THE UAGC CHRONICLE

THE UNIVERSITY OF ARIZONA
GLOBAL CAMPUS
Center for Excellence in Teaching & Learning

THE UAGC CHRONICLE: A FACULTY–FOCUSED PUBLICATION

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

LETTER FROM THE EDITOR

In support of UAGC institutional initiatives, including Culture of Care, this issue focuses on continuing to build our understanding of the student experience to leverage that understanding towards positive, cross-departmental collaboration to ensure the institution supports the whole student body toward academic success. In this issue, you will find several articles, including the new Provost's Corner, that embody the Culture of Care initiative by offering approaches to increasing students' sense of belonging at our institution, which is key to ensuring access to quality education. Dr. Sarah Steinberg utilizes this space to share her insights with the UAGC academic community. Her inaugural message shares her perspective on why the Culture of Care initiative is critical. We hope you will enjoy learning more about her background, family, and her drive for UAGC to lead the way in online education.

Additional contributions offer an opportunity to learn about the importance of **Leading with Care** from UAGC Student Care Manager Matt Galloway and how Cindy Terebush, Associate Faculty, has identified and leans on **Four Pillars of Support** to guide her interactions with students. These articles are just the beginning of the path we have set ourselves upon to expand our understanding of the student's experience and how we can assist them in achieving academic success.

Lastly, thank you to all faculty for completing the Annual Faculty Training. This training immerses faculty in the multifaceted approach to the Culture of Care and how to apply these elements to your courses.

Initial feedback from UAGC faculty notes that this training is exemplary and comprehensively addresses why and how to support your students while maintaining academic rigor in your classroom.

UAGC faculty shared:

- *This is probably the most valuable and useful training subject I have seen in terms of having an impact on student success.*
- *The training was successful in helping me see the value of empowerment that improves student learning and increases retention.*
- *I think this training was spot on. It covered some great points and gave really great tactics and strategies that one can implement immediately.*
- *I'm glad you had us do this. It really cemented how I should approach my students. As a new teacher, I was not sure how stringent UAGC expected me to be on some issues. The CoC helps me know to err on the side of trust and empathy, instead of being rigid with students to 'teach them a lesson.'*

The Chronicle actively seeks contributions demonstrating engagement with and dedication to the UAGC mission. As a result, we continue to increase readership with each issue. Please share the Chronicle with your network!

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

THE PROVOST'S CORNER – OCTOBER 2022

Welcome to the Provost's Corner!

This is a new feature post in the UAGC Chronicle, and I am excited by the opportunity to use this Corner to relay some of my thoughts and observations as well as to shout out many of your successes. I transitioned into the Provost position in January after three years with Ashford University and UAGC as a consultant and the Chief of Staff.

Although I'd like to take advantage of this first post to go off script (as I am often prone to do) and introduce myself and opine on a few experiences and observations I have had that relate to our university and our amazing faculty, students and staff, I also want to take a moment to call your attention to our recent transition from Zovio. The details are in the Open Letter from President Pastorek, posted on UAGC.edu. As we welcome new UAGC colleagues and work together to enhance our student success mission and our **Culture of Care**, I am excited by the opportunities presented to our strengthened university to leverage this transition to bring services more directly to our faculty and students.

And please allow another moment for me to underscore the aforementioned **Culture of Care**. This is a critically important focus that others highlight quite nicely in articles in this issue of the Chronicle. As I

have noted, the criticality of this focus is simple: Students want to feel seen, heard, and supported. Meeting students where they are, being empathetic to their situations, and, most importantly – being willing to work with them through challenges to find success in our classes - are ways we embody the **Culture of Care** in our classrooms every day.

And here is my personal note: in a nutshell, I am a Nana of four, and I am a mother of two. My husband, Bob, and I have lived in Maryland, in a suburb north of Washington, DC, for over 30 years. We love our family time, and our favorite activity these days is exploring the beautiful and lesser-known state parks that abound in the area. As some of you know, I started my professional career as a geotechnical engineer. Among the consulting I provided on numerous structures in the Chicago area, I designed and oversaw the construction of one of the many seawalls along the Chicago River. As far as I know, it is still bone dry in the basement of the building behind the wall.

I still love playing in the dirt, but the demands of travel as an engineering consultant didn't match the needs of our kiddos. After about 12 years in engineering, I took a right-hand turn and joined the world of higher education leadership. I haven't turned back. I love my work and am especially passionate about the intersection of technology and education and how these two forces can combine to provide access and flexibility to adult learners.

I have a number of areas of expertise that are in common with many of you. In addition to my role as UAGC Provost, I am an adjunct faculty member at two different institutions – Georgetown University and the University of Pennsylvania. I teach online and have fully developed two of the courses I teach with an instructional designer's assistance. One of the courses is in Enterprise Modernization, and the other is in Global Higher Education – both at the graduate level.

I consider myself one of the early pioneers in online education. At Johns Hopkins University, where I spent 20 years in director, dean, and vice provost level positions, I was part of their early use of microwave technology to connect remote campuses. This was in the mid-1990s. We quickly abandoned this point-to-point and very clunky delivery system in favor of the internet once we were able to take advantage of the technology and the resources available in the early 2000s.

It was a bit like the wild wild west in those days, and we tried all sorts of models and methods for course development, faculty preparation, and student support. But at the core were the lessons I learned about the importance of leveraging technology to facilitate access and flexibility for adult students.

Along the way, I realized, and was frankly quite dismayed, that a constant question plagued me in the intervening years from 2000 to 2022: "Are learning outcomes the same in online and on-ground courses?" I am continually surprised when I hear this question today – more than 20 years after the start of online education. Sadly we, in the online world, are not yet on solid ground with regard to this nagging question. We have many skeptics who question the learning outcomes despite study after study proving otherwise. Over the past 20+ years, I have conducted my own assessments testing the validity of what I have known all along – learning outcomes are the same – they are not dependent on the modality of course delivery.

However, the learning outcomes, as you all know, are, indeed, dependent on many other factors – including quality course design, faculty commitment to student engagement, student preparation for online study, and at UAGC, learning outcomes are increasingly being shown to be dependent on our **Culture of Care**. Student support and faculty/student engagement are key elements to student success. Sadly, I watched as the hard work of all of us in institutions similar to UAGC was questioned as if we were back in the year 2000. This was largely due to the rush to Zoom during the height of the COVID pandemic. In many schools across the country, I watched as the speed to market became much more important than the quality of teaching and learning. And it is no surprise that as fast as students and faculty rushed to Zoom, they ran just as fast as they could back to their face-to-face classrooms. This has become one of the unintended consequences of the two years of learning at home. But schools like UAGC made no such pivots. We didn't have to. We were already quite experienced and very successfully teaching and learning online. But we must be aware of this challenge – this unintended consequence of the global pandemic. All the hard work of the past 20 years in assessment and curriculum design, and faculty development is being challenged by even louder voices because of the speedy jump into and out of the deep end of the pool.

At UAGC, we have some phenomenal successes and innovations in curricular design, assessment, and student engagement. It is our collective responsibility to be out in front of the dialog, the skepticism and the naysayers questioning the quality of online education and the importance of our foundational principles that support our drive to empower, support, enrich, and graduate every student.

I look forward to delving into these and other topics in my future posts and updating you on the many steps we are taking to achieve our mission and vision for UAGC. You are all our most essential assets, and I look forward to working alongside you as we continue to strengthen the quality of our education and spread our best practices to others through your commitment to what you all do best.

Sarah B. Steinberg, EdD
Provost/Senior Vice President

A CULTURE OF CARE: EMPATHY, ADVOCACY, AND NON-TRADITIONAL STUDENT SUCCESS

FREE VIRTUAL EVENT   NOV. 1-3, 2022

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UNIVERSITY, PROGRAM, AND CURRICULUM NEWS

REMEMBERING DR. JOEN LARSON: EDUCATOR, ADVOCATE, AND FRIEND

Charlie Minnick, President Emeritus and Lead Faculty, Department of Advanced Management Studies

Brad Henry once said, "A good teacher can inspire hope, ignite the imagination, and instill a love of learning." This is a perfect description of Dr. Joen Larson's approach to education. Joen served Ashford University and UAGC from 2007, until her retirement in December 2021, as Dean of the College of Education and Professor of Education. Joen passed away on June 29, 2022, at her home in Princeton, Iowa, following a courageous battle with ALS.

Joen was respected both in Iowa and nationally as a teacher of students and a teacher of teachers, specializing in teacher education certification. She was an esteemed and influential advocate for the best professional standards on behalf of teachers and students, especially in her role of advocacy in Des Moines, Iowa, and Washington DC as a leader for the Iowa Association for Teacher Education (IACTE) and as a member of the national governing board of The American Association of Colleges for Teacher Education (AACTE). As with all good teachers, Joen was devoted to her students, especially those she mentored from under-resourced communities. She felt deeply rewarded by reports of her students' personal and professional successes. Joen had a great passion for promoting social justice advocacy, especially women's rights.

I met Joen in 2007 when we interviewed her for the Dean of the College of Education at Ashford University in Clinton, Iowa. I knew from that very first meeting that Joen was someone we needed on our team as we built the Academic Affairs "Dean Team" at Ashford. Her passion, great sense of humor, and years of experience were exactly what we needed! We traveled to and presented at numerous conferences. Traveling to Washington DC with Ashford students, we met with lawmakers to advocate for our students. We read thousands of names at many Ashford University graduations and always looked for ways to enhance the student experience. Joen's commitment to our students and employees helped lay the groundwork for the current and future UAGC.

Not only was Joen a fantastic colleague, she also became one of my dearest friends. You could always count on Joen at Halloween to break out the rainbow wig, red nose, and horn to entertain our employees' families during trick-or-treat on campus. When my family moved to Clinton, Joen was one of the very first people to welcome us to town. I remember when she came to our house and announced to my sons, "Hi, I am your new Aunt Joen!" That type of energy and focus on others was classic Joen. Our families went to dinners and community events and played many rounds of golf together. Joen was simply the best. We all need a Joen in our lives.

While I will miss my dear friend terribly, I know the world is better because of Joen Larson. I believe that we should all work daily to carry on the legacy of Dr. Joen Larson. I know that Joen would love that. Thank you, Joen, for making me a better educator and person. Rest in Peace, my dear friend.

NEW FACULTY EXPERIENCE UPDATES

Stephanie Adams and Paul Schultz, Faculty Development and Coaching Specialists, Faculty Affairs

As an institution, UAGC is establishing a Culture of Care for our students where faculty understand and support our students' unique learning needs through compassion & inclusivity. We accomplish this, in part, through the New Faculty Experience (NFE), which strives to build an informed, compassionate, and engaged faculty community at UAGC.

Over two weeks, an assigned Coach guides new faculty through completing Human Resources tasks, compliance training, course facilitation, and understanding our students, policies, and procedures. The Coach offers feedback as the new faculty member facilitates a department-specific simulated course.

With the UAGC Culture of Care in mind, the NFE updates that launched in July included a learning section entitled "Teaching Adults" based on our study and understanding of Adult Learning Theory put forth by Malcolm Knowles. Knowles concluded that adult learners have unique learning needs different than those of children. By providing this understanding of how our adult students learn, we prepare our new UAGC faculty to meet our students' learning needs effectively.

July changes to the NFE also included updates to the faculty course requirements. These updates, reflected in the NFE training and the simulated classroom, ask faculty to apply empathy and care in their instruction by anticipating potential student needs and challenges while also practicing proactive communication with an increased focus on those students who may require additional consideration. Finally, our revised NFE encourages and promotes more faculty self-efficacy and confidence in finding and using institutional support by providing direct links to instructional resources.

Currently, the Faculty Development team is working on a New Faculty Toolkit to provide new faculty with an established, easily accessible, one-stop location for tools and resources needed to provide support and competency for teaching courses at UAGC. The New Faculty Toolkit will also provide ideas for addressing common remote teaching scenarios and questions, evolving UAGC policies and procedures, communication techniques with students, and information on how to locate departmental contacts. Stay tuned as we continue to work on providing our new faculty with a valuable onboarding experience.

YOU ARE CORDIALLY INVITED TO ZOOM OUT | CONSIDERING THE VALUE OF REFLECTION

Katherine Myers, Faculty Support and Development Manager, Haley Pestner, Associate Director of Faculty Engagement, Faculty Affairs

Pull back from your desk or computer screen. What do you see? Next, try to stand further back and take in the entire room. What do you see now? Perhaps you see a reminder to pay a bill. Perhaps when you pulled back even further, you saw pictures on the wall of your family or favorite artist that evoked memories of a special moment or feelings of happiness, satisfaction, or gratitude. Perhaps you saw your personal mission statement or a motivational quote and felt reinvigorated when you read it.

Zooming out is not a free pass to decline one or all of your many Zoom meetings this week. And it isn't an invitation to zone out. This is an opportunity, both literally and figuratively, to pull back from your daily responsibilities to survey all that lies beneath or in front of you and think about how you understand it, how it affects your goals, and how it affects your behaviors.

Stay here for a minute. Take a deep breath. What did you become more aware of? Consider the impact of this awareness. Ask yourself what would you do differently with this increased awareness, if anything? This is intentional self-reflection.

> *"Knowing yourself is the beginning of all wisdom." Aristotle*

Defined as the individual's deliberate consideration of a particular experience, reflection results in insight, which ultimately develops and improves practice (Graham & Johns, 2019). Self-reflection begins with creating a space to examine our behaviors and actions with the intention of gaining a greater understanding of our work and, ideally, improving upon it. In the context of the faculty role, faculty report that teaching, supporting, and engaging with students, especially in a fast-paced learning environment, does not often afford the opportunity to pause and think through the reason for the action. The consequence could be an unconscious routine of utilizing teaching practices, course content and tools from previous courses, even if they caused challenges or could benefit from refreshing.

Self-reflection is an opportunity to think through our actions while functioning in this fast-paced environment. For example, reflecting on what led to creating a welcome video announcement can reveal what was significant about that announcement and why it was determined that a video announcement was the ideal approach. What could a faculty member learn from reflecting on a completed course with the intention of examining the teaching approaches to identify what needs to be adjusted?

> *"If you always do what you've always done, you'll always be where you've always been"*
> *T.D. Jakes*

The merit of self-reflection lies in the commitment to think about how our values, skills, and expertise are evidenced through action. If we continue to reflect on the examples above, this is the time to determine what intentional practices and behaviors should be maintained because it supports the faculty members' sentiments and vision for who they want to be in their role. Reflection can also reveal what needs to change because it does not fit into that vision. According to Gardner (2014), reflection can help route teaching practices toward effectiveness. Self-reflection can help identify gaps in knowledge and the need for professional development in a particular area (Lubbe & Botha, 2020). Given these benefits, faculty should continually ask, "Why do I teach the way I do?" to identify opportunities for improvement. In the faculty role, the journey of self-reflection should never end but rather be incorporated into regular professional development. That is to say; we should always think about teaching.

Beginning in October 2022, UAGC faculty will receive an invitation to zoom out by participating in self-reflection. The self-reflection activity intends to provide faculty an avenue to formally reflect on their teaching practices and behaviors and share what they feel most proud of accomplishing with the intention of connecting these behaviors to the university's initiatives, such as the Culture of Care. Through this self-reflection activity, faculty should feel empowered to take ownership of their

professional development by considering what can be learned to enhance their teaching practices or identifying what resources are needed to offer students a rich and engaging learning experience.

Self-reflection is a way to honor who you were, who you are now, and who you would like to be in the future. It is beneficial because it creates a space for introspection, which can result in an improved understanding of our motivations, values, and strengths (Virtue, 2021). With this recognition in mind, it allows us to determine what we want to do with that enhanced understanding. Reflection is a gift you give yourself.

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CLASSROOM MANAGEMENT

LEADING WITH CARE

Matt Galloway, Student Care Manager, Student Affairs

When I think about a culture of care, I think about leading with care. By this, I mean starting with a focus on caring for the person I'm interacting with and what that looks like. At UAGC, to effectively implement a culture of care, I believe it's essential to understand who UAGC students are. The first thing to note is UAGC students are non-traditional in many ways. Some of the items I hear frequently used to define non-traditional students include age, caring for family, previously limited access to higher education, existing careers with opportunities for progression, or the need to pivot to a new industry. Keeping these factors in mind can help us better understand our students and the unique challenges any of these factors can present. In addition to the above challenges, some students may be navigating financial distress or homelessness. Others may be addressing the impact of domestic violence. If we're supporting a first-generation student, their support system and the roadmap often shared by those who've attended before college may be limited or missing altogether. Being mindful of the myriad factors impacting a student in our class can inform our care and allow us to consider how that care can be individualized.

So, what does a culture of care look like? When it comes to leading with care, I believe our Student Advocates and the UAGC Student Advocate HELPline are great examples. This team works with students navigating severe hardships such as those listed above, provides brief interpersonal counseling and academic advocacy, and facilitates referrals to appropriate community resources based on student needs and resource availability. This also often includes discussing personal concerns and acting as a sounding board for students as they develop an action plan related to current needs. While not everyone's role is about counseling and resource identification, advocacy is woven through each of our roles. To borrow from the Student Advocates' approach, we can all support students by taking the time to meet individuals where they are, listen to their experiences, avoid making assumptions about what this person needs, and understand the steps they're already taking before we ask, "What can I do to be a resource to you today?" The work is in understanding our students as individuals and working with them to create **their** plan.

This is a call to action! We are all in a position to make a tremendous impact on our students when we put them first and take the time to collaborate. With that in mind, there's an additional resource to be aware of as you find ways to show your students you care. Introducing the **UAGC Student Assistance Program!**

In case you missed it, the Office of Student Access and Wellness recently announced the UAGC Student Assistance Program (SAP), a resource that supports the UAGC mission of providing a community of care and guidance throughout the student experience. During this program's pilot, SAP gives students access to peer-to-peer support and 24/7 clinical counselors at no cost to the student.
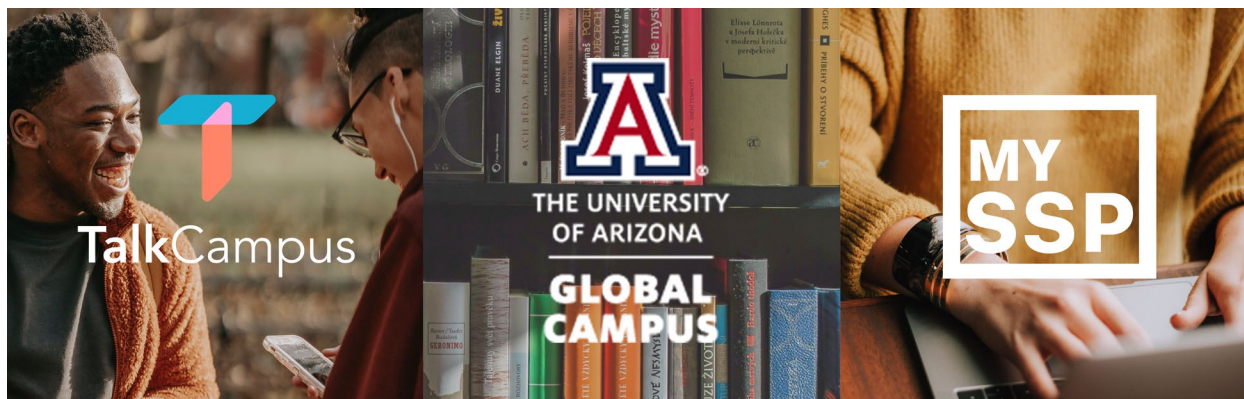
**Instant
Peer Support** **Free to access
resources** **24/7 Live
Counseling Sessions**

UAGC Student Assistance Program

- o **Clinical Counseling –** Through the LifeWorks My Student Support Program (MySSP), students can access wellness assessments, fitness resources, and clinical counselors anytime and anywhere. Counseling sessions are conveniently available via the web, telephone, and chat. Visit https://myssp.app/us/home or dial 866.743.7732 to get connected.

- o **Peer Support –** TalkCampus is an incredible community of anonymous students from around the world coming together to give and get support 24/7 via the TalkCampus app. The community is based on peer support and connects you to other students where you can support each other. This is a place where you can find people like you who really get how you're feeling and will be there to help when you want to talk about what's on your mind. If interested in this avenue of support, download the TalkCampus app from the apple or android app store and use your UAGC student email address to log in.

Be sure to check out our introductory video for more information.

A sincere thank you for all you do each and every day to support the UAGC community.

INTRODUCING THE RE-ENTRY TEAM

Kao Nou Xiong and Nichole Salinas, Student Advising Managers
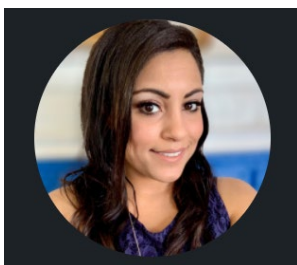
Educators can agree that the path to degree completion is not linear and can sometimes include dips, curves, and bumps in the road. Students decide to attend UAGC with an understanding that the challenges they previously faced in their educational journey are not barriers that they cannot overcome but are instead opportunities for UAGC to partner with them on the next step in that journey. Student Services' goal is to collaborate with the students and the instructors to ensure each student feels supported during every step of their academic journey, including the re-entry process.

Who is the Re-entry Team?

The Re-entry Team within Student Services is dedicated to serving students seeking to return to the classroom and finish what they started. Often, these students need an additional layer of support. The Re-entry team, which consists of Re-entry Review Specialists and Re-entry Advisors, serves all UAGC students by connecting them to resources and their support network. The team is knowledgeable in all academic programs, payment options, and university policies. The team is well-trained in assisting Undergraduate, Graduate, and Doctoral students, which entails being adequately informed about every type of student payment option, including UAGC Education Solutions, financial aid, or military tuition assistance.

The Re-entry team connects with students to understand the student's concerns, successes, and motivations. Upon gaining that understanding, Re-entry Review Specialists collaborate with Faculty, Financial Aid, and other departments to help these students return with a personalized and holistic re-entry plan. The Re-entry Review Specialist also reviews the students' opportunities for grant eligibility to potentially overcome financial obstacles. The sole purpose of Re-entry Advisors is to work with students to ensure they are better prepared to move forward by discovering what prevented the student from completing their classes. The Re-entry Advisors work with students to uncover every barrier and introduce new tools to move students closer to achieving their academic goals. These tools may include Writing Center resources, CHAMPS, and reuniting students with their esteemed faculty in the classroom to ensure the student feels supported at the university. Students long to be back in the community of their faculty and peers. The Re-entry Advisors and Re-entry Review Specialists communicate within their team so that any teammate can review the re-entry progress of a student at any time. The team is a liaison during the student's transition back to class.

"I'm passionate about ensuring each student has a great student experience. If a student has come to me with issues they've had I do my best to really listen to them and help navigate them to the right resources or problem solve on our end to figure out how we can best help them to move forward. I want the student to end our interaction knowing that they made the right choice in attending UAGC and that we care about their experience."

– Heather Poole, Reentry Advisor

Collaboration with Faculty and the Re-entry Team

The Re-entry team will collaborate with faculty to understand the classroom demands to help students prepare for the academic rigor expected upon return by facilitating communication between faculty, students, and all parties involved in the student's academic success team. The Re-entry Advisors immerse themselves in the classroom with students to better understand classroom policies and how to best communicate with a faculty member. For example, Reentry Advisor, Lacy Lynch, reached out to a faculty member when an active-duty military student posted their work early in the classroom, resulting in the student not posting within the required attendance timeframe. The student was removed from class due to the attendance policy. The university reinstated the student and his instructor confirmed, without hesitation, she would support the student. The student was motivated and given the opportunity to be successful due to the support from the faculty.

The Re-entry team considers its role to be an advocate for students who may be returning to class feeling insecure about re-attempting the course or re-entering the university. Students express they feel inadequate and fear reaching out to their faculty members for support. Re-entry Advisors remind students that faculty are their biggest supporters and are willing to work with students if they understand what challenges they may be facing. They reinforce the message that communication is key and direct students to faculty information in the classroom, sometimes by sending an email introducing both parties if students need that extra push. Re-entry may aid in starting this relationship, but we ensure students understand that Faculty take it from there.

RESOURCE OVERLOAD: WHAT TO DO INSTEAD

Millie Jones, Lead Writing & Learning Specialist, SupportU

The UAGC Library and Writing Center hear from faculty often. You tell us that students at all levels need improvements in their writing skills, APA formatting, and ability to locate, evaluate, and use academic research.

At the Library and Writing Center, we also hear from students. They tell us they struggle to find the time needed to keep up with their coursework and feel overwhelmed.

Within this article, you'll learn why overloading your students with writing guides and library tip sheets is ineffective in supporting learning and what you can do to help each student on their individual paths to becoming more effective researchers and writers.

Resource Overloading

You want your students to improve and succeed in their academic journey, so you give them all the necessary tools to support this. Thank you for being dedicated to their success! But let's consider the idea that giving them less could lead to more focused and consistent improvements in writing and research.

Data indicates that providing more than four resources on a topic leads to overload and students not utilizing these resources (Lillis & Murton, 2012). In this case, the topic would be writing or research. This means that regulating your distribution of writing guides and library tip sheets through strategic selection of supplemental resources will lead to greater use.
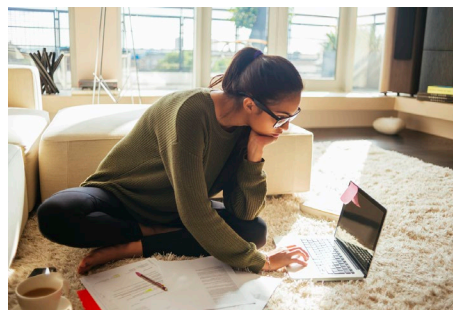
Improvement in writing and academic research is an incremental process that happens through practice, feedback, and time. A student cannot and will not become an experienced and effective researcher and writer through a single assignment or a single course, just as they cannot become an expert in any field by taking a single course. Research conducted by Mandouit (2020, as cited in Hattie et al., 2021) shows that student perceptions of the most effective feedback is feedback that answers the question, "where to next?" That is, where should I focus my attention for the next assignment? This form of feedback was shown in the research to be heard and actioned by students more than other forms. By providing just one or two research and writing areas of focus for any given assignment, students can focus on understanding and mastering that area.

Time Management

The UAGC course model is fast-paced, requiring academic research papers while allowing only a short time to produce. And as most of our students are non-traditional adult college students, this means they have responsibilities that often outweigh completing the reading and writing necessary for the week.

It is worth noting that beginning researchers and writers take far longer to complete these processes than do more experienced students. Improvements in planning and completing these processes will ultimately allow students to do them more quickly. This indicates that they would benefit from a better understanding of the research paper process and planning. The UAGC Research Paper Project Management Plan gives students that step-by-step "where to next?" answer, allowing more time to complete and improve the research paper itself.
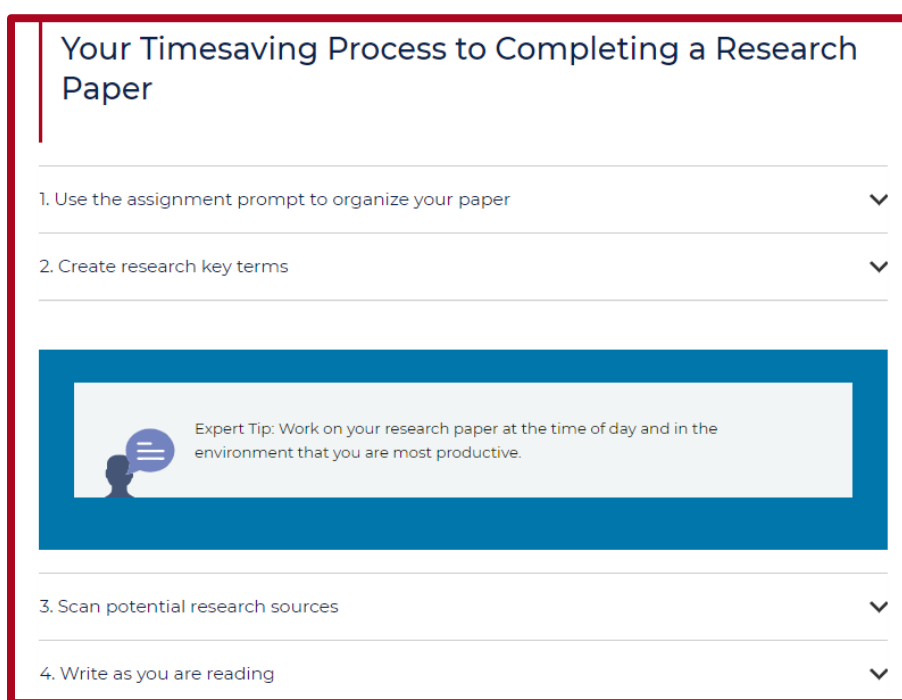
There are certainly times when a student is working on their coursework and they know that they need additional guidance, but they are not sure where or which support they need out of the many options that are available to them. There are a lot of great supports, and it can be a challenge and take unnecessary time to navigate to the right one for the specific need. This is where the Which Academic Support Should You Use? decision tree can help students to identify the best support quickly, so they can get on with their work.

Because the student who is not yet fluent in effective academic research and writing requires more time to complete these tasks, students can become overwhelmed by additional support resources and choose not to focus on these. Again, the strategic selection of just a few additional guides may make the difference in a student taking the time to review and apply these or not.

What You Can Do to Best Support Research & Writing Improvements While Acknowledging Students' Time Constraints

1. Set each student up for success. Giving students the Research Paper Project Management Plan can save them time both initially by moving them in a direct pathway through the process of completing a research paper and in the long term by helping them to become more efficient and effective researchers and writers. And the Which Academic Support Should You Use? decision tree directs students to the right supplemental support when they need it most.

2. Once the student has submitted a paper or you have worked 1:1 with the student to understand their needs, assess where or what the student's writing or academic research struggles are.*

3. Prioritize only 2-3 areas of research and/or writing improvement for the student to focus on for their next written assignment and provide a single strategic resource for each area that will help them accomplish this goal.*

*To help assess a student's specific research or writing needs and to provide the best resource for each, use one of the faculty decision trees:

*   Writing & Library Guides Supporting Undergraduate Students

*   Writing & Library Guides Supporting Graduate & Doctoral Students

Lack of evidence and research to support arguments and points	Body Paragraphs	UAGC Writing Center
Evidence and research alone without enough of their own academic voice and analysis	Integrating Research	UAGC Writing Center
Casual language	Academic Voice	UAGC Writing Center

These decision trees will help you pinpoint the right resource for the student. For example, for students whose papers are not well organized, we provide the Aligning Your Paper With the Assignment Prompt resource.

Prioritizing One Area Doesn't Mean Ignoring All Other Areas

By asking a student to focus on making improvements in 2-3 areas, it doesn't mean that you have to ignore other areas of need. For example, you might still point out that the APA formatting of the paper is not just right, but for the next assignment, to focus on paraphrasing rather than quoting and only then shift the attention to improving the APA formatting.

Again, learning, academic research, and writing improvements occur incrementally rather than all at once. By focusing on fewer resources, students will have more time to work on gradual improvements

rather than stress over attaining perfection and possibly give up. This will scaffold the learning process rather than flatten it.

Helpful Resources Found in This Article

Student Resources

- Research Paper Project Management Plan
- Which Academic Support Should You Use?

Faculty Resources

- Writing & Library Guides Supporting Undergraduate Students
- Writing & Library Guides Supporting Graduate & Doctoral Students

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UAGC FACULTY – THE IMPORTANCE OF KNOWING YOUR LEARNING MANAGEMENT SYSTEM

William Ballard, Core Faculty, Department of Health Sciences

Before coming to UAGC, I was a Senior Instructional Designer and adjunct instructor and worked with a variety of universities in designing and teaching online courses. At each university, I was tasked with learning each assigned learning management system (LMS) to ensure that I could create an engaging environment where both faculty and students could teach and learn in respectively. An LMS is a web-based technology used to create, deliver, manage, and evaluate educational content. What made my job challenging was the fact that different universities used different LMSs. At UAGC, we use Canvas as our LMS, but there are numerous other LMSs, such as Blackboard, Sakai, and D2L Brightspace, each of which come with different features, tools, and resources. In my years of experience, what I discovered both as a designer and instructor was that the more proficient I was with an LMS, the better I was both as a teacher and as a designer. Not surprisingly, the less proficient I was with an LMS, the less able I was to design and teach a course, not to mention maximize its objectives.

At UAGC, faculty spend a lot of time staying current in their content area(s); however, how much time do we focus on staying current in our learning environment? We pride ourselves on being experts in our

field, but are we experts in our learning platform (Canvas)? I mean…is it possible for a faculty member who is an expert in his or her content area to struggle to deliver his or her content online using a learning management system (LMS)? If we assume that context matters in online learning, then it would be reasonable to note the instructional methods and practices, as well as the tools and resources we use to teach online, are also important factors in having a successful classroom.

According to Palloff and Pratt (2011), excellent instructors possess a set of key characteristics regardless of their assigned teaching environment. An argument can be made that great teachers are great teachers in any situation and that the assigned LMS has no bearing on their quality of instruction. Yet, it's important to note that an online instructor would have to accomplish each of these key characteristics through the use of technology, assigned LMS, internet, and without ever meeting his or her students face to face (Palloff & Pratt, 2011), which might be difficult without some form of training. Without the proper experience in one's assigned teaching environment, this may also be problematic, specifically in online learning, since additional variables exist separate from an instructor's content knowledge. In light of these considerations, it's clear that the inability to properly facilitate an online course or the lack of knowledge of how to best utilize the LMS does not serve our students well.

For instance, would identical courses based on content produce consistent or inconsistent outcomes as it pertains to the quality of instruction? Would identical courses based on content show similar results regardless of how the course was taught (e.g., online, face-to-face, hybrid) or would the variable of context make a difference? If the assumption is that context does not simply affect what online instructors do but it constrains and enables what online instructors can do and how they can do it, then it's reasonable to conclude that online instructors should also be proficient in using their assigned LMS, especially if we agree that an LMS reinforces the learning process for both faculty and students (Bradley, 2021). Teaching online is not just about subject matter expertise; it should also include a focus on understanding and maximizing the LMS to increase our efficiency as instructors and maximize students' learning. This would make us believe that with appropriate training, tutorials, job-aids, etc., online faculty would not only be an expert in their content area but also proficient in their instructional delivery method, which together are key components in facilitating quality instruction online.

At UAGC, there is a wide assortment of resources that can assist faculty in better understanding how to use Canvas, including:

- Navigating Canvas
- Building Your Profile
- Navigating Your Inbox
- Posting an Announcement
- Using Discussions
- Grading Guide
- Canvas New Analytics
- Posting Final Grades

Where can I locate additional resources?

Please visit the Classroom Resources page on the Center for Excellence in Teaching and Learning (CETL) website

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BUILDING ACADEMIC COMMUNITY

THE FOUR PILLARS OF SUPPORT IN A CULTURE OF CARE

Cindy Terebush, Associate Faculty, Department of Education and Liberal Arts

During my time as an Associate Faculty member, I have learned a great deal about different life experiences. I have been enriched by interacting with students who live in small towns, are members of the military, are the first generation in their family to attend college, and who come from cultures different from my own. Working with non-traditional students from many different backgrounds and locations has inspired me to think about my obligations as their instructor. I ask myself questions including:

- "Is it more important for students to submit by Monday at 11:59 p.m. than it is to be given extra time to learn the concepts?"

- "How can I help this person feel connected and heard, especially in an online platform?"

- "How can I reach this person who seems to not read feedback…announcements…posts?"

Author and educational consultant Angèle Sancho Passe defines the word **support** as having "four possible meanings:

1. to hold up from beneath

2. to uphold

3. to stand by, and

4. to provide for"

(Passe, 2015, page 8, para 2)

In a Culture of Care, we are obligated to do all four. The personalized and targeted interactions encouraged, first by Power of One and now as part of Culture of Care, teach us that holding up from beneath can reap positive results. One of the most impactful tools I have used since Power of One launched are the templates in Signalz. The templates for emails to students who are returning from a break or those who are repeating the class have encouraged replies letting me know in what ways they need my support or why they may need a little grace with deadlines. The template that congratulates them on doing good work has prompted confessions of how much they needed to hear that.

We have been encouraged to come out of our online learning silos and brainstorm together – something I hope continues well into and beyond the launch of Culture of Care. It is gratifying to know, as we interact and use the four types of support to build each other's practices, that some of what we have already been doing aligns with the Culture of Care. In Teams and during Focus Group Meetings, many of us have shared how we stand by our students with personalized welcome messages and videos that help them to get acclimated. We have talked together about how we provide for our students by posting additional support for each discussion. I have shared how I uphold and acknowledge their efforts by acknowledging weekly Feedback Champions. I include fun and course-relevant questions that they can answer with one word in a message to me to indicate that they read feedback, like hidden Easter eggs. Many of us are less apt to deduct late points if students are in touch with us and so we hold them up when they are struggling. As someone who teaches teachers that connections, relationships, and active listening are the cornerstones of a responsive educational environment, I try to build that environment while maintaining standards for the quality of submitted posts and assignments.

The updated Faculty Expectations, which are guided by the Culture of Care initiative, are a good start for ensuring that we implement all four definitions of "support." We have a simpler system for providing students with an Incomplete when obstacles get in their way. We can shift our time from substantive feedback for discussion posts that are proficient or distinguished to more targeted communications with all students.

We must continue looking for ways and time to hold them up, actively listen, respond with action, and reach out individually. To do that, the Culture of Care has to apply to us all – students, Full Time, and Associate Faculty. Just like many of our students care deeply about achieving their goals, there are Associate Faculty members who care deeply about helping them do that and spend more hours than we are allotted doing so. As we continue to meet, talk, share, and consider how UAGC can be known for the care we provide to our students, let's continue to embrace the step-by-step changes that can fully get us there in a way that cares for us all.

References

Passe, A. S. (2015). *Evaluating and supporting early childhood teachers*. Redleaf Press.

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.

Daniel Augusto | Department of Behavioral Sciences

Published "Disaster, Social Disorganization, and Crime in the Largest Cities in Texas"

Augusto, D. & Linebach, J. (2022). Disaster, Social Disorganization, and Crime in the Largest Cities in Texas. International Journal of Security Studies and Practice. 2(1), 1-38. https://digitalcommons.northgeorgia.edu/ijossp/vol2/iss1/3/.

Robert Bass | Department of Advanced Management Studies

Received the American Philosophical Association 2022 Journal of Value Inquiry Prize for "Divine Command Theory without a Divine Commander"

Every two years, the American Philosophical Association awards the "Journal of Value Inquiry Prize" for "the best unpublished, article-length work in philosophy by a non-academically affiliated philosopher."

Teresa Handy & Tamecca Fitzpatrick | Department of Education and Liberal Arts

Presented at the International Conference on Global Diversity and Inclusion in Higher Education.

Dr. Teresa Handy and Dr. Tamecca Fitzpatrick presented the preliminary results of their UFP grant at the International Conference on Global Diversity and Inclusion at Clarion University.

Teresa Handy | Department of Education and Liberal Arts

Published "A Group of Our Own: Strategies to Support the Black Female Student in the Private School Setting."

A Group of Our Own: Strategies to Support the Black Female Student in the Private School Setting is an article published in the peer-reviewed journal, Journal of African American Women and Girls in Education by Dr. Teresa Handy and colleague Dr. Derrick Robinson. The article highlights the unique schooling experience of Black girls in private schools that is complex and nuanced. To explain this unique experience, a composite narrative was written by Dr. Handy, which was based on the lived experiences of 12 Black female graduates of private schools. The composite narrative design entailed conducting semi-structured interviews. Through exploration of the racialized schooling experience Black female students have in the classroom, Dr. Handy identified what racial cognitive dissonance, resilience, and resistance look like in these students and created a model to support all stakeholders.

Jennifer Robinson | Academic Engagement Center

Presented "Pause: Revisiting An Acronym For Providing Solid And Actionable Feedback For Online University Students" in Mallorca, Spain. At EDULearn2022, Jen continued to share research conducted regarding an acronym that is useful for subject matter experts who must provide academic writing

feedback. The acronym PAUSE is especially helpful for subject matter experts who have not had training in teaching writing.

Jennifer Robinson, Stacy Manny, Tanya Mooney, Diane Hilbrink, Cathlene Dollar, Benjamin Sorensen | Academic Engagement Center

Presented and published "Live Learning As A Requirement Of Asynchronous First-Year Experience: Themes And Understandings From Student Responses."

To create targeted learning support, The University of Arizona Global Campus (UAGC) has implemented required Live Learning in one of our beginning general education courses. This workshop led participants through think-alouds and problem solving of how to build belonging with the university, as well as teach targeted research skills via synchronous teaching and learning sessions. Currently, Live Learning (LL) is optional, except for Information Literacy, a general education course taken by many freshmen. LL is now gaining traction as a viable alternative to solely asynchronous teaching and learning. However, to better plan for student needs and course revisions, an understanding of how students react to these sessions as part of the First Year Experience High Impact Practices (Kuh, 2008) is crucial. Without understanding this information, we run the risk of not adapting our sessions to meet the needs of our students and not supporting their persistence to graduation.

This qualitative case study shared the themes and patterns that emerged from students' voices through the triangulation of three data points:

> 1) Zoom chat during LL,
>
> 2) post-LL student surveys, and
>
> 3) a question required on the final project in the course.

The published paper can be found at Robinson, J., Manning, S., Manning, T., Hilbrink, D., Dollar, C., Sorenson, B. (2022, July 4-6). Live learning as a requirement of asynchronous first-year experience: Themes and understandings [Paper presentation]. EduLearn2022: Mallorca, Spain. doi: 10.21125/edulearn.2022.0288

Steven Schneider | Department of Behavioral Sciences

Named as a manuscript reviewer for the Online Learning Journal.

I practiced as a psychologist and addiction psychologist for many years and taught at traditional and online universities. I have been with the Department of Behavioral Sciences since 2017 and am currently in the Doctoral Research program.

Dallas Stout | Department of Behavioral Sciences

Received the 2022 Vision Initiative Award. Picerne Family Foundation Names Dr. Dallas Stout a 2022 Vision Initiative Awardee. Read the full press release online.

Laura Wichman | Department of Behavioral Sciences

Elected Texas Association of Institutional Researchers Professional Development Officer

The TAIR Professional Development Officer is elected for a two-year term and has primary responsibility for overseeing the professional development activities of the Association, including those at the Annual Meeting and workshop sessions.

INTRODUCING NEW FACULTY

Joseph Anderson | Academic Engagement Center

I received a Ph.D. in philosophy from the University of South Florida in 2014. From 2013- 2014, I studied at the Sorbonne as a Chateaubriand Fellow. My writing focuses on the philosophy of religion in early modern Europe. I am passionate about challenging students to live examined lives guided by truth, love, and justice.

### MaryEllen Dennis | Department of Health Sciences

I couldn't be more grateful to be a new Associate Faculty member in the UAGC family! I am looking forward to helping students achieve their goals! I am married with six amazing sons and two grandchildren. I was born and raised in Kentucky but moved to the beautiful state of Florida in 2018. I earned my Bachelor of Science in Nursing in 2001 and worked in many different nursing settings, including the operating room, emergency room, and labor & delivery. I have also worked in the public health, school health, and home health sectors. I earned my master's and a doctorate in Health Administration, which I utilized for my career as a healthcare administrator for several large medical practices. Additionally, I have worked in higher education for 19 years, teaching nursing, allied health, and healthcare administration. I currently serve as the Associate Dean of Academic Affairs for a large university system in Southwest Florida. I look forward to working with UAGC faculty and empowering students to chase their dreams!

Faye Fairchild | Department of Health Sciences

I have been a professional registered nurse for 37 years. For the first 20 years of my career, I worked in the practice environment in various ICU staff nurse positions, as a nurse manager, Quality Improvement Coordinator, and in senior-level leadership roles in Human Resources, Information Services, Clinical Access, and Organizational Development. The most recent 17 years of my professional career have been spent working in the academic environment as a full-time nurse faculty member, managing Paul Prior & Associates, providing one-day leadership workshops for nurses across the United States, and continuing to provide bedside nursing care in various PRN staff nurse positions. I received my Bachelor of Science in Nursing, a dual Master of Science in Nursing (Administration & Education), and my Doctor of Nursing Practice in Healthcare Leadership and Innovations from the University of Missouri – Columbia Sinclair School of Nursing. I am nationally certified as a CNE (Certified Nurse Educator). My research interests include assisting an at-risk nursing student by utilizing various remediation strategies. I have presented my research locally and internationally. I recently presented my research at the *International Conference on Nursing Education: Practice & Research* in February 2020 in Valencia, Spain. My research has been published in the prestigious peer-reviewed National League for Nursing's journal, *Nursing Education Perspectives*, with a publication date of April 2022. I have received the following recognitions: Teacher Excellence Award, Kaplan, August 2015; Recipient of the Merle Dozier Strange Scholarship, Doctoral Student, 2017; Recipient of the MacArthur Fellowship in Nursing Leadership Scholarship, Doctoral Student, 2017 and 2018; Recipient of the Arlyn M. Gerwin Memorial Scholarship, Doctoral Student, 2018-2019; Recipient of the Columbia Missouri' *Top Nurse'* award recognized by the International Nurses Association (INA) during National Nurses Week May 2019; Honored in the publication *Worldwide Leaders in Healthcare* as a healthcare provider of excellence; and Recipient of the Columbia College **Trustees Award for Teaching Excellence** (TATE), August 2020. My husband Andrew and I have been married for 35 years. We reside near Mexico, Missouri, where Andrew and our two sons manage and run A & B Fairchild Farms and A1 Fairchild Plumbing. We are the parents of three grown sons. I enjoy reading novels, horseback riding, and baking in my spare time.

Harold Fisher | Academic Engagement Center
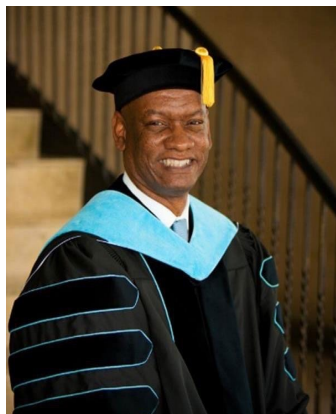
I was born and raised in Galena Park, TX, a suburban part of Houston, TX. In addition to teaching for the University of Arizona Global Campus, I am a Core Faculty and Dissertation Chair at American College of Education. I received my Doctor of Education in teacher leadership from Walden University. I have a master's degree in education from American Intercontinental University in instructional technology, a second master's degree in education from Our Lady of the Lake University with dual majors in curriculum and instruction and master technology teaching, and a third master's degree in organizational leadership from Baptist Bible Seminary. I have a bachelor's degree in biblical studies from the College of Biblical Studies, and I hold a Texas educator certificate in Business Education. Prior to becoming a professor, I taught within Galena Park Independent School District and Spring Independent School District in middle and high school for eight years. Some life outside of education facts about me - I have been married to my wife, Kym, for 28 years. (She is extremely intelligent and talented). We have three kids, Brittani, our actress/writer; Nicholas, football player (chip off the old block); and Sydnee, a track star and straight-A student who loves to write. My hobbies are golf, research, and spending quality time with my wife and kids. I am the author of "Virtual Schooling through the eyes of Teachers" and "A Technology Workbook for Christian Learners." I am presently working on multiple writing projects as well.

Stephanie M. Heald-Fisher| Department of Advanced Management

I am an Associate Professor for the Bachelor of Arts in Business Leadership at the Forbes School of Business and Technology® at the University of Arizona Global Campus (UAGC). I began teaching 25 years ago while still working in the business field. I worked in banking for 21 years, spending the final four years in corporate training. After the bank, I managed a golf resort in Door County, WI, for three years, then ran my retail shop for ten years. Now I work full-time in academia, sharing my business experiences with my students. I earned my Ph.D. in Organization and Management from Capella University, an MBA from the University of Wisconsin - Whitewater, and a BA in Business Management from Alverno College. My teaching experience is in both online and in-person classrooms. I have also developed courses, having served as the Acting Project Director – Curriculum Development at Broadview University, where I additionally served as the Graduate and Business Program Dean. I currently reside in the Charlotte, NC, metro area with my husband and three dogs. I enjoy golfing, biking, puzzles, and needlework. Our five kids are all grown and on their own. We have ten grandchildren with whom we enjoy spending time. I worked for Ashford University for over ten years and am excited to join the UAGC team!

Catherine Johnson | Department of Health Science

I have been a Registered Nurse for over 30 years and was the Public Health Nurse in my community for 13 years (2008 – 2021). I live in Western Massachusetts and vacation in Cape Cod yearly with my husband. I received a BSN from Keuka College, an MBA from Western New England College, an MSN from American International College, and a Ph.D. in nursing education from Capella University. I am passionate about teaching aromatherapy in the community and at the undergraduate level at American College of Healthcare Sciences in Oregon. My dissertation was titled: *The Effect of Diffused Aromatherapy on Test Anxiety Among Baccalaureate Nursing Students* (ED554168). I am board certified in Advanced Holistic Nursing, Public Health, Advanced Public Health Nursing, Nursing Education, and Aromatherapy.

Martha Lafferty | Department of Behavioral Sciences

I am so excited to join UAGC. I was born in Kentucky and currently live in Louisville, Kentucky. I have a Ph.D. in Psychology from the University of Louisville. I am passionate about teaching and have been teaching for more than 30 years. I love to travel in my free time, whether in the United States or abroad. I try to go somewhere new every year with my family. I can't wait to work with students and faculty here at UAGC

Michelle McCraney| Academic Engagement Center

I am excited to be a new UAGC Associate Faculty Member teaching GEN499! I have been in the field of education for over 33 years. I started teaching special education students in K-12th grade and at a Charter Technical Career Center for high school and college students. I've served as a teacher, district program and staffing specialist, assistant principal, principal, director, dean, and associate vice president in the K-20 public education system. Since 2007, I have been a faculty member in higher education, teaching undergraduate and graduate students, providing clinical supervision, and chairing dissertations of doctoral candidates; in addition, I have served as an instructional designer, curriculum content expert, curriculum and program reviewer, and curriculum developer for various institutions around the world. I am passionate about academic resources. I have been fortunate enough to work with great teams throughout the years. Together, we achieved awards, such as the Learning Resources Exemplary Practice Award and the Math Up Gateway for Success award from the Florida Association of Colleges and Schools. I humbly received the Faculty Excellence Award in 2020. Another aspect of my professional work has led me to create innovative undergraduate, graduate, and doctoral-level curriculum, webinars, and instructional media. I also have

experience as a project director of various federal and state grants. Additionally, I received awards for writing publications and conducting research. I have a doctorate in Curriculum, Instruction, and Assessment, a Master of Education in Special Education, a Graduate Certificate in Educational Leadership, and a bachelor's degree in Liberal Arts. My biggest accomplishment, however, is my family! I have two children, Tiffany, a sophomore at FSU, and William, a sophomore in high school. In addition, I am married to my best friend, a retired marine and firefighter/paramedic. I am beyond excited to be at UAGC, working with students and being a small part of their exceptional journeys!

Brian Myers | Department of Technology Studies

I am excited to join UAGC as an associate faculty member in the Bachelor of Science, Computer Software Technology program. I live in Harrisburg, Pennsylvania, with my wife and 9-year-old daughter. I am a senior full stack developer, and my wife is a high school business teacher. I have been a full stack developer since before it was cool! I started as a junior developer working on all layers or parts of software (backend, middleware, and front end) almost 24 years ago. At that time, we didn't call it full stack development; we just called it web development, which was pretty new at the time. Compared to modern web sites and applications, the web sites of the late 90s, when I got started, looked very different. I grew up loving to play video games. I lived in the northeast and loved snow days home from school, so I could rent (yes, rent) a video game and play all day. That love of video games and my dad's suggestion to go into something in computers because that's where the jobs were, led me to an associate's degree in Computer Programming. During my associate's degree studies, I learned that most video game development was more about design than actual development. I am not a very visually creative person, so I decided to stick to business applications development. Over the years, I have been a software developer and project manager. I completed a bachelor's degree in Information systems and a master's in project management. I have worked for small consulting companies, large multi-national corporations, and some of the largest professional services firms in the world. Over the past couple of years, I have become an AWS Certified Cloud Practitioner and have been studying for the AWS Certified Developer certification. Personally, I love problem-solving and puzzles which is much of the software development process. One of the reasons I completed my master's degree in the first place was I wanted to teach. I had many great instructors and mentors in my career, and I want to return that favor. I am just as excited sitting down to write code today as I was almost 24 years ago. When not working or teaching, my wife, daughter, and I are a Disney family. We love everything Disney and typically travel to Disney World at least once a year, sometimes more.

Steven Owlett| Department of Health Sciences

I hold a Doctor of Organizational Leadership with an Emphasis in Healthcare Administration from Grand Canyon University, a Master of Science in Management degree from Golden Gate University, and a Bachelor of Arts in English and Political Science. My dissertation entitled, "*A Qualitative Study of Florida Hospital Administrator Decision-Making Processes to Reduce 30-Day Hospital Readmission*" was considered exemplary and generated speaking engagements and interest at several leading healthcare events.

My education career spans over twenty years of online and in-class teaching experience as an adjunct faculty member with several colleges/universities. I have taught classes in Healthcare Administration, Critical Thinking and Decision-Making, Business Administration, Supply Chain Management, Organizational Leadership, Management Communications, and Entrepreneurship, along with capstone courses in an MBA program. I have also developed business, leadership, and entrepreneurship curricula and designed courses at the undergraduate and graduate levels. In addition, my business career spans over 30 years in executive and senior leadership positions with several global Fortune 1000 companies in the energy, education, and healthcare industries. I have successfully launched three businesses from initial conceptions to full operations. I started my career with the U.S. Navy, completing the arduous Naval Nuclear Power School, prototype training, and went on to operate nuclear power plants.

Jonathan Sullivan| Department of Behavioral Sciences

I have been married for 38 years and have two grown children and two grandchildren. I earned my Ph.D. in Human Services: Disaster, Crisis & Intervention from Walden University. My master's degree in Human Services: Marriage & Family Counseling Is from Liberty University. I hold a national certification as a Board-Certified Human Services Practitioner. I teach in the Department of Behavioral Sciences. In addition to teaching at UAGC, I am the founder and president of the Global Relief Association for Crises & Emergencies. We are an anti-trafficking organization with current work in Georgia, USA, and Asia. We are focused on the prevention of trafficking, especially with minors. We lead a formal afterschool program in Asia that advocates for

disadvantaged families who are vulnerable to traffickers by way of poverty and illiteracy. Within the context of my nonprofit organization, I provide pastoral counseling under the auspices of my ordination. Through my work with my nonprofit, I have had the opportunity to travel extensively throughout Eastern Europe, Asia, and South America. This travel has made me a more culturally competent practitioner in the counseling room and with anti-trafficking work.

Valene "Val" Vetack| Department of Health Sciences

I am overjoyed to be part of the UAGC family as Associate Faculty in the Bachelor of Arts in Health Care Administration program! This has been a lifelong dream, and I am honored to be here. I have over 20 years of experience within the healthcare field. My experience includes working at Optum within Contracting, Credentialing, Eligibility, Marketing, Legal, Compliance, and Claims. I am happy to share a wide range of experiences with my students. I earned my Bachelor of Science in Healthcare Administration and Master of Science in Healthcare Administration from Grand Canyon University in Phoenix, Arizona. Perhaps my Doctorate is on the horizon! I am a native of Southern California with two small children, Aubrey and Ryan. I love to go to the beautiful California beaches. I love teaching, and I love to eat good food! I look forward to connecting with other faculty.

Dwayne Wood| Academic Engagement Center
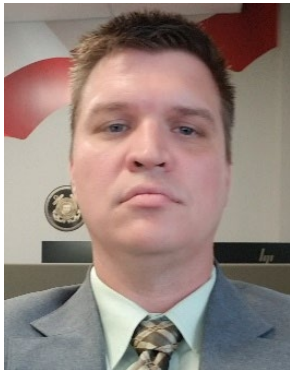
My name is Dwayne Wood. I enlisted in the Army at the age of 17 and spent much of my military career at Fort Bragg, NC, with stops in South America, Europe, Africa, and the Middle East. I retired after 22 years with the Army. Post-retirement, I taught U.S. Military History at a few colleges and universities for the U.S. Army and currently provide instructional design and instructional support to the U.S. Coast Guard. I have held multiple positions as an instructor and instructional designer with the Department of Defense and Higher Education. I have been married for 25 years, and I am very grateful that my wife has navigated life with me for this long. I have three children, two of whom are adults now. I earned a Doctorate in Education with a specialization in Leadership and Management from Capella University, a Master of Arts in Education with a concentration in Adult Education, a Bachelor of Applied Science in Resources Management, and a Bachelor of Arts in Environmental Studies. No matter the course content, I strive for students to improve their critical thinking skills and become lifelong learners.

A CULTURE OF CARE: EMPATHY, ADVOCACY, AND NON-TRADITIONAL STUDENT SUCCESS

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UAGC FACULTY COMMUNITY OF PRACTICE - JOIN THE CONVERSATION!

This community of practice is a network for faculty and staff to share knowledge and learn from one another. Please join us to engage in discussion of current UAGC institutional initiatives related to student success. Questions? Contact CETL@uagc.edu.

- Learn more about each session in the UAGC event calendar.
- All-Faculty Discussion Page – Join this asynchronous discussion page!

Call for Submissions – Submit an article to the UAGC Chronicle! 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. Faculty, please note submissions accepted for publication in The Chronicle qualify as a professional development activity. Learn more and submit your article here. Questions? Contact TheUAGCChronicle@uagc.edu.

FACULTY ENGAGEMENT AND SERVICE OPPORTUNITIES

UAGC aims to strengthen our faculty community continually, and we invite all faculty to participate in this effort. Please complete this form to help us understand your availability and interest. Your engagement could fulfill a professional development activity which you could add to the Service category of your Activities profile in the Faculty Portal.

TEACHER APPRECIATION WEEK

Tisha Shipley, Lead Faculty, Department of Education and Liberal Arts

All UAGC educators deserve to be commended for their hard work and dedication to their courses and students. The Department of Education and Liberal Arts (DEL) Engagement Committee celebrated Teacher Appreciation Week from May 2 – 6. These efforts included recognizing UAGC faculty through daily email affirmations and a virtual celebration where faculty received messages of appreciation and recognition from fellow faculty, students, and leadership. A highlight of this celebration featured heartfelt messages of appreciation from UAGC students, expressing to faculty the impact they have on our UAGC students. The quantity and sentiment of these messages were genuinely overwhelming. We encourage you to watch the teacher appreciation video that UAGC Lead and Core Faculty created.

Jennifer Zaur, chair of the Engagement Committee, shares, "It was a wonderful week working with the university to celebrate and recognize all that our faculty do each day for our students at UAGC."

The DEL Teacher Appreciation Committee wants to acknowledge and thank ALL teachers for showing up daily to teach, share, mentor, advocate for, engage, and prepare UAGC students for whatever they wish to accomplish. Without each of you and your knowledge and experience, our courses would NOT be the same. You are much appreciated!


DEL Teacher Appreciation Committee (from left to right, top to bottom): Jennifer Zaur (chair of the committee), Tisha Shipley, Tanya Mooney, Damarie Nix, Jessi Upshaw, Te Allar and Paul Greenberg.

2023 EARLY CHILDHOOD CONFERENCE AND EARLY CHILDHOOD SERIES

Tisha Shipley, Lead Faculty, Department of Education and Liberal Arts

Are you back-to-school ready? Professional Development for Students and Faculty
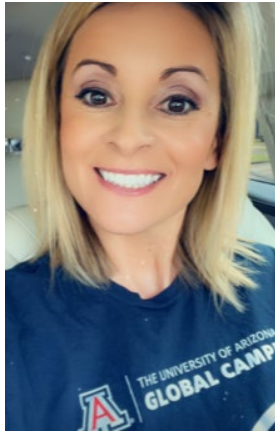
With each course our students enroll in at UAGC, they gain valuable and meaningful content for their profession. As stated in an article on the National Education Association website, "It's never too early in your career to think about professional development. Investing in yourself as an educator is the best way to ensure both career growth and academic growth for your students" (Robinson, 2019). For this reason, the Department of Education and Liberal Arts students have the opportunity to attend class and gain valuable insight from professionals out in the field by attending professional development throughout the year. Each summer, Dr. Tisha Shipley and Dr. Stephanie Heald host the UAGC Early Childhood Education Conference. The conference is an opportunity for students in the Early Childhood Education (ECE) field to gain real-world knowledge and experiences and learn from colleagues teaching and working with children.

The Sixth Annual Early Childhood Education Conference occurred June 7-9. These three days featured dynamic presenters along with 12 high-quality asynchronous sessions. Over 1,500 people from all over the world engaged, learned, and shared experiences about topics in the field of early childhood education. Some topics included: How to handle grief with young children, learning about podcasts, college conversations with young children, and hands-on and engaging ideas that get children excited to learn.

Dr. Tisha Shipley also hosts the Early Childhood Education Speaker Series. This series is a spinoff of the ECE conference and is an opportunity for students to attend professional development throughout the year. The Fourth Annual Speaker Series will begin in September 2022 and run through April 2023. The Speaker Series is held on the 3rd Wednesday of each month at 10:00 a.m. PT/1 p.m. ET. Each session shares a wealth of information that is important to educators, families, administrators, and anyone working with young children and families and features speakers who bring a wide range of diverse and professional backgrounds from around the United States. These features ECE professionals are dedicated to teaching, serving others, mentoring, and sharing their life's mission to help children grow and develop.

Sessions by month: We will spend the first two sessions developing classroom communities and environments to help children succeed.

September: Dr. Michelle Simecek, Creating Positive Classroom Environments so you can Teach.

October: Dr. Sandra Duncan, Designing Inspiring Environments for Young Children: A Fresh Perspective

November: Shaleena Tareen, Mindset Matters: Growth Mindset in Early Childhood Classrooms

January: Brooke Layton, Becoming an Author: Why Now is a Great Time to Be a Writer

February: Jessica Horn, Encouraging Administration and Education Leaders to Motivate and Support Teachers as Morale Drops to Create a School Culture of Engagement and Retention

March: Katie Wirz, The Education Push Back: How to Open Up and Build Bonds for Success with Families, Students, and Teachers

April: Lauren Gonzalez, Diversity, Equity, and Inclusion: In the Early Years

Listen to all past sessions of the Early Childhood Education Speaker Series on the ECE YouTube Channel.

Register here to attend the monthly Early Childhood Education Series. Please share with your colleagues and professional network! If you are interested in supporting the Early Childhood Education Speaker Series, podcast, or the Early Childhood Education Conference, please contact Dr. Tisha Shipley.

All those interested in Early Childhood Education are encouraged to check out the Early Childhood Education Chatter Podcast, which features a weekly informational podcast for educators, teachers, staff, administrators, and families that share different topics about the world of education. This is a high-quality professional development opportunity for students to gain valuable insight from experienced educators.

References

Robinson, J. (2019). Why Professional Development Matters. NEA Today. https://www.nea.org/professional-excellence/student-engagement/tools-tips/why-professional-development-matters

CENTER FOR WOMEN'S LEADERSHIP INAUGURAL SUMMIT

Aubrey Ghafari Harivand, CWL Manager, Forbes School of Business and Technology®, Misty Resendez, CWL Chair, Associate Faculty, Forbes School of Business and Technology®

Developing the Leader Within Recap

On June 15-16, 2022, hundreds of Center for Women's Leadership (CWL) supporters joined the Virtual Inaugural Leadership Summit. Through keynote speakers, powerful leadership stories, career services, networking events, and mindfulness activities, we focused on developing the leader that is already within each of our students! The event was successful and well attended by over 400 curious, growth-minded, change-driven, and aspiring leaders who have yet to discover the value of their influence.

We started each day with Career Services leading us through Resume Tips and Tricks and a LinkedIn Crash Course. You can download the PowerPoint from the event here! Thank you, Rebecca Davis, Nicole Methven, Desarae Koenneker, and Amanda Kozel, for your support and excellence in these Breakout Rooms!

Dr. Kerissa Kuis, UAGC Associate Faculty, and Lisa Fox led us through their individual versions of a Mindfulness Stretch during both days of the Summit. We got a taste of what it's like to care for yourself as a leader from the inside out! To learn more about caring for yourself as a leader, view this workbook created by Dr. Kuis.

Each day featured a keynote speaker preceded by a powerful leadership speaker.

We all go through crap in life. Crap stinks! But crap can also be the fertilizer to our dreams. The choice is ours. – Oscar Garcia, Chief Empowerment Officer of Aspira Consulting

Day One featured keynote speaker Oscar Garcia, Founder & Chief Empowerment Officer of Aspira Consulting, a Silicon Valley training and consulting firm providing culturally relevant career and leadership programs. He is an introvert turned international speaker. Oscar has given over 500 seminars and trained over 20,000 professionals across five continents. His training style is a "practrainer" – he actively practices what he trains others to do. He is an ESL student turned contributing author to the book *Hispanic Stars Rising Volume II: The New Face of Power* by Claudia Romo Edelman (2012). His story, "I am a minority" highlights the importance of embracing the struggle, valuing our identity, and the power of vulnerability. As Chief Empowerment Officer, Oscar empowered our audience so that opportunities might follow. As always, Oscar inspired and moved our audience to honor their values and gave us a plan for how to move forward and grow!

Follow Oscar Garcia's podcast and LinkedIn page!

We had two powerful leadership stories to help prepare our minds and hearts for the keynote! On Day One, Asia Bribiesca-Hedin, founder and CEO of Bridgewell Professional Services, a leadership development and executive coaching firm in Southern California, said, "It's important to know where you're going and how you're going to get there - that's what strategy is all about. But then the question becomes: How do I use my strategic priorities to make better decisions so I can lead and work more effectively?"

Visit Asia Bribiesca-Hedin's website to register for her free 5-day Bootcamp and to learn more aobut how to connect with Bridgewell Professional Services.

On Day Two, Dr. Victoria Garcia Wilburn, Occupational Therapy Professor at IUPUI, introduced us to the power of storytelling and what it means to tell your story authentically. She said, "The clearer I see

myself, the clearer I see the world." Visit the CWL Youtube Page to see videos of both Day One and Day Two of the Summit to listen to these powerful stories.

On Day Two, we were joined by Tissa Richards, whose mission is to create a legion of leaders with an unshakable sense of self. She is a keynote speaker, executive coach, and corporate facilitator who works with F1000 and hyperscale organizations, guiding them to create blueprints for individual and organizational success, develop high-performance cultures, and diversify c-suites and corporate boardrooms. As a repeat software founder and CEO, Tissa sits at the intersection of entrepreneurship, fundraising, and executive leadership. She has raised millions of dollars for her companies, won awards for innovation and products, and holds multiple patents for complex cybersecurity software. Tissa was thorough and challenged our audience in her talk titled " Stomp out Self-Doubt."

Tissa is so grateful for everyone who joined and as a thank you she is offering a 10% discount on her courses! Use the discount code FORBES10 when you visit Tissa's website to sign up for one of her courses!

CWL Updates and Platforms

Save the date for upcoming CWL events! We would love you to join us for professional development, marketing, and practical tips on becoming a better leader for your sphere of influence! Join our LinkedIn group to view the dates and themes for the remainder of 2022. Follow us for fun facts, statistics, speaker quotes, and news on women's leadership! Instagram | LinkedIn | Facebook | Youtube

IN CASE YOU MISSED IT

The weekly faculty communication digest provides a synopsis of critical faculty-focused news and events linking to the complete content on the CETL website. Visit the Faculty Communication Digest archive to view all the latest news and events.

CALL FOR SUBMISSIONS

We want to hear from you!

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

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

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

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

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

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Thank you!