

THE UAGC CHRONICLE

Winter 2022 Issue



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

LETTER FROM THE EDITOR	4
THE PROVOST’S CORNER.....	5
CLASSROOM MANAGEMENT.....	7
OER: GETTING STUDENTS LOW-TO NO-COST COURSE MATERIALS.....	7
IMPLICIT BIAS IN THE CLASSROOM: AVOIDING MICROAGGRESSIONS.....	9
BEING MINDFUL ABOUT THE WINTER (HOLIDAY) SEASON	14
BUILDING ACADEMIC COMMUNITY.....	16
ACADEMIC BIDS WITHIN A CULTURE OF CARE	16
AUTHENTIC HUMAN CONNECTION: COACHING WITH CARE TO PROMOTE STUDENT PERCEPTIONS OF BELONGING.....	19
FROM “PEOPLE LIKE ME” TO “MY PEOPLE”	22
FACULTY VOICES	24
NEW FACULTY	27
EVENTS AND PROFESSIONAL DEVELOPMENT NEWS.....	32
2022 UAGC COMMENCEMENT CEREMONIES	32
THOUGHT LEADER SUMMIT 2022 RECAP	35
IN CASE YOU MISSED IT.....	38
TRADITIONS, MEMORIES, KITSCHY DECORATIONS, AND SEASON’S GREETINGS FROM OUR UAGC FAMILY TO YOURS!	39
CALL FOR SUBMISSIONS.....	42
THE UAGC CHRONICLE STAFF.....	43
CONTRIBUTORS	44

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

This UAGC Chronicle issue focuses on topics pertaining to diversity, equity, inclusion, and belonging (DEI&B). It aims to continue building our understanding of the student experience, so that we can leverage it towards positive, cross-departmental collaboration to ensure the institution supports the whole student toward academic success.

In this issue, you will find several articles that tie topics related to DEI&B to a range of institutional issues – like our critical student goals; ensuring our students have access to learning materials; and reflecting on our own – perhaps ingrained – behaviors in order to maintain safe, engaging learning environments for *all* students. In the second installment of the recurring Provost's Corner, Dr. Sarah Steinberg discusses our university's goal of incorporating DEI&B into the curriculum to increase students' sense of belonging. Lead Instruction Librarian, Anna Uribe, offers an opportunity to support students' learning via Open Educational Resources. Dr. Newton Miller, Lead Faculty, and Paul Schultz, Faculty Development and Coaching Specialist, explore implicit bias in the classroom and avoiding microaggressions. We hope this issue brings further awareness to the diverse needs and goals of UAGC students and provides you with ideas for integrating critical DEI&B considerations into your teaching practices.

The UAGC Chronicle staff actively seeks contributions demonstrating engagement with and dedication to the UAGC mission. Future issues will focus on the academic and student support work that the University of Arizona Global Campus has identified in the institution’s critical goals.

Please share the Chronicle with your network! Our readership continues to increase with each issue. Learn more about the [publication schedule](#) and how to contribute to The UAGC Chronicle. We are always accepting submissions. Please send your ideas, suggestions, and questions to TheUAGCChronicle@uagc.edu.

THE PROVOST'S CORNER

Sarah B. Steinberg, Ed.D, Provost/Senior Vice President



To quote Louis Armstrong's wonderful song title: "*So little time (so much to do)*". In our entrepreneurial and innovative UAGC community, we rarely seem to take a pause, but the fall is an especially busy time in education. There are professional conferences to attend (major shout out to our recent Teaching & Learning Conference and Thought Leader Summit), papers to write, and projects to finish before the year ends. I am happy to say that I have a feeling of excitement every morning during this busy season, as I review my to-do and meeting lists and prep for the coming day, because UAGC is striving to achieve challenging and

wide-ranging goals that promise a significant, positive impact on our students' experience and on our satisfaction in serving them.

UAGC associate faculty, full-time faculty, staff, and students alike have contributed in various ways to institutional goal-setting – for example, by participating in communities of practice, self-reflection exercises, and the critical student goal survey that ran in early 2022. Your voices helped to set the institution's strategic direction by defining four critical student goals:

- Retain students during their first year of enrollment.
- Support completion of programs and educational goals driven by student-based timelines.
- Offer high-value credentials with marketable skills.
- Enhance students' economic return.

I aim to honor your contributions to these goals by offering transparency about how they factor into the performance expectations in every role at UAGC and by sharing how my personal goals serve them.

Full-time employees of UAGC are shifting to an annual performance review cycle that aligns to the academic year (i.e. July 1 – June 30). Therefore, full-time faculty and staff recently completed a goal-setting exercise. The process required two significant adjustments to our legacy goal-setting practices: 1) goals are cascading, which means that – for every role – at least one goal aligns to and/or supports a goal of the next-level leader; 2) everyone at UAGC is working toward a Diversity, Equity, and Inclusion (DEI)-related goal. These adjustments ensure that work at every level directly supports the institutional objectives listed above and that our efforts both stem from and help strengthen the UAGC Culture of Care.

My goals – which the goals of every full-time member of the Provost's Office roll up to – are:

- Contribute to an environment that is free of bullying and harassment.
- Increase retention rate to 50% by FY27. Increase retention rate by 2 points by the end of FY23.
- Evaluate program profitability.

- Explore and develop alternative revenue growth opportunities.
- Develop and begin to execute a plan for the second critical student goal – to support completion of programs and educational goals driven by student-based timelines.
- Assure compliance with regulatory and accrediting bodies.
- Present internally and externally on higher ed issues.

I am so pleased with the institution’s approach to goal-setting and with the addition of a shared DEI goal. These steps demonstrate our commitment to our mission and to our diverse students, faculty, and staff. They also are a vehicle for recognizing the progress we’re making every day, as everyone’s new goals are accompanied by timelines and measures of success.

As our work continues, I am dedicated to discussing updates with you and to integrating your experiences, research, and assessments of our progress into ongoing refinements of institutional strategy. Please take advantage of the many venues in which you can learn and share – including [the bi-weekly Town Halls](#), monthly [Provost’s Roundtable sessions](#), and [the monthly Faculty Community of Practice sessions](#). I look forward to joining together with each of you to put our goals into action and continuing to strive for the student serving excellence that defines UAGC.

CLASSROOM MANAGEMENT

OER: GETTING STUDENTS LOW-TO NO-COST COURSE MATERIALS

Anna Uribe, Lead Instruction Librarian, UAGC Library



Did you know student finances are the greatest impacting factor on why students fail to complete their degrees? A recent study by StraighterLine and UPCEA (University Professional and Continuing Education Association) found that 42% of the students surveyed who left college did so for financial reasons (StraighterLine, 2021).

To increase affordability and access to course materials, the UAGC Library has an affordable educational resource strategy to leverage library collections and Open Educational Resource (OER) materials. Along with their recent attendance at the 2022 Open Education Conference, the UAGC librarians have compiled the following report to share our initial exploration of the exciting possibilities and important considerations for embarking on the journey of bringing our students low-to no-cost course materials. When students have affordable course materials, they are less likely to leave a program. Therefore, our aim is to boost our shared critical goal to support completion of programs and educational goals driven by student-based timelines.

OER vs. Open Access

Many assume that OER and Open Access are the same. But these are different, and when searching for low-to no-cost course materials, there are a few things to consider about these differences.

Permissions or Restrictions are among the most important considerations so as to protect the university against copyright infringement and legal repercussions.

- OERs—These generally have a Creative Commons license which allows for free use of the resource that permits the 5 Rs:
 - Reuse
 - Revise
 - Remix
 - Redistribute
 - Retain
- Open Access—These resources are free to access on the world wide web. Copyright law allows linking to open access materials in a course. However, we cannot edit or house the materials.

The Purpose of each should also be considered in order to get the most appropriate type of resource for the level of knowledge on which you want to focus.

- OERs – These typically serve the purposes of teaching and learning. They are good for teaching foundational concepts, as they are likely to include a high-level survey of information.
- Open Access – These are typically scholarly articles and books published under an open license. They are good for in-depth, nuanced research.

The Format of these is another consideration, depending on your purpose as discussed above. Whether you are looking for a video to better engage students or an expert analysis of your subject area can impact which type of affordable resource you should look for:

- OERs – More formats available (videos, courses, assignments, texts, articles, etc.).
- OA – Usually scholarly articles and books only. These will require more in-depth reading.

Current State of OER

OER resources allow students to meet learning outcomes when chosen with thought and intention, but they can require effort from instructors or course developers. Given our current Culture of Care and goal of making education more accessible for all initiatives, the effort is worth the reward, and the UAGC Librarians can help.

- “...when students use OER, they obtain the same learning outcomes as with traditional textbooks while saving money; and ...both students and teachers find OER comparable to traditional learning resources in terms of quality” (Kiliçkaya & Kic-Drgas, 2021, p. 401).
- “Adopting OER may require significant effort from teachers who work alone and teach multiple classes” (Kiliçkaya & Kic-Drgas, 2021, p. 404).
- Additional tasks or effort required to implement OER may include developing knowledge of OER repositories, curating quality OER resources, editing OER materials for context or accessibility, and housing materials for access and maintenance. Creating new OER resources is a time commitment as well.

While saving students money is important, OER should only be used when its subject matter and format availability can successfully support the course learning outcomes.

- Subject availability: OER resources tend to cover general education subjects with limited availability of more specialized areas (Elder, 2019).
- Format availability: While textbooks may be available, items such as lesson plans or course lectures are less likely to be found through OER resources (Elder, 2019).

Locating OERs or Open Access Materials

The UAGC Librarians are well positioned to locate OERs or open access materials for UAGC courses. The UAGC Librarians can help to navigate tricky copyright issues, can use multiple platforms to find OERs, and can carefully evaluate for credibility to help faculty who are creating or revising courses.

- Library liaisons offer course resource curation to all faculty SMEs for all course developments.
- Teaching faculty may use library reference services if they have any OER questions or would like assistance searching for OER materials.
- Library liaisons track the open access resources within courses.
- Faculty can also curate their own open access materials with success as a result of the following enhancements that have been made to the UAGC Library:

- Unpaywall application programming interface (API) was integrated into Library OneSearch to link to Open Access versions of articles.
- Publications indexed by Unpaywall have been reviewed and curated by UAGC librarians to align with academic programs.
- Publications indexed by Unpaywall are limited to full text to provide an efficient search experience for users.
- While there is no tool to filter to OER or Open Access resources within the UAGC Library, database and publication limiters can be used to narrow down to known Open Access resources, such as the Directory of Open Access Journals.

If OER saves even one UAGC student from having to make the financial decision to drop a course or leave a program, any additional effort needed to curate such resources would be worth it. Understanding the distinct uses for OER and Open access can help in choosing the best materials to support learning outcomes. The UAGC librarians are continuing to build our institutional OER knowledge. We hope you join us, and we are here to support you in the effort to lighten the financial burden of course material for our students.

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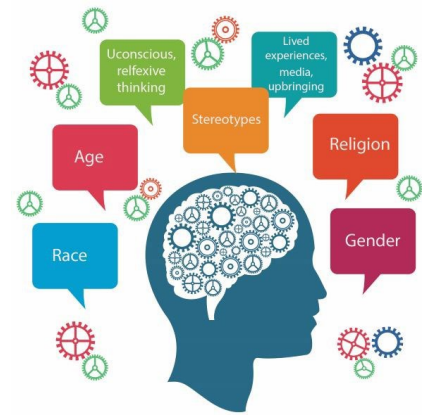
IMPLICIT BIAS IN THE CLASSROOM: AVOIDING MICROAGGRESSIONS

Dr. Newton Miller, Lead Faculty, Department of Education and Liberal Arts & Paul Schultz, Faculty Development & Coaching Specialist, Faculty Affairs



Let's face it: We all have biases. Some of us like strawberry ice cream and others butter pecan. We may love a sports team better than all other sports teams. We may feel more comfortable spending time with people who think like we do and even feel negatively toward people who do not think the way we do.

Having biases does not make you a bad person; it makes you human. It is how you allow those biases to drive your choices and define your character that really matters. Biases can be divided into two basic categories, explicit and implicit. *Explicit biases* are just that, overt and externally expressed and can be easier to address and guard against because we are aware of them. More importantly, some of our explicit biases, those leading to violence or insults, are considered to be morally or ethically wrong. Therefore, not only are they easier to identify, in many cases, society has built-in consequences that motivate individuals to silence and avoid being openly led by these biases.



However, just as we all have explicit biases, we also have *unconscious* or *implicit biases* that we are unaware of, attitudes, beliefs, or stereotypes that form automatically and unintentionally but still affect our understanding, actions, and decisions. As educators, it can be a huge problem when we carry our biases (explicit or implicit) into our instructional practices. They will influence the culture of our classrooms and how we interact with the students we serve. Realizing and counteracting implicit bias requires a deep and hard look at our own belief systems, values, and character. That level of self-reflection is bound to uncover some pain points that may be difficult to accept—but the investment will be well worth it. Unless we are consciously doing some work to intercept those learned norms and act differently, we may be unintentionally offending, hurting, and even damaging other individuals.

According to Dr. Chester Pierce (1974), there are three main types of implicit bias—also known as *microaggressions*—that we as educators should be aware of.

1. *Microassaults* - These are blatant, overt, and intentional attacks on individuals by those from different social groups. An example of a microassault is the yelling of a racial slur or the verbal or physical disrespect of an individual because of their gender.
2. *Microinsults* - These imply disrespect for a whole group of people. For example, when an instructor says to a student, “You write well and present yourself in a much more inviting way than most people with similar backgrounds as you.”
3. *Microinvalidations* - These occur when individuals subtly disregard and dismiss the experiences, thoughts, and feelings of people from different subgroups. For example, when an instructor in the class says, “I don't see color,” or a teacher intervenes when an individual has said or done something offensive by saying, “We know they didn't mean it that way.”

The roots of implicit bias can be traced to an individual’s early upbringing and rearing as a child. Microaggressions are not innate or instinctive behaviors: They are learned or behavioral-born, meaning they are the result of external stimuli that an individual was exposed to when they were vulnerable and trusting and therefore had no reason to resist or reject. According to [Erik Erickson’s eight stages of human development](#), it is not until we are nearly 12 years of age that we begin adopting our own identity (McLeod, 2018). In our early stages of development, we are very impressionable and

instinctively seek to please the individuals of authority in our lives. As these individuals teach, mentor, and serve as examples for us, their thoughts, ideas, beliefs, and tendencies flood our limbic systems and cerebral cortexes and develop into the cultural norms by which we operate. In other words, we become what we are taught.

Any microaggressions we have learned are now a part of our own deep-seated belief system. When our belief systems are opposed or upset, we can perceive this as jeopardizing our very survival and existence.

Changing any learned behavior is difficult, but microaggressions present a particular challenge. It is very difficult for an individual to act differently because their microaggressions are invisible to them. Prochaska and DiClemente (Castillo-Garayoa et al., 2019) developed what is called the *stages of change model*, which describes the stages an individual might undergo when changing any learned behavior. The five steps of that model are: precontemplation, contemplation, determination, action, and maintenance. For this article the first two phases are our focus. The first stage, precontemplation, is when the individual has no reason or desire to change. In fact, they react negatively when change is suggested.

Until an individual considers how abandoning microaggressions can improve their lives, that individual cannot move from precontemplation and into the second stage of change, contemplation. In contemplation, individuals submit themselves to what Dr. Newton Miller likes to call the H.O.W. (honest, open, and willing) Method (Miller & Miller, 2020).

They must first get *honest* about the foundation of their thoughts and feelings about people who are different than them and circumstances and situations that are outside of their norms. This level of honesty can uncover some ugly motives and patterns hiding in one's thinking. It can cause individuals to question childhood mentors, role models, and family members.

Individuals must also be *open* to suggestions, advice, and new information. One of the purposes of microaggressions is to help individuals protect themselves. Therefore, unless individuals are intentional, a reflexive resistance to being *open* will prevail.

Finally, individuals must be *willing* to get uncomfortable and do the work to activate the new ideas, advice, and suggestions to which they were exposed. This requires courage, discipline, and consistency. If those values have never been exercised, it will be very difficult to employ them without assistance from a trusted accountability partner.

Although the three types of microaggressions are not typically overt and meant to be personal attacks on individuals, they should not be tolerated. Consider John's journey as he manages his own microaggressive tendencies.

John was raised in an affluent suburban community and has extensive experience as an educator at a large research-based university. He recently made a career move to serve at an open enrollment, online university where the focus is teaching and learning and not necessarily research. Instantly he notices a

vast difference in the cultural norms between the two universities. At his new institution, the faculty extends a much higher level of support, accommodation, and differentiation to their students, and the student-serving systems include much more communication, availability, and intentional assistance. He thinks this is overkill and promotes dependability, not responsibility. Additionally, the students at his new university seem to have gaps in their fundamental academic skill sets.

John has been told by several students and some of his colleagues that his demeanor is condescending and dismissive. John had good intentions when he took this new position. He believed his experience would help improve the rigor of the academic content and reputation of the university. Thus, these comments were hurtful and as a result, John is wondering if he did the right thing by coming to work at this university.

In an effort to change, John takes the following four steps, which we educators can also adopt to better identify, acknowledge, and manage tendencies toward microaggressions.

Step 1: Be aware that you are committing microaggressions.

John consults a trusted mentor, who reminds him that if he has heard these comments more than once, it's worth investigating their validity. John remembers asking an African American colleague why one of his African American students was seemingly resistant to feedback and efforts to communicate. John recalls starting off by saying, "I'm sure you'll understand why this student is doing these things, more than I ever will be able to." He realizes he committed a microinsult when he assumed his Black colleague would understand the student more because they were both Black, implying that all Black people's experiences are the same.

Step 2: Identify the triggers that cause you to commit microaggressions by considering the conditions that exist when you tend to operate in that microaggression (what do you see, hear, think).

In further meetings with his trusted mentor, John begins to list the conditions that encourage his microaggressive tendencies and behaviors. He realizes that whenever students seem to place something over their studies, whether it be appointments, family loyalties, or the demands of the workplace, he assumes those students do not value the importance and power of education. He also realized that he usually assumed this about students of color, English language learners, and those from socioeconomically challenging backgrounds. It takes several meetings with his mentor for John to be honest enough to develop a comprehensive list, as this exercise forces him to view himself in a different light.

Step 3: Slow yourself down before reacting.

John is grading papers when he comes across the sentence, "It's a poor frog that can't praise his own pond." His initial reaction is to remind his student not to use colloquialisms. However, he remembers that his student is from an impoverished rural area and that this sort of student background has caused John to commit microaggressions in the past. John and his mentor had discussed John slowing himself down when he encountered a trigger, and John literally pauses his grading, takes deep, slow breaths, and evaluates what is going on around him. He realizes that he would be engaging in a microinvalidation

that devalues a student's cultural capital and customs by criticizing a single colloquialism, especially when the paper is about the importance of positive self-esteem and self-image.

Step 4: Do something differently than you would have done in the past.

Now, having the mindfulness to respond to the situation with more compassion and understanding, John tells his student that he loves how they personalized their work using language and phrases that are indigenous to their perspective and cultural experiences, but that some may not be familiar with the phrase's meaning. He suggests that the student insert some text before or after the colloquialism that gives context to its meaning, so that all readers can understand and benefit fully from the message.

At UAGC, we serve a diverse population of students. In today's 21st century online classroom, we must develop a level of *cultural intelligence*—the awareness of the differences that exist in this setting and how our reaction to that cultural diaspora affects the students we serve. We submit that you would be hard pressed to find an educator, these authors included, whose cultural responsiveness was not influenced by implicit bias. Achieving that level of cultural intelligence requires transparency and vulnerability, two qualities that may not come easily and are never without some degree of personal cost.

The challenge is on the table to start today by understanding our own implicit biases and working to eradicate any microaggressions in the classroom. This is courageous and difficult work that requires consistency and dedication. However, this work is necessary in order to truly be an educator that celebrates diversity and builds equitable systems that are inclusive of all students. It is simply one more way we commit ourselves, as faculty and staff, to upholding the ideals of our Culture of Care and remove barriers to ensure all members of our UAGC community feel safe and supported and have equitable access to mastery and program completion.

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BEING MINDFUL ABOUT THE WINTER (HOLIDAY) SEASON

Lupita Lance, Lead Student Advocate, Student Affairs

The winter or holiday season is often presented as a time of joy, special family gatherings, and community connections. But it is also a time of additional pressure for many of our students, faculty, and staff. You might notice students not updating their attendance or not submitting assignments on time. They might reach out more frequently or not communicate at all. I want to encourage us to be mindful of out how this season can be different or difficult for many of our community members and be aware of some resources available to students, faculty, and staff.



Here are a few things to keep in mind as you care for the UAGC community and beyond.

- *Increased expenses* – This time of year often comes with additional financial costs, whether they are related to gifts, holiday travel, potlucks, or other social events. This can bring up a lot of different feelings and financial stress when there is limited income and families are living paycheck to paycheck. Some may try to increase their income by picking up seasonal jobs, teaching an extra class, or working extra shifts, and often, these efforts can impact time left for family, friends, and self. Be gentle with yourself and others when it comes to deadlines, as this is not necessarily about bad time management.
- *Family dynamics and loneliness* – The social component of the season can underscore the lack of family support, connection, and safe spaces. Some may feel pressure to attend family gatherings but not want or be able to due to work schedules, limited income, or fractured family ties. Some may feel homesick and lonely in not being able to be with loved ones—including those impacted by the recent hurricanes and severe weather. Some have lost their homes, which may have been the place for family gatherings. With the ongoing political changes, keep in mind that some may not feel like they fit in this world or feel more alone during this time of supposed closeness and kindness. As faculty and staff, we may hear more disclosures about suicidal ideation or self-harm during this season. Always acknowledge and thank someone for sharing and know that you don't have to have all the answers. Often, your listening ear is all someone needs in the moment!
- *Grief, loss, and anniversary of trauma* – This time of the year can be more difficult for someone who has experienced the loss of a loved one, including family separation, divorce, or other types of changes, or someone approaching the anniversary of a death, crisis, or trauma. Many have gone through a full life change during the pandemic and are still adapting or trying to figure things out. We must remember that grief looks different for each person; there is no timeframe for someone to navigate a loss, and not everyone has access to support and resources. Empathy

is the best tool to support someone going through this process. Sometimes just sitting with the person in their grief so they don't feel alone might be all the support they need.

- *Health conditions* – This includes physical and mental health. Some medical conditions, such as arthritis, asthma, and other respiratory illnesses, are exacerbated by the cold weather. Many of the circumstances mentioned earlier can worsen depression and anxiety. Crowded spaces, malls, music, social events, and so on can make it more difficult to manage a medical condition. It can be just as stressful to try to avoid this time of the year as it is to participate in any celebrations.
- *Marginalized religions, identities, and affiliations* – Not everyone celebrates the same holidays. Some may struggle with certain phrases, including “Happy Thanksgiving” and “Merry Christmas.” If you are unsure what to say, simply say, “have a good time off”, “we are closed in observance of these days,” or “enjoy your winter break.” Ask directly if someone celebrates any holidays around this time of the year and go from there. This way, you are being inclusive and inviting everyone to feel comfortable sharing about their holiday celebrations.

Pay close attention to what students are asking for when they reach out to you. A student might send a short email and share that they haven't had a chance to get into the classroom due to some of the circumstances described earlier. Rather than making assumptions about what a student might need and offering solutions, empower them by asking how you can be of support. This helps normalize asking for help and will help a student avoid feeling judged for doing so.

You can also consider referring students to 2-1-1. 2-1-1 connects individuals to a community resource specialist in their area who can help them find local services and resources, such as supplemental food and nutrition programs, shelter and housing options and utility assistance, emergency information and disaster relief, employment and education services, health care, support groups, etc. They can dial 2-1-1 or 404-614-1000 for personal assistance available 24 hours a day, 7 days a week, or go to <http://www.211.org/>.

Finally, take time to check on how you, yourself, are doing! What do you need during this time to help you feel supported and connected? Here are some ideas on how to take care of yourself as we come to the end of the year.

- Try to be intentional about dedicating time to you and what you need. Need family time? Attend a family gathering. Need time with yourself? Give yourself permission to say no to an invitation and schedule that time for you!
- Stay away from work during your days off. Don't overbook yourself and try to disconnect from work to enjoy the time off.
- Go outside. Fresh air and open space can help us connect with ourselves and help our bodies and minds relax and recharge.

- Reach out for support. Connect with family or friends and ask for help if you are feeling overwhelmed during this time. Also, be sure to contact your Lead Faculty or Faculty Support Consultant to share experiences, needs, or to ask for support.

Thank you for your continued support to the community and one another!

BUILDING ACADEMIC COMMUNITY

ACADEMIC BIDS WITHIN A CULTURE OF CARE

Jennifer Robinson, Lead Faculty, Academic Engagement Center



Students send us many emails with varying degrees of sharing about their lives and circumstances. While an abundance of emails can feel overwhelming, consider how these emails can be reframed into bids for attention. The Gottman Institute researches marriage and life-partner relationships, and they share a concept in relationships called *bids* (Brittle, n.d.). Bids are nuanced behaviors that attempt to seek attention or care from relationship partners. While reflecting on bids in partnering relationships, a din kept spinning in my mind about how students bid for attention or care in our faculty-student relationships.

The Importance of Academic Bids

Supporting student success in our courses includes being on the lookout for bids, or *academic bids*. These nuanced behaviors draw faculty into being attentive to non-course-related needs but happen within the context of an academic environment in our courses. Being a faculty member establishes an immediate instructor-student relationship; however, our adult students sometimes need care beyond course objectives. Those emails about suddenly being homeless, struggling with short-term memory, or lamenting about sick kids are akin to bids for attention or bids for care. In our case, *academic bids* are for understanding a students' situation, how it impacts their academics, and possibly for action through linking students with one of the many UAGC resources. Miller and Mills (2019) state that caring should be a core of teaching and that a caring attitude breeds relatability and approachability through empathetic feedback. When faculty are seen as caring people through responding or attending to *academic bids*, students want to persist (Buskirk-Cohen & Plants, 2019; Waghid, 2019; Zumbrunn, et. al., 2014). Therefore, seeing students' confessions or sharing of out-of-course struggles as *academic bids* can help us reframe these behaviors into bids that strongly tie us to a Culture of Care.

Within the Culture of Care and attending to academic bids, the goal is not to add to a faculty workload or to broaden emotional boundaries to a place that is unhealthy (Varallo, 2008), but rather to consider what types of academic bids are typical for your students in the courses you teach. First-year students' academic bids might vary from those in 400-level courses or graduate programs. While considering the

common academic bids in your course, what non-assignment-related feedback do you provide that is successful? What feedback has been less successful? What support do you need from your faculty lead or leadership? While on the lookout for academic bids, consider the many resources available at UAGC to support students' academic bids. When students reach out to you for an academic bid, they seek some level of care, even if their words do not convey that.

What to do With Academic Bids

So, what do you do with those academic bids for attention that are not necessarily course-related? What steps do you take to engage in andragogy through a culture of care that includes attending to academic bids? There are a few strategies that can support you in those moments when students are sending academic bids your way. To start with, bookmark essential UAGC resources such as [Access and Wellness](#), the [Online Care Report](#), and [National Help Lines and Hotlines \(scroll down to Help Lines/Hotlines\)](#). Second, if the academic bid concerns a complaint, refer them to the [Student Dispute Resolution Center](#). Understanding the vast array of resources available at UAGC can provide support with academic bids by moving situations to those who can best provide support. While a faculty member may not be able to solve a specific issue, the academic bid has been addressed with care by connecting students to the people who can switch to problem-solving with the student. This allows the faculty-student relationship to return to pedagogical caring (Miller & Mills, 2019; Pranjic, 2021) through course-objective based feedback.

Finally, as courses begin, consider exporting and downloading a spreadsheet from the Canvas grade book. By taking notes about students as you read their introductions, you can anticipate academic bids or reach out before a bid is needed. If a student shares in their introductory post that they are military, we can prepare for academic bids related to deployment or temporary duty assignments. Suppose a student shares that they were in a car accident recently. In that case, we can prepare for academic bids related to short-term memory, headaches, or other issues related to such an event. We can also preempt academic bids by reaching out to students and establishing communication. Cooper and Minness (2014), Finn et. al. (2009), and Tosolt (2010) would say that faculty who preempt communication to welcome academic bids are shaping student engagement, instructor credibility, and positively impacting student performance.

Faculty can support students through a Culture of Care by attending to academic bids. Academic bids for attention and care within a faculty-student relationship are not meant to increase workload (Varallo, 2008), but act as transition points to lead students to the myriad of supports UAGC offers to support students through out-of-course events that impact their studies. Consider your own plan to respond to academic bids from your students within a Culture of Care.

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AUTHENTIC HUMAN CONNECTION:

COACHING WITH CARE TO PROMOTE STUDENT PERCEPTIONS OF BELONGING

Bill Davis, Lead Faculty, Department of Organizational Studies & Sarah Korpi, Diversity, Equity, and Inclusion Director, Division of Continuing Studies, University of Wisconsin, Madison



Diversity, Equity, and Inclusion (DEI) are topics that have rightfully been at the forefront of scholarship and conversation in Higher Education in recent years (See, for example, Timmis, Yee, & Bent 2016; Thomas, 2018; Adejumo, 2021). While many educators are likely familiar with the nuances of DEI as well as the importance of DEI efforts in higher education to prepare students for future careers in a global economy, recently more attention has turned to

student belonging - the feeling of connectedness to the university and acceptance by peers, faculty, and staff. In a recent Forbes article, Tracy Brower stresses the importance of feeling “unity and a common sense of character with and among members of your group” (2021). Brower suggests that intentionally embracing groups, being authentic, and signaling acceptance will help with creating a sense of belonging with and among others. In this article, we will provide practical tips and suggestions of how to incorporate intentionality in these three areas into your online classroom.

Embrace Groups Intentionally

The first and most important group that will exist in your online classroom consists of your students themselves. Therefore, spending time promoting a sense of belonging to your class is time well invested. Taking time with each new cohort helping your students get to know each other and their goals in taking your class will promote a sense of belonging among the students. Identifying common goals and motivations among your students that you can tie into your lectures and assessments will further promote feelings of belonging to the large class group, even if that common goal is fulfilling a general education requirement.

It is also useful to identify subgroups or teams for students in your class. Subgroups may be study groups, project teams, or social groups. You can help your students connect with others who have similar stories, situations, or motivations, and promote their subgroup engagement through class discussions, suggestions for study groups, or assessments that are to be completed as a team. Strategically providing subgroup members time in class to connect, collaborate, and bring a meaningful contribution back to the entire class not only promotes students' feelings of belonging to their subgroup but also their feelings of belonging to the class, especially when you as the instructor express the value of their contributions.

Finally, help connect your students to groups or clubs that are related to the content of the class but operate outside the class. You may hold 1:1 or small group coaching sessions on how to get engaged with clubs, interest groups, [Facebook groups](#), and national or international associations. Discuss with

your students the importance of networking, making positive connections, and collaborating with others interested in the same topics. This demonstrates to your students that you have an awareness of their goals and needs and that you are committed to them and their success. We have found over the years that engaging in a club or group outside class that was recommended by the class instructor can help students feel more connected to the class itself. UAGC students may consider joining a [UAGC Connect Student Club](#) that relates to the knowledge they are seeking.

Be Intentionally Authentic

Authenticity is closely tied to trust. Instructors who are passionate, purposeful, dedicated and committed to providing their students with a meaningful and gratifying learning experience, can work to develop an authentic and genuine leadership style in their classrooms. They can work to lead with care, empathy, and compassion in their classrooms. According to the Center for Creative Leadership, “Authenticity is the healthy alignment between internal values and beliefs and external behavior” (Staff). Instructors who truly value their students and have a mindset to lead with care, empathy, and compassion, can develop and hone their authentic leadership skills for the classroom.

Authenticity, showing up as your true self, can feel risky for instructors. There are power dynamics that must be taken into account in the classroom setting. In addition, some instructors do not wish to distract from the content of the course with details of their personal lives. Still, others may be concerned that their authentic selves may be off-putting to learners. Being an authentic instructor shouldn't be confused with being inappropriate. Being authentic means showing up as who you are in each moment. It doesn't mean that instructors must share details about their personal lives or engage with their students as a peer would. It doesn't mean that instructors must always be warm and friendly when their personality is more formal. It does mean that instructors honor their position, acknowledge the power they hold in that position, and act in accordance with their values.

Authentic instructors don't pretend to be someone they are not and do engage with their learners in ways that feel authentic and genuine to the instructor. Often, there is some unlearning required of instructors who wish to show up authentically for their students. There are pop-culture depictions of what an instructor “should be” that instructors must name and dismiss. And there is the hard work of personal exploration and personal identification to be done. The intentionality of authenticity comes into play when instructors are aware at the moment of instruction which choices they have and are aware of making choices about how they show up and how they engage with their learners in ways that promote authenticity.

Intentionally Signaling Acceptance

Instructors can signal acceptance of their students by asking questions, listening, and focusing on what their students have to say. We recommend starting each synchronous class session, live office hour, or small group gathering with a check-in activity. Depending on the size of your group, you might ask people to unmute and speak, share how they are doing on a white board or in the chat, or put learners into small groups to check-in. For asynchronous classes, you might have a module discussion board

where students can share their thoughts or past experiences with the topic. If all students are working on the same module in the same week, then you can ask them in the discussion board to share what they did the past weekend, what they enjoy about this time of year, etc. Regardless of modality, you might even have students contribute to a word cloud that you can share with the group as a whole. An activity that demonstrates to your students that you care about them as learners and individuals at the start of the class, session, unit, or module is a signal of acceptance. You aren't expecting them to begin in a good headspace, you are asking and inviting them to share how they are doing. When you demonstrate your listening or reading attention by highlighting some of the answers, you are intentionally signaling acceptance.

The types of questions an instructor asks throughout class is also an important marker for acceptance. We recommend asking students "what do you think" style questions or asking them to reflect on case studies. This indicates to students that you care about them and what they think, and these kinds of questions provide you with the opportunity to listen and focus on the student's contributions, two of the important signals of acceptance.

Lead and Coach with Care:

The ways to promote students' feelings of belonging highlighted in this piece are strategies used by those who lead and coach with care. When faculty listen to and observe students' passions and purpose, they are best able to help coach and motivate their students. Recognizing any real or perceived apprehensions students may have will aid instructors in coaching them through the class. Coaching students with care and helping them eliminate any roadblocks to success demonstrates to students that they belong, that they are accepted, and that their instructor authentically cares for them and their success. As you coach, in addition to the tips above, these tips from Project Manager (2016) may be useful:

Coaching Leaders unlock potential and coach with questions. Asking three specific questions in a specific order is a tried and true strategy;

"What is the goal?"

"What are you trying to achieve?"

"How can you get there?"

Coaching with care also means providing positive encouragement to your students. Be positive, immediate, and reliable. The impact will be building trust and demonstrating to students that you care. Coaching with care demonstrates to your students that they belong. It promotes feelings of connectedness to the university and demonstrates acceptance by faculty - you!

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FROM “PEOPLE LIKE ME” TO “MY PEOPLE”

Joan Burkhardt, Core Faculty, Academic Engagement Center



For many years, I struggled with "Imposter Syndrome" – or so I was diagnosed by colleagues and friends when I first earned my doctoral degree. Apparently, "it's a common thing among high-achieving women." I kept waiting to say something, do something, act some way, and tip someone off. I was acting a part. “People like me” didn’t belong where they were. I wondered why I was offered a "seat at the table" in higher education – a place I had spent my adult life esteeming – where I would work when I "finally made it."

I did the work and had the skills but lacked confidence. "The Academy" was my touchstone – almost mythical in its eminence. I was not worthy.

Fortunately, this struggle and doubt were internal, and I consistently exceeded expectations; unfortunately, this struggle and doubt were internal, and I became increasingly anxious about the day I

would reveal myself. Over time, this eroded my physical and mental health and, one day, driving to campus on the highway, five very busy lanes merged into three. My self-reveal was immediate and incendiary. My chest, the shaking, the heat, the fading in and out. I pulled over before losing consciousness, but it was one of the scariest experiences of my life. I sought treatment for what was soon diagnosed as a severe anxiety disorder. I had upgraded – downgraded? – from one affliction to another.

Through the process of counsel, medication, fellowship, and lots of research, I am better today. These experiences have had a tremendous impact on how I work within my teaching and learning communities. I deeply empathize with adult learners and professionals with busy, complicated lives. I am committed to meeting them wherever they are, including them in the conversation with whatever they can bring to the table at that moment in time or season of life. I foster an environment of openness, challenge, and support. I share this story to embrace my challenges, successes, and feelings of "otherness," to empower the women I reach by shifting their mindset away from viewing uncertainty as incompetence, humility as weakness, and arrogance as leadership.

I also share this to spark a conversation about the characterization of "Imposter Syndrome" – which, by today's standards, was coined using flawed research methods. The data collection process used to identify this "syndrome" was biased; participants included little or no representation of different professions, socioeconomic statuses, genders, or women of color. The diagnosis – a problematic term itself – places blame on the individual, "without accounting for the historical and cultural contexts that are foundational to how it manifests in both women of color and white women. Imposter syndrome directs our view toward fixing women at work instead of fixing the places where women work" (Tulshyuan & Burey, 2021, para. 8). I own my role in my experiences and strive to foster a collegial, supportive teaching and learning community that values the whole person. I now understand that my detachment from the Academy and sense of "other" and "unfit" was not just a "me" problem. It is indicative of a system that equates a woman seeking mentorship or asking questions with incompetence. As Tulshyuan and Burey (2021) note, confidence does not equal competence.

I was never "afflicted," never "suffered from," and did not need to be fixed. Well, not entirely. I suppose we can all be more mindful of our own health and wellness. The thing is, working on myself without considering the role of my environment is like putting a healthy fish into dirty water and wondering why it withers. My priority is to shift the discussion toward women identifying ways to address a biased culture of leadership in our workplaces.

I joined UAGC's Academic Engagement Center family exactly a year ago. I wrote this piece as a reflection on my first year here, and what started as a simple list became...more. For the first time in my professional life, I know that I am and have always been a healthy fish, but now I know how it feels to live in clean water. I *belong*. I am valued as a competent professional and, importantly, it's a fun place to work and be. It just *feels* right. I no longer filter parts of my personality or identity to suit my workplace persona. Sands (2019) argues, "For all our talk of diversity and inclusion (D&I), we often fail to recognize that just because someone is *included* in our organization, certainly doesn't mean they feel they *belong*"

(para. 6). They describe belonging as, “a fundamental human need...a feeling that every human is wired to want” (para. 8) and that not feeling like one belongs is exhausting, smothering, and counter to productivity and innovation.

Remembering my critical incident on the highway is what triggered the intense feeling of psychological safety I feel as I write this. Sharing my story here is a risk – but it is one I have no fear of taking. Share your story. Take your risk. Together, we rise.

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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](#).

Maria Ashton-Stebbing | Department of Education and Liberal Arts

Received an Instructional Design Certificate

This graduate-level schedule of four courses covers setting objectives, aligning goals, project management, and working with subject matter experts in professional settings. These courses help to hone one's understanding of topics such as universal design, accessibility, and creating effective assessments.

Cindy Terebush | Department of Education and Liberal Arts

Received a certificate in Early Education Leadership from the Harvard Graduate School of Education, Zaentz Early Education Initiative

The Certificate in Early Education Leadership requires the completion of 18 months of study and coursework participation. The certificate supports leadership skills, including leading/teaching adults, leading effective teams, leveraging diversity, and supporting a psychologically safe environment in educational settings.

Claudia McCann | Department of Behavioral Sciences

Presented on HIV and Aging to Medical Case Managers working with HIV-positive individuals.

In addition to my role at UAGC, I am also a Medical Case Manager, working with HIV-positive individuals. I have been in the healthcare and human services field for 23 years.

Cinda Lillibridge | Department of Behavioral Sciences

Awarded Deputy of the Quarter by taking on the assignment of creating a Law Enforcement Academy with Wilton Simpson Technical College. The task required Academy Director Lillibridge to spend countless hours of research and planning to accomplish the goal in 6 months. Simpson Technical Law Enforcement Academy was recommended for approval from the Florida Department of Law Enforcement to the Criminal Justice Standards and Training Commission of Florida. The Academy was the second academy in 15 years to receive approval in the State of Florida. Simpson Technical College Criminal Justice Academy graduated the first class of recruits in September and is currently educating Class 2.

Jennifer Robinson | Academic Engagement Center

Presented at ADEIL and received a Research Award Honorable Mention

This research award supports the importance of understanding how required Live Learning (synchronous learning) impacts students. This project analyzed information written by students about Live Learning. This research was conducted by a team of three full-time faculty and three Associate Faculty who teach GEN103 and are heavily invested in student success, they include Jennifer Robinson, Tanya Mooney, Stacy Manning, Diane Hilbrink, Cathlene Dollar, and Benjamin Sorenson.

Tanya Scherr | Department of Health Sciences

Co-Published an article in the Domestic Preparedness Journal - Nuclear Threats Against the Homeland: Impact and Preparation. Learn more [here](#).

Dr. Tanya M. Scherr holds a Ph.D. in Public Policy and Administration with a healthcare emergency preparedness focus. She is an associate professor in Healthcare Administration for the University of Arizona Global Campus and has over 28 years of healthcare experience. Along with being a Certified Fraud Examiner since 2011, she is also a former firefighter-emergency medical technician and is still actively licensed in several states. In addition, she has held several executive and board of director positions for community nonprofits that focus on the arts, women's equality, and domestic violence and sexual assault.

Felix Lao | Department of Professional Studies

Webinar Resource Speaker on the topic: Pharmaceutical Marketing in the "New Normal" and Business Not as Usual

Instructor Lao was a resource speaker for two consecutive days in a Webinar via Zoom on the topic: Pharmaceutical Marketing in the "New Normal" and Business Not as Usual; the 77 Participants included (Pharmacists) and Organizer: ACE RX Learning Specialists. 14 CPD Units/Participant granted by the Professional Regulations Commission (Continuing Professional Development Council). Among others the webinar topics include the following: Best Practices at CVS Pharmacy and Walgreens Pharmacy; Managing Change in an Era and Environments of Discontinuities Disruptions & Disconnections; Keeping Current & Loyal Customers for Life; Survival Strategies in the "New Normal" and Business not as Usual;

Pharmaceutical Digital Marketing and more. 14 professional development units were granted by the Professional Regulations Commission (Continuing Professional Development Council). Additional topics included the following: Best Practices at CVS Pharmacy and Walgreens Pharmacy; Managing Change in an Era and Environments of Discontinuities Disruptions & Disconnections; Keeping Current & Loyal Customers for Life; Survival Strategies in the "New Normal" and Business not as Usual; Pharmaceutical Digital Marketing and more.

Debbie Stout | Department of Behavioral Sciences

Dr. Debbie Stout was interviewed for the Observing Fullerton podcast series this week. She spoke about her work at 2 Universities (including UAGC), work with The Fullerton Collaborative, and her psychology practice, Doctors Nonprofit Consulting.

Daria LaFave | Department of Education and Liberal Arts

Funded by the University Fellows Program, Cheri Ketchum, Chelsey Yeats, & Daria LaFave presented their research on student preferences for different types of classroom engagement in virtual classes at the Asheville, NC. Lilly Conference.

Joan Burkhardt | Academic Engagement Center

Published chapter in peer-reviewed, edited book and served as peer-reviewer for chapter proposals. <https://www.igi-global.com/book/women-community-leaders-their-impact/282683>.

Burkhardt, J. (2022). *Sheryl WuDunn shakes the world*. In P. Goodman Hayward, S. Rehman, & Z. Yan (Eds.), *Women community leaders and their impact as global changemakers*. IGI Global. DOI: 10.4018/978-1-6684-2490-2

Madlyn Bonimy | Department of Behavioral Sciences

Published a chapter in the book, *Contemporary Issues Within Caribbean Economies*. The chapter title is, *The Role of the Bahamas government in tourism*.

Mary Hoke | Department of Behavioral Sciences

Collaborated on a textbook which was published in March 2022.

Alexander, T., Hoke, M., Barrett, K., & Chandler, T. (2022). *Chapter 1: Trauma, PTSD, Substance use, and neuroscience* (pp. 3-16). Chandler, T., Hoke, M., Matthews, T., & Reyes-Fournier, E. *Chapter 15: Biological approaches: Pharmacotherapy, MAT, orthomolecular psychiatry and nutrition* (pp. 196-209). Chandler, Tricia, L., Dombrowski, Fredrick, & Matthews, Tara, G. (Eds.) in *Co-occurring mental illness and substance use disorders: Evidence-based integrative treatment and multicultural application*. Routledge.

NEW FACULTY

John Opincar | Department of Professional Studies

Hello, my name is John Opincar and I am a new faculty member in the Forbes School of Business and Technology. I am a senior executive, consultant, professor, and board member with multiple decades of success across the manufacturing, higher education, oil & gas, energy, technology, professional services, and financial industries. My areas of expertise include audit committees, corporate governance (including ESG), business ethics, business development, strategic planning, financial reporting and analysis, M&A, and organizational culture.



I have held managerial and leadership positions at large organizations such as Ford Motor Company, PricewaterhouseCoopers, and Deloitte Touche and startups such as FreezDry Corporation and Iron Computer. As Chairman & CEO of Boardroom Partners, Inc., since 2013, I have led this executive-level consultancy specializing in enterprise risk management mitigation through organizational cultural transformation.

I have served as an Associate Faculty Member with the University of Phoenix and have taught at Belhaven University and Our Lady of the Lake University. In addition, I worked as CEO of two high-tech startups, as CFO of an NYSE energy company, as Managing Director of an international software consortium, and as a Senior Big 4 Auditor and Consultant.

I hold a Bachelor of Science in Accounting from the University of Detroit Mercy, an MBA in Accounting from Michigan State University, and a Doctor of Management in Organizational Leadership from the University of Phoenix. My dissertation topic was *Exploring Ethical Intelligence Through Ancient Wisdom and the Lived Experiences of Senior Business Leaders*. I have served in numerous boards of director positions, including three times as Board Chairman. I am a Certified Public Accountant and a Certified John Maxwell leadership Coach, Trainer, and Speaker, and have authored four books on ethical intelligence, organizational culture, and c-suite leadership.

Rebecca Lingley | Department of Advanced Management Studies



Hello! My name is Becca Lingley, and I'm so excited to be a part of the UAGC community serving in the Forbes School of Business and Technology. I earned my MBA through Liberty University and my Doctor of Business Administration through Northcentral University. I love teaching online learners and have done so for the past 15 years. As a practitioner, I enjoy helping startups and small businesses with finance, operations, and marketing research through my consultancy. I have had the opportunity to work in a leadership capacity for several software startups and small businesses. I have also participated as a co-founder both for Fuse SPC, a coworking and accelerator space in Eastern

Washington, and a practice management software company. It is a joy to work with diverse online learners who bring interesting perspectives. My husband, Kyle, and I live in Mississippi with our dog, Cabela. Outside of work, I enjoy a good book and am attempting to become better at golf. I am honored to be a part of UAGC and look forward to working with my new colleagues.

Margaret Gunnion | Department of Advanced Management Studies



Hello, I am Margaret Gunnion and I am joining the UAGC faculty in the Forbes School of Business and Technology. I have been involved in many areas of software development for the past fifteen years, specializing in project management. I have experience in software quality assurance, business analysis, project management, and implementation of large-scale technology projects in financial institutions. In the early years of my professional career, I taught computer science in educational institutions.

I received a Bachelor of Science in Business Administration and Management and an MBA in Business Administration from Brenau University. I am a certified Project Management Professional (PMP), SAFe Advanced Scrum Master, and SAFe Product Owner-Product Manager.

I live in Manhattan, New York. I love gardening, cooking, traveling, and listening to all types of music whenever I have the time. I stay in touch with family members who are spread out far and wide in different parts of the world. Whenever there is an opportunity to step out with my immediate family, we go out to dine or to parks. I also spend time daily with our pet Toothless. A four-year-old Bombay cat, he is a rescue from the Humane Society; we adopted him from Petsmart four years ago.

I am the mother of two boys and a girl, and grandmother to a 1yr old. My husband and I are passionate about technology and the positive impact that it brings to our lives with proper implementation. I am passionate about helping students of any age with their education and strongly believe that education can be achieved in different forms and should be at the disposal of anyone who is willing to learn and grow. Learning not only provides knowledge but an improved quality of life and economic well-being.

Robert Dufour | Department of Advanced Management Studies



Hello, I am Robert Dufour. I have an unusual academic history - with areas of study including psychology, finance, testing, and statistics. I didn't think I could use all those skills together in a single job -- until I discovered how they all are critical elements in marketing.

I have used my marketing skills all over the world - North and South America, the Middle East, Europe, and Asia (still awaiting an opportunity in Africa!) I endeavor to help my students better understand the world of global marketing that I have come to love and enjoy. I have been the CEO of two companies - one was in the loyalty space and was recently purchased by JP Morgan (cxLoyalty), and another was in the global marketing space owned by Allianz SE (Fusion Company). I was also the Chief Marketing Officer of a specialty insurance company - Markel Corporation. I love new ideas and finding new ways to enhance the user experience. I have two patents - one granted globally and another working its way through the USPTO process. Both are related to digital marketing and sales messaging optimization. I have a Bachelor of Science in Business and Psychology, *summa cum laude*, from Western Michigan University. I have a Master of Science in Finance from Virginia Commonwealth University where I was awarded the Dean's Scholar Award as the top student in my class. I completed all but my doctoral dissertation from the University of Tennessee Knoxville where I focused on testing and statistics – also teaching an introductory statistics class to business students.

I am a devoted husband, father, and brother. I have four amazing children and I live in Charlotte NC. I am currently engaged in bringing a new startup to the market. I also do some consulting work, and I have been actively engaged as an adult mentor for people starting businesses with SCORE - a Small Business Association mentoring program.

Lauren DeLong | Department of Organizational Studies

My name is Lauren DeLong, and I am thrilled to be a new associate faculty member at UAGC! I teach in the Bachelor of Arts in Sports and Recreation Management program in the Forbes School of Business and Technology, and you will find me teaching SRM 300, SRM 311, and SRM 401. I majored in Psychology at Dartmouth College in Hanover, NH, and received my MBA in entrepreneurship from Babson College in Wellesley, MA. High-tech marketing and sales were my focus for a few decades in various startups in the 3D rendering and private online community industries. I've spent the last ten years building the business I founded, which manufactures walking poles, axillary crutches, and forearm crutches, selling directly to consumers through online distribution channels. I'm currently in the doctoral program at UAGC with a concentration in Sport and Performance Psychology. My teaching philosophy, whether online or in-person, is student-centered and supported by



authentic and timely engagement. Authentic engagement ensures a healthy and inspiring learning environment that makes the student, and, more importantly, the whole classroom thrive. I live in York, ME, only an hour north of Boston, with my husband and 2 sons (18 & 20-years-old). Sports and competition have been my passion from day one. I compete at the amateur level in most racquet sports and enjoy rowing, mountain biking, and xcountry skiing at a recreational level. I also coach high school tennis and teach pickleball. Platform tennis, my favorite sport, is an outdoor Winter sport, the colder, the better. [This platform tennis point](#) shows you just how dynamic the points are in platform tennis. I am grateful and excited to be a part of the UAGC family.

Debbie Beck | Department of Health Sciences



Hello, I am Debbie Beck and I am joining the College of Arts and Sciences as an Associate Professor and Core Faculty in the Department of Nursing.

I have over 40 years of experience as an RN in progressive leadership roles. My background includes positions as Dean, Chief Nurse Administrator, Executive Director, Administrative Supervisor, Nurse Manager, Associate Professor, and Consultant.

In acute care settings, I have provided executive oversight of all hospital departments, including fiscal and project management, and staffing for multiple nursing units. I developed and implemented many quality improvements and served on advisory panels.

For the last 20 years, I have worked in the academic environment leading the start-up and launch of new nursing programs for three different academic institutions. I obtained CCNE, NLNAC, ABHES, and HLC accreditations and designed the curriculum for each program. I have provided executive oversight of multi-site campus systems, and as Associate Professor/Visiting Professor, provided instruction in doctoral, graduate, and pre and post-licensure programs in traditional campus-based offerings as well as hybrid and online. My teaching experiences included didactic, capstone, and practicum for courses in BSN, RN-BSN, BHA, MHA, MSN, and DNP programs while mentoring students in completing research projects.

I am published and have presented at several nursing conferences. I serve on an editorial board and conduct peer review of manuscripts.

Egypt Grandison | Department of Organizational Studies

Hello, my name is Egypt Grandison and I am joining the faculty in the Forbes School of Business and Technology. I hold a Doctor of Business Administration, with a specialization in Human Resource Management, a Master of Business Administration, a Master in Accounting, a Bachelor of Science in Business, an Associate of Science in Management, and professional several certificates.

I have co-authored a published paper in the area of Social Sciences titled, “The Experiences of Black Faculty at Predominately White Institutions in Minnesota, co-authored a book “The Good, The Bad, and The Doctoral Degree”, and co-authored a children’s book “I’m Free To Be”.



Serving as an adjunct faculty member, Assistant Professor of Business, and Program Director, I have taught Business (Foundations and Communication), Accounting I, and II, Managerial Accounting, Government Accounting, Strategic HR Management, Talent Acquisition, Organizational Development, Diversity and Inclusion, Training and Development, and Social Sustainability just to name a few. I have also helped create and develop business department curriculum at the undergraduate level.

Juan Maza | Department of Advanced Management Studies



I am Juan M. Maza, and I am excited to join the Associate Faculty team at UAGC! I was born in Mexico and having lived most of my adult life in California, am now back in West Texas. I have 8 years of experience in higher education including most recently as the Director of Business Programs at a career college. I have developed and facilitated courses in Human Resources and Business Management for online and hybrid modalities, as well as traditional classes on military installations. As a Marine Corps veteran, every time I get the opportunity to connect with members of the military community in accomplishing their educational goals is a blessing.

I earned my Doctorate in Management from the University of Maryland Global Campus, my Master of Science in Administration from Central Michigan University, and my bachelor’s in Business from Park University. Last year I earned a Certification in Effective Online Teaching Practices from the Association of College and University Educators. I have served as a board member of two HR associations in the past few years. The first was with North County Human Resources-San Diego as the Vice President of Professional Development, and the second was with the El Paso Society for Human Resource Management as the Workforce Readiness Director. I am grateful for the opportunity to prepare and develop today’s doctoral students for future global leadership positions.

Ashley Winans | Department of Health Sciences

Hello! My name is Ashley Winans and I am excited to join UAGC as an Associate Faculty member for the Master of Science in Health Informatics & Analytics program. I live in Camarillo, California. My undergraduate work and first master's degree are in English Literature, but I later transitioned into the healthcare field. I hold a Master of Science in Health Informatics from National University in La Jolla, CA, and a Doctor of Health Science from A.T. Still University in Mesa, AZ. My dissertation focused on the perceptions and use of health information technologies in rural areas. I have taught in higher education (including traditional, online, and blended modalities) for ten years alongside a professional career as a compliance officer, medical scribe, trainer, and informatics/analytics specialist in clinical and managed care environments. Currently, I am a medical education analyst and also teach for the American College of Education and Cal State Channel Islands. I am passionate about helping others on their health journeys and spend much of my downtime being active (paddle boarding, running, group classes) and traveling.



EVENTS AND PROFESSIONAL DEVELOPMENT NEWS

2022 UAGC COMMENCEMENT CEREMONIES

Ben Gothia, Manager of University Events & Engagement, Student Affairs



To better serve the diverse UAGC student body, commencement was reimagined in 2022 to offer both an in-person and virtual commencement ceremony. Commencement marks a major milestone for both our students and the broader UAGC community who support them.



The UAGC Spring 2022 Commencement was the first in-person celebration hosted in Tucson, Arizona—where the University of Arizona campus is located. 1085 graduates, their family members, and UAGC staff came together to celebrate the accomplishments of these graduates!



Prior to the commencement ceremony, graduates attended several events such as the Doctoral Hooding Ceremony, Connect with Faculty session, Honor Society Meet and Greet, Military Recognition Event, the CHAMPS and Honors Program Breakfast, and Pictures with the President. Graduates were invited to attend the resource fair to decorate their caps, purchase UAGC gear, visit the Kid Zone, participate in a service event, and learn more about the UAGC Career Services and enrollment. The commencement ceremony was held on campus at the University of Arizona McKale Memorial Center. The UAGC Commencement Keynote Speaker, former NASA astronaut, Frederick Gregory, delivered a fun, energetic speech that complimented Ty Smith’s emotional alumni speech.

[WATCH THE SPRING 2022 COMMENCEMENT EVENT HERE.](#)



The UAGC Fall 2022 Virtual Commencement celebrated 8,666 graduating students on October 8, 2022. Graduates participated in virtual Connect with Faculty sessions, alumni open house presentations, Facebook live events, the Honor Society Meet and Greet, Military Recognition Event, and the UAGC CHAMPS and Honors Celebration. During the ceremony itself, UAGC Leadership (President Paul Pastorek and Provost Sarah Steinberg), shined throughout the video. Our Keynote Speaker, former Harlem Globetrotter and Ashford Alumni, Kevin Daley, delivered a heartfelt, motivating speech that bolstered Mauri Garcia’s Alumni speech.

Fall 2022 Commencement kicked off with the 2nd annual UAGC Spirit Week. Spirit Week is an opportunity for the larger university audience to connect to the success of our mission; graduating our students and for the university to select the team member with the most UAGC Spirit! Team members were encouraged to post messages to the UAGC Spirit Week Team page throughout the week which resulted in 222 posts, 187 replies, 70 mentions, and 2308 reactions.



THE UNIVERSITY OF ARIZONA GLOBAL CAMPUS

The University of Arizona Global Campus Invites You To:

Participate in Teams!

UAGC Spirit Week

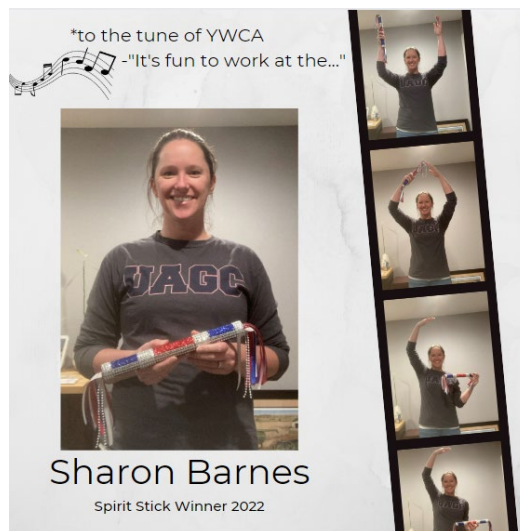
- 10/3 Motivation Monday Celebrate with a GIF
- 10/4 Team Tuesday Show UAGC spirit. Go team!
- 10/5 Wisdom Wednesday Share a Quote
- 10/6 Throwback Thursday Graduation Photo
- 10/7 Fan Friday Show Off Your Alma Mater

JOIN THE FUN!

The winner of Spirit Week, Sharon Barnes, was awarded the 2022 Spirit Stick! Sharon has some history with our institution. She graduated from Ashford University in 2007 with a Bachelor of Science in Psychology and has worked at the university in different capacities since 2011 before settling into her current position as an Academic Advisor for active-duty military students. Sharon shares “I love getting to see the celebrations of the students we have helped along the way and am proud to have been able to play any part in helping them get to that finish line. So many of us work behind the scenes and participating in Spirit Week was such a great way for us all to join in the celebration!”



*to the tune of YWCA
-"It's fun to work at the..."



Sharon Barnes
Spirit Stick Winner 2022

[WATCH THE FALL 2022 COMMENCEMENT EVENT HERE.](#)

Stay tuned for the date and more information for the UAGC Spring 2023 and Fall 2023 commencement events. Please visit the [graduation website](#).

THOUGHT LEADER SUMMIT 2022 RECAP

Brandy Havens, Core Faculty, Gail Hoskyns-Longs, Core Faculty, and Avisha Sadeghinejad, Lead Faculty, Department of Professional Studies



On October 17, 2022, the Forbes School of Business & Technology at the University of Arizona Global Campus hosted the 6th Annual Thought Leader Summit. This event provides a platform for executive leaders, business advisors, and other industry experts to discuss and analyze business trends from a

cultural, economic, environmental, and technological perspective. The theme for this year's event was "Innovation, Change, and Success in Thriving and Turbulent Environments." The 2022 event was hugely successful, selling more than 1,000 tickets and boasting nearly 4,000 webpage views. It showcased a keynote address, special guest speaker, and eight panel discussions featuring more than 25 industry experts. Attendees spanned across 19 different countries, and more than 60% of this year's attendees surveyed indicated they are "extremely likely" to attend next year's summit, while more than 90% would recommend the event to others. Check out the [UAGC Thought Leader Summit website](#) to view session highlights and enhanced video recordings of each panel.

In keeping with tradition, the day's event was anchored with a keynote address and five-year economic forecast from Mr. Steve Forbes, Chairman and Editor-in-Chief of Forbes Media. Forbes writes editorials for each issue of Forbes magazine under the heading "Fact and Comment." A widely respected economic prognosticator, he is the only writer to have won the highly prestigious Crystal Owl Award four times. The prize was formerly given by U.S. Steel Corporation to the financial journalist whose economic forecasts for the coming year proved most accurate.



The panel discussions started with a focus on strategic management to flatten organizations, encouraging cooperation and relationships, both internally and externally. Expertly led by moderator, Dr. Katie Thiry, Department of Organizational Studies Chair, the panel explored strategies to strengthen company performance and operation through authentic relationship-building at every level. Dr. Diane Hamilton, creator of the curiosity code index, shared advice on keeping employees, clients, and associates engaged by promoting and embracing curiosity in the workplace. Business executive, Samantha Ettus, spoke about the importance of success and satisfaction as individuals and how organizations can better support their employees. The University of Arizona Global Campus Provost and Senior Vice President, Dr. Sarah Steinberg brought decades of senior leadership experience to the panel as she offered her insights on building an open, welcoming, and functional organizational structure. Tech mogul, Susan Sly, excited and engaged the audience with her innovative ideas for building

cooperative environments in start-up organizations all the way to Fortune 500 companies. Dr. Laura Palmer Noone provided leaders with sound and tangible recommendations to enhance their organizations' internal and external relationships.

The financial planning and analysis panel moderated by Dr. Jorge Cardenas, Department of Professional

The image shows a program guide for the 2022 TLS Panels and Speakers event. It features the logos for Thought Leader Summit and Forbes School of Business & Technology. The guide lists seven panels, each with a moderator and several speakers. The panels are: Strategic Management, Financial Planning & Analysis, Future of the Workforce, Geopolitical Factors, Artificial Intelligence, Corporate Culture, and Evolving Technology. Each panel entry includes a small circular portrait of the moderator and speaker(s).

Studies Chair, shared unique insights on how companies can adjust their current financial processes and better adopt Financial Planning and Analysis (FP&A) techniques. Seasoned business leader, Dr. Carl Schramm offered an interesting overview of the country's financial history. Rich Karlgaard, publisher of Forbes Magazine along with financial guru, John Tamny and Marin Njavro, co-founder of the Luxembourg School of Business debated the true value of ESG (Environmental, Social, and Governance) metrics, evaluated the role of decentralized financing options, including the use of financial technology based on distributed ledgers and venture capital, and reflected on the ability of companies to hedge against inflation and currency fluctuations.

Monique Cook, Vice President of Human Resources at the University of Arizona Global Campus, moderated the

next panel centered on the future of the workforce including the changing perceptions of employment and human resources. She was joined by experts Dr. Tamar Elkeles, currently the Chief Human Resources Officer at XCOM, and Dr. Iris Lafferty, Senior Vice Provost at the University of Arizona Global Campus. Drs. Elkeles and Lafferty discussed the importance of flexible work to attract talent and promote employee satisfaction, how the value of people analytics drives today's businesses, and the evolution and ongoing importance of diversity, equity, and inclusion (DEI) initiatives. The panelists shared valuable insights on rethinking employee rewards and recognition, organizational skill sets, and processes and systems that support employees regardless of location and modality.

Audience members were treated to an appearance and presentation by guest speaker and international strategist, Keld Jensen who explained the role of negotiation in everyday business and personal situations. He shocked the audience by suggesting that the average person is part of 8,000 to 10,000 negotiations each year while proposing that negotiations occur not only at work between managers, coworkers, and clients but also in our everyday personal lives as we negotiate with our partners, children, and service providers. Keld taught the audience to negotiate through the lens of the golden rule and how to effectively identify their real room for negotiation.

An enlightening panel discussion on geopolitical factors was led and moderated by Dr. Maja Zelihic, Dean of the Forbes School of Business and Technology. She was joined by Larry Robertson, founder, and

president of a leading strategy and innovation advisory firm, Mark Mills, a senior fellow at the Manhattan Institute, partner in Cotton Venture Partners, and author of the Forbes Energy Intelligence column, Dr. Steve Kerr, a Senior Advisor to Goldman Sachs, Dr. Victoria Garcia Wilburn, expert in health science and trailblazer in promoting equitable education and public health, and Dr. Cidhinnia M. Torres Campos, the Managing Director of Higher Ed Insight. This incredible panel of industry experts shared insights on topics including the role of sustainable business models in battling inflation, the effects of domestic and global politics in the workplace including the potential for political discourse, and the post-pandemic aftermath at the organizational level. Lastly, the leaders offered their unique reflections on sensitive matters including the war in Ukraine, the global energy crisis, and other environmental challenges.

Dr. Karen Ivy, Department of Technology Studies Chair lent her expertise in moderating the artificial intelligence (AI) panel. The collective panel construed that AI is already integrated into daily activities and drives change across industries including healthcare, robotics, marketing, business analytics, and more. This panel of experts predicts the ongoing digital revolution will pave the way into a data-driven world where machine learning techniques will continue gaining momentum. Panelist, Dr. Cindy Gordon, founder and CEO of SalesChoice was joined by Dr. Sara Diamond, President Emerita of Ontario College of Art and Design University and director of their visual analytics lab, and Tom Bourgeois, Chief Information Officer of the University of Arizona Global Campus. This elite panel shared their thoughts on the integration of AI into daily business and personal processes, the use of intelligent robots relying on deep learning, GANs and deep reinforcement learning, and the importance of promoting an education and training revolution to ensure that society is well prepared to leverage new technologies.

The next panel focused on building a corporate culture around authenticity and meaningful purpose and was moderated by Brandy Havens, financial expert and Core Faculty at the Forbes School of Business and Technology. She was joined by an energetic cast of panelists who shared their thoughts and recommendations for promoting authentic leadership. Tissa Richards, CEO and leadership expert, spoke to the importance of being proactive in getting to know employees and learning their strengths and preferences. Megan Taylor Morrison, certified professional coach and social media influencer defined authenticity from various perspectives and offered insights into marketing and selling with a focus on the organization's mission and vision. Dr. Margie Warrell, CEO and bestselling author, acknowledged employees' need to feel meaning and purpose in their work and suggested that managers can leverage this to enhance employee engagement. Dr. Michal Strahilevitz, University professor and podcast host, offered strategies to increase both employee and customer loyalty by remaining purpose-centric and promoting a safe environment for all. Vernice "Flygirl" Armour, America's first African-American female combat pilot, encouraged leaders to use their "star power" to keep employees engaged, connected, and motivated.

Lisa Sims, author, podcast host, and Lead Faculty in the Department of Technology Studies of the Forbes School of Business and Technology brought a unique perspective as panel moderator as she engaged an expert panel on the topics of evolving technology, the Metaverse, and virtual reality. This all-star panel

included Dr. Walter Greenleaf, a neuroscientist and a medical technology developer working at Stanford University, Andrea Sasum, technology expert and former "Canadian Woman of the Year," Bob Fine, Executive Director of the International Virtual Reality and Healthcare Association, and Bill Myers, a Metaverse business strategist, who discussed the ecosystems, applications, and emerging utilization of virtual reality technology. Panelist, Jessica Benson, a leading expert in virtual reality, reasoned that recent experiences and isolation, in the COVID pandemic times, have sparked and upscaled the opportunities and needs for immersive experiences and expedited industry interests and growth.

The final panel was moderated by Dr. Tony Farrell, Dean of the College of Arts and Sciences at the University of Arizona Global Campus. Dr. Farrell's panel addressed the topic of marketing and branding using new platforms, networks, and methodologies. Camilita Nuttall, CEO, international speaker, and influencer, provided some excellent ideas on building one's individual brand and leveraging social media platforms including affiliated marketing networks. She also highlighted the importance of staying true to ones values while implementing new marketing approaches. Dr. Judith Briles, a bestselling author of more than 40 books, talked at length about her branding approach which combines traditional marketing strategies with newer techniques. Jim Pisani, Business Unit CEO of the Outdoor & Recreation business at Newell Brands, provided examples of how marketing can become more affordable when companies formulate an integrated marketing strategy and focus on target marketing. Dr. Pat Hafford, president of the IACBE, addressed the importance of planning prior to implementing a marketing strategy and learning from competitors.

Please visit the [UAGC Thought Leader Summit website](#) to view session highlights, and enhanced video recordings of each session including transcripts, table of content links, and full biographies for all speakers and panelists. For the convenience of students and faculty, an APA style reference is provided for each panel so students and faculty can view and reference the content in their UAGC courses and learning activities.

IN CASE YOU MISSED IT

In an effort to make your inboxes more manageable, the faculty communication digest is sent weekly with a synopsis of critical faculty-focused news and events linking to the complete content on the CETL website.

Instead of searching for individual emails, we hope you will use this targeted weekly summary to declutter your inbox and refocus your time.

[Visit the Faculty Communication Digest archive to view all the latest news and events.](#)

TRADITIONS, MEMORIES, KITSCHY DECORATIONS, AND SEASON'S GREETINGS FROM OUR UAGC FAMILY TO YOURS!

Joan Burkhardt, Core Faculty, AEC

"It is tradition in my family that the moment Santa rolls in at the end of the Macy's Thanksgiving Day Parade marks the start of the Christmas season. From that moment on, it's game on for holiday music, movies, scented candles and whatnot. On Thanksgiving night, my Mom always gave my brother, sister and I a new pair of flannel pajamas. I give each of my kids a gift bag on Thanksgiving night that typically includes a pair of Christmas socks, a shirt, leggings, sweater, or some other garish Christmas garb, and a bar of peppermint (Julia) or frankincense (Gavin) soap so they can start their mornings off right! They also each receive an advent calendar that I bought or made, with a different theme each year. Last years was "pickled or brined." (I know, but we love it!) This year, it's Sephora & Ulta beauty for Julia and Marvel collector's pins for Gavin. They are 24 and 19 respectively, and this will always be my "thing"! And this is Ruby!"



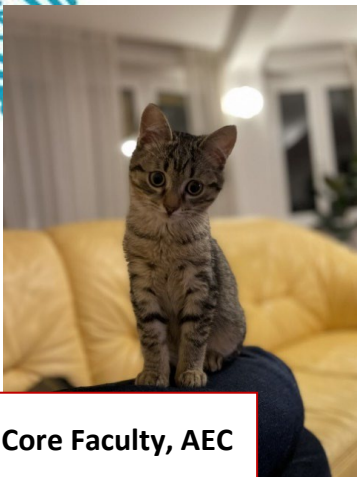
Jennifer Vogel, Associate Director, AEC

"In honor of my Dad's favorite holiday movie, I have the nightlight version of the leg lamp from "A Christmas Story."



James Meetze, Core Faculty, AEC

"Santa Mozzarella "Mozzie" Meetze



Theresa Handy, Lead Faculty, AEC

"Sammy"





Connie Lower, Core Faculty, AEC

“In memoriam—this photo is posted as a remembrance of our amazing family Santa Claus. Dressing up in a hot suit and scratchy beard was not his definition of “happy”, however, Rob Smith gave his all every Christmas Eve to bring the little ones joy and awe. Rob passed away on October 27th at the age of 45 of a raging cancer that just wouldn’t stop. I don’t think he realized the wonder and excitement he brought to all the little ones on Christmas Eve. The spirit of Christmas and giving is expressed in many ways and it behooves us to stop and think about what we can do to magnify the joy of others just as Rob did. Rest in peace, Rob. “Santa” will be remembered as long as family gathers.”



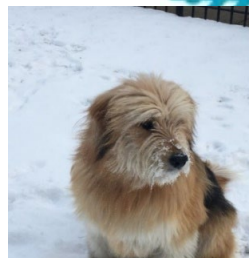
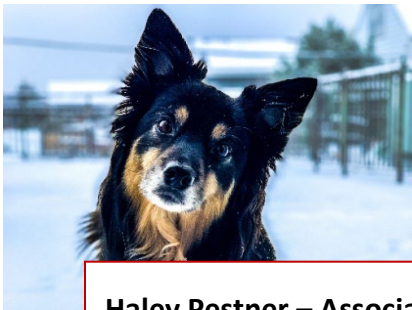
Katherine Myers - Manager of Faculty Support and Development

“We go the same place every year to see Santa and take family pictures. Right after this pic she told me she asked Santa for a Corgi, hamster, kitten and 2,000 LOL dolls!”



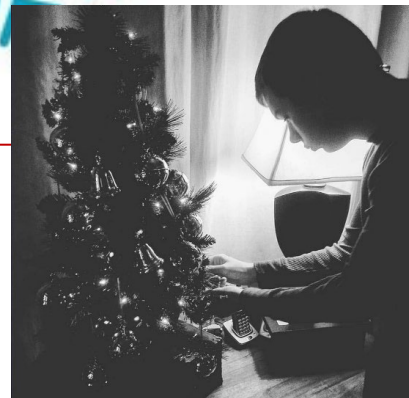
Julie Pedersen, Core Faculty, AEC

“Olaf and Freja!”



Haley Pestner – Associate Director of Faculty Engagement

“Every year we are gifted with a silver sleigh bell ornament for our tree. We now have enough sleigh bells to decorate our whole tree!”



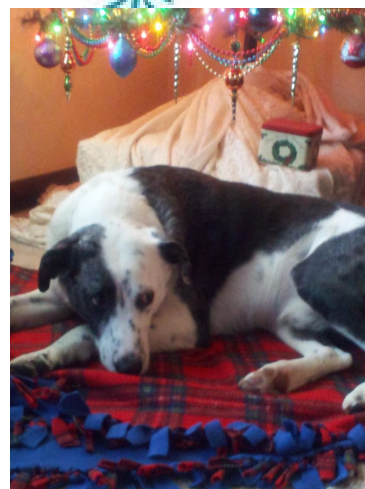
Chris Foster, Lead Faculty, AEC

"I again dragged my daughter to the annual vegan Thanksgiving benefit dinner. This time I embarrassed her by singing (on stage in front of 200 people) my vegan thanksgiving song "Tofu in the Straw." I let her have two slices of the pies to make up for her mortification. Here is a picture of our pets, Waldo and the very large Idaho"



Sally Deckard – Faculty Support and Classroom Consultant

"Patch is the sweetest present under my tree!"



Mallory DeMay - Faculty Support and Classroom Consultant

"Huntley's visit with Santa this year!"



Herminder Wray - Faculty Support and Classroom Consultant

"This is from my daughter, Emila's, Christmas program on Saturday. It's a rare picture of me not wearing a hoodie."

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.



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

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Thank you!