THE UAGC CHRONICLE

THE UAGC CHRONICLE: A FACULTY–FOCUSED PUBLICATION

In The UAGC Chronicle, the Center for Excellence in Teaching and Learning proudly showcases our faculty community's latest news and successes that shape our university. In an effort to make this publication a diverse representation of our faculty body, submissions from associate faculty from all colleges are highly encouraged and welcomed. Please check the Looking Ahead section for more information on submitting an article for consideration.

LETTER FROM THE EDITOR

Dear University of Arizona Global Campus Faculty and Readers,

This issue of the UAGC Chronicle focuses on how the UAGC community is working to support our students in and out of the classroom in achieving the ultimate goal of graduation. In a world where students are faced with many challenges, UAGC is focused and committed to supporting our faculty and staff's ability to assure our students persist amidst adversity in their lives. These actions require full institutional support, and we want to engage with you in this important work.

Based on faculty survey feedback and learning theory research, UAGC TLC 2021 will feature over a hundred presentations focused on informing, expanding, and enhancing our online environment. Learning theory offers a foundation for understanding how people consume, process, and apply new information and skills, regardless of field or role. We seek to understand the impact of employing learning theory to drive development, engagement, and strategic planning opportunities across academic programs and university departments. Surveys of adjunct faculty continue to show that combining full-time industry practice with teaching responsibilities leaves scant time for institutional engagement, faculty-to-faculty engagement, and—most important—development of teaching practices. The University of Arizona Global Campus 2021 Teaching and Learning Conference investigates how learning theory might bridge this institutional gap.

Strengthening our Foundations:
Learning Theory Online and
Across Disciplines
November 2-4, 2021

[Register here]().

Our university is working towards a bright and successful future and we cannot wait to share everything we learn along the way. The UAGC Chronicle readership continues to increase with the Q2 2021 issue reaching over 1600 readers. Please share The UAGC Chronicle with your network. The Chronicle welcomes your suggestions and questions and is actively seeking contributions; learn more here. Please send your ideas, suggestions and questions to TheUAGCChronicle@uagc.edu.

UNIVERSITY, PROGRAM, AND CURRICULUM NEWS

ACADEMIC AFFAIRS TOWN HALL

Thank you for joining us at the Academic Affairs Town Hall on August 17, 2021. If you were unable to attend the live webinar, a recording of this session, the materials presented during this webinar and responses to submitted questions are now available here.

We look forward to connecting with you during our next Academic Affairs Town Hall on **Wednesday, November 3rd, at 2 PM PT**. This town hall will take place during UAGC's annual Teaching & Learning Conference (TLC). Register for TLC now

DR. IRIS LAFFERTY
INTERIM PROVOST/CHIEF ACADEMIC OFFICER/ALO

and stay up to date on Town Hall details. Please reach out with any questions you might have to CETL@uagc.edu.

Thank you for being engaged in the UAGC academic community and for all that you do.

NEW FACULTY COMPENSATION MODEL

The University of Arizona Global Campus launched a new faculty compensation model with courses that began on October 5, 2021. This compensation model aligns with our values as a higher learning institution-- providing individualized educational experiences to all our students to help them achieve their academic goals. It also recognizes the time and effort faculty devote to their teaching across courses with varying student enrollments.

- Learn more here.
- Register here to attend office hours if you have further questions or feedback.

UAGC EMAIL DOMAIN CHANGES

Use Your faculty.uagc.edu Credentials! – As of October 1, you must log into your O365 account (i.e., faculty email) and UAGC Canvas using your faculty.uagc.edu credentials.

Also, please take the following actions immediately:

- Update the information for any accounts you use your faculty username or email address to @faculty.uagc.edu.
- Review all Canvas classroom locations where you share your contact information with students.
- Update your faculty email address wherever posted to firstname.lastname@faculty.uagc.edu.
- Post this classroom announcement.
- Update your email signature using this rebranded signature template.
- Log into your O365 account (i.e., faculty email) and your Canvas account using your **faculty.uagc.edu** credentials
- Questions? Learn more here.

THE SCIENCE OF CURATING RESOURCES

UAGC Library

When developing a course, a significant task is curating the resources needed to support the topics presented in the course. Your UAGC librarians have expertise in this area, and when courses are developed, this is one of the supports they provide.

In this article, the librarians detail the science of curation to equip you with the knowledge and tools you need to curate library resources**.**

Learn more from the UAGC Library at TLC. [Register here](#)!

Determining the type of resources you need

Knowing the type of resource you need is the first step. Answering the following questions will give you a better idea of where to search within the UAGC Library.

1. **What CONTENT do you need?**
   - Are you looking for video content? Videos can engage your students and provide them with an alternative way to absorb information. Films on Demand is the best place to go for videos.
   - Need case studies, literature reviews, or original research studies? Start with an advanced search in Library OneSearch to find scholarly/peer-reviewed journal articles on various topics.
   - Is it guides, manuals, handbooks, or textbooks you want? Ebook Central is best for these types of resources.

Pro-Tip: The Library OneSearch box searches most of our databases at once, and from there, you have the option to limit by **Source Type** on the left-hand side. Another approach is to use the buttons just underneath the Library OneSearch box to jump directly to content-specific databases:

2. **What SCOPE should your resource cover?**
   - Broad scope: Resources with a broad topic scope might be found in an Ebook, encyclopedia, or other reference material.
   - Narrow scope: Academic journal articles tend to focus on a more limited subject within a specific discipline.

   Pro-Tip: Is the topic theoretical or applied? Consider whether you are searching for literature that deals more with a subject in theory or one in practice. Including keywords such as **theory, principle, concept, philosophy,** etc., in your search could yield results relating more to the underlying concepts of a subject. Adding keywords such as **examples, case studies,** etc., might steer results to more applied resources.

3. **What TONE should your resource have?**
   Consider whether you need an introductory or high-level resource. Is a casual tone okay, or should it have a scholarly tone? Should it have an academic or professional voice? Different source types have different tones based on their audience.

   Academic-tone & -audience resource types:
   - Scholarly journal articles
   - Ebook chapters
   - Conference materials

   Professional-tone & -audience resource types:
   - Trade journals
   - Trade magazines
   - Conference materials

   Casual-tone & introductory-audience resource types:
   - Popular magazines
   - Newspapers

4. **What LENGTH of resource is best?**
   The length of the resource affects the credit hour calculation of the course. Often, there are options for selecting *portions* of a resource.

   - Academic journal articles tend to be longer—between 10-30 pages and often include charts and graphs. The full article is the only option for this type of resource.
   - Encyclopedia entries can be between short to medium in length. Credo Reference allows you to filter by length.
   - Ebooks are long, but you can opt to include just a specific chapter of an Ebook in a course or jump to a particular page number.
   - Videos vary in length, but within Films on Demand, you can opt to include just a segment or piece of a film.

5. **How CURRENT should the resource be?**

A resource selected for a course will remain in that course at least until the next course revision, so consider how dated a source may be in 2 years. Consider whether the content you need is static or if it changes often.

- For **static content** that will stand the test of time, library resources are a good choice. You can always limit your search results to a specific date range. If you are looking for a more updated textbook to a 2015 text, limit your search to textbooks published after 2015.
- If you are searching for **dynamic content** that often changes, such as the latest market research or current government statistics, use the internet to track down those resources.
- If you need updated **video content** and aren't finding what you're looking for in Films on Demand, YouTube might be a better option. (Just remember to limit your search in YouTube to videos with a Creative Commons license and closed captions!)

Where to search based on type of resource needed

Once you've narrowed down the type of resource you need, knowing a little about the UAGC Library databases and what can be found in each will prove to be quite effective in locating a type of source.

Library OneSearch: Great for casting a wide net or unsure what you are looking for. This tool will search most of the library databases at once. Using the **Advanced Search** option will allow you to search for multiple keywords or phrases at once. You can narrow further by using the limiters on the left side of the results page and limit to **Source Types**:

The Library OneSearch tip sheet can get you started.

Ebook Central:

The UAGC Library is the main source for Ebooks. Ebooks are excellent resources on broader topics in general and can provide more context and background on a topic than a journal article can.

An entire Ebook may be more than what you need, so keep in mind that you can link directly to a page number or chapter if using in your course.

Pro-Tip: A good approach is to search for keywords in Ebook Central and when you find a title that looks promising, look at the **Contents** page to see if your topic is covered in more detail. You can also use the **Search within book** feature of Ebook Central to find where a specific word or phrase is used.

How do I find a particular book in Ebook Central (formerly ebrary) can get you started.

Films On Demand:

Videos are a great way to present information in a visually engaging way. Films on Demand is the primary streaming video platform in the UAGC Library.
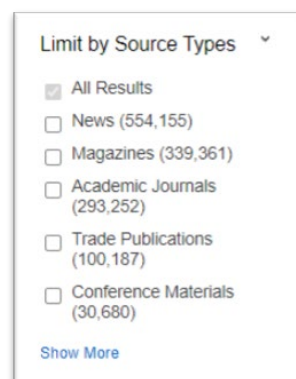
You can link directly to a video segment in a course—you don't have to include the entire video.

Transcripts are provided for each video. This can be a time-saving way to search for where a keyword or phrase discussed in a video.

The [How do I get to Films on Demand](#) contains Films On Demand search tips.

Credo Reference:

Credo Reference is the primary reference database in the UAGC Library and includes hundreds of reference Ebooks such as subject-specific encyclopedias, handbooks, guides, images, and videos. These reference resources are an excellent source for background information or definitions of a topic and an academic alternative to Wikipedia.

Use the [Credo Reference Basic Search](#) guide for your reference material search.

CQ Researcher:

CQ Researcher is a valuable database if you need a resource on a controversial topic in a field such as economics, public policy, health, sociology, business, or education.

CQ Researcher provides detailed, fact-checked reports written by seasoned journalists who aim to provide a well-rounded and unbiased view on an issue. Some articles lay out the pros and cons of many debates, from topics such as gun control to genetically modified foods.

The [CQ Researcher Guide](#) can get you started.

Academic Journals:

Academic journals will provide expert scholarly content best for high-level courses.

Find scholarly articles related to a field or discipline by browsing our Publications database in Library OneSearch, discussed earlier.

[Searching for specific journal articles in the Library](#) is a good tip sheet.

Subject-Specific Databases:

These databases are already narrowed by subject or discipline, making it easy to find many resources within a subject area.

Search for subject-specific databases in the UAGC Library by going to **Find Articles & More** at the top of the page and selecting **Databases by Subject**:

Databases A - Z | **Databases by Subject** | Databases by Type

Below is a list of our databases and tools grouped by subject area. Click on a database to search.

Jump to
General Databases | Anthropology | Business & Economics | Communication & Journalism | Computer Science & Engineering | Criminology | Education | Health & Medicine | History | Law | Linguistics | Literature & Language | Military | Philosophy | Political Science & Government | Psychology | Religion | Sciences | Sociology | Visual and Performing Arts |

● =Full text available ◖=Some full text available ❓=Tutorial help

 Pro-Tip: Clicking on the Question Mark icon next to a database will give you tips to help with your search.

Searching the UAGC Library databases like a pro

Curating resources is not a simple task—knowing some pro tips will make the task more manageable and effective.

Selecting Keywords

Keywords are critical to getting useful search results. The UAGC Library Keywords are Critical video can help you develop keywords like a pro.

Narrowing a Search

Narrowing your search results will make the task of selecting an appropriate resource much more manageable. The following UAGC Library guides will help you narrow your search results like a pro: How do I use field searching in a database? and Choosing Articles and Revising Searches

Evaluating Results

Once you have your search results, you'll need to evaluate the sources to ensure they meet the criteria. These UAGC Library guides provide easy-to-use guidelines to help you evaluate sources: How can I determine if an article meets my research needs and if I should use it in my assignment? and Hierarchy of Sources

Linking to Resources in Canvas

The UAGC Library database subscriptions ensure that you and students can access all the materials within the databases. During a course development curation project, the library liaison creates direct links for each resource, directly available with just one click from the classroom.

Finding the perfect resource for your course isn't an exact science, but we hope this serves as a practical guide to effectively and efficiently curate useful resources for a course. As always, you can and should reach out to a UAGC librarian at any time with questions or concerns about your information needs. UAGC librarians are available to answer questions about your curation projects – they are responsive and excited to share their expertise with you. Contact us at Library@uagc.edu.

HOW BUILDING RELATIONSHIPS WITH STUDENTS CAN ENHANCE ACADEMIC INTEGRITY

Michael Robinson, UAGC Academic Integrity Specialist
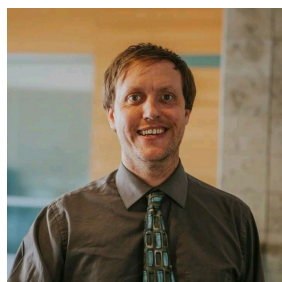
As an Academic Outreach Specialist at UAGC, I conduct reviews on many assignments and read incident reports from instructors that often include communication with students after an incident has taken place, very rarely before. I also hold coaching sessions with students who struggle with understanding academic integrity. I often hear stories about running late and not communicating with instructors.

The article "Encourage Academic Integrity Through Instructor Immediacy" by Shanda Hood speaks volumes about the importance of building a positive relationship with students in an online classroom. This positive relationship can "embolden students to embrace academic integrity" (Hood, 2021, para. 2). After all, the more comfortable a student is with an instructor, the more open to learning, interacting and receiving feedback (OLC, 2016).

Hood (2021) encourages the proliferation of 'instructor immediacy,' which can be thought of as the relationship-building behaviors between instructors and students that decreases separation in the relationship and increases instructor presence. Instructor immediacy means letting students know that you notice how they are performing and, in turn, care about their academic performance.

Learn more about this topic at TLC.

Register here!

Instructors who have an immediacy and a strong relational presence in their online classrooms inspire students to recognize and honor academic integrity. An email or announcement in the middle of a week can sometimes mean the difference between a positive relationship where students can freely communicate about anything or a formal, tense relationship based on grades and expectations.

When students feel they can express themselves more freely, they are less likely to search for an assignment on a paper mill site at the last minute, out of frustration.

There are several ways faculty can further establish presence and engage students in their learning. I have experienced them as I finish up a dissertation with UAGC, and I would not be where I am without the support, guidance, and communication from my chair. As a doctoral student, I have had the honor of receiving video feedback on assignments, impromptu zoom conferences, and mid-week emails checking in on me. These are examples of increased instructor presence, and it has done wonders for my academic motivation.

> The Academic Integrity team is available for additional support, context, and questions at academicintegrity@uagc.edu.
>
> Please visit the CETL Academic Integrity page for faculty resources.

Improving faculty presence in the classroom and building positive relationships doesn't just extend to academic integrity; it increases students' learning, persistence, and retention. It also gives the university a positive reputation for attracting and retaining students. Building positive relationships in an online classroom is a win-win scenario for both instructors and students. These relationships create mutual trust, a meaningful influence on student outcomes.

Please take advantage of these resources provided to help support faculty in conversations with students around academic integrity.

- Academic Integrity Teachable Moment Generator
- Classroom Announcements

References

Hood, S. (2021). Encourage Academic Integrity Through Instructor Immediacy. International Center for Academic Integrity. https://academicintegrity.org/blog/68-2021/june-2021/267-encourage-academic-integrity-through-instructor-immediacy-2

Online Learning Consortium (OLC). (2016). Research Reveals Student-Instructor Relationships Shape Online Learning Success. https://onlinelearningconsortium.org/news_item/research-reveals-student-instructor-relationships-shape-online-learning-success/

USING VIDEOS IN DISCUSSION BOARDS AND ANNOUNCEMENTS

Lane Andrew, Lead Faculty, Academic Engagement Center

As the lead faculty for mathematics courses at the University of Arizona Global Campus, I have observed that most instructor-student interaction occurs in the discussion boards and weekly announcements. As a result, I've been utilizing the Canvas video reply function built into the Canvas classroom. For those unfamiliar with the Canvas video function, whenever you post to the discussion board, grade an

assignment in speed grader, or post a weekly announcement, there's always an option to leave video (or audio) feedback in place of written text.

There are many reasons to use video replies to students. First, sometimes it's just easier to say something than write it out. Second, if you have been typing a lot that day, it's nice to switch for a while to recording video, which does not require

much typing at all, only speaking. Third, the videos are embedded directly into the classroom, and afterward, your picture displays in the post. When students scroll down the discussion board, they can see your face, and it is a great way to establish classroom presence. I also like using the video feature because students will periodically reply and thank me for creating a video. A video of me talking directly to a student is a very personal type of outreach, which is often hard to achieve in the online classroom.

There are a few things to be aware of when leaving video feedback. The first is that creating videos can be a little bit of a slow process. When you record the video, you have to push save, and depending on how long your video is, it can take over a minute for the file to process and be ready to post and then allow you to move on to the next thing. If you do a short video, let's say under 30 seconds, the time to save your video is minimal. However, if you do a four-minute video, it can take some time to process the video. Your internet speed may impact the video processing time. There are ways to compensate for this if you're teaching two classes at once. You could have both classes open in two web browser tabs; create a video in one class, and while it's processing, switch to the other class and create another video there. Or, if you are teaching one class, create the video and while it's processing, check your email or grade a paper in Waypoint. Sometimes, this makes it difficult to get into a flow with grading because while you're waiting for it to process, you can get distracted and caught up in something else. Finally, one interesting thing that I found is that students do not tend to reply using videos even when you reply with a video. Encourage your students to reply via video more by posting an announcement highlighting the video reply feature in the classroom. Or invite students directly in the discussion boards to reply via video.

If you are a person who has never used the video feature before, my advice would be to make a weekly announcement using a video. Keep it under one minute and give students advice or an overview for the week. Your commitment could start at one video a week or using video feedback on five discussion boards per week. As you grow more comfortable, you might make it a goal to post three videos per week on the weekly discussion board. Another way to use video replies to students is to use video and text when giving feedback to students.

WHAT'S A "TURBO THINKER" ANYWAY? EXECUTIVE FUNCTION SKILLS COACHING FOR SELF-CARE AND GROWTH

Kristin Sanders, Associate Faculty, Academic Engagement Center

In 2017, I began teaching part-time at UAGC while simultaneously teaching part-time at Cal Poly, San Luis Obispo, and getting my freelance copywriting business off the ground. Balancing these three part-time jobs—as well as my creative writing—was difficult at first. I used to be the kind of teacher who would bring a pile of English papers home from an in-person class, then proceed to stare at the pile in increasing anguish as the week slid by. I'd grade a few papers here and there, but the pile never seemed any less daunting.

This precarious balance of grading, course prep, and life's other responsibilities is an experience I'm sure many of the UAGC faculty have had. It also echoes the experiences of our students, who struggle to balance the demands of work, family, personal lives, and school. I wanted to have a better toolkit for managing my time, holding myself accountable, reducing stress, and moving toward a fulfilling life aligned with my vision and values. By improving those skills—an act of service and self-care for myself—I would be better able to lead my students in the classroom and be the kind of teacher who offers practical advice for finding balance.

Enter Adela Baker of [Mind Coach NOLA](#).

I spent the better part of 2018 working with a life coach specializing in ADHD coaching—and I do not have ADHD or ADD.

Yet what Adela taught me was that, while I don't have ADHD or ADD, the skill set I was sometimes struggling with is called "executive function skills." These skills include time management, focusing on one task, meeting deadlines, organizing, planning, and prioritizing. We are all supposed to magically develop these skills throughout our early school years, without specific training or education! While we tend to think of executive function skills as something we're either great at or horrible at, really—in keeping with a growth mindset—these are skills we should continually brush up on. I had always thought of myself as a fabulously well-organized person who met all deadlines. And it was true; I did meet all grading deadlines and all client deadlines, but often to the detriment of my physical health, sleep, or creative pursuits. In working with a coach, I saw how I was getting in my way or wasting time.

We began in a life-coaching vein. I established my purpose, values, and a vision statement, guided by specific coaching questions: What path will help you arrive at the greatest manifestation of who you are, what you value, and what you're committed to achieving in your life? Who would you need to become to live every day as a result of your core values?

Once I had answers to those questions and some concrete goals in mind, Adela helped me hone my executive function skills. I began time blocking on Google Calendar, with one-, two-, or three-hour chunks for each activity in my day. Having been a lifelong procrastinator who used a looming deadline at the eleventh hour as the impetus to begin my grading or other work, I started a new practice of counting up the number of essays I had to grade, dividing by the number of days until my deadline, and meeting a minimum requirement each day. If I only needed to grade four papers per day, that felt much better than leaving twenty papers until the day before they were due and spending an entire Saturday on my

laptop. When I needed to focus, I learned to put my phone and my laptop in airplane mode. These little steps made everything more manageable. Now, these steps are so much a part of my routine, I can hardly remember how unbalanced my life used to be.

Many of these executive function tools became invaluable to me once again during the pandemic. With everyone suddenly working from home, phone calls and text messages throughout the day, along with the siren song of social media, were disastrous to my attention span. I doubled down on the skills I learned with my coach, like using airplane mode during the workday, and suddenly my work was done, with ample time left over for creative pursuits and yoga.

Working with a coach also gave me insight into what my students might be going through, especially if they have ADHD/ADD (or children or spouses in their homes who have been diagnosed). Adela Baker uses the term "turbo thinker," which captures this type of person's powerful ability to make quick connections, rather than thinking ADHD, ADD, or poor executive function skills need to be fixed. It's not something that should be stigmatized—just channeled. And in this era of scrolling, surfing the web with too many tabs open at once, and information overload, we've all developed tendencies toward "turbo thinking."

The way Adela Baker sees it, "turbo thinking" is a superpower. If your brain moves super-fast and you're always making unexpected connections; if you have a strong imagination (which can, yes, tend toward anxiety or be directed instead toward positivity); if your enthusiasm is contagious; if you're a rebel at heart—that's a superpower. Sometimes investing in understanding how to harness that superpower and define what balance looks like is what it takes to become better versions of ourselves and better teachers and leaders.

Learn more about me here.

THE UTILIZATION OF ARTIFICIAL INTELLIGENCE IN THE CLASSROOM

Yamil Guevara, Associate Faculty, Department of Organizational Studies
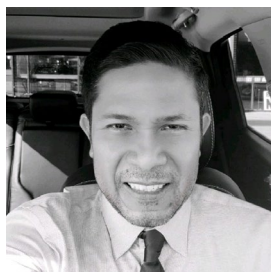
Artificial intelligence technology has infiltrated classrooms. It is becoming more common to have artificial intelligence teachers (Al-Kinani, 2019; Jing, 2017) and artificial intelligence educational cobots (Timms, 2016) in classrooms alongside human teachers. As a direct result of this increased popularity, it is necessary to inquire whether Artificial Intelligence technologies create an education environment that is student-centered which is consistent with authentic pedagogy?
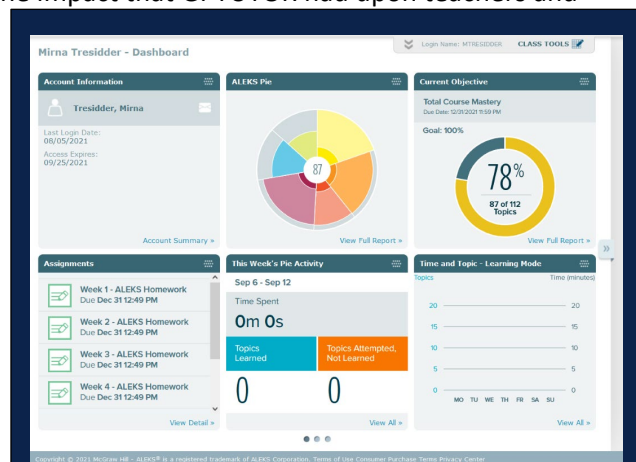
The impact of artificial intelligence on teachers and students alike has been positive (Schofield, Evans-Rhodes, & Huber, 1990). The positive impact of artificial intelligence serves as solid evidence that it will significantly benefit student learning outcomes and retention rates. The latter is self-evident in a research study conducted by Janet Schofield, Debra Evans-Rhodes, and Brad Huber. In 1990, Janet

Schofield, Debra Evans-Rhodes, and Brad Huber published their research study titled "Artificial intelligence in the classroom: The impact of a computer-based tutor on teachers and students."

The focus of their research study was to evaluate the impact that GPTUTOR had upon teachers and students in the class (Schofield, Evans-Rhodes, & Huber, 1990). GPTUTOR is artificial intelligence software designed to serve as a proof tutor for geometry students (Anderson, Boyle, & Yost, 1985, 1986; Wertheimer, 1988). GPTUTOR served three primary functions. First, it served as a subject matter expert of geometry proofs and tutoring strategies (Schofield, Evans-Rhodes, & Huber, 1990). Second, GPTUTOR utilized such geometry proofs and tutoring strategies expertise to teach the geometry students and correct their errors (Schofield, Evans-Rhodes, & Huber, 1990). Third, GPTUTOR graphic user interface (GUI) enabled the geometry students to interact with the artificial intelligence software via keyboard and mouse (Schofield, Evans-Rhodes, & Huber, 1990).

The primary data collection method used by the researchers was observation (Schofield, Evans-Rhodes, & Huber, 1990). The three researchers, Janet Schofield, Debra Evans-Rhodes, and Brad Huber observed: "all geometry classes taught by the two teachers utilizing a sophisticated state-of-art artificial intelligent geometry proof tutor" (Schofield, Evans-Rhodes, & Huber, 1990, pg. 26). The researchers collected observational data on a total of seven geometry classes (Schofield, Evans-Rhodes, & Huber, 1990). Three of the seven geometry classes were observed as the control group (Schofield, Evans-Rhodes, & Huber, 1990). The control group is the group that does not receive the treatment that the experimental groups receive (Corti et al., 2018).

At the University of Arizona Global Campus, we teach a math class in intermediate algebra (MAT 222). This class utilizes an online homework system called ALEKS that guides students through a set of math topics using AI. Many concepts in mathematics are built upon prerequisite knowledge. For example, students would need to master the concept of solving linear equations, before they attempt to solve quadratic equations. The system uses AI to decide which math problems a student is ready for next. Students begin by taking a pre-test and depending on which questions they get correct, the system then selects the next logical question to give them, alternatively moving them ahead or else remediating with prerequisite topics. Every student in the class needs to master the same topics, but each student will pass through the material by a different pathway based on how they answer questions. - *Dr. Lane Andrew, Lead Faculty, Academic Engagement Center*

In this specific case, the experimental groups were the ones that used GPTUTOR, and the control groups were the ones that did not use GPTUTOR.

The secondary data collection method was "repeated interviewing of the students and teachers" (Schofield, Evans-Rhodes, & Huber, 1990, pg.27). Approximately 90% of the students in the experimental group and 82% of the students in the control groups who were randomly sampled participated in the interviews (Schofield, Evans-Rhodes, & Huber, 1990). Moreover, two teachers from the control groups and two from the experimental groups were interviewed (Schofield, Evans-Rhodes, & Huber, 1990).

After observing and interviewing, the researchers arrived at the following conclusions. The teachers who used GPTUTOR experienced a "shift in the amount of teacher attention devoted to different types of students" (Schofield, Evans-Rhodes, & Huber, 1990, Pg. 28). These teachers started devoting a higher amount of time to students who had trouble understanding the subject matter (Schofield, Evans-Rhodes, & Huber, 1990). Before using GPTUTOR, these teachers usually called on students who volunteered to answer the teachers' questions publicly (Schofield, Evans-Rhodes, & Huber, 1990). The latter teaching practice led teachers to call on students who had mastered the subject matter while neglecting the students who were having trouble understanding the subject matter (Schofield, Evans-Rhodes, & Huber, 1990). However, after implementing GPTUTOR, these teachers started focusing more on the students who needed help mastering the subject matter (Schofield, Evans-Rhodes, & Huber, 1990). The reason for the greater focus on the students who needed more significant help was because GPTUTOR was able to relieve the teaching load on the teachers, and this enabled the teachers to devote a greater amount of time to students who needed help the most (Schofield, Evans-Rhodes, & Huber, 1990).

In addition to teachers spending a more significant amount of time on students who needed help the most, the teachers' roles experienced a significant shift. The teachers who used GPTUTOR "functioned less as authoritative experts and more as collaborators than previously. This shift was beautifully captured by the words of one student who was asked in an interview about whether using the computer tutor had changed his teacher's behavior. He replied, 'He doesn't teach us anymore. He just helps us'" (Schofield, Evans-Rhodes, & Huber, 1990, pg. 30).

The shift in the behavior of teachers toward more significant corroboration is indicative that GPTUTOR had effectively shifted the teaching environment from a didactic pedagogy to an authentic pedagogy. These teachers were no longer the sage on the stage but were corroborators in the students' academic endeavors. The education environment had become a student-centered learning environment.

The metamorphosis of the teachers' behavior was not just limited to spending more significant time with students who needed help the most and becoming corroborators in their students' academic endeavors. Their attitude toward grading experienced a major metamorphosis as well. Before using GPTUTOR, these teachers, as any teacher who ascribed to the didactic pedagogy, used traditional assessment methods such as quizzes and tests to assess student learning (Schofield, Evans-Rhodes, & Huber, 1990). After adopting GPTUTOR, these teachers experienced an epiphany that led them to place greater emphasis on student effort instead of just relying on the quiz and test scores (Schofield, Evans-Rhodes, & Huber, 1990). This epiphany was counter to one of the teacher's dogmas relating to grading.

For two years, the Informal Logic (PHI103) course at UAGC has used a tool called Amplifire to deliver logic instruction. The tool provides weekly modules that present students with challenging questions on the subject matter. After each set of eight questions, if they didn't get them all correct (and with confidence), the students are given further instruction on the material and allowed to take similar questions until they get them all correct (with confidence). This process continues with more sets of eight questions until they have completed the module. Students can revisit the module as many times as they like during the learning week, until they have earned 100%, thereby demonstrating mastery of the key concepts of the week. *- Dr. Christopher Foster, Center for Academic Engagement*

In that, one of the teachers opposed the idea of awarding points based on effort since he wanted the students' grades to be based on objective criteria (Schofield, Evans-Rhodes, & Huber, 1990). However, with GPTUTOR, students worked at their own pace, and every single student had their individualized accomplishments (Schofield, Evans-Rhodes, & Huber, 1990). The fact that every student was working at his/her own pace and achieving different levels of accomplishments made "grading everyone against the same standard of accomplishment" (Schofield, Evans-Rhodes, & Huber, 1990, pg. 31) inconsistent "with the way the class was structured" (Schofield, Evans-Rhodes, & Huber, 1990, pg. 31). Therefore, this teacher, who had previously refused to award points based on effort, realized that effort made a difference when GPTUTOR tutored students.

The impact that GPTUTOR had in the classroom was not just limited to modifying the teachers' behavior; it also modified the students' behavior. The students displayed more significant effort and involvement in their studies (Schofield, Evans-Rhodes, & Huber, 1990). The students' more significant effort and involvement were self-evident in the fact that students spent an "increased time on task, clear increases in apparent level of concentration, and the alike" (Schofield, Evans-Rhodes, & Huber, 1990, pg. 32). The latter behavior can be best summarized in the fact that teachers who didn't use GPTUTOR in their classrooms generally took "a few minutes to get the class settled down and ready to work" (Schofield, Evans-Rhodes, & Huber, 1990, pg. 32) as opposed to the teachers who used GPTUTOR in their classrooms (Schofield, Evans-Rhodes, & Huber, 1990).

It is self-evident that GPTUTOR, like other Artificial Intelligence systems, is transforming classrooms from a didactic pedagogy environment to an authentic pedagogy environment. The latter is exemplified in that GPTUTOR converted adherents of the didactic pedagogy to authentic pedagogy advocates. Traditional teachers who were the sage in their classrooms became corroborators in their students'

academic pursuits. Moreover, Artificial Intelligence systems such as GPTUTOR enabled teachers to spend a more significant amount of time with the students who needed it the most, thus increasing student learning outcomes. Finally, students took greater ownership of their education as a direct result of Artificial Intelligence systems. Therefore, based on this research study, we can answer the question posed at the beginning of this article: Whether Artificial Intelligence technologies create an education environment that is student-centered? The answer to this question is a resounding yes.

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VALUING CULTURAL COMPETENCE IN INSTRUCTION

John P. Bathke, Core Faculty, Department of Organizational Studies

Cultural competence can generally be defined as "the ability to understand, appreciate and interact with people from cultures or belief systems different from one's own." (DeAngelis, 2015). For the faculty of the University of Arizona Global Campus (UAGC), engaging in cultural competence is a good method of increasing Diversity, Equity, and Inclusion (DEI) within our institution. The racial demographic trend in the United States is projected to become a "minority" majority, the future majority being comprised of Hispanic, African American, Asian American, and multiracial populations by 2045 (Frey, 2018). UAGC currently serves many minority populations: 32% Black or African American, 58% non-White, and 70% female (Not Your Typical School, Not Your Typical Students, 2021). The need to connect with these minority or underserved populations is evident. The more effective UAGC's faculty can reach and hear the voices of its underserved populations; the more successful UAGC can be in retaining and graduating its students.

Learn more from this author at TLC.

Register here!

There are many approaches and understandings to cultural competence. Although the practice originated in the healthcare sector (Phillips, 2021) and has been successfully applied to many professional disciplines, cultural competence has likewise been utilized within higher education. This article aims to share some suggestions and guidance that can make our UAGC faculty more culturally competent.

The goal of cultural competence within our teaching community is two-fold: on the one hand, to understand the values and perspectives of our underserved students, and on the other hand, for faculty to introspectively examine the assumptions and biases they bring to the classroom. This second goal, that of "critical self-reflection" (Kumagai & Lypson, 2009) is essential to developing a culturally

competent professor. Cultural competence requires an examination of the biases and assumptions that faculty bring to each course, reviewing the social issues and potentially problematic attitudes as well within our respective disciplines.

Sharing carefully curated stories and case studies, selected by the professor, is one method of "constructive engagement in otherness" that allows both the student and faculty to reflect on their values and belief systems (Kumagai & Lypson, 2009). Researching such stories allows the professor to survey the social issues inherent within their subject matter. Reviewing these stories in a course encourages self-reflection in both faculty members and students. Well-curated stories can personalize academic material, address social issues affecting an academic discipline, and help create empathy for disenfranchised populations.

Learn more about the UAGC diversity, equity and inclusion efforts in this article by Dr. Yolanda and John Bathke.

Auditing Our Courses for Excellence in Diversity, Equity and Inclusion.

Participating in "honest" and "interactive" dialogue with our students in course discussion forums can foster fertile moments for our faculty to understand better the values and biases of UAGC students (Kumagai & Lypson, 2009). Promoting discussion on social issues within the professor's discipline better informs the professor on how the subject matter affects students and how they interact with the course material. Additionally, having more "bidirectional" and less "top-down" discussion facilitates the professor's appreciation of the students' perspectives, values, and biases.

Part of the goal of practicing cultural competence is to teach the skill to our students. The National Association of Colleges and Employers has recently updated its list of career readiness competencies, including the new Equity and Inclusion competency (WHAT IS CAREER READINESS, 2021). This competency advises college graduates to "equitably engage...people from different local and global cultures" and to uphold "anti-racist practices" (WHAT IS CAREER READINESS, 2021). Successfully modeling cultural competency practices enables our graduating students to create, work in, and foster more diverse, equitable, and inclusionary work environments.

Engaging in cultural competency is an ongoing journey. As professors utilize this approach, experts caution not to get lulled into the belief that cultural competency is a true competency that can be mastered with finality (Kumagai & Lypson, 2009). But underlying the cultural competency approach is that with conscious self-reflection, college professors can better understand and appreciate the views

and values of our students so that we can better teach, retain, and graduate students from disenfranchised populations.

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BUILDING ACADEMIC COMMUNITY

UAGC'S INVALUABLE CONTRIBUTION TO FIRST RESPONDERS IN SURFSIDE, FLORIDA

Shari Schwartz, Lead Faculty, Department of Behavioral Sciences
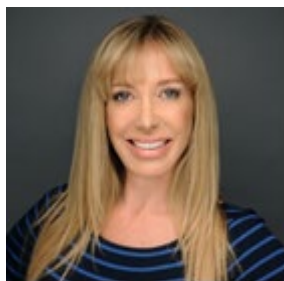
As a criminal psychologist with training in trauma intervention, working at UAGC and sharing my expertise with students is incredibly fulfilling. When I started in 2013, I wondered if working remotely would allow me to make meaningful connections with colleagues and students. I quickly learned that spending less time in rush hour traffic gave me more time to cultivate connections, the goal of which is to bring my absolute best to my UAGC students and colleagues. This is one of the many advantages of working remotely. I discovered another advantage recently that I could never have predicted: the structure of UAGC's remote work environment allowed me to assist first responders to the Surfside, Florida building collapse in June 2021.

My condo building is five short blocks from what was Champlain Tower, the site of an unimaginable tragedy that began in the early morning hours of June 24, 2021. The world learned more than 100 residents were missing and feared dead. Stories of some who managed to escape the building as it fell were horrifying and gave way to hope that survivors would be pulled from the rubble. However, seeing the building up close made it clear that finding survivors in the devastating wreckage was unlikely. We all prayed for the victims and their families as they waited for word of their missing loved ones.

First responders arrived almost immediately from all over the world to help dig through tons (literally) of debris for any signs of life. It was a surreal and ghastly scene unfolding right in my neighborhood. Our community mobilized to offer any form of support.

The City closed the park across the street from my building and set up tents where visiting first responders would be housed while engaging in rescue efforts. I thought, "Where will they shower? What about air conditioning and a comfortable place to rest and recharge?" This may seem trivial, but it was especially hot, humid, and noisy with the gathering crowds, rescue equipment and vehicles, and extraordinary traffic. It was 99 degrees in the shade and over 100 degrees in the blazing, midday Miami sun. What if they got sick, injured, or worse, living out there in those conditions? Many were not from Florida and thus not prepared for the kind of oppressive summer weather we experience. Standing idly by was not an option, so I offered up my home as a place for first responders to shower, eat, relax, call their kids, use the internet, and do whatever else they needed to power through their mission. My neighbors generously offered up their homes, too, and we did what we could to make the first responders feel comfortable. Gratitude was overflowing. They were grateful for the hospitality, and we were grateful for their heroic efforts.

As the days dragged on with no survivors recovered, the emotional toll this took on first responders was observable. When the call went out to local psychological trauma providers asking us to volunteer on behalf of victims' family members, I advocated for a team of volunteers to do the same for first responders. A team of volunteer trauma intervention providers enthusiastically came together to donate our services to first responders and victims' families alike. We, too, were on a mission, and it was one I could contribute meaningfully to because of the structure and supportive work environment at UAGC.

Tragically, no survivors were recovered, and first responders eventually returned to their hometowns. Though saying goodbye was difficult, an experience like this bonded us. I am humbled by their phone calls, texts, and especially the handmade thank you card from the five-year-old daughter of one of the rescuers.

Working remotely for UAGC allowed me the flexibility to be home to provide respite at all hours to weary first responders. They interacted with their families on video and phone calls in a way that calling from a noisy disaster site would not allow. Hot showers, fresh towels, clean sheets, and a comfortable place to nap were small yet impactful. They curiously asked what I do for a living such that I am home all the time, and I gushed about UAGC. They were impressed at how unconditionally supportive leadership, my colleagues, and our indomitable students were of my efforts on their behalf in the wake of the

Surfside tragedy. I explained, with great pride, that it did not surprise me at all. UAGC epitomizes encouraging, valuing, and supporting every member of our university community and the community at large. This, from my perspective, is how UAGC made an invaluable contribution to first responders to the tragedy in Surfside, Florida. I am so proud and grateful to be a part of the UAGC community.

GET CONNECTED WITH UAGC CONNECT

Ben Gothia, Student Development Manager, Student Affairs Holistic Co-Curricular Support

As I look back on my experience as a college student (I know, it's been so long it's hard to remember), I recall spending a lot of time in the Student Union. Of course, it was a place to get food if you were on the meal plan, but it also housed a multitude of resources that facilitated student engagement, success, and retention. It was a place you could meet with university staff, study, meet new friends, attend a job fair, and have special events, and it was where student clubs and organizations would conduct their meetings. So, what does a Student Union look like at the University of Arizona Global Campus? It's UAGC Connect, our online engagement platform for students, alumni, faculty, and staff!

Learn more about this topic at TLC. Presentation titles:

REGISTER HERE!

This is your invitation to be involved in UAGC Connect! Create an account and start interacting. There is a chat and video function on the platform, meaning that faculty and staff can find new and exciting ways to engage outside of the classroom! Got an idea for a new club?

Student Affairs launched UAGC Connect for students in June of this year (alumni already had access), and the engagement we've observed is encouraging. The platform is a concrete example of UAGC Leadership's new vision that embodies student success; whether engaging, supporting, enriching, or graduating every student, UAGC Connect plays an integral role in achieving that goal. Currently, we have opened access to students who are six months from graduation and students who are actively involved in UAGC clubs and organizations. The plan is to assess engagement with this smaller population, then roll it out to all UAGC students!

Clubs and Organizations have received an upgrade!

UAGC CONNECT

- Enjoy Group Discussions
- Discover Professional Resources and Events
- Connect with Alumni
- Build your Network
- Be Part of the UAGC Community

Experience all Clubs & Orgs in One Place!

UAGC Connect provides UAGC Clubs & Organizations an environment conducive to communication, learning, and enrichment. Expand your community and join today!

Connect.UAGC.edu

The platform is maintained daily by the Student Development and Engagement team. This team monitors posts and connects students and alumni to resources, approves new users, sends out a quarterly newsletter, and ensures all University events are posted in our global events tab.

The "Groups" tab is a space for each of the 30 UAGC clubs. The platform provides space for discussion posts (similar to your social media feed), a list of members with the means to contact them, resources (like a club's constitution or a link to a YouTube video), upcoming events, and an administrative tab (for managing users, promoting admins, and sending out group bulk emails).

One of my favorite aspects of the platform is the "Conversations" tab. It serves as a bulletin board for all members to see. Not only can students and alumni post questions or responses, but monthly contests designed to engage students further are held. The winners receive UAGC swag. The August 2021 contest asked the community to post a photo of their workspace. The conversations sparked just from students commenting on other students' posted photos are a great example of engagement that has never happened previously.

The Global Events tab brings all club events to one spot! While these events were taking place before UAGC Connect was around, a calendar now tracks these events in the platform, creating more visibility for what is going on in the broader UAGC community.

Do you have feedback or a question? Send an email to StudentOrgs@UAGC.edu or reach out on UAGC Connect. We're in this together; we value your support and participation as this platform continues to grow.

EARLY CHILDHOOD EDUCATION PODCAST WITH DR. SHIPLEY AND DR. HEALD FEATURES WORLD-RENOWNED AUTHORS - R.L. STEIN AND PATRICK CARMAN

**Dr. Latisha Shipley, Lead Faculty, Department of Education and Liberal Arts.**

Dr. Latisha Shipley and Dr. Stephanie Heald in the Department of Education and Liberal Arts host the Early Childhood Chatter Podcast. They had the honor and opportunity to have two world-renowned American children's book writers on the podcast in June. R.L Stein and Patrick Carman, best known for Goosebumps, Skeleton Creek, and Thirteen Days to Midnight, sat down with Heald and Shipley to explain their love of writing and get children to love books and reading!

Hear more from this author at TLC.

Register here!
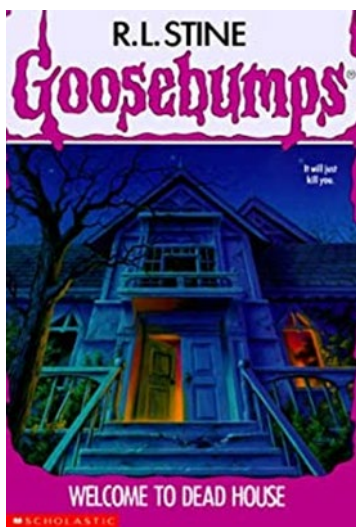
Patrick Carman has partnered with various people, including R.L Stein and Ariel Winters (from Modern Family), to launch the FREE podcast GoKidGo. This podcast is amazing, engaging, and for kids and adults alike! As teachers, we all want our students and children to fall in love with the imaginary world of reading. R.L. Stein and Patrick Carman do this already through their writing. We know our students love their books, but now the podcasts they are sharing are also incredible! On the Early Childhood Chatter podcast they discuss three new shows on GoKidGo; Bobby Wonder, Lucy Wow and R.L Stein's Story Book! Each actor in these podcasts truly makes the book come to life. Soon podcasts discussing Floozeville, the original GoKidGo show, Family Game Show and Whale of a Tale will be available. If you are interested in sharing with your students, teachers, children at home or others that enjoy podcasts this is one you won't want to miss! Drs. Shipley and Heald enjoyed getting to work with these two authors and are excited about what is to come for GoKidGo! Carman was also the closing keynote speaker for the 5th Annual Early Childhood Education Conference on August 12th with his co-founders teaching about GOKIDGO and why it is such a valuable experience for young children. You can find the podcast recording at Early Childhood Chatter. Learn more about GoKidGo.
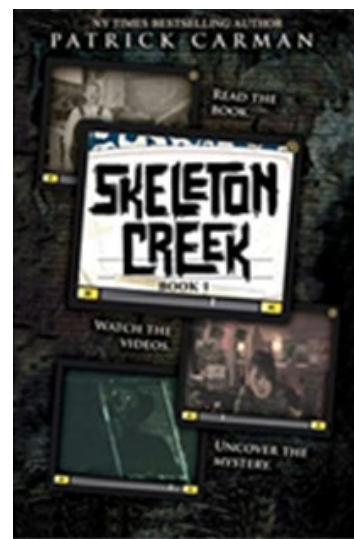
**WELCOME NEW FACULTY!**

Dr. Jessica Perez | Dept. of Organizational Studies

I am a Marine Veteran, having served two tours in Iraq, 2003 and 2004. I have worked for a large Multi-National Corporation where I held finance, operational, and sales leadership roles. I am currently the President of a consulting company specializing in Federal, State, and portfolio management. My Bachelor of Business Administration is from Concordia University. I hold a Master of Business Administration with a double concentration in organizational leadership and international business from Brandman University and a Doctor of Business Administration concentration in strategy and innovation from Capella University. My research is in green technology specific to commercial real estate. I am a Board Member of World Community Exchange, a global eCommerce platform that supports women entrepreneurs. Living in Denver, Colorado, I enjoy hiking 14ers (peaks above 14,000 feet), traveling, trail running, swimming, cycling, and paddleboarding (SUP). This year I will compete in my first triathlon.

James Hughes | Dept. of Organizational Studies
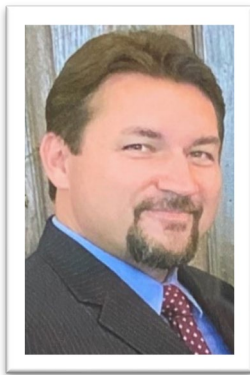
I am a Senior Vice President and Chief Human Resources Officer for Orlando, Florida-based Red Lobster Seafood Company. Red Lobster is the world's largest seafood restaurant company, with more than 700 restaurants and 45,000 employees worldwide. In my current role, I am responsible for leading all Human Resources activities for the company, including Culture, Talent Acquisition, Training, and Talent Development, Employee and Labor Relations, Total Rewards, Payroll, HR Technology, and corporate office HR. I am also responsible for all Safety and Risk Management activities for Red Lobster. Additionally, I serve as the President and Chairman of Red Lobster Cares, a non-profit entity that oversees internal donations that benefit the emergency needs of Red Lobster employees. I joined the company in 2011 when Red Lobster was still a part of Darden restaurants. Prior to this time with Darden and Red Lobster, I held many HR Generalist and Specialist positions of increasing responsibility with PepsiCo over a 15-year timeframe, from 1996 to 2011. I began my career in HR in 1995 with General Electric as a member of their HR Leadership Program. I hold a Master of Science in Business Management and Industrial Relations and a Bachelor of Business Administration, both from West Virginia University. This fall marks the beginning of my first teaching assignment with UAGC as an Instructor for BUS123: Business Writing with Confidence, Clarity, and Style.

### Dr. James S. Vaughan | Dept. of Organizational Studies

My name is Dr. James S. Vaughan, and I am thrilled to be part of the UAGC team! I am originally from Ypsilanti, Michigan, and currently reside in West Haven, Utah, with my lovely bride of 26 years, two adult children, and our four dogs! As a non-traditional learner myself, I earned a Bachelor of Science in Business/Management and a Master of Business Administration from the University of Phoenix, and a Doctor of Business Administration with an emphasis in management from Grand Canyon University. My goal as an instructor is to help learners find their passion for personal growth as lifelong learners while expanding their knowledge and skills for professional success. Professionally, I am a civilian Contracting Officer for the United States Air Force. I enjoy researching history, my genealogical background, and traveling across our beautiful country in my private time! I am grateful to join UAGC and engage with our dedicated learners!

Dr. Claudia McCann | Dept. of Behavioral Sciences
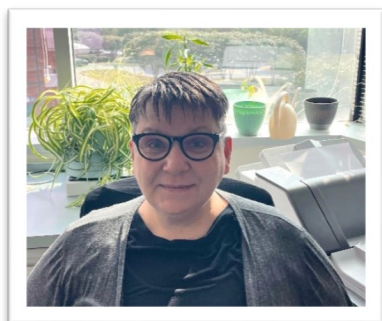
I am originally from Germany and am an associate faculty member teaching HUM 5010. I earned a Master of Science degree in Human Services in Gerontology and a Ph.D. in Multidisciplinary Human Services from Capella University. The focus of my dissertation was HIV/AIDS and aging, and after a twenty-year career in long-term care, I began a new career path as a Medical Case Manager in HIV care earlier this year. I am a mother of four adult children and a grandmother. I reside in Northern Virginia with my father-in-law, my dachshund Rudi, and my guinea pig Norbert. I was able to fulfill two major life goals this year: work in HIV care and teach. I am excited to be a part of the UAGC faculty!

Dr. Joseph Torres | Dept. of Behavioral Sciences
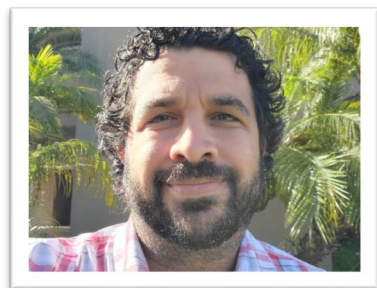
My name is Joseph Torres, and I reside in Southern California. I am married with three children (8-year-old, 10-year-old, and 19-year-old). We have a 10-year-old Australian Shepherd/Border Collie mix, which we rescued in early 2021. I earned my Bachelor of Science in psychology from the University of Phoenix, a Master of Science in psychology with concentrations in Pastoral Counseling and Alcoholism and Chemical Dependency from California Southern University, and a Ph.D. in Counseling and Psychological Studies from Regent University. Currently, I work for a hospital in Southern California. My role is in administration as a Chaplain and Patient Relations, in which I provide individual and group services for patients, family members, and staff.

Additionally, I serve as an Ordained Elder at a nondenominational Christian church and oversee multiple ministries (Marriage, Community, Security, and Missions) and teach in the Children's Ministry (Kindergarten through 6th grade). Lastly, I have approximately three-plus years of Adjunct Faculty experience, including being a Cohort Coordinator, Subject Matter Expert (SME), and a Dissertation Chair. I have also supervised doctoral students as a Group Supervisor at Regent University and MSW students as a Field Experience Supervisor at Walden University. I have served on School Site Council and Program Advisory boards from elementary schools to colleges and universities. I am a certified Critical Incident Stress Debriefer and an Ordained Chaplain. Lastly, I am a member of the American Psychological Association, Association of American Educators, and Christian Educators Association International.

Dr. Ishonté Allar | Dept. of Education
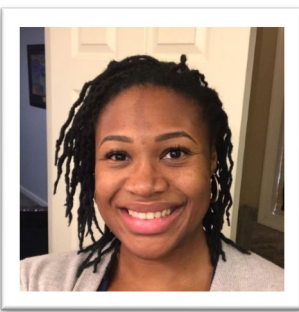
Hi! My name is Té, and I am excited to join UAGC's Department of Education and Liberal Arts in the College of Arts and Sciences as a core faculty member. I consider myself a lifelong learner and educator. My degrees include Coaching and Teaching Studies, Public Health, Spanish, Secondary Education, and Physical Education Teacher Education. I have taught all ages, including Pre-K through adult, in both face-to-face and online formats. Being active in my local community in various realms is important to me. I have served as a preschool teacher, middle school educator, and sports coach. Additionally, I have run before/after school programs and summer camps for students in grades K-5 and spent many summers as a mentor and faculty member to high school students in the Health Sciences and Technology Academy, which is a mentoring program that helps underrepresented high school students enter and succeed in STEM-based undergraduate and graduate degree programs. On a personal note, I live in West Virginia with my husband, two sons, and three dogs. I am a huge Harry Potter, Little Mermaid, '80's, and Lord of the Rings fan who enjoys documentaries, reading, working out, plants, and sunshine. I look forward to getting to know and collaborating with new colleagues!

Dr. Marci Clark| Academic Engagement Center

I have over 16 years of experience as a professional educator. Among my academic accomplishments are a Bachelor of Arts degree from the University of Arizona in Elementary Education, a Master of Arts degree from the University of Phoenix in Adult Education and Professional Training, and a Doctor of Education from the University of Central Florida in Curriculum and Instruction. During my extensive classroom teaching career, I have primarily taught kindergarten and first grade. Since I vividly remember my early education experiences, my teaching style is young, simple, clear, and fun, no matter the audience. I enjoy the social component of instruction and value the knowledge each student brings to the mix. Additionally, I have an Early Childhood Endorsement and have

taught on Davis Monthan Air Force Base in Arizona and the Department of Defense in Italy. I am focused on and committed to improving the quality of future teachers and have recently conducted a case study in 2019 on the writing quality of Preservice Teachers before and after a semester of teacher preparation program instruction. Additionally, I have worked grading Preservice teacher final project portfolios online for a prominent education publisher. While I have taught many academic subjects, reading and writing are my areas of expertise. My philosophy is that as every school subject involves a writing component, all academic areas can be improved by improving writing. I target the six common writing traits, one at a time, to achieve writing mastery in digestible bites. In 2009, I became a National Writing Project fellow, participating in 12 graduate credit hours of professional development for two summer Writing Workshops at the University of Arizona. My research interests are preservice teacher best practices, writing instruction, instructional differentiation, and instructional strategies.

Dr. Amanda Gibson| Dept. of Behavioral Sciences
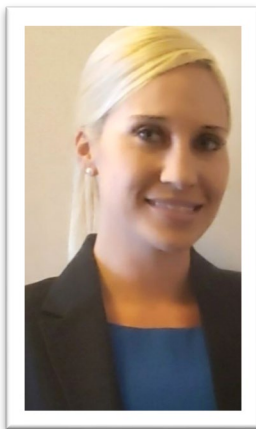
My name is Dr. Amanda Gibson, and I know how vital motivation can be in an online classroom environment. I completed my Ph.D. coursework and two master's programs using the online method. I hold a Ph.D. in Forensic Psychology, a Master of Philosophy Degree in Forensic Psychology, a Master of Science Degree in Human Services, and a Bachelor of Science Degree in Sociology with a concentration in Criminal Justice. While pursuing my graduate-level education full-time, I also maintained full-time employment. I have worked in the human service field for the past ten years and as a therapist for the past six years. In addition, I have taught at two other universities, teaching a variety of courses with a focus on psychology and human services. My experience as a student in various settings, with a multitude of instructors, and different approaches, has provided me with the opportunity to grow and mature as an educator. I am committed to holding myself to high standards and seek to continually advance as an educator, ensuring that I stay relevant and updated on the latest teaching methods and psychological advancements. I am happy to be a part of the UAGC community, and I hope to share both my educational and professional expertise along the way.

Dr. Dawn Jarvis | Dept. of Behavioral Sciences
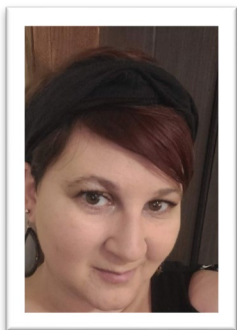
I am so excited to be part of the UAGC family! I received my Master of Science in Criminal Justice from the University of Wisconsin La Crosse and my Ph.D. in Human Services from UAGC. I am proud to be a UAGC Alumni and now teaching as an Associate Faculty Member in the Human Services program. My ten years of teaching experience includes associate and undergraduate teaching at several colleges and universities. Most of my career has been in the criminal justice and non-profit sectors. My goal for my students is to challenge them to apply content and concepts to the real world. I reside in beautiful Wisconsin,

where I enjoy being with family and friends and the opportunity to spend time camping, hiking, and reading.

Dr. Dianne Learned | Academic Engagement Center

Hello all! I am excited to be part of the UAGC faculty. I have a Ph.D. in Experimental Psychology with an emphasis on Cognition and Memory. I love research, mentoring students in research, and teaching. I have been an instructor in higher education for 15 years, and during that time, I have created and taught almost 20 different courses across four departments. My teaching philosophy focuses on the big picture – integrating the necessary text and course material with a broader understanding of the material's real-world implications. I challenge students to think about every topic in relation to themselves and relation to others different from themselves. And, in every class I've taught, students have challenged me to hone my teaching skills. To me, greatness in teaching (like any specialty) can never be fully gained, but it can be strived for – and that's what makes teaching so exciting for me.

Hear more from this faculty member at TLC.

[Register here](#)!

Dr. Rushaunda A. Farmer | Dept. of Behavioral Sciences
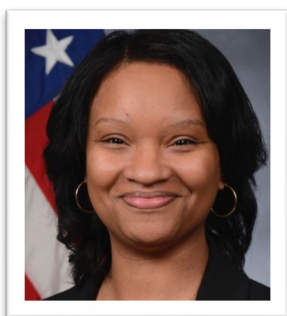
Greetings! My name is Dr. Rushaunda A. Farmer, and I am excited to be a part of the UAGC Family as Associate Faculty in the Graduate Psychology Program. I have spent most of my career working for the Federal Government. Much of the 18.5 years of Federal Service has been spent working with Sexual Assault Survivors and developing training programs to help cultivate the workforce and maximize their potential through professional development. I am a Master Resilience Training and MBTI Practitioner. I hold a Doctor of Psychology degree with a specialization in Criminology and Justice Studies. My master's and bachelor's degrees are in the field of Criminal Justice. I have taught at three other institutions during my career. I have taught a host of courses, including Critical Thinking, Critical & Creative Thinking, Developmental Psychology, Intro to Psychology, Issues of Diversity in Criminal Justice, Leadership, Communication, Resilience, Understanding Generations in the Workplace, Team Building, Time Management, Self-Care, and Victim Advocacy Certification Courses. It has always been and continues to be my goal to be profoundly present for my students. I do my best to ensure that my students know that I am invested in their journey alongside them while recognizing that, ultimately, the journey belongs to them. My goal is to help my students realize their fullest potential and to be able to see themselves through a different lens that allows them to tap into that potential to truly soar to the highest of heights. To have the distinct

privilege and opportunity of touching minds and lives is simply amazing. It affords me the opportunity to be a mentor, a coach, a facilitator, an instructor, and a cheerleader for tomorrow's thought leaders and workforce. My teaching philosophy recognizes that the opportunity to impact and influence tomorrow's thought leaders brings a great deal of responsibility and an undeniable level of satisfaction. It's all a privilege that I never take for granted. I have been married for 21 years to my husband, an officer in the United States Army. We also have three sons, and we have been fortunate enough to travel the world courtesy of the United States Army.

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.

Stephanie Anderson, Christine McMahon, Michelle Rosser-Majors, Sandra Rebeor – Lead Faculty, Department of Behavioral Sciences

Peer-reviewed chapter acceptance about applying Instructor Presence. Action Research and the Global Empowerment of Educators and Student Learning (pp. 170-198). Rosser-Majors, M., Rebeor, S., McMahon, C., & Anderson, S., (2021). Applying online instructor presence amidst changing times. In Slapac, A., Balcerzak, P., & O'Brien (Eds.) Action Research and the Global Empowerment of Educators and Student Learning (pp. 170-198). IGI Global. https://doi.org/10.4018/978-1-7998-6922-1.ch008.

Jacqui Asbury - Department of Education and Liberal Arts.

Congratulations to Dr. Asbury! Dr. Asbury completed her Doctor of Education in August 2021. She shares, *"I completed my Capstone Project in July 2021 as the last requirement for my Ed.D. in Educational Leadership. The title is: "How to Improve the Academic Achievement of English Learners in an Elementary School in Central South Carolina." It has been an amazing eight-year journey at Liberty University online.".* Dr. Asbury has taught Linguistics courses at UAGC for almost ten years and is now looking forward to expanding into education classes. She loves teaching GEN 103! Dr. Asbury was the first full-time ESOL Consultant at the South Carolina Department of Education from 1990-2000. She is a doggy mom to two rescues and feels blessed to work from home.

D. Anthony Miles – Department of Department of Advanced Management Studies

Dr. D. Anthony Miles authored a chapter in new marketing research methods textbook, "Handbook of Research Methods for Marketing Management" (forthcoming soon), edited by Dr. Robin Noonkun from the University of Mauritius, Dr. Viraiyan Teeroovengadum from the University of Mauritius, and Dr. Christian M. Ringle from Hamburg University of Technology, Germany. Publisher: Edward Edgar Publishers. Dr. Miles is one of twenty influential marketing, start-up, business experts, and statisticians worldwide to contribute a chapter to this comprehensive handbook. His chapter is titled "New Frontiers

in Marketing Research Methods: Forensic Marketing - Using Forensic Science Framework and Methods in Marketing Research."

Additionally, Dr. Miles has been recognized for:

Best Paper Award in Marketing (Won Four Awards) at Spring 2021 Academy of Business Research Conference. TOPIC: "STATISTICS RESEARCH: Crowdsourcing and Consumer Behavior: An Empirical Study on the Crowdsourcing Influence on Consumer Purchasing Behavior with Goods and Services." Presenters/Researchers: D. Anthony Miles, et al.

Best Paper Award for Marketing Track (HR/Management/Public Administration) TOPIC: "Social Media and Consumer Behavior: Market Research on Social Media Influence on Consumer Behavior in Higher Education." Presenters/Researchers: D. Anthony Miles, et al.

Best Paper Award for Marketing Track (Finance/Education/Economics/Public Administration). TOPIC: "Music Marketing and Consumer Purchasing Behavior: A Pilot Study on Music Marketing and Predictor Variables That Influence Consumer Purchases of Music." Presenters/Researchers: D. Anthony Miles, et al.

Best Paper Award for Management Track (HR/Management/Education) TOPIC: "STATISTICS RESEARCH: Workplace Bullying and Predictive Analytics: An Empirical Study on Predictive Analytics with Workplace Bullying and Bad Management Behavior at the Workplace." Presenters/Researchers: D. Anthony Miles, et al.

Frank O'Neill – Department of Health Sciences

Frank O'Neill is recognized by the Iowa Association of Community College Trustees as an Outstanding Faculty Member Award. Dr. Frank O'Neill epitomizes someone focused on quality education. Dr. O'Neill is constantly evolving as an instructor, a lifelong learner himself, using new tools to provide quality education. He has been a leader in developing quality online courses and has recently led the Open Education Resource initiative making courses more affordable for students. A former NISOD Teaching Excellence Award winner, a two-time Western Iowa Tech Outstanding Teacher of the Year recipient, and an Excellence in Online Instruction Award recipient from the Iowa Community College Online Consortium, Dr. O'Neill has been recognized by the College, students, and his peers for his teaching excellence and dedication in serving students. Frank has been teaching since 2003 and has taught for UAGC since 2019. He resides in Sioux Falls, SD, with his wife and three children.

Robert Spinks - Department of Education and Liberal Arts.

Article: Enforcing Little Laws Prevents Big Crimes. The article reviews the impact of the Broken Windows Theory of Crime Prevention has on increasing neighborhood livability while reducing crime potential. Published by American Police Beat magazine.

Article: School resource officer programs: Path to arrest or reform?. School resource officer programs have de-evolved from their original focus of mentor, classroom presenter, and sounding boards for students to become more of an armed security force. That evolution has been attacked as creating a

school-to-prison pathway where enforcement, zero tolerance, and arrests have taken a front seat. This evolution has occurred largely with the demands of school administrators and acquiescence by some law enforcement leaders.

Article: YOU Are the Police Department. This article identifies 12 key rules that will enhance customer service in the policing field. Connecting policing service to customer care and strategic visioning provides a training program for law enforcement agencies to follow to enhance their professionality and commitment to community-oriented policing principles. Published in American Police Beat magazine

Article: Community-oriented policing: still relevant? This article reviewed the evolution of community-oriented policing and problem solving (COPPS) in the law enforcement field. It touched upon COPPS core elements, its evolution, challenges, and alternative options for agencies and patrol to follow. Published in American Police Beat magazine.

Learn More about Robert Spinks - LinkedIn. Robert Spinks started his policing career in 1981 with the Eugene, Oregon Police Department and later served at the Port of Seattle Police Department. He has served as the Chief of Police in Sedro-Woolley, Washington; Milton-Freewater, Oregon; Sequim, Washington; McNeese State University; and is currently the Chief of Police in Parsons, Kansas (http://www.parsonspd.com). He holds a Master of Arts in Organizational Management and a Master of Science in Criminal Justice from the University of Cincinnati. Robert has been an adjunct at multiple community colleges and universities for the past 30 years. Currently, he is an adjunct faculty member at the University of Arizona Global Campus and Labette Community College.

EVENTS AND PROFESSIONAL DEVELOPMENT NEWS

TEACHING AND LEARNING CONFERENCE 2021

THE UNIVERSITY OF ARIZONA
GLOBAL CAMPUS
Teaching & Learning Conference

REGISTER NOW! November 2-4, 2021

Strengthening Our Foundations:
Learning Theory Online and Across Disciplines

FREE EVENT

Meet Your Keynote Speakers:

Day 1
Dr. Jennifer Engle
Director of Data, United States Program Bill and Melinda Gates Foundation

Day 2
Dr. Karen Sibley
Fmr VP of Strategic Initiatives and Dean of Professional Studies, Brown University

Ivy Banks
Associate Vice Provost, Diversity and Inclusion, University of Arizona

Day 3
Dr. Liesl Folks
Provost, University of Arizona

UAGC GET CENTERED PROFESSIONAL DEVELOPMENT SERIES

Julie Pedersen, Core Faculty, Academic Engagement Center

The UAGC Get CenterED Professional Development Series is a monthly opportunity for Academic Engagement Center faculty to share their teaching and education knowledge with their peers. Sessions cover a wide range of topics, from effective student engagement to best practices.

The September Get CenterED sessions had two wonderful presentations. Ben Gothia provided an overview of UAGC Connect, UAGC's new engagement platform, and how Clubs and Organizations work at an online Institution. Additionally, Evan Gray shared information on CHAMPS peer mentoring and how it offers every student the opportunity to develop the skills they need to reach the next milestone in their academic or professional endeavors. Visit the recordings for any Get CenterED session here.

In the October Get CenterED session, Dr. Julie Pedersen of the Academic Engagement Center provided a brief introduction to the core principles of DEI -- diversity, equity, and inclusion -- and discussed the value and reasons for focusing on this in the classroom. Dr. Yolanda Harper, Professor in the Department of Behavioral Sciences, provided an overview of UAGC ILOs that emphasize various DEI values and resources that faculty can utilize to enhance DEI within the classroom.

In November, the Get CenterED team will take a break to allow faculty to focus on attending the many wonderful sessions being offered at the UAGC Teaching and Learning Conference.

Hear more from the Get CenterEd team at TLC.

Register here!

FORBES SCHOOL OF BUSINESS AND TECHNOLOGY – GLOBAL MARKETING CHAT WITH CHUCK MUTH, FORMER CMO AND CGO OF BEYOND MEAT

The University of Arizona Global Campus and the Forbes School of Business & Technology welcomed Chuck Muth, the former Chief Growth Officer (CGO) of Beyond Meat. Under Chuck Muth's guidance and leadership, Beyond Meat revenues grew 2400%, going from $16 million in 2016 to over $400 million in 2020. Mr. Muth helped launch the brand into more than 120,000 outlets worldwide. Bill Davis, Lead Faculty, worked with Chuck in the 90s in Chicagoland when Chuck was an Executive Marketing Executive for Seagrams Beverage. Chuck brought a unique and cutting-edge perspective on current business topics such as health, climate, sustainability, and branding. Bill and Chuck engaged in dialogue that aimed to broaden the real-world application of global marketing, leadership, operations, and supply chain management. Forbes School of Business & Technology former Executive Dean Bob Daugherty stated, "This was a terrific opportunity for our students to learn from faculty and practitioners alike! Nicely done Bill, Chuck lived up to and exceeded all the wonderful things you shared about him." Please watch the recording here.

Join Bill Davis, Lead Faculty and Assistant Professor, as he interviews Chuck Muth and discusses sales, marketing, and achieving global brand success!

DISCUSSION WITH CHUCK MUTH:

SHARING HIS INSIGHT ON GLOBAL BRAND GROWTH AND LEADERSHIP

September 16, at 1 pm PT

Chuck Muth served as the Chief Growth Officer at Beyond Meat from May 2017 until June 2021. Under Muth's leadership, the company rapidly grew Net Revenues from $16M in 2016 to over $400M in 2020 by expanding distribution into over 120,000 retail, restaurant and foodservice outlets in more than 80 countries worldwide.

A chat on global marketing with **Chuck Muth** Former CMO and CGO of Beyond Meat®

CAREER TIPS TO ELEVATE YOUR RESUME & LAND YOUR DREAM CAREER

Nyrobi Wheeler, Associate Faculty, Department of Professional Studies Technology

Nyrobi is a professional resume writer specializing in resume development, resume editing, cover, thank and reference letters, and LinkedIn recommendations. She is also an expert in APA writing. She is the author of Careers Tips 2 Elevate Your Resume and Land Your Dream Career, available on Amazon.com.

Are you looking to advance your career to the next level? Needing to update your resume to increase your opportunities to land your dream career? If so, this article will provide tips to enhance your resume to help you land your dream career. I will also provide tips on how to answer one of the most important interview questions, "Tell Me About Yourself?"

- Career Tip #1: Avoid using Times New Roman font within your resume. The best fonts to use include PT Sans, PT Serir, and Cambria. These fonts are easier to read through the Applicant Tracking System (ATS), and Times New Roman is considered outdated by recruiters.

- Career Tip #2: Use action verbs such as "Described," "Developed," or "Recruited" when describing your professional and or teaching experience. These action verbs provide more detail in your work experience, and action verbs stand out more to recruiters who use the Applicant Tracking System (ATS).
- Career Tip #3: Bold and Italicize text to draw out key points throughout your resume (I.e., bold job title you want to pursue in the professional summary section of your resume, bold any results, such as numbers, percentages, or quotes
- Career Tip #4: Write your resume in 1st person only (I, me, or my).
- Career Tip #5 Use different color bullets when describing your work in your professional and or teaching experience. Avoid using black bullet points and use checkmarks or diamond-shaped bullets instead. Using different color bullets throughout your resume can catch the eye of a recruiter.
- Career Tip #6: The best colors to use throughout your resume include grey, navy blue, orange or red, especially within borders or subheadings within your resume to help it stand out to recruiters.
- Career Tip #7: Make sure your resume is free of spelling and or grammatical errors. It is recommended that individuals use Grammarly.com or the Hemmingway App to ensure his or her resume is free of errors. Recruiters turn a blind eye to resumes that are full of grammatical and or spelling errors.
- Career Tip #8: Use industry-specific job titles throughout your resume, particularly within your professional summary section (I.e., Administrative Support versus Administrative Assistant or Child Care Specialist versus Child Care Worker)
- Career Tip #9: Increase your professional development skills through LinkedIn Learning, Coursera, or Udemy, attend virtual career fairs and or watch career development videos
- Career Tip #10: When answering one of the most important interview questions, "Tell Me About Yourself?" make sure to avoid stating anything about your work experience. When answering this question, speak about your hobbies, such as reading, music, or community involvement. You can discuss any trainings you are in the process of working on or have completed that relate to the position you are interviewing for as well.

References

Indeed (2021, June 21). How to answer "Tell Me About Yourself" (Tips and example answers). https://www.indeed.com/career-advice/interviewing/interview-question-tell-me-about-yourself/

Wheeler, N. (2021, July 8). Career tips 2 elevate your resume and land your dream career. https://www.amazon.com/Career-Tips-Elevate-Resume-Dream-ebook/dp/B0992WRLM5/ref=sr_1_1?crid=3IV6MZT6N1BVT&dchild=1&keywords=career+tips+2+elevate+your+resume&qid=1629130430&sprefix=Career+Tips+2+Elevate+Your+Resume%2Caps%2C619&sr=8-1

Learn more about the Forbes School of Business and Technology Center for Women's Leadership mission and upcoming events at www.cwl-uagc.org.

ALL THINGS EARLY CHILDHOOD: THE 5TH ANNUAL EARLY CHILDHOOD EDUCATION CONFERENCE UPDATE

Dr. LaTisha Shipley, Lead Faculty, Department of Education and Liberal Arts

The 5th Annual UAGC Early Childhood Conference was held August 10-12, 2021. This conference featured three days of relevant, engaging, creative, diverse, and FREE professional development. If you missed this conference, you can catch all of the sessions on the UAGC ECE YouTube Channel. There were 1150 participants in attendance for the 5th conference. Dr. Tisha Shipley and Dr. Stephanie Heald, UAGC Lead Faculty and event co-directors, present a session each year. This year there were 22 sessions, with four of those being dynamic keynotes, including the world-renowned children's author Patrick Carman! This was also the first year to offer different professional development tracks and digital badging that included:

- Administration and Leadership
- Curriculum and Assessment
- Child Development
- Equity and Advocacy
- Innovation and Environments
- Children with Special Needs

Each session also included a participation certificate that shows each session attended. Jennifer Ramirez is a graduate student at UAGC and was the first-ever student presenter. One student commented, "I am overwhelmed by all the great information here today. I'm looking forward to looking back at the recordings".

Please mark your calendar for the 2022 UAGC Early Childhood Conference! The dates are **June 7-9, 2022.**

2021 ECE CONFERENCE

AUGUST 10–12, 2021   FIFTH ANNUAL

1150K SESSION ATTENDANCE
1150 participants received free, diverse, relevant professional development presented throughout the 22 sessions

UNIQUE USERS 303
unique logins participated from all across the US, Australia, England and Nepal

1055 HOURS OF PD
digital badges and professional development certificates were given for participation

RECORDING VIEWS **116**
video views of the session recordings from the 3 days

TO CONTINUE LEARNING VISIT OUR VIRTUAL LEARING COMMUNITY
ECE Virtual Learning Community
https://sites.google.com/site/auecevirtualconference/home

For more information about the conference and the Early Childhood Chatter Podcast, monthly Speaker Series, and the 2022 ECE Conference or to become a presenter, visit the ECE Virtual Learning Community. Questions, please reach out to Dr. Tisha Shipley.

TEACHER APPRECIATION WEEK MAY 3-7, 2021

Dr. Latisha Shipley, Lead Faculty, Department of Education and Liberal Arts.

The Department of Education and Liberal Arts (DEL) Engagement Committee celebrated Teacher Appreciation Week May 3rd- May 7th. All educators deserve to be commended for their hard work and dedication to their courses and with their students. Education has changed over the last year, and the DEL Engagement Committee wanted to ensure that all educators felt valued and appreciated! Members of the DEL Engagement Committee include Tony Farrell, Dean, College of Arts and Sciences, Lead Faculty, Tamecca Fitzpatrick, Michelle Simecek, Jessi Upshaw, John Mendes, Tisha Shipley, Kelly Olson-Stewart, Lauren Gonzalez, Ali Rief, and Jenn Zaur.

During the teacher appreciation week, the Engagement Committee recognized teachers through the following activities:

Daily email affirmations were sent to all Full-Time Faculty at UAGC to commend them on their hard work each day for their students. Department of Education and Liberal Arts Associate Faculty were invited to a virtual celebration where they heard from leadership and had the chance to win some UAGC swag!

Thank you so much!! What a fun way to be appreciated, you are all the best! It's an honor to be a part of the team.
– Tanya Mooney, Associate Faculty, Department of Education and Liberal Arts

The Department of Education and Liberal Arts Lead and Core Faculty created a video focused on giving thanks and sharing what we admire about preschool through 12th Grade teachers

It was wonderful to have the opportunity to recognize our associate faculty and all that they do for our students at UAGC each day! - Jennifer Zaur, Core Faculty, Department of Education and Liberal Arts

The DEL Engagement Committee acknowledges and thanks to ALL teachers for their dedication and hard work. Thank you so much for showing up every day and teaching, sharing, mentoring, advocating for, engaging, and preparing our UAGC students for whatever they want to accomplish. Without each of

you and your knowledge and experience, our courses would NOT be the same. You are much appreciated!

IN CASE YOU MISSED IT

The CETL understands that often your inboxes are unmanageable. Accordingly, in Q1 2020, we debuted the faculty communication digest, a brief weekly synopsis of critical faculty-focused news and events linking to the complete content on the CETL website.

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

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

You can review all past digests in the News section of the CETL homepage.

SUPPORT OUR STUDENTS

Student Affairs Quarterly | September 2021 – Get up-to-speed on student affairs happenings and UAGC-wide innovations! This iteration of the Student Affairs Quarterly provides updates on plans for UAGC Connect and information about collaborations with faculty, features our strategist for alumni relations, and links to valuable resources to help your students.

CHAMPS Mentor Orientation is every Wednesday at 5 PM PT – Join here. Faculty are invited to attend the weekly CHAMPS mentor orientation to learn more about the mission of this student mentorship program.

Q3 NEWS

Domain Change – Action Items

- Rebrand your email signature and course materials.
- Access rebranded forms.
- Read news about the UAGC transition

Q3 EVENTS

Use the CETL calendar to add event information to your personal calendar.

Classroom Management Mastery Series – If you haven't had a chance yet, please take some time to review the Classroom Management Mastery Series materials. The first session focused on the concept of technology courage. Our most recent offerings focus on tutoring services available to UAGC students and the CHAMPS peer tutoring initiative, which is key in supporting student success.

LET YOUR STUDENTS KNOW

October 26 at 12 PM PT – Honors Live Learning: Innovation for the Global Market: It's More about Why than What. Join here. These live learning sessions occur twice a month on Tuesdays from 12 PM-1 PM PT.

October 29 at 1 PM PT – UAGC Women in STEM Club |Cybersecurity Awareness. Register here. The University of Arizona Global Campus Women in STEM mission is to provide a pathway to educate, engage, and encourage women globally in STEM careers.

UAGC Toastmasters - UAGC is excited to offer Toastmasters International Clubs for students, faculty, and staff. Toastmasters International Clubs promote public speaking and leadership skills in a safe and supportive environment. Visit toastmasters.uagc.club or email toastmasters@uagc.edu for more information.

Forbes School of Business and Technology - Department of Technology - Don't miss the current edition of the UAGC Tech-Connect Newsletter!

SAVE THE DATE

FACULTY RECOGNITION

Have you recently been recognized for achievement in your field? Published or presented your work? Please share with us!

Interested in sharing your research on the UAGC Creative Scholarship Blog? Submit details to ORCS@uagc.edu.

LOOKING AHEAD

We want to hear from you!

The Chronicle continues to strive towards creating a publication that showcases news, information, and the successes of our faculty community. In an effort to provide the most relevant and interesting content, we need your help.

Third Quarter Issue Submissions Due: November 19, 2021

Need some ideas? Our faculty have spoken! They are interested in hearing more about:

- Faculty testimonials for best practices in online learning, including Canvas tips and tricks and student engagement
- Personal narrative focused on your career, teaching, students, self-care, and or classroom management

- Tell us about what you have been doing in your field (i.e., conferences, presentations, publications, awards)

Submission Guidelines

- 500 – 700 words (exceptions can be made for longer pieces)
- Include article title, author's full name, references, and citations
- Include links, author photo(s), and fair use images. You may embed images or videos in your article; please attach the full-sized original file.
- Submit one final copy as a word document with all images and preferred design features
- The Chronicle reserves the right to edit and reformat content.
- Submit to TheUAGCChronicle@uagc.edu

The goal of The UAGC Chronicle is to **educate, engage**, and **inform**. So, be creative with your submissions! For any inquiries regarding submissions, please contact TheUAGCChronicle@uagc.edu.

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

THE UNIVERSITY OF ARIZONA
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THE UAGC CHRONICLE STAFF
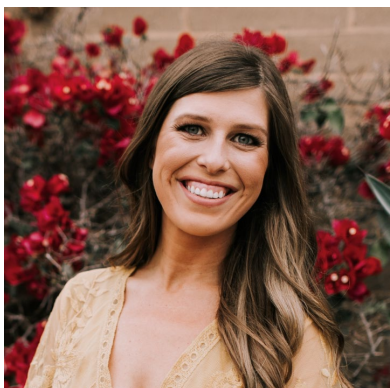
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Q3 2021 CONTRIBUTORS

A special thank you to the contributors of this issue!

Lane Andrew	John P. Bathke	Bill Davis	Ben Gothia
Yamil Guevara	Julie Pedersen	Michael Robinson	Kristin Sanders
Shari Schwartz	Latisha Shipley	Nyrobi Wheeler	William G. Woods

Thank you!