



THE UAGC CHRONICLE

Spring 2024 Issue



THE UNIVERSITY OF ARIZONA
GLOBAL CAMPUS



Contents

LETTER FROM THE EDITOR	5
UNIVERSITY, PROGRAM, AND CURRICULUM NEWS.....	6
A NEW DIRECTION FOR AN OLD BELIEF	6
UAGC CRITICAL STUDENT GOAL #4: ENHANCE STUDENTS' ECONOMIC RETURN	8
<i>RESOURCEFULL</i> : AN INITIATIVE TO REDUCE RESOURCE EXPENSES AND IMPROVE STUDENT OUTCOMES	10
UAGC TEXTBOOKS RECOGNIZED FOR EXCELLENCE	12
2023-2024 UAGC FACULTY EXPERIENCE SURVEY RESULTS	14
FACULTY COUNCIL CALL FOR NOMINATIONS	15
CLASSROOM MANAGEMENT	18
GENERATIVE AI AND ACADEMIC INTEGRITY: NAVIGATING THE GREY AREAS	18
LEADING THE CHARGE TOWARD AI LITERACY	21
RESEARCH CORNER	24
STRESS AND CLASSROOM BEHAVIOR	24
ADDRESSING DYSREGULATION IN THE ONLINE CLASSROOM	26
WELLNESS CORNER	30
WHY IS THERE A FLU, COVID, AND RSV SEASON?	30
BUILDING ACADEMIC COMMUNITY	33
FACULTY VOICES	33
NEW FACULTY INTRODUCTIONS	36
CALL FOR SUBMISSIONS	43
CONTRIBUTORS	44



Free Virtual Event
March 27-28, 2024

REGISTER NOW
uagc.edu/care

Culture of Care Summit

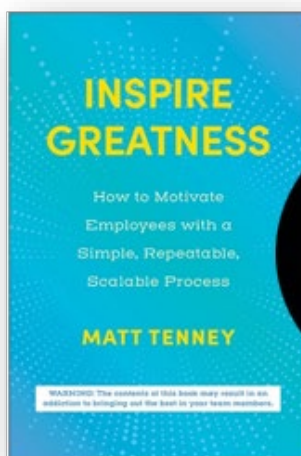


The University of Arizona Global Campus (UAGC) is pleased to announce the **inaugural Culture of Care Summit**, a transformative 2-day virtual event taking place **March 27-28 from 8 a.m. to 2 p.m. PT**. This free summit is open to the public and aims to explore and promote the importance of fostering a culture of care within organizations and educational institutions. Featuring over 90 diverse sessions, the Culture of Care Summit invites you to discuss how the concept of care can support organizational culture. For additional information about the summit, including the agenda, presenters, and free registration, visit uagc.edu/care.

Keynote Speakers:

Dr. Donna Beegle, **President of Communication Across Borders**, will share her work with students and families who live in the crisis of poverty, improving communication across poverty barriers and

journey from
abject poverty
to a Doctorate.



Matt Tenney, author of *Inspire Greatness: A Simple, Repeatable Process for Creating a Culture of Care*. All attendees at Matt Tenney's keynote session will receive a free copy of his new book!

Register to attend now!

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



We are pleased to bring you this UAGC Chronicle issue focused on the fourth UAGC critical student goal: **enhancing students' economic return**. Enhancing student economic return is crucial for fostering individual prosperity and societal advancement. Investing in education that equips students with relevant skills and knowledge empowers them to secure better-paying jobs and navigate economic challenges more effectively. The 2023 Faculty Experience Survey results reveal that slightly over 50% of faculty members feel empowered to contribute to institutional goals and that overall, faculty feel the least able to contribute to enhancing students' economic return. The Chronicle serves UAGC faculty by providing access to pertinent updates to this work, resources, and teaching practices – aimed at fostering faculty's sense of contribution to all institutional goals. What you do matters, and we want to give you as many tools as possible to help!

In this issue, contributors introduce discussion related to reducing students' out-of-pocket expenses, optimizing programs and career services, the impact Artificial Intelligence technology has on the learning experience, and potential impact in the workplace. The Research Corner explores the relationship between trauma and behavior and the impact of dysregulation on student learning – crucial considerations for creating a supportive and inclusive learning environment where all students can thrive academically, socially, and emotionally. These topics are aimed at the goal of delivering a valuable educational experience that prepares the UAGC student for the workforce. Our hope is that instructors connect with these articles to enrich their teaching practices by integrating new insights, resources, and methodologies to enhance student preparation for life after graduation.

The UAGC community continues to demonstrate tremendous support for the Chronicle. Our next issue will be published in the 24-25 academic year, and our strategy will continue to focus on engaging this community in the critical work and accomplishments intended to achieve the UAGC mission. We are excited to present a new opportunity to recognize your creative talent by calling for artistic contributions to grace the covers of upcoming UAGC Chronicle issues! [Learn more about this opportunity here!](#)

Sincerely,

Jackie Bullis

Lead Faculty Support and Classroom Consultant, The UAGC Chronicle Editor

UNIVERSITY, PROGRAM, AND CURRICULUM NEWS

A NEW DIRECTION FOR AN OLD BELIEF

Gary Packard, Senior Vice Provost of Online Initiatives



On Dec 4, 2023, my work at the University of Arizona (UArizona) took a new turn. I stepped away from being the Dean of the College of Applied Science and Technology (CAST) at the Sierra Vista Campus and was appointed as the Interim Senior Vice Provost for Online Initiatives at UArizona. My Associate Dean for Research, Dr. Nic Rae, stepped up to be the acting Dean of CAST.

In my new role, I lead a new online enterprise consisting of over 32,000 online students through UArizona's Online Team (Arizona Online) and the University of Arizona Global Campus (UAGC). I have partnered with both Arizona Online and UAGC during my tenure at the university but now I lead these two organizations. My relationship with Arizona Online and UAGC has been positive during my tenure at UArizona. But the more I immerse myself in Arizona Online and UAGC, the more I am impressed by the depth of incredible work being done by these two organizations.

While my work has shifted, my passion for the value of adult learner focused, online education at UArizona grows stronger. The passion I had at CAST remains. But, in my new role, I see that passion playing out on an even greater scale. In the two months I have spent in my new role, I have been amazed by the people committed to this vision at UAGC and Arizona Online. Quality is important at both UAGC and UArizona, and both are nationally recognized for their work.

For example, UAGC is recognized by the prestigious Quality Matters Online Learner Support Program Certification for all its online programs, validating its commitment to comprehensive online learner support and continuously enhancing academic and student services. It is one of only ten institutions

nationwide to meet the stringent criteria for this certification. UAGC is also a member of the National Association of Institutions for Military Education Services, underlining its commitment to delivering high quality postsecondary education programs to the military community. The UAGC nursing program was awarded a 10-year accreditation by the Commission on Collegiate Nursing Education, a commitment to maintaining the highest standards in nursing education. Finally, UAGC is officially recognized by the Arizona Department of Veterans' Services as a Veteran Supportive Campus, certifying its commitment to providing essential support to student veterans, faculty, and staff.

Arizona Online has its own national accolades. In the recently released U.S. News & World Report rankings, Arizona Online is ranked in the top 3 percent of all online programs nationally. It also ranks #4 in best online bachelor's programs for veterans, #6 best online bachelor's in business programs, and #7 best online MBA program. Other academic programs such as marketing, business analytics, education, and computer information technology graduate programs are all in the top tier of national online programming. In a separate ranking, Academic Influence ranks the online bachelor's degree in cybersecurity as the #1 in the nation. In addition, the Online and Professional Education Association (UPCEA) has recognized Arizona Online for excellence for its Mixed Media Campaign and its Online Website (2019).

Good things happen at UAGC and Arizona Online. But now, good things are jointly happening. In January, both UAGC and Arizona Online secured approval from Arizona Council for State Authorization Reciprocity Agreements (AZ-SARA) for UAGC's initial application and Arizona Online's renewal application. SARA is important because it enables institutions to provide distance education across state borders using a streamlined oversight structure and a standardized approval process. In essence, it protects distance education students in participating states by insuring we are compliant with state education regulations across the nation. This accomplishment opens doors to students across the nation to Arizona Online and UAGC academic programming and opens opportunities for us to synchronize our commitment to offering quality education on a national scale.

We are one month into 2024, and two short months on our journey as a university online initiatives enterprise. So far, UAGC and Arizona Online are reaching new heights through our ongoing integration efforts and collaborative initiatives. By engaging with key leaders and teams at Arizona Online, we've established connections that go beyond conventional boundaries. The dedication and contributions of the UAGC and Arizona Online communities play a pivotal role in shaping our institution.

We have only just begun our joint journey. Together, we are not merely adapting to change; we are architects of a future where education knows no boundaries and empowers every learner. As we continue our journey into 2024, I express sincere gratitude to each one of you. Your commitment propels us toward a future of collective success.

Sincerely,

Gary A. Packard Jr., Ph.D.

Interim Senior Vice Provost of Online Initiatives



Pronouns (he, him, his)

UAGC CRITICAL STUDENT GOAL #4: ENHANCE STUDENTS' ECONOMIC RETURN

Stephani Kilby, Director of Student Success



At UAGC, we are driven by our purpose to transform higher education through the achievement of our four [Critical Student Goals](#). Critical Student Goal #4 requires that we seek to *enhance students' economic return*. In August 2023, the UAGC Executive Leadership Team approved the following targets to measure the achievement of critical goal #4:

Through 2028, BA/BS alumni will report at 21 months post-graduation:

- A median annual salary equivalent to at least 3.7x the average total out-of-pocket (OOP) cost incurred toward their earned degree.
- A median earnings growth of 21 percent since enrolling at UAGC

The pursuit of enhancing students' economic return reflects the institution's commitment to student success. The approved targets acknowledge the significance of economic stability and career mobility for learners. While recognizing that economic considerations are not the sole determinant of the value of a college education, this goal underscores the importance many students place on the economic outcomes of their educational investment, emphasizing the dedication of UAGC to meet students' needs and support their aspirations.

Defining the Targets

In Spring 2022, a workgroup was charged with recommending how to define Critical Goal #4 and with proposing a SMART goal to be adopted as the target. This cross-functional group spent 16 months seeking to understand potential measures for return on investment (ROI) in higher education, defining affordability and equitable value as it translates to economic return, exploring UAGC student's out-of-pocket costs, and identifying the current earnings-to-cost ratio for UAGC graduates. As a result, the following definitions were adopted for these targets:

- **Economic Return:** A graduate's return on their investment.
- **Total Out-of-Pocket (OOP) Cost:** The cost of the education directly paid by the student or that the student must pay back (loans up to institutional costs). This excludes any payments made

by a third party which are not expected to be reimbursed by the students (Military funding, Corporate funding, Pell Grants, etc.).

- **Earnings Growth:** Salary increase based on income prior to enrollment to approximately two years post-graduation.
- **Return:** Post-graduation earnings.

The targets are based on internal data collected by our data reporting team to determine what our graduates' out-of-pocket costs look like across a variety of factors and on alumni survey data that indicates self-reported salary on the 21-month alumni survey to measure post-graduation earnings and earnings growth. The decision to use the 21-month alumni survey as a means of data collection was based on two years being a reasonable amount of time to allow for a student's degree to influence earnings, yet not so far out that we would not be able to determine goal achievement until well into the future.

The data collected indicated that for BA/BS students who completed degrees between 7/1/2020 and 8/9/2021, the median salary at approximately two years post-graduation was 3.7x their out-of-pocket costs. For that same time period, alumni reported a median salary growth of 21 percent. (Note: *Median* is the preferred measure because it offers a robust representation of central tendency and is less influenced by outliers.) Given the consideration of external economic factors, rising costs, and changing attributes of the UAGC student population (such as the number of transfer credits, payment options, etc.), the recommendation was made to set targets in alignment with current economic return data and hold steady to those values over the next five years.

Achieving the Targets

There are three primary levers with which we can influence the achievement of this goal: out-of-pocket costs, direct student costs, and optimization of programs and career services.

By controlling out-of-pocket costs, we can maintain stability and transparency for students when it comes to the cost of their education. Efforts are already being made in this area with the launch of [Tuition Simplification](#) on 2/26/2024, which reduced catalog tuition rates and strategically modified institutional grants and benefits. Out-of-pocket costs can also be controlled through friendly transfer credit policies, which reduce the number of credits a student may need to complete a degree at UAGC, and increased external [scholarship awareness](#), which offers students opportunities for funding that does not need to be repaid.

Direct student costs include those costs that students incur outside of the cost of tuition, such as the cost of learning materials and books. Considerable efforts are being made by the UAGC Learning Resources team, faculty, and Library team to source quality educational materials at minimal cost to our students. Additionally, lowering direct student costs reduces economic disparity and unintended barriers to education that can be created by high and variable fees.

Finally, program optimization, in collaboration with career services, can support the achievement of our goal by empowering students to maximize the earnings potential of their degree. Aligning programs to market demand and understanding the economic value of a UAGC degree in the job market will ensure we stay knowledgeable about current and future workforce needs. Partnering with UAGC Career Services provides students an opportunity to gain valuable job search support, connect with employers, and empower them to speak confidently about their potential to achieve career aspirations.

In essence, the pursuit of enhancing students' economic return encapsulates the UAGC mission to transform higher education by prioritizing student well-being, fostering economic empowerment, and preparing graduates for meaningful and prosperous careers in their chosen fields. Contributions to this achievement will come from all areas of the institution as we seek to make every dollar count for us and for our students. 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 through the achievement of our critical student goals.

RESOURCEFULL: AN INITIATIVE TO REDUCE RESOURCE EXPENSES AND IMPROVE STUDENT OUTCOMES

Lindsay Devine, Senior Director, Learning Resources & Products



It's old news that textbook costs can be a deterrent for students engaging in higher education. The expense can create an additional financial burden, completely discourage a student from taking a course or completing a program, and be priced too high for the actual value they bring to a course. In our efforts to increase students' economic return on their experience at UAGC and ensure their academic success, the Learning Resources and Products team, in partnership with the Library and Curriculum teams, has launched ResourceFULL, a resource affordability initiative with the goals of optimizing resource management and reducing student expenses for required third-party course resources. While it's easy to imagine the benefits of reducing resource expenses, the steps to achieve them, including researching, adopting resources, and revising courses, can be challenging. For this reason, we are employing the following strategies to chip away at these instructional supply costs.

"Little by little, a little becomes a lot." -Tanzanian Proverb

Leveraging the Library

The first and, to date, most successful strategy has been to remove student fees by better leveraging available library resources. Why ask students to purchase a copy of a digital text if it can be available in our library collection? In working with the library team to ensure availability and sufficient student access, we're reviewing our full booklist for opportunities to move students to a zero-cost version of

their course resources. When these opportunities are identified, the curriculum team can change the resource link and citation provided in the Canvas classroom; no changes to the curriculum are needed!

Adopting Open and Affordable Educational Resources (OER/AER)

We are also exploring how to increase [Open Educational Resources \(OER\)](#) and [Affordable Educational Resources \(AER\)](#) resources. Studies have shown that retention rates increase significantly for course sections where OER was used, and withdrawal rates decrease (Griffiths et al., 2020). OER can also be a powerful tool for universities to advance their Diversity, Equity, Inclusion, Belonging, Accessibility, and Justice (DEIBAJ) goals by making education more accessible, relevant, and inclusive (Watson et al., 2023). The learning resources team has adjusted the adoption process to encourage the use of OER and AER materials and to ensure support from library liaisons who can aid Faculty Subject Matter Experts (FSMEs) in research and curation efforts. Next, we will explore opportunities for course marking to indicate that a course is low- or zero-cost (providing students with additional information for their financial planning) and the potential for a grant-sponsored incentive program to encourage FSME to adopt OER.

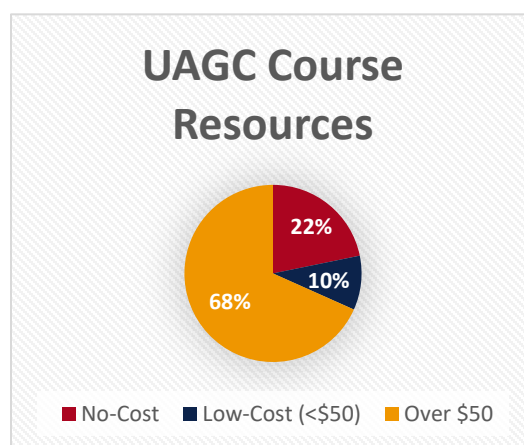
Creating Custom Resources

We also support FSMEs in creating custom resources when they can't find an existing resource or don't find existing resources to be a good fit. Our in-house Editorial team and proprietary eReader platform, Constellation, provides a unique opportunity for FSMEs to request a custom solution, whether a full-length textbook, OER, or AER content, or a reader to combine existing open resources with new custom content. An AER Reader is currently underway for GEN104, which will include a selection of OER and library readings, as it is important for students in the course to read various materials. The reader will be delivered to students through Constellation for \$25 and incorporate faculty-created original content to better introduce and contextualize the readings. It will also include media and an audiobook, which will enhance the student experience for a fraction of an average textbook fee (\$90).

Progress So Far

Since the initiative began in 2023, 29 required resources have been transitioned to fulfillment via the library, which has removed approximately \$124,000 in annual student fees. Currently, 22 percent of UAGC course resources are no-cost to students, and 10 percent are low-cost or AER (\$1-50). And these numbers do not yet include the 28 additional courses scheduled to move to no-cost resources by this summer!

The Master of Public Health program has made noteworthy strides toward lowering resource expenses.



Five courses in the program currently use the library or other free or open resources, bringing the program's average course materials fee down to \$53.

All Hands on Deck

The Learning Resources team is here to support FSMs in evaluating and procuring the best resources (in quality and price) to meet the needs of courses in development or revision. Along with our ResourceFULL partners, we have made primary progress, but true success will depend on a collaborative effort by all. Let's work together to empower our students by leveraging quality resources at reasonable prices. Take a peek at the [Learning Resources "Menu of Services"](#) for helpful information on how the Learning Resources team can support resource selection during course development. Need assistance finding AER, OER, or exploring other options? Contact Learningresources@uagc.edu, and we will help you start your journey. Exploring alternatives benefits everyone – it helps faculty ensure the best course resources are in place, opens the door for lower student fees, and helps drive the University's goals around economic return and student success!

References

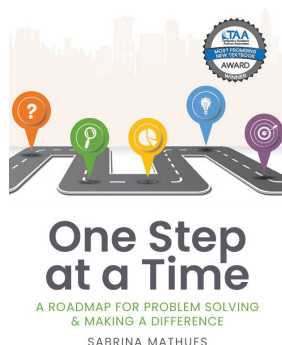
- Griffiths, R., Mislevy, J., Wang, S., Ball, A., Shear, L., & Desrochers, D. (2020). *OER at scale: The academic and economic outcomes of Achieving the Dream's OER degree initiative*. SRI International.
https://achievingthedream.org/wp-content/uploads/2022/05/atd_oer_at_scale_academic_economic_outcomes_feb_2020.pdf
- Watson, C.E, Petrides, L., Karaglan, A., Burns, S., & Sebesta, J. (2023). *Leveraging open educational resources to advance diversity, equity, and inclusion: A guide for campus change agents*. The American Association of Colleges and Universities.
<https://www.aacu.org/publication/leveraging-oer-to-advance-dei>

UAGC TEXTBOOKS RECOGNIZED FOR EXCELLENCE

Four UAGC custom resources have been recognized for their excellence by the Textbook & Academic Authors Association (TAA).

The textbooks used in GEN 499 and EDU 100 were named among the Most Promising New Textbook Award for 2024. The textbooks used in SPE 103 and BUS 311 were among those granted the Textbook Excellence Award, or "Texty," for 2024. All textbooks are available on the UAGC proprietary eReader platform, Constellation, and the GEN 499, EDU 100, and SPE 103 textbooks were authored by UAGC faculty, with development support from the UAGC Editorial team.

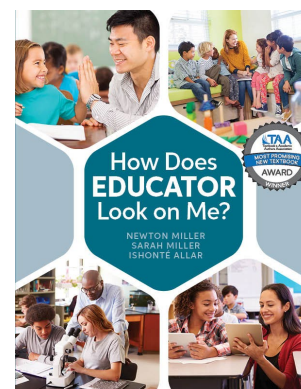
One Step at a Time: A Roadmap for Problem Solving & Making a Difference



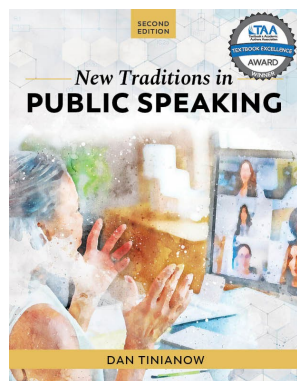
Authored by faculty member Sabrina Mathues, in close collaboration with faculty members Wendy Conaway and Jamie Petrilla, the GEN 499 text is intended to help students understand the cumulative value of their general education coursework. This step-by-step guide helps students identify, understand, and address problems in the world around them, offering strategies and tools that students can use to become problem solvers and change leaders in academic, professional, and community settings.

How Does “Educator” Look on Me?

The EDU 100 text was designed by faculty members and authors Newton Miller, Sarah Miller, and Ishonté Allar to introduce students to the journey of becoming an educator—starting with understanding *why* they are pursuing the field of education. Frequent self-assessments and a downloadable journal encourage students to reflect on their own skills and journal their progress from where they are to where they want to be.



New Traditions in Public Speaking, Second Edition



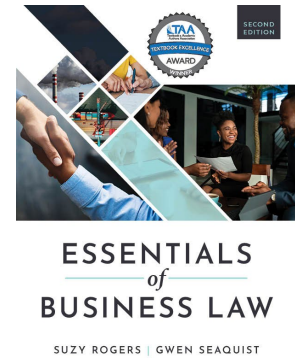
Faculty member and author Dan Tinianow conceptualized this textbook as a forward-thinking text that would specifically address the challenges of an online speech course. The SPE 103 text provides a complete foundational training in the methods, techniques, practices, and theories of public speaking, with a particular focus on the special conditions associated with studying speech in an online context. The majority of content in this text would apply to any speaking situation, but special “online to traditional” features will point out the differences between online and real-world speaking situations, providing students with simulations and exercises to develop the necessary real-world speaking skills that are more challenging to

learn in an online setting.

Essentials of Business Law, Second Edition

While not written by UAGC faculty, the BUS 311 textbook was developed due to the vision of and key feedback from UAGC faculty. Most legal textbooks are intended for law students and are too long, too detailed, and too high-level for the undergraduate business student. This digital text, originally written by Suzy Rogers of University of Wisconsin River Falls and revised by Gwen Seaquist of Ithaca College, summarizes the basic legal concepts businesspeople need to know to adhere to the law and act ethically in business.

The TAA is a professional development and networking organization for textbook and academic authors, and it honors excellence in learning materials. It hosts these awards annually, and authors and publishers of all sizes are invited to submit titles for consideration. The TAA then evaluates the texts based on pedagogy, content/scholarship, writing, appearance, and design.



2023-2024 UAGC FACULTY EXPERIENCE SURVEY RESULTS

Cole McFarren, Associate Director, Academic Technology and Innovation



Each year, the UAGC Faculty Experience Survey informs institutional actions to improve the classroom, build faculty community, and communicate recognition and appreciation of the important work the UAGC faculty body does every day to support UAGC students. Last year's survey responses impacted changes to faculty compensation, targeting faculty development on learning theory, improving classroom tools like Signalz, and exploring new platforms. More insight is provided below.

The UAGC Academic Experience Office has shared [results from this year's survey](#) with Academic Affairs leadership, UAGC Faculty Council, Faculty Affairs, and other stakeholders to ensure your feedback contributes concretely to the student and faculty experience. Current work related to your feedback includes:

- Piloting a refreshed discussion forum format that utilizes [Yellowdig](#), a community-based gamified engagement platform, in a selection of courses starting in February 2024.
- To improve the usability of the Signalz tool, which about 50 percent of faculty indicated lower levels of satisfaction with, a refreshed [Signalz](#) template library is available to faculty now.
- Faculty expressed they would like to see increased interaction with students through live virtual classrooms, and we are excited to share that the [Live Learning](#) initiative has been expanded to all General Education courses.
- To improve student engagement in courses, we are exploring the use of AI-informed student interventions and recruiting for CHAMPS in partnership with [Discourse Analytics](#).

- Faculty expressed they would like to see community-oriented activities, and we have recently launched a peer tutoring pilot, which will start in ENG 121. The mission of the Peer Tutoring Program (PTP) is to provide timely, positive, and supportive help to students so they may achieve their academic goals and overcome academic obstacles. We seek to build a community of students supporting students by offering course- and assignment-specific tutoring by a cohort of accomplished student tutors who can relate to the experiences of online students. The PTP is established within a culture of care based on building relationships through 1:1 interaction as a pathway to academic success.
- Survey results indicate that the three highest motivating factors for teaching at UAGC are serving at-promise students, honing instructional practice, and being part of a learning community. The UAGC Faculty Community of Practice sessions and synchronous space are aligned with these motivators. We encourage you to attend these monthly sessions. [Learn more and register here!](#)



We extend our heartfelt thanks to the many UAGC faculty members who dedicated their time to completing the sixth edition of our annual faculty experience survey. This year's iteration of the survey received the highest response rate ever since introducing this survey in 2016, with a resounding 42 percent of the faculty body participating. This engagement demonstrates the commitment of the UAGC faculty to our students and institutional mission.

FACULTY COUNCIL | CALL FOR NOMINATIONS

[Cara Metz, Program Chair, Department of Behavioral Sciences](#) and [Yvonne Lozano, Assistant Dean, Department of Health Sciences](#)



Faculty Council had the pleasure of hosting Dr. Gary Packard, Interim Senior Vice Provost of Online Initiatives, at a recent council meeting. During his time with us, Dr. Packard provided insights into the future of UAGC and reinforced the collaborative spirit that UAGC values. He also spoke about his commitment to diversity, faculty wellness, and student success. The faculty council values the information provided to us by our special guests and committees. It

is important for us to report to the faculty what we have learned and how we represent our faculty and our future endeavors. For this reason, we're excited to announce the opportunity for you to be involved in Faculty Council. Faculty council co-chairs Dr. Yvonne Lozano and Dr. Cara Metz are excited to announce a call for nominations for the UAGC Faculty Council and subcommittee representative vacancies.

The University of Arizona Global Campus Faculty Council creates a structured, formal process through which the Vice Provost can solicit and receive feedback from the faculty. The goal is to ensure the faculty's collective voice is heard on issues essential to fulfilling the university's mission. Faculty participation and involvement in the Faculty Council significantly impact the success of our academic community.

We welcome all nominations beginning March 2024. Associate and Full-time Faculty can self-nominate or nominate a colleague within their designated program. Nominations are due by April 30, and formal elections will be held May 1-15, 2024, to appoint new representatives for a two-year term. All newly elected (incoming) representatives will be formally announced in college meetings by the end of May 2024. Newly elected representatives will begin their terms on July 1, 2024.

Why join the UAGC Faculty Council?

- Support UAGC in building and promoting existing academic endeavors,
- An opportunity to work with colleagues from other departments,
- Service to the faculty council is an essential aspect of academic life at UAGC,
- The strength of our university relies heavily on the commitment of faculty to act as a community of interdependent members rather than as a body of independent individuals.

The Faculty Council structure consists of several subcommittees:

- Curriculum and Assessment Steering Committee - supports developing and assessing academic programs that align with the university's mission.
- Promotion Advisory Committee - reviews confidential faculty applications for rank promotion.
- Doctoral Advisory Committee – provides faculty perspectives to support doctoral culture, student progression, and retention.

Interested? Contact your Assistant Dean to self-nominate or nominate a colleague. Listed below are the current Faculty Council and sub-committee representative vacancies.

College of Arts and Sciences	Forbes School of Business and Technology®	School of General Studies
Department of Behavioral Sciences (1) Associate faculty - Faculty Council Contact: Dr. Michelle Rosser-Majors	Department of Organizational Studies (1) Full-time faculty -Faculty Council (1) Associate faculty - Curriculum and Assessment Steering Committee Contact: Dr. Katie Thiry	(1) Full-time faculty – Faculty Council (1) Associate Faculty-Faculty Council Vacancy (1) Associate Faculty-Curriculum and Assessment Steering Committee Vacancy Contact: Dr. Mingzhen Bao
Department of Health Sciences (1) Associate faculty - Faculty Council (1) Associate faculty - Curriculum and Assessment Steering Committee Contact: Dr. Yvonne M Lozano	Department of Technology Studies (1) Associate faculty-Faculty Council Vacancy Contact Dr. Karen Ivy	
Department of Education and Liberal Arts (1) Full-time faculty - Faculty Council (1) Full-time faculty - Curriculum and Assessment Steering Committee Contact: Dr. Denise Maxwell	Department of Professional Studies (1) Full-time faculty -Faculty Council (1) Full-time faculty - Curriculum and Assessment Steering Committee Contact Dr. Jorge Cardenas	
	Department of Advanced Management Studies (1) Associate Faculty - Faculty Council (1) Associate Faculty - Curriculum and Assessment Steering Committee Contact Dr. Charlie Minnick	

Faculty Council Committee Updates

Moving forward, the Associate Faculty Engagement Committee (AFEC) will utilize associate faculty feedback and institutional data to develop a best practices document on how program chairs and full-time faculty can best communicate with and create relationships with associate faculty. To achieve this goal in 2024, the committee has created an [Associate Faculty Engagement Survey](#) to learn more about the strengths and opportunities for communication within academic programs. Program chairs and full-time faculty are encouraged to email this survey to their associate faculty. Together, we hope to improve the associate faculty experience at UAGC.

[All associate faculty are invited to complete this survey.](#)

Questions? Please contact [Cara Metz](#) or [Yvonne Lozano](#).

CLASSROOM MANAGEMENT

GENERATIVE AI AND ACADEMIC INTEGRITY: NAVIGATING THE GREY AREAS

Alaina Pascarella, Manager, Academic Quality Services



Over the centuries, technological innovations have impacted how we view and engage in the process of teaching and learning and can sometimes leave those in academia feeling as though we are on unsteady ground. Generative artificial intelligence (AI) is one such technological advancement where there is uncertainty about its potential to impact, both positively and negatively, how we approach academic writing as a learner and a teacher. Naturally, one of the major concerns of generative AI usage is how to maintain academic integrity in the classroom when the tool can seemingly compose written work to address classroom prompts. The uncertainty of the impact on academic integrity in the classroom is compounded by a lack of definitive evidence of generative AI usage and calls for us to consider a nuanced approach to generative AI and academic integrity in order to navigate the shades of grey of this new normal: we must balance academic integrity concerns with the need to train students to utilize tools which may impact their future work.

What Do We Mean by Generative AI

In order to better understand why there are concerns regarding academic integrity and generative AI, we must first briefly explore the evolution of artificial intelligence and generative AI. Previously, when we discussed the concept of artificial intelligence, we were talking about machine learning that could predict patterns in data and make predictions based on that data (Zewe, 2023). We have used this type of artificial intelligence for some time in our Signalz predictors. Demographic and student engagement data was input into a system, which would make predictions about the potential need for intervention by the faculty to help the student be successful in the classroom.

Generative AI expands on this machine learning capability, utilizing that same data set to create new data rather than make predictions based on the data. Ultimately, it is a “system ... that learns to generate more objects that look like the data it was trained on” (Zewe, 2023, para. 4). Much of what we see of these generative AI tools in academics are large language models, analyzing large amounts of text for patterns and connections between words and phrases and create text responses to prompts based on algorithmic probability of those patterns (Priest, 2024). In other words, it is a highly sophisticated predictive text model which doesn’t just predict the next word in your message but creates the whole message. This is based on the mathematical likelihood that one phrase will follow the next, given how other texts addressed the same topic. The tool also has the ability to improve and modify outputs

depending on the prompt's parameters, clarifying questions, and feedback given to the tool by users, making each potential output unique. This ability to create new text can make mundane tasks in the workplace, such as creating formulaic emails, more manageable, but it presents a greater concern in the online classroom, where learning is often demonstrated through writing and should encompass diverse perspectives. This becomes more difficult when text is created using an algorithm.

AI Detection Tools

As a response to the concern regarding generative AI writing and academic integrity in academic settings, AI detections such as the one within Turnitin or GPTZero were developed to attempt to support faculty in navigating this concern. Much like the generative AI tools, these detection tools utilize algorithms to predict whether or not the words and phrases were likely created by a human being or generative AI. These tools have three major underlying concerns, which makes the use of them potentially problematic:

1. **Lack of transparency** – While Turnitin employs an algorithm to distinguish between human and AI-generated content, details on its development and training are unclear. Understanding how the algorithm has been trained would provide additional context into how it might address potential bias and how it determines what patterns of phrasing, word usage, etc., indicate generative AI writing versus human writing. This information would allow users to better vet the results of the detection tools before concluding that generative AI has been used inappropriately in the academic setting. Additionally, students cannot access this tool before submitting work, further limiting transparency. The same transparency issues impact our ability to vet other similar AI detection tools.
2. **Lack of reliability** – Contrary to Turnitin's claim that tools like Grammarly don't affect AI% scores, there have been documented instances that prove otherwise. We support students using such tools for writing improvement and don't believe in penalizing them for it, as it conflicts with our Culture of Care. Additionally, when reviewing the other AI detection tools, such as GPTZero, there is an inconsistency in the results between the different tools. Without the aforementioned transparency regarding the tools' algorithms, we are unable to determine the level of reliability for ourselves.
3. **Potential for bias** – A research study performed at Stanford University investigated AI detection tools and noticed that there was a significant likelihood for non-native English writers to be inaccurately identified as generative AI as opposed to native English writers (Myers, 2023). As the algorithm of the detection tool should be identifying irregularities in patterns of language and syntax, an algorithm which does not account for cultural idiosyncrasies in language could potentially misidentify human writing as generative AI. While Turnitin has attempted to mitigate this bias by utilizing more work by non-native English writers in its training database, the lack of transparency does not ensure an equitable approach to detecting generative AI for our students.

It is for these reasons that we have opted to turn off the AI detection within Turnitin and are recommending that faculty not utilize other AI detection tools, and we are certainly not the only

university that has opted to do this. In August 2023, Vanderbilt University outlined similar concerns regarding AI detection tools and their reliability, as well as privacy concerns regarding student data in the use of other detection tools outside of Turnitin (Coley, 2023).

A Case Study

Recently, I was scrolling through TikTok one evening and came across the video of a student who was being investigated at her institution for an academic integrity violation. Marley Stevens, a junior at the University of North Georgia, received a zero on an assignment prior to her school's winter break in December and had been referred to the Office of Student Integrity for a hearing after classes resumed in January. Ultimately, the university hearing found her guilty of committing an academic integrity violation and placed her on academic probation until February 2025, among other sanctions (Leoffler, 2024). This was because the Turnitin AI detection score had falsely indicated that her work had used generative AI when she has solely been utilizing Grammarly, a tool recommended by the University of North Georgia and one that we recommend as well to support student writing. This exemplifies the need to provide definitive evidence of inappropriate use of generative AI, which can be difficult given that each output is unique to the user.

Back to the Basics

When there are no means for definitively proving the inappropriate use of generative AI, how do we support quality academic writing? How do we avoid having a similar incident to the one that Ms. Stevens experienced? To provide a framework to begin to answer these questions, we recognized the need to focus our attention on the basics of what makes good academic writing and created the [Artificial Intelligence Checklist for Faculty](#) to provide guidance on what to look for in student's writing when there is suspected use of generative AI. This checklist shifts our focus from proving whether or not generative AI was used to asking ourselves what it is about the student's writing that does not meet the rubric, assignment, and/or academic integrity expectations. When we shift our focus, we can support the student by utilizing the following approaches as appropriate:

- Focusing feedback on how the student can improve their writing about the topic.
- Asking critical thinking questions that would prod the student to move beyond the surface level.
- Providing guidance on proper attribution and interpretation of outside material.
- Encouraging students to develop their own academic voice, ideas, and thoughts.

By approaching the issues in writing rather than whether or not generative AI produced the text, we can guide the student towards ethically using generative AI tools to support rather than replace their own writing.

There are a great many unknowns with the technological advancements in generative AI, and we understand the frustration and fear that accompany any potentially disruptive force in academia. Moving beyond the black-and-white approach to academic integrity to embrace those shades of grey will help us better guide students toward the ethical use of generative AI.

References

- Coley, M. (2023). Guidance on AI detection and why we're disabling Turnitin's AI detector. <https://www.vanderbilt.edu/brightspace/2023/08/16/guidance-on-ai-detection-and-why-were-disabling-turnitins-ai-detector/>
- Leoffler, K. (2024). Georgia student used Grammarly, now she is on academic probation. Fox 5 Atlanta. <https://www.fox5atlanta.com/news/grammarly-georgia-college-student-academic-probation-plagiarism-allegations>
- Myers, A. (2023). AI detectors biased against non-native English writers [blog]. Human-Centered Artificial Intelligence Stanford University. <https://hai.stanford.edu/news/ai-detectors-biased-against-non-native-english-writers>
- Priest, M. (2024). Large language models explained [blog]. Boost AI. Retrieved on February 29, 2024 from <https://boost.ai/blog/llms-large-language-models/>
- Zewe, A. (2023). Explained: Generative AI [blog]. MIT News. <https://news.mit.edu/2023/explained-generative-ai-1109>

LEADING THE CHARGE TOWARD AI LITERACY

Jennifer Dunn, Associate Faculty | School of General Studies, Curriculum Writing Consultant | Learning Support, and Karin Mente, Outreach Librarian, Learning Support



The toothpaste is out of the tube: Artificial intelligence (AI) technology is here to stay and is rapidly transforming the academic and professional world. For some faculty, artificial intelligence is an opportunity for students and instructors alike to boost productivity in scholarly pursuits. Others fear that students will bypass the development of their writing, research, and critical thinking skills by using these tools in place of their own processes and learning (Slimi & Carballido, 2023). Generative AI complicates academic integrity issues and can facilitate outright academic dishonesty.

Change can be uncomfortable, and AI tools challenge traditional writing and research methodologies. However, if we guide students in using these tools ethically and effectively, we can help them navigate this dynamic academic and professional environment.

Leading the Charge

As student supporters, we can achieve more by fostering AI literacy than advising against using these tools altogether. Acknowledging the use of artificial intelligence demonstrates familiarity with the technologies students may be already using for their academic work.

We can help students to think of AI as a peer. While students might bounce ideas off a friend, gain feedback on their written work, or learn a concept from a fellow student or tutor, they should not use a peer's words in place of their own. Similarly, AI-generated words, sources, and ideas should not be substituted for a student's original work.

When Wikipedia launched in 2001, it quickly gained popularity as an easy and free resource for information. Even today, teachers and librarians educate students about *why* Wikipedia is not considered an acceptable source for academic research. However, if students know a few ground rules for using the resource, Wikipedia can be a great jumping-off point to begin exploring a research topic. The same can be true with AI. Just like Wikipedia, there are a few ground rules we can teach students when approaching AI for research and writing:

- Rule #1: Verify everything you read and the sources you find using AI tools.
- Rule #2: Never cite AI as a source in an academic work.
- Rule #3: Disclose the use of generative AI tools in your paper.
- Rule #4: Never copy and paste AI-generated work into an academic paper.

Guiding Students

The Learning Support team offers several resources to guide students in the ethical use of artificial intelligence for academic work. The [Using AI for Academic Writing and Research](#) tipsheet presents a visual snapshot of the overall “Do’s and Don’ts” of using these tools for academic assignments. To guide students in effectively using generative AI tools, such as ChatGPT, the [Using Generative AI for Research and Writing](#) webpage provides textual guidelines for crafting questions and disclosing the use of these specific tools. Faculty can post links to these resources using the in-course announcement [Effective & Acceptable Use of AI in Academic Writing and Research](#). The [UAGC Library Artificial Intelligence \(AI\) Research Guide](#) provides information on the different forms of artificial intelligence and how AI can be ethically used to support the research process.

There are a few ways we can encourage students to use AI tools to support their academic written and researched assignments:

- Brainstorming and overcoming writer's block
- Exploring topics, subtopics, and issues for a paper or research
- Generating keywords on a topic to use in the library databases
- Getting writing feedback (organizing and developing ideas, critiquing logic, etc.)
- Checking grammar, writing clarity, and diction
- Formatting assignments in APA style

In the curriculum, we can encourage the active use of these tools to foster critical thinking and decision-making skills instead of passively cutting and pasting content. For academic writing, ChatGPT or Claude could help students overcome writer's block by getting them started brainstorming topic ideas or exploring multiple views on an issue. While the AI tool may provide topics and issues, the student still must evaluate the information and ideas presented to determine which path to pursue further in

research and development. This could even be incorporated into an assignment prompt that asks students to evaluate subject content they find on AI, supporting their claims with traditional library research. With proper guidance, thoughtfully incorporating AI within the curriculum can help students push through the “blank page” and encourage more critical engagement with generative AI.

Consider inviting students to use ChatGPT to see how they can broaden or focus their research topic by having them prompt ChatGPT for keywords, controversies, or schools of thought related to their subject. Conversely, you could allow students to experience the drawbacks of AI firsthand by asking them to prompt ChatGPT to provide scholarly resources on their topic and then have them investigate these sources on their own in the UAGC Library to see if they are valid and credible. This way, they can see firsthand how ChatGPT simply makes up unverifiable information and, at the same time, gain more familiarity and confidence in using the library.

Your [UAGC Library and Writing Center Liaisons](#) are available to assist you in scaffolding our AI-focused resources into class discussions and assignments so you can empower students to use these tools while helping them understand the line between ethical use to support their independent research and writing and unethical use that can result in serious academic consequences. By grounding students in the tenets of [academic integrity culture](#), we can encourage them to use these powerful tools without gatekeeping a resource that can save them considerable time and effort.

By teaching students how to use these tools, we can prepare them for the “fourth industrial revolution,” in which AI will likely be integrated into the workplace (Muniasamy & Alasiry, 2020, as cited in Slimi & Carballido, 2023, p. 1634). We may not know what the future will bring for artificial intelligence and education, but we can support students and prepare them for success by providing encouragement and conscientious guidance.

References

Slimi, Z., & Carballido, B. V. (2023). Systematic Review: AI's Impact on Higher Education - Learning, Teaching, and Career Opportunities. *TEM Journal*, 12(3), 1627–1637.
<https://doi.org/10.18421/TEM123-44>

RESEARCH CORNER

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

STRESS AND CLASSROOM BEHAVIOR

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



In preparation for the April 2024 Community of Practice topic, Managing Classroom (Mis)Behavior, I wanted to examine the role stress can play when the student-instructor relationship is challenged. Although misbehavior in the classroom is not frequent, it can be jarring when it does happen. Understanding stress and its impact on brain function and behavior can help instructors navigate such incidents.

Adult Learners

Adult learners comprise approximately 87% of the UAGC population. Unlike traditional college students, adult learners typically juggle responsibilities like careers, families, and military obligations. In addition to managing various responsibilities, adult learners may return to the classroom with additional stressors. Carol Kasworm (2008), a professor in the Department of Adult and Higher Education at North Carolina State University, noted the following:

Adult learners may seek college entry through a life crisis, such as divorce or separation, work issues, or some form of significant individual need, such as seeking a career with financial stability. These adults [may] display emotional chaos as they develop a student identity, contemplate future success in a collegiate classroom, and psychologically manage their turbulent life circumstances. In addition, they may have unresolved life issues that draw on their energy and time, as well as potentially negative past experiences of learning that create additional anxiety (p. 28).

Adult learners understand that a college education comes with upward and economic mobility. To many, the additional stress of pursuing more education is worth it. Adult learners understand that a college education may add stress to their already busy lives, but the upward and economic mobility has the potential to alleviate stress far into the future.

Stress Levels

If an individual is managing multiple responsibilities and experiencing frequent stress, brain structures and learning can be affected. If the stress is continual, it can create a situation where the amygdala is looking for threats, and that can result in an individual lashing out or being overly defensive (Imad, 2020). Communication with an individual whose amygdala is on high alert for threats can be challenging, as some students may mask their stress by being aggressive toward instructors or peers. Students do not do this to upset or insult anyone but rather because the interaction may be viewed as threatening. This is a natural defense mechanism.

It can be challenging to consider that it is actually the student who is feeling threatened when it feels like we (or students in the class) are being attacked. Instead of engaging in a heated exchange with the student, Dr. Mays Imad, a professor at Connecticut College who specializes in the neurobiology of learning, encourages instructors to offer students “radical hospitality; a safe, welcoming, and inclusive space” to grow and learn (“Cultivating the Moral Imagination,” 2021, para. 8). One way for an instructor to do this is to lean on the values they have incorporated into their teaching philosophy. As we discussed in our March 2024 Community of Practice webinars, the International Center for Academic Integrity (ICAI) (2021) encourages instructors to embrace the following values to encourage a vibrant scholarly community: “honesty, trust, fairness, respect, responsibility, and courage.” These values can guide an instructor to engage in a respectful way that helps to reduce stress, model respect, offer trust, and honor the student’s commitment to improvement.

Strategies for the Classroom

Understanding the impact stress can have on behavior can help instructors avoid frustrating or regrettable interactions. Below are some suggestions that may help when navigating student behavioral challenges.

1. Establish a clear classroom policy of respect, compassion, and support. Let students know that your classroom is a space offering “radical hospitality” where all ideas are discussed with professional courtesy and kindness (“Cultivating the Moral Imagination,” 2021).
2. Encourage students to express themselves in productive ways if they find themselves having strong reactions to peers/content/feedback. Encourage students to step away from conflict to return and courteously discuss differences in opinions.
3. Consider creating spaces for students to develop peer relationships by looking for similar interests between students and connecting students with one another.
4. Recognize the importance of incorporating values like trust, honesty, and respect into your teaching philosophy and your classroom (ICAI, 2021).
5. Clearly communicate expectations for the course and be consistent. This can be done via email, announcements, discussion posts, and assignment feedback.
6. Try not to take challenging behavior personally. Instead, model the behavior and interactions you want students to emulate and “express warmth and kindness” to all students (Miller, 2023, para. 30). One never regrets showing kindness.

I want to thank you for taking the time to join me in the Research Corner. If you would like to read the last installment of my Research Corner, you can check [out the Summer 2023](#) issue of The UAGC Chronicle, where I shared some information on trauma-informed teaching, adverse childhood experiences (ACEs), and the impact of sustained stress or trauma on cognition. I hope you gleaned some helpful information that will benefit you and your students. Please reach out to me (amy.erickson@uagc.edu) if you are interested in continuing this conversation or collaborating on future research submissions.

References

- Cultivating the moral imagination with 2021 ASMCUE plenary speaker Mays Imad. (2021). American Society for Microbiology. <https://asm.org/Articles/2021/April/Cultivating-the-Moral-Imagination-with-2021-ASMCUE#Radical%20Hospitality%20in%20Practice>
- Imad, M. (2020, April 13). *Trauma-informed teaching and learning (for teachers)* [YouTube]. <https://www.youtube.com/watch?v=XqcTbipuFDQ&t=37s>
- International Center for Academic Integrity (2021). The fundamental values of academic integrity. https://academicintegrity.org/images/pdfs/20019_ICAI-Fundamental-Values_R12.pdf
- Miller, C. (2023, October 13). *How trauma affects kids in school: Signs of trauma and tips for helping kids who've been traumatized*. Child Mind Institute. <https://childmind.org/article/how-trauma-affects-kids-school/>

ADDRESSING DYSREGULATION IN THE ONLINE CLASSROOM

Stephanie Adams, Lead Faculty Development and Coaching Specialist, Faculty Affairs



Dysregulation is when a student recurrently loses control of their emotions (Abry et al., 2017). Dysregulated students can exhibit both internalizing and externalizing behaviors in the online classroom. *Internalizing* behaviors include negative self-talk, anxiety, depressive thoughts, and dissociative attitude (Abry et al., 2017). *Externalizing* behaviors manifest in visual and audible ways and include, but are not limited to, backlash, crying, self-harm, and physical aggression (Abry et al., 2017). Faculty often cast negative judgments on this behavior, which then exacerbates the dysregulation and stymies any chance the student might have had to succeed. Faculty need to be aware of dysregulation and how it manifests and then implement strategies to keep dysregulated students engaged and part of the online classroom.

The Impact of Dysregulation on Student Learning

There can be several causes of dysregulation in adults, the most prominent reasons including childhood trauma, genetics, environmental factors, mental health disorders, and brain damage or disruptions (Quinn & Fletcher, 2023). Common triggers of emotional dysregulation are conflict in relationships, reminders of trauma, stressful situations, and overwhelming environments, which can include being

placed in a UAGC classroom (Quinn & Fletcher, 2023). Dysregulated students' discomfort can cause outbursts or meltdowns. They can seem easily angered or irritated or demonstrate outward aggression toward others sharing the environment.

Another common reaction is impulsivity: Dysregulated students might speak or write without thinking or even go so far as to stop working altogether, isolate, or suddenly withdraw from the course or instructor. In adult and online learning, in particular, disengagement can manifest with repeated withdrawals or removals from courses, along with student conduct issues.

Interestingly, when the emotion of fear prevails, the symptoms exhibited are more internalized, whereas when apathy dominates, the symptoms are more externalized (Dozier et al., 2008). This can be confusing for faculty who are trying to assess how to help students and understand what they need.

The Power of a Culture of Care

Faculty can help dysregulated students by creating a positive environment, first by avoiding negative reactions to dysregulated behavior. In educational settings, dysregulation is often interpreted or described as “challenging behavior” or students being “unmanageable” or “rude.” This might make students feel frustrated, angry, and misunderstood and may result in them refusing to learn or even believing that they cannot learn (Goodall et al., 2022). Emotional maltreatment from faculty or even other students can lead to more internal or external behaviors. Faculty must remind themselves that the behavior is not personal and instead listen, give students time to reflect on the situation, and share options that can lead to better understanding and support.

For example, faculty could highlight the Student Support Center (SSC) within the Canvas classroom. The SSC contains several helpful resources for students, including specific links to tools for technical, classroom, writing, and library support and an entire section dedicated to school-life balance as well as stress and time management. Faculty could also connect students with their advisors through Signalz for extra support and offer to work with the student and advisor to devise a plan if the student is struggling.

If a student expresses grief or discloses homelessness or a situation in which the student may be a danger to themselves or others, faculty can point to the [Student Advocate HELPLine](#). They can also use the [HELPLine Referral Form](#) to refer a student to the Behavioral Intervention Team if the student indicates the need for counseling, utilities, or other outside resources. If faculty find themselves communicating with a student displaying dysregulated behavior, they can turn to [Tips for Navigating Difficult Conversations](#), located within the [Student Support Resource Guide](#). These tips can help the instructor understand student behavior and navigate the conversation back to a supportive and productive one.

The school and classroom social climate as a whole can also affect dysregulated and regulated students alike. Positive, well-organized courses with emotionally responsive faculty are likely to support students' stress response systems in ways that foster optimal emotional self-regulation and higher-order cognitive control (Raver, 2014). In contrast, chaotic, emotionally negative courses may exacerbate students' risk

of less flexible and less optimally tuned stress response systems with a higher risk of poorly regulated stress physiology and lower emotional self-regulation (Ursache et al., 2012).

To create a positive, well-organized course, faculty should provide clear expectations in all areas of the course and a variety of resources that are available and easy to locate, as well as be accessible for students and answer questions in a timely manner. The more time it takes for a student to locate instructions, understand expectations, or receive an instructor's responses, the more dysregulated their emotions can become.

The Power of Social–Emotional Learning

One recommendation for managing dysregulation in the classroom is social–emotional learning (SEL), the process by which a student learns to use social and self-awareness, self-management, relationship skills, and decision-making in their daily lives (McKown, 2017). Three major branches of SEL exist: thinking, behavior, and self-control. Explicitly embedding SEL goals in the educational curriculum can help to address ongoing learning in emotional self-awareness and self-management and teach students tools to manage their thinking (Malow & Austin, 2016). Meditation, in general, and mindfulness specifically, is designed to direct the individual's thoughts with the goals of (1) self-regulation of awareness, (2) directing internal and external attention, (3) metacognition, and (4) the adoption of a nonjudgmental attitude (Bishop et al., 2004), all of which support the notion of positive psychology. When schools consistently implement SEL, learning & behavior expectations are communicated and enforced, creating a calmer learning environment (Liebl, 2021).

At UAGC, SEL is already in the classroom, especially in the university's entry-point courses, which include assignments on mindfulness, metacognition, and identifying and managing one's thinking. In GEN 101, for example, students are asked to complete a personal SWOT (strengths, weaknesses, opportunities, and threats) analysis during Week 1 and reflect on the experience of analyzing themselves and how completing the SWOT analysis will impact their personal, professional, and academic growth. By doing this, students are using SEL principles to become more self-aware of any areas of opportunities or triggers they may have and then begin to self-regulate their emotions or express to the instructor why they may be struggling. Later in the course, the students are asked to define the traits of grit, resilience, or growth mindset and to share an example of when they demonstrated one of these traits in a discussion. This uses the SEL principles of mindfulness and reminds the students that they have some control over their behavior and they have succeeded in the past, thereby giving them more confidence to succeed in the future.

Times have changed how schools, teachers, and students relate and adapt to dysregulation. Dysregulation and its associated behaviors can often be misunderstood, leading to faculty not knowing how to react and often avoiding or even engaging negatively with the student in return, which then leads to more dysregulated behaviors from the student and their possible withdrawal from the course. Dysregulation can affect student learning not only for the dysregulated individual but also for the teacher and the other students in the classroom. Faculty must be ready to lean into the topic of dysregulation and take steps to create an efficient and inclusive environment in the classroom, whether

it is simply seeking to understand dysregulation and empathizing instead of reacting, offering resources, or proactively incorporating SEL in course content or assignments.

References

- Abry, T., Bryce, C. I., Swanson, J., Bradley, R. H., Fabes, R. A., & Corwyn, R. F. (2017). Classroom-level adversity: Associations with children internalizing and externalizing behaviors across elementary school. *Developmental Psychology*, 53(3), 487–510. Doi: 10.1037/dev0000268
- Bishop, S. R., Lau, M., Shapiro, S., Carlson, L., Anderson, N. D., Carmody, J., Devins, G. (2004). Mindfulness: A proposed operational definition. *Clinical Psychology: Science & Practice*, 11, 230–241. doi: 10.1093/clipsy. Bph077.
- Dozier, M., Stovall-McClough, K. C., & Albus, K. E. (2008). Attachment and psychopathology in adulthood. In J. Cassidy & P. R. Shaver (Eds.), *Handbook of attachment: Theory, research, and clinical applications* (pp. 718–744). Guilford Press.
- Goodall, E., Brownlow, C., Fein, E. C., & Candeloro, S. (2022). Creating inclusive classrooms for highly dysregulated students: What can we learn from existing literature? *Education Sciences*, 12(8), 504. <https://doi.org/10.3390/educsci12080504>
- Liebl, J. E. (2021). *Dysregulation: Causes, impacts, and social, emotional learning opportunities in elementary classrooms* [master's thesis, Bethel University]. Spark Repository. <https://spark.bethel.edu/etd/729>
- Malow, M. S., & Austin, V. L. (2016). Mindfulness for students classified with emotional/behavioral disorder. *Insights into Learning Disabilities*, 13(1), 81–93
- McKown, C. (2017). Social-emotional assessment, performance, and standards. *The Future of Children*, 27(1), 157–178.
- Quinn, D. & Fletcher, S. (2023). Emotional dysregulation: 11+ types, causes, & best treatments. Sandstone Care. <https://www.sandstonecare.com/blog/emotional-dysregulation/#:~:text=The%20root%20of%20emotional%20dysregulation%20can%20be%20different%20for%20all,or%20a%20traumatic%20brain%20injury>
- Raver, C. C. (2014). Children's emotion regulation in classroom settings. In C. L. Cooper (Ed.), *Wellbeing: a complete reference guide* (pp. 37–53). Wiley. <https://go.openathens.net/redirector/ashford.edu?url=https%3A%2F%2Fsearch.credoreference>

.com%2Fcontent%2Fentry%2Fwileyw%2Fchildren_s_emotion_regulation_in_classroom_settings%2F0%3FinstitutionId%3D3165

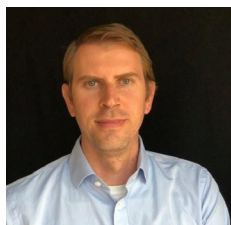
Ursache, A., Blair, C., & Raver, C. C. (2012). The promotion of self-regulation as a means of enhancing school readiness and early achievement in children at risk for school failure. *Child Development Perspectives*, 6(2), 122–128.

WELLNESS CORNER

The Wellness Corner is a dedicated space in the UAGC Chronicle where faculty and staff can find resources, tips, and information related to various aspects of wellness, including physical health, mental well-being, work-life balance, and personal development. This column is but one initiative of the Faculty Council's Faculty Wellness Subcommittee, a group of faculty members who are passionate about wellness and will be working with the administration, staff, and external experts to develop programs and activities that address our faculty's specific needs and interests and enhance the overall well-being of our faculty community. This column is intended to be a platform for diverse perspectives on wellness within our community. Please contact Faculty Council co-chairs Dr. [Cara Metz](#) and Dr. [Yvonne Lozano](#) if you want to contribute or have questions or suggestions related to the Wellness Corner or another wellness initiative.

WHY IS THERE A FLU, COVID, AND RSV SEASON?

Charles Holmes, Program Chair, Department of Health Sciences



For me, nothing beats a brisk spring day. The trees returning to some color, the temperatures warming from the winter cooling, and the promise of summer holidays ahead are my happy place. What often escapes this idyllic vision is the fact that with lingering cold temperatures also comes influenza (flu), COVID-19, and Respiratory Syncytial Virus or RSV season. While these viruses exist throughout the year and are regularly tracked, the peak circulation for all typically occurs in the fall and winter seasons for those of us in the northern hemisphere and through June and September for those in the southern hemisphere (CDC, 2022). So, while Spring is just around the corner, we still must remain vigilant to avoid a nasty start to the coming season.

So, with the peak of these three viruses occurring during cold weather months throughout the world, is it safe to assume that the cold weather causes these illnesses? No, like all viruses, environmental conditions play a role in the transmission, but the virus must be present for an infection to occur. This means that those of you who had adults shout, 'Zip up your coat, or you will catch a cold,' had your hearts in the right place, but temperatures alone have little impact on illness except in the extremes.

What is happening during the cooler months is that individuals are spending more time in enclosed spaces, meaning they are more frequently breathing the air of others who may have influenza, COVID, or RSV virus in their lungs, mouth, or nose. Further, in these cold months, we typically have shorter days, and Justice Brandeis's quote 'sunlight is the best disinfectant' very much applies, whether it be for killing viruses or bringing forward the truth (Tansey & Tansey, 2018). Spending time outdoors and simple exposure to sunlight kills most viruses and boosts your immune system. Finally, multiple studies have shown that in hot and/or humid conditions, all three viruses can only survive for about an hour on a surface, whereas in cold, dry conditions, the viruses can exist on surfaces for 20+ hours (Elert, 2013; Kolta, 2007; Lowen, et. al., 2007). This means that while cold weather alone will not make you sick, these common viruses that impact us are simply more prevalent in cold, dry conditions.

Now that we better understand the 'seasonal' aspect of these viruses. Let us briefly look at the most recent data. We can start with flu season. In the United States, it typically begins in October and can last through April, with the peak often occurring between December and February (CDC, 2022).

Flu activity peak months in the U.S. from the 1982-1983 through 2021-2022 flu seasons

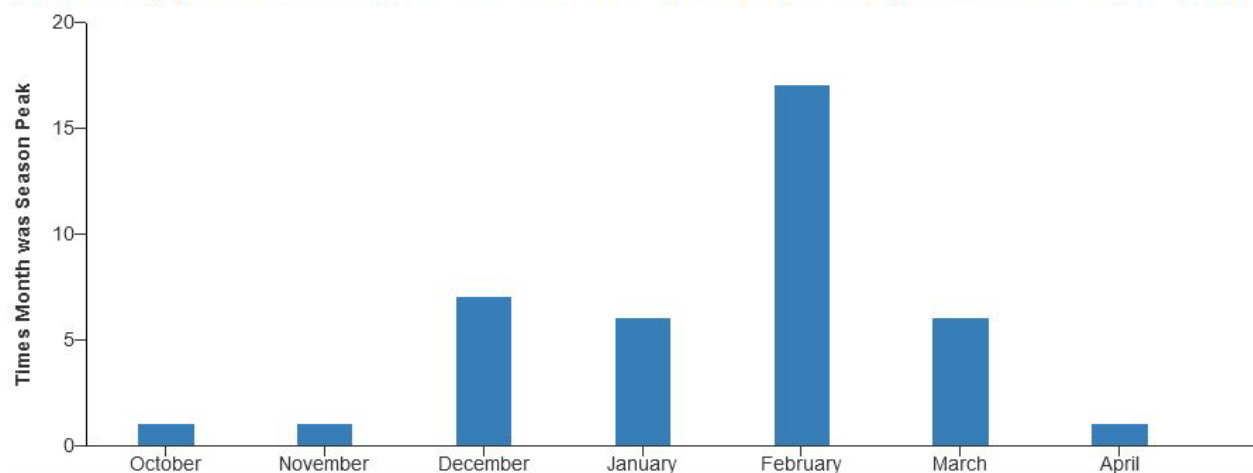
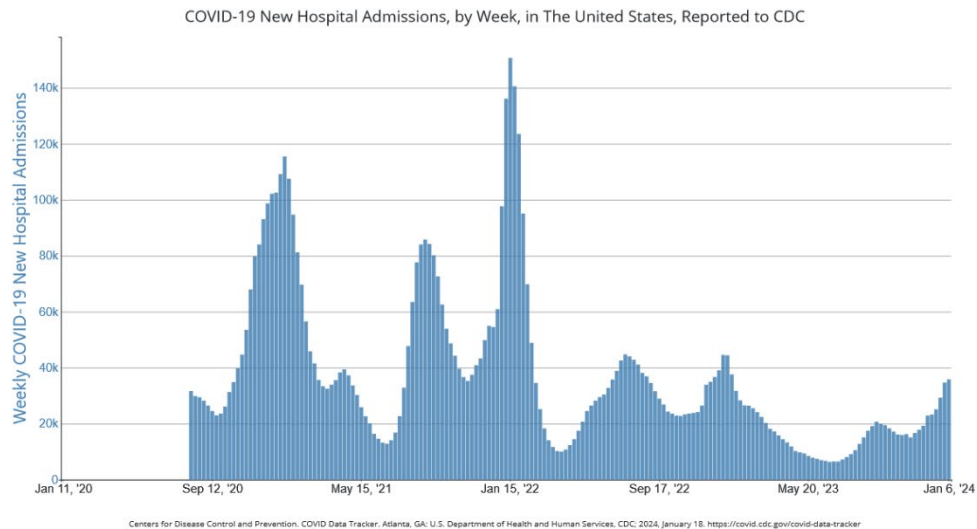


Image Source: <https://www.cdc.gov/flu/about/season/index.html>

While flu season remains a primary focus of public health each year, in March 2020, that focus expanded with the rapid spread of COVID-19. What made COVID-19 especially challenging is that it was a completely new virus, which is rare, and followed a similar seasonality as influenza. With both being respiratory illnesses, it resulted in a great deal of fear and lives lost in the fall and winter seasons of 2020, 2021, and 2022 (CDC, 2024). Fortunately, it can be reported that we have reached a fair herd immunity level, from our peak COVID hospitalization during the week of January 15, 2022, at 150,000+ cases, to this January 15, 2024, seeing 40,000+ hospital admissions. Still far higher than anyone would like, but manageable (CDC, 2024a).



The newest challenge we face is Respiratory Syncytial Virus or RSV. While the virus has been around for decades and typically just feels like a common cold, with new variants developing in 2022, a spike in hospitalizations in infants under 12 months of age and adults over the age of 60 has been seen for three years consecutively (CDC, 2014). Fortunately, or unfortunately, RSV also follows the same seasonality of influenza and COVID by typically starting in October and lasting through April (CDC, 2024b).

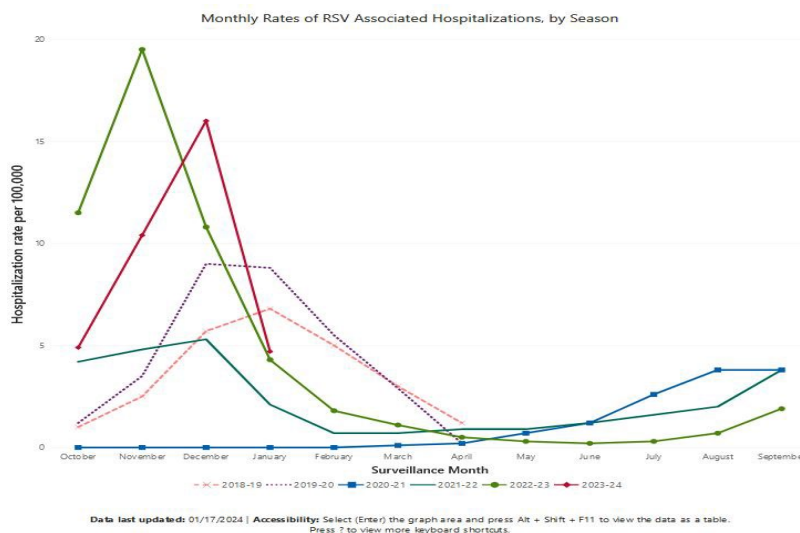


Image Source: <https://www.cdc.gov/rsv/research/rsv-net/dashboard.html>

So, what is our path forward? With Spring weather upon us, the best protection starts with simple handwashing, limiting how often you touch your face, staying warm, and using a humidifier. You can further reduce the impact of all three viruses by obtaining flu, COVID, and RSV vaccines.

While none of these vaccines stop the viruses outright (think Polio vaccine), they all dramatically reduce the severity of the symptoms and significantly decrease your likely need for a hospital visit. What is also great is that, assuming you are in good overall health, you can obtain all three vaccines during the same

visit. Finally, if you know that you are going to an area that is likely to have a lot of people in a cold, dry space, you can wear a mask. While certainly not ideal for day-to-day living, flying on a plane or shopping for groceries are not social activities that require exposure if you don't feel it's worth the risk.

Influenza, COVID-19, and RSV are viruses that are not going anywhere (endemic) and will continually thrive in the cooler evenings and mornings of Spring. With some basic precautions paired with vaccines, you can ensure your Spring and Summer festivities can carry on without fear.

References

Centers for Disease Control and Prevention. (2024a) COVID Data Tracker. Atlanta, GA: U.S. Department of Health and Human Services, CDC; <https://covid.cdc.gov/covid-data-tracker>

Centers for Disease Control and Prevention. (2024b) RSV-NET: Respiratory Syncytial Virus Hospitalization Surveillance Network, Centers for Disease Control and Prevention. Atlanta, GA: U.S. Department of Health and Human Services, CDC;. <https://www.cdc.gov/rsv/research/rsv-net/dashboard.html>

Centers for Disease Control and Prevention. (2022) Flu Activity & Surveillance. Atlanta, GA: U.S. Department of Health and Human Services, CDC;. <https://www.cdc.gov/flu/weekly/fluactivitysurv.htm>

Elert, E. (2013, January 18). FYI: Why is there a winter flu season?. Popular Science. <https://www.popsci.com/science/article/2013-01/fyi-why-winter-flu-season/>

Kolata, G. (2007, December 5). Study shows why the flu likes Winter. The New York Times. https://www.nytimes.com/2007/12/05/health/research/05flu.html?_r=1&

Lowen, A. C., Mubareka, S., Steel, J., & Palese, P. (2007). Influenza virus transmission is dependent on relative humidity and temperature. *PLoS pathogens*, 3(10), e151.

Tansey, E., & Tansey, E. (2015, February 5). Liblog University of Cincinnati. <https://libapps.libraries.uc.edu/liblog/2018/02/sunlight-as-the-best-disinfectant/>

BUILDING ACADEMIC COMMUNITY

FACULTY VOICES

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

Jennifer Robinson | Academic Engagement Center

Published Providing Writing Feedback in Online Teaching and Learning: The PAUSE Framework.



Subject matter experts arrive in the online classroom with extensive industry experience and profound knowledge. However, they might not have received formal training on delivering effective feedback, particularly in fast-paced and condensed courses. PAUSE, an acronym devised for this purpose, offers a structured approach for subject matter experts to provide feedback to their students. PAUSE serves as a reminder for instructors to commence with praise, followed by delivering applicable, understandable, and specific feedback while maintaining a supportive and encouraging tone. The comprehensive coverage of PAUSE is presented across ten chapters, drawing insights from the University Fellows Program study results, which rigorously tested the effectiveness of this acronym with online instructors. Each chapter covers the individual components of the acronym to provide a deeper understanding and practical application. The [publication can be found here](#).

Cara Metz | Department of Behavioral Sciences

Edited the book *Balance and Boundaries in Creating Meaningful Relationships in Online Higher Education*.

This book, edited by myself and a co-researcher highlights the diverse needs of online students and provides insights and ideas in order to connect more with students. The chapters describe various ways in which faculty can build relationships in an online learning community and be fully present to set students up for success.



Collin Fehr | Department of Behavioral Sciences



Published the article “Why Coaching Matters: One Perspective from Beyond the traditional athletic field. Sport Coach America”

Fehr, C. (2024). Why Coaching Matters: One perspective from beyond the traditional athletic field. Sport Coach America.

<https://sportcoachamerica.org/why-coaching-matters-one-perspective-away-from-the-traditional-athletic-playing-field/>

Chris Tex | Department of Health and Sciences

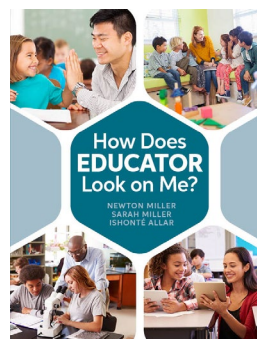
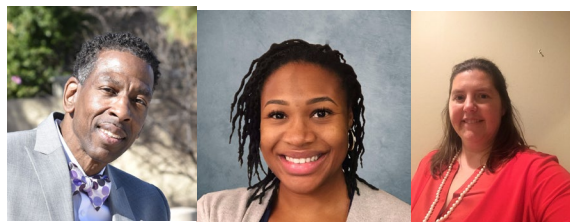
Improving the health of all has been Chris's goal since childhood. In 2024, Chris obtained a Graduate Certificate by Coursework in One Health. This field of study focuses on human health's deep connectedness with the health of animals and the environment. Obtaining this graduate certificate demonstrates his dedication and understanding of the importance of promoting positive health outcomes globally. By involving experts from various fields and community members committed to improving health outcomes for all, illnesses such as those caused by the COVID-19 pandemic can be prevented. Chris decided to pursue the One Health graduate certificate because he has always been interested in the interactions that humans, animals, and the environments play in the overall health of the planet. This desire to know more about these linkages impacts his role as a public health educator as he explains how the current transmission of diseases involves humans, animals, and the environment. Including a One Health approach to public health education allows students to be better equipped and marketable in addressing health issues in their community. To explain the importance of a One Health approach, Chris wrote an essay regarding the possible origins of the COVID-19 pandemic. [Read the essay here.](#)



References

Tex, C. (2023, December 19). Origins of COVID-19.

Dr. Newton Miller, Dr. Sarah Miller and Dr. Ishonté Allar, | Department of Education and Liberal Arts



Authored *How Does "Educator" Look on Me?*

How Does "Educator" Look on Me? takes students on a journey from teacher to educator that starts with understanding *why* they are pursuing the field of education. While many introductory education textbooks are very long and assume students have determined that education is the career for them, this text asks students to first ponder the realities of working in education and assess their own fit with the career before providing them with a concise introduction to the field. Impacting students and society, maintaining a growth mindset for self and students, navigating careers and certifications, and finally evidence-based delivery models are all covered in this brief introduction to becoming an educator. Frequent self-assessments and a downloadable journal that can follow students into their

careers encourage students to reflect on their own skills and journal their progress from where they are to where they want to be.

Sabrina Mathues | Academic Engagement Center

Authored *One Step at a Time: A Roadmap for Problem Solving & Making a Difference*



Though general education textbooks are widely available in the textbook market, few, if any, are geared toward helping students understand the *cumulative* value of their general education coursework. *One Step at a Time: A Roadmap for Problem Solving & Making a Difference* is intended to do just that, revisiting, and building upon key skills and concepts as part of a step-by-step guide to help students identify,

understand, and address problems in the world around them. Each module in the text includes real-world examples and case studies to model ways of thinking about problems and offers strategies and tools students can use to become problem solvers and change leaders in academic, professional, and community settings.



Dr. Dan Tinianow | Academic Engagement Center



Authored the book, *New Traditions in Public Speaking*, Second Edition

The world has changed a lot in terms of public speaking in the past few years, certainly more than would have been expected when the first edition of this text was written. This is largely due to the pandemic of 2020, which moved much of the world to remote work, necessitating much more reliance on remote presenting and video-based meetings.

Speaking on camera became a central part of everyday work for millions of people. *New Traditions in Public Speaking*, second edition, provides a complete foundational training in the methods, techniques, practices, and theories of public speaking, with a particular focus on the special conditions associated with studying speech in an online context. The majority of content in this text would apply to any speaking situation, but special “online to traditional” features will point out the differences between online and real-world speaking situations, providing students with simulations and exercises to develop the necessary real-world speaking skills that are more challenging to learn in an online setting.



NEW FACULTY INTRODUCTIONS

Veronica Espinosa | Academic Engagement Center



I will be joining UAGC as a faculty member in the School of General Studies. I was born and raised in sunny Miami, Florida! Education is very important to my family. All their hard work and dedication helped me to where I am today. I have a bachelor's degree in social studies education, grades 6-12, and a master's degree in American history from Florida International University. Prior to beginning my career at Doral Academy, I was a full time Miami Dade County Public School Temporary Instructor. I started working as a social studies teacher at Doral Academy in 2009, as an adjunct professor at Doral College in 2015, and as an adjunct professor at Miami

Dade College in 2023. In my spare time, I am with my husband and my 7-year-old son enjoying quality time together at places like Disney World!

My teaching philosophy centers on the principles of student-centered learning, promoting critical thinking, cultivating a culture of respect and inclusivity, and encouraging lifelong learning. I believe in fostering an inclusive and supportive learning environment where every student feels valued, respected, and empowered to achieve their full potential. This philosophy motivates me to strive to nurture my students to thrive in an ever-changing world.

Amanda El-Aya | Academic Engagement Center



I am excited to work with you at UAGC. I have known my entire life that I wanted to be a teacher. My parents were never in the education field, but I knew that I was called to be a teacher from a young age. I attended the University of North Texas for my bachelor's degree in English and then graduated from Texas A&M - Commerce with a master's in education. I have also completed 18 graduate hours of English composition at Liberty University, which allows me to teach college-level reading and writing. Right after undergraduate school, I went back to the high school I graduated from and have been

teaching there ever since. Within the last couple of years, I have started teaching at the college level in addition to my role as a high school teacher, and I have truly enjoyed working with adult learners.

Outside of work, I enjoy spending time with my husband and our five-year-old daughter. We spend a lot of time cheering her on through all of her youth sports commitments - we are currently watching her cheer multiple days a week for her school team! I also enjoy camping, fishing, traveling, and reading young adult literature.

Karen Jensen | Department of Organizational Studies



I am joining UAGC in the Department of Organizational Studies. I hold a Bachelor of Science in information technology business management and a Master of Science in management and leadership from Western Governors University. I bring a wealth of experience to my work as an entrepreneur, business consultant, educator, and volunteer. I strive to grasp both the big picture and intricate details, which allow me to craft exceptional, well-rounded solutions. As a forward-thinking expert in information

and emerging technologies, I design solutions that emphasize innovation and value for all stakeholders.

Beyond my core duties, I am a sought-after speaker, a published author, and a champion for integrating smart technologies with human-centered solutions.

When I am not busy, you'll find me hitting the trails for a hike, expressing my creativity through jewelry design, and diving into research on living a long, healthy life!

Nicole Pramik | Academic Engagement Center



I hold a Bachelor of Arts and Master of Arts degrees in English (both with an emphasis in Creative Writing) from Marshall University. Half of my working experience consists of teaching English, humanities, and film studies to students for the Kentucky Community and Technical College System (KCTCS) as well as for Morehead State University. On a more personal note, I am a self-confessed bookworm whose other chief passion is writing. I have contributed chapters to numerous volumes examining facets of popular culture with a philosophical slant and have self-published my own books, most notably a fantasy short story collection, and a stand-alone YA fantasy

novel.

Ariel Washington | Academic Engagement Center



I am from Louisiana, where I was born, raised, and still reside. I have two children: two daughters. I enjoy hanging out with my children. I also enjoy cooking. I like to sublimate and print on different fabrics in my spare time. I received my bachelor's degree in criminal justice from the University of Louisiana at Monroe and my master's degree in psychology from the University of Arizona Global Campus (Formerly known as Ashford when I attended). I have several years of experience as an early childhood and K-12 teacher. I have also worked part-time as a mental health counselor for 7+ years while pursuing my teaching career. I enjoy teaching, and my passion has always been to navigate the minds of young adults and assist

them in learning, growing, and reaching their full potential. My learning philosophy is, "Education isn't about what students learn but about learning "how" to learn. Everyone can learn. My job is to meet students where they are and move them forward. The students of today are the leaders of tomorrow". I am super ecstatic to be a part of UAGC.

Charles Switzer | Academic Engagement Center



I earned a Bachelor of Arts in History from Southern New Hampshire University in 2020 and went on to obtain a Master of Humanities degree in film studies and media from Tiffin University. I attained both degrees fully online and was an adult learner through every step of my higher education journey. I live in the arid yet beautiful city of Albuquerque, New Mexico, with my partner and spouse of nearly 11 years and our lovable senior female Boxer dog named Lovely. When I am not reporting or facilitating courses, I enjoy reading about a wide variety of topics,

particularly Asian history and film and television criticism. I also enjoy hiking, nature walks, and camping. I have been teaching online courses in the undergraduate sphere since the summer of 2022, with film history, film theory, photography, design, creative writing, and multiple courses throughout the humanities composing my teaching expertise. I believe that every student comes with unique backgrounds, experiences, and learning styles, and therefore, I believe in tailoring my teaching methods to accommodate these individual differences, providing a supportive and inclusive environment where all students feel valued and empowered to participate. I am also a journalist, and I write for a wide portfolio of brands in both the entertainment and cultural spheres. I typically use the AP style in my everyday life, but it is also important to grasp other writing styles during one's collegiate career, which I always discuss with my students. I am very excited to begin my teaching journey within the wonderful ethos of UAGC!

Richard Coleman | Department of Technology Studies



I serve as an Assistant Professor in the Master of Information Systems Management program. Previously, I was honored to serve as a U.S. Marine Corps Colonel among award-winning teams (of diverse cultural backgrounds and demographic groups) in global logistics/supply chain management, acquisition management, and recruiting. In 2012, I was recognized by the San Diego Regional Chamber of Commerce with the *Military Lifetime Achievement Award*.

I have 23 years of managerial leadership experience designing, developing, and integrating information systems. I specialized in continuously improving operational effectiveness/efficiency through technological innovation of information systems. Additionally, I led the Marine Corps Recruiting Station in Cincinnati, OH, from being ranked last for 36 months to becoming an award-winning team recognized for recruiting excellence in two consecutive years. Since transitioning from the military, I have specialized in creating cultures of organizational excellence as a consultant in the private and public sector. I have instructed thousands of people in leadership development, performance management, and process improvement. In 2016, my passion for servant leadership was recognized by San Diego Mayor Kevin Faulkner and leadership expert Ken Blanchard on behalf of the San Diego Leadership Forum. In 2023, I earned a “*Leading Smart Cities with Trust*” certificate from the Maxwell School of Citizenship and Public Affairs, which is applied to helping cities design information systems to improve service delivery.

I earned a Master of Public Administration from the Maxwell School of Citizenship and Public Affairs and graduated Magna Cum Laude from the Marine Corps University with a Master of Science in military studies (strategic planning/analysis), earning a writing award for my published thesis, *Recruiting the Strategic Corporal*, which promoted diversity in Marine recruiting doctrine. I also hold a Bachelor of Arts degree from Ohio Wesleyan University with a double major in economic management and pre-law.

Michelle Bays | Department of Behavioral Sciences



I am a minister of Jesus Christ and a native of Columbus, Ohio. I am married to Pastor Tyrone Bays Sr. of Christ n Us Ministries Outreach and Crisis Center, and I serve as a chief minister of the same ministry as well as several others throughout the United States. I began my ministerial journey in 1992, and after evangelizing throughout the shelters of Columbus, my husband and I established the Outreach and Crisis Counseling Services umbrella. We planted our first church in April of 2002, and we pastor side by side to this day. I worked as an administrative assistant and billing manager for a private Oncology Practice in Westerville, Ohio, for over 15 years before going back to school to begin my higher education journey pursuing my passion, counseling. I hold a bachelor's degree in substance abuse counseling from Ohio Christian University, a master's degree in human services with a marriage & family counseling focus from Liberty University, and a Ph.D. in human services from Capella University. I am a licensed minister, chemical dependency counselor-clinical supervisor, and board-certified Christian counselor. I hold memberships in the Tau Upsilon Alpha National Honor Society and the National Society of Leadership and Success.

In 2013, I returned to my Alma Mater at Ohio Christian University of Circleville, Ohio, to fill an adjunct position in the Adult Bachelor's Substance Abuse Counseling program, where I still serve on a contingent basis. I own and operate an Ohio State Licensed addiction agency located on the west side of Columbus, Springfield, and Athens, Ohio. My husband and I have been married for nearly 27 years, raising 6 children and having 14 grandchildren and 2 great-grandchildren, who are the apples of our eyes. Our favorite hobby of traveling has currently led us throughout the U.S., leaving only 6 states left to visit.

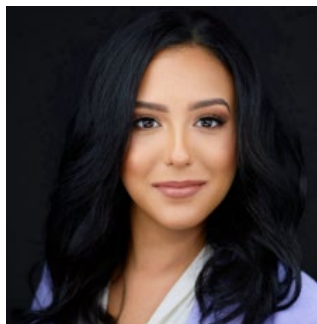
Antoinette Vicks | Department of Behavioral Sciences



I am joining the UAGC faculty as an Assistant Professor in the BA in Social and Criminal Justice program. I hold a Ph.D. in criminal justice from Walden University, a Master of Science in psychology from Walden University, a Master of Arts in health administration from the University of Phoenix, and a Bachelor of Science in investigative studies from the University of Texas at Arlington. I have worked as a Forensic Investigator or Medicolegal Death Investigator for 14 years as well as an expert witness and consultant pertaining to death investigations, and I have

conducted trainings and conferences on issues pertaining to the criminal justice system and my role as an investigator. I encourage students to never put time constraints on achieving their goals and often reminds them that they are closer today than they were yesterday. I often share that I was once a working adult and parent returning to complete my degree, so I understand the unique challenges they may face. My favorite thing about teaching is sharing my knowledge, skills, and expertise however, I feel it is just as important that students share their knowledge and insight to create and encourage a healthy exchange. This exchange of ideas supports and enhances the learning experience and hopefully resonates with learners.

Jenna Potokar | Department of Advanced Management Studies



I reside in Illinois with my husband and 2 pomsies, Thor and Zena. I earned a bachelor's degree in chemistry, master's in leadership studies, and Master of Business Administration from North Central College in Naperville, Illinois. Following my MBA, I obtained a Doctor of Business Administration degree from Saint Leo University. During my free time, I enjoy traveling with my husband and visiting family in Tampa.

Over a 12-year period, I gained valuable professional experience working for several large organizations. I began my professional career working for BreakThru Beverage Illinois, one of Illinois largest wholesale distributors. As an On-Premises Sales Consultant, I had the opportunity to launch a number of blockbuster medications. Currently, I serve as a Vision Territory Manager for Bausch + Lomb, calling on optometrists. In this role, I represent an expansive portfolio of medical devices to support vision care needs.

Glynn Torres-Spelliscy | Department of Organizational Studies



I have been teaching university classes for over 15 years, including over a decade in online education. In addition to UAGC, I also teach at the New School for Public Engagement in New York City and St. Petersburg College in Florida. I teach classes in business law, public international law, international politics, international business law, human rights, space law, and international criminal law. My research focuses on issues of space law, national security and liberty, international human rights, prisoners' rights, and U.S. constitutional issues. I have published work regarding the use of natural resources in non-self-

governing territories, and in 2010, I addressed the United Nations with respect to humanitarian conditions in Western Sahara and the Tindouf refugee camps. I also speak at conferences on issues of space law and policy. From 2002 to 2011, I was an Associate in the New York office of the law firm Arnold & Porter LLP. I hold a Juris Doctor and Master of Arts in international relations from the University of Toronto, as well as a Bachelor of Arts with honors from McGill University.

My approach to education is based on my experiences as a practicing attorney, as well as an online educator. I believe that all students, regardless of age or background, are capable of developing the skills necessary to become competent, successful professionals. Through regular communication and constant feedback, I work with students to develop a decision-making process that allows them to interpret, analyze, and apply complex rules to complicated fact situations. Success, I impart to my students, is about dedication, preparation, and effective communication. Those are the same skills that I use when I teach and that I seek to build in my students. Because of my decades-long experience in the online education industry, I understand the opportunities and challenges that teaching in an online environment presents. Based on my experiences, I believe that a successful online course has the

following four core characteristics: (1) a stable, consistent structure; (2) a high level of instructor engagement; (3) content that reflects real-world experience; and (4) a vibrant student community.

Frank Lee | Department of Behavioral Sciences



I hold a Ph.D. in industrial and organizational psychology – environmental psychology. I also hold an Executive MBA with a concentration in global strategy, data analytics, and digital transformation and a master's in information management. My Bachelor of Science was in computer information systems and finance, and I hold an applied associate degree in interior design and material merchandising. In addition to my work at UAGC, I serve as a Senior Doctoral Adjunct Faculty and Doctoral Committee Chair in the College of Doctoral Study at Grand Canyon University, as an advisory board member at the University of California – Irvine, Division of Continuing Education, and as a Peer Reviewer at the WORK Journal as well as the International Journal of Social Science and Humanity.

My field of applied research is environmental psychology. I investigate the spatial effects of architectural and space design on behavior, satisfaction, and the psychological well-being of the users of the space. Additional applied research includes artificial intelligence integration in academic and healthcare systems, information and digital transformation and management, and industrial and organizational behaviors. Outside of academic institutions, I serve as the Senior Director of Innovation at Terros Health, overseeing innovation and facilities operations. One of my many responsibilities is to lead the creation of innovative designs that service behavioral health patients and primary care patients utilizing a research-based conceptual framework to influence behaviors and satisfaction. I have successfully applied a research-based facility design and created a design model for the Children, Adolescents, and Families Empowered (CAFÉ) clinical program that services the under-served birth-to-adolescent population throughout The Valley in Arizona. Operationally, I created innovative patient care service delivery through telemedicine and vaccination operations during the pandemic. I am a member of the board of directors at Dress For Success Phoenix, an NGO with a mission to empower women to achieve economic independence through various resources.

Misty Green | Academic Engagement Center



I am incredibly excited to be part of the UAGC family. I have been teaching in higher education for the last eight years. I received both my undergrad and graduate degrees from Bowling Green State University in advanced technology education. My master's degree is in learning design. I also have my associate degree in criminal justice. I have diverse experience, from working with adjudicated youth to individuals with disabilities to teaching in corrections. I

currently work for one of the largest pharmacies in the country as well as teaching.

I have been married for 27 years and live in a small rural town in Ohio just south of Cleveland. We have twin boys who are writing their own stories as they grow into adulthood. When we have time, we are always chasing the kids. Spending time as a family is my absolute favorite thing! I am grateful I get to be here and support students.

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 UAGC CHRONICLE STAFF



Jacquelyn Bullis
Editor



Bill Davis
Faculty Contributor



Sally Deckard
Copy Editor



Rebecca Paynter
Copy Editor



Dr. Julie Pedersen
Copy Editor, Faculty



Haley Sampson
Publication Manager



Ryan Thomas
Designer



Millie Tyznik
Copy Editor

CONTRIBUTORS

A special thank you to the contributors to this issue!

Stephanie Adams

Lindsay Devine

Jennifer Dunn

Amy Erickson

Charles Holmes

Stephani Kilby

Yvonne Lozano

Cole McFarren

Karin Mente

Cara Metz

Gary Packard

Alaina Pascarella

Thank you!