

THE UAGC CHRONICLE

Fourth Quarter 2021 Issue



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

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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

In this final 2021 issue of *The UAGC Chronicle* we reflect on the importance of our work, acknowledge the potential challenges of this time of year, and celebrate our successes.

UAGC faculty and staff have a critical mission to uphold a culture of student care that supports our non-traditional student body toward academic success. This issue elaborates the diverse life stressors that our students experience that often create obstacles in their educational paths and the cross-departmental institutional initiatives – rooted in compassion for our students and innovation of how we help them persist in their studies despite external stressors. These initiatives have motivated our work in 2021 and will continue to drive it in 2022. Each of us can take a supportive action that could change the course of a student's academic experience.

Many of us face the same kinds of stressors as our students, especially during the holiday season. As an institution, we have support in place for instructors and students alike. We hope you find rest and peace during this time of the year.

The UAGC Chronicle team offers gratitude for your support in 2021. The contributions from across all departments demonstrate a high level of engagement and dedication to *The UAGC Chronicle* mission. As a result, we continue to achieve increased readership with each issue. Please share *The UAGC Chronicle* with your network. The Chronicle welcomes your suggestions and questions and actively seeks contributions; learn more here. Please send your ideas, suggestions, and questions to TheUAGCChronicle@uagc.edu.

Happy holidays!

UNIVERSITY, PROGRAM, AND CURRICULUM NEWS

2021 END OF YEAR FACULTY SURVEY

Cole McFarren, Teaching and Learning Innovation Project Manager, Center for Excellence in Teaching & Learning



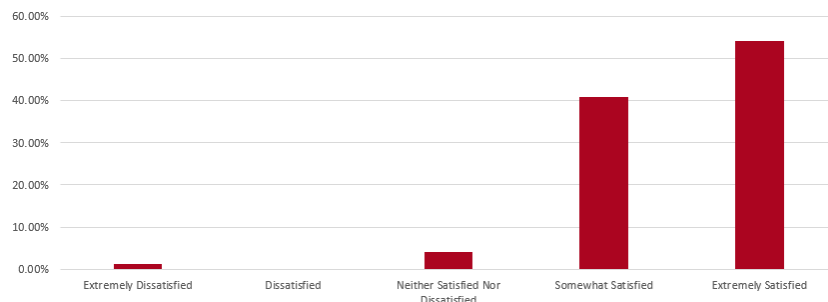
2021 marks the fourth year the Center for Excellence in Teaching and Learning has surveyed faculty on their classroom experience! The first iteration of the survey went out in 2018, a little over a year after our learning management system transitioned to Canvas. The initial survey focused predominantly on the technical aspects of the classroom, how faculty liked or disliked the classroom functions, and what we could do to improve. We also gauged levels of familiarity to inform training. Since that initial survey, we have continued to gather faculty input at the end of each year.

We've seen many positive changes in our classrooms since 2018, much of which was informed by the feedback we gathered from faculty. Suggestions such as the Waypoint shortcut in the left navigation of Canvas or instructor names being highlighted in discussions came directly from you! We also utilize this quantitative and qualitative data to help inform more significant decisions like our transition to Signalz in August 2020. In 2021, we conducted a pilot with [Packback, a discussion forum innovation tool](#), in two of our education courses. Your continued feedback to innovate our discussion forum experience motivated this pilot.

According to last year's survey, UAGC faculty were largely satisfied with the overall classroom experience. This year, we again aim to get feedback and ideas for improving the classroom and help guide our professional development and understand how you feel about working with the Center for Excellence in Teaching and Learning and your college leadership. We are broadening our scope to better gauge the holistic UAGC faculty experience. The Center for Excellence in Teaching and Learning wants feedback on how we are doing, how we can improve, and what it means to you to teach for UAGC and serve our students. As we recently celebrated the first

2020 FACULTY CLASSROOM EXPERIENCE SATISFACTION SURVEY

Please rate your overall level of satisfaction with your Canvas classroom experience.



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anniversary of the transition to the University of Arizona Global Campus, it is especially appropriate to gauge our progress and current status.

Please take a few minutes to complete the [2021 UAGC CETL Faculty Experience Survey](#) at your earliest convenience. We ask that you please complete before January 10, 2022. Thank you in advance for your time and thoughts and all you do to serve our students!

POWER OF ONE INITIATIVE

This critical institutional study aims to help us understand how we can support student retention and completion by upholding a culture of student care.

Faculty participating in the Power of One initiative can support students best by demonstrating flexibility with deadlines, providing assignment revision and resubmission opportunities, and utilizing the Incomplete grade process. We know that the great number of UAGC students who withdraw do so for reasons connected to personal situations and crises. This is what makes faculty support so important. Because of faculty support of this initiative, many students who are facing personal challenges will feel empowered to meet their academic requirements and succeed. Your support can be life-changing!

In Power of One, UAGC faculty and staff leverage student data – such as the information available in Signalz – to identify students who are in need and to offer them targeted support. This comes in the form of student care – unconditional support for students that recognizes the impact external demands have on their studies and offers the understanding and flexibility that will help them meet their academic challenges and complete their courses successfully.

Through the duration of this initiative – slated to run through the 2022 Academic Year – participating faculty will receive three hours of additional compensation for their participation and professional development resources toward building and refining student care practices. The additional compensation and professional development offerings acknowledge the extra time dedicated each week to the identified student(s) in your course.

Most importantly, Power of One faculty have the critical opportunity to inform how the institution incorporates the culture of student care into regular faculty practice and compensation.

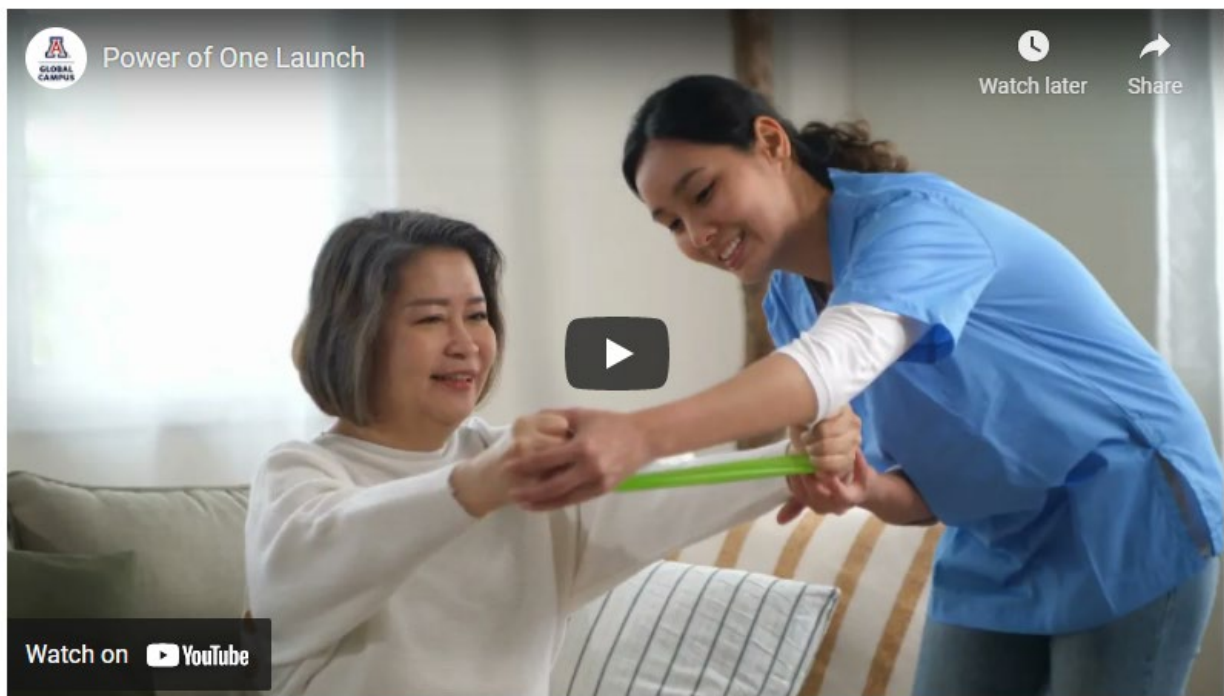
As an academic team, we are excited about the possibilities of this opportunity related to: our students goal completion, faculty professional development, and upholding an empathic university culture that empowers our students.

Please visit the [Power of One Resource](#) on the CETL Site, which includes:

- Tips on Student Communication
- Training on Using Signalz Data and Communication Templates
- Info for Understanding your Students and Guiding them to the Best University Resources

Stay tuned for Power of One faculty focus groups starting in January 2022!

If you are interested in joining this initiative to enhance student success, please contact your lead faculty.



THE POWER OF ONE PROFESSOR

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



UAGC recently launched the Power of One, an institutional study that aims to uncover how instructional behaviors that are informed by an awareness of the experiences of specific demographic segments within UAGC's student population can positively impact student retention. In support of this initiative, full-time faculty attended a training program based on the work of Dr. Donna Beegle. This program focused on increasing sensitivity towards UAGC's low-income students. This specific guidance becomes relevant knowing that 56 percent of UAGC's students are Pell Grant eligible (Not Your Typical School, Not Your Typical Students, 2021), meaning they have demonstrated an "exceptional financial need" (Federal Student Aid, 2021).

The Power of One training personally touched and impacted one of our professors, Dr. James Moore, Lead Faculty for the Bachelor of Arts in Entrepreneurship in the Forbes School of Business and Technology. Dr. Moore has amassed many achievements. In addition to earning a doctorate and becoming a professor, Dr. Moore is a husband, a father, a professionally trained chef, has run a radio station and hosted four radio shows, published a novel (with the sequel in the works), and written six

screenplays. He is also a military veteran. His accomplishments come after a childhood in which he experienced many of the disadvantages discussed in Dr. Beegle's training.

I recently interviewed Dr. Moore and asked him to share his experiences growing up. Relating Dr. Moore's experience to the type of student Dr. Beegle's training addressed can help all of us faculty to better empathize with our students and make instructional decisions that support them best.

John: Tell us about your childhood.



James: So, I grew up in a family [where] many things went on. We were low-income. There were drugs in the family, and there were behaviors that we'll call unbecoming of a family. I went into foster care twice, from six to eight, and from 14 to about 19 years old. You know, a kid at six not being at home—that's a scary environment. So, everything, pretty much, was an obstacle, everything. When I went to the shelter home [at age 14], my mom dropped me off. And the last thing she said to me was, "You're probably never going to succeed in anything. And most likely, you'll end up on a corner somewhere selling drugs."

John: Did the Power of One training resonate with you?

James: It did resonate with me. The thing that resonated most with me was realizing that I'm not the only one that comes from my type of background and that I didn't need to be as harsh with the students, that I needed to be more understanding. Because if I looked at it from the lens of, "this person came from my background"—they've gone through some stuff. And maybe while I'm saying, "this isn't spelled right," or "you didn't put this in the proper format," or "you're late"—they may be dealing with something that, in their mind or world, supersedes what I'm talking about. Now my perspective is different. On-time is early. What it did more than anything: it made me look at myself. That's what it made me do. At first, it was uncomfortable. Then I realized that, as a professor, I could change, look at things differently, and be a little more open with the grace periods. And I tried on my last class.

John: What can our faculty take away from this training?

James: Look inwards, at themselves. Think about it, most of the faculty have doctorates. Just out of consequence, many times, as people with terminal degrees, we look at the world differently. I remember talking with my mentor. I said, "One of the issues I'm having with [name omitted] is that I'm getting my doctorate, and she said because of that, she talks to me like I think I'm better than everyone else." And I was surprised by his answer. He said, "We are." I was like, "Wait! What?!" He said, "Only 3 percent of the world's population has done what you're trying to do. That puts you in a different category." And I think sometimes that's in the back of our minds when we look at these situations. We're looking at it from that 3 percent rule-- "Only 3 percent of the people have done what we have done. If you want to it, you go do this!" But if we look at it from an altruistic perspective, if that 3 percent helped 3 percent of somebody else, and they returned the favor, do we make the world a better place in the grand scheme of things? Something to think about.

This initial installment of the Power of One training provided excellent guidance for faculty on how to be more human and sensitive in their instruction. But Dr. Moore's personal reflections on Dr. Beegle's message, especially because he grew up in a disadvantaged background himself, reaffirms the notion that any UAGC faculty member has the capacity for self-examination to see how they can be more understanding of the students they teach. I'd like to thank Dr. Moore for sharing his personal experiences and how this Power of One training stimulated greater sympathy for his students.

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MULTIPLYING THE POWER OF ONE

Amy Erickson, Faculty Development & Coaching Specialist, Center for Excellence in Teaching and Learning



As a result of attending the Power of One staff and faculty training, which featured Dr. Donna Beegle's work on the war on poverty, I feel genuinely empowered to make a difference. An important warning from Dr. Beegle's presentation is that many living in poverty have not been encouraged in education, so we may *never* see them in our classrooms. I am committed to helping those inside our classrooms, but what about the people living outside of our reach?

Poverty in our Communities

I thought about my community and wondered how many people were currently fighting what Dr. Beegle called the *war on poverty*. Are people in my community worried about the upcoming winter in Minnesota? As I write this, it is early November, and temperatures are already in the low 20s at night and mid-to-upper-30s during the day. Children and adults need hats, mittens, scarves, and coats. I remember Dr. Beegle saying that she benefited from the help of organizations like the Salvation Army, and a quick Google search showed that I was fewer than 15

Please visit the Emergency Assistance Resource page on the UAGC Hub for state resources: [Emergency Assistance Resource](#)

For housing assistance: HousingAssistanceOnline.com

For food assistance: FoodPantries.org

For medical assistance: [2-1-1](#)

miles away from one of their many locations. I went through the house and found five coats. I called my family and neighbors and told them I was making a trip to the Salvation Army and would be happy to pick up any winter gear they would like to donate. One neighbor showed up with three bags. This experience, combined with Dr. Beegle's inspiration, made me believe that there was indeed a way to multiply the Power of One.

A Forum for Good

Here is what I am proposing: let's use this space to share ideas for multiplying our Power of One. If you come across an organization or an opportunity to help others in need, email the information and any pertinent links to CETL@uagc.edu. We'll collect the stories to share in the UAGC Chronicle so UAGC faculty and staff can pitch in to help and learn about organizations helping others in need. You can remain anonymous, as we understand that people want to help others for the sake of alleviating suffering and not recognition. Imagine the good we could do.

Multiplying the Power of One

The following organizations aim to help people suffering in the warzone of poverty. Please note that nearly every organization has seen increased need due to the pandemic.

- As Dr. Beegle mentioned, The [Salvation Army](#) is a global organization that provides valuable resources to individuals in need. This link will bring you to a page where you can search for a local organization in or near your zip code. If you have furniture to donate, they will send a truck out to get it!
- Another non-profit organization helping women and girls in poverty is [I Support the Girls](#). This organization takes gently used bras, feminine care products, and monetary donations to help girls and women experiencing homelessness.
- [RecycleHealth](#) is a non-profit charity that refurbishes fitness watches/trackers and gives them to underserved populations. All you have to do is box up the fitness trackers you are no longer using and send them in.
- Finally, [Mercy Chefs](#) is an organization that provides hot meals as part of disaster relief and donates food through grocery box distribution. They help alleviate hunger in communities and provide "food insecure communities with job skills training, single parent cooking classes, and budget recipe creation through community kitchen outreach programs" ("Food Insecurity Response," 2021, para. 3).

I've participated in countless hours of continuing education over nearly three decades in higher education, but I'd never experienced anything like Dr. Donna Beegle. Listening to her was enlightening, eye-opening, and inspiring. Like everyone else who attended, I walked away with so many ideas about changes in the classroom. I now carefully examine my interactions with students, evaluate the comprehensibility of my language, and review the design of my courses to ensure that a variety of skills, abilities, and knowledge are showcased.

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Food insecurity response. (2021). <https://mercychefs.com/food-insecurity/>

CLASSROOM MANAGEMENT

BUILDING THE FOUNDATION FOR FACULTY: WHAT'S NEW WITH THE NEW FACULTY EXPERIENCE?

Becky Hayes, Learning Design Specialist, Center for Excellence in Teaching and Learning

You know that all new faculty at UAGC go through the New Faculty Experience (NFE), but did you know that the NFE was redesigned entirely in 2020? The new NFE design establishes the foundation for an informed, compassionate, and engaged faculty community. The redesign is based on research into effective training practices and feedback from our faculty on the original design of the NFE.

New faculty now experience a multi-phased process for acclimating to teaching at UAGC. The onboarding process begins with a one-week asynchronous experience that coincides with faculty completing the HR and compliance requirements such as FERPA training. During this onboarding week, faculty are assigned a dedicated CETL Coach who will serve as their point of contact with the CETL through the completion of teaching their fifth UAGC course. During these first five courses, new faculty are assigned targeted self-paced training to develop foundational UAGC knowledge and incorporate best practices into the classroom. These training modules are also available to all faculty to complete professional development.

Phase 1: Onboarding

Learn & Apply Basic Skills

During the first two weeks of employment, faculty complete a self-paced module, then apply their newly learned skills in a simulated Canvas course. They receive support and daily throughout the onboarding process from their CETL Coach.

Phase 2: Development

Build Competency

After completing onboarding, faculty are scheduled for to teach their first courses. As part of their contracts, they are required to complete an assigned asynchronous module that builds on their foundational knowledge.

Phase 3: Growth

Integrate Best Practices

Faculty continue to build on their knowledge as they teach their third, fourth, and fifth courses. Asynchronous modules are assigned for each contract that focus on facilitating critical thinking and problem solving.

Onboarding

The CETL Coach provides timely, regular, customized feedback – letting faculty know their work is essential and that their Coach is invested in their success. To reduce anxiety and create stability for new faculty, the Coach accompanies each new instructor through onboarding and their first five courses. (Elting, 2015). The Coach is in contact with the instructor daily during onboarding and at the start, middle, and end of their first five courses. At the outset, their feedback focuses on building the fundamentals of classroom facilitation. As the instructor progresses through the program, the Coach's support seeks to cultivate higher-order practice by reflecting on more complex skills such as offering effective feedback.

Before they experience the pressure of a live classroom, faculty continue their onboarding experience with an opportunity to practice their new skills in a simulated classroom. The simulated classroom, which is department-specific, contains assignments from current courses, work from *real students, and examples from high performing *faculty. Using department-specific assignments and actual student work samples exposes faculty to typical learners they will encounter within their discipline. NFE also offers examples completed by our existent faculty for each task we ask our new faculty to finish. According to Booth et al. (2015), examples "help improve (the learner's) conceptual understanding without sacrificing procedural skill" (p. 24). With NFE extending through an instructor's first five courses, and a new training focus for each contracted course, faculty apply knowledge incrementally under the guidance of their assigned CETL Coach. Because the learning happens in phases, faculty can build on their previous knowledge and experience to process, understand, and apply the new skills and knowledge.

*Names and identifying information for students and faculty are changed before use.

Ongoing Support During First Five Courses

Faculty complete five 60-minute self-paced trainings throughout NFE, one during each of the first five contracted courses. Similar to the Coach's focus topics, these self-paced courses begin with basic information, such as University policies and classroom management techniques, then become increasingly complex. Faculty begin by building a foundation of understanding to absorb and apply topics that require advanced critical thinking and problem-solving levels later in the program. Finally, as the final step in the NFE process, new faculty are enrolled in the Instructor Presence Certificate program, where they are asked to complete Module 1. This sets them up to complete the remainder of the modules and earn the certificate as they continue to build their teaching experience with UAGC. The first four self-paced trainings are currently available in Workday. All faculty can access these trainings for professional development purposes.

- [Faculty – Time Management & University Policies](#) (first course)
- [Faculty - Communication & Classroom Management](#) (second course)
- [Faculty – Engagement & Instructive Feedback](#) (third course)
- [Faculty - Academic Integrity](#) (fourth course)
- The fifth-course training, Module 1 of the Instructor Presence Certificate program, is also available for all faculty to complete. Visit AskCETL for more information on the [Instructor Presence Certificate](#) program and instructions for enrolling.

IMPACTING STUDENT SUCCESS WITH EQUITY, INCLUSION, AND DIVERSITY PRINCIPLES

Dr. Sarah D. Korpi, Ph.D. Diversity, Equity, and Inclusion Director, Division of Continuing Studies, UW-Madison, Bill Davis, Lead Faculty Department of Organizational Studies



Institutions of higher education exist to serve their students. Faculty, as employees of higher education institutions, are dependent upon their students. Students are dependent upon their instructors. The interdependent relationship that exists among institutions, faculty, and students can lead to mutual success. When students are successful, they achieve their educational goals, and the faculty and institution fulfill

their purpose. Students need to feel that they matter (Schlossberg, 1989), and one way faculty can indicate to students that they matter is by approaching their instruction in an equity-minded way.

EID or DEI?

When considering equity, inclusion, and diversity (EID) in the classroom, it can be useful to begin by defining terms. Why EID instead of DEI? In a 2020 blog post, Dr. Harriet Lewis states, "As business leaders, we need to focus on equity first, diversity and inclusion will naturally follow...." (Konesens Development Team, 2021). DEI is perhaps more frequently used, but putting equity first is gaining traction. Focusing on diversity efforts alone does little to address equity issues that persist once diversity is present.

Regardless, establishing a shared understanding of what is meant by those words provides a solid foundation for this discussion. "Diversity Is a Fact, Inclusion Is a Choice." Thus is titled Timothy R. Clark's recent Forbes article. Clark defines diversity as a matter of composition, whereas inclusion is "...a matter of belief and behavior" (Clark, 2021). Diversity itself doesn't benefit anyone when inclusion is absent; inclusion enables those in the workplace to benefit from the perspectives brought by diverse employees. In an organization, equity means fair treatment, access, opportunity, and advancement for all people ("What Diversity", 2021).

Now that we have working definitions of Equity, Inclusion, and Diversity, we turn our attention to practice: How can we use EID practices to benefit student learning outcomes in the classroom? Three practical approaches are: be self-aware, be present, and curious.

Three EID Practices

One of the most powerful tools teachers can bring to the classroom is self-awareness. Intersectionality is the way a person's unique identities come together. An awareness of one's intersectionality can include an awareness of one's own race, gender, socioeconomic status, first language, and class identities. It also consists of an awareness of power dynamics and how one interacts with others in the classroom as a result of those identities. An awareness of how one's identities come together can help instructors be more intentional in their interactions with students. For example, if an instructor from an upper socioeconomic status is teaching students who tend to be from a lower socioeconomic status, and the instructor notices that several of the students doze off in the classroom during a lecture, an understanding of their own socioeconomic background and how it might be different from that of their students can help the instructor decide how to respond to the dozing students in a more student-centered way.

Being fully present is a powerful EID tool that can connect directly to classroom practice to impact student success. Being fully present means instructors are aware of the dynamics in their classroom, address any issues as they occur, and focus their teaching on meeting their students where they are and guiding them as they work toward meeting the learning outcomes. Instructors who embody this EID practice know that working with their students at the group's pace and altering lesson plans as needed is more important than delivering planned lectures and will help students reach the learning outcomes.

The third practical EID practice is being curious. Curious instructors do not make assumptions or judge their students based on what they see or hear in class. Curious instructors inquire and are engaged in learning - both about their students and the content they teach. They know that a commitment to

ongoing learning and an expression of wonder and delight at newly gained information will model intellectual curiosity and encourage students to remain open and curious themselves. In addition, curiosity about their students is another way instructors demonstrate to students that they care. Curious instructors care about their student's academic and personal well-being, and they express this through their willingness to learn more about their students.

Instructors who are self-aware know that how they show up in a space impacts the dynamics of that space. Instructors who are present know what their students are struggling with and what they need to understand the material. Instructors who are curious foster curiosity and a love for learning in their students. When instructors bring these three EID practices to their classroom, the learning environment they co-create with their students is a positive, student-centered one in which students perceive that they matter.

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The university is focused on ensuring students are equipped with tools and skills that will aid them in their future endeavors. Critical Thinking is an [institutional learning outcome](#) and we are all challenged to incorporate this learning in all programs and courses.

The UAGC Chronicle will support this institutional learning outcome through a series of articles focused on upcoming initiatives, research and resources aimed at supporting students through their educational journey.

THE IMPORTANCE OF CRITICAL THINKING

Irina Weisblat, Lead Faculty, Department of Organizational Studies



Student achievement is the ultimate goal of educators tasked with the societal expectations that universities help promote economic growth and more significant innovation and satisfy the ever-increasing demands of employers. The labor market is looking for new skills and higher-order abilities. The benefits of acquiring higher education are both societal and personal. But education alone is not enough. Critical thinking skills are becoming increasingly crucial as practical, reflective, and holistic attributes.

Critical thinking skills are taught globally, at all educational levels, as the pressure to respond to the changes brought about by globalization and advanced technology intensifies.

At UAGC, faculty intentionally reinforce critical thinking in their classes. The Assessment and Curricular Affairs teams consistently collect and analyze data related to critical thinking. Collectively, we are engaged in a meaningful exchange of ideas. We share high-impact practices to advance the knowledge we teach in our programs and help our students achieve and master critical thinking skills.

A key example of this exchange of ideas was the UAGC seminar on teaching *Critical Thinking Across the Curriculum*. Special kudos to Dr. Christopher Foster, who worked tirelessly to create this powerful seminar. C. Foster (personal communication, November 17, 2021) stressed: "Ideas [expressed at the seminar] were not only important but also varied, sharing many great perspectives on how we can help our students learn these key skills." Indeed, we had a unique opportunity to learn how our students benefit from learning critical thinking skills during the four-day Critical Thinking seminar.

UAGC students shared the following when asked this question: *How critical thinking skills learned at UAGC help you in your professional and personal life?*

Miraj Simpson, Supply Chain Management (BASCN) program at the Forbes School of Business & Technology, answered:

Critical thinking is a crucial component of our future leadership. With a growing focus on social responsibility around the world, businesses are being called to adapt their processes to be more sustainable, ethical, and transparent. Integrating better business practices requires a team of leaders who can think critically about the cultural, environmental, and economic implications, finding creative ways to balance them all.

Because of the flexibility offered by UAGC, I was able to spend nearly four months in Latin America self-studying the impacts of COVID-19 on logistics infrastructure in the regions of Panama City, Panama, Puerto Escondido, Mexico, and Quito, Ecuador. For the first half of my trip, I was enrolled in the CHAMPS Peer Mentoring program, and my mentor Dr. Ken Romano helped me make sense of the practical applications of supply chain and operations I was seeing. Additionally, spending extended time in these places afforded me cultural context to consider in future business dealings as the global South continues to integrate with the global supply chain.

I appreciate that the UAGC faculty encourages students to choose assignment topics relevant to their personal and professional development. This asks students to engage more deeply with the material and think critically to draw connections between the learning objectives and their selected topics. My ability to think critically about what I wanted for my life led me to a field I'm incredibly passionate about and a school that is genuinely invested in my growth. As I continue my academic journey at UAGC, I feel empowered to build a career and life that gives me a sense of meaning and fulfillment.

Kimberly Caguitla, Operations Management and Analysis Program, Forbes School of Business & Technology, answered:

UAGC has expanded my knowledge of critical thinking. I have discovered that critical thinking is not strictly an academic assignment. We use it in our daily lives, and sometimes we are unaware we are critical thinking. The lessons I have learned have helped me make better judgments and analyze situations to increase my leadership skills. Discovering what type of leadership surrounds me and the kind of leader I aim to be. There are significant traits leaders develop and improve to value their character towards their subordinates.

Being empathetic and listening to others gives people a sense of value. Critical thinking allows me to understand others more and recognize how to solve specific issues that may surface. The necessary thinking skills from UAGC have helped me receive two promotions in less than six months. I use the critical thinking skills of leadership I have learned to develop a higher quality of leadership.

I have learned to identify when people perform fallacies and react to such situations. There are different tactics of fallacies people use to manipulate a problem to have the outcome favor them. I understand how to address the misconceptions in a nonbiased way. Before UAGC, I was unaware of the number of fallacies we encounter in our everyday lives. From Dr. Christopher Foster's PHI103 class, I have learned how to identify misconceptions in an argument and techniques to create an engaging discussion and make it a learning opportunity. Entering an argument with an open mind allows me to learn more about the topic being discussed and understand the person's point of view better. Having critical thinking skills benefits all aspects of my life and have limitless power to increase the value of the information I receive and learn.

I value the education provided for me through UAGC. The discussion forums increase engaging skills, conversations, and critical thinking. The educators continuously encourage and communicate with students to motivate them to succeed. The resources are given by UAGC support personal, professional, and academic lifestyles while also providing different ways to be healthy through various sources from The Hub. Students have an excellent opportunity to learn how to strengthen their critical thinking skills, and it is because of the superb staff from UAGC.

Gregory Tomaszuk, Operations Management and Analysis program at the Forbes School of Business & Technology, answered:

The critical thinking skills that I'm learning at UAGC have noticeable effects on my professional and personal life. As a Principal Systems Engineer, I lead a team of engineers responsible for IT infrastructure and security for a manufacturing company in San Marcos, CA. I have noticed a direct benefit to my ability to take a more analytical approach in interpreting and evaluating new information, basing decisions on ethical and economic reasoning. My approach to opposing perspectives has become more enlightened, and conversations with colleagues, friends, and family are much more thoughtful and enriching.

Critical thinking was not something I gave much thought to specifically when I started classes at UAGC. However, I quickly realized that looking at the world, evaluating information, and making decisions based on viable details is a necessary trait of influential leaders. UAGC's flexible schedule allows me to choose the best time to study and work on classes. The level of instruction is world-class, and the engagement from faculty and staff inspires me to continue working hard to pursue my goal of earning a degree.

These student testimonials illustrate their diverse perspectives on the benefits of learning critical thinking skills. These skills enrich them academically, personally, and professionally. Educators also know that students will only rise to the standards we set for them. When we raise our expectations, students strive harder to reach them, and more often than not – surprise themselves with their successes.

WHAT DOES ACADEMIC INTEGRITY REALLY MEAN FOR AN ACADEMIC INSTITUTION?

Millie Jones, M.A.; M.Ed., Lead Writing & Learning Specialist



SupportU™

Academic integrity is often associated with plagiarism alone, but it includes much more, and it begins well before any writing takes place. Academic integrity is an intricate piece of the entire process of completing an assignment or paper—from researching the topic and selecting credible sources to include original and academic voice in one's writing, and even in using tutoring responsibly.

What is Academic Integrity?

The University of Arizona Global Campus defines academic integrity as "the ethical use of information, thoughts, and ideas from which we build original thought to contribute to the academic conversation" ([UAGC Course Catalog](#)).

And what does that mean?

Academic integrity includes obtaining and selecting ethical and credible sources and evidence when researching for an assignment or discussion post, using available academic supports responsibly, and communicating the information from other researchers while also contributing one's original thoughts to the ongoing academic conversation.



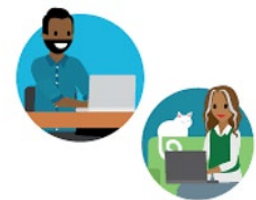
Why Does Academic Integrity Matter for our UAGC Students?

Meeting academic integrity expectations is important because it illustrates a student's credibility, the credibility of the university, and the credibility of academic research and scholarship overall. Academic research is held to a high standard, and this ensures that the information produced by academic researchers is as close to the truth as we know and understand it.

Academic researchers (including every academic student) are searching for the capital-T "Truth," which can only happen when academic integrity is maintained throughout the research and writing processes.

How Can I Help My Students Learn to Work Toward Academic Integrity?

To continually develop a lifestyle of academic integrity, students need to hear about academic integrity and its components early and often. Realize that the components of academic integrity may be new to your students, and each must certainly be practiced again and again. Students will make mistakes in their academic integrity journey, which is okay. As faculty, you can facilitate their growth by pointing out where they may need to practice and how to do so.



The [UAGC Academic Integrity Guide](#) is essential to you and your students in working toward academic integrity!

This guide was created by the UAGC Academic Integrity Team and the UAGC Library & Writing Center. It provides various tasks and steps that should be completed throughout the research and writing process to achieve academic integrity. It also offers instructional guides to help students achieve each of those steps.

What are the Steps to Achieving Academic Integrity?

1. Perform Academic Research—Not a Google Search

Academic research aims not to get the "right" answer but rather explore different perspectives and learn about a topic. Instead of Googling an assignment prompt, use the UAGC Library to research the topics within the assignment prompt. Academic integrity requires academic research (not Google) to explore and learn about a topic and share what was learned. If needing more background information on a topic, an encyclopedia is a great place to start, accessed from the Encyclopedias & Dictionaries button on the UAGC Library homepage.

2. Select Credible Sources

The sources and evidence selected to use for academic assignments should be of a higher caliber than what may be used in one's daily life and need to be verifiable, accurate, objective, and authoritative. Academic integrity requires selecting and using sources from highly credible authors with highly credible evidence.

3. Use Credible & Relevant Evidence

Once finding a credible source, be sure to select relevant, timely, and credible evidence from that source. Academic integrity requires rigorous evaluation of the evidence selected from a source. Using evidence or information that does not directly support your specific claims, or is no longer valid or in use, or presents a reader with biased or inaccurate information takes one off the path of academic integrity.

4. Integrate & Cite Evidence/Sources

Evidence from sources needs to be *integrated* into a paper *and* appropriately cited. Academic integrity involves attributing the credit for any theories, ideas, or words to those who contributed to the conversation/topic before you while using their work as a foundation to build upon.

5. Provide Original Academic Thought & Voice

Including the ideas and research of others is needed for academic writing, but it is not enough to only present what others have said. Academic integrity includes presenting information from others while also providing one's own original and academic thoughts and voice to the conversation.

6. Avoid All Forms of Plagiarism

Direct cheating is an obvious departure from academic integrity, but plagiarism can take many forms and does not always accompany an intent to cheat. Academic integrity requires taking careful steps to avoid all forms of plagiarism—intentional or unintentional.

7. Use Tutoring Responsibly

Working with a tutor can help increase one's knowledge, but it must be done responsibly to maintain academic integrity. Students must produce their work at all stages and independently meet the expectations of the course. Also, be sure to work with a UAGC-approved tutor through Canvas. Other tutoring sites market themselves as tutoring but exploit student work.

The UAGC Writing Center provides many articles and resources pertaining to tutoring. Read more below!

[Get the Most from Your Tutoring Session.](#)

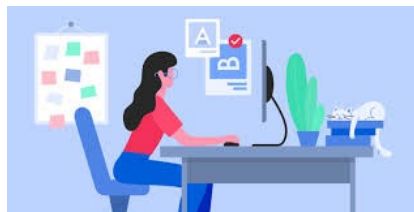
8. Maintain Personal Responsibility and Continual Improvement

Personal responsibility is the view that students are ultimately responsible for their academic choices and the consequences of those choices. These choices are to:

- Be aware of academic integrity expectations.
- Understand how to choose credible and reliable sources.
- Never rely on others to ensure you have cited appropriately.
- Know that unintentional plagiarism is still plagiarism.
- Use tutoring responsibly, use responsible tutoring sites (UAGC-provided), and never allow your tutor to edit or produce any of your assignments for you or with you.
- Independently produce your work for assignments and do not share your work with others.

Continual improvement is the view that students continually learn how to meet academic integrity expectations and strive to exceed them. As a student:

- Ask if you are unsure. Use Turnitin.
- Use the resources provided here to help you meet expectations.
- Evaluate sources carefully for credibility.
- Include your analysis and academic voice/stance in all academic work.
- Check your academic work, looking for potential issues with academic integrity.
- Become an independent and life-long learner.



UAGC needs YOU.

As a faculty member for any course and any program, you can facilitate each student's journey toward academic integrity. You are encouraged to use the information and resources available in the [UAGC Academic Integrity Guide](#).

You can review how to use appreciative inquiry approaches to support students in their ongoing development toward academic integrity by watching [Appreciative Pedagogy: A Positive Approach to an Academic Integrity Lifestyle](#). This presentation was originally presented at the 2021 UAGC TLC Conference by members of the Student Conduct & Community Standards, Office of Academic Integrity, and Learning Support teams.

References

The University of Arizona Global Campus. (2021). *Academic Integrity*. UAGC Catalog. <https://www.uagc.edu/catalog/student-rights-responsibilities/academic-integrity>

The University of Arizona Global Campus Writing Center. (2021). *Academic Integrity Guide*. <https://writingcenter.uagc.edu/academic-integrity-guide>

USING THE BIG BLUE BUTTON (BBB) AS A TOOL FOR STUDENT SUCCESS

Conni Whitten, Associate Professor, Department of Organizational Studies



Hello! My name is Conni Whitten, and I am an asynchronous classroom enthusiast. I admit it. I tend to avoid real-time interaction, if possible. Many of our students feel the same, given the logistics of their lives. I have no aversion to recording personal videos, and I use them frequently throughout the course room. It's the virtual that I struggle with.

However, over the past few months, the team teaching MGT450 – the Capstone for the Bachelor of Arts in Operational Management, began noticing a lack of understanding and motivation from our students when completing the capstone project. Something had to be done, and we continued to brainstorm ideas to enhance the understanding and purpose of the project. The capstone project is a significant steppingstone from concept to application in real-world scenarios using real-world organizations. The project is essential to the students' futures.

Canvas offers a Conferences link on the left menu in the classroom. I clicked on the link once or twice just out of curiosity. It took me somewhere a bit confusing. There was no real guidance to the process, so I quickly got out of the conferences link before something weird happened.

About four months ago, Canvas changed the name of this site to BigBlueButton (formerly Conferences). Of course, my curiosity piqued, and I clicked on the link. I found the same page as previously provided – except this time, courageously, I clicked on the blue + Conference box at the top and began to set up a conference page.

For clarity, BigBlueButton is software that allows one to generate a live conference or meeting with students within the classroom. An instructor can adjust the meeting length, prepare a description, select the record option, and send a message to students through this link.

Because I want my students to fully understand the purpose and value of what they are learning, I took a giant leap and created a live gathering held during week four of the course. The purpose of the meeting was to review the capstone project and answer any questions the students might have related to the expectations for the project.

Eight of the 19 enrolled students came to the meeting to my great surprise and pleasure. We chatted for almost an hour, and they had great questions. I shared upfront that I would not record the meeting, which gave them comfort and offered them the opportunity to speak freely. There were a lot of thank-yous for the tips and information provided during our meeting.

While grading the final project, there was a noticeable difference in the product submitted by BBB participants to the submissions from previous courses. They took the advice given during the meeting and applied the recommendations to their proposals. While the purpose of our meeting was project-focused, this option can enhance any course and explain the course's learning goals in person.

Disclaimer:

What the BigBlueButton Will or Won't Do

- Does not add the meeting to the course calendar.
- Sends an email to those invited, but the message content is somewhat cryptic. It states, "You've been invited to participate in a web conference, MGT450: Final Project Chat for MGT450: Strategic Planning for Organizations (BII2131A)." The message provides an option to see more details and directs the student to the classroom without further explanation.

To set the class up for success, I immediately posted an announcement. I sent an email providing details for the meeting, an explanation of the invitation, and how to access the conference by clicking on the Big Blue Button tab. I sent an additional email the day before and the meeting day. And then, I posted an announcement the day of the meeting. At that point, it was up to the student whether they would join in or not.

Connections between this process to the Power of One, retention, and persistence are undeniable. Engaging and empowering the student are key elements to success. This simple process opens the door to relationship building and growing new knowledge. As an added benefit, a student struggling with the project emailed me after our meeting and asked if we could "Big Blue Button" because he had some questions. To me, that is a success!

I am still an asynchronous fan; however, it is comforting to know about this platform for reaching students. The BBB meeting room is readily available for the instructor and easily accessible to the student. If you have a classroom situation where this tool will be beneficial, I hope you will create an opportunity for development and growth. Encourage your students to thrive and excel by using the offered and easily deployed tools.

BUILDING ACADEMIC COMMUNITY

HAPPY HOLIDAYS? POSSIBLE HOLIDAY STRESSORS FOR STUDENTS AND WAYS TO HELP

Christina Jaquez, Student Conduct Officer/Deputy Title IX Coordinator, Student Affairs



Financial Stressors

As we near the end of one year and enter another year of this global pandemic, we must all be aware of the holiday and end-of-year stressors that might impact our student population. These stressors often cause student emotions to escalate more easily and quickly. Students may not realize the impact of their communication, be reluctant to ask for help, or just not know help is available. Therefore, it is critical for all of us who support students to do our best to understand the nature of their experiences, how those experiences can translate into classroom behaviors, and how we can offer empathetic guidance to help ensure our students' success.

This time of year can be tough on people trying to make ends meet, let alone feeling pressure to buy gifts even outside of the pandemic. Many students may be on government assistance. Due to inflation and supply chain issues, many items cost more and may be hard to find. Food insecurity is also a concern for many. Our students often rely on their financial aid stipends to help alleviate financial stress. Struggles in a course may have implications for student financial aid and, therefore, household finances.

Mental/Emotional Stressors

The National Alliance on Mental Illness noted 64 percent of individuals living with a mental illness felt that their conditions worsened around the holidays. While the holiday season is about joy – for some, there can be triggers around this time of year that can lead to increased depression, anxiety, and substance abuse. It may also be hard to see a person's mental health provider for support during this time due to availability.



Family/Social Stressors

Households can be hectic with children on school breaks and parents with busy work schedules. This may be the first time for family get-togethers after a long time. This can also be a more emotional time as many students, and their families may be mourning the loss of loved ones during the COVID pandemic. Traveling is more expensive and stressful this time of year. Students may not be able to engage in traditions or activities they've historically looked forward to during the holiday season.

Health/Physical

COVID (and its new variants) and flu surges impact healthcare more significantly in some areas of the United States than others. Students may have to care for family members or children who are ill. This may be a time of year for burnout for many working students, particularly those working in industries most impacted during the pandemic: healthcare, first responders, educators, etc.

Other Impacts

Weather and natural disasters can impact students unexpectedly, and various political and social justice issues may be triggering.

How Everyone Can Help

More than ever, it is important to lead with support and empathy as we navigate the holiday season and the continuing pandemic. Practicing active listening with your students will help you understand how to

guide them to the best resources. Student Affairs maintains several critical resources, such as HELpline, Access & Wellness, Student Dispute Resolution, Academic Resolution, and Student Conduct. At any time, if you need support in dealing with a challenging situation, please don't hesitate to email scs@uagc.edu.

Please also don't forget to take care of yourself. We appreciate all you do to help our students in their educational journey.

References

MAINTAINING MENTAL HEALTH DURING THE HOLIDAY SEASON (AND A PANDEMIC). (n.d.). [web log]. Retrieved from <https://namica.org/blog/handling-stress-during-the-holiday-season>.

HOW WE HOLIDAY

UAGC celebrates the remarkable diversity of our faculty, staff, and student community's experiences. *The Chronicle* ends the year by honoring several faculty members' holiday traditions in the narratives below. And UAGC is excited to invite each of you to share your cultural traditions throughout the year. Stay tuned in early 2022 for detailed communication about how you can join this continual celebration of our UAGC community.

Connie Lower, Lead Faculty, Academic Engagement Center



For 70 years (yes, 70), the Lower family Christmastime events have begun with the baking of coffee cakes from an "ancient" family recipe early in December. The coffee cakes are not for the faint-hearted as they contain pounds of butter, making them unbelievably tasty. The ladies of the family find ways to take a vacation day from work on a Friday and bake into the weekend with assembly-line precision, breaking eggs, measuring flour, creaming butter, and firing up four ovens. On December 3rd, the Lower ladies made 72 coffee cakes

within 30 hours. These coffee cakes are kept in cold storage until Christmas Eve when 65 members of the Lower family fan out through the community and rural areas of Lanark in northern Illinois, caroling and delivering coffee cakes to shut-ins, senior citizens, and those alone on Christmas Eve. The carolers include babes in arms to the oldest family members. Many families look forward to this with great anticipation every year.

When the caroling and the gifting are complete, we all come back together at the Lower family home and warm up with a soup supper. After soup, love, and laughter, we read the Christmas story and experience it again through



carols. We have often combined our resources and given a financial gift to a family who has fallen on hard times. Going to the 11:00 Christmas Eve service at the church completes an evening that everyone holds in their heart until it's renewed the following year. We feel blessed to have kept this tradition going for so long and through so many generations.

Anonymous

I celebrate Yule, which is the winter solstice. It is one of eight Sabbats – or holidays – in the Wiccan Wheel of the Year. It is the longest night of the year, so the celebration focuses on the Sun God and Goddess's return and the renewal of life. It is a celebration for the spirits who have passed and the spirits who will be born in the coming year. It is a celebration of the circle of life as well as growth.

Many Wiccans celebrate Yule in different ways. Some are solitary practitioners, while others celebrate in a group. I celebrate in a group. Each of us locates a recipe that represents the season or the focus of our celebration and brings that to our gathering. We leave an open seat at the table and fill a plate for the spirits during the event. After the celebration ends, that food is scattered outside for animals to eat.

Wendy Conaway, Ph.D. – Lead Faculty, Academic Engagement Center

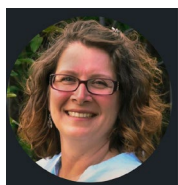


Every year, we celebrate Chanukah, which is the festival of lights. It lasts for eight nights and is commemorated with song, candle lighting, and of course – food! Our family typically hosts an

annual Chanukah party for family and friends. In preparation, we put up decorations and spend an entire day frying latke (potato pancakes) traditionally eaten with applesauce and sour cream. Afterward, the entire house smells like a giant French fry! The effort is worth it, though, because every single one is quickly gobbled up.



Jennifer Robinson, Ph.D. – Lead Faculty, Academic Engagement Center



Last year, we had a COVID Christmas party across two continents and three states (USA, England, Ohio, Oregon, and Texas) using three portals, one cell phone, and one regular phone. We played games (e.g., Bingo and Scattergories), had a virtual gingerbread house contest, and had a great time with family across the Internet lines.



Since deploying to England, we now include a Christmas day tea as part of our celebration. We do the ham on Christmas Eve and the tea on Christmas day.

Selena Alhassan - Student Dispute Resolution Specialist I

For Thanksgiving this year, we started our day attending Mass at St. Martha's Catholic Church. We continued the festivities by watching my 15-year-old play football with his friends and teenagers in the community at the Turkey Bowl Football game. Then we ventured into the kitchen to finish up last-minute side entrees as we usually start cooking the day before. We have mac and cheese, which is the



best comfort food. We also have gumbo, ham, turkey, tamales, cranberry sauce, homemade pies, Hawaiian rolls, and monkey bread. We go around the table and say what we are thankful for and bless our food with a lovely prayer, and then we dig in! It's a tradition that we watch Griswold's Christmas Vacation after dinner and play a family game. This year we did Family Feud.

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](#).

Patricia Youngs, Department of Education and Liberal Arts

Congratulations to Dr. Patricia Youngs on publishing her dissertation: Early College Readiness: A Qualitative Study Examining the Perceptions of Dual Enrolled High School Graduates.

Youngs, P. D. (2021). Early college readiness: A qualitative study examining the perceptions of dual-enrolled high school graduates (Order No. 28649914). Available from Dissertations & Theses @ Northcentral University. (2572540587). <https://www.proquest.com/dissertations-theses/early-college-readiness-qualitative-study/docview/2572540587/se-2?accountid=28180>

Dallas Stout, Department of Behavioral Sciences

Dr. Stout joins Orange County 4-H Teen Council. [Learn more here.](#)

Nyrobi Wheeler, Department of Professional Studies

Congratulations to Nyrobi Wheeler on the third book she has co-authored, Everyday Struggle: How Toxic Workspaces Affect Black Women. The book is an anthology of toxic work environments experiences from 15 women.

HwangJi Lu, Department of Health Sciences

Hwangji Lu published an article in the European Journal of Open Education and E-learning Studies: The implementation of e-portfolios in an online graduate program.

Lu, H. (2021). The implementation of e-portfolios in an online graduate program. European Journal of Open Education and E-learning Studies, 6(2), 167-179. doi: 10.46827/ejoe.v6i2.4021

Brett Bauman, Department of Behavioral Sciences

Congratulations to Brett Bauman, who was ranked as one of the top lawyers in Broward County in 2021 by Fort Lauderdale Illustrated. He was also honored as one of the best South Florida legal minds in Corporate Law for South Florida Business & Wealth's First Annual 2021 Legal Awards. Lastly, Brett was recognized as a "lawyer of distinction" for 2021 by Lawyers of Distinction and published in the New York Times, demonstrating that he has been selected and recognized for my achievements and peer recognition.

Lisa Toler, Department of Organizational Studies

Lisa Toler published Advancing Workplace Diversity: Weathering the Storm to Create a Path toward Diversity, Equity, and Inclusion.

Toler, L. (2021). Advancing Workplace Diversity: Weathering the Storm to Create a Path toward Diversity, Equity, and Inclusion. In J. Marques (Ed.), in Part 1 -- Leadership and Organizational Behavior with a Conscience. Routledge Research Companion to Business with a Conscience (pp. 87-99). ISBN: 9780367688820

NEW FACULTY

Dr. Yousef Awwad | Department of Professional Studies



Hello. I have been an executive in Finance, Auditing, Banking and Education, in both the public and the private sectors. Immigrating to the United States about 25 years ago from Jordan, I currently serve as the Chief Financial Officer and Vice President of Finance for VisionQuest National. When I first moved to the United States, I was overwhelmed with the system and the vastly different culture from the culture with which I grew up. But quickly, I adapted to the culture and learned the system. While it was hard initially, I knew that I could do anything I set my mind to. Determination and perseverance are qualities that helped me reach my goals and go on a successful journey in my life. My experience includes Vice President of Finance for Oregon College of Oriental Medicine, Chief Executive Officer, Deputy Chief Executive Officer and Chief Financial Officer for Portland Public Schools, and Chief Financial Officer, Deputy Superintendent for Tucson Unified School District (TUSD), and Teaching at the University of Arizona. My academic background includes a Doctor of Education from the University of Portland, a Master of Business Administration from Webster University, and a bachelor's degree in Accounting from the University of Jordan. I am also a Certified Public Accountant (CPA), Chartered Global Management Accountant (CGMA), Project Management Professional (PMP). I am COSO certified by the Committee of Sponsoring Organizations of the Treadway Commission (COSO) and the American Institute of Certified Public Accountants (AICPA). I believe that the purpose of education is to facilitate learning and provide students with a safe environment to express their views and collaborate with each other. It is to help them acquire new knowledge and skills they can use in their life and career. I enjoy connecting students with real-life experiences and academic research. I am passionate about volunteering; my signature program, "Adopt-A-School Program" for TUSD, made the headlines and attracted many community members to dedicate their time and efforts to help their local schools. I travel, play golf, and work out when I have time.

Duane Buchanan | Department of Advanced Management Studies



My name is Duane Buchanan. I like to say that I am a father to three adult children and a husband to my wife Michelle for 27 years. I also say what I do is work in education and the classroom. I have ten years of experience leading nontraditional students and graduate students at MidAmerica Nazarene University (MNU) in Olathe, KS. My courses include organizational change, human resources, and ethics. I am a nontraditional adult graduate from MNU holding a Bachelor of Arts in Management and Human Relations and a Master of Arts in Organizational Administration. I earned my Ph.D. at UAGC (formerly Ashford University), and I am thrilled to have the opportunity to teach in the same program now. I am uniquely positioned to teach at my alma maters and demonstrate the opportunity afforded through education at these excellent universities. I work at a global legal services

organization in human resources with a focus on talent and organizational effectiveness. In addition, I have several years' experience working as a consultant in a government capacity and at large, complex, global organizations. Leadership development is a key aspect of my career. I am certified to teach over a dozen practitioner programs, including The 7 Habits of Highly Effective People, Crucial Conversations, Lynn Emotional Intelligence, The Leadership Challenge, and several Franklin Covey courses. I am also a Prosci Certified Change Practitioner. I am a member of the Greenleaf Center for Servant Leadership and the Society for Industrial-Organizational Psychology. I believe we should use education to improve the human condition. Serving students to aspire to go beyond the degree and engage at work, at home, and in their communities. Education is a noble cause best shared with others. I am excited about joining UAGC and look forward to connecting with other faculty.

Joan Burkhardt | Academic Engagement Center



I earned my Doctor of Education in International Higher Education from Northeastern University, Master of Science of Education from the University of Bridgeport, and Bachelor of Arts in History and English from Clark University. I have 20+ years of experience in teaching, instructional design, curriculum development, and web/ePortfolio development in post-secondary settings. For the past eight years, I have served as lead faculty for the Graduate Schools of Education and Global Studies & International Relations at Northeastern University - a large, multi-campus research university in Boston, MA. Most recently, I initiated a student crisis response team to facilitate the safety and evacuation of refugees from Kabul. I have significant experience working with diverse adult learners in on-ground, online, hybrid, and blended contexts. I am also an experienced K-12 practitioner, having taught in urban, suburban, and rural settings and successfully home-educated my two children – now ages 23 and 18. My research interests include engagement and motivation in online learning spaces, managing productive struggle in remote education, and international student adjustment (including "Third Culture Kids") in U.S. higher education contexts.

Kelsey Carroll | Academic Engagement Center



My name is Kelsey Carroll, and I am thrilled to be a new associate faculty member at UAGC! I have been working in the field of education since 2009 as an educator, presenter, and online instructor. I attended Oklahoma State University for my bachelor's and master's degrees in education and leadership. Most recently, I completed my Doctor of Education with a specialization in English as a Second Language from Northcentral University. My areas of expertise and research include instructional strategies that support English Language Learners, adequate teacher preparation, transformative learning, and a learner-centered curriculum. I especially love helping students progress in their collegiate reading and writing development by finding their voice. With a vast variety of experiences teaching culturally and linguistically diverse learners, I have taught from the elementary classroom to nontraditional adult

learners. I am also experienced in curriculum development and instructional design, specifically creating meaningful online learning experiences for nontraditional adult learners. My passion for cultural diversity and language extends outside the classroom by volunteering with a local refugee program and learning conversational Spanish. I enjoy the outdoors and frequently camp and travel with my husband in my free time. I am an avid reader, devout coffee drinker, and mediocre mountain biker. I am very excited to be part of the UAGC team as an associate faculty member to help empower students through academic writing and critical thinking!

Dr. Rafael Caycho | Department of Health Sciences



Hello all! My name is Rafael Caycho. I am originally from Lima, Peru, but I have lived most of my life in Atlanta, Georgia. I graduated from The University of Georgia with a Bachelor of Science in Biology. I received my master's degree in Healthcare Administration and a Ph.D. in Health Services – Healthcare Administration from Walden University. My research interest is in the disparity of healthcare services in minorities, especially Spanish-speaking populations. I have many years of experience working as a healthcare administrator in different settings. At this moment, I work as a healthcare administrator for a telehealth company that provides medical treatment for Opioid addicted patients in most states throughout the nation. I also have a passion for research and teaching online. I enjoy cooking and spending time with my wife and two dogs, Toby and Bruno, in my spare time. I am grateful and excited to be part of the UAGC community.

Ashley Conner | Academic Engagement Center



Hello! My name is Ashley Conner, and I am excited to be a part of the UAGC family as an associate faculty member in the College of Arts & Sciences, Academic Engagement Center. I earned a Master of Education in Educational Reading (Language & Literacy) and a Bachelor of Arts in Elementary Education from the University of North Carolina at Wilmington. I've worked in education for almost 15 years, with experience in diverse classrooms. These include international, Title 1, charter school, and online classrooms. I've also served as an Instructional/Literacy Coach, supporting educators in the North Carolina Public Schools. In addition to my work here at UAGC, I teach in elementary and secondary-aged online classrooms through the support of the Rural Education Project, a philanthropic initiative to teach English to underserved students in rural, autonomous regions of China. I currently reside in Wilmington, North Carolina, with my husband and three children, and enjoy spending time with my family on our beautiful NC beaches and waterways!

Dr. Asia (Aasiyah) Ghazi | Department of Professional Studies



Hi, my name is Dr. Asia (Aasiyah) Ghazi, and I am one of the new associate faculty members with the University of Arizona, Global Campus. I am so glad to be part of a community of educators and a university that cares about their students' education and well-being. I reside in the Southern California area. I teach in the Bachelor of Arts in Business Leadership (BABL) program with the Forbes School of Business and Technology. You'll find me teaching the BUS119, MGT380, MGT425, and MGT440 courses. I graduated from Pepperdine University earlier this year and earned my Doctor of Education in Organizational Leadership. I am currently back at Pepperdine to earn my Doctor of Philosophy in Global Leadership and Change. I have a Master's in Human Resources Management from DeVry University and a Bachelor of Science in Business Administration and Law. My research area is in women in leadership and impostor syndrome. My dissertation focused on women leaders in the engineering field using the best strategies and practices to overcome feelings of inadequacy and impostorism. Outside of teaching, I am a trainer and facilitate leadership training with individuals and corporations. I run my podcast called The Creative Woman Leader, which you can find on all podcast listening platforms (Spotify, Apple Podcasts, Google Podcasts, and more). I also work as a Graduate Assistant with Pepperdine University, manage their podcast, and conduct training to build resilient teams. Besides this, I love cooking and experimenting with new recipes and going to the beach when I can. A fun fact about me: I am a certified clinical hypnotherapist and enjoy dancing!

Tara Hartman | Academic Engagement Center



My name is Tara Hartman, and I live in North Carolina with my husband and two sons (17-year-old & 15-year-old). I earned my Bachelor of Arts in Psychology from Millikin University, my Master of Arts in Higher Education from the University of Louisville, and my Master of Science in Child & Adolescent Developmental Psychology from Southern New Hampshire University. I have taught First-Year Experience courses for sixteen years and am excited to continue my love of teaching with the students at UAGC. In addition to teaching, I am also the head coach for the girls' developmental academy at our local volleyball club. My goal through all my work is to help students and athletes get positively started on their journeys, so they'll continue to grow and love whatever they are pursuing. Being there to support them from the beginning helps them form a solid foundation to build on. I'm excited to be a part of the UAGC family.

Sherry Hatcher | Academic Engagement Center



My name is Sherry Hatcher, and I am a new UAGC associate faculty member teaching GEN103 Information Literacy. I earned a Bachelor of Arts in Communication Studies, a Master of Arts in Teaching and Learning with Technology – Specialization Online Educator, and a Forbes School of Business and Technology Master of Business Administration – Specialization Entrepreneurship, all from Ashford University online. I understand the challenges of balancing family, friends, work, and college. As a Certified Empowerment Coach, I have a passion for helping students reach their goals that equals my love for teaching. Professionally, I spent several years in various corporate positions and industries. Ultimately, my passion for business led me to pursue my entrepreneurial dreams. I owned a legal research and attorney support services firm for fifteen years. I served on a national association's board of directors for two terms as president and one term as vice president in my company's industry. After selling my company, I returned to college to complete my bachelor's degree and continue my academic goals by earning two master's degrees. I live in Columbia, South Carolina, where I love spending quality time with my family, which is quite large. I have two grown children, four grandchildren, and nine great-grandchildren. I love reading, writing, researching, teaching, and playing board games.

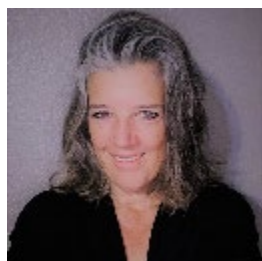
Dr. Crissie Jameson | Research



Hello. I have worked in higher education for over 15 years. I am a former K-12 teacher, teaching all grade levels from preschool to high school. I have served as a full-time faculty member at a large, online institution. I have taught research methods to doctoral students in all methodologies (quantitative, qualitative, mixed methods, and program evaluation), and I support online doctoral students in completing their dissertations. I received a Ph.D. in Educational Psychology with minors in Statistics and Program Evaluation from Florida State University in 2008.

I have been a part of numerous research projects both with a group and on my own in all research method types (quantitative, qualitative, mixed methods). I have published numerous peer-reviewed articles and presented at national conferences. I conduct my research on supporting the motivation and progress of online doctoral students.

Dorothy Jimenez | Department of Human Services



I am thrilled to become part of the UAGC community. I have been in the human services field for over 30 years. My experience has included working as a school social worker, within medical social work, in the foster care system, and at a rape crisis center. I have held many different roles, including being a licensed clinical therapist for the past 25 years, casework, crisis interventions, program development, and the role of executive director at two agencies. The most recent agency was a rape crisis center in Northern Colorado. I currently provide online

telehealth therapy and teach online. I received my Bachelor of Social Work and Master of Social Work from Colorado State University. In 2010 I obtained my Doctorate in Management in Organizational Leadership from the University of Phoenix. While working on my doctorate, I had the opportunity to teach and found a new passion. I have been teaching since 2007, including the traditional face-to-face model, hybrid, and fully online programs. In addition to teaching, my roles have included program director of an MSW program and a faculty director for a Human Services program. I have, however, found that my passion is truly in the online classroom, engaging with students who want to make an impact in our world. When not in the classroom or providing therapy, I am busy with her rescue horses (and dogs) on a small ranch on the Wyoming border in Northern Colorado. I am blessed with three biological children, my first and only grandchild, in addition to six foster children. They have all launched, and now my husband and I have an empty nest.

Ron Kurtzman | Department of Advanced Management Studies



My name is Ron Kurtzman, and I am very happy to join the faculty at UAGC. I will be joining the Organizational Development faculty and bring many years of experience in the industry, having worked for Avon Products, NEC Corporation, GTE Government Systems Corporation, and GTECH Corporation. I am an entrepreneur and have owned a consulting company for the last 25 years. I hold a Ph.D. in Leadership and Organizational Development from Ashford University, an MBA from Bryant University, and a BA from the University of Massachusetts, Amherst. My homes are in East Providence, Rhode Island, and Leland, North Carolina. My areas of interest are Industrial and Organizational Psychology and Entrepreneurial Studies with a focus on Stress and Burnout in the Workplace. My leisure interests include recreational reading, traveling, music, and spending time with my family. I'm looking forward to teaching in the doctoral program at UAGC.

David Marker | Department of Advanced Management Studies



Early in my professional life, I spent nearly 17 years helping to build a small business. I then returned to school to pursue an academic career. I earned a Master of Science Degree in Business – Organizational Behavior and a Ph.D. in Business – Organizational Theory from the University of Kansas. I am a lifetime member of Beta Gamma Sigma and have taught at large public universities and small private schools. My research centers on understanding organizational interdependence using organizational change as a contrast medium. Originally from Topeka, Kansas, I spent over 12 years working at the École Supérieure de Commerce (ESC) - Clermont Ferrand, France. While at the ESC-Clermont, I earned tenure, was promoted to full professor, was the director of several master's programs, and was Dean of a Faculty working with more than 50 full-time professors and more than 100 adjunct professors. The school earned Association to Advance Collegiate Schools of Business (AACSB) accreditation and was consistently ranked by The Financial Times among the top business schools in Europe. Additionally, this work allowed me to visit much of the world and engage with business leaders

and academics from all parts of the globe. Upon returning to the United States, I joined the faculty at Grantham University and was promoted to Dean of the Mark Skousen School of Business in 2016. Four years later, I joined the College of Business and Management administration at Colorado Technical University based in Colorado Springs, Colorado. I currently work with graduate students helping them achieve their academic and professional goals. I have lectured and presented research papers in many different countries. I write and play music in my leisure time, hang out with my dogs, and spend time with my family. I am excited about working with the students and colleagues at UAGC.

Dr. Yolanda Parra | Department of Health Sciences



I am Dr. Yolanda Parra, and I am excited to be part of the UAGC family as associate faculty in the Master of Health Administration program! I enjoy working in the health care field and have 20+ years of experience. My experience includes working in physical medicine, long-term care facilities, third-party administration, and program operations for a large health care organization. I currently manage an Occupational Health & Safety Service program for 25 clinics in Southern California. I also have experience with injury and care coordination for Major League Soccer players. I have a wide range of experiences to share with my students. I earned my Bachelor of Science in Organizational Management, Master of Science in Gerontology, Master of Health Administration, and Doctor of Public Administration from the University of La Verne. I am a Certified Professional Coder (CPC) and have a background as a Project Management Professional (PMP). In my free time, I enjoy staying active. I enjoy spending my free time doing activities like hiking, weightlifting, Pilates, yoga, and CrossFit.

Dr. Sara Reed | Department of Advanced Management Studies



I am Dr. Sara Reed and am excited to join the UAGC team and faculty. I currently serve as the Vice President of People & Talent for Western Governors University (WGU) and am a retired Air Force officer. I have spent almost ten years in higher education administration, serving in roles at large research institutions to community colleges. I have also served as an Air Force Reserve officer for those ten years after serving ten years on active duty. As faculty and an administrator, my transition to higher education (as faculty and an administrator) was born out of my deep belief that education changes lives, legacies, and communities. I earned my Doctorate in Educational Leadership & Management from Drexel University, Master of Arts in Education from California State University – Sacramento, Master of Science from Troy State, and Bachelor of Arts from the University of Minnesota, Twin Cities. I have deeply enjoyed teaching at multiple levels, from undergraduate to doctoral, and am passionate about creating great leaders to advance our communities and world. I am also married and am the mother of three amazing daughters. I greatly enjoy reading, traveling and am learning to ski.

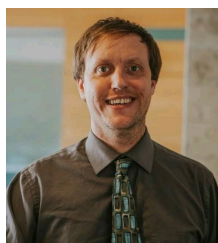
Elizabeth Reichart | Academic Engagement Center



I am pleased to be part of the Global Campus faculty community and teach GEN 103, Information Literacy. I have many years of experience in libraries and teaching Information Literacy in K-12 schools, community colleges, four-year universities, and another online college. I received my B.A. in Educational Psychology from Alfred University, Alfred NY, and my MSLIS in Library and Information Science from Long Island University, C.W. Post, Brookville, NY. I am currently pursuing an additional master's degree in Instructional Design from the University of Maryland Global Campus. I also possess two certificates above the

Master's level in Instructional Technology (from Penn State University) and Institutional Assessment and Accreditation (SUNY Courtland). I live with my husband in South Carolina. I'm the mom of one son who runs his own successful business. I like to read, cook, and spend time traveling when I can. We are animal lovers and recently had to say farewell to our beloved fur babies, 17 and 13.5 years old. We are looking forward to welcoming our home to new fur babies again when the time is right. As an educator and Information Specialist, I am driven to engage, inspire, and ignite learning. As a result, most of my career has centered on education, and my passion is fueled when I see students connect the theories and concepts into practice and real-world applications. I strive to maximize a learner's education and become a facilitator of their development. I transfer this desire to my teaching approach. I see the educational process as reciprocal; I have the knowledge to impart to students, and they have information to exchange with me. My interactive partnership with students provides the growth required for reflective practitioners in the competitive job market. I am committed to establishing a connection between the coursework and the student's ultimate career or life goals. I unlock the key to lifelong active learning by bolstering a student's self-motivation. This is extremely rewarding, and I believe it sets me apart as an educator. Being a lifelong learner, I believe that students learn when they are actively figuring things out, engaging with the course concepts, not passively drifting through a lecture, expecting to be taught. I incorporate instructional methods that guide students toward their discoveries of facts by thinking about how it relates to a particular topic. My teaching style encourages critical thinking as I engage all students in the discussion thread. I keep students engaged by encouraging them to use real-world events and related meaningful scenarios to course theory and material.

Michael Robinson | Academic Engagement Center



Hello. I am Michael Robinson. I am an Academic Outreach Specialist in the Academic Integrity department with UAGC and an associate faculty in the College of Arts & Sciences. I have been with the University for over six years after transitioning from being a longtime high school teacher. I am currently a Ph.D. candidate with UAGC, with an expected graduation date in the spring of 2022.

Jen Sepanski | Department of Advanced Management Studies



Hello! My name is Jen Sepanski, and I am excited to be joining the UAGC faculty. I reside in southeastern Wisconsin with my family and our two sassy dogs. I have been a public-school educator for many years, teaching literature at the secondary level in a diverse and inclusive community. I received my BA in English from UW Parkside, a Master of Science in Teaching and Learning from Concordia University in Wisconsin, and am currently a Ph.D. candidate in Literacy and Language at Cardinal Stritch University in Milwaukee, WI. I am a published author and enjoy photography, music, reading, traveling, and cooking. Spending time with my family is most important to me. I believe in lifelong learning and that a life of service is the most rewarding; both beliefs led me to teach. I am so excited to be a part of the UAGC community!

Whitney Walker | Academic Engagement Center



Hello! My name is Whitney Walker, and I am excited to join the UAGC team as associate faculty in the College of Arts and Sciences. I have spent my professional career in the education field. I teach high school English in a rural Illinois school and facilitate professional development courses for current educators nationwide through the National Education Association. I've also taught middle school English Language Arts (ELA), tutored, run a grant-funded after-school program, coached middle school sports, and run various extracurricular activities. I hold an Illinois teaching license with endorsements in elementary (K-8), high school English, middle school ELA, middle school science, middle school social studies, and middle school math. I obtained my undergraduate degree from Western Illinois University in Elementary Education. I also have a master's degree in Curriculum and Instruction from Eastern Illinois University. My goal as an educator is to ensure that all students succeed and engage in learning experiences that will set them up for future success. I reside in rural Illinois with my dog, Copper. I enjoy reading, live music, documentaries, and podcasts. I look forward to working with UAGC and all the unique opportunities it will bring.

EVENTS AND PROFESSIONAL DEVELOPMENT NEWS

TURN THE TIDE

Rachel Orlansky, Vice President Student Affairs



Starting in 2020, the UAGC Turn the Tide initiative began advancing cultural competency on sensitive topics about diversity, equity, and inclusion across the University. We work toward competence through informative presentations, book and multimedia engagement, and small-group discussions.

In 2020, Turn the Tide facilitated cross-representation panels that focused on critical themes, such as equity, social justice, and love. Then, invested full-time staff and faculty received training on group conversation facilitation and moderated small-group discussions on panel topics. In this first phase of Turn the Tide, the participants noted these conversations significantly impacted their work and are critical to UAGC's collective mission.

With that helpful feedback, Turn the Tide seeks, in our second year, to dive deeper into the themes mentioned above with the goal of helping participants attain or increase their awareness of issues of diversity, equity, and inclusion and grow into allies or more. Therefore, in 2021, Turn the Tide not only expanded to include *all* University representatives (not just full-time) but also narrowed our thematic focus. This year, Turn the Tide is comprised only of small-group discussions that address various facets of the topic of **inclusion**. These groups leverage literature and multimedia resources about inclusion to inform rich and meaningful dialogue, which they engage in every other week. This dialogue addresses not only experiences of inclusion and their impact on us individually but also how we – in each of our seats – can advance work toward broader inclusion at UAGC.

Personally, as a planning committee member and facilitator, I've been incredibly proud to be a part of this work and encouraged by the level of dedication and commitment of my colleagues, who continue to show up and do the hard work. Many staff and faculty have participated throughout these phases. Hear more from more participants and facilitators who share the impact of this work in their own words.

"Turn the Tide is helping merge leadership with employees across different departments to better understand each other and have crucial conversations around diversity, equity and inclusion. Most importantly, for employees to have a safe space to be heard and seen while bringing their authentic self. These crucial conversations are important for the future of our University as we continue to grow and evolve. I have had the opportunity to be part of the panel and facilitate where we talked about Social Justice topics to address concerns that are happening in the world and in the workplace. The impact it has within us and how we carry this everyday with no outlets or ways to process what's going on. This grassroots movement of TTT where the University has accepted and supported this initiative to create a safe space for employees to have these tough conversations. To share who they are but also help change the culture of the University to better represent our employees and staff. I am grateful to be part of this work and appreciative to all who have dedicated their time and joined us in this movement here at the University. I am hopeful for what the future brings. Together we are strong!" – **Javier Carrillo Cortez, Access & Wellness Counselor, Student Affairs**



"There have been many initiatives and interesting discussions I've participated in over the past ten years here, but none has stood out or had quite the feel as Turn the Tide. I would say part of this is because it comes at the right time after a global pandemic caused by a biological virus and a social and ethical endemic of violence, discrimination, and injustice that we watched unfold in the national spotlight while we were confined to our homes and safe circles. To me, Turn the Tide was its own safe circle that put me with a great group of people and gave us all the chance to be ourselves and to talk about gender discrimination and other inequities (we did sometimes veer off topic!) in a safe, quiet, and comforting space." - **Julie Pedersen, Ph.D., Core Faculty, Academic Engagement Center**



For me personally, Turn the Tide has definitely added value and made me better. Thank you, Rachel Orlansky and Javier Carrillo Cortez, for facilitating our Turn the Tide work group. All of us in our group have a safe place to engage each other in open, honest and meaningful dialogue. We have all gained many meaningful insights which allow us grow and understand more together. We are all much stronger together, and we are all developing a deeper understanding of bias, culture, and the distinct traits that make people unique (such as sex, race, gender, religion, education, age, ability and national origin). Thank you for everything! Thank you too for the wonderful book you issued to us, "Diversity in the Workplace." I liked it so much I bought extra copies to share with others. A great tool to have and I recommend everyone consider signing up for UAGC's Turn the Tide. These sessions add great value and they will also enhance your emotional intelligence (EQ). – **Bill Davis, Lead Faculty, Forbes School of Business and Technology**



"Turn the Tide is one of my favorite initiatives at UAGC. While learning about topics that are important in our society, I learn so much more about my colleagues and how we can work together to make UAGC a more welcoming environment. The time we spend learning about each other and how these issues have impacted us or how they impact our students is invaluable. We bring so much heart, care, and solution focused energy to these meetups. I am honored to be part of them." - **Jennifer Robinson, Ph. D, Lead Faculty, Academic Engagement Center**



If you're not talking about diversity, equity, and inclusion, you may not even realize you're not being inclusive. For society to change, one person at a time must change – I'll start with the one in the mirror. - **Holly Ourso – Core Faculty - Mathematics - Academic Engagement Center**

DIVERSITY, EQUITY, AND INCLUSION

Julie Pedersen, Core Faculty, Academic Engagement Center



In the spring of this year, I completed the University of Southern Florida's MOOC (Massive Open Online Course) course in Diversity, Equity, and Inclusion (Florida, Conference, and Events). The course had well over 100,000 attendees, spanned seven weeks, and featured presentations from prominent leaders and consultants across fields of industry, sports, education, and human resources, along with source materials focused on specific DEI topics.

One of the first "wow" moments for me in the course was its discussion of selective perception, how it plays a vital role in our survival, and is the indirect cause of some stereotypes and biases. The world is a nonstop source of data and stimuli. If we didn't have selective perception mechanisms (conscious, subconscious, and unconscious) to filter out most of the stimuli, we'd be unable to move, not to mention live our lives.

I wanted to share this particular takeaway from the course because it makes it easier to accept that we all have biases and stereotypes. I think recognizing this helps relieve some of the guilt we might have about our biases and cut through the inaction that guilt often brings. Here's a great [Ted Talk on biases](#) that was one of many resources shared in the DEI course.

This insight into the role of selective perception and biases was a great jumping-off point for the dozens of presentations that focused on a myriad of DEI topics such as emotional intelligence, stereotypes and biases, amplification, and microaggressions, to mention just a few. The course gave me so many tools to use in my efforts to foster DEI, and I wanted to share some of them here so that you might include them in your DEI toolkit.

Tool #1 - Amplify lesser or rarely heard voices.

Amplification is the act of amplifying lesser or rarely heard voices. It is one of those small but easy things each of us can do to enhance diversity, equity, and inclusion in our classrooms, meetings, and activities with colleagues and our daily lives. To be an amplifier, just be mindful of listening for those lesser-heard voices and amplifying them by repeating or calling attention to them. This can be as easy as noticing a comment that has not been responded to in the chat and turning on your mic to amplify the comment. In meetings or activities with colleagues or students, this can mean listening for those same lesser voices or directly soliciting from someone who has not spoken.

Tool #2 – Avoid microaggressions.

Microaggressions can be thought of as the ordinary "slings and arrows" of daily life that can take their toll on the person on the receiving end of an action or comment, even when that action or comment is unintentional. Microaggressions can be passive or active, intentional or unintentional, direct or indirect. Still, all share the common feature of causing a moment of harm to recipients of that sling or arrow. An example of an unintentional microaggression can occur when you encounter someone with an accent,

and you compliment their English. Your compliment might be deeply sincere, but the recipient can perceive and experience this as a sling or arrow that pokes at their foreignness and tells them they are not American.

Tool #3 – Use preferred pronouns.

Pronouns. I learned quite a bit in the DEI course and have implemented much of what I learned into my daily life. Still, by far, the most profound takeaway for me came in the form of a statistic about how using the preferred pronouns of teenagers significantly reduces suicide attempts. As stated in an article published in May of this year in the Boston Globe:

The latest survey, which represents the experiences of nearly 35,000 LGBTQ youth ages 13-24 across the United States, found that transgender and nonbinary youth who reported having their pronouns respected by all of the people they lived with attempted suicide at half the rate of those who did not. (Sweeney, 2021)

Let's read that again! Using preferred pronouns of LGBTQ youth ages 13-24 reduces suicide attempts by half compared to not using preferred pronouns. Have you encountered a more astonishing statistic? Think how many lives could be saved if everyone in the world knew this and decided to make just this one small change.

Tool #4 – Replace bias with curiosity.

Since we all have biases, and since biases are the basis for discriminatory behavior, what if you could use a quick trick to suspend the bias and suspend the discriminatory behavior with it. As the description of Tool #4 suggests, the way to suspend bias is to replace it with curiosity. The replacement should be immediate, and the curiosity can even be exaggerated if that's what it takes to get this to work. Here's what you do: whenever you find yourself engaging in a thought or action based on bias, immediately stop the thought or action and replace it with curiosity. In other words, if you are biased against "X" and are thinking about or see "X" approaching down the street, stop the bias and become as curious as you can be about "X."

This year has been a great year for UAGC in terms of focusing on DEI initiatives, including the DEI Rubric, the Power of One, and the Turn the Tide discussions. As the year ends, I find myself thinking about all that I've learned on this topic and how it has changed me.

It is sometimes said that slavery is America's original sin. That is as true as it is tragic. From what I've learned focusing on DEI this year, I would add another original sin to the list: the sin of oppression – oppression that stifles or robs individuals of their identity. This sin is present in the lack of diversity, equity, and inclusion throughout society. It is present every time a lesser voice is not heard, every time an LGBTQ teenager hides their identity, every time we choose bias over curiosity. But it needn't be. Each of us can be the source of great change by making simple changes in how we think and act, using our DEI tools, and adding to our toolkit with further knowledge and insight as we head into the new year.

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THE UNIVERSITY OF ARIZONA
GLOBAL CAMPUS

The University of Arizona
Global Campus Psych Club Invites You
to Submit Your Proposal.



UAGC WINTER PSYCH CLUB SYMPOSIUM

Learn more about
suggested topics and
presentation formats
here.

**SAVE THE DATE FOR THE
SYMPOSIUM
FEBRUARY 1-4, 2022**

**PROPOSAL SUBMISSION DEADLINE -
DECEMBER 10**

The Winter UAGC Psych Club Symposium will highlight the roles and outcomes that connectedness can have in alignment with our personal and professional lives.

CLICK HERE TO SUBMIT YOUR PROPOSAL

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



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

critical faculty-focused news and events linking to the complete content on the CETL website.

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

Q4 NEWS

UAGC 2021 Winter Break – Message from the Provost. Winter break begins on **December 21 and ends on January 3.** Classes resume on **January 4, 2022.** [Please review this information for grading deadlines and a templated classroom announcement.](#)

2021 UAGC Faculty Experience Survey – 2021 marks the fourth year that the Center for Excellence in Teaching and Learning has surveyed faculty on their classroom experience! Please take a few minutes to complete the [2021 UAGC CETL Faculty Experience Survey](#) at your earliest convenience.

This year, we still aim to gather feedback and ideas for classroom improvements and to help guide faculty professional development. We are also broadening our scope to better gauge the holistic UAGC faculty experience.

UAGC headquarters is now located in Chandler, AZ. - Please update your email signature to reflect the new Chandler, AZ, address by **Friday, November 19, 2021.** More information is available in the updated [UAGC Headquarter Location Change to Arizona FAQ](#). [Please visit this site for email signature templates.](#)

Faculty Portal Maintenance – Tuesday, December 28 – the faculty portal will be under planned maintenance from **6:00 PM – 9:00 PM MT.** During this time, the faculty portal will be unavailable.

UAGC University Fellows Program – 2021 Awards - [Learn more here.](#)

Student Affairs Quarterly – December 2021 – Get up-to-speed on student affairs happenings and UAGC-wide innovations! This iteration of the [Student Affairs Quarterly](#) offers an informative, interactive graphic regarding holiday stressors for students and colleagues, features an interview with our academic issues liaison, and links to valuable resources to help your students.

Q4 EVENTS

Use the [CETL calendar](#) to add event information to your personal calendar.

Get CenterED! Professional Development Series - [Visit the Get CenterED Professional Development site for archived content.](#) Questions? Contact centered@uagc.edu.

Visit the UAGC colloquium site for all 2021 colloquium presentations. [Colloquium series.](#) The Colloquium Series is a faculty-driven initiative intended to engage

faculty through presentations of their research and the opportunity to discuss industry trends in the context of instructional best practices.

UAGC Library – Wednesday Webinars. [Watch here.](#) The University of Arizona Global Campus Library invites faculty to a monthly opportunity to learn more about the wide variety of databases and tools. Questions? Please contact the library at library@staff.uagc.edu.

LET YOUR STUDENTS KNOW – Please post this information in your classroom announcements.

Deadline Extended! December 30 – UAGC Psych Club Winter Symposium - Proposals Due. The UAGC Psych Club Winter Symposium theme is **Supporting Wellness and Success Through Social Connectedness**. We will highlight the roles and outcomes connectedness can have in alignment with our personal and professional lives. Submit your 2-3-minute recorded video proposal detailing your topic. [Upload a video or share a link to the video here.](#) Mark your calendar for the **2022 UAGC Winter Psych Club Symposium – February 1-4, 2022.**

UAGC Connect – UAGC Clubs and Orgs have a new engagement platform; UAGC Connect. Visit [Connect.UAGC.edu](https://connect.uagc.edu) to enjoy group discussions, learn more about university events, and network with the UAGC community.

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. [Read more here!](#) Visit toastmasters.uagc.club or email toastmasters@uagc.edu for more information.

IN CASE YOU MISSED IT

Faculty Portal Updates – We are excited to announce the faculty scheduling process has been migrated to the faculty portal. [Learn more here.](#) Visit the [faculty portal information page](#) for additional details. Questions? Please contact Faculty.Scheduler@uagc.edu. Thank you for your continued support as we transition to a centralized system and process!

UAGC headquarters is now located in Chandler, AZ. – Please update your email signature to reflect the new Chandler, AZ, address by **Friday, November 19, 2021**. More information is available in the updated [UAGC Headquarter Location Change to Arizona FAQ](#). [Please visit this site for email signature templates.](#)

Associate Faculty Compensation Update – The University of Arizona Global Campus is excited to launch a new faculty compensation model. [Learn more here.](#)

Use Your [@faculty.uagc.edu](#) Credentials! – As of **October 1**, you must log in to your O365 account (i.e., faculty email) and UAGC Canvas using your [@faculty.uagc.edu](#) credentials. [Learn more here.](#)

Center for Women's Leadership Events – Visit the [Center for Women's Leadership](#) website to learn more about membership, research, and initiatives and to view past events.

**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.

First Quarter 2022 Issue Submissions Due: March 1, 2022

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

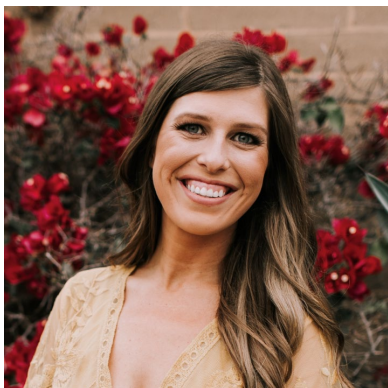
- 500 – 700 words (exceptions can be made for longer pieces)
- Include article title, author's full name, references, and citations
- Include links, author photo(s), and fair use images. You may embed images or videos in your article; please attach the full-sized original file.
- Submit one final copy 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.



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Q4 2021 CONTRIBUTORS

A special thank you to the contributors of this issue!

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Thank you!