# THE UAGC CHRONICLE

## Summer 2023 Issue

THE UNIVERSITY OF ARIZONA
**GLOBAL CAMPUS**

# 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

In this issue, you will find several articles that address UAGC's critical student goal three – offering high-value credentials with marketable skills. It's incredible to see the effort and time that UAGC faculty and staff have put into creating learning experiences that ensure that the skills and knowledge our students gain here will serve them well in their career paths when they graduate. You will learn more about resources, future conferences, and the people working to support current and prospective UAGC students in developing marketable skills. UAGC is confident that these initiatives, ideas, and hard work will contribute to the overall goal of student success.

In this issue, you will learn from our Dr. Tony Farrell, Dean of the College of Arts and Sciences, and Dr. Maja Zelihic, Dean of the Forbes School of Business and Technology, about their plans to develop their colleges and achieve programmatic and institutional goals related over the next year. Also, James Meetze, Associate Professor and FT Faculty evaluates the foundations of the humanities and their importance in the job market, while Shawna Brown, Faculty Affairs Manager, dives into how instructors' growth or fixed mindsets can impact student success both in the classroom and in their careers.

Many thanks to the hardworking UAGC Chronicle staff for their time, effort, and talent in bringing this issue to press. This issue results from many levels of review, edits, and revisions before the final product you see before you is published. We hope you enjoy reading this issue as much as we did creating it.

Please use this link to share the Chronicle with your network!

This publication aims to support and inform the diverse UAGC academic community. The UAGC Chronicle staff actively seeks contributions demonstrating engagement with and dedication to the UAGC

mission and institutional goals. Learn more about contributing to The UAGC Chronicle. Please send your ideas, suggestions, and questions to TheUAGCChronicle@uagc.edu.

## UNIVERSITY, PROGRAM, AND CURRICULUM NEWS

### BRIDGING THE GAP: WHY UAGC STUDENT GOAL #3 IS CRITICAL

**Stephani Kilby, Director, Student Success**
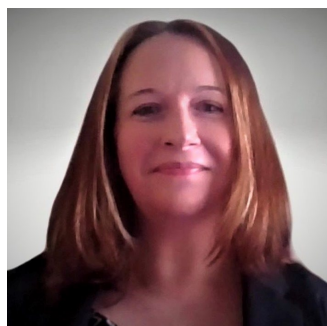
In early 2022, a dedicated group of UAGC team members were charged with defining a target for **Critical Goal #3: Offer high-value credentials with marketable skills**. A target translates our goal into a numerical commitment and is necessary to connect our goal to our strategy (Barber et al., 2016).

This cross-functional group, representing Career Services, Business Education Services Team (BEST), CHAMPS, Learning Assessment, Faculty Affairs, Learning Resources, College of Arts & Sciences, Forbes School of Business & Technology®, and our Delivery Unit, spent the past year collecting data on workforce needs, researching best practices of other institutions, exploring products that could support goal attainment, and seeking insights from many colleagues, both internally and externally, who are already striving to meet this goal.

The workgroup thoughtfully considered their findings, deliberated at length and sought feedback from UAGC leadership before recommending a target. The advisory council and executive leadership team approved the following in July:

By 2028, and every five years, 100% of UAGC offerings will indicate industry standards for marketable skills as measured by at least one of the following:

- •Specialized, professional, or programmatic accreditation

- •Alignment to industry credentials, or

- •Workforce needs analysis

It is now time to put a strategy in place. That is why it is so crucial that we all start considering what this goal means to us, individually and collectively, and how we will commit to being active contributors toward goal attainment.

**Bridging the Gap**

Research shows a substantial gap between the number of institutions that feel they are preparing students for the workforce and the number of employers and graduates who feel the same. According

to the 2018 Inside Higher Ed Survey of College and University Chief Academic Officers Report, 95% of CAOs surveyed believe their institution effectively prepares students for the world of work (Gallup & Strada Education Network, 2018). The 2018 Future Workforce Survey results indicate that only 49% of nontraditional college students surveyed felt prepared for their future careers (McGraw-Hill Education & MMR Research Associates, 2018). Only 53% of U.S. college students surveyed say their major will lead to a good job, and even fewer feel confident that they will graduate with the skills needed to be successful in the workplace (Auter, 2021).

At UAGC, we can help bridge the gap between institutional, student, and employer perceptions of career preparedness by embracing our goal to offer high-value credentials with marketable skills. We must ensure that our programs are supported by recognized accreditations and aligned with industry credentials, where appropriate. We need to be in tune with the labor market needs of today and tomorrow. We need to help students understand how learned skills align with career paths, and we need them to feel confident in demonstrating the value of their UAGC education to current and future employers.

### Supporting Student Well-Being

If our role in career preparation is insufficient, consider that career-relevant education can be linked to student well-being. Two common reasons people pursue higher education are career preparation and personal fulfillment. According to Gallup (2023), the top driver of student well-being is the degree to which a student feels "they have the opportunity to do what they do best every day" (para. 6). It is not hard to connect the dots from here: Students feel their best when they can be their best and seek career paths that empower them to champion their well-being.

The same Gallup (2023) study indicates that when a professor, faculty, or staff member proactively speaks with a student about career options, that student feels more confident that their program of study will lead to positive workforce outcomes. This means that every time you communicate with a student about how learning outcomes are preparing them for the workforce, every time you connect a concept to a transferrable skill, and every time you show an interest in a student's career goals, you are promoting their current well-being and helping them gain confidence for the future. The common factor here is you.

### Students Need YOU

The 2022 UAGC Faculty Satisfaction Survey asked, "To what extent do you feel able to contribute to each of the institutional goals?" Results showed a clear connection to Critical Goal #3, with 83% of respondents indicating they feel either entirely or mainly able to contribute to our goal of offering high-value credentials with marketable skills.

Now is the time to turn that connection into action. UAGC students need you. How will you contribute? Send your thoughts to SuccessTogether@uagc.edu. I would love to hear about the commitment you are making to contribute to the success of our students and the achievement of our four critical student goals.

**References**

Auter, Z. (2021, May 8). *Half of college students say their major leads to a good job.* Gallup.
https://www.gallup.com/education/231731/half-college-students-say-major-leads-good-job.aspx

Barber, M., Rodriguez, N., & Artis, E. (2016). *Deliverology in practice: How education leaders are improving student outcomes.* Corwin.

Gallup. (2023, March 28). *Career-relevant education linked to student well-being.* Gallup.
https://news.gallup.com/opinion/gallup/226934/career-relevant-education-linked-student.aspx

Gallup and Strada Education Network. (2018). *Consumer pathways to careers*.
https://apps1.seiservices.com/nces/ipeds2018/Materials/Gallup%20and%20Strada%20Education%20Network-Pt1_Slide%20View.pdf

McGraw-Hill Education & MMR Research Associates. (2018, Spring). *2018 Future Workforce Survey.* McGraw-Hill Education. https://www.mheducation.com/unitas/corporate/promotions/2018-future-workforce-survey-analysis.pdf

## INTERVIEW WITH THE DEANS

**Bill Davis, Program Chair, Department of Organizational Studies, Sally Deckard, Faculty Support and Classroom Consultant**

In this issue of the UAGC Chronicle, we focus on the UAGC student critical goal to *offer high-value credentials with marketable skills*. Leading this charge for the College of Arts and Sciences and Forbes School of Business and Technology are Dean Tony Farrell and Dean Maja Zelihic. Recently, Bill Davis, Program Chair of the BA in Operational Management and Analysis, and Sally Deckard, Faculty Support and Classroom Consultant, sat down with these two UAGC leaders to discuss how this goal is addressed in their respective colleges and the vision for the future, moving forward as fully integrated into The University of Arizona.

**Bill Davis: For our first question, please share your college's approach to providing high-value credentials with marketable skills to enhance our UAGC students' employability.**

**Maja Zelihic:** In partnership with Forbes Media, we educate professionals who want to gain those cutting-edge skills to move up within their companies or change their career paths. To achieve this, the majority of our programs are informed by an industry advisory board that connects us with those in the industry to ensure our programs cover the necessary theoretical basis framework, which is essential and also focuses on the skills necessary for

UAGC students to advance. We are striving to create a quality academic experience that promotes decision-making, negotiation, and critical thinking. If we teach these required skills, no matter the marketplace or industry, our students can apply themselves well. We continually check with experts in the field to confirm that we are teaching our students what they need to know and what employers are looking for while paying attention to the educational landscape, lifelong learning, and essential areas of focus depending on a desired career path.

**Tony Farrell:** The exciting thing about this critical goal is that, in the College of Arts and Sciences, we have gone through a vetting process of our programs for current alignment with industry standards related to programmatic standards and the skills we can demonstrate through our programs. Our academic leaders, especially Program Chairs, have gone through this vetting process. As a result, we now have a roadmap for current and future programs. When students leave our institution, we want to ensure they have a degree that translates to employability. That is what this critical goal addresses. We want to bridge the gap between a degree, employment, and, ultimately, a career. We are unique because our faculty are practitioners who bring a wealth of knowledge from the workplace. They can provide students with much-needed insight and knowledge about specific programs, degrees, and careers through their desire to give back.

**BD: How do you see UAGC faculty and staff as contributing to the value of these credentials so students experience optimal learning opportunities and gain valuable, marketable skills?**

**MZ:** Our faculty are practitioners first and foremost. For example, I recently tasked Assistant Deans with soliciting the experience levels of our faculty. We have former CEOs, CIOs, folks running divisions in their industries, business owners, and researchers across the world. One of our instructors owns numerous patents. These people are innovators, and as they are teaching students specific skills, they are not just taking everything out of the textbooks. What they are teaching is based on their experience in the industry.

**TF:** Looking at specific programs in the College of Arts and Sciences, we have a very eclectic group of programs; in these programs, we have this group of content experts. Our faculty can bridge that area from the degree to the actual career. Our faculty can support our curriculum by providing real-world examples and looking at case studies, course readings, and assignments, and they translate that to the world of work. Our faculty are the most critical individuals when it comes to supporting our students to optimize these learning opportunities.

**BD: Durable skills, also known as "power or soft skills," are essential for success in the workplace. These skills include communicating effectively, adapting to changing industries, demonstrating leadership, displaying emotional intelligence, and creatively engaging in collaboration and critical thinking. How do UAGC degree programs and courses provide students with the technical and durable skills to succeed in today's job market?**

**MZ:** The old way of thinking was that we needed to cover everything content-wise and give students "the meat on the bones" of the course, and unfortunately, we neglected skills that today one would

consider essential. For example, in revising the MBA program, the faculty felt strongly about including exercises such as having students do an elevator pitch and setting up a LinkedIn profile. We have included gaming, where our students are doing simulations. Some of these simulations are based on unique input provided by the student, so no student will have the same experience, and within the class, students will share their experiences. Through this process, students practice decision-making, negotiation, and critical thinking skills, which replicate an actual business environment. We are teaching students to assess the variables and make the best decision based on those circumstances. Just like in the real business world, you may not get the ideal situation, and you make the best decision based on what you have.

**TF:** The student journey at UAGC starts with GEN101, and we begin developing these soft or durable skills there. The skills are intentionally built into the curriculum, especially when we think about our GEN ED sequence, which supports student mastery of these skills within the scope of their degree. We don't expect students to come to UAGC with these skills; we introduce, reinforce, and promote the mastery of these skills. Our faculty coach, mentor, and support students in building these skills. In building our courses, we bring in primary sources and multi-media resources, and students have access to role models and examples, all in support of this mastery. How we evaluate learning outcomes in our courses and programs aligns with these skills. It is incumbent on faculty as they develop courses to bring real-world examples into courses, which will enhance the development of these skills.

**BD: How does UAGC research the job market, identify which degree programs and skills are in demand, and how do our academic programs meet those demands?**

**TF:** We continue to have opportunities to build on the job market research process at our institution. We leverage career services and the work of the UAGC Business Education Services Team (BEST) in that effort. A big part of how we identify areas of growth and opportunities is our educational partnership teams, who are going out to the industry and talking to our partners about the needs of our clients – including those in business, health care, and education. They are reporting the trends they see in hopes that we can address those needs. We are proactively looking at the Bureau of Labor and Statistics data as we look to possible future programs. We want to engage our students and faculty to understand some of these needs as well.

**MZ:** We have a significant advantage in our partnership with Forbes Media. We have the Forbes Advisory Board, which has some of the top thought leaders in the United States. They are world-renowned leaders, and they provide valuable feedback on our curriculum. The vast majority of our programs also have industry board advisors. We show them what we are teaching students and ask them, "This is what we are teaching students. Is there something we should be teaching them that we are not? Is there something we are teaching that is no longer relevant, keeping in mind that if you give them the proper baseline, regardless of how the market changes, they will take skills into the marketplace? We must also recognize what is happening in business globally. You must have that mindset of what is happening around the world. A 100% domestically based business is a thing of the past and degree programs must reflect that perspective.

**BD: Continuing with the discussion of providing programs that meet industry needs, what is UAGC doing or considering in micro-credentials or certificate programs that provide students with specific high-demand skills?**

**TF:** We will have some great opportunities, post-University of Arizona integration, to focus on some of these areas that may not lead to a degree. We will benefit from this effort with valuable feedback from the BEST team, advisory boards, faculty, and especially our students as needed. It may be a bit cliché, but as Wayne Gretzky once said, we need "to skate to where the puck is going, not where it has been." The future state of education may not always be a two-year, four-year, or graduate degree program. We will have to be responsive to the needs of students in the workplace. I hope we can leverage micro-credentials, which can lead to a degree if the student chooses. Let's be innovative in an intelligent way.

**MZ:** In the FSBT, we are identifying our courses that can be packaged into certificate programs. Our BEST Team will work with our corporate partners to identify the certificates that are in most demand right now and that our corporate partners would like to see us provide. We have identified courses aligned with the industry standards, such as our courses, which are SHRM (Society for Human Resource Management) certified.

**BD: Can you share how a program self-study helps UAGC Program Chairs better understand and design programs that prepare our students for success? In other words, how does this process provide opportunities for UAGC students to gain even more marketable skills and experience success in the job market?**

**TF:** The self-study is probably the most beneficial and important process in critically examining our programs. We analyze student success metrics, the acquisition and mastery of learning outcomes, and the demographics of our student population. Taking that critical eye, the self-reflection done in self-study paints a picture of the tremendous quality of our programs and areas of opportunity. We empower our Program Chairs to engage with external reviewers who are thought leaders and subject matter experts and are highly regarded in that field of study. These reviewers will think critically about our programs by reading the program self-study report and then complete a two-day virtual site visit where they meet with key stakeholders. One of the benefits of our evolution to a remote workforce is engaging with reviewers all over the country. We aim to work with external reviewers who are currently working in the field and who are thinking about the future state as it refers to employment trends in areas that relate to these programs. At the conclusion of the self-study, the external review report is transformed into an action plan that will benefit our students.

**MZ:** It is imperative to step back and reflect. The self-study provides an opportunity to decompress and reflect and, to the extent possible, look at the program from the perspective of an outsider, looking at peer studies, market demands, and every course in a program with a critical eye. Our external reviewers are incredibly objective and equally passionate professionals. Their insights on the self-study report provide feedback on what we are doing well, what may need a minor tweak, and what needs significant repair. As hard as it is to do these studies, I have not met a single chair that walked away without saying,

"I am so glad we have done this," and a newly found sense of passion and purpose. As a Dean, I have discovered so much, sometimes things that are right in front of us, and we don't see it.

**BD:** I would like to thank you both for the time you have shared. You have provided valuable information, insights, and inspiration, and it is clear that the UAGC Forbes School of Business and Technology and the College of Arts and Sciences are in excellent hands.

## 2022 FORBES SCHOOL OF BUSINESS AND TECHNOLOGY® $15K SCHOLARSHIP RECIPIENTS

### Murad Abel, Lead Faculty, Advanced Management Studies



The FSBT Entrepreneurship Scholarship and Senior Project Scholarship* allow students to earn $15,000 toward attending UAGC's FSBT. When we offer scholarships like this, we provide highly motivated and skilled students an opportunity to further their education and career goals. As a university, it puts us a step forward in our mission, creating internal retention through academic-oriented community building, providing marketable skills, and helping students achieve their educational goals. It is a great pleasure to be part of a university that seeks to create opportunities for current and future students in a way that achieves our mission.

The Entrepreneurship Scholarship is open to any prospective FSBT student, while the Senior Scholarship is open to future FSBT graduate programs. The submission packets for each scholarship are sent to a team of faculty who review them for quality. The best submission for each scholarship is selected and awarded.

Congratulations to our two 2022 scholarship recipients: Darrius Finney was awarded the $15,000 Senior Project Scholarship, and Tobe Attah was awarded the $15,000 Entrepreneurship Scholarship. The scholarships are applied directly to their UAGC degree program and cover a portion of their educational expenses.

**2022 Senior Project Scholarship Recipient Darrius Finney**

Darrius responds to learning about and being awarded the scholarship and offers advice to other students:

"I am currently a University of Arizona Global Campus student pursuing a Master of Arts in Organizational Management. I began UAGC in 2019 because of the flexible learning and expedited classes offered. I started UAGC in 2019 with only 60 college credits and went on to complete my Bachelor of Arts in Human Resource Management in 2022 with UAGC. When beginning this journey, I never imagined that three years later, I would be four classes away from my master's degree. When I completed my final course for my Bachelor's, MGT490 Strategic Human Resources Planning, I received an email regarding the Senior Project Scholarship. I was reading the details and saw that UAGC offered a $15,000 scholarship to an undergraduate student seeking to pursue a master's degree with UAGC. The submission requirements include a letter of intent and your final paper in MGT490. I submitted the requirements and didn't think I would be the lucky winner. Fast forward to December 2022, when I received an email stating, 'Congratulations, you are the winner of the Senior Project Scholarship!' I was speechless and genuinely so thankful for the opportunity to continue my education with UAGC. My whole intent behind furthering my education was to secure a better future for myself, set an example for my family, and provide my nieces with another role model to look up to. Everything I do is for my family, and this scholarship enables me to continue being the role model they deserve. With my master's degree, I plan to pursue a career as a Human Resources Director and inspire others to never give up and always set their goals high. My advice to others applying for this scholarship is to do it! As Wayne Gretzky said, 'You miss 100 percent of the shots you don't take.' I honestly wouldn't have this opportunity if I didn't take a shot at applying."

**2022 Entrepreneurship Scholarship Recipient Tobe Attah**

Tobe Attah responds to being awarded the scholarship and the importance of college:

"It is a pleasure to be awarded the Entrepreneurship Scholarship presented by the Forbes School of Business and Technology® at UAGC. I am the Managing Director for an engineering, construction, and management firm based in Dallas, Texas. Our services include the construction and management of civil engineering projects focusing on pavement, drainage, water, and wastewater systems, among others. I am working towards earning my doctorate at UAGC to broaden my horizons on business administration and organizational development, and my goal is to become a professor. I look forward to taking advantage of the classes and professors who are experts in the field of leadership and management, as they can offer me valuable knowledge that can

help me achieve my goals. College is a great opportunity for students to explore their entrepreneurial ideas since they have access to a wealth of resources that can support them in making their ideas a reality. Numerous colleges offer incubators, accelerators, scholarships, and other programs that provide networking opportunities, funding, and mentorship. Additionally, college students have access to various lecturers and peers who can offer unique knowledge and insight. Utilizing these resources and following through on entrepreneurial ideas can help students develop important skills like creativity, problem-solving, and perseverance, which are beneficial in any professional setting."

Learn more about these and other UAGC Scholarships at UAGC Scholarships.
*The Forbes School of Business and Technology® scholarship program is managed by Dr. Murad Abel, Dr. Jorge Cardenas, and Bill Davis.

## FACULTY AFFAIRS

### Teresa Kuruc, Vice President, Faculty Affairs

Faculty Affairs is proud to publish *The UAGC Chronicle* because it is a vehicle for meaningful discourse about the intersections among learning theory, teaching practice, instructional technology, student support, and the collective faculty and student experience that those concepts create. Discourse is critical to our continued development of the UAGC Culture of Care and of the One UAGC Faculty vision. Consider the theories of Lev Vygotsky, the Russian-Soviet psychologist who researched and wrote during the massive cultural changes of the early 20th century and whose Zone of Proximal Development (ZPD) has been central to curricular and instructional approaches at all education levels for decades. The ZPD regards discourse – the interaction between learners and their peers – as the key to growth in intellect and skill. Barohny Eun (2019) expands the implications of Vygotskian discourse beyond the classroom and into the realm of worldview formation, suggesting that Vygostky's theories, "represent a constant exchange between what is already (i.e., the given) and what is not yet but will be (i.e., the created)" (p. 492). Philosophically speaking, discourse is at the core not only of learning but also of culture- and community-building. It is the inspiration to discover who we want to be and where we want to go and is the engine to propel us there.

In the spring of 2022, Faculty Affairs emerged from the former Center for Excellence in Teaching and Learning (CETL) as a standalone department with a two-fold culture - and community-building charge:

- To bring to fruition One UAGC Faculty, wherein full-time and associate faculty are equally knowledgeable about and engaged in work on critical institutional goals.
- To advance the UAGC faculty body's capacity to contribute to the planning and execution of institutional goals by striving toward instructional excellence.

Since then, Faculty Affairs has facilitated institutional progress on each of these charges through programs that encourage regular discourse among *all* faculty and institutional staff: an **annual faculty professional development curriculum** (ex: the 2022 Culture of Care course); a monthly **Faculty Community of Practice**, where members of the UAGC community discuss theories behind, implications of, and applications of Culture of Care; **course feedback and faculty self-reflection activities**, where faculty can engage with their Faculty Affairs Support and Classroom Consultants in casual, formative conversations about their instructional challenges and approaches to meeting their goals; a monthly **Course Development Workshop**, where associate faculty can join full-time faculty and the UAGC Curriculum and Assessment Department to learn more about how UAGC courses come to be and how to augment them through effective facilitation; the **Faculty Affairs Committee**, where associate faculty and full-time faculty representatives from each academic department, and faculty-adjacent staff members advise on Faculty Affairs initiatives and deliverables; and the quarterly *UAGC Chronicle* and annual **UAGC Teaching and Learning Conference**, where the UAGC community celebrates the research, critical thinking, and testing and learning about practices that will help us – along with our colleagues from across the US and abroad – address essential questions of contemporary higher education.

As we embark on the 2023-2024 academic year, Faculty Affairs will continue the abovementioned programming to prompt discourse about the critical connection between course curriculum and course facilitation – manifested through the delivery of effective, differentiated instructive feedback.

> **FACULTY AFFAIRS PROGRAMMING**
> - **Faculty Community of Practice**
> - **Course feedback and faculty self-reflection activities**
> - **Course Development Workshop**
> - **Faculty Affairs Committee**
> - **UAGC Chronicle**
> - **UAGC Teaching and Learning Conference**

Always a cornerstone of faculty effectiveness and student learning, instructive feedback was the primary object of a recent federal Department of Education program review of UAGC and warrants constructive inquiry, reflection, and discourse to ensure our institution's fulfillment of Department of Education standards and – most importantly – our continued growth as a unified and caring faculty and staff body. To this end, the UAGC community can expect a fresh 2023 faculty professional development course on this theme, whose content will be woven through all Faculty Affairs programs during the academic year. And two new, exciting ways Faculty Affairs will facilitate critical discourse on this theme are 1) a dedicated **Research Corner** in each edition of the *UAGC Chronicle*, which offers faculty, staff, and students a space to develop their personal research interests, share how they have collaborated with colleagues at other institutions, and get supportive community feedback on formulating their questions and content; and 2) a refined **course feedback experience** that directly aligns with the annual faculty development curriculum by providing individualized feedback to faculty. You will read more about both of these developments in this edition of *The UAGC Chronicle*.

The members of the Faculty Affairs department are excited to contribute our institutional knowledge and broad experience in instruction, research, and coaching to this critical discourse. Moreso, we are

honored to learn from and with you, the UAGC community. Our shared intellectual curiosity, drive to grow, and mission to help our students succeed through a caring instructional approach push us toward becoming One UAGC Faculty.

Please share your questions and interests in participating in this discourse to FacultyAffairs@uagc.edu or by writing directly to me at Teresa.Kuruc@uagc.edu.

**References**

Eun, Barohny. (2019). Two diverging paths toward a common destination: the dialogism of Vygotsky and Bakhtin. *Culture & Psychology*. Vol 25 (4). 484-502.

# CLASSROOM MANAGEMENT

## APPLYING HEALTHCARE'S CULTURE OF CARE TO THE CLASSROOM

Steven Owlett, Associate Faculty, Department of Health Sciences

Healthcare, like education, is considered a helping profession. Healthcare professionals help patients reach their desired outcomes, and educators assist students with their goals. Both require care and understanding. The parallels between helping patients in healthcare and students in education are thought-provoking. For example, healthcare professionals focus on enhancing patient health outcomes, while educators focus on learning outcomes. Healthcare and education have a significant effect on an individual's life. Poor or lacking quality healthcare and poor or lacking quality education can reduce quality of life. Healthcare research shows that education is a critical social determinant of health because education influences income, food security, housing security, access to transportation, and neighborhood (Wise et al., 2023). Therefore, education and healthcare are intrinsically linked. In the Department of Health Sciences, we teach the principles of the culture of care within healthcare. Applying these very principles to our practices and interactions with students as well as our coworkers can enhance the learning experience and empower students in the classroom, leading to better student outcomes.

**Healthcare and the Culture of Care**

Northwell Health is New York State's largest healthcare provider. According to Northwell Health (n.d.), The Culture of C.A.R.E. is Northwell's promise to patients, their families, and communities. C.A.R.E. stands for **C**onnectedness, **A**wareness, **R**espect, and **E**mpathy. All healthcare workers are responsible for improving patient outcomes (Alanazi et al., 2021). Health systems recognize the contribution and importance of each occupation as essential and require healthcare providers, professionals, and

organizations to collaborate (Mannion & Davies, 2018). The focus is on what matters most to patients and empowering and equipping them to take charge of their health.

How patients view the care received reflects the traits of caregivers. Quality of care is respectful of and responsive to individual patient preferences, needs, and values (Hannawa et al., 2022). High-quality care does not discriminate against recipients based on gender, ethnicity, geographic location, or socioeconomic status. Patients view empathy, courtesy, respect, and enough time for care encounters as more critical than the care providers (Nadi et al., 2016). For healthcare workers, it is essential to remember that care quality is viewed through the eyes of the patient.

Teamwork is critical to a culture of care. Healthcare workers' attitudes and engagement levels profoundly affect patient outcomes (Alanazi et al., 2021; Han et al., 2020). Supportive and trust-based interpersonal relationships are essential between staff, patients, and coworkers (Khalili & Price, 2021). Employee personality characterized by conscientiousness and agreeableness encourages trust-based employee relationships, positively affecting the quality of service provided (Gur et al., 2020). A successful healthcare culture of care emphasizes the importance of communication, connection, and empowering people to sustain care (Rafferty et al., 2017). Wei and Watson (2019) found that healthcare professionals find a caring consciousness toward each other when human caring is applied in interprofessional teams. Caring is mutually beneficial for both the healthcare professional and the patient. A healthcare worker has a sense of satisfaction, and patients feel motivated.

A culture of care represents a critical component of an organization's culture. Organizational culture influences interpersonal relationships and can affect patient outcomes (Lee et al., 2018). Individual and group values, attitudes, perceptions, competencies, and behavior patterns determine the commitment to an organization's health culture (Waterson, 2014). Leadership support of a culture of care is essential to enhancing patient outcomes.

**Healthcare Applications to the Classroom**

A caring culture is not created unless the individuals delivering the student experience demonstrate a caring attitude. Students, like healthcare patients, often struggle to achieve their goals. Faculty can encourage student empowerment through support and by creating a positive classroom experience. In the classroom, attitudes and engagement profoundly affect learning outcomes. Caring behaviors include communication responsiveness, inclusiveness, understanding of individual differences and cultures, and support.

Everyone at the university can contribute to this culture of care. The culture of care experience begins during the recruitment process and continues through graduation. Understanding the importance of the person being served is the foundation of the culture of care. Kindness and respect for students and coworkers build internal and student relationships. Relationships build trust, which fosters collaboration and teamwork. When students trust the people they work with, they become engaged and take responsibility for their education. Eventually, this engagement goes to the next level of becoming an

empowered learner. This dynamic can result in better student outcomes. This dynamic is a win-win for both the student and the university.

Along with the **C**onnectedness, **A**wareness, **R**espect, and **E**mpathy approach of the culture of care at Northwell Health, other healthcare values are essential to creating a culture of care in the classroom. Individual traits transferable to education to empower students to achieve their goals include faculty flexibility, compassion, empathy, respect, engagement, communication, responsiveness, inclusiveness, and understanding. However, like in healthcare, every employee, regardless of position, can influence the culture of care and make a difference. Caring is blind and does not discriminate on gender, socioeconomic status, geography, or ethnicity. Every interaction with a student is a moment of truth. It only takes one failure to meet expectations to damage the trust and goodwill between the student and the university. Applying the principles found in the culture of care in healthcare can enhance the learning experience and empower students in the classroom.

**References**

Alanazi, F. K., Sim, J., & Lapkin, S. (2021). Systematic review: Nurses' safety attitudes and their impact on patient outcomes in acute-care hospitals. *Nursing Open, 9*(1), 30-43. https://doi.org/10.1002/nop2.1063

Gur, A., Weimann Saks, D., & Stavi, L. (2020). Healthcare employee's personality traits and service quality: Do team relationships matter? *European Journal of Public Health, 30*(Supplement_5). https://doi.org/10.1093/eurpub/ckaa165.310

Han, Y., Kim, J.-S., & Seo, Y. (2020). A cross-sectional study on patient safety culture, patient safety competency, and adverse events. *Western Journal of Nursing Research, 42*(1), 32–40. https://doi.org/10.1177/0193945919838990

Hannawa, A. F., Wu, A. W., Kolyada, A., Potemkina, A., & Donaldson, L. J. (2022). The aspects of healthcare quality important to health professionals and patients: A qualitative study. *Patient Education and Counseling, 105*(6), 1561–1570. https://doi.org/10.1016/j.pec.2021.10.016

Khalili, H., & Price, S. L. (2021). From unprofessionalism to interprofessional: Dual vs. dueling identities in healthcare. *Journal of Interprofessional Care, 36*(3), 473-478. https://doi.org/10.1080/13561820.2021.1928029

Lee, S. E., Vincent, C., Dahinten, V. S., Scott, L. D., Park, C. G., & Dunn Lopez, K. (2018). Effects of individual nurse and hospital characteristics on patient adverse events and quality of care: A multilevel analysis. *Journal of Nursing Scholarship, 50*(4), 432–440. https://doi.org/10.1111/jnu.12396

Mannion, R., & Davies, H. (2018). Understanding organizational culture for healthcare quality improvement. *BMJ*, k4907. https://doi.org/10.1136/bmj.k4907

Nadi, A., Shojaee, J., Abedi, G., Siamian, H., Abedini, E., & Rostami, A. (2016). Patient's expectations and perceptions of service quality in the selected hospitals. *Medical Archives, 70*(2), 135. https://doi.org/10.5455/medarh.2016.70.135-139

Norwell Health. (n.d.). *Culture of C.A.R.E - Patient & customer experience | Northwell health.* Northwell Health. https://www.northwell.edu/about/commitment-to-excellence/patient-and-customer-experience/culture-of-care#:~:text=The%20Culture%20of%20C.A.R.E.%20is,%2C%20awareness%

Rafferty, A. M., Philippou, J., Fitzpatrick, J. M., Pike, G., & Ball, J. (2017). Developing and testing the 'Culture of Care Barometer' (CoCB) in healthcare organizations: A mixed methods study. *BMJ Open, 7*(e016677), 1–8. https://doi.org/10.1136/bmjopen-2017-016677

Wei, H., & Watson, J. (2019). Healthcare interprofessional team members' perspectives on human caring: A directed content analysis study. *International Journal of Nursing Sciences, 6*(1), 17–23. https://doi.org/10.1016/j.ijnss.2018.12.001

Wise, J., Caiola, C., & Njie-Carr, V. (2023). A fundamental shift in nursing is a requisite for achieving health equity: The nurses' role in addressing social determinants of health. *Journal of the Association of Nurses in AIDS Care, 34*(1), 125-131. https://doi.org/10.1097/jnc.0000000000000383

## WRITING AND RESEARCH FOR CAREER READINESS

**Millie Tyznik, Lead Writing & Learning Specialist, UAGC Writing Center, Karin Mente, Outreach Librarian, UAGC Library**

*Getting* an entry-level professional job offer rarely requires an illustration of writing skills beyond the cover letter/resume. However, to be *promoted* in a professional career, writing flexibility is essential. Employees must flex their writing to meet the diverse writing demands of the workplace.

Research skills can support you in finding the career you want, acing the interview, and bringing knowledge and innovation to your new position. Once hired, employees use their research skills to stay current on new trends and topics in their field and use evidence-based research to make important decisions in their careers.

The UAGC Writing Center and Library provide and support these marketable skills, which can be leveraged by faculty.

**Writing Across the Genres for Career Readiness**

In a workplace of almost any discipline, writing is a common form of communication, and it often involves a diversity of writing genres with varying writing and formatting expectations depending on the

type of document and audience. Writing genres provide us with a template to meet the expectations for a form of writing. Genre is a shared writing practice used for specific situations and specific discourse communities. Genres establish the content, style, and format a writer should apply. In a workplace discourse community, these are practitioners of a discipline—such as scientists in a research lab, accountants in an accountancy firm, or engineers in an engineering firm—they each carry specific and shared assumptions and expectations about how documents should be researched, written, and formatted for their field.

New graduates will face many types of writing tasks in their professional lives and almost none of them resemble academic writing. It is an absolute possibility that one can be excellent at writing academic papers yet find themselves not meeting the writing expectations of the workplace. There have been many mass-scale surveys in business and industry about the general abilities of new graduates. One such study by Moore and Morton (2017) focuses on business leaders' perceptions and attitudes around a single ability—that of professional writing skills. Comments included:

**Types of professional writing tasks done by degree holders:**

- emails
- performance goals/evaluations
- newsletters/brochures
- recommendation letters
- memos
- presentations
- websites
- web articles
- meeting notes
- surveys
- opinion editorials
- media releases
- conference proposals
- instructions/guides
- reviews/critiques
- cover letter/resumes
- recommendation reports
- business proposals
- grant proposals
- case study analyses
- lab reports
- lesson plans
- teaching philosophies
- SOAP notes
- marketing materials

[ENVIRONMENTAL SCIENTIST] "…they write well, but don't always have the styles we're looking for."

[LAWYER] "Some [graduates] come to us with a very discursive style. They think writing a long answer equates with a valuable answer rather than being short and concise."

[ENGINEER] "We have a need to write up the results of a lab session in two different genres: as a formal laboratory report (academic genre) and as a report to a client (professional genre)."

Students must learn an awareness of the need to flex their writing to meet the varying expectations of the audience, purpose, and genre they will face when writing in the workplace. Students don't need to practice every writing genre within their discipline through the curriculum. But to meet the demands they will face; they must understand that all writing is genre- and purpose-specific. Through their experience in understanding that writing is genre-specific, they will not assume that all writing is styled the same way. They will become *flexible* writers. This is a marketable skill that the UAGC Writing Center supports. It is also a marketable skill that many faculty support in their courses. We can work together to support this goal!

**Example Genre-Specific UAGC Writing Guides**

- Philosophy of Education
- Business Memo
- Web Content
- Letter of Intent
- Emails

An example of genre-specific awareness is the Writing Center resource on Introductions & Conclusions. It includes a section on writing academic introductions and conclusions and a section on writing introductions and conclusions for non-academic genres such as emails, webpages, and business and technical documents. Genre-specific resources within the Writing Center can be used within course curriculum, and since the Writing Center website is public-facing, students can go on to use these resources once they are practicing in their field. The Types of Writing webpage includes a library of genre-specific writing guides that include samples, too. If you are looking for a specific resource, you can always contact the Writing Center at writing@uagc.edu.

**Information Literacy Skills for Career Readiness**

Research skills are critical marketable skills that help students with preparing for their upcoming career, career management, professional development and life-long learning, and critical thinking. And the UAGC Library has dedicated librarians and resources that provide and support these critical skills.

Discipline-specific research prepares students for their upcoming career. UAGC Library Research Guides are a great way for students to bridge the gap between academic research and professional discipline-specific
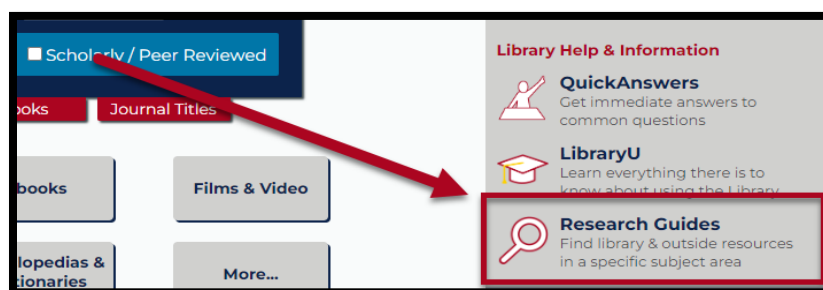


research. The UAGC Library has guides specially curated for each area of study, and includes academic and professional resources. Students can browse the top scholarly journals and databases in their fields, and begin to explore discipline-specific professional journals, podcasts, websites, blogs, and professional organizations and associations to build vocational knowledge. In college, students begin to understand the scholarly conversation around their field of study, and the role that they play in studying and contributing to that conversation. As they get closer to graduation, it is important for them to begin to understand how that scholarly conversation informs their profession in practical ways. Students can explore publications on their topic of study in the UAGC Library to familiarize themselves with trade publications, ebooks, and professional magazines in their discipline. Comparing scholarly sources to popular sources can help students build confidence in identifying different information types.

Research skills are also critical in obtaining a career and career management.

It can take hours of research to learn about organizations that are hiring, investigate qualifications, consider positions to apply for, and prepare for the interview. The research skills that UAGC students obtain in their courses are the same skills that will help them be critical thinkers on the job market – they need to carefully evaluate information they find online to find the right career. What is the mission of an organization, and does it align with what they want in a career? Does a position pay a competitive wage? What kinds of skills do they need to qualify? What are the potential challenges of the position they are applying for, and how can they prepare to show in an interview that they are ready to meet

these challenges? These are complex research questions similar to the kinds of questions students are often asked in their course assignments at UAGC. By preparing them in their courses now for navigating the research process – defining a research question, determining keywords to use in their search, trying and refining their search in a database, and evaluating their results for relevancy and fit – students will be better prepared for the complexity of career management later on.

Research skills are critical for professional development and support life-long learning.

Research skills teach critical thinking, which is so important in the age of misinformation. More and more occupations now require a broad and evolving set of skills as the US economy shifts to be more knowledge-oriented. According to a 2016 Pew Research Survey, over half of working adults said it would be essential for them to get training and develop new skills throughout their work life to keep up with changes in the workplace. Students who are self-directed in their ability to define a research problem, investigate it, and make sense of the information found have what it takes to be lifelong learners, and this can be a crucial advantage for success in today's workplace. Research skills are at the center of knowledge creation. When students know HOW to learn through research, they have unlocked a world in which they can develop their skills and knowledge in whatever their occupation might require of them. Once in a career, a solid foundation in information literacy equips students to stay informed of trends and opportunities in their discipline. Students at UAGC are learning the value of research as a pathway to knowledge creation with each assignment that requires them to answer a question by incorporating research from a credible source by practicing over and over again the process of defining a problem, investigating it to learn what others have had to say about the problem, reflecting on what they've learned through their writing and sensemaking, and then reaching a conclusion for an answer to the question based on research and their own knowledge.

Today's job seekers must be able to demonstrate competency in navigating the ever-changing digital information landscape. Anyone can use Google, but today's competitive jobseekers should be able to show that there are research skills that go beyond basic search engines, probe for the best sources,

**Information Literacy: A Faculty Toolkit**

- The Research Process
- Keywords are Critical
- Evaluating Sources
- Potential Pitfalls of Searching Google
- Advanced Search Techniques
- Advanced Internet Search Techniques
- Hierarchy of Sources
- What is CRAAPO?
- The SIFT Method

and find the best evidence to back up important decisions. Jobseekers must show that they can think critically about information, that they are discerning and act ethically when faced with misinformation, and increasingly, that they are savvy and not easily duped by AI-generated information. This takes knowing how to critically examine and evaluate information online. With coursework that supports information literacy, UAGC can prepare students for the myriad types of information available in the metaverse – statistics, government reports, editorials, websites, trade journals, white papers, conference proceedings, blogs, podcasts, wikis, and even now, AI-generated content – and have the

knowledge required to critically evaluate the ever-evolving information landscape. Research skills empower students to know how to use data to solve problems and make decisions in a pragmatic and ethical way.

The UAGC Library works to support these critical research skills, and the resources and dedicated librarians can be leveraged by faculty. For more information or guides, reach out to library@uagc.edu.

Flexible writing and critical research are marketable skills that we want every UAGC student to possess before graduation. Faculty, if you have questions about how to support your students or what resources you can provide in your course, reach out to your UAGC Writing Consultants and Librarians at writing@uagc.edu and library@uagc.edu. We are here to support you!

**References**

Moore T. & Morton, J. (2017). The myth of job readiness? Written communication, employability, and the 'skills gap' in higher education. *Studies in Higher Education, 42*(3), 43-57.

Parker, K., and Rainie, L. (2020). Americans and lifetime learning in the knowledge age. Pew Charitable Trusts. https://www.pewtrusts.org/en/trend/archive/spring-2020/americans-and-lifetime-learning-in-the-knowledge-age

Weiner, S.A., 2011. Information literacy and the workforce: A review. Education Libraries.

## RESEARCH CORNER

### Amy Erickson, Faculty Coach and Development Specialist, Faculty Affairs

My name is Amy Erickson and I'm a Faculty Coach and Development Specialist in the Faculty Affairs department, and I have spent the past 30 years in higher education in roles that include adjunct faculty, full-time faculty, and dean. In my current role, I devote time to reading and researching teaching, learning, and course development best practices; writing curriculum for faculty development projects; holding workshops for deeper dives into specific areas of learning; and coaching and developing new faculty through our monthly onboarding program called the New Faculty Experience. Beginning in the 23-24 academic year, I'm excited to promote the research corner as a space dedicated to exploring innovative ideas related to teaching and learning. I'll be sharing my research interests which include the intersection of neuroscience and pedagogy as well as tips on how you can get started on your own research projects.

## TRAUMA & TEACHING

Over the past year, my research has been devoted to the consequences of the pandemic, the impact it had on students' lives, patterns educators were seeing, and strategies to build student resilience. It was clear from the literature that millions of families had been traumatized by Covid and for some, that trauma was compounded by other stressors such as poverty, unemployment, increased familial obligations, and racism. As I continued reading, I kept encountering the word *trauma* and the phrase *trauma-informed teaching*.  This led me to learn more about trauma, the impact it can have on learning, and the changes it can cause in one's brain. Upon learning more about this important topic, I felt a distinct responsibility to share this valuable information with other educators, as I believe it has the power to transform student experiences in our classrooms.

### What is Trauma?

Understandably, trauma can be variously interpreted, so it will be helpful to begin by examining trauma in hopes of coming to a deeper understanding of the term. The Merriam-Webster (n.d.) online dictionary defines trauma as "a disordered psychic or behavioral state resulting from severe mental or emotional stress of physical injury." The idea of trauma as strictly a psychic or behavioral state seems to echo widespread ideas about trauma. With such a definition, one may believe that trauma would only contribute to physical consequences if an individual were to suffer a traumatic injury. However, it is now understood that traumatizing events have emotional and physiological consequences, too. For example, neuroscientist Dr. Mays Imad (2020a) discusses the physical changes that occur in brain structures due to trauma. Dr. Gabor Maté (2021) defines trauma as "not what happens to you, but what happens inside you as a result of what happened to you" (p. 10).  Psychologist Dr. Peter Levine (2005) notes that a wide range of symptoms can be caused by trauma being introduced into the body. These statements alluding to the physical repercussions of trauma may be surprising to some. Traumatic experiences may have been previously misunderstood as purely emotional, but as this neuroscientist, physician and psychologist have respectively noted, trauma has an impact on our physiology.

### One Size Does Not Fit All

Just as the definition of trauma is complicated, so too are experiences of trauma. One often hears about trauma with a lowercase *t* versus trauma with an uppercase *T*.  Keep in mind that what appears to one individual to be a lowercase *t* experience of trauma can have a significant impact on another individual. "Some individuals experience rapid and sustained natural recovery, while others develop chronic trauma-related psychopathology" (Guina et al. 2017, as cited in Lewis et al., 2020, p. 1). Applying this to the classroom, a student's experience of trauma may be viewed by an instructor as overreacting or a lack of resilience. Instead, what the instructor could be witnessing may have more to do with that student's background, the type of trauma experienced, and the duration of trauma exposure (Lewis et al., 2020). This is not to suggest that an instructor should question students about personal background or experiences of trauma, but rather to encourage a broad understanding of the types of experiences

students may have endured that can lead to trauma and how these experiences subsequently complicate learning.

**The Origins of Trauma:  Adverse Childhood Experiences (ACEs)**

Trauma can be a result of Adverse Childhood Experiences, or ACEs. The Adverse Childhood Experiences Study was conducted by the Center for Disease Control and Kaiser between 1995 and 1997. In it, 17,000 adults were asked if they had experienced any of the following during their youth:

1. Emotional abuse
2. Physical abuse
3. Sexual abuse
4. Maternal figure treated violently
5. Substance abuse in the home
6. Mental illness in the home
7. Parental separation or divorce
8. Incarcerated household member
9. Emotional neglect
10. Physical neglect (Felitti et al., 1998).

The survey revealed just how common ACEs were with 61% of adults reporting that they experienced one of the ten ACEs, with one in six reporting having four or more (Felitti et al., 1998). The data from this survey went on to prove that there was a "dose-response relationship between ACEs and health outcomes: meaning, the higher your ACE score, the worse your health outcomes" (Felitti et al., 1998, as cited in Burke Harris, 2015). These individuals had a much higher rate of disease and ill health. Understandable, student health outcomes are outside of an instructor's scope of practice. However, it wasn't only physical health that was compromised by multiple instances of childhood trauma; as previously mentioned, Dr. Mays Imad (2020) noted the impact trauma has on brain and function.

**How Trauma Changes the Brain**

Pediatrician Dr. Nadine Burke Harris (2015) eloquently describes how ACEs affect the Hypothalamic Pituitary Adrenal (HPA) axis in her Ted Talk about childhood trauma and brain development. If a child witnesses something dangerous, the child's amygdala would tell the hypothalamus to send out stress hormones to enable the child to fight, flee, or freeze. The child's brain is now operating in survival mode, not in a rational thinking mode. Dr. Burke Harris (2015) reminds us that this is a totally normal reaction and meant to keep us safe. She illustrates the importance of this normal, life-saving reaction when she discusses how important it would be to flee if we encountered a bear in the forest. Survival is prioritized and the rational brain takes a back seat. "But," she continues, "what happens [to a child's brain] when the bear comes home every night at 5 pm?" (Burke Harris, 2015).

Neuroscientist Antonio Damasio and psychologist Bessel Van der Kolk clarify that "when the brain is under traumatic stress, it goes into survival mode by prioritizing what matters -- conserving energy to stay alive" (Imad, 2020, para. 12).  Being in a perpetual state of fear (on account of that "bear") or uncertainty (like the pandemic) results in the body being continually exposed to stress hormones; a

state that neuroscientist Dr. Mays Imad (2020b) explains as "energetically costly" to an individual, and renders an individual unable to focus on learning, but rather on survival. Such a state is not optimal for learning.

Dr. Mays Imad (2020a) goes on to explain that "If the amygdala gets hijacked and keeps alerting the hypothalamus to release stress hormones, . . . it impairs one's ability to pay attention, make decisions, learn, and remember." Dr. Imad (2020a) reminds us that if stress is chronic, that the following three things will happen to the brain and disrupt learning: the hippocampus, which is responsible for learning and recall, shrinks; the amygdala, which determines threats to the system, grows, making it increasingly sensitive to stress and fear; and the prefrontal cortex, which is responsible for decision making skills, shrinks. "These **structural changes** [emphasis added] cause a decrease in attention, perception, short-term memory, and decision making" (Imad, 2020a). Such physical alternations in the brain's structures and function cannot be written off as simply a lack of resilience.

**Understanding Trauma**

Knowing even a rudimentary amount of information about trauma's impact on the brain can aid instructors in adopting a trauma-informed teaching practice. With this understanding, instructors "can play a major role in improving educational outcomes for the more than 25% of students who encounter physically, sexually, or emotionally abusive experiences that are perceived as traumatizing" (Crosby, 2015, as cited in Chardin & Novak, 2021, pp. 30-31). Rather than trivializing individual or collective student experiences of trauma, educators will benefit from understanding various definitions of trauma, possible origins of trauma (ACEs), and the physical and cognitive consequences of trauma. Considering this information, it may be valuable to pause and ask questions when encountering a student who is struggling:

- Is it possible that this student had four or more adverse childhood experiences?
- Could it be taking this student a bit longer to grasp these concepts, not because the student is not studying, but perhaps because their capacity for memory has been diminished?
- Could current events be affecting a student's ability to pay attention?
- If some students are in a perpetual state of fear, how can an instructor promote an environment of safety in the online classroom?

Trauma's impact on a person's life is uniquely individual. What is not unique, however, are the consequences of trauma as it relates to brain structure and function. Being mindful of these consequences can help educators create a culture of care that cultivates supportive and understanding interactions with students.

---------

I want to thank you for taking the time to join me here in the Research Corner and I hope you gleaned some helpful information that will benefit you and your students. Please join me again in the next issue

of the Chronicle for a discussion on the impact trauma can have on behavior and relationships in the classroom.

**References**

Burke Harris, N. (2015, February 17). *How childhood trauma affects health across a lifetime* [Video]. YouTube. https://www.youtube.com/watch?v=95ovIJ3dsNk&ab_channel=TED

Chardin, M., & Novak, K. (2021). Equity by design: Delivering on the power and promise of UDL. Corwin.

Felitti, V. J., Anda, R. F., Nordenberg, D., Williamson, D. F., Spitz, A. M., Edwards, V., Koss, M. P., & Marks, J. S. (1998). Relationship of childhood abuse and household dysfunction to many of the leading causes of death in adults: The adverse childhood experiences study. American Journal of Preventive Medicine, *14*(11). 245-258. https://doi.org/10.1016/S0749-3797(98)00017-8

Imad, M. (2020, June 3). Leveraging the neuroscience of now. Inside Higher Ed. https://www.insidehighered.com/advice/2020/06/03/seven-recommendations-helping-students-thrive-times-trauma

Imad, M. (2020a, April 13). *Trauma informed teaching and learning (for teachers)* [YouTube]. https://www.youtube.com/watch?v=XqcTbipuFDQ&t=37s

Imad, M. (2020b, August 28). *Examining the intersections of equity, trauma-informed pedagogy, and student learning* [Video]. YouTube. https://www.youtube.com/watch?v=JCffgXkX3Fg&ab_channel=MaysImad

Levine, P. (2005). *Healing trauma*. Sounds True.

Lewis, M. W., Jones, R. T., & Davis, M. T. (2020). Exploring the impact of trauma type and extent of exposure on posttraumatic alterations in 5-HT1A expression. *Translational Psychiatry* 10, 237. https://doi.org/10.1038/s41398-020-00915-1

Maté, G. (2022). *The myth of normal.* Avery.

Merriam-Webster. (n.d.). Trauma. In *Merriam-Webster.com dictionary.* Retrieved May 23, 2023, from https://www.merriam-webster.com/dictionary/trauma

## INSTRUCTOR'S MINDSET IMPACTS STUDENT SUCCESS

### Shawna Brown, Manager, Faculty Affairs

Each fall, when a K-12 teacher starts a new year, they don't think, "I sure hope all my students are capable of learning this year and don't have to repeat this grade." Most K-12 teachers have the mindset that each child has the ability to master the content with their help and will successfully move to the next grade. Once a student graduates from high school and moves on to higher education, there is a shift in mindset from the learning institution. It is not an expectation that all students will be accepted into college or, if they are enrolled, that most will graduate. Recent reports indicate that high school graduation rates are at 86% while undergraduate graduation rates are at 64% (NCES, 2022). Are these higher rates a reflection of K-12 teachers' having a growth mindset? Can faculty's belief about their student's abilities have an effect on student success?

You're probably familiar with the concept of growth versus fixed mindset. A growth mindset is "based on the belief that your basic qualities are things you can cultivate through your efforts" (Dweck, 2006, p. 7). In contrast, a fixed mindset is when an individual believes that they have a certain amount of talent or knowledge, and that is all they have (Dweck, 2009). Both growth and fixed mindsets typically refer to the way one views themselves. But what happens when someone in a position of authority (such as a parent, instructor, or coach) believes that the student does not have the ability to grow through their efforts?

Research shows that an instructor's mindset toward their students makes a difference in the students' mastery of the content. Mesler et al. (2021) found that instructors who have a growth mindset positively impact students' achievement. Additional researchers state "that subtle but clearly discernable cues from educators about who *can* learn deeply and persistently negatively affect those students for whom postsecondary education already presents numerous hurdles" (Canning et al., 2019, as cited in Dean & Forray, 2019, p. 323). This means that the way you perceive your students' ability in the classroom plays an important role in your student's success. An instructor with a fixed mindset towards their students might leave feedback on a paper that only evaluates the mechanics of their writing and assigns a grade. The feedback is limited because, in the instructor's mind, the student is limited by their inherent abilities. An instructor with a growth mindset toward their students might leave feedback that is constructive, specific, measurable, sensitive, and balanced. This feedback includes elements like examples and resources that can help the student increase their knowledge. Imagine you were the student who received feedback from an instructor with a fixed mindset. How would you feel about the time you devoted to writing? Would you know where you went wrong? Would you try any harder the following week?

The way an instructor views their students' ability to succeed is also a factor in how students view their own potential. Research shows a consistent relationship between "an instructor's belief about a student's ability to learn and the student's earned marks" (Canning et al., 2019, as cited in Dean &

Forray, 2019, p. 323). Students need instructors who believe in their ability to succeed and are willing to adapt to the student's needs in the classroom. To do this, the instructor must have a mindset where they believe the student can be successful, and they will modify their teaching practices to remove barriers that the students face. Amy Salazar (as cited in Flaherty, 2023), Associate Vice Provost of Student Success at Sam Houston State University, says that despite an increasing emphasis on the importance of student belonging, there needs to be more progress so that "every student feels as though they belong and is affirmed in their ability to be successful" (para. 18). Instructors with a fixed mindset convey a lack of belief in the ability of their students to be successful. The students are then left to find a way to be successful without the instructor's support, or they may lose all motivation and quit.

Just like teachers in the K-12 setting, instructors in higher education have the ability to make a difference in each student's success trajectory. Instructors can help by believing that students have the capability to succeed, making it known to them, and working with them to remove barriers to their success. What is your mindset toward your student's ability to be successful? How do you show students you believe in their ability to be successful?

**References**

Dean, K. L. & Forray, J. M. (2019) "Perception becomes reality": How our beliefs affect student learning outcomes. *Journal of Management Education, 43*(4). 323-329. https://doi.org/10.1177/1052562919854128

Dweck, C. (2006). *Mindset: The new psychology of success.* New York: Random House.

Dweck, C. S. (2009). Mindsets: Developing Talent Through a Growth Mindset. *Olympic Coach, 21*(1), 4–7.

Flaherty, C. (2023). *What students want (and don't) from their professors.* Inside Higher Ed. https://www.insidehighered.com/news/2023/03/24/survey-faculty-teaching-style-impedes-academic-success-students-say

Mesler, R. M., Corbin, C. M., & Martin, B. H. (2021). Teacher mindset is associated with the development of students' growth mindset. *Journal of Applied Developmental Psychology, 76*, 101299. https://doi.org/10.1016/j.appdev.2021.101299

Institute of Education Sciences, National Center for Education Statistics. (2022). *Public high school graduation rates.* https://nces.ed.gov/programs/coe/indicator/coi

Institute of Education Sciences, National Center for Education Statistics. (2022). *Undergraduate retention and graduation rates.* https://nces.ed.gov/programs/coe/indicator/ctr

# EVENTS AND PROFESSIONAL DEVELOPMENT NEWS

**2023 UAGC TEACHING AND LEARNING CONFERENCE**



2023 UAGC Teaching and Learning Conference | **Working toward Yes: Open Access as Innovation in Higher Education Culture** - **November 7-9, 2023**. TLC 2023 poses the question, "Does the culture of higher education need a new paradigm?" Many practices that are innate to higher-education culture - such as strict admissions requirements or paywalls for scholarly journals - are associated with the word "no" in that they deny many people access to learning opportunities. But in a time where access to post-secondary education is necessary for achieving socioeconomic viability, working toward "yes" (i.e., open access) in higher-education culture is imperative. TLC 2023 will explore conceptions of open access as a vehicle for innovations that can more effectively support the inclusion and success of contemporary post-secondary students.

**Call To Action**: Please share the TLC conference with your professional network. You may use the content above. Your insight, collaborative support, and engagement with TLC are greatly appreciated. Please let us know how we can further support your efforts to engage with TLC.

**Interested in supporting the 2023 UAGC TLC?** Let us know! Visit the UAGC TLC site to express your interest.

**23-24 FACULTY AFFAIRS ANNUAL FACULTY CURRICULUM**

**Kate Johnson, Associate Director of Faculty Development, Faculty Affairs**

The Faculty Affairs annual faculty curriculum aims to prompt discussion through the academic year about how creating an individual teaching philosophy can enhance instruction by connecting elements of learning theory and course design to course facilitation practices. UAGC leverages a master course shell model that relies on subject matter experts to design a centralized curriculum that is developed and used for each course. Faculty are hired to teach the content because of their formal education and their work in their field. Although faculty have expertise in their area of study, many do not have backgrounds in teaching and learning theory and, therefore, experience a disconnection between the design of the course they teach and their course facilitation practices. This development course posits that developing a philosophy of teaching – which requires critical reflection on how learning happens – can begin to bridge this gap that educator/practitioners experience. As faculty gain confidence in their understanding of learning theory and course design, they can tailor learning experiences to students' needs, understand the placement of learning activities, and engage in evidence-based strategies to enhance content retention.

The foundation for this curriculum is an understanding of the structure of a teaching philosophy. A new faculty development course addresses how discovering and aligning a learning theory that aligns with that teaching philosophy shapes the approach to facilitating curriculum. It addresses core concepts in curriculum development and how they can inform effective course facilitation practices.

JOIN THE CONVERSATION

Faculty Affairs will leverage the monthly UAGC Community of Practice to support discussion of these resources:

- Leveraging a Philosophy of Teaching
- Instructive Feedback Workshop Facilitator Guide

Through the rest of the calendar year, the Community of Practice will address the following topics:

- July - Philosophy of Teaching-view this session.
- August – Learning Theory (And its implications on a Philosophy of Teaching and Course Design)-view this session.
- September - Backwards Design & Socratic Method
- October - Learning Outcomes & Course Learning Maps
- November - TLC (no sessions)
- December - Evidence & Feedback

Register to attend the 2023-2024 Community of Practice Sessions now!

We invite you to join us in nurturing a culture of inquiry at UAGC by attending as many sessions as possible and participating in the MS Teams site to engage in this necessary discourse. Please note that this is the beginning of a multi-year conversation about what effective pedagogy looks like and what can be achieved in our model and through our online modality, all to develop faculty facilitation and classroom learning toward better student outcomes. Faculty Affairs is excited to grow with you and be challenged by you through this process.

## 7TH ANNUAL UAGC EARLY CHILDHOOD CONFERENCE

### Tisha Shipley, Department of Education and Liberal Arts

The 7th Annual UAGC Early Childhood Conference was held July 25th-27th. For the first time at this conference, University of Arizona Global Campus students led sessions. Dr. Stephanie Heald, co-director of the ECE Conference, shared, "We never imagined that we could reach this many early childhood educators and receive so much positive feedback about truly making a difference. We have surpassed our goal and are dedicated to making a difference for all early childhood educators and families."

The conference featured the following outstanding keynote speakers:

**Conference Kick-off**

The conference kick-off featured keynote speaker Nick Young, who opened the conference with his session titled: **Music and Movement = Social-Emotional Development.** In this session, participants engaged in music and movement activities that teachers and families can do with their children.

**Day 1**

The conference opening keynote speaker, Mr. Willie Spears, is a critically acclaimed speaker, award-winning educator, and children's book author. Mr. Spears's session, **The Importance of Understanding Mental Health in Early Learners**, explored the effects of culture and climate on mental health in early learners and reviewed proven strategies to help educators add value to students despite early signs of mental illness.

The lunch keynote for day one was Emma Tempest, aka The Play Coach, who develops training and workshops for early childhood professionals to help them understand how children learn through the power of play and how to use play as a tool for building a strong foundation of well-being and education. In her session, **SHINE: The Adult Role in Children's Play,** participants learned about child-led, developmentally appropriate

practice and the need for the adult to connect with their playful side to create learning spaces that run like clockwork for children.

The Day 1 closing keynote speaker Dr. Mary Mollway delivered a TED Talk entitled BrainMoves, on the relationship between movement and brain development, and is the Founder & CEO of BrainWorks. The title of Dr. Mollway's session was: **The Vital Role the Sensory System Plays in Learning.** Participants learned about the sensory systems, including the tactile, proprioceptive, vestibular, auditory, and visual systems, which are foundational to emotional and physical regulation as well as higher cognitive skills such as speech, memory, and executive functioning. Knowledge of these systems were identified, their development explained, and how atypical development impacts young learners was discussed.

**Day 2**

Day Two began with a keynote address from Tanya Wright, who is the founder of Big Hair Hairiette, a literacy-based educational system for children 5-8 years old, based on the Big Hair Hairiette book series slated to debut in May 2024. Tanya is a two-time Screen Actors Guild Award winner (Best Ensemble) for her portrayal of Crystal Burset in Orange is the New Black. In Tanya's session, **Your Classroom is Inspiration for Innovation,** participants learned how they might align their purpose, talents, and experiences to innovate in the 21st-century ECE classroom. ECE teachers are natural leaders with unique insights about our littlest ones and the communities that support them.

**Day 3: Asynchronous Sessions**

The Day 3 sessions are available via the UAGC YouTube Channel. The last day of the conference consisted of presentations by UAGC full-time and associate faculty members and one student.

The UAGC Early Childhood Conference brings participants and presenters from all around the world to share experiences, knowledge, topics, research, and essential early childhood ideas. It is a time when professionals come together to learn, engage, and collaborate. The founder and co-director of the conference Dr. Tisha Shipley stated, "The conference started small and has grown every year. We now have people reaching out to us who want to present and e-mails all year long telling us how the ideas from the conference are being used at their schools; it is very exciting. This year, we had presenters from Australia and Pakistan, which makes our conference very diverse."

Dr. Denise Maxwell, Assistant Dean for the Department of Education and Liberal Arts in the College of Arts and Sciences, shared, "This annual conference is an incredible opportunity for current students and professionals in the field to add to their strategies in their instructional toolbox. Sessions at this year's conference will have you laughing, smiling, and taking notes to capture the amazing presentations from our keynote speakers to the various presenters. It's unbelievable that each yearly ECE Conference builds

on the previous year to be even better, and this event will be truly rewarding for the time you take to participate."

Dr. Shipley and Dr. Heald invite you to view the conference sessions on the Early Childhood Education UAGC YouTube channel. For questions about the conference, reach out to Dr. Tisha Shipley.

## SPRING 2023 COMMENCEMENT



The Spring 2023 Commencement in Glendale, AZ, celebrated 1625 grads and more than 7000 friends and family to the spring commencement ceremony. The ceremony began with the national anthem sung by a UAGC alum and featured Commencement Speaker Dr. Calvin Mackie, award-winning mentor, inventor, author, former engineering professor, speaker, entrepreneur, and founder of STEM NOLA, who shared his passion for education.

Throughout the weekend, students and faculty attended the first local UAGC career fair and Honor Society ceremonies, had the opportunity to take their picture with Paul Pastorek, decorate their graduation cap, and more!

**Spring 2023 Commencement Ceremony**



Thirty-one doctoral graduates, supported by over 200 family members and friends, attended the Doctoral Hooding ceremony. The following doctoral students were recognized for their exemplary research projects. These projects are accessible via the UAGC Library.

**Distinguished Doctoral Research Awards**

**Distinguished Dissertation 2023**

**Dr. Gina Fromer**

Dissertation: Black Women Who Emerged from Generational Poverty and Transitioned into Executive Positions

**Distinguished Applied Doctoral Project 2023**

**Dr. Casey Horton**

Project Title: Relaxation Breathing as a Coping Skill During Youth Competitions: Perceptions and Experiences of Sports Officials

**Doctoral Project Most Likely to Have a Social Impact**

**Dr. Heidi Riley-Ancar**

Dissertation: Accessibility Challenges of Online Learning Affecting Successful Degree Completion Among Visually Impaired Undergraduate/ Graduate Students: An Exploratory Case Study
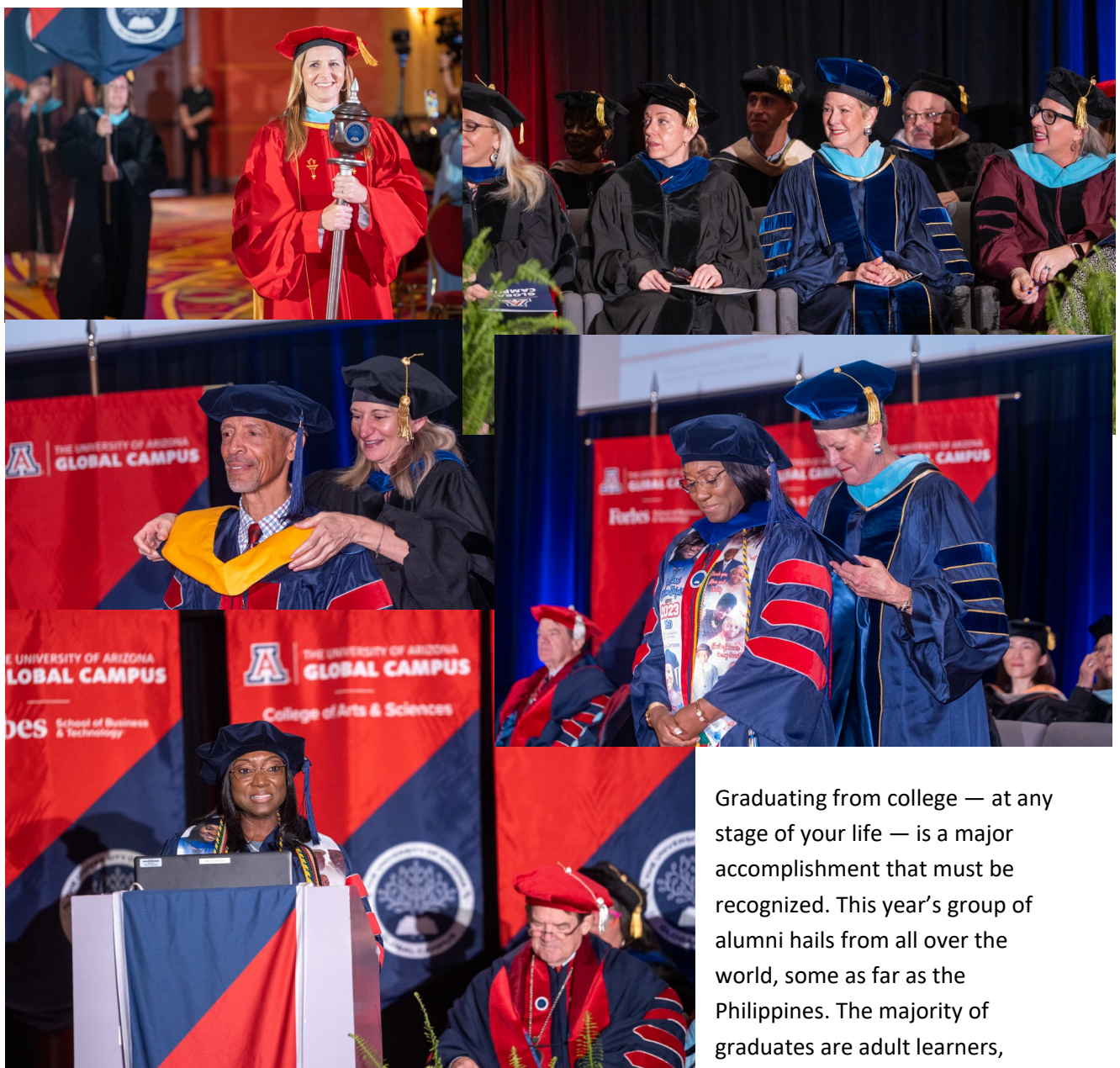
Graduating from college — at any stage of your life — is a major accomplishment that must be recognized. This year's group of alumni hails from all over the world, some as far as the Philippines. The majority of graduates are adult learners, some with military backgrounds, while others returned to school after taking years off to work or raise families. Thank you to all the faculty who attended, including our associate faculty, who supported the doctoral hooding in addition to the commencement ceremony.

We hope you will watch these video representations of the UAGC Spring 2023 Commencement. We have so much to celebrate!

UAGC Grads Surprised by Heartfelt Letters of Pride From Family

**Faculty Awards**

The following faculty awards were presented at the Meet Your Faculty event during the Commencement weekend celebration.

### Innovative Instruction – Marc Hnytka



This award recognizes a faculty member for their teaching practices that encouraged students to explore and push the boundaries of their learning. Marc Hnytka, faculty in the Academic Engagement Center and SCI 207 instructor. Marc has served at UAGC since 2013 and is currently a co-chair of the UAGC Honors Program Advisory Board. Marc's students have recognized him for his challenging but motivating courses, one writing that, through instruction both on Zoom and in the online classroom, Marc inspired them to make changes to reduce their carbon footprint – a true demonstration of learning in action!

*"I met Marc when I took his SCI207 Class. He was the first instructor of mine who offered office hours via Zoom to help with the coursework. He also recorded the sessions for students who could not attend live. His class was challenging and inspired me to make several significant lifestyle changes to reduce my carbon and water footprints. Marc encouraged me to attend several Honors College roundtables to learn more about the program. He wrote a letter of recommendation in support of my petition to enter the program and has continued to offer guidance and support throughout my time at UAGC."*

*Marc is invested in his student's success and goes above and beyond in his work with the Honors College. He is personable, relatable, and humble."*

### Professional Mentorship - Dr. Clifford Blizard

This award recognizes a faculty member who deliberately connected their learning to professional insights and opportunities. This award went to Dr. Clifford Blizard, who also teaches in the Academic Engagement Center and leads the SCI 207 course. Since he joined UAGC in 2013, Clifford has been passionate about discovering new ways to create transformative learning experiences for his students, and that passion extends into helping students prepare for professional occasions. His students have recognized him for this effort to support their professional growth outside of the classroom.

*"He was supportive through the years entire honors program. He taught two of the honors courses and answered all of my questions and provided great feedback. I volunteered to lead an honors discussion and he took time out of his schedule to help me prepare."*

### Student Success Champion – Dr. Peggy Sundstrom

Student Success Champion – for which students named a faculty member who contributed to their capacity to persist via the support they offered during a challenging time. This award went to Dr. Peggy Sundstrom, Program Chair for the Ph.D. in Organizational Leadership and Development. In addition to her broad research experience on topics about how organizational systems work, Peggy has been a strong advocate for doctoral students since she joined the institution in 2009, believing that teaching with kindness and support allows students to own their dissertation-writing process. Peggy's students agree and recognize her for her calmness, empathy, and approachability.

*"Dr. S. embodies the essence of a seasoned academician. She is astute, compassionate, empathetic, resourceful, and extremely knowledgeable. A master at invoking critical thinking, she is thorough and professional, yet approachable. Her calm demeanor allows her the ability to neutralize her students' intense emotions. Dr. S. was my biggest cheerleader and advocate in and out of the classroom. She presented opportunities for personal and professional growth by nominating me to be the student member on the Doctoral Advisory Committee. Dr. S. is doing what she was born to do, and I am privileged and honored to have been a recipient of all she embodies."*

*Personal message for Dr. S.: "I know I have said it over and over, but you have left an indelible mark on my life, and I am eternally grateful. Thank you, Dr. S. I hope I make you proud one day."*

## THE VALUE OF ASSOCIATE FACULTY: A REFLECTION

### Gary Shelton, Associate Faculty, Department of Organizational Studies

Nationwide, colleges and universities are increasingly drawing upon the experience of associate faculty to guide and educate students (American Institutes for Research, 2014; Edmonds, 2015; Hurlburt & McGarrah, 2016). Likewise, at UAGC, associate faculty play a critical role in student success but sometimes can feel unseen or underappreciated despite their direct, immediate, and large-scale impact.

Associate faculty offer real-world experience and academic rigor, contributing directly to UAGC's critical goal of providing high-value credentials with marketable skills. Colleges and universities have long recognized the advantages of a scholar-practitioner approach, in which outside professionals share the latest expertise from their fields, specific academic perspectives, and applicable analytical tools.

Associate faculty who are not full-time academicians can provide the following advantages (Stenerson et al., 2010):

- Relevant expertise applied in real-world situations;
- Effective mentoring and monitoring; and
- Connections to professional institutions and job-related organizations.

Like full-time faculty, associate faculty are committed to student growth (Ortiz et al., 2021). As Ortiz et al. notes, associate faculty strive to nurture students by valuing their input and respecting the diverse backgrounds of nontraditional student populations, which describes UAGC's student population. In short, associate faculty embrace a "pedagogy of care," which refers to a "teaching philosophy and practice grounded in a deep and holistic care for students" (Ortiz et al., 2021, p. 24).

Applying this teaching philosophy involves focusing on communication, flexibility, and holistic support for students, recognizing individual health and well-being as a critical component of academic success, and assuming that each student has the best intentions. This can be accomplished in many different ways and on a daily basis by

- Being flexible with student assignments while using learning-oriented policies that consider unique life experiences;
- Actively listening and creating a culture of care and understanding;
- Effectively communicating to students the resources available to them, including access and wellness, student advocates, advising, and one-on-one conversations with their professor; and
- Emphasizing that their success is our success.

While associate faculty technically may be part-time employees at UAGC, they do not have a part-time impact. We all contribute to our students' success. We can change students' lives and even influence their children's future. One faculty member in one course has the potential to touch the minds and hearts of many by focusing on each student's needs by taking an approach of understanding and care. Imparting marketable skills to our students can go beyond teaching them content and facts. It can also include modeling the traits and values our students should take with them after completing their degree.

Associate faculty, you are seen and appreciated! Remember that you are not just teaching a course—you are impacting each student's success and future in many ways.

**References**

American Institutes for Research. (2014). *Increased reliance on part-time college faculty.* https://www.air.org/resource/increased-reliance-part-time-college-faculty

Edmonds, D. (2015). More than half of college faculty are adjuncts: Should you care? *Forbes Magazine*. https://www.forbes.com/sites/noodleeducation/2015/05/28/more-than-half-of-college-faculty-are-adjuncts-should-you-care/#4fe22d851600

Hurlburt, S., & McGarrah, M. (2016). *Cost savings or cost shifting? The relationship between part-time contingent faculty and institutional spending* [paper]*.* TIAA Institute. https://www.air.org/sites/default/files/downloads/report/Cost-Savings-or-Cost-Shifting-Contingent-Faculty-November-2016.pdf

Ortiz, R., Rodesiler, C., Latz, A., & Mulvihill, T. (2021). Community college adjunct faculty: Picturing pedagogies of care. *New Directions for Community Colleges, 2021*(195)*,* 23–35. https://doi.org/10.1002/cc.20464

Stenerson, J., Blanchard, L., Fassiotto, M., Hernandez, M. & Muth, A. (2010).

The role of adjuncts in the professoriate. *Peer Review*, *12*(3)*,* 23–26.

## THE HIGH VALUE OF A FOUNDATION IN THE HUMANITIES

**James Meetze, Faculty, Academic Engagement Center**

**The Case for the Humanities**

I begin by announcing my bias. I have been teaching the Humanities in higher education, at both undergraduate and graduate levels, for nearly two decades. Over the years, my students have become lawyers, professors, tech entrepreneurs, UX designers for companies formerly known as Facebook, small business owners, social workers, therapists, real estate brokers, journalists, and researchers, among a vast array of other professions. Over these same years, the world has changed. The educational paradigms of the past century no longer serve us. Or so we've been told. In particular, we've been told that education should focus on workplace skills and preparing students for the breakneck pace of our ever-changing world. And yet, we remember the anecdote that Steve Jobs felt compelled to audit a calligraphy course, which instilled in him a sense of the importance of beauty *and* utility, form *and* function. He built this into his Apple computers. Today, Apple Inc. is the most valuable corporation in the world. But we tell this story about Steve Jobs because it reminds us that this monolithic genius solved problems by seeing a variety of approaches to them and because it beckons us to follow our passions, our imaginations, and our creativity, all of which and more are the subject matter of the Humanities.

A decade ago, Alphabet (better known as Google), which is currently ranked as the fourth most valuable company in the world, performed an internal study to identify the characteristics of their highest-performing employees. Contrary to popular discourse and the ever-more-common focus on job-specific competencies rather than a basis in the Liberal Arts—the fundamental basis of education that has served humanity since classical antiquity—the study revealed that "The seven top characteristics of success at Google are all soft skills: being a good coach; communicating and listening well; possessing insights into others (including others' different values and points of view); having empathy toward and being supportive of one's colleagues; being a good critical thinker and problem solver; and being able to make connections across complex ideas" (Davidson, 2017a). This is not a unique finding; it is something that business leaders in all sectors have long known: the qualities of the most high-achieving people are directly connected to the skills developed through the study of writing, literature, philosophy, and the arts. Distinguished scholar, founding director of the Futures Initiative, and author of the books *The New Education* and *The New College Classroom*, Cathy N. Davidson (2017b), argues that "Students today need so-called soft skills, including strategies, methods, and tactics for successful communication and collaboration. These are necessary to navigate a world in flux, where they cannot count on continuing for any length of time in the job or even the field for which they were originally trained" (p. 8). Students need to learn *how* to learn, *how* to be adaptable, *how* to draw on and apply a broad knowledge base to complex problems—knowing how to access knowledge—and these are the very same skills fostered by a foundation in the Humanities.

I trained primarily as a poet, so I'm rather fond of metaphor, particularly the metaphor I first heard from the former president of Stanford University and fellow appreciator of poetic devices, John Hennessey, who said, "That's why I love this metaphor of T-shaped people: somebody with real depth and expertise in a field but also the ability to relate to their fellow partners, who they will need to work with in order to achieve that change [in the world]" (Antonucci, May/June 2016). In the *Forbes* (2011) article, "Are You an 'I' or a 'T'?," Andy Boynton defines the "I-shaped professional [as] highly versed in a specific area of expertise [and who] learns by drilling more deeply into a particular field. The *T*-shaped person has broader skills and knowledge and learns by linking different perspectives from different specialties." This *T*-shaped person has a broad foundation and a central focus on a specific area of expertise. What is important here is how that horizontal line on the *T*, signifying that broad base in the Humanities, influences curiosity and problem-solving along the deep dive into that central focus. "Both types," Boynton continues, "are essential in any organization. Many leaders today, however, feel that *T* people are better at fostering the diverse connections and conversations that bring exceptional ideas to the surface. And these leaders bemoan what they see as a dearth of them in today's hyper-specialized environments" (2011). Thus, far from the changing world ushering us away from the Humanities, it calls on us as educators to better prepare our students for this future-in-flux that is also our present, to foster in our students a curiosity across a broad range of subjects beyond just the field of their major, and to make that curiosity relevant, to make that curiosity actionable by drawing these connections between soft-skills and the ability to succeed in uncertain times.

When Ta-Nehesi Coates (2015), author of the *New York Times* #1 bestseller, *Between the World and Me*, writes to his teenage son, "For all of your life, whenever you've had a question you have been able to type that question out on a keyboard […] and within seconds revel in the flood of potential answers," he is also speaking to our students (p. 83-84). When he reflects on his own experience of using microfiche and call slips in a physical library to retrieve sources that may or may not answer his questions, he writes, "For a young man like me, the invention of the Internet was the invention of space travel," he is also speaking to our students (p. 84). We serve students native to both experiences, digital and analog, using the same internet-based platform and, generally speaking, expect the same facility with "space travel." Likewise, we are bombarded with answers, narratives, images, and targeted content, each with its stylized, packaged, massaged messaging. In this world far beyond anything Marshall McLuhan might have envisioned, studying the humanities and the multiple sensory and analytical processes it nurtures will best prepare our students to parse, analyze, synthesize, adapt, and respond to the same kind of fast-moving information we encounter daily. What we think of as soft skills are really human skills; as we persist in this ever-evolving world, these skills open the doors to our greatest potential. It is the Humanities after all, long recognized as "the noble arts" (Gellius, p. 459), that comprise the very foundations of our culture, through which, when we learn them, we become most humanized and most able to see the humanity in one another.

## References

Antonucci, M. (May/June, 2016). Where he took us. *Stanford Magazine*.
https://stanfordmag.org/contents/where-he-took-us

Boynton, T. (Oct. 18, 2011). Are you an "I" or a "T"?. *Forbes*.
https://www.forbes.com/sites/andyboynton/2011/10/18/are-you-an-i-or-a-t/?sh=48145fbd6e88

Coates, T. (2015). *Between the world and me*. Spiegel & Grau.

Davidson, C. N. (Dec. 20, 2017). "The Surprising thing Google learned about its employees—and what it means for today's students." *The Washington Post*.
https://www.washingtonpost.com/news/answer-sheet/wp/2017/12/20/the-surprising-thing-google-learned-about-its-employees-and-what-it-means-for-todays-students/

Gellius, A. (1927). *Attic nights, Vol. II: Books 6–13*. Trans. J. C. Rolfe. Loeb Classical Library. Harvard U.P.

## 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 achievements in your profile on the Faculty Portal.

### Debra Culler| Department of Organizational Studies

In 2022, Debra studied and prepared for the SHRM-SCP exam. She was awarded her credentials in December of 2022. This achievement demonstrates her dedication and understanding of HR processes. Debra is a full-time faculty member with the BAHRM and MHRM program. She has worked at UAGC since February 2021 and loves building relationships with other staff members and faculty and serving students in the higher education capacity.

### Tanya Scherr | Department of Health Sciences



Published in the Domestic Preparedness Journal
- Covenant School: Reviewing Another Tragic Shooting.
- Swatting: Combatting a Lethal and Expensive Prank
- Keeping Schools Safe During the Threat of Nuclear Attacks

Tanya Scherr holds a Ph.D. in Public Policy and Administration with a Healthcare and Emergency Preparedness focus. She is an associate faculty member in Healthcare Administration for the University of Arizona Global Campus and has over 28 years of healthcare experience. Along with being a Certified Fraud Examiner since 2011, she is also a former firefighter-EMT, previously licensed in several states, as well as holding national certification. Dr. Scherr has held several executive and board of director positions for community non-profits that focus on the arts, women's equality, and domestic violence and sexual assault.

### Shaila Wadhwani | Department of Education and Liberal Arts

Presented "Cohabitation after modernity - Domestication as coalition and critique," at philoSOPHIA - Society for Continental Feminism. Shaila Wadhwani is a PhD Candidate in philosophy, working in decolonial theory, environmental philosophy, and global feminisms.

### Teresa Handy | Academic Engagement Center

Elected Secretary of the Alumni Board of the University of Chicago Crown School of Social Work, Policy, and Practice. The Alumni Association Board is dedicated to advancing the mission, vision, and values of the Crown Family School. As an elected board member, Teresa will work to fulfill this mission by connecting with students and alumni across the country, advancing the reputation of the school, and developing a pipeline to build capacity for student scholarships. It is an honor to serve as the secretary for a two-year term. Dr. Handy is an alumnus (1992) of the University of Chicago Crown School of Social Work, Practice, and Policy.

## Jack Lazarre | Department of Health Sciences

Jack has successfully completed the American Society of Healthcare Pharmacists' (ASHP's) Certified Pharmacy Executive Leader capstone and achieved national recognition as a CPEL. Achievement of the CPEL credential is based on demonstration of validated professional and leadership competencies in professionalism, leading people, leading the pharmacy enterprise, and leading within and across complex health care systems.

Jack Lazarre has been teaching for the University since 2012 and is currently the Director of Pharmacy for Kindred Hospitals in Southern California. He lives in Huntington Beach, CA. His son, Dr. Steven Lazarre, also taught at the University until his death in 2016.

## Hwangji Sherrie Lu | Department of Health Sciences

Dr. Hwangji "Sherrie" Lu was invited to serve as an editorial board member of the Science Journal of Education for two years, from January 4, 2023, to January 4, 2025. In March, she was also Invited to serve as an advisory member for the International Institute of Engineers and Researchers (IIER) and present her research, Putting ePortfolios into Practice: A Case Study in An Online Graduate Program, at the IRAJ international webinar held on April 10th. Dr. Lu also presented, The Impacts of Active Learning and High-Impact Practices in Online Classrooms at the International Conference on Education and e-Learning (ICEEL) in Florence, Italy, from March 19th to 20th. Dr. Lu and Dr. Smiles published their paper, The Needs of Active Learning and High-Impact Educational Practices in Online Programs, to the European Journal of Open Education and E-learning Studies. Below is the article:



Lu, H., & Smiles, R. (2023). The needs of active learning and high-impact educational practices in online programs. *European Journal of Open Education and E-learning Studies*, 8(2), 1-12. doi 10.46827/ejoe.v8i2.4567

Additional conference presentations and publications by Dr. Lu are shared below.

Lu, H. S., & Gustavus, B. V. (May 1 – 2, 2023). *The implementation of a collaborative project in an online graduate program*. International Conference on Education and Social Science (ICESS) in Dublin, Ireland. https://doi.org/10.47191/ijsshr/v6-i4-62

Lu, H. S., & Gustavus, B. V. (2023). Implementing collaborative project and eportfolio in an online graduate course: A case study. *International Journal of Social Science and Human Research*, 6(4), 2475-2481.

## Bill Davis | Department of Organizational Studies



In April of 2023, Bill Davis completed Jon Gordon's Leadership Training and completed Jon Gordon's Leadership Trainer Certification Program, The Power of Positive Leadership. Throughout Bill's progressive career, he has valued achieving high-value credentials throughout his career. While working in the PepsiCo system, he completed his undergraduate degree and master's degree in higher education. Bill credits the degree programs for his success in the highly competitive



soft drink industry and higher education. Those credentials, plus learning on and through the job (career and industry experience), all combined and provided Bill with the technical, conceptual, and human relations skills and the knowledge he needed to advance his organization, teams, and career forward.

## Shannon Harris | Department of Health Sciences



The Department of Health Sciences is delighted to announce that Shannon Harris recently completed a Doctor of Philosophy degree in Health Services from Walden University. Dr. Harris' dissertation, "Organizational Factors of Emergency Room Fast-Track Duplicate Record Data Entry Errors in an Alabama Health System" is evidence of her scholarly work and contributions to the healthcare profession.

**NEW FACULTY INTRODUCTIONS**

**Saima Matin | Department of Professional Studies**

Greetings, I am Saima Matin, an economics instructor at the Forbes School of Business & Technology. I am very thrilled to be a part of UAGC's faculty community. I was born and raised in Bangladesh. I graduated with an MS degree from Purdue University, USA in Agricultural Economics. Right after my graduation, I worked as a Faculty Fellow at the Ivy Tech Community College, Indiana in the Economics & Business Program.

Academically, my research interests include Renewable Resources, Environment and Energy Economics. I have also worked as a Project Coordinator in a joint project of UN Women Bangladesh and DIPTO- a development organization for the underprivileged girls and women of Bangladesh. Through numerous interactions with people, I realize how important it is to make younger generations aware of agricultural and socio-economic activities and motivate them to actively engage in these sectors to make significant differences. One way to achieve this is through teaching where I can share my experiences and motivate the students. Within my classroom, I prioritize creating a space where students feel valued, respected, and supported by their peers. I try to encourage open communication and empathy among all participants, and I endeavor to facilitate constructive discussions where all students feel comfortable sharing their perspectives without fear of judgment. I make a point of including resources that reflect a global range of economics and business scenarios, and I ensure that all students have equal access to these materials. As a passionate advocate for diversity, equity, and inclusion, I aim to prepare my students to become empathetic and responsible citizens of society. I firmly believe that advocating for diversity helps students maximize their potential, and I work to help my students understand the importance of respecting and valuing the perspectives of peers from all walks of life. For teaching, I feel it comes very naturally to me. I believe every individual has the potential to grow and have an impact on this world. As educators, it is our responsibility to flourish that potential. I am very happy to share this platform to support our students and learn from each other. I live with my husband and soon-to-be 4-year-old son. Together we love to go hiking and camping. I am also very passionate about baking, so it is my favorite hobby to bake and share homemade goodies with my friends and family.

## Stephen Bartorillo | Department of Professional Studies

Hi all. My name is Steve Bartorillo, and I am very excited to join UAGC as a new faculty associate member. I have been working in higher education for seventeen-plus years, including many of those in online education. I have enjoyed every minute of it as I tell my students that "a degree is something that can never be taken away." I hold an undergraduate degree in Mathematics from Lock Haven University in Pennsylvania and an MBA, with a concentration in Finance, from Villanova University. I also hold a Qualified 401(k) Administrator (QKA) from the American Society of Pension Professionals and Actuaries as well as a Certified Scrum Master (CSE) for project management. I am also a group creator and maintainer of flashcards for a business textbook. I am formerly from a small borough outside of Wilkes-Barre, Pennsylvania, and currently reside in the Philadelphia suburbs with my wife, three children, and two bichons' named Charley and Barkley. I enjoy spending time with my family, educating students, and managing the operations of our race team, called KAM Fueled Racing.

I look forward to beginning my teaching journey at UAGC and being part of the UAGC family. I enjoy every aspect of learning and connecting with our excellent study body, faculty, and leaders.

## Rajan Thapaliya | Department of Technology Studies

My name is Dr. Rajan Thapaliya, and I am thrilled to be a part of STEM faculty member here at the University of Arizona Global Campus. As a professor of graduate/Ph.D. level Data Science and software engineering courses, I am committed to providing my students a challenging yet rewarding academic experience. I also serve as a Ph.D. dissertation chair, subject matter expert, and academic reader at National University. As a new faculty member in the Forbes School of Business and Technology, I am honored to bring my most strategic and practical teaching style and data science and software engineering skills to this esteemed institution. I am also the president of my own start-up company, Data World Academy, which further underscores my deep commitment to data science and technology. I bring a wealth of knowledge and experience to the table, with a Master's and Ph.D. in Data Science from NU, as well as being an IBM-certified data scientist, Google-certified data analyst, and project manager. I am proud to hold over fifty-five data science-related certifications from prestigious institutions such as Google, IBM, Amazon, AWS, Harvard Business School, and the University of California. My areas of expertise span several fields, including data engineering and architecture, blockchain, cryptography, machine learning, artificial intelligence, web automation, text and data mining, data science and analysis, statistics and quantitative modeling, and data visualization and storytelling. My recent publication in a journal based on blockchain technology showcases my research interest and expertise. I believe that learning STEM courses goes beyond a 9-5 job; it requires an unwavering dedication to exploring and innovating something new in

technology. I measure my success through my students' progress and encourage them to embrace critical thinking, reading, and analyzing skills to achieve their academic goals. I am here to guide them on their journey and learn from them as well.

I am excited to be a part of the University of Arizona Global Campus faculty team and look forward to working with my students in various courses. Together, we can achieve great success and make a meaningful impact in the world of data science and technology.

### Frank Kingsland | Department of Professional Studies

Hello! I'm based in Marietta, Georgia (12 miles from Atlanta) and started my education by getting a BS in Industrial Engineering (Newark, NJ College Engineering). I moved to the Atlanta, GA area via the US Navy and went to night school for an MBA in Management (GA State University). I worked as a contract Development Manager for RGSBDC (Rural GA Small Business Development Center) for many years. Involved with the economic development of new business ventures in undeveloped areas of Georgia.

Some 25+ years ago started teaching internet/ground college classes for Univ of Phoenix when they opened up physical operations here in Marietta, GA. Along the way, I went back to college to get my MBA in Economics (GA Southern) and Accounting (So Polytech). Taught college online for GA Military College and Georgia State University. Now teaching for UAGC.

In my off-hours, I enjoy being on the 55th year of my honeymoon with my wife (Faye). Spend time with my 4 children, 13 grandchildren, and 9 great-grandchildren (all live within one hour's drive).

Over my many years of teaching adult college students, I've learned that "one style of learning does not apply to all students". So, in my classes, I strive to adapt my teaching to fit each individual student. I believe that all persons deserve the opportunity to better their education and advance themselves in the workplace, regardless of their past/present circumstances.

### Andre Mooney | Academic Engagement Center

Hello, my name is André Money, I was recently hired (March) as an Associate Faculty in the College of Arts and Sciences. I am on active-duty orders at Patrick Space Force Base, FL. I am the Wing Chaplain. Having been on orders since November 28, 2022, my primary responsibility is to ensure spiritual resilience to our 1500 members and their families. In addition, I advise the Wing Commander in all moral and ethical dilemmas that may arise. Prior, I was a full-time online instructor at Grand Canyon University in Phoenix, AZ.

As a tenured (10+ years) member of the College of Theology, I have enjoyed writing articles, blogs, panelist presenter, etc. The course that I primarily taught was Christian Worldview, where I did life with students in teaching life-application skills from the Biblical text. My

capstone work in my time at GCU was developing a Faith and Learning Integration (F&LI) Mentorship program where I mentored five full-time online faculty from other disciplines in the process of adding F&LI within their courses. This was accomplished in fulfillment of the university leadership's directive to projecting the tenets of the institution's doctrinal statement within all curriculum offerings.

As an Associate Faculty here at UAGC, I aim to continue offering "care" to our students and building on the capstone work that began at GCU. For some teaching is a job, for others it is a "calling". privileged to be a member of an institution that is committed to "caring for students."

### Carol Cron | Academic Engagement Center

Greetings colleagues! My name is Carol Cron, and I will be an associate adjunct faculty member in the College of Arts and Sciences at UAGC, teaching an English course. After earning a master's degree in distance education and e-learning, I was given the opportunity to teach Advanced Business Writing at the University of Maryland Global Campus. I have taught it in numerous formats: face-to-face, hybrid, and asynchronous. The course has evolved over the years, but we have covered employment packages, different types of letters, and research and recommendation reports. I recently taught Technical Writing to soldiers at Fort Detrick in Frederick, Maryland (but I prefer business writing). I live in Maryland with my husband and dachshund, Hershey. I worked for 25 years at the University of Maryland College Park for the Smith School of Business. I retired in 2021 and moved to Urbana, Maryland to an active 55+ community. I met a friend here who suggested I look at the University of Arizona Global Campus. So, even though I'm retired from full-time work, I am teaching for UMGC and now UAGC! I'm looking forward to this new teaching opportunity.

### Mallory DeMay | Academic Engagement Center

My name is Mallory DeMay. I have worked in higher education for over a decade and have many years of experience teaching in the online modality. I am also a UAGC graduate! I received my Bachelor of Science in Elementary Education with a specialization in K-6 Special Education from Mount Mercy University and a Master of Arts in Teaching and Learning with Technology from The University of Arizona Global Campus. I have worked for UAGC/Ashford for the past decade working in an administrative role within the Faculty Affairs department. I also have experience working with enrollment, the registrar, and learning and development. In addition, I have worked in the classroom with elementary-age students. As mentioned above, I also have experience being an online instructor at the college level, mainly teaching students who are new to the university. I am married to my high school sweetheart, and we have a son named Huntley, who will be 6 in the fall. My family and I love being outside, having adventures, and traveling. My teaching philosophy is that

everyone should have the opportunity to learn. I believe that the student-teacher relationship is very important and must have its foundation in trust. It's important to have open communication and establish a learning environment for success. With open, honest communication and a desire to learn, all students can accomplish anything! I'm excited to be joining the UAGC faculty community again and thank you for the opportunity!

## IN CASE YOU MISSED IT.

In an effort to make your inboxes more manageable, the faculty communication digest is sent weekly with a synopsis of critical faculty-focused news and events linking to the complete content. Instead of searching for individual emails, we hope you will use this targeted weekly summary to declutter your inbox and refocus your time.

Visit the Faculty Communication Digest archive to view all the latest news and events.

## 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

## THE UAGC CHRONICLE STAFF

Jacquelyn Bullis
Editor

Bill Davis
Faculty Contributor

Sally Deckard
Copy Editor

Rebecca Paynter
Copy Editor

Dr. Julie Pedersen
Copy Editor, Faculty
Contributor

Haley Sampson
Publication Manager

Ryan Thomas
Designer

Millie Tyznik
Copy Editor

## CONTRIBUTORS

A special thank you to the contributors to this issue!

Murad Abel

Kate Johnson

Gary Shelton

Shawna Brown

Stephani Kilby

Tisha Shipley

Bill Davis

Teresa Kuruc

Chris Tex

Sally Deckard

James Meetze

Millie Tyznik

Amy Erickson

Karin Mente

Maja Zelihic

Tony Farrell

Steven Owlett

## Thank you!