value credentials that enhance workforce outcomes

These revised goals underscore the institution's commitment to fostering a dynamic, student-focused environment. This commitment goes beyond retention, completion, and value as just benchmarks for success; these goals represent the core of a thriving, higher education institution. Most importantly, as UAGC further integrates into the University of Arizona ecosystem, these critical goals establish **student success** as priority number one.

Retention: Laying the Foundation for Success

Retention, particularly through a student's first year, is often pointed to as a leading indicator of long-term student success. Students who successfully transition into their learning journey, navigate their first year of coursework, find balance with work, life, and school, and perceive value in the knowledge they are gaining are more likely to remain engaged and persist through graduation. Retention is not just about keeping students enrolled; it is about creating a supportive academic environment where students feel connected, valued, and equipped to manage the challenges of higher education. It is important to note that the retention rate is based on a snapshot in time, but the contributing factors are layered within the student journey throughout the first year, in every interaction, and in every experience.

Completion: The Achievement of Academic Goals

While retention focuses on the beginning of the student experience, **completion** measures success over the entire academic journey. Helping students achieve their degree or certificate is the ultimate marker of an institution's effectiveness. The UAGC completion target of 9,000 degrees or certificates awarded in the 2024-25 Academic Year represents a commitment to students who are attending our institution and on track to achieve their credentials within that timeframe. Through focused strategies for clear academic pathways, accelerated degree options, transfer credit policies, and personalized instruction and advising, UAGC can build an academic infrastructure that will not only support students currently attending but will have lasting power to impact future learners.

Value: Connecting Education to Workforce Outcomes

In today's competitive job market, students and employers are increasingly focused on credentials that translate to real-world application. **Value** represents the alignment between academic credentials and workforce outcomes, ensuring that graduates leave with skills, knowledge, and competencies that are in line with what employers are seeking. UAGC remains focused on offering programs aligned with industry trends and future job market demands, measuring success through employment in the field of study, salary growth, and/or the pursuit of further education. There is much to learn about the perception of value and UAGC is committed to exploring ways to align credentials and workforce outcomes along with meaningful measures to ensure we are on track.

The Interconnectedness of Retention, Completion, and Value

Retention, completion, and value are not isolated goals. When we prioritize **retention**, it sets the foundation for higher **completion** rates. When students complete their programs with skills and

credentials that have real-world **value**, they see the return on their investment in themselves and in their education. When retention, completion, and value are woven together effectively, the entire educational experience becomes more meaningful and rewarding.

For UAGC, these goals are particularly critical. Online adult learners face unique challenges balancing work, family, and academic responsibilities. They need accessible, flexible support services and, sometimes, they may need encouragement or an invitation to use them. UAGC learners rely on faculty and staff who care and who are dedicated to student-centered education and lifelong learning. These goals serve as a roadmap for institutional efforts, keeping **student success** as priority one and delivering high-quality, valuable education that truly meets the needs of today's learners.

How will you contribute?

Faculty and staff will continue to play a critical role in shaping these efforts, as your expertise and collaboration are essential to fostering a culture of continuous learning that best serves the needs of our students both now and in the future.   In the coming months, together we will explore the key factors that drive student success. We will test new approaches, and revisit established ones with fresh perspectives. We will put a spotlight on student success efforts: those that are showing potential and those that may be productive failures, resulting in new knowledge and new ideas. We will listen closely to our students and to one another, seeking opportunities for improvement and acting with purpose. Faculty and staff will lead the way as we work to be a leader in online learning, a trusted partner within the University of Arizona ecosystem, and a model for the future of online education.

As always, I would love to hear more about the commitment you are making and how your work contributes to the success of our students and the achievement of our critical student goals. Send your thoughts to SuccessTogether@uagc.edu, and let us connect!

CONNECTING BEYOND THE CLASSROOM: STUDENT ENGAGEMENT AND STUDENT AFFAIRS QUARTERLY INSIGHTS REPORT

Vanessa Greaves, Alumni Relations, Strategy & Operations Specialist III, and Matt Phillips, Student Affairs Program Manager

A Student Affairs Perspective on Student Engagement (In Brief)

Student Affairs staff are obligated, by virtue of their positions within the higher education landscape, to increase student access to transformative co-curricular experiences. Our mandate—as implied in the broad UAGC mission and outlined in our Student Affairs departmental and program outcomes—is to foster individual growth and enrich the intellectual, emotional, and personal lives of our students. Encouraging active student

participation in co-curricular programs and support services offers students numerous benefits, including perhaps a stronger sense of belonging, valuable connections with peers and faculty, and the development of essential skills like communication and leadership. These experiences may, in fact, contribute to a deeper understanding of course material, critical thinking, and overall academic success.

Research in student success indicates that, "Although a sense of belonging can mirror students' prior experiences, it is most directly shaped by the broader campus climate and the perceptions of belonging students derive from their daily interactions with other students, faculty, staff, and administrators on campus ..." (Tinto 2015, p. 5). Recent findings from the Promoting At-Promise Student Success (PASS) project at the University of Southern California indicate, in part, that "higher levels of belonging in students' first year were associated with higher levels of mattering in students' second year. Qualitatively, feelings of belonging and mattering may have contributed to students' sense of academic self-efficacy" (USC Pullias Center for Higher Education, PASS: Promoting At-Promise Student Success Project, 2024).

UAGC Student Affairs staff do have access to meaningful student engagement data on platforms like UAGC Connect and Handshake, in addition to departmental data gathering insights throughout Student Affairs. But we have significant gaps in knowledge about how engagement relates to or indicates student belonging, student mattering, and, subsequently, student achievement. It is an unwieldy process to disaggregate student engagement data and connect it to student academic records and progress indicators, and we have no reliable tool to measure students' sense of whether they matter— as individuals— to UAGC as an educational institution or to their peers.

Given that we have yet to formulate a UAGC-specific methodology to understand students' sense of belonging and mattering, Student Affairs' approaches to student engagement both mimic and diverge from the traditional brick and mortar approach. One important step we have taken is to illuminate our students' engagement behavior for other UAGC units and departments. The Student Affairs Quarterly Insights report, released most recently in August, offers an engaging overview of how our students connect, participate, and thrive outside of the classroom. We see this report as vital to understanding and, perhaps, enhancing student engagement at UAGC. Each iteration of this report will include data that reveals how students are engaging on UAGC Connect and within our clubs and communities. We'll also include spotlight data revelations for various departments and programmatic efforts. The most recent iteration of the report features data from our in-person career fair at the June 2024 Commencement. We also include helpful Student Affairs resources for faculty, department head contact information, and an events calendar. Explore the full report here.

Key Information from the Q1 AY 2024-25 Report

The Q1 AY 2024-25 report highlights several significant metrics and interactions that showcase the vibrant and interactive community at UAGC:

- **UAGC Connect Community Growth:** Our 'Virtual Student Union' continues to show significant user activity and growth. As of August 2024, 33,630 total students, alumni, faculty, and staff

have joined UAGC Connect. In Q4 AY 2023-24, we documented 148,744 community actions on the platform (page views, user posts/comments, and email opens).

- **Club and Community Engagement:** In our 43 active clubs and communities, there were 464 new member requests in Q4 AY 2023-24, reflecting growing interest and participation in our diverse offerings. Additionally, we recorded 117 new group posts/conversations during that final quarter.
- **Career Services:** Organized the second annual in-person career fair on Saturday, June 8. This event recorded 338 UAGC graduates in attendance, 28 employers in attendance, and 1,637 documented graduate-to-employer connections.
- **Spring 2024 Graduates:** We celebrated 8,675 graduates from all 50 states in the U.S. and 10 countries worldwide, reflecting the global reach and diverse community at UAGC.
- **Alumni Voice:** We engaged in a discussion with Lane Hagerdorn, Class of '20 (BA in Business Leadership) who said, "I have maintained a connection with many professors and leaders at UAGC and have appreciated their mentorship and support along my journey."

Interpreting the Data: Insights and Remaining Gaps

These engagement metrics provide valuable insights into students' behaviors and preferences; many students are highly engaged and seek connection, support, and opportunities for personal and professional growth. For some students, asynchronous opportunities are useful and empowering. As highlighted above, we administrate a social connection platform (UAGC Connect) that welcomes undergraduate students as they near the end of their first course (GEN101, Week 5 in Personal Development Plan assignment). Other students hunger for live connections or one-to-one growth opportunities. To meet this student need, synchronous quarterly meetings occur for many of our 43 clubs and communities, and CHAMPS Peer Mentoring pairs mentors and mentees based largely on holistic student factors and preferred method of interaction.

However, we must continue to revise and tailor our programs and services to meet the evolving needs of our diverse and dynamic student community. Each quarter, students approach our teams with ideas for new clubs and communities or with stated desires for live programming or funding for special projects and initiatives. Building and fostering student connections is a great institutional challenge and, through sharing the data we have and analyzing it regularly, we hope to inspire cross-departmental collaboration, input, and involvement of faculty, staff, alumni, and more students. Beyond clubs and communities, our students have taken action in pursuing social justice initiatives, developing mental health awareness and wellbeing programming and supports, and creating a formal structure and possible pathway for the formation of shared student governance.

Looking Forward: A Call-to-Action

We encourage all faculty and staff to engage with the Student Affairs Quarterly Insights report—a quick look each quarter will expand your awareness of student activity and remind you of valuable resources available to all students. Beyond that, we hope more faculty and staff will search for collaborative opportunities with Student Affairs staff members and department leaders. Steps you can take to contribute and collaborate:

- Consider advising a club or community or consider facilitating a new club.
- Partner with Student Affairs staff to develop synchronous, programmatic offerings.
- Share inspirational student success stories or connect students to us so we can deepen our connections to students and foster student-to-student connections.
- Join UAGC Connect with your faculty email and explore the platform—introduce yourself and say hello to participating students
- Share the Student Affairs Quarterly Insights report with your colleagues

We look forward to the continued growth of empowerment, support, and engagement for our unique and talented students.

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INTEGRATION WITH THE U OF A: CATALYST FOR UAGC NEW FACULTY EXPERIENCE REVIEW AND REFINEMENT

Stephanie Adams, Lead Faculty Coach & Development Specialist, Faculty Affairs, and Paul Schulz, Faculty Development and Coaching Specialist, Faculty Affairs

The University of Arizona Global Campus (UAGC) New Faculty Experience (NFE) program began as a simple but effective vehicle to introduce new faculty to the university's online learning management system and to support them in completing HR onboarding tasks. Since that humble beginning, the NFE has become an ever-changing and dynamic program undergoing frequent updates to its training courses and NFE Canvas modules. This ongoing evolution is driven by the desire to provide UAGC's new faculty with a clear understanding of instructional expectations and a comprehensive toolkit for classroom preparation.

New Faculty Experience Responds to an Increase in Associate Faculty Hiring

With the exciting integration with the University of Arizona (U of A), the University of Arizona Global Campus (UAGC) experienced an increase in faculty onboarding due to institutional and college program changes. While the 2022-23 academic year saw an average of 14 new faculty go through the onboarding process each month, the 2023-2024 academic year witnessed a staggering 190% increase with an average of 40 new faculty joining UAGC each month. With this dynamic increase in new faculty, the NFE Team made several strategic adjustments to the integration process with the U of A Human Resources.

From streamlining administrative tasks to enhancing communication channels, the UAGC NFE Team implemented changes designed to provide a smoother and more effective onboarding process.

Some of those changes involved the consolidation of HR Task Modules. Previously, new hires were asked to self-enroll in individual modules, often leading to confusion. To streamline this process, all modules are assigned by Human Resources on their first day of onboarding, granting faculty access to all relevant materials at once. Another example, new faculty must complete U of A HR paperwork before beginning the UAGC NFE. During the first week of NFE, they complete training modules in the UAGC Workday and U of A Edge Learning. The NFE team monitors new faculty progress to ensure a seamless transition between the two institutions.

The most significant changes were in the initial communication with new faculty. As UAGC fully integrated with the U of A, email issues arose, resulting in lost communications with new hires. To address this, the NFE Team implemented a combined Week One, Day One phone call, and email approach. During the phone call, Faculty Coaches confirm receipt of the first day e-mail and explain the next steps in the week one onboarding week one process. This direct contact helped clarify expectations and reduce confusion among new faculty. The phone call also helps new faculty feel an immediate connection or belonging to the UAGC faculty community.

To further support new faculty, we introduced an email upon completion of onboarding. This email includes valuable resources, such as the New Faculty Tool Kit, which provides links to essential institutional and instructional tools and training. This final e-mail also includes an official handoff to their hiring/full-time faculty member and their faculty schedulers, creating a strong transition into UAGC and their specific college program.

Looking Ahead

The New Faculty Experience is an essential first stop along UAGC's new faculty journey. In light of the changes to the NFE processes prompted by the integration with the U of A, we continue to seek further improvement in the NFE program. With the help of a committee of faculty and staff, we're engaging in an 18-month review of the entire NFE structure. Though our updates to the NFE program have been iterative since the program was launched in 2020, we have not engaged in a full-scale review since then. As the institution is reviewing many aspects of our roles and work at UAGC, we can also take this time to refine and evolve this essential step along a faculty member's journey at our institution. Ultimately, we aim to establish a more seamless handoff protocol between onboarding and program leaders involved in the hiring process. By fostering more vital collaboration, we can better support new faculty in reaching their full potential, from their initial training to their first classroom experience.

RESEARCH CORNER

The research corner is a space in the *UAGC Chronicle* dedicated to exploring innovative ideas related to teaching and learning. This space allows faculty and staff to share their research interests and pursuits. In addition to fostering a community of educators eager to exchange insights, the research corner serves as a platform for showcasing different methodologies and pedagogical approaches. Whether delving into emerging trends or reimagining traditional practices, this space encourages collaboration and the advancement of the scholarship of teaching and learning.

WHERE PEDAGOGY MEETS POLITICS: PROMOTING CIVIL DISCOURSE IN AN ELECTION YEAR

Nicole Egelhofer-Wells, Faculty Support and Classroom Consultant, Faculty Affairs

As the country prepares for the upcoming November elections, tensions continue to rise between political candidates and around key issues, including the Israel-Hamas war, inflation, reproductive rights, racial violence, and international relations. For instructors, it may only be a matter of time before this increasingly tense political climate finds its way into your online classroom. Classrooms are microcosms of our society, and our students represent a wide range of identities, values, and experiences. This diversity adds to the richness of the learning experience, but it can also create potentially explosive situations when contentious current issues are examined in classroom discussions. Instead of avoiding these discussions, instructors should embrace the current political landscape as a learning opportunity by promoting civil discourse.

This anti-oppressive practice of civil discourse empowers students to explore, engage, and take informed action on the issues that matter to them. By taking an anti-oppressive and student-centered approach, instructors can successfully navigate the challenges of facilitating discussions on politically polarized topics this election season. The following examines the concept of civility in discourse and its value in the classroom, the role of dialogue in anti-oppressive pedagogy, and practical strategies for promoting civil discourse in your online classroom this election season.

What is Civil Discourse?

A discussion on civil discourse requires a closer examination of what is meant by the word "civil." Civil can describe individuals engaging in society and public affairs, or it can pertain to the norms of politeness which guide interactions between people. However, civil discourse is more than politeness.

"Civil discourse must be taught, modeled, and reinforced through our teaching practices if we are to successfully realize its transforming potential."

The Institute for Civility in Government (2024) noted that prioritizing good manners over meaningful engagement and open discussion may repress dissent, marginalize certain groups, reinforce existing

power structures, and impede shared understanding. Instead, civility should allow for the free exchange of ideas and critical examination of personal worldviews:

> Civility is claiming and caring for one's identity, needs, and beliefs without degrading someone else's in the process…It is about disagreeing without disrespect, seeking common ground as a starting point for dialogue about differences, understanding biases and personal preconceptions, and teaching others to do the same. (Institute for Civility in Government, 2024, paras. 1-2)

This definition of civility offers a much-needed foundation to guide our students through discussions on controversial issues during the current election season. Most people are not accustomed to openly discussing their political views with individuals outside of their immediate social circles; to do so could potentially leave them open to social isolation, threats or acts of violence, and other social repercussions. Our political views often (but not always) inform our positions on controversial issues like abortion, student loan forgiveness, and crime control. When these topics are broached in public spaces (e.g., classrooms), they are either silenced or discussed in superficial ways for several reasons: fear of offending others, not wanting to appear uninformed on key issues, and a desire to avoid conflict. During election season, we often witness political opponents resorting to name-calling and personal attacks instead of discussing the key issues that impact our lives. For these reasons, instructors cannot assume that students come into the learning environment knowing how to engage in civil discourse. Civil discourse must be taught, modeled, and reinforced through our teaching practices if we are to successfully realize its transforming potential.

Engaging in civil discourse in the online learning environment benefits both the individual and society as a whole. In the United States, education is used as a means of preparing individuals for participation in a democratic society. Civil discourse aligns with democratic values, including equality, freedom, respect for diverse viewpoints, social responsibility, collaborative problem-solving, and informed decision-making (Crosby, 2018). Participating in civil discourse helps students develop skills in open deliberation and rational debate, active listening, critical thinking, interpersonal and cultural competence, and reflection (Crosby, 2018; Hendrix, 1996; Maxwell et al., 2018; Moore, 2012). When transferred outside of the virtual classroom, these skills enable students to develop meaningful relationships and actively participate in society through employment, civic engagement, and other avenues. Finally, engaging in civil discourse can be an empowering experience, one that prompts us to take transformative action to create a more just and equitable society.

The Role of Discourse in Anti-Oppressive Pedagogy

The purpose of discourse, or dialogue, as an anti-oppressive pedagogy goes beyond the sharing of ideas or diverse viewpoints. Freire (1970) believed that dialogue is essential to the development of critical consciousness-- an awareness of social reality and the transformation of that reality through praxis, or reflection and action. In his seminal work "Pedagogy of the Oppressed" (1970), Freire argued that critical consciousness could only be developed through a dialogic, problem-posing education in which the real-world problems and experiences of both teachers and students inform the curriculum. The dialogic

process involves a "constant unveiling of reality" in which students and instructors learn to situate themselves and their experiences within a social, cultural, political, and historical context (Freire, 2000, p. 81). Through ongoing dialogue and reflection, students and instructors critically examine the interrelatedness of their problems within systems of oppression and develop the sense of agency needed to directly challenge those systems (Freire, 2000).

Dialogue as an anti-oppressive pedagogy also supports the democratization of the teacher-student relationship. Historically, teachers have been perceived as the sole possessors of knowledge, while students are the passive recipients of that knowledge (Freire, 1970). This power imbalance prevents students from engaging in critical thinking or taking ownership of their learning. Freire (1970) argued that true dialogue resolves the teacher-student power imbalance:

> "…through dialogue, the teacher of the students and the students of the teacher cease to exist and a new term emerges: teacher-student with students-teachers…[T]he teacher is no longer merely the one who teaches, but one who is himself taught in dialogue with the students, who in their turn while being taught also teach." (Freire, 1970, p. 67)

Dialogue allows both instructors and students to be active participants in the learning process. It creates a learning environment in which both parties can bring their existing knowledge and experiences to bear on key issues that impact their daily lives. As a result, both instructors and students can benefit from the transformative potential of dialogue as an anti-oppressive practice.

Strategies for Promoting Civil Discourse

Below are strategies for promoting civil discourse in your online classroom this election season:

1. **Create relevance for adult learners by asking them to identify current hot-button issues that align with your discipline and/or course learning objectives** (e.g., inflation, climate change, reproductive rights, immigration, unemployment, crime, educational policy, etc.). **Select resources that reflect multiple perspectives/viewpoints** on these issues to allow students to develop their own opinions (Reynolds et al., 2020).
2. **Collectively establish and model clear expectations for respectful classroom interactions**. Engaging adult learners in creating the rules for civil discourse allows them to develop consensus on appropriate and inappropriate behaviors as well as a sense of shared accountability (Marini et al., 2010). Examples of expectations to consider include (1) participation of all members of the learning community in discussions (what does that look like in practice?), (2) zero-tolerance for bullying and personal attacks, and (3) supporting one's position with credible sources. Consistently modeling these expectations in your interactions with students lays the foundation of trust necessary for productive dialogue on controversial issues.
3. **Ask essential questions to promote understanding** when facilitating discussions on controversial topics. According to McTighe and Wiggins (2013), essential questions are open-ended (without a single, correct answer), thought-provoking, and intellectually engaging. They require students to engage in higher-order thinking (e.g., analysis, evaluation, etc.) and **provide credible support and**

justification for their responses (McTighe & Wiggins, 2013). Asking questions promotes critical thinking, helps students consider multiple perspectives, and highlights the relevance of controversial topics to students' lives (Crosby, 2018).

4. **Acknowledge the presence of emotions**. Encountering information that challenges their beliefs and worldviews can put students in a state of crisis, which may manifest as defensiveness, anger, guilt, or denial. They need to be provided with opportunities to work through those initial reactions and consider alternative viewpoints. Acknowledging emotions, posing questions, and incorporating reflective learning activities can help students deconstruct rigid worldviews and develop more open mindsets.

5. **Consider your personal beliefs, biases, and political alignment and how they may impact your interactions with students**. Decide in advance whether you will share your personal stance on controversial discussion topics with students. Doing so may contribute to transparency in the classroom and the co-construction of knowledge, but it can also exacerbate the power imbalance for students who hold competing beliefs (Crosby, 2018). In addition, it may not always be possible to maintain neutrality on controversial issues when students express viewpoints that compromise the safety of the learning space (e.g., viewpoints based in racism, xenophobia, etc.) (Dunn et al., 2019).

Conclusion

Engaging in civil discourse on controversial issues during election season can be both challenging and rewarding for students and instructors. By embracing conflict and some discomfort as part of the learning process, we can expand our existing worldviews and imagine new ways to address our differences. If you would like to continue this conversation, please reach out to me at Nicole.egelhoferwells@uagc.edu. I look forward to exploring how we can collaborate to create an inclusive learning community in which all members feel seen, valued, and supported.

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INTRODUCTED STUDENTS IN THE CLASSROOM: STRATEGIES FOR SUCCESS

Mallory DeMay, Faculty Support and Classroom Consultant, Faculty Affairs, Associate Faculty, School of General Studies

Introversion and extroversion are two personality traits that influence how individuals interact with the world and recharge their energy. Introverts are energized by deep, meaningful interactions, while extroverts draw their energy from socializing and engaging with groups of individuals. For faculty, it is important to understand which personality type a student identifies with as different personality types tend to learn and engage differently and thus require different types of support in the classroom.

Learners with Introverted Characteristics or Extroverted Characteristics

Approximately half of the students we interact with are introverts (Cain, 2012). Learners who identify with introverted characteristics are reflective thinkers who learn by reflection, observation, and introspection. They are problem solvers and excellent listeners because they prefer to take the time to think through an issue before responding.

In contrast, learners who identify with extroverted characteristics are social learners who learn best in social situations that allow for in-person discussion, group work, and dialogue. They can think on their feet and express their ideas in the moment.

Identifying Introversion in Classroom Engagement

The online learning environment suits learners with introverted characteristics because they can engage and learn in their own space and time. However, faculty need to be aware that there may be differences in communication styles or preferences. If a faculty member identifies as an extrovert and their student identifies as an introvert, the faculty may need to change how they typically communicate. While a phone or video conversation to discuss challenges may work well for a learner with extroverted characteristics, learners with introverted characteristics will prefer written communication in the form of messaging, emails, and so on.

Consider how introverted characteristics may appear via learning activities.

- **Online discussions**: Introverts will probably wait to post, allowing other students to post first. They need to think through what they want to say and will observe what other students are saying. Remember, they are deep thinkers who desire time for reflection before expressing their thoughts.
- **Written assignments:** Introverts often thrive with written work because they prefer work that supports time for reflection. They probably won't be the first to submit an assignment because they use their time to approach the work with reflection, introspection, and critical thinking to ensure they meet all requirements.
- **Communication:** Introverts may not utilize video in the classroom and may be hesitant to attend live learning or office hour sessions. This does not mean they are not actively engaged in these learning activities.

In essence, a learner with introverted tendencies may be misunderstood as uncooperative or uninterested because they are thinking through their ideas and not sharing in the moment. In reality, they just need to think through what they want to say before they say it.

Support for Students with Introverted Tendencies

When a learner does not receive the support they need, they can become frustrated, regardless of whether they are an introvert or an extrovert. Teaching is not a one-size-fits-all model. In a classroom setting, instructors need to differentiate engagement, learning, and support based on academic needs; it is essential for different personality types as well.

So, what does support for introverts look like? How can you help them be successful in the classroom? Let's dive into some strategies (Kiedaisch, 2021):

- **Don't typecast**: Introverts are often described as shy. But remember, introversion is based on the amount of stimuli students can handle without feeling overwhelmed and needing to recharge. On the other hand, shyness is a feeling of discomfort or apprehension in social situations, and individuals tend to avoid or withdraw from interaction with others.
- **Focus on strengths:** Praise their critical thinking skills, deep reflection, attention to detail, and writing abilities. These are important qualities for someone who is introverted.

- **Offer multiple options for interaction:** Give opportunities to engage in writing since that is their preferred method of communication and where they shine. Remember that verbal communication, such as phone calls or virtual meetings, may drain their energy, and writing will keep their energy stable. Consider interacting via email, text, or chat.
- **Foster a Culture of Care:** The UAGC Culture of Care includes flexibility for all students, and introverts are no exception. Introverts are often very good with deadlines but are also deep thinkers and like to go into detail regarding assignments. Be flexible if they need additional time on an assignment. They want to do well and include every pertinent detail.

Learners who identify as either an introvert or extrovert have their own special characteristics, learning styles, and support needs. Instructors can better support learners with introverted characteristics by seeking to understand how those characteristics impact learning styles. As a faculty member, seek to understand which personality traits your learners identify with and tailor your support to fit their needs. Understanding those differences will help foster better communication and engaged discussion and provide a welcoming learning experience for everyone.

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CLASSROOM MANAGEMENT - TIPS AND RESOURCES

A CLOSER LOOK AT YOUR TEACHING PHILOSOPHY

Ryan Thomas, Lead Faculty Support and Classroom Consultant, Faculty Affairs, and Millie Tyznik, Sr. Lead Learning Support Specialist, Learning Support

An effective teaching philosophy clarifies the approach that guides day-to-day teaching practices, allowing teachers to facilitate courses and support students with intention (Laundon et al., 2020; Beatty et al., 2009). At UAGC, where instructors often facilitate pre-developed courses, having a strong teaching philosophy ensures consistency in instructional methods. Including your teaching philosophy in your faculty profile enhances your credibility as an educator, demonstrates thoughtfulness in your approach, and helps build trust by setting clear expectations for your students.

We hope this article will help you to reflect on the importance of a posted teaching philosophy and what it should include and either 1) revisit your existing teaching philosophy and assess if it is clear and complete or 2) try developing a teaching philosophy if you haven't yet.

Do You Have an Effective Teaching Philosophy?

You may have a posted teaching philosophy in your Canvas profile, but it may not be concise or detailed enough to be effective. During the 2023/24 academic year, Faculty Affairs encouraged faculty to reflect on the role a teaching philosophy plays in their course facilitation. While many faculty indicated that they had a teaching philosophy, many had yet to fully develop the teaching philosophy in their profile. Many either lacked a statement entirely or had a general statement about education rather than a focused teaching philosophy. Some faculty had statements that were too lengthy to be impactful, while others missed critical elements, such as specific teaching practices or the effect of those practices.

> *"Communicating a teaching philosophy that includes your teaching methods and the effect of these will have the greatest impact..."*

Providing your philosophy on education and your teaching methods will give students concrete examples of the learning environment you create and how this environment will help them succeed. Details of your teaching philosophy will remind and motivate you to consistently execute your own best practices.

Your students can benefit from seeing your teaching methods, too. They can better understand why you teach and interact in the ways that you do. Teaching philosophies that are too vague, too short, or too difficult to understand won't help students understand your methods. And teaching philosophies that are too long may mean that students don't read them at all.

Consider the following dos and don'ts as you evaluate your own teaching philosophy statement in your classroom:

Dos	Don'ts
Do include an education philosophy. For example, why do you feel that education is valuable, or why do you teach?	**Don't ONLY include your education philosophy.** Your education philosophy shapes your teaching practices. Share what you do—those teaching practices that contribute to a student's learning, development, or success.
Do be specific and actionable by sharing specific examples of how you implement your teaching beliefs in the classroom. For example, describe specific activities or methods you use in the classroom and how these strategies help engage students in learning.	**Don't be too vague** or use overly broad statements like: "I believe education is important" or "I believe in lifelong learning." Use specifics to share why you believe in education and what you do as an educator.

Do use accessible terms when explaining your approach to teaching and learning.	**Don't use jargon** that may confuse students who are unfamiliar with those terms or concepts.
Do write at least one or two paragraphs. This should be a summary of your teaching philosophy that includes your purpose of being an educator and some specifics of your teaching methods.	**Don't write more than two paragraphs.** It should be a glimpse into your teaching philosophy. It should not be your complete philosophy on education.

Sample Teaching Philosophies

We have included some teaching philosophy examples and versions with concrete enhancements based on the table above with the hope that they will help you reflect on and develop your teaching philosophy

> **Example:** *My passion for teaching students comes from my enjoyment of helping students strengthen their critical thinking skills and providing them with a unique academic experience that they can reflect on when obtaining their personal and professional goals. As a public health educator, strengthening communication skills is important for collaborating with others to solve complex public health issues.*

This example does not provide any specific examples of teaching methods that illustrate how the instructor supports learning, development, or success.

> **Enhancement:** *My passion for teaching students comes from my enjoyment of helping students strengthen their critical thinking skills and providing them with a unique academic experience that they can reflect on when obtaining their personal and professional goals. As a public health educator, strengthening communication skills is important for collaborating with others to solve complex public health issues. I provide many opportunities in my courses to strengthen this skill, whether it be in understanding case studies, exploring current public health events in the form of discussion or assignment postings, or collaborating in group presentations. I provide video responses to student introduction posts at the beginning of the course so that they understand that I'm accessible and able to assist and mentor them throughout their academic experience. My goal as an educator is to foster the excitement of being a lifelong learner.* – used with permission from Christopher Tex, Faculty, College of Arts and Sciences

This enhanced example describes the instructor's philosophy on education and their role in that as well as specific examples of what they provide and do within the classroom and the impact on students.

> **Example:** *I subscribe to the social learning theory in education and use Bloom's Taxonomy to measure learning in my students. In my class, students learn from me and other students.*

This example uses jargon that students may not understand, and the statements are vague without including any specific information about the instructor's teaching methods.

Enhancement: *I teach to motivate students to want to learn and to believe in themselves so they may take on a bigger role in our society. My teaching methods include an "I Do, We Do, You Do" approach to teaching and learning. "I do" by providing worked examples of assignments that include annotations of how the example meets the expectations for the assignment. "We do" through scaffolded discussions that other students and I provide feedback on. "You do" through your final draft of the formal assignments. I have found this method reduces my students' cognitive load and feelings of confusion and isolation, making it easier to meet the learning objectives of the course and motivating them to continue learning and gaining more confidence in their academic abilities. By focusing on education, we strengthen our communities to create a pathway to social change.* – used with permission from Millie Tyznik, Associate Faculty, College of Arts and Sciences

This enhanced example shows why the instructor teaches and their philosophy on the importance of education while also providing specific and concrete examples of their teaching practices and the impact of those.

If you have already posted your teaching philosophy in your faculty profile, we hope you will assess what you have, keeping in mind that a teaching philosophy that includes your teaching methods and the effect of these will have the greatest impact. If you have yet to post your teaching philosophy, we encourage you to work toward adding one. In addition to this article, the following resources can help you to develop an effective written teaching philosophy for your Canvas profile:

- UAGC Faculty Affairs: Exploring Concepts of the Philosophy of Teaching (8-minute read)
- UAGC Writing Center: Writing a Philosophy of Education or Teaching Philosophy (3-minute read)
- UAGC Faculty Affairs: Philosophy of Teaching Worksheet (4-minute read)

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SUSPICIOUS RESEARCH REFERENCES

Allison McDermott, Reference Services Librarian, Learning Support, Millie Tyznik, Associate Faculty, School of General Studies

During a course I was recently teaching, I had a student submit a paper with a reference list of four sources. Each source had a single author listed, and the last names of these authors were Jones, Smith, Williams, and Johnson. This seemed suspicious. In doing my due diligence, I attempted to search for these sources through the UAGC Library and a basic Google search. I struggled to find the sources, but I wasn't sure I was searching in the most effective way. I reached out to one of our amazing UAGC Librarians, Allison McDermott, who was happy to lend a hand in searching for these sources, and she also showed me how she completed the searches. Allison, too, did not find evidence of the existence of these sources.

Suspicious research references were found from more than one student during the course, and I wanted to ensure that I was using the best practices in navigating these situations. In this article, Allison and I share some insights on why these suspicious reference entries are showing up, librarian best practices on how to verify the sources, and what to do if they are not legitimate.

Generative AI's Role

For better or worse, generative artificial intelligence, such as ChatGPT, is here to stay, and it is rapidly changing the landscape of academic research and writing. While generative AI can be a helpful tool to help brainstorm ideas for a research paper or suggest keywords on a topic that can be used to locate sources within the library, the technology is not without its flaws. One such flaw is referred to as "hallucinations." This is when the technology provides inaccurate or misleading information, including fabricated reference citations, also known as fake sources.

You may have encountered these made-up sources while working in ChatGPT or even received one from a student. While they look legitimate, upon further investigation, you may find that the referenced source does not exist. You may ask yourself why does this happen? While the cause is not entirely clear, one culprit is data mining. According to Bhattacharyya et al. (2023), large language models like ChatGPT "use deep neural networks to predict the next word in a sequence of text and provide responses based on statistical patterns learned during training. As such, ChatGPT cannot distinguish between accurate and false information, only that its responses follow the patterns they are trained to recognize" (p. 6). Hence, the technology bases its answers on predictability and the information available on the web. It responds with word frequency based on the likelihood of the next word, much like autocorrect on your phone or email.

In a 2023 study by Walters and Wilder, who verified the existence of each cited source within a set of documents in which ChatGPT was used, they found that 55% of the citations generated by ChatGPT-3.5 were fabricated and 18% of the citations generated by ChatGpt-4 were fabricated. This tells us that

while the technology does seem to be getting more accurate, it is still common to receive fabricated citations when using ChatGPT. This is why it is important to review the reference citations of student papers, looking specifically for suspicious ones.

How to Best Verify References (Tips from a Librarian)

There are a few clues that a reference citation may be fabricated and, therefore, requires verification:

- Common names for the author(s) of the sources – Smith, Jones, or Adams.
- The article's title contains words directly from the prompt.
- No URL or DOI is provided, or if one is, it links to a different article or does not work.

If you encounter a reference citation that you think may be a fabrication, use these best practices to verify whether the article exists:

1. **DOI Search** – The digital object identifier, also referred to as DOI, is an identification number used for works in a digital format. If the questionable citation contains a DOI, try searching for it through the free DOI lookup.
2. **Title Search** – Try searching for the title of the resource using Library OneSearch in the UAGC Library, Google Scholar, or Google. For best results, try putting quotation marks around the title, and if there are two parts to the title, for example, "Exploring Knowledge Sharing Behavior in Healthcare Organizations: An Integrated Perspective of the Empowerment Theory and Self-Determination Theory," only search the first portion of the title – "Exploring Knowledge Sharing Behavior in Healthcare Organizations."

3. **Publication Search** – Search for the journal using Library OneSearch in the UAGC Library to try and track down the specific volume and issue listed in the citation. If you can find the publication, but the volume and issue do not match up, that is a sign that the source is fabricated. If unavailable in the library's collection, try searching for the journal online.
4. **Author Search** – Use Google Scholar to search for the author(s) of the articles. Many times, if the author is an expert in their field and publishes regularly, they will have a profile that lists where they teach and the articles they have written or contributed to. Here you should be able to locate the article in question.
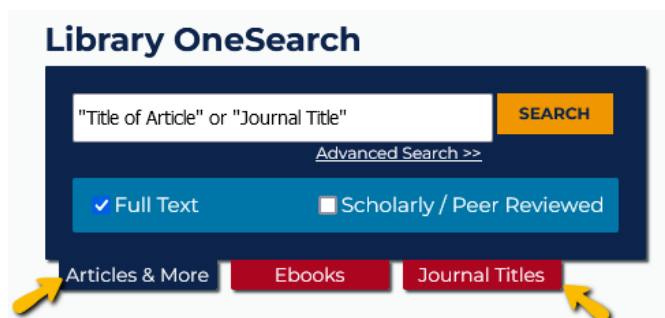
The Fabricated Reference Citations tip sheet provides additional information on how to verify a source.

As always, if you have any questions about the validity of a source a student has referenced in an assignment, you can always reach out to the UAGC Library at library@uagc.edu. We are always happy to field any questions about the legitimacy of a source and verify its existence.

What to do About Non-Existing Research References

The UAGC Office of Academic Integrity offers the following advice when you find that a student has used a source that does not exist for an assignment: Make it a teachable moment to help the student understand their error, especially if they have not had any prior academic dishonesty incidents in your class and especially if it is lower-division course. Sharing the Academic Use of AI resource can help the student understand ethical and effective ways to utilize generative AI. Another option is to submit an IROAD, so that the Office of Academic Integrity can formally review the student's work (M. Judware, personal communication, July 29, 2024).

Making this a teachable moment for the students in my class seemed to be the right approach. This was an important opportunity for them to see that using AI can lead to academic integrity issues. By sharing the resource on how to use AI responsibly, students can continue to explore AI but avoid using it in a way that is unethical for academic research and writing. Because this is an academic integrity issue that faculty could see more of with increased use of generative AI, it is important that faculty look for suspicious references, know how to verify them, and how to work with a student if and when this does occur.

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BUILDING ACADEMIC COMMUNITY

FACULTY VOICES

This section of the Chronicle is dedicated to recognizing our amazing faculty body's contributions to their fields! Please share your accomplishments via the Faculty Recognition Form. In addition, please remember to enter your accomplishments in your profile on the Faculty Portal.

Jung Seob Kim | Department of Behavioral Sciences

Presented at 2024 Hague Threat Intelligence Exchange (Hague TIX) and the Trusted Internet Summer School on Internet Governance and International Law.

In June 2024, I presented "The Bandwagon Effects and Cyber Deceptions: ALPHV's Assault on Optum and the AT&T Outage" at the 2024 Hague Threat Intelligence Exchange (Hague TIX) in The Hague, Netherlands, hosted by Leiden University's Institute of Security and Global Affairs. More details can be found here: Hague TIX Speakers - Jung-Seob Scott Kim. Then, in July 2024, I presented on "Mitigating the Disruptive Impact of IoT Botnets in Cyberspace: A Case Study on the Mirai Botnet" at the Trusted Internet Summer School on Internet Governance and International Law (SSIGIL) in Łódź, Poland, hosted by the University of Łódź at the Faculty of Law and Administration. More information is available here: SSIGIL - University of Łódź. These presentations were wonderful opportunities to engage with the international cybersecurity community.

Joan Burkhardt | School of General Studies

Appointed "Country Director, Northeast U.S. Region," International Higher Education Teaching and Learning (HETL) Association

As a long-time member and contributor to the association, I am thrilled to have been appointed to this role by Dr. Patrick Blessinger - founder, executive director, and chief research scientist of the International HETL Association. HETL Country Directors are educational leaders who represent HETL to the global higher education community in our countries/regions. We help promote the mission, vision, and values of HETL globally. We represent HETL's interests in our countries/regions and represent the interests of our own countries/regions to HETL. Together, the Association seeks to transform higher education.

NEW FACULTY BIOS

Kelly Flannagan O'Sullivan | Department of Professional Studies

I am joining the UAGC community as an associate faculty member in the Forbes Department of Professional Studies. For the past seventeen years, I have worked for Southern New Hampshire University where I have shared my knowledge and passion for the business world with students. During that time, I have worked as a professor, curriculum developer, and team leader coaching other instructors on best practices in online education. I am a subject matter expert in accounting, management, and internation business. My professional experience includes roles as an internal auditor, staff accountant, senior accountant, supervisor of the general ledger department, and a controller position for a $100 million manufacturing corporation. I have worked for domestic and multinational organizations including French, German, and American corporations in the for-profit and not-for-profit sectors. I am fascinated by the business world and love sharing my experiences with students and collaborating with faculty. I received a Bachelor of Science in business administration with a concentration in accounting from the University of New

Hampshire and an MBA with a concentration in international business from Bentley University. I am also a certified public accountant (CPA).

Steven Linerode | Department of Health Sciences

I am joining the UAGC community as an associate faculty member in the Department of Health Sciences. Professionally, I am a registered nurse and registered respiratory therapist. I hold a Doctor of Business Administration with a specialization in healthcare administration from Indiana Wesleyan University. I have over forty years of healthcare management experience, from hands-on clinical care to executive leadership as CEO. I am a Fellow of the American College of Healthcare Executives and have been a National Examiner for the Malcolm Baldrige National Quality Award. I am also active in the Indiana Society for Healthcare Risk Management and a recipient of the Glenn Troyer Award for Excellence in Risk Management in Indiana. On a personal note, I have been married for 45+ years and have three children and eight grandchildren. My wife and I love to travel and have been to every state in the U.S. except New Mexico (so, yes, it's on the bucket list) and throughout the Caribbean, Mexico, and Europe. I have been teaching at the university level for the past 20 years and am excited to work with the University of Arizona Global Campus.

Stuart Jones | School of General Studies

I am joining the UAGC community as an associate faculty member in the Academic Engagement Center. I am an Indiana native and resident with 30 years of total experience in higher education leadership at five different universities as a vice president and adjunct faculty member. As a results-driven, and nationally recognized enrollment professional, I have served as the chief enrollment officer at four small, private colleges in three different regions of the country – Midwest, South, and Northeast. I hold a Doctor of Philosophy degree from Northcentral University in Prescott Valley, Arizona, where I studied education with an emphasis on higher education leadership. I hold a Master of Arts in divinity and theology from Christian Theological Seminary, Indianapolis, and a Bachelor of Arts in interpersonal and public communications from Purdue University, West Lafayette, Indiana. I am also a 2014 graduate of the Executive Leadership Academy from the Council of Independent Colleges and the American Association of State Colleges and Universities. I am the recipient of the national Noel-Levitz Marketing and Recruitment Excellence Award and the runner-up for the American Association of Collegiate Registrars and Admissions Officers (AACRAO) Strategic Enrollment Management Award of Excellence.

CALL FOR SUBMISSIONS

We want to hear from you!

The UAGC Chronicle supports the entire academic community's contribution to the UAGC mission of providing a community of caring and guidance for adult online learners. Therefore, our publication promotes content that addresses the theoretical underpinnings and practical execution of this mission: academic research on instructional best practices, curricular innovation, and student support strategies; examples and resources that foster a community of practice; news of the progress of institutional student success initiatives; professional development opportunities; and – most importantly – the stories and successes of the people who shape our university.

To make this publication an authentic representation of our diverse faculty body, we encourage submissions from associate faculty and UAGC staff. Please consider the questions below as you craft your submission.

- What is your purpose in writing?
- What are you trying to accomplish?
- How does this information tie into university initiatives?
- Why should UAGC Constituents care about the information you are providing?
- What are the next steps, or what is your call to action?
- Who is your audience?
- How do you want to present your information? Would graphics or other visuals supplement your submission?

For more details and submission guidelines, please visit the UAGC Chronicle page.

Thank you for reading! We hope you enjoyed this issue.

THE UNIVERSITY OF ARIZONA
GLOBAL CAMPUS
Faculty Affairs

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